

**Marking notes**  
**Remarques pour la notation**  
**Notas para la corrección**

**May / Mai / Mayo 2019**

**Danish / Danois / Danés B**

**Standard level**  
**Niveau moyen**  
**Nivel medio**

**Paper / Épreuve / Prueba 2**

8 pages/páginas

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## Criterion A: Language

- How effectively and accurately does the student use language?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<b>Command of the language is generally inadequate.</b> A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
3–4	<b>Command of the language is limited and generally ineffective.</b> A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.
5–6	<b>Command of the language is generally adequate, despite many inaccuracies.</b> A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.
7–8	<b>Command of the language is effective, despite some inaccuracies.</b> A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.
9–10	<b>Command of the language is good and effective.</b> A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.

### Clarification

#### Ordoptælling

På SL-niveau forventes eleverne at skrive minimum 250 ord. Skrives der færre end 250 ord får de iht. Kriterium A et minuspoint [**1 point**]. Den samlede tekst skal tages i betragtning ved karakterafgivning.

#### Sprog

Eksaminatorer bør huske på, at ikke alle fejl er lige alvorlige. Nogle fejl påvirker budskabet markant, andre gør ikke. Nogle fejl røber en fundamental mangel på viden om sproget, andre er blot udtryk for glemsomhed.

**Smuttere** – tilfældige og sporadiske fejl på alle niveauer, fx når en elev generelt behersker verbernes datidsformer, men glemmer dem en enkelt gang eller to.

**Mangler** – fejlene er ofte konsekvente og optræder hyppigere, fx er verbernes datidsform kun sommetider korrekt, eleven udviser usikkerhed og måske forvirring (fx førnutid vs. præteritum)

**Videnshuller** – visse konstruktioner er sjældent eller aldrig korrekte eller optræder slet ikke, fx præteritum, selv når den behøves.

En god besvarelse udviser kun få sproglige mangler, og smuttere og fejl påvirker kun sjældent betydningen.

**Criterion B: Message**

- How clearly can the student develop and organize relevant ideas?

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1–2</b>	<b>The message has not been communicated.</b> The ideas are irrelevant and/or repetitive. The development of ideas is unclear; supporting details are very limited and/or not appropriate.
<b>3–4</b>	<b>The message has barely been communicated.</b> The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.
<b>5–6</b>	<b>The message has been partially communicated.</b> The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.
<b>7–8</b>	<b>The message has been communicated fairly well.</b> The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.
<b>9–10</b>	<b>The message has been communicated well.</b> The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.

**Clarification**

For the **9-10 mark** band, all aspects listed for each task are expected to be present. The response should also be COHERENT and EFFECTIVE. Scripts should be marked proportionately lower to the degree to which they fail to meet these requirements.

**NOTE:** When marking candidate responses, keep in mind that neither the **accuracy** of the information presented, nor the **validity** of the candidates' personal opinions, are being assessed. Therefore, scripts that are factually inaccurate should not be marked down, provided they meet the requirements of the task, and the ideas are sufficiently developed.

**Spørgsmål 1:**

You are spending a month as an exchange student in an X-speaking country. Instead of the exciting adventure you were hoping for, you realize that you are experiencing a culture shock for which you were not at all prepared. Write an email to your friend describing your experience and the feelings/emotions you have about this.

The task expects that candidates will:

- produce a response relevant to the context stated in the task: they are spending a month as an exchange student in an X-speaking country but they are not having the exciting adventure they were hoping for
- focus on the topic of a culture shock for which they were not at all prepared
- cover both aspects of the task: describing your experience AND the feelings/emotions they have about this
- support ideas with appropriate examples, explanations and/or justifications
- give structure to the development and progression of ideas, e.g. through paragraphing or use of cohesive devices, etc.

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**Spørgsmål 2:**

Your X-language teacher has set this as the title of your next essay: “How changing values create tension between generations”. Write the essay.

The task expects that candidates will:

- focus on the topic of how changing values create tension between generations
- cover the topic in some detail: whether presenting a range of different perspectives, or exploring one overarching perspective in depth
- support ideas with appropriate examples, explanations and/or justifications.
- give structure to the development and progression of ideas, e.g. through paragraphing or use of cohesive devices, etc.

**Spørgsmål 3:**

You recently read an article in which the writer argued that those who do not make good role models in the world of sports should be banned from competing. Write a response in your blog, where you discuss the extent to which sportspeople must be positive role models.

The task expects that candidates will:

- produce a response which makes reference to the original article (or to specific ideas within it)
- focus on discussing the extent to which sportspeople must be positive role models
- cover the topic in some detail: whether presenting a range of different perspectives, or exploring one perspective in depth
- support ideas with appropriate examples, explanations and/or justifications
- give structure to the development and progression of ideas, e.g. through paragraphing or use of cohesive devices, etc.

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#### **Spørgsmål 4:**

You are passionate about cinema and you have decided to start a foreign language film club in your school. Write a leaflet promoting the club and its activities, making sure it appeals not just to students of foreign languages, but to all students in the school.

The task expects that candidates will:

- produce a response which links the content/information to the target audience (not just students of foreign language but all students in the school)
- focus on promoting the club and its activities
- cover the topic in some detail: whether focusing promoting the club, or its activities, or both equally
- support ideas with appropriate examples, explanations and/or justifications
- give structure to the development and progression of ideas, e.g. through paragraphing or use of cohesive devices, etc.

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#### **Spørgsmål 5:**

The topic of your next school debate is: “Scientists have a duty to benefit society”. Write the text of your opening speech, either agreeing or disagreeing with this idea.

The task expects that candidates will:

- focus on EITHER agreeing OR disagreeing on the topic: Scientists have a duty to benefit society
- cover the topic in some detail: whether presenting a range of different arguments, or exploring one overarching argument in depth.
- support arguments with appropriate examples, explanations and/or justifications.
- give structure to the development and progression of ideas, e.g. through paragraphing or use of cohesive devices, etc.

### Criterion C: Format

- How correctly does the student produce the required text type?
- To what extent are the conventions of text types appropriate?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	<b>The text type is not recognizable.</b> Conventions appropriate to the text type are not used.
2	<b>The text type is hardly recognizable or is not appropriate.</b> Conventions appropriate to the text type are very limited.
3	<b>The text type is sometimes recognizable and appropriate.</b> Conventions appropriate to the text type are limited.
4	<b>The text type is generally recognizable and appropriate.</b> Conventions appropriate to the text type are evident.
5	<b>The text type is clearly recognizable and appropriate.</b> Conventions appropriate to the text type are effective and evident.

For maksimal pointafgivelse **[5]** må alle angivne konventioner være opfyldt.  
For at opnå **[3]** må mere end halvdelen af konventionerne være opfyldt.

Kriterium C. Bemærk: Vi minder bedømmere om, at punkterne i Kriterium C er rettenoter, ikke retteskemaer. Også besvarelser, hvor ét eller flere punkter kun er delvis opfyldt (fx: passende sprogligt register er anvendt generelt, men ikke konsekvent; der er en indledende hilsen, men ikke en afsluttende etc.), kan man derfor bedømme med en vis rummelighed. I sådanne tilfælde må bedømmere se på opgaven som en helhed og bruge deres professionelle dømmekraft til at nå et slutresultat, dog under hensyntagen til bedømmelseskriterierne.

De forventede konventioner for hver teksttype er som følger:

#### Spørgsmål 1: E-mail

- *Konsekvent uformel sprogbrug*
- *Oplagt og engagerende sprogbrug (inkluderer måske ungdomssprog, slang e.l.)*
- Emnelinje
- Henvender sig tydeligt til en bestemt person
- Passende hilsner, indledende og afsluttende.

NB Formel e-mailtypografi (afsender, modtager, dato) forventes ikke

#### Spørgsmål 2: Essay

- *Semi-formel/formel sprogbrug*
- Titel
- Passende og tydeligt afgrænset indledning og afslutning

### **Spørgsmål 3: Blogindlæg**

- *Semi-formel/formel sprogbrug*
- Engagerende titel på indlægget
- 1. person-fortælling
- Udviser læserbevidsthed, fx i kraft af læserhenvendelser, en oplagt og interessant sprogtone, en invitation til at kommentere o.l.
- Passende afslutning, der runder indlægget af

### **Spørgsmål 4: Folder**

- *Semi-formel/formel sprogbrug*
- Inciterende titel
- Indeholder en kort indledning og en kort afslutning
- Velstruktureret opsætning (fx tydeligt afgrænset indledning, underoverskrifter, afsnitsinddeling, punkter o.l.)
- Indeholder praktiske oplysninger og/eller kontaktoplysninger (mødested, telefonnummer, e-mailadresse o.l.)

NB Grafik/typografi bliver ikke vurderet

### **Spørgsmål 5: Tale**

- *Semi-formel/formel sprogbrug*
  - *Passende sprogtone*
  - Inkluderer tilhørerhenvendelser (fx i form af pronomener som 'vi' og 'I')
  - Bejler til tilhørernes opmærksomhed og gør indtryk
  - Udviser god forståelse for mundtlig retorik (fx retoriske spørgsmål, repetition o.l.)
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