

# GCE 2005

## *January Series*



# Mark Scheme

## German Specification

GR5W Advanced

---

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.

---

Further copies of this Mark Scheme are available to download from the AQA Website:  
[www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2005 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.

*Dr Michael Cresswell Director General*

**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.**

**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 for Section A – Set Texts

### Brecht: Leben des Galilei

#### 1.a) Unglücklich das Land, das Helden nötig hat. Ist Ihrer Meinung nach Galileo ein Held?

- Galilei's retort to Andrea at the end of the recantation scene brings the idea of heroism, a major theme of the play, into sharp focus.
- In 17<sup>th</sup> century Italian society, dominated by the Catholic Church, it could prove fatal to challenge accepted doctrine.
- Galilei's proof of the Copernican view of the universe could not be allowed to prevail as much for political as doctrinal reasons.
- Galileo, portrayed by Brecht as a larger-than-life, intellectually dominant character is expected by his followers to put up heroic resistance to the Inquisition. His physical courage in refusing to flee from the plague gives their view further support.
- However, this is a hero with all too human failings, as the Church authorities were only too well aware.
- Galilei, threatened with torture, does recant and is later compelled to view his cowardice as a fatal step which delivered scientific research into the thralldom of the establishment – "ich überlieferte mein Wissen den Machthabern...".

#### 1.b) Untersuchen Sie die Rolle von zwei oder drei Nebenfiguren in dem Stück

- **Andrea** begins the play as Galilei's bright and receptive pupil, dazzled by his master's brilliance. It is no accident that, as the son of Galilei's housekeeper, he is from the working class.
- He is devastated when Galilei recants. Brecht re-introduces him at the end of the play as a dramatic device to enable Galilei to review his recantation and to condemn himself.
- Andrea, now a man of mature years, is so moved by the fate of the old and nearly blind Galilei that he is reconciled with his former master and agrees to smuggle the *Discorsi* ( finished in secret when G is under house arrest) out of Italy to a waiting scientific community.
- **Virginia** is Galilei's daughter. She is constantly devoted to her father and also a devout daughter of the Church.
- Galilei has scant regard for his daughter's intellectual abilities and by his intransigent and arrogant attitude towards **Ludovico** ruins her prospects of marriage.
- Virginia stays with Galilei and cares for him until the very end of his life.

- **Der kleine Mönch (Fulganzio)** comes to Galilei because he is attracted by his theories.
- The son of poor peasants, he tries at first to put the case for the Establishment – the misery of peasant life is compensated for by the knowledge that God has put them at the centre of the universe.
- Fulganzio is so impressed by Galilei's assertion that science and the quest for truth can improve the human condition that he stays to work with him. Dismayed by the recantation, he abandons research and returns to the bosom of the Church.

### **Dürrenmatt: Der Besuch der alten Dame**

#### **2.a) Analysieren Sie die Beziehung zwischen Claire Z und Alfred Ill in dem Stück.**

- Forty-five years ago Alfred Ill and Claire Z. were lovers.
- Ill however rejected her and married Mathilde who was heiress to a shop.
- Claire (then called Klara Wäscher) was pregnant and she accused Ill in court of being the father of her unborn child.
- Ill bribed two men to swear that they had also slept with her. Claire was condemned as a prostitute, the child died after only a year, she was forced to work in a Hamburg brothel where she met and married the fabulously wealthy Zachanassian.
- On her return to the impoverished town of Gullen she wants revenge for what Ill did to her. She offers the town and its inhabitants huge sums of money in return for their taking Ill's life.
- Although the Gullener claim to be appalled at this incitement to murder and Ill himself vainly tries to enlist the aid of the police and the mayor against her, it becomes clear that the temptation of Claire's wealth will prove irresistible.
- For Ill, who wrongly thought that he could profit from their youthful relationship, there is no escape from this situation or the town.
- He ceases to struggle and accepts his inevitable fate. His courage goes some way towards redeeming him for his past actions.

#### **2.b) Inwiefern spielt die wirtschaftliche Situation in Gullen eine wichtige Rolle in dem Stück?**

- Clearly, the economic situation in Gullen at the beginning of the play is dire.
- The town is ruined, there is no work, the inhabitants feel cut off from the outside world.
- The return of the wealthiest woman in the world to the town where she grew up naturally encourages the inhabitants to hope that she will rescue them from poverty.
- Indeed, she offers the town five hundred million, plus an equivalent sum to be divided between all the families. The problem is that there is one condition – they have to kill Alfred Ill.



- Although they claim to be appalled at such an offer, it gradually becomes clear that economic necessity will prevail over humane sentiment.
- The Güllener, in anticipation of new wealth, begin to obtain new shoes, clothes, luxury items on credit. This even extends to Ill's own family.
- On the pretence that they are concerned for justice and certainly not for money, the assembled Güllener accept Claire's offer and in the midst of a melée of people Ill is killed – his death being cynically passed off as a heart attack.
- The temptation was too great, their poverty too bitter. As she takes Ill's body off for a ceremonial burial in Capri, Claire hands them the cheque.

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

#### **3.a) Inwiefern schildert der Roman die gesellschaftliche Situation in der Nachkriegszeit?**

- The novel is set in West Germany around 1953/4, just as the "Wirtschaftswunder" was getting under way.
- The depiction of society looks both backwards and forwards. The deprivation and dislocation of the immediate post-war years are the formative experiences which make Walter Fendrich so materialistic.
- "Brot" is symbolic of an obsession with food, which led him to lie and steal, just to get by in life.
- Reference is also made to the physical destruction of Germany, as Walter and Wolf go scavenging for scrap metal in bombed-out buildings.
- Fendrich's succession of different jobs in the seven years he has spent in the city underline the rootlessness which the war caused.
- Now Germany is on the brink of new prosperity, as evidenced by the washing machines which Fendrich repairs, the growing availability of food in shops and restaurants, Fendrich's money in the bank, his car and the general pre-occupation with material possessions and profits.
- Candidates may also point out that Walter's final word "zurück" shows a dissatisfaction with materialism and is fully consistent with Böll's deep unease at the way in which the new Germany was developing.

#### **3.b) Das Brot der frühen Jahre ist eine Liebesgeschichte ohne wahre Liebe. Inwiefern stimmen Sie dieser Aussage zu?**

- In one sense it is clear that the relationship between Walter and Ulla, the daughter of his dishonest and exploitative boss Wickweber, is based on self-interest and materialistic attitudes.

- Love does not really figure. Walter and Ulla have never given each other presents, their dates were paid for out of the firm's expense account, everything in their relationship had a price.
- Ulla is the firm's book-keeper whose attitude towards the employees is hard and unfeeling.
- She simply strikes out the names of those who die from the wages list.
- The arrival of the gentle, slightly ethereal Hedwig causes Walter to re-evaluate his life completely.
- It is love at first sight as far as he is concerned.
- Although the "love story" of Walter and Hedwig is only incipient in the novel, his love for her causes him to realise how much he loathes his job and in a sudden re-discovery of the sensitive and emotional side of his nature, he draws all his money out of the bank, buys gifts for Hedwig, abandons Ulla and his position in Wickweber's firm.
- He has absolutely no idea in which direction his life will now turn, but we feel that the impact of Hedwig's arrival, whether this is "true love" or not, has redeemed him and filled the emotional void caused by the death of his mother and the growing remoteness from his father.