



GCE A LEVEL MARKING SCHEME

SUMMER 2018

**A LEVEL (NEW)
GERMAN - COMPONENT 3
A820U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE A LEVEL GERMAN
SUMMER 2018 MARK SCHEME

COMPONENT 3: Critical and analytical response in writing (40 total marks)

General Advice for examiners

The candidate is required to write **two** essays, one each on the two works they have studied for A level. One of the works **must be a literary work** and the second can be an additional literary work or a film. Candidates **may not answer more than one question on film** for this component.

The skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that he/she is able to manipulate German accurately in written form, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of different aspects of the culture and society of countries or communities where German is spoken. In addition the candidate must demonstrate that they can respond critically and analytically to different aspects of the culture and society of countries or communities where German is spoken.

You will apply the mark scheme as set out in the marking grid. For AO3 and AO4 the marking grid has 5 two-mark bands. To select the appropriate band and mark you must do the following:

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band.

You should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the answer should be viewed holistically. Beginning at the lowest band, you should look at the candidate's answer and check whether it matches the descriptor for that band. You should look at the descriptor for that band and see if it matches the qualities shown in the candidate's answer. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the answer. If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to penalise candidates as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of answers that have been awarded a mark by the Principal Examiner. You should mark the examples and compare your marks with those of the Principal Examiner.

When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

For AO4 a successful critical and analytical response is one which will clearly demonstrate that the candidate is able to select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts related to the works studied.

The approximate number of words advised for each essay is 300. Responses which exceed the guidance must not be penalised and reward must be given for all valid responses. It is content which will determine whether a candidate has written enough to access the full mark scheme and not the number of words. Additional notes are also provided with the mark schemes but they are not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the additional notes but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

When marking the essays you should have the titles to hand as the writing task requires the candidate to deal with a specific idea or ideas. The candidate is expected to answer the question as set and not provide a **general** comment on the subject matter as a whole. If a candidate adopts a broad-brush approach they will be unlikely to focus on the task as set, leading to digression and irrelevance.

Component 3: Mark scheme for essays

Two essays each marked out of 20.

For each essay the marks are divided as follows between the two Assessment Objectives; AO3 and AO4.

	AO3	Marks	AO4	Marks	Total marks
Essay 1	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Essay 2	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Total		20		20	40

Component 3: Marking grid for critical and analytical response in writing

Marks	AO3: manipulate the language accurately, in written forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
9-10	- Consistently accurate manipulation of the language of study. - Use of a wide range of lexis, grammatical structures and idiom. - Style and register is appropriate for the task set.	9-10	- A detailed, critical appreciation and analysis of the literary work / film which is very well supported by evidence. - Points of view are justified and fully developed. - There is a clear and coherent analysis and evaluation of issues and themes. - Clear and detailed analysis of the culture and society within the literary work / film where appropriate.
7-8	- Accurate manipulation of the language of study, with only a few errors. - Use of a good range of lexis, grammatical structures and idiom. - Style and register is mostly appropriate for the task set.	7-8	- A critical appreciation and analysis of the literary work / film which is supported by good evidence. - Points of view are justified and developed. - There is a degree of analysis and evaluation of issues and themes, although it may not be in depth. - An analysis is made of the culture and society within the literary work / film where appropriate.
5-6	- Some errors in manipulation of language. - Some vocabulary may be lacking or used inappropriately. Any idiomatic language used is simple. - Style and register is generally appropriate for the task set.	5-6	- A sound knowledge of the literary work / film but some evidence is irrelevant. - Points of view are expressed with some supporting evidence. - There are attempts to develop arguments and main points are evaluated. - Some analysis of the culture and society within the literary work / film where appropriate.
3-4	- A high incidence of basic errors affect accuracy. - Short sentences predominate. Some sentences incomplete and there is limited idiomatic knowledge. - Style and register is simple.	3-4	- A superficial knowledge of the literary work / film with evidence which is nearly always irrelevant. - Points of view expressed with little use of supporting evidence. - Only a partial response to the question set. - Limited analysis of the culture and society within the literary work / film.
1-2	- Little if any understanding of grammar. - Sentences often fragmented with very few correct patterns and features of language of study. Short phrases predominate. - Heavy reliance on anglicised structures.	1-2	- A knowledge of the literary work/film which is extremely limited and there is no supporting evidence. - Only a few points of view made are relevant to the question set. - A minimal response to the question set. - Very little attempt to analyse the culture and society within the literary work / film.
0	Nothing of value.	0	Nothing of value.

Additional Notes

Die Literatur

Franz Kafka: *Die Verwandlung*

[20]

1. (a) Welche Rolle spielt Humor in der Geschichte *Die Verwandlung*?

AO4	Kafka's story <i>Die Verwandlung</i> although bizarre and even grotesque has many comic elements. In response to the essay question the candidate may: • Consider how much humour there is in the story • Discuss the kind(s) of humour • Explore humour's function • Analyse specific examples of humour <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

(b) Woher kommt deiner Meinung nach der größte Druck in Gregors Leben: von seiner Arbeit, von seiner Familie oder von sich selbst? Begründe deine Antwort.

AO4	In <i>die Verwandlung</i> the main character Gregor has various sources of pressure in his life, which contribute to his metamorphosis In response to the essay question the candidate may: • Analyse different sources of pressure on Gregor • Compare and contrast these pressures • Explore the father's role especially as a source of pressure • Discuss whether Gregor was in some way complicit or just a victim. <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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2. (a) Der Roman beginnt mit Sabines Übergang der ungarisch-österreichischen Grenze auf dem Weg nach Westdeutschland und dann geht sechs Monate zurück. Wie bewertest du diese Erzähltechnik?

AO4	In this teenager novel, the first chapter deals with Sabine's successful attempt to flee East Germany. It then flashes back six months to relate the story of how and why she came to the decision to defect. In response to the essay question the candidate may: • Comment on the overall tone of the first chapter • Discuss the impact of Sabine's flight • Consider the stylistic effect of this technique • Explore the effects on the rest of the narrative <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

- (b) Wie haben Figuren im Roman *Ich fühl mich so fifty-fifty* Widerstand gegen die ostdeutsche Regierung geleistet und wie wirksam war dies?

AO4	Despite an at times brutally repressive regime in East Germany, it was still possible to resist the government in various ways. In response to the essay question the candidate may: • Discuss the repressive nature of the East German regime • Analyse examples of resistance • Consider the consequences of resisting • Show that despite the repression the state still had supporters i.e. those who did not resist <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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3. (a) Im zweiten Akt wird Alfred Ill Schritt für Schritt von seinen Kunden, Freunden und Kollegen verraten. Welches Bild von den Güllenern zeigt uns dieser Verrat?

AO4	In act two Alfred Ill is progressively betrayed by his fellow Gülleners (even by his family). This underlines the moral fallibility of society and the role of money. In response to the essay question the candidate may: • Discuss human weakness/fallibility leading to betrayal as a central issue in this play • Consider the Gülleners' hypocrisy • Explore the Gülleners' financial needs • Assess Alfred Ill's treacherous past <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

- (b) Von welcher Bedeutung ist der schwarze Panther im Stück deiner Meinung nach?

AO4	The black panther which Claire Zachanassian brings to the town of Güllen has great symbolic significance in this play. In response to the essay question the candidate may: • Assess the impact on the Gülleners when the panther arrives • Analyse the symbolic function of the animal • Consider other elements in the old lady's entourage • Interpret the animal's hunting and death <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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4. (a) Warum war es deiner Meinung nach für Walter Fendrich so wichtig sich eine neue Lebensrichtung zu finden? Wie wird dies im Buch dargestellt?

AO4	In this short novella it becomes clear to the main character Walter Fendrich that he needs to make important changes in his life based on a change of values. In response to the essay question the candidate may: • Comment on the speed of his decision • Discuss Walter's attitude to work • Assess Walter's plan for his future • Consider stylistic approaches which illustrate change <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

- (b) Kommentiere anhand von Beispielen die Rolle von Farben in *das Brot der frühen Jahre*

AO4	The author uses many interesting writing techniques to good effect. One important example is his use of colour to illustrate his literary work. In response to the essay question the candidate may: • Comment generally on how Böll uses colour • Discuss how red is used using illustrative examples • Discuss how green is used using illustrative examples • Assess the overall impact of these uses <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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5. (a) Wie bewertest du Galileis Worte am Ende des Theaterstücks: „Ich habe meinen Beruf verraten. Ein Mensch, der das tut, was ich getan habe, kann in den Reihen der Wissenschaft nicht geduldet werden“?

AO4	The historical figure of Galileo as represented in Brecht's play had many great scientific achievements to his credit, but was also wracked with self-doubt. In response to the essay question the candidate may: • Assess Galileo's achievements as a scientist • Discuss the context in which Galileo carried out his research • Examine pressures placed on Galileo • Consider Andrea's reaction to Galileo's declaration (in the question) <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

- (b) Wie wird die Kirche in Brechts Theaterstück dargestellt? Begründe deine Antwort.

AO4	Brecht provides a nuanced picture of the church as a whole in <i>Leben des Galilei</i> from the upper sections of the hierarchy to the laity. In response to the essay question the candidate may: • Analyse Brecht's representation of church leadership • Discuss the role and status of the church in 17th century "Italy" • Consider Galileo's status as a church member • Assess how Fulganzio is depicted <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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6. (a) Bernhard Schlink behauptet, dass das Hauptthema seines Romans die Schuld sei: „was Menschen einander antun ohne Monster zu sein“. Inwiefern trifft das deiner Meinung nach auf die Figur Hanna zu?

AO4	Schlink at times presents the character of Hannah Schmitz in a sympathetic light in order to examine the idea of guilt/responsibility in post war Germany. In response to the essay question the candidate may: • Assess the significance of guilt in the work as a whole • Analyse Hannah's relationship with Michael in the light of "guilt/responsibility". • Discuss Hannah's role as concentration camp guard and her mistreatment of prisoners • Consider other themes in the book <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

- (b) „Die Beziehung zwischen Hanna und Michael ist so ungewöhnlich, dass sie nicht glaubwürdig ist“. Wie bewertest du diese Aussage? Warum?

AO4	Hannah and Michael's relationship is a key element in this novel, even after it ceased to be physical/romantic. In response to the essay question the candidate may: • Evaluate the age difference between Michael and Hannah • Assess other differences • Consider Hannah's treatment of Michael • Assess the significance of their rituals to the relationship <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Die Filme

Wolfgang Becker: *Good Bye Lenin!*

[20]

7. (a) Beschreib anhand von Beispielen die Spannung zwischen Alex und Rainer. Welche Rolle spielen diese Spannung in diesem Film?

AO4	In this film about the formation of a new united Germany, Alex and Rainer's relationship on a personal level in many ways reflects that of the two "Germanys". In response to the essay question the candidate may: • Assess Alex and Rainer's characters • Compare and contrast their backgrounds • Explain to what extent Alex and Rainer were "typical" East/West Germans • Give examples of tension between them and interpret their significance <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

- (b) Welche Ähnlichkeiten und Unterschiede gibt es zwischen den zwei Haushalten der Familie Kerner (in Christianes Wohnung in Ostberlin und Roberts Haus am Wannsee)? Von welcher Bedeutung sind sie?

AO4	In this film the director often compares and contrasts East and West Germany, and this is an important instance. In response to the essay question the candidate may: • Comment on the extent to which this is a family story • Consider the way Alex's journey to Wannsee is described • Highlight similarities/parallels between the two "families" • Detail and analyse differences between the two "families" <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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8. (a) Am Ende des Films wird Rainer Wenger von der Polizei festgenommen. Inwiefern war er *allein* für die Katastrophe in der Projektwoche verantwortlich?

AO4	Responsibility and the extent to which it can be individual and/or collective is a key theme in this film In response to the essay question the candidate may: • Consider Rainer's status and role as a teacher • Also consider Rainer's status and role as an adult • Discuss the school's responsibility • Consider the nature of the catastrophe and analyse whether one person could be responsible for it. <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

- (b) Im Laufe der Projektwoche leistet Karo Widerstand gegen die Welle. Wie bewertest das?

AO4	Karo was one of the few characters who resisted the power of the Welle group. In response to the essay question the candidate may: • Comment on Karo's character • Discuss the evolution of her resistance • Assess how successful she was in resisting • Explore the significance of what she did to resist <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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9. (a) Hardenberg sagt zu den Erziehungsberechtigten in der Almhütte: „Ihr seid nicht besser als Terroristen“. Inwiefern hat er damit Recht?

AO4	Hardenberg makes an interesting and challenging statement whilst being held captive by the Edukator group. In response to the essay question the candidate may: • Discuss the Edukators' methods • Compare these methods with what terrorists typically do • Consider their aims in the light of the question • Assess whether Hardenberg was right <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

- (b) Jule erzählt Jan, sie wollte vor ihrem Verkehrsunfall "irgendwie wild und frei leben". Was sagt das uns über sie aus? Inwiefern konnte sie diesen Wunsch in den Erziehungsberechtigten erfüllen?

AO4	Jule reveals details about herself and what she wanted from life to Jan in a conversation. In response to the essay question the candidate may: • Discuss Jule's character • Consider Jule's political thinking and involvement • Assess the impact on the viewer of her words (above) • Consider the extent to which she was able to be "wild and free" after the kidnapping <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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10. (a) Was lernen wir über die Rolle der Stasi im Alltagsleben der Ostdeutschen im Film *Das Leben der Anderen*? Wie bewertest du diese Rolle?

AO4	The Stasi was a pervasive reality in East German society. In response to the essay question the candidate may: • Discuss the number of the people involved with the Stasi • Comment on the climate of fear and mistrust in East Germany • Provide examples of how the Stasi could affect ordinary people • Assess the Stasi surveillance of Dreyman's flat <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

- (b) Welche Wirkung hat „die Sonate vom guten Menschen“ auf Wiesler? Warum ist diese Sonate so wichtig im Film?

AO4	Events surrounding Dreyman's playing this Beethoven sonata are key events in the film. In response to the essay question the candidate may: • Assess the background to Dreyman's playing this piece of music • Comment on Wiesler's character before he hears the sonata • Consider Wiesler's emotional reaction to Dreyman's piano playing • Discuss changes in Wiesler's behaviour and thinking after hearing the sonata <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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11. (a) Im Film herrscht eine Atmosphäre der Spannung vom Anfang bis zum Ende. Wie produziert der Regisseur Tykwer diese Atmosphäre? Wie wichtig ist sie für den Film?

AO4	As suggested by the title, this film is fast paced and full of movement, from start to finish. In response to the essay question the candidate may: • Discuss the role of time in the film • Consider how time pressure is represented • Analyse the contribution music makes to the atmosphere • Consider the impact of the film's structure on the atmosphere <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

- (b) „Obwohl Lola die Hauptfigur des Films ist, lernen wir nur wenig über sie.“ Inwiefern stimmst du mit dieser Meinung überein?

AO4	Not much is revealed about Lola as a person, despite her being the main character in this film. In response to the essay question the candidate may: • Assess what we learn about Lola. • Discuss the extent to which Lola is the main character in the film • Consider the importance of her relationship with Manni • Comment on the director's techniques to make us sympathise with Lola <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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12. (a) Durch Motive wie Eintagsfliegen/Kirschblüten usw. betont die Regisseurin, wie kurz das Leben ist. Wie bewertest du diese Motive? Sind sie wirksam?

AO4	In many respects this visually and thematically beautiful film is about the transience of life, and that it should be celebrated. In response to the essay question the candidate may: • Analyse the may-fly motif as represented in the film • Discuss the cherry blossom and its relevance to life (beauty and transience) • Make connections between these motifs and the central themes in the film • Discuss other relevant motifs in the film <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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Oder

- (b) Nach seinem Besuch in Berlin sagt Rudi über seine Kinder: „Ich kenne sie nicht. Sie kennen mich nicht.“ Inwiefern hat er Recht? Wie wichtig sind diese Beziehungen im Film?

AO4	After Rudi's diagnosis he and Trudi go to visit their children in Berlin. There they realise that they have grown apart. In response to the essay question the candidate may: • Describe and assess Rudi's lifestyle • Contrast this with the fast-paced busyness of the grown-up children's lifestyles in Berlin. • Comment on the children's lack of time for their parents • Discuss the extent that this is a family film <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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