



# **General Certificate of Education**

## **German 6661**

### **GR5W The Cultural and Social Landscape in Focus**

# **Mark Scheme**

*2007 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.

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**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.**

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## Notes for Answers

### Schlink: Der Vorleser

#### 1. (a) *Analysieren Sie die Rolle von Hanna in bezug auf ihre Vergangenheit.*

- The curse of her illiteracy – embarrassing for Hanna – influence on her relationship with Michael – is she a victim of her problem?
- Hanna is mysterious and reserved in relation to her past
- She was unaware of Michael's real age – was she capable of love? What did she want from the relationship?
- She loved to exert power – she exerts total control over Michael– she hits Michael during the Easter trip because she could not read the note he left when he went out to get breakfast
- Bathing is a ritual– Hanna like washing Michael– could be interpreted as a kind of cleansing - she never bathes with Michael – he is treated like a child
- She volunteered for the SS – she would not have to read or write as a guard
- She went to the SS to avoid promotion at work and to avoid her illiteracy being discovered
- In the SS Hanna had the reputation of being cold, unfeeling and heartless
- She selected the weakest girls to read to her and they died to protect her thus her secret was protected
- Her time as a guard gave Hanna power – she could control others
- Episode where prisoners are locked in the village church for the night- all killed due to bomb raid except young woman and her daughter – Hanna would not open the door– the statement made by the girl at the trial played an important role – proof that Hanna had no compassion for others
- The fact that Hanna could not read or write was important in the trial - „*Was hätten Sie gemacht, wenn Sie ausgebildet wären?*“
- Hanna confessed her guilt to the court and claimed to have written the vital piece of evidence – the report – to protect her secret
- She lied and had not understood the main charges– the judge assumed she had done so – she was a victim and a culprit
- After she learnt to read in prison, she began to understand the war and the significance of her actions
- Fellow inmates saw Hanna as a good giver of advice and a good listener
- She committed suicide on the day of her release – maybe she had understood her actions and how bad she had been – her feelings of guilt were overwhelming – she also realised that Michael no longer loved her.
- Her effect on Michael's development

**(b) Analysieren Sie die Beziehung zwischen Michael und seinem Vater.**

- Father is a philosopher – treats Michael as such and not really as a father – lives in his ivory tower
- He loves his son– after Michael’s illness he allows him to return to school early – shows kindness – come back if you feel ill
- Father has no real interest in Michael – „...*mein Vater klingt mehr ärgerlich als besorgt.*“
- He is authoritarian but does not really show it – maybe Michael seeks this authority in his relationship with Hanna
- Children need to make an appointment to see father if they want to speak with him – he only has time for his work – it prevents the early development of Michael– he is unable to express his opinions
- Michael experiences bitterness when he thinks of his father „*Wir sind ihm wie Tiere.*“ – maybe his relationship with Hanna is a kind of rebellion
- Michael wanted a family life – „*ich hätte gern gehabt, dass wir, seine Familie, sein Leben gewesen wäre.*“
- The academic father could have been a role model for Michael in an academic sense – he was not however – Michael often plays truant
- Michael feels a sense of shame because of his relationship with Hanna because his father is a moral man
- In the second part Michael changes – he becomes like his father – he was cold – in spite of himself he could not forge a relationship with his own daughter
- Michael’s relationship is representative of the generation gap which existed during the 60’s in Germany
- Michael has respect for his father as a philosopher – he teaches Michael about compassion– but he does so as a philosopher not as a father – „*Als Vater finde ich die Erfahrung, meine Kinder nicht helfen zu können, unerträglich*“
- At the end the father has time for Michael but he has no time for his father.

## Brecht: Der gute Mensch von Sezuan

### 2 (a) Analysieren Sie die Rolle von Shen Te in dem Stück.

- Shen Te – main character
- Prostitute – she is a commodity – inhumane nature of capitalism
- The Gods place hope in Shen Te – in a capitalist society maybe one needs a miracle
- She is the exception in society – generous and not selfish – capitalist society– she wants to help the poor in her tobacco shop
- Shen Te lives a decent life – she offers the homeless family shelter and food
- The Teppichhändlerpaar give Shen Te 200 Silberdollar for the rent – she wants to return the money but gives Sun the money – but she does think of the old couple „Was soll aus den beiden werden?“ – she is not selfish
- When Shen Te helps other people, she is ruined – can't pay the rent - „Gute Taten, das bedeutet Ruin.“ When living in a capitalist society, you cannot be successful without being inhuman
- Shui Ta – the role is played by Shen Te – one can see how one must act in order to be successful in a capitalist society and to survive– the economic system demands exploitation and competition and deception - Schreiner
- *Verfremdungseffekt* – Shen Te speaks directly with the audience – the audience must think actively
- Gender difference – female changes to male

### (b) Inwiefern kann man das Stück als Komödie bezeichnen?

- The inconsistency of the demands placed by the Gods and the ends used – the wishes of the Gods remain unfulfilled – all characters lie, speak one way and behave/deal in a different way – even the Gods
- A play within a play – the powerlessness of the Gods is demonstrated
- The episode with the shelf- described as rubbish when picked up, the episode, where the woman had tears in her eyes– sei es „die Hochzeit oder die Trauung“, Scene 6, waiting for someone who is already there but not there, Shen Tes pantomime with her unborn child
- In Scene 8 – Brecht brings the past and the present on to the stage together – Frau Yang reports on the one hand about what has become of him and what he is doing. At the same time she plays role in the tobacco shop.
- Karl Marx – „die letzte Phase einer weltgeschichtlichen Gestalt ist ihre Komödie..“



## Heym: Auf Sand gebaut

### **(a) Inwiefern gelingt es dem Autor in seinen Erzählungen, einen illusionslosen Blick auf das wiedervereinigte Deutschland zu werfen?**

- Disappointment and despair of discovery of the Akten and the spying on friends/neighbours which had taken place
- The destruction of the apparatus of the Stasi and the pointlessness of it all – the realisation of its futility and of the fact that it had left a vacuum in many people's lives (Stasi and ordinary people) and much anger and despair at the discoveries made once the Akten were available for scrutiny.
- For some Stasi officials life carried on – suddenly they were working for “the other side” “*Was ist der Unterschied?*” The arguments about property rights – tenants/house owners and West Germans coming to claim “their property”.
- Those who have left before the Wende and sold themselves to the land of milk and honey – West Germany/USA may have material wealth but are not happy
- *Wir sind das Volk/wir sind ein Volk* – the irony that this is far from the case
- The economic decay and ruin of Eastern Germany – the inability to compete in the capitalist society – unemployment followed “freedom” and disillusionment was close behind as reality set in.

### **(b) Wie schildert der Autor die Auswirkungen der Wiedervereinigung auf die zwischenmenschlichen Beziehungen?**

- Stasi files pitting friend/neighbour/family member against each other – the destructive impact on relationships and the harsh realisation and sense of betrayal
- The sense of togetherness and solidarity are replaced by the survival of the fittest
- The saviours from the west became the scavengers and exploiters of the economic weakness of the new states and their inhabitants – a sense of indignation at such exploitation – the rapid destruction of the myth of the liberators
- The realisation that friends who had deserted the DDR and sought fame and fortune in the West had not found happiness in wealth and luxury
- Some, and often those in positions of power in the apparatus of the DDR, slipped into new roles of power in the west – the ordinary man suffered
- A loss of framework and sense of security, despite the difficulties of the regime, led to difficulties in society which now displayed an alarming lack of compassion.

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**Section B – Literary Topics**

- 4(a) D v T / Böll the individuals (Beckmann) who fail to come to terms with the past v those who do – (Oberst) (Frau Kramer)
- 4(b) wider range choice – could be D w e F/Sophie Scholl Beckmann would be relevant – wider context
- 5(a)/5(b) Das Versprechen/ Der Richter/ Die Panne – good candidates will analyse the story and the tension created. 5 (b) need to state aims and then analyse them
- 6(a)/(b) Sophie Scholl/50/50/DweF/die neuen Leiden/die Wolke/die Kinder von Schwebenborn – positive – how they triumph over the circumstances in which they find themselves.
- 7 (a) good breadth Zentralabitur, lack of technology in schools
- 7(b) curricular breadth
- 8(a) founding of the two states, currency reform, going their separate ways, cold war + finale of 1953 – see BC's notes
- 8 (b) Willy Brandt, Vier Maechte Abkommen, travel between the two parts of city
- 9(a) in what way is his role *bedeutend* – what does he do and in relation to other characters
- Goodbye Lenin, das Leben der Anderen, Mephisto, Angst essen Seele auf, Lola rennt, das Wunder von Bern
- 9(b) some sort of evaluation about society and its portrayal – how convincing they find it
- 10(a) can select a line on this – could be the development of Gastarbeiter or could be asylum seekers
- 10(b)
- 11(b) should be aware of laws relating to asylum in Germany
- 12(a)
- 12 (b) Angela Merkel / relative decline of SPD/rise of NPD in East Germany/relative decline of greens/ Europe – German presidency