



GCE A LEVEL MARKING SCHEME

SUMMER 2018

**A LEVEL (NEW)
GERMAN - UNIT 5
1820U50-1**

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.

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Critical and analytical response in writing (40 total marks)

General Advice for Examiners

The candidate is required to write **one** essay on the literary work they have studied; 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 Unit 5, AO4 will be in the context of the literary work studied. There is one marking grid; You will apply the mark scheme as set out in the marking grid. In the marking grid there are five bands for AO3 and AO4. Each band contains 4 marks. 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 learner'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 learner'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 learner'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 learner'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 learner'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 present and justify points of view, develop arguments and draw conclusions based on understanding. At A Level, knowledge and understanding of the work must include a critical and analytical 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 for the essay response is 400 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.

Unit 3: Mark scheme

For each question the marks are divided as follows between the assessment objectives AO3 and AO4.

Task	AO3	AO4	Total marks
One essay either (a) or (b)	20	20	40
Total	20	20	40

Additional Notes

Beantworte **eine** Frage, entweder **(a)** oder **(b)**. Schreib ungefähr 400 Wörter **auf Deutsch**.

1. Bertold Brecht: *Der gute Mensch von Sezuan*

- (a) Wie beurteilst du das Ende des Stücks? Inwiefern sind alle Fragen offen?

In response to the question the candidate may consider:

- The end of the play makes us think about a solution to the issues raised.
- It is an unresolved matter whether it is possible to be good in an unjust society.
- We do not know whether Shen Te will be able to give up her double existence and what the future holds for her.
- We do not know to what extent the gods will be able to help people in need.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate.

Oder

- (b) Welche Rolle spielt der Flieger Sun in dem Stück, und wie beurteilst du sein Verhalten?

In response to the question the candidate may consider:

- Sun is an example of a ruthless character who is only interested in his own gain.
- He pretends to love Shen Te so that he can get hold of her money which will enable him to secure a post as pilot.
- Shui Ta finds out that Sun did not love Shen Te and just intended to exploit her. Shui Ta makes Sun work in the tobacco factory to make up for the way he treated Shen Te.
- In his role as manager in the tobacco factory Sun puts capitalist exploitation into practice. His role exemplifies the stark contrast between Shen Te's attempts to be good and his ambition to be successful in an unjust system.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate.

2. Friederich Dürrenmatt: *Die Physiker*

- (a) Das Stück *Die Physiker* ist eine Tragikomödie. Welche Elemente im Stück findest du komisch und welche tragisch?

In response to the question the candidates may consider:

- It is tragic that Möbius has to give up any contact with his family in order to save the world from his research findings.
- It is also tragic that all three scientists are condemned to be sane in an insane environment. The most tragic thing is that all of Möbius' efforts to protect his potentially dangerous research findings were in vain.
- The way Newton and Einstein play their roles is quite humorous, e.g. playing the violin.
- It is ironic and humorous that Dr Zahnd, the director, of the asylum is mad.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate.

Oder

- (b) Was erfahren wir über die Familie Rose, und wie reagiert Möbius auf ihren Besuch?

In response to the question the candidates may consider:

- Möbius' former wife married a missionary. They intend to emigrate to the Mariana Islands together with Möbius' three sons.
- Missionary Rose, his wife and Möbius' three sons visit the asylum to say good bye to Möbius.
- Möbius takes this as an opportunity to cut all emotional ties and to ensure that he is no longer a financial burden on his family, that the boys accept the missionary as their dad, and that they will forget him for good.
- Acting as an insane inmate he tells the boys to stop playing their recorders which would offend Solomon, insulting the missionary in the process, and in a threatening way he chases the crying family off the premises.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate.

3. **Dirk Kurbjuweit: *Zweier ohne***

(a) Was für einen Einfluss hat Ludwig auf seinen Freund Johann?

In response to the question the candidate may consider:

- Ludwig's influence is both positive and negative.
- Ludwig is portrayed as a true friend to Johann and initially Johann is very happy.
- When Johann falls in love with Ludwig's sister Vera he has to keep it a secret from Ludwig since their friendship excludes all others.
- In the end Ludwig intends to kill both himself and Johann.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate.

Oder

(b) Welche Rolle spielen die Motorräder für die Entwicklung der Handlung?

In response to the question the candidate may consider:

- The motorcycles are a symbol of their friendship.
- Initially they play happily on the motorcycles in Ludwig's father's workshop.
- A certain one-sidedness becomes apparent when, travelling to their regatta, Ludwig "allows" Johann to take blame for driving without a licence.
- In the end Ludwig meets his death on the motor bike, and he also intended to take Johann with him.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate.

4. Siegfried Lenz: *Das Fundbüro*

- (a) Wie verändert sich Henry im Laufe des Romans, und was sind die Gründe dafür?

In response to the question the candidate may consider:

- Henry changes from an indifferent individual to a caring individual who takes on responsibility for others.
- Through working in the lost property office he gets interested in the fate of others and feels the need to help them, e.g. Fedor and Bussmann.
- He understands that he needs to take risks to help others e.g. defending the Nigerian postman by fighting the attackers off with a baseball bat.
- In order to save Bussmann's job Henry is even willing to work in his uncle's firm, which he had earlier ruled out.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate.

Oder

- (b) Das wichtigste Thema im Roman ist Ausländerfeindlichkeit. Inwiefern bist du der gleichen Meinung?

In response to the question the candidate may consider:

- Through his friendship with the Russian Fedor Henry becomes aware of the fact that he needs to get involved in the fight against hatred towards foreigners.
- At the end of the novel Fedor disappears quite suddenly after listening to abusive comments directed at him. That has a profound effect on Henry, his sister and also the reader.
- Hatred towards foreigners is only one of many themes. Others are friendship, searching and finding, or Henry's change of personality.
- The topic which runs through the entire novel is Henry's change of personality. The topic of hatred towards foreigners serves to illustrate that change.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate.