

GCE 2004

June Series



Mark Scheme

German

(Unit 5W)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Unit 5W

The assessment objectives will be allocated in the following way.

| | | % of A Level | Marks |
|-----|------------------------------|---------------------|--------------|
| AO2 | Response to written language | 2.5 | 5 |
| AO3 | Knowledge of grammar | 2.5 | 5 |
| AO4 | Knowledge of society | 10 | 20 |
| | TOTAL | 15 | 30 |

The following criteria will be used.

| | Knowledge of Society (AO4) |
|-------|--|
| 16-20 | Demonstrates thorough knowledge and understanding of the task using a wide range of examples and evidence. The answer is fully relevant with a good depth of treatment. |
| 11-15 | Demonstrates sound overall knowledge and understanding of the task, using a good range of examples and evidence. The answer is mostly relevant, treating the task in some depth. |
| 6-10 | Demonstrates some knowledge and understanding of the task. Examples and evidence are mostly simple, but the answer is generally relevant. |
| 1-5 | Demonstrates only limited knowledge and understanding of the task. Limited range of examples and evidence, often superficial. |
| 0 | The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole. |

| Reaction/Response (AO2) | |
|--------------------------------|---|
| 5 | A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well organised structure with clear progression. |
| 4 | Some attempt at evaluation with some personal reaction and conclusions but not always convincingly illustrated/justified. Logical structure with some progression. |
| 3 | Some evaluation evident, but relies on received ideas with few conclusions and little personal opinion. Some attempts at structure. Ideas generally not well supported. |
| 2 | Little relevant reaction/opinion/evaluation, generally factual or descriptive. Very poor structure. |
| 0-1 | Little or no reaction. No real illustration or justification. |

| Knowledge of Grammar (AO3) | |
|-----------------------------------|--|
| 5 | Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes. |
| 4 | Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate. |
| 3 | A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Grammatical errors rarely impede comprehension. |
| 2 | Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors generally do not impede comprehension. |
| 0-1 | Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Grammatical errors may significantly impede comprehension. |

Annotation of Scripts

- C written in the margin to indicate information relevant to AO4
- R written in the margin to indicate evidence of personal reaction or evaluation (AO2)
- ® written in the margin to indicate evidence of personal reaction with justification or evaluation with conclusions
- Rep written in the margin to indicate repetition of information relevant to AO4 or of evidence of personal reaction AO2.
- irr** and vertical line in the margin = irrelevant material.

The mark for AO2, AO4 and AO3 respectively to be written at the foot of the answer accompanied, where the examiner deems it necessary, by a word or phrase quoted from the criteria for assessment as published in the specification.

Unit 5

Notes for Answers:

Section A – Set Texts

Quotation, textual reference would be expected/required in order to document fully the message of the essay being written.

Brecht: *Leben des Galilei*

1 (a) Analysieren Sie die Rolle der weiblichen Figuren in dem Stück

Virginia – devout/disregards/ruins her prospects of marriage/sabotages her chances of marriage and doesn't care – but remains faithful to him/Vernunft scene (3) - G ignores Virginia and talks to Frau S –

Female characters illuminate character of G – essays may well go on to draw out his character through these female characters

Frau S – solid character/ voice of reason/ common sense character/ remains faithful to him.

Two women at the ball – he has become the cult figure – uncomprehendingly adoring Galilei.

*1(b) Galilei: Ich glaube an den Menschen und das heißt, ich glaube an seine Vernunft.
Inwiefern spricht Galilei hier ein Haupthema des Stücks an?*

Scene 3 –

Galileo –wrong to say that Vernunft will win – recants under torture.

Even at the end he is still writing – trying to get his points across – he remains defiant.

Contrast with the church/with authority/the establishment. The latter have their own Vernunft – good social reasons for maintaining the establishment.

Galilei is naïve and persistent.

Many angles are relevant here – Inwiefern – some candidates may compare other themes from play – moral responsibility.

Top band answers would address the question – ein Hauptthema – may just be about Vernunft but may consider other aspects of the play - Ich glaube an den Menschen
Galilei the potential revolutionary hero = Brecht's stance.

Dürrenmatt: Der Besuch der alten Dame

2 (a) Analysieren Sie die Rolle von Ill in dem Stück.

Tragic hero

Evolution of character – unsympathetic character, leading onto Act 3 where he accepts his fate.

Document what happens in three acts and analyse how he changes.

Quotes will be evident and useful.

2 (b) Inwiefern ist die Gerechtigkeit ein Zentralthema des Stücks?

Revenge and/or justice?

Ill ditched Claire and so he gets his just reward.

Could well bring in other themes – hypocrisy of other citizens.

Candidates may well just mention justice – well illustrated and well documented – or they may touch on other themes.

Böll: Das Brot der frühen Jahre

3 (a) Wie kritisiert Böll in diesem Roman die Nachkriegsgesellschaft?

Materialism

Lack of feeling

Economic production at all costs

Applauding the rejection of the above through the novel

Fendrich's character rejects the above once Hedwig arrives

Contrast between Hedwig and Ulla and what the two stand for and represent – Ulla writes everything down and underlines in red (Hedwig – green)

3 (b) Analysieren Sie die Wirkung des Krieges und der Nachkriegszeit auf Walter Fendrichs Leben

War has made him emotionally displaced – dislocation of family life

Physical want of immediate post war period

Materialism brought about by need to grab what you can - looting at end of war

Fendrich becomes loner – solitary – Hedwig is a memory of a happier time – pre-war