



GCE AS MARKING SCHEME

SUMMER 2018

**AS (NEW)
GERMAN - COMPONENT 3
B820U30-1**

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.

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

MARK SCHEME

General Advice for Examiners

The candidate is required to answer **one** question; either question (a) or (b), on one work he/she has studied for AS. The work can be a literary work or film. 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 forms, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries or communities where German is spoken. In Component 3 AO4 will be in the context of the literary work or film studied. There is one marking grid; you will apply the mark scheme as set out in the marking grid. There are five mark bands for AO3 and AO4, each containing 4 marks. The mark for AO3 is added to the mark for AO4 to give a total out of 40.

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 their 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 response is one which will clearly demonstrate that the candidate is able to present and justify points of view, develop arguments and draw conclusions based on understanding. At AS, knowledge and understanding of the work must include a critical response to aspects such as structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied.

The approximate number of words advised is 250 words. 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 provided with the mark scheme 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 indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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

Component 3: Mark scheme

One question 40 marks.

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

Marks	AO3	AO4	Total marks
Question (a) or (b)	20	20	40
Total	20	20	40

Component 3: Marking grid for critical response in writing : 40 marks

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 to, different aspects of the culture and society of countries/communities where the language is spoken
17-20	- Accurate manipulation of the language of study, with only minor errors. - Use of a good range of lexis and grammatical structures. - Style and register is mostly appropriate for the task set.	17-20	- A detailed, critical appreciation of the literary work / film which is well supported by evidence. - Points of view are justified and fully developed, with valid conclusions. - Entirely relevant response to all aspects of the question.
13-16	- Generally accurate manipulation of the language of study, with few significant errors - Use of a reasonable range of lexis and grammatical structures. - Style and register is generally appropriate for the task set.	13-16	- A critical appreciation of the literary work / film which is supported by evidence. - Points of view are justified and developed, with valid conclusions. - Mainly relevant response to all aspects of the question.
9-12	- Reasonably accurate manipulation of the language of study, but with some significant errors. - Some vocabulary is lacking or used inappropriately. - Style and register is sometimes appropriate for the task set.	9-12	- A sound knowledge of the literary work / film but some evidence is irrelevant. - Points of view are expressed with some supporting evidence and some valid conclusions. - Response is relevant to most aspects of the question.
5-8	- Many significant errors in manipulation of language, which affect accuracy. - Sentences are short or incomplete. - Style and register is very simple.	5-8	- 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 or conclusions. - Response is relevant to some aspects of the question.
1-4	- Little if any understanding of grammar. - Sentences are fragmented with very few correct patterns and features of language of study. Short phrases predominate. - Almost total reliance on anglicised structures.	1-4	- 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; any conclusions rarely link to views expressed. - Response has limited focus on the question.
0	Nothing of value.	0	Nothing of value.

*Please refer to the subject specific additional notes when assessing AO4

GCE AS GERMAN - COMPONENT 3

SUMMER 2018 MARK SCHEME

Literary Works – 1

Franz Kafka:

Die Verwandlung

(a) „*Die Verwandlung* handelt hauptsächlich von Gregors wachsender Isolierung“.

Stimmst du mit dieser Meinung überein?

AO4	In Kafka's <i>Die Verwandlung</i> Gregor becomes increasingly isolated as the story progresses. In response to the essay the candidate may: • Explore Gregor's relationships pre-transformation • Consider the effects of his loss of employment on him • Discuss Gregor's confinement to his bedroom • Assess the effects of Gregor's transformation on the family The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
-----	---

(b) Welche Rolle spielt die Musik für die Beziehung zwischen Gregor und Grete und für die Geschichte?

AO4	Grete's violin playing is a focal point in her relationship with her brother. In response to the essay the candidate may: • Discuss Grete's musical ability • Comment on Gregor's plan to pay for her study • Consider the father's reaction when the tenants ask for a concert • Discuss the effect on Gregor when he hears Grete's concert The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
-----	--

Literary Works – 2

Karin König:

Ich fühl mich so fifty-fifty

- (a) **Welches Bild vom Alltagsleben der Jugendlichen in der DDR malt der Roman *Ich fühl mich so fifty-fifty*? Wie findest du dieses Bild?**

AO4	The book is largely set in Leipzig before the Wende. In response to the essay the candidate may: • Explore normal/typical aspects of teenage life • Compare/Contrast lives of teenagers with the candidate's own life • Comment on the political system and its effects • Consider the effect of divided families The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
------------	---

- (b) **„So habe ich mir das Leben im Westen nicht vorgestellt“ sagt Mario in Kapitel 15. Inwiefern war sein neues Leben in Hamburg eine Enttäuschung?**

AO4	Although Mario's defection brings him lots of advantages, there are also many important disadvantages. In response to the essay the candidate may: • Discuss Mario's attitude to East Germany • Comment on advantages and disadvantages of life in the West • Consider Mario's mixed feelings • Discuss the extent to which Mario's experience typifies those of other "defectors" The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
------------	--

Literary Works – 3

Friedrich Dürrenmatt:

Der Besuch der alten Dame

- (a) **Wie zeigt Dürrenmatt die Macht von Claire Zachanassian in *Der Besuch der alten Dame*? Welche Rolle spielt ihre Macht in diesem Theaterstück?**

AO4	From her arrival in Gullen, it is obvious that Claire Zachanassian wields awesome power and how she uses it is a key part of this play. In response to the essay the candidate may: • Give examples of Claire's power and discuss the significance of these examples • Contrast Claire's power with the weakness of Gulleners • Discuss Claire's motivation for using her power • Explore connections between the play and modern society The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
------------	---

- (b) **„Fast von Anfang an ist es den Zuschauern klar, dass Alfred III sterben wird“. Inwiefern stimmst du mit dieser Meinung überein?**

AO4	Dürrenmatt makes it very clear from the moment that the old lady arrives that Alfred III is doomed. In response to the essay the candidate may: • Illustrate how Dürrenmatt hints at III's approaching doom • Examine the impact of this dramatic approach • Say to what extent Alfred's punishment was justified • Discuss the symbolic significance of Alfred's death The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
------------	---

Film – 4

Wolfgang Becker:
Good Bye Lenin!

- (a) Nach der Republikflucht seines Vaters hat Christiane das sozialistische Vaterland geheiratet, sagt Alex über seine Mutter. Warum hat sie dies gemacht deiner Meinung nach und welche Rolle spielt diese Entscheidung im Film?

AO4	When Christiane decided to stay in E. Berlin, and not to follow her husband, the state became a sort of “substitute husband”. In response to the essay the candidate may: • Explore how important the GDR had been for Christiane before Robert’s defection • Assess the reasons behind Christiane’s decision to stay • Discuss Alex’s attempts to keep the GDR alive • Consider the extent to which Christiane’s attitude reflected that of other GDR citizens The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
------------	---

- (b) Im Film *Good Bye Lenin!* lernt man viel über historische Ereignisse in Deutschland vor und nach der Wende. Welche sind für den Film am wichtigsten und warum?

AO4	<i>Good Bye Lenin!</i> is clearly set in an historical context, when many developments are taking place. In response to the essay the candidate may: • Detail at least two historical events • Assess how these events are portrayed in the film • Consider the significance of these events to the plot • Make a comparison of the relative importance of the particular events chosen The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
------------	---

Film – 5

Dennis Gansel:

Die Welle

- (a) **Rainer Wengers Gruppe wurde sehr schnell zu einer „Diktatur“. Wie war das innerhalb einer Schulwoche möglich?**

AO4	Within the space of a school week, a secondary school class made up of German teenagers becomes a quasi-dictatorship. In response to the essay the candidate may: • Assess the class's initial response to the topic "Autocracy" • Discuss the pupils' relationship with Rainer • Comment on how willingly pupils participated in the class activities • Evaluate whether forming a dictatorship is possible in such a short space of time The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
------------	--

- (b) **Gegen Ende des Films sagt Tim, dass die Welle sein „Leben“ war. Warum wurde sie so wichtig für ihn und was bedeutet dies für den Film?**

AO4	Tim is a social outsider at the start of the film, but quickly finds his place in the Welle group. In response to the essay the candidate may: • Explore Tim's character and background • Comment on his social and family relationships • Discuss Tim's reactions to the "Welle" group • Consider the benefits to Tim of being in a tight-knit group The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
------------	---

Film – 6

Hans Weingartner:

Die fetten Jahre sind vorbei

- (a) **Vergleich die Reaktionen von Jan und Peter als Jan die Rolex-Uhr im Auto entdeckt. Was sagt uns dies über die zwei Figuren und ihre Freundschaft?**

AO4	Although they both want revolution, Jan and Peter's attitudes and behaviour are at times quite different. In response to the essay the candidate may: • Discuss Jan's character especially in relation to "revolution" • Explore Jan's reaction on finding the watch in the camper van • Assess Peter's reaction when the watch was found • Comment on the general importance of the scene to the film The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
------------	--

- (b) **„Für die Erziehungsberechtigten war es ein großer Fehler, Hardenberg zu entführen.“ Inwiefern stimmst du mit dieser Meinung überein?**

AO4	Faced with discovery at Hardenberg's home, the Edukators feel forced to kidnap him. In response to the essay the candidate may: • Consider the Edukator's aims • Explore the group's usual methods • Discuss the impact abducting Hardenberg had on the group • Assess Jule's conclusion on the abduction in the Alps The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.
------------	---