



# General Certificate of Education

## German 6661

*GR5W The Cultural and Social Landscape in Focus*

# Mark Scheme

*2006 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.

		<b>% of A Level</b>	<b>Marks</b>
AO2	Response to written language	2.5	5
AO3	Knowledge of grammar	2.5	5
AO4	Knowledge of society	10	20
	<b>TOTAL</b>	15	30

The following criteria will be used.

	<b>Knowledge of Society (AO4)</b>
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.

<b>Reaction/Response (AO2)</b>	
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.

<b>Knowledge of Grammar (AO3)</b>	
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.**

**\_ Dürrenmatt: Der Besuch der alten Dame**

**1. (a) Inwiefern spielt Claire Zachanassian die Rolle einer Heldin in dem Stück?**

A good essay will define the key term – Heldin

- Claire returns as a billionaireess to visit her impoverished home town – Güllen – with hopes that she will save them from financial ruin
- A hero need not be just positive
- But whilst the town hopes for salvation, Claire seeks revenge and will only offer money at a price
- Victim in her youth – bribed paternity case – Ill allowed her to leave town a tainted person
- Appearance and reality – she comes back to save town from financial ruin which she has caused
- Money can buy everything – she is driven by bitterness and thirst for revenge – life for a life – man kann alles kaufen auch Gerechtigkeit – revenge is best served as a cold dish.
- Through various marriages she acquires a fortune and builds a successful life and powerful status
- She achieves her aim of revenge – *ich habe meinen Geliebten gefunden* – and presents the cheque.

**(b) Der Bürgermeister: Frau Zachanassian: Noch sind wir in Europa, noch sind wir keine Heiden. Ich lehne im Namen der Stadt Güllen das Angebot ab. Im Namen der Menschlichkeit. Lieber bleiben wir arm denn blutbefleckt.**

**Inwiefern drückt diese Aussage ein Hauptthema des Stückes aus?**

- Claire has demanded the death of Ill in return for her money which will save the town from ruin
- The mayor is indignant and refuses point blank her attempts to bribe him
- The towns folk begin to buy things on credit and people are living richer lives in expectation
- Differentiate between people in town – *lieber bleiben wir ...* - it is the whole town – the community + Claire on the one hand against Ill
- Claire knows they will cave in eventually – *ich warte ...*
- Ill is tormented by fear and guilt – even his family are "betraying him"
- Ill is surrounded and dies from a "heart attack" and town receives cheque
- *Die Versuchung war zu gross und unsere Armut zu bitter*
- Human greed and weakness – air of inevitability about the whole proceedings.

## **Böll: Das Brot der frühen Jahre**

### **2. (a) Untersuchen Sie die Rolle von Ulla in dem Buch**

- one of two main female characters – daughter of Wickweber
- W's fiancée and accomplice in stealing materials from bombed-out buildings for personal gain
- Materialistic – money the main thing (receipts from every date to claim back the tax)
- Unfeeling and calculating – she and W never give each other gifts – she crosses out the names of dead employees with merciless red line, never sends condolence cards, shares exploitative outlook of her father
- Is completely taken aback in the crucial scene in café. Cannot understand W's feeling for Hedwig (*hat sie Geld?*) but eventually concedes (*ich weiss, ... dass mir das Geld gleichgültig ist*) and this suggests a change in character (idea of redemption?)
- Symbolic counterpart to Hedwig – Ulla is depicted in red (raincoat etc) the negative colour, whereas Hedwig is green, the positive colour
- Hard façade crumbles when she realizes she has lost Walter
- Redemption of Ulla at the end
- Ulla does not make many appearances, she is mentioned – routine of life – well worn path of life – Walter's little part of the *Wirtschaftswunder*

### **(b) Welche Bedeutung haben Farben in dem Buch?**

- Böll uses colour to suggest mood and character
- The world of Walter Fendrich is often portrayed in dark grey tones – dark and gloomy
- Böll uses colour in many closely focused descriptions
- Contrast between red and green – fairly obvious structural device to support the narrative
- Red is the negative side of W's life – painful memories of early life – school (Iphigenias Lippen, Scharnhorsts Kragen), the dead Brolaski's home-made swimming trunks, hunger and poverty (Schwester Klara's Pudding), death (the tin of corned beef associated with mother's death in hospital), hard-heartedness (Ulla's red line through the name of the deceased, Ulla's coat)
- Green is the positive side, largely confined to Hedwig (her green coat, memories of her father's house with its green rendering, attempts to buy green roses for Hedwig!)
- Answers to this question may legitimately use the colour symbolism to explore the crisis in W's life, which is the central theme of the book
- Colours reflect life and different situations in life