



General Certificate of Education

German 6661

GR5W The Cultural and Social Landscape in Focus

Mark Scheme

2005 examination – June series

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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

UNIT 5W

Quality of Language Marks

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.

GENERAL POINTS

AO4 Knowledge Of Society

Marks are awarded for the way in which knowledge of a text/topic is applied to a **specific** question. This is the **task** referred to in the Mark Scheme.

It is useful to bear the following in mind :

- detail provided and depth of treatment
- appropriate examples from text/topic
- justification/explanation of points made and examples made
- relevant quotation (if appropriate)
- personal involvement/insight/flair
- structure – introduction, paragraphing, conclusion.

The above criteria should help to place an answer into one of the 4 bands indicated on the Mark Scheme.

The extent of personal involvement, insight, flair and the overall structure of the piece should help with the fine tuning within the band and the reaching of the AO4 mark for the task.

AO2 Reaction/Response

Marks are awarded for the way in which the candidate reacts/responds to points made in answering the specific question.

It is useful to bear the following in mind:

- amount of reaction/response
- explanation/personal opinion
- speculation/assessment/conclusions drawn
- justification
- illustration
- originality (where appropriate)

AO3 Knowledge Of Grammar

It is useful to bear the following in mind:

- fluency
- range of vocabulary/tenses/constructions
- sophistication of language/use of idiom
- how easy the piece reads/communicates its message successfully (to a sympathetic native speaker)

NB Accuracy is only one of the criteria used to determine the mark awarded.

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.

Notes for Answers:

1(a)

- Galilei dominates the play
- Other characters revolve around Galilei
- Other characters are only really important in so far as they relate to him and illuminate his character
- Candidates may interpret the question in a way which chooses not to focus exclusively on Galilei
- Candidates may choose to group the characters and/or select a representative number of a group
- Federzoni - pro Galilei – benefits for the ordinary people
- Church against Galilei – wish to protect their position
- Academics against – protect position
- Andrea – admiring pupil---against---support
- Der kleine Mönch turns against Galilei
- Establishment is against Galilei
- Little people for Galilei

1(b)

- Hauptziel – candidates may choose one Ziel and analyse it and have access to Band 1 marks
- Candidates may choose to write about more than one Ziel and have access to Band 1 marks
- Moral responsibility of scientist
- Political implications of scientific discovery
- Is he a Verbrecher?
- Human weakness
- Force of history – Marxism
- Freedom
- Idea of establishment keeping the status quo
- Using historical material to demonstrate a point

2(a)

- Claire and Alfred are only “real” characters
- Other characters are there to illustrate/reinforce the image – esp image of avenging woman
- Social function of the Nebenfiguren – they have no names just a function –even his family
- Claire`s entourage/husband
- Güllener – human nature
- Polizist – powers of authority
- Pfarrer – tells Ill to flee but does nothing more
- Lehrer – tries in vain – powerless
- Bürgermeister
- Family turn against Ill against their better judgement

2(b)

- Question involves really a survey of play – danger of story telling – watch out for responses which are simply narratives
- A good answer might consider the key elements of the quote in the question
- Answers which pick up on a point and then exemplify from play will have access to upper bands
- Human nature/weakness
- Revenge
- Candidates may choose to offer other Hauptthemen and may compare them with the one stated in the question

3(a)

- Impact of Hedwig`s arrival
- Changes in Walter`s life – wants to start again (eine andere Dimension)
- Hedwig does not actually do very much – visual impact
- Memories of H as a child soften him
- Walter re –evaluates his life
- Walter does things out of character – takes money from the bank, flowers, break with Ulla

3(b)

- Candidates should consider two or more Mitmenschen to have access to top band marks
- Ulla
- Wolf
- Schwester Clara
- Walter`s father – he exploits him