



GCE MARKING SCHEME

SUMMER 2016

**GERMAN GN4
1224/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE GERMAN GN4
SUMMER 2016 MARK SCHEME

Principles of marking

- Mark clearly in **red** in the conventional way, i.e. underlining errors, querying unclear German, words based on English/Welsh, giving an indication that each response and each page has been seen.
- Put your marks clearly in right-hand margin.

Q.1 Listening texts

The total mark for this question is 6.

1 mark awarded for each answer in English/Welsh. No mark awarded if answer is in German.

Q.2 Reading Comprehension

This question is divided into four parts.

Teil 1 - Gap-filling

There are 8 marks for this part; award one mark for each correct answer.

The answer **MUST be written, not just underlined or circled.**

Answers to gap-filling must be copied correctly. No errors will be tolerated, including **missing umlauts, missing capital letters** and minor spelling errors.

Teil 2 – True/false statements

There are 4 marks for this part; award one mark for each correctly identified false statement.

If a candidate ticks more than four statements, deduct one mark for each additional statement.

Teil 3 - Comprehension answers in German on reading text

The total mark for question this part is 5.

1 mark awarded for each correct response.

No marks will be awarded for a ‘straight lift’. The German must be “manipulated” in some way. English or Welsh words used in the answer will mean that a mark will not be awarded for that particular response. Answers must be comprehensible but minor errors not affecting meaning will be tolerated.

Teil 4 - Comprehension answers in English on reading text

The total mark for question this part is 5.

1 or 2 marks awarded, as appropriate, for each correct response.

Q.3 Translation into German

The total mark for question 3 is 25: 15 marks are awarded for communication and 10 marks are awarded for accuracy.

All parts of a sentence must be incorporated into the answer; a mark cannot be awarded for a section if one word or its meaning is missing. The translation must make sense in German. A 'free' translation will be acceptable as long as every part of the section has been assimilated fully into the meaning. A list of acceptable and unacceptable responses is given to guide the assessment of communication and will be discussed at conference. If you are uncertain about what constitutes an acceptable/unacceptable response, you must contact your team leader.

To award a mark out of 10 for accuracy, use the *Accuracy (AO3)* grid and follow the guidance overleaf for Banded mark schemes.

Q.4 Essay

The total mark for question 4 is 45: 15 marks are awarded for 'Quality of Response', 10 marks are awarded for 'Knowledge of film/text/region', 10 marks are awarded for 'Accuracy' and 10 marks are awarded for 'Range and Idiom'. **There MUST be evidence that you have assessed the essay, e.g. a tick at the end of the response or at the bottom of each page.** Overlong essays may be self-penalising under quality of response for irrelevant material but you must **NOT** draw a line and stop marking. **All** of the essay must be marked. Essays that do not meet the 400 word requirement may be self-penalising as they may be characterised by limited development, range and evidence, for example.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band.

Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

GCE GERMAN GN4

SUMMER 2016 MARK SCHEME

Aufgabe 1

1. Some / about half are disabled, the others not/disabled and able bodied people share a flat. [6]
[1]
2. Look after their disabled flatmates / help them cook/ get out of bed/help with breakfast. **(at least one correct answer) do NOT accept 'cooking' alone. Not: They pay for their groceries.** [1]
3. They will have finished their university courses / take jobs / move away. **(any one) do Not accept school instead of university.** [1]
4. To allow disabled people to live as independently as possible/to give them the chance to live in the community for the rest of their lives. [1]
5. Five more near Munich, hardly any throughout Germany **(both ideas required for mark) do NOT accept 'there are no others in Germany'** [1]
6. When we / you / take everybody / all people as they are / **accept their differences/when everyone is accepted for what they are. NOT: when everyone is treated the same.** [1]

Aufgabe 2

Teil 1 [8]

1. traditionelle/Bananenblätter
2. Plastikfolie
3. Etiketten
4. verwechseln
5. viel
6. vielen
7. Weichmacher
8. westlichen

Teil 2 [4]

Falsch: 2, 3, 7, 8

Teil 3 [5]

1. Es führt zu /es gibt Abfall und gesundheitliche Probleme in der ganzen Welt/überall. **(underlined sections must be included in answer)**
2. Nichts/fast nichts/das Problem wird ignoriert
3. Wir essen sie/atmen sie ein / durch Kontakt mit der Haut / unsere Haut nimmt sie auf.
4. Sie sind im Blut. NOT: weil wir täglich mit ihnen in Kontakt kommen.
5. Sie hat die (gefährlichsten) Weichmacher in Babyartikeln/Spielzeug verboten.

Teil 4 [5]

1. They are heavier/ break (more) easily [1]
2. Buy unpackaged fruit / use own bags. [1]
3. They are used for no more than 25 minutes on average / a short time. [1]
4. Use non-plastic utensils / articles and textiles / clothes made of natural materials / find alternatives for plastic. [2]

Aufgabe 3

Translate into German

Banana leaves used to be the traditional wrapper // for those Vietnamese snacks // that you bought in different shapes; // it depended on what you wanted: sweet rice, beans, chicken etc. // Nowadays they are often wrapped in plastic film, // and a label tells you // what is in them. // Vietnam has arrived in the plastics age // – with all its consequences. // That has led to mountains of waste, // colourful yet harmful to the environment. // Soft plastic bottles are particularly problematic // because they contain softeners // that are thought to be carcinogenic // and to endanger the health of future generations.

Allocation of marks

Communication

15 marks (AO2) for communicating the ideas contained in each section.

Communication: 15 sections, each awarded 1 mark

Acceptable response	unacceptable response
1. Bananenblätter waren die traditionelle Verpackung	
2. für die / diese / jene vietnamesischen Snacks	
3. die man in unterschiedlichen Formen kaufte	in anderen Formen verkaufen (for kaufen)
4. je nachdem/es hing davon ab/kam darauf an, was man wollte: süßen Reis, Bohnen, Huhn usw	
5. Heutzutage sind sie oft in Plastikfolie eingepackt	versteckt
6. und ein Etikett informiert einen/sagt einem	erzählt, Schild (for Etikett)
7. was drin ist/was enthalten ist/was es ist	
8. Vietnam ist im Plastikzeitalter angekommen –	Plastikparadies, Plastikwelt, Plastikalter
9. mit <u>all</u> seinen Konsequenzen/Folgen/Wirkungen/Auswirkungen	Nachteile/Probleme/Schaden
10. Das hat zu Müllbergen geführt/hat Müllberge verursacht	
11. bunt aber umweltschädlich.	
12. Weichplastikflaschen/PET Flaschen sind ein besonderes Problem,	
13. weil sie Weichmacher enthalten/haben	
14. die angeblich (von denen man annimmt, daß sie...) krebserregend sind/die krebserregend sein sollen	sie sind krebserregend (on its own)
15. und die Gesundheit zukünftiger Generationen gefährden.	andere Generationen

Accuracy (AO3)

- 10-9** Excellent command of grammar and syntax. Consistently correct use of language despite a few errors, some corrected. High degree of accuracy (e.g. correct use of verb endings, umlauts, adjectival agreements and case, accurate spelling).
- 8-7** Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
- 6-5** The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance.
- 4-3** A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. High incidence of elementary errors.
- 2-1** Very limited evidence of applying basic grammatical rules. Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
- 0** No rewardable language.

AO2 (25) + AO3 (20) assessed according to generic markscheme.

Essay Mark Scheme Unit 4**N.B. MUST ANSWER QUESTION SET****Quality of Response (AO2)**

- 15-13** Full and direct response to the question set. Able to focus on the task immediately and without deviation. Clear organisation, systematic and coherent. Shows excellent command/judgement in the use of source material. Imaginative approach (e.g. incisiveness, evaluation and analysis). Clear viewpoint, sense of purpose and analysis. Concise, matching exposition/conclusion. Argument fully supported by evidence.
- 12-10** Competent, but lacks some incisiveness, evaluation and analysis. Sound argument, not always exhaustive, with appropriate examples to illustrate a point; a little obliqueness, a few relevant conclusions not drawn or poorly supported by evidence; some inappropriate description. But generally well balanced and supported, coherent exposition/conclusion.
- 9-7** Some sense of direction and some originality, but also some deviation/triviality. Insufficient focus on central aspects of the task. Strong tendency to describe rather than analyse, and to supplement pre-learned information which is not directly related to the given context. But also **some** independence of thought. Occasional mismatch between argument and evidence/information; inappropriate/unconvincing conclusions.
- 6-4** Some sense of shape, but with flaws and lack of purpose. Limited success in trying to answer specific points. Confused responses/comments tend to distort/dissipate the argument presented. Repeated misunderstandings/misinterpretations of materials and/or questions. Some second-hand ideas. General lack of analysis and overall organisation. Argument unclear, poorly supported by evidence.
- 3-1** Little or no indication that the scope of the task has been understood. Response rambling, disjointed, leading nowhere; information presented for no apparent purpose, important aspects/evidence ignored; pre-learned/'adapted' passages, poorly incorporated; narrow scope, largely irrelevant.
- 0** Totally unfocused. Responses/statements out of context. Barely more than a list of disconnected items. No connection with the task in hand.

Knowledge of film/text/region (AO1, AO2)

- 10-9** Candidate is thoroughly familiar with the chosen topics/texts. Answers, views and statements demonstrate sound factual knowledge and judgement. Able to draw easily on source material relevant to support a view or argument or to compare/contrast aspects of the subject under discussion.
- 8-7** Evidence of good factual knowledge and judgement despite one or two inconsistencies in presenting particulars from topics/texts studied. Evidence of good scope of sources studied, with no significant misrepresentation of facts.
- 6-5** Evidence of some general knowledge with limited factual detail of topics/texts studied, focused on content rather than judgement. Candidate may confuse certain aspects because they have been 'learned' without being fully assimilated. Prone to misrepresentation/misinterpretation of facts. Views and opinions, such as there are, tend to be unsupported by evidence.
- 4-3** Superficial knowledge, confused presentation of unrelated facts which may have little or nothing to do with the subject under discussion and may lead to misunderstanding/misinterpreting certain issues or questions. No evidence of a range of sources studied. Some inappropriate vocabulary, repetition of 'learned' key statements without genuine argument/understanding.
- 2-1** Distinct lack of factual knowledge, lack of corresponding vocabulary. No evidence that the topics/texts have been studied in any depth, neither in German nor the mother tongue. May present pre-learned isolated statements out of context, incorrect references to names or places. Frequent misunderstandings.
- 0** No information conveyed that is relevant to the task in hand, no evidence that topic/text has been studied.

Accuracy (AO3)

- 10-9** Excellent command of grammar and syntax. Consistently correct use of language despite a few errors, some corrected. High degree of accuracy (e.g. correct use of verb endings, accents, adjectival agreements and case, accurate spelling).
- 8-7** Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
- 6-5** The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance.
- 4-3** A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. High incidence of elementary errors.
- 2-1** Very limited evidence of applying basic grammatical rules. Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
- 0** No rewardable language.

Range and Idiom (AO3)

- 10-9** Wide range of appropriate structures and vocabulary that is directly relevant to the essay chosen. Firm grasp of German idiom. Able to adapt to changing linguistic demands and to handle a variety of appropriate structures with ease. Uses language effectively to communicate ideas. Evidence of style, nuance and appropriate register.
- 8-7** Good range of structures and vocabulary to suit a variety of linguistic situations, but some limitation in abstract contexts. Appropriate use of 'German' structures. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.
- 6-5** Able to use a limited range of structures appropriately. Evidence of some English/Welsh structures used inappropriately. Some vocabulary lacking or used inappropriately.
- 4-3** Evidence in straightforward factual contexts of understanding some basic principles of idiomatic usage. Range of structures and vocabulary limited to the most common. Short sentences predominate, but some pre-learned phrases used appropriately.
- 2-1** Range of structures and vocabulary adequate only for factual statements. Evidence of a sense of grammatical structure only in short phrases.
- 0** No rewardable language.

GUIDED STUDIES OPTION FOLDER 2016

Indicative content – FILM

Aufgabe 4A

[45]

The following approaches are suggestions only. They are not intended to be prescriptive or exhaustive. Candidates may choose any approach to the questions set as long as it addresses the question directly and is backed up by specific reference to the film, text or region. Assessment will focus solely on the extent to which the answer satisfies the specific descriptors of the mark scheme, irrespective of any indicative content suggested here that may or may not be referred to.

1. *Jenseits der Stille*

(a) *Lara beherrscht die Gebärdensprache vollkommen. Inwiefern hat diese Fähigkeit ihr Leben beeinflusst und welche Vor- oder Nachteile hatte sie dadurch?*

- She has to take responsibility at an early age and be responsible for a whole range of communicative functions. Hence missing school lessons, resulting in learning difficulties.
- That gives her a degree of power over her parents and others in allowing her to use that ability to her own advantage. She translates messages to suit her own purposes (examples: school, bank).
- Increasingly it becomes a burden and ties her to her parents, restricts her freedom follow her own interests (music, Berlin, be 'free' like Tom)

(b) *In welchen Episoden zeigt der Film, wie „anders“ die gehörlosen Eltern auf ihre Umwelt reagieren?*

- Her father: withdrawn, incommunicative (rooted in his childhood, relationship with his own father).
- His reaction when his sister gives Lara a clarinet, but changes his attitude after his wife's death.
- Her mother (more complex?) by contrast: outgoing, coping well, 'using' her daughter without much thought, but also aware of Lara's service and keen to please her – learn riding a bike. Her fatal accident, linked to her deafness.

2. **Crazy**

- (a) *Wie beurteilst du die Freundschaft zwischen Benjamin und Janosch und wie verändert sie sich im Laufe des Films?*
- Benni is an insecure, slightly disabled youngster when he arrives at the school who finds strength through his friendship with Janosh, but also with others of the clique.
 - Janosh appears more advanced, mature, but like others has his problems.
 - Changes in that relationship when they both compete for Malen's favours, albeit unsuccessfully. Yet their friendship survives: Malen is already engaged to a student.
- (b) *Welche Personen (Schüler oder Lehrer) spielen für Benni Leben in der Schule eine besondere Rolle und wie reagiert er darauf?*
- This answer depends entirely on the candidate's choice since nearly all people close to him play a part in his growing up.
 - Of his clique, students might mention: Janosh, his closest friend who first tends to take over but gradually understands him; Malen, more mature than any of the others; Marie who introduces him to sex; Troy who has his own problems compared to which Benni's seem minor.
 - Herr Frankenstein whose efforts to make Benni understand maths give him confidence through growing competence

3. **Vaya con Dios**

- (a) *Welche Szenen in diesem Film hältst du für Schlüsselszenen, und warum?*

Content depends entirely on the personal choice of a scene and could focus on any of the following:

- Benno, though fascinated by the riches of the Jesuits' library, realises the relative sterility of the Jesuit church service compared to the warmth of the Cantorian's when Arbo and Tassilo join in the singing and he rejoins them.
 - Arbo discovering that monastic life is not for him when he meets Chiara. This is a similarly crucial meeting for her who, despite having led a bubbly fun life up to now as a journalist, has invested very little in her relationship with her uninspiring boy friend and finds another dimension.
 - Arbo receiving the tuning fork returned by Chiara and calling him to a new life. This scene is capable of triggering further exploration of the background,
- (b) *Welchen der drei Mönche hast du am interessantesten gefunden und warum?*
- Another personal choice question where reasons for that choice cannot be predicted.
 - Arbo and Benno possibly because of their changing attitudes - in Arbo's case personality and increasing maturity – which makes them more complex characters than the more down-to-earth Tassilo.
 - Chiara – a typical career girl, somehow hovering between a superficial lifestyle and deeper emotional experience.

4. **Good Bye Lenin!**

- (a) *Welche Motive hat Alex, seinen Vater aufzusuchen, und welchen Eindruck bekommt er von dessen Leben im Westen? Welche Bedeutung hat das für sein Vaterbild?*
- Alex has a distorted father figure. Their mother had not told them the truth (denouement at the *Datsche* where she asks for their forgiveness.)
 - He finds a normal family, stepbrother and sister and draws his conclusions, also politically.
 - He becomes aware of their mother's political involvement that caused her to create her own picture past to suit her purposes. He brings about the parents' reconciliation.
- (b) *Der Film ist voll von Klischees und Ost-West-Kontrasten. Welche Bedeutung haben sie für die Aussage des Films?*
- Examples of Burger King, Coca Cola, Spreewaldgurken, space exploration, Young Pioneers, (Western) satellite TV and what they signify.
 - Distorted impression on both sides of the other part of Germany.
 - Awareness of how far the two Germanys have drifted apart, an impression deliberately heightened by reviving GDR characteristics before breaking with the past (mother's death and send-off).

5. **Der Rote Kakadu**

- (a) *Welches Bild zeichnet der Film von der jungen Generation und ihren persönlichen und politischen Handlungen? Wie denkst du darüber?*
- Mixed attitude towards GDR, ambivalent, oscillating, neither directly for or against. Most of them hovering between leaving or staying in GDR. Rock & roll expressing sense of freedom vs. notion of fitting in. → Stasi action against Kakadu clientele.
 - Luise as supporter, (cf. her final decision) but also aware of flaws: aware of possible censorship of her not regime-conform, 'personal' poetry.
 - Candidate's personal comments, which cannot be predicted = 'indicated' beforehand.
- (b) *Untersuche die Hintergründe und Folgen des illegalen Drucks von Luisens Gedichten. Was waren Sigis Motive und wie denkst du darüber?*
- Background to unlicensed = uncensored publications without State approval
 - Luise's fears, possible consequences, ideas reflected in her poems.
 - Sigi, politically naive, wanted to demonstrate his love and admiration.

6. **Die fetten Jahre sind vorbei**

- (a) *„Hardenberg hat die Ideale der 68er Generation verraten, weil er inzwischen erfolgreich geworden ist und seinen Reichtum nicht teilen will.“ Bist du auch dieser Meinung?*
- In captivity, Hardenberg ‘discloses’ himself as a 68er supporter. Genuine?
 - Now he is portrayed as an economic and social riser characteristic of a *Wirtschaftswunder* that left ‘ordinary’ citizens behind, aloof of people like Jule (cf. his demands against her). Cf. also his broken promise as in version 1.
 - Personal view...? Meaning of alternative ending...?
- (b) *Wie denken die drei Jugendlichen über Unrecht und Kriminalität, und wie zeigt sich das in ihren Handlungen?*
- What in their view are the social and economic injustices they want to placate?
 - They range of from rearranging and damaging furniture (the settee). What is legitimate protest, if any, what is not?
 - To what extent does their ‘good cause’ – protest against and alert us all to social injustice, if there is?
 - Hardenberg’s abduction stems from a blunder. Does that make it less criminal.

7. **Des Teufels General**

- (a) *Harras war ein leidenschaftlicher Flieger. Welchen Einfluss hat das auf seine Rolle während der Nazizeit und auf seine Handlungsweise?*
- His position within the regime’s hierarchy enables him to follow his passion(s).
 - His popularity and, hence, false sense of security which give him a kind of fool’s freedom to take risks, help others in danger (e.g. the Jewish couple)
 - Setting an example of absolute loyalty in protecting his friend Oderbruch by committing suicide with one of the sabotaged planes. – Staatsbegräbnis. (Irony)
- (b) *Welche Figur in diesem Film findest du am interessantesten, und warum?*

Answer depends entirely on student’s choice, for example:

- Harras – His split personality as passionate pilot and anti-Nazi
- Oderbruch – His unrealistic (why?) attempt to stop the war by sabotage. Consequences for him and Harras.
- Hartmann – His immature and misguided admiration of the *Führer* idolatry, and its origins and consequences for others.
- Geiß – The role of an emancipated woman in a male-dominated regime. Her nevertheless ‘political’ *engagement*.

8. *Die Weiße Rose*

- (a) *Wie schwierig war es für die Gruppe, den Widerstand zu aktivieren, mit welchen Methoden, und wie erfolgreich waren sie dabei?*
- The rôle of a 'security' organisation like the Gestapo in a totalitarian regime.
 - The students' actions, their pamphlets campaign, how they went about it, what difficulties they encountered
 - Sympathisers /supporters (Huber et al), other professors sitting on the fence (why?) and the ultimate failure that was predictable (why?).
- (b) *Was waren die Ziele der Weißen Rose, und wie realistisch waren diese Ziele?*
- Their aims based on the students' own perception of the world they live in: Details of the repressive regime, example of the Scholl family with their father as protestant minister, the students' own experience (*Ostfront, Arbeitsdienst*).
 - Hence their aim to restore human values and freedoms, stop injustice, reject Nazi ideology by eliminating the regime.
 - Predictably unrealistic, given the control system, sanctions.

9. *Alles auf Zucker*

- (a) *Was für eine Frau ist Marlene? Wodurch und mit wieviel Erfolg ändert sie ihr Verhältnis zu Jaeckie und zu jüdischen Riten?*
- Marlene's strained relationship with Jaeckie, largely due to his life as a gambler.
 - The prospect of Jaeckie's inheritance and her hope for that saving their marriage.
 - Her practical efforts in changing her ways to comply with the conditions attached to the inheritance – for good?
- (b) *Was erfahren wir über die Kinder der beiden jüdischen Familien, und welche Rolle spielen sie in dem Film?*
- Jana, anything but orthodox Jewish, is lesbian and has an 'illegitimate' daughter.
 - Thomas, career-oriented banker, yet outsider, stutters, no girlfriend. Both children have a strained relationship with their father Jaeckie.
 - Samuel's children Joshua (introverted, orthodox) and Lilly (law student, seduces Thomas)
 - The children of both families put into perspective their parents' 'Jewishness'.

GUIDED STUDIES OPTION FOLDER 2016
Indicative content – LITERATURE

Aufgabe 4B

[45]

The following approaches are suggestions only. They are not intended to be prescriptive or exhaustive. Candidates may choose any approach to the questions set as long as it addresses the question directly and is backed up by specific reference to the film, text or region. Assessment will focus solely on the extent to which the answer satisfies the specific descriptors of the mark scheme, irrespective of any indicative content suggested here that may or may not be referred to.

1. Böll: *Das Brot der frühen Jahre*

- (a) *Wie verschieden sind Fendrichs neues und altes Leben? Ist seine Entscheidung für ein neues Leben deiner Meinung nach positiv?*

Fendrichs new life is dominated by his love for Hedwig, his old life was dominated by work and money.

- His old life meant bread addiction, a loveless relationship to Ulla, busy working days, trying to make as much money as possible.
- His new life is characterised by the love for Hedwig, he loses his bread addiction, gives up his job and withdraws all his money from the bank.
- His decision to lead a different life could either be judged as foolish (he faces an uncertain future) or absolutely right (he has found the right person in his life, he is happy).

- (b) *Wie verhält sich Fendrich zu anderen Menschen, bevor er Hedwig trifft? Wie beurteilst du sein Verhalten und wie ist es zu erklären?*

Fendrich has no respect for his parents, his employer or Ulla

- Fendrich steals from his father to feed his bread addiction, he accepts a piece of bread from his mother even though she is very ill and probably needs food herself.
- He steals from his employer
- He carries on his relationship with Ulla even though he does not really love her
- Desperate times after the war could probably account for his behaviour.

2. Brecht: *Mutter Courage*

- (a) *„In diesem Stück gibt es für echte Liebe keinen Platz, noch nicht einmal für Mutterliebe.“ Inwiefern bist du auch dieser Meinung?*

In their struggle to survive most characters cannot afford to engage in real love, even Mutter Courage cannot afford to love her children unconditionally.

- Yvette demonstrates that “love” can be bought.
- The relationships Mutter Courage has are not characterised by love (preacher, cook).
- Mutter Courage loves her children, but loses all of them because she tries to make a profit.
- It could be argued that Katrin is the only person to show real love when she deliberately puts her life at risk by drumming on the roof of a house in order to warn fellow citizens of an imminent danger.

- (b) *Welche Rolle spielen Krieg und Frieden in diesem Drama?*

War has positive connotations, peace has negative ones. Different laws apply to war and peace

- War means economic security for Mutter Courage since she can sell her goods to the soldiers.
- Peace means that she loses her economic basis. At one point she says “der Frieden wird fürchterlich” (peace will be terrible).
- Eilif is considered to be a hero during the war, but when he shows “heroic behaviour” during peace he is executed.

3. Dürrenmatt: *Der Besuch der alten Dame*

- (a) *„Alte Dame“ im Titel des Dramas suggeriert Respektabilität. Wie respektabel ist Claire und wie respektabel sind die Bürger Güllens?*

Neither Claire nor the citizens of Gullen are respectable.

- Prior to her visit to Gullen Claire bought up the industry of that town so that she could ruin it and make sure that the citizens of the impoverished town would accept her offer. This is spiteful – not respectable.
- Claire seems to be respectable on the surface since she just makes an offer, but in real terms she incites hatred and greed in the citizens and therefore condemns Alfred to death.
- The citizens of Gullen all condemn Alfred to death by running into debt.
- They advocate that Alfred’s guilt needs to be atoned and thereby try to maintain their respectability.

- (b) *Wie beurteilst du das Ende des Stücks und die Aussage der Presse, dass Alfred aus Freude über die Schenkung gestorben ist?*

In the last scene Alfred is executed by the citizens, but they want to make it look like a heart attack.

- We do not know exactly how Alfred meets his death since the light goes off on stage and when it is switched on again Alfred is dead.
- We can, however, assume that the heart attack the doctor diagnoses is not the real cause of death. The doctor was instructed to come to that conclusion.
- Since the press does not have all the details they readily accept the data they are provided with. The news bulletins also serve to wash off the citizens’ guilt.

4. Frey: *Kein Wort zu niemandem*

- (a) *Welches Ereignis hat deiner Meinung nach den größten Einfluß auf Sammys Leben? Begründe deine Meinung!*

He falls out with his best friend because they had fallen in love with the same girl which has a big impact on his life

- He loses confidence in himself.
- He falls in with a bad gang who show an interest in him and offer him an “alternative” perspective to life.
- He becomes a bully and even enjoys the power he has over his victims.

- (b) *Inwiefern kann man behaupten, dass die Macht über seine Opfer Sammy süchtig gemacht hat. Begründe deine Meinung anhand von Beispielen.*

Sammy feels good when he can bully and torture others:

- He gets a kick out of forcefully collecting money from Franz and his sister and other students.
- He seems to be addicted to his unlawful deeds but at the same time he feels uneasy.
- Sammy feels powerful and happy when he and his friends mob and manhandle disabled Felix.

5. Frisch: *Homo faber*

- (a) *Aus welchen Motiven heraus reist Faber, wie erfährt er diese Reisen und wie verändern sie ihn?*

Faber travels for his job, to escape from Ivy and to be close to Sabeth.

- When he travels for his job his plane crashes – traumatic experience for Faber.
- He books a voyage from America to Europe in order to get away from Ivy. He enjoys his travels because he falls in love with Sabeth he meets on board the ship.
- During his travels with Sabeth he changes from a rational to an emotional character who can enjoy the beauty of nature and the beauty of art.

- (b) *„Weil Faber zu egozentrisch und rational ist, kann er keine Beziehungen zu anderen Menschen aufbauen.“ Inwiefern bist du auch dieser Meinung?*

Only when he meets Sabeth Faber manages to have a meaningful relationship.

- His relationship to Hanna and also to Ivy fails because Faber lacks empathy and true feeling. He tries to apply the rules of logic to everything.
- He only changes when he encounters Sabeth.
- He experiences true love and begins to understand the world from an emotional rather than rational point of view.

6. Grass: *Katz und Maus*

- (a) *Wer jagt wen? Wer ist deiner Meinung nach die Katze und wer die Maus? Demonstriere an ein paar Beispielen aus dem Text, wie sich die Jagd gestaltet.*

Pilenz can be seen as „cat“ and Mahlke as „mouse“ or the Nazi regime as the cat, Mahlke as mouse.

- The story starts with a scene where Pilenz and his friends put a cat to Mahlke's adam's apple. The cat attacks it.
- In the final scene Pilenz helps Mahlke to commit suicide.
- He feels guilty for having hunted his friend down.

- (b) *Zwei Ritterkreuzträger halten Reden. Welche Bedeutung haben sie deiner Meinung nach und wie beeinflussen sie Mahlkes Leben?*

The two speeches glorify war and create an enthusiasm for war in the students.

- Mahlke steals the “Ritterkreuz” from one of the officers and is therefore suspended from school.
- Mahlke models his life on that of the “Ritterkreuzträger” and gains high military decorations as well.
- He intends to celebrate his successes by giving a speech in his former school.

When this is denied to him he attacks his former teacher who had turned him down.

He loses his will to live after this incident, does not return to his military base and finally vanishes.

7. Kafka: *Die Verwandlung*

- (a) *„Die Art und Weise, wie die Eltern und die Schwester Gregor nach seiner Verwandlung behandeln, ist verständlich, denn er ist ja ein ‚Ungeziefer‘. Inwiefern bist du der gleichen Meinung?*

After his metamorphosis Gregor still feels and thinks like a human being. He has just changed his outer appearance therefore his relatives' behaviour is inexcusable.

- Neither the parents nor the sister really make an effort to comfort or understand Gregor after his transformation
- Even though Gregor is in great discomfort because of his altered shape his main concerns are the well being of his family and his fear of losing his job.
- He still enjoys listening to music, but when he tries to get closer to the music he is chased away.
- In the end he even dies in order to make life easier for his family who only show contempt for him.

- (b) *„Die Verwandlung“ ist total unrealistisch und hat keine Relevanz für unser Leben. Inwiefern stimmst du dieser Aussage zu?*

The metamorphosis can be seen as a metaphor of our lives:

- Gregor stands for people who suddenly have to face a major loss in their lives, loss of health, loss of job or direction.
- The metamorphosis demonstrates that people are only respected if they can actively contribute to the income of the family.
- The metamorphosis shows us that we discriminate against people who are disabled, helpless or unattractive.

8. Lenz: *Schweigeminute*

- (a) *Was ist deiner Meinung nach eine Schlüsselstelle im Roman, und warum?*

The following is just an example, a variety of scenes could be chosen.

- The scene on the Vogelinsel is a key scene since it marks the beginning of their love affair.
- Later on Christian dreams of living on Vogelinsel with Stella.
- When Stella dies flowers which were thrown into the water during her last voyage drift to the Vogelinsel.
- The love affair therefore starts at the Vogelinsel and ends there.

- (b) *In wiefern kann man behaupten, dass die Beziehung zu Stella Christians Leben nicht nur komplizierter, sondern auch reicher gemacht hat? Zeige das an Beispielen aus dem Text.*

His relationship with Stella makes his life both difficult but also fulfilling

- He enjoys their encounter on Vogelinsel, their night in the hotel, their encounter on the beach and the fishing conference.
- He feels uneasy in class when he is just another student, he feels uncomfortable in her dad's house, he regrets that he cannot show his feelings for her when Stella's ship has an accident.
- Christian also finds it difficult to come to terms with her death and the fact that he cannot take part in the funeral proceedings.

9. Schlink: *Der Vorleser*

- (a) *Welche Rolle spielt Michaels Besuch im Konzentrationslager für die Handlung des Romans?*

Michael's visit to the concentration camp symbolises the inability of the second generation to understand the cruelties of the Nazis.

- Michael does not experience the concentration camp as a special place, it could have been any tourist attraction.
- He feels confused and does not know what he should have felt.
- Michael tries to envisage what the place would have looked like when it was in operation, but he feels unable to do so and therefore feels like a failure.
- At the end of the visit Michael he wants to condemn Hanna, but at the same time he tries to understand her.

- (b) *Michael leidet sehr wegen seiner Beziehung zu Hanna. Inwiefern kann man behaupten, dass er am Ende aber doch seinen inneren Frieden findet?*

Michael finds inner peace to a certain extent

- He feels that writing about his problems is quite therapeutic.
- He has a very open exchange about his relationship to Hanna with the Jewish woman in New York, which helps him to come to terms with his problems.
- He goes to Hannas's grave only once which probably indicates that he has had closure.

GUIDED STUDIES OPTION FOLDER 2016

Indicative content - REGIONS

The following approaches are suggestions only. They are not intended to be prescriptive or exhaustive. Candidates may choose any approach to the questions set as long as it addresses the question directly and is backed up by specific reference to the film, text or region. Assessment will focus solely on the extent to which the answer satisfies the specific descriptors of the mark scheme, irrespective of any indicative content suggested here that may or may not be referred to.

Aufgabe 4C

[45]

1. Städte und Landschaften an Nord- und Ostsee

- (a) *Welche Rolle spielt die Fischerei für Wirtschaft und Gesellschaft in den Städten an Nord- und Ostsee?*
- Traditional forms of employment since Middle Ages, having left their mark on villages and towns. Traditionally 'poor' population.
 - Changed perception: we eat more fish (reasons?). Restaurants, move to high-class cuisine, no longer food for poor people. (health drive)
 - Change from small fishing boats to huge fishing fleet, industrialised processing, rapidly increasing home market and export.
- (b) *Welchen Teil dieser Region findest du besonders attraktiv und warum?*
- Students' choice from: North-East Friesian islands, recreational activities, sports, water, wind, sun attract tourists..
 - Ostsee und Förden,
 - Contrasts sunny summers /cold winters. Seashore landscapes (farms, riding, hiking. Influence from /contacts with Denmark
 - Elbe estuary and Hamburg – contrasts town/city and river landscapes. International influences from overseas, affecting people's lives, culture, trade, entertainment e.g. in Hamburg.

2. Berlin und das Land Brandenburg

- (a) *Welche geschichtlichen Ereignisse haben diese Region deiner Meinung besonders geprägt?*
- Historical role of Berlin as the centre of a region that used to be largely rural.
 - Its role as the capital of various German states including empire and kingdoms, then divided during the Cold War. Effects on population, culture, architecture.
 - Reunification 1989, reconnecting the big city with its hinterland. Social / economic consequences?
- (b) *Das Brandenburger Tor: Welche Rolle hat es in der Geschichte gespielt, und welche Bedeutung hat es heute?*
- Use as triumphal arch to demonstrate power and stability: 1871 War, Kaiserreich, Third Reich processions. (Mis)used to reflect political spirit of the time.
 - Change from symbol of power via symbol of separation (viewed differently by Eastern Bloc) to symbol of unity.
 - Major attraction for tourists, beneficial for Berlin's meagre revenue.

3. Westfalen und das Land am Niederrhein

(a) *Untersuche die Rolle des Kohlebergbaus früher und heute. Welche Konsequenzen hat diese Industrie für das Leben der Menschen in dieser Region?*

- Rising economy during industrial revolution, changing this area from rural to industrial incomes. Influx of foreign workers. Scores of 'traditional' Polish names
- Increasing social division resulting from ever widening gap between rich and poor. Increasing problems in housing, environment, health, transport...
- Closure of pit (reasons?) leading to restructuring industry and commerce.

(b) *Welche Rolle spielt der Tourismus für diese Region?*

- The region benefits economically from large number of tourists in very diverse areas: City tours (Aachen, Cologne, Düsseldorf...).
- Rural areas offer range of outdoor activities: biking, walking, angling, boating... Mediaeval villages and town in the lower Rhine district.
- Ruhr district attracting different kind of tourists with interests in industrial history.

4. Das Land der Niedersachsen

(a) *Außer Hannover gibt es in Niedersachsen viele andere historische Städte. Welche findest du besonders interessant und warum?*

- Specific answers depend on personal choice and content cannot be predicted. They might include aspects of:
- Hildesheim, Hannover, Braunschweig, Göttingen, Celle, Lüneburg, Goslar or any other, with aspects ranging from
- History, culture, social life, opportunities for young people etc.

(b) *Welche Industriezweige spielen für die Wirtschaft des Landes die größte Rolle, und wie ist das zu erklären?*

- Large rural areas, hence the importance of farming and food processing.
- Industrial centres around Hannover and Salzgitter, with well-known industries, e.g. VW in Wolfsburg: largest employer, providing employment for large sector of the population, and causing influx of scores of Gastarbeiter (when? From where...?). Other examples chemical and pharmaceutical, telecommunication, mining (minerals) industries.
- Excellent location on north-south crossroads for transportation by road, rail and waterways (river and canals). Related industries nearby (car/steel)

5. Land der Mitte: Hessen und Thüringen

- (a) *Frankfurt gilt als das Finanzzentrum Deutschlands und der EU. Ist diese Ansicht deiner Meinung nach gerechtfertigt?*
- Reasons: German economy compared to other EU economies and reasons. Historically Frankfurt as the centre for commerce and finance.
 - Geographically at the centre of Europe. Transport links – air, rail, road – for all EU partners. Hence seat of European Central Bank.
 - Effects on Frankfurt as a city: townscape ('Mainhattan'), influx of people, internationalism.
- (b) *Die Region enthält einige der schönsten Mittelgebirge Deutschlands. Welche Rolle spielen sie deiner Meinung nach?*
- One or more may be mentioned (with characteristics): Meißner, Rhön, Vogelsberg, Thüringer Wald, Spessart, Taunus. Effects of region being split during Cold War.
 - Importance for recreation, sports, tourism, exploration, counterbalance for urban hectic life
 - Environmental importance, extended woodland, O₂ / CO₂ balance, water supply also for cities. Agriculture (details required)

6. Sachsen und Sachsen-Anhalt

(N.B. So far no candidate has chosen this region yet. Lack of info?)

- (a) *Landschaft oder Industrie: Was ist deiner Meinung nach charakteristisch für das wirtschaftliche Leben dieser Region?*
- As in all ex-GDR regions, heavy industries declined after reunification, also owing to environmental problems (e.g. former brown coal mining). Partly replaced by commercial and light industrial enterprises: communication, wind, chemical (details).
 - The region of very diverse natural attractions from river landscapes of the Elbe (main river through entire region) to the mountain ranges of Erzgebirge, all offering various forms of recreation (tourist industry) and opportunities for heavy industries (limited, e.g. cars). Details will depend on students' choice.
 - Very strong agriculture and forestry from Börde down to Mulde. Economy therefore relies on revenue from landscapes in various ways: food products, recreation, tourism, sports.
- (b) *„Die Wiedervereinigung Deutschlands hat in Sachsen angefangen.“ Bist du auch dieser Meinung?*
- Rôle of Saxony and/or Anhalt during GDR rule. How people arranged themselves in the regime.
 - Various groups of resistance (Neues Forum and others on various centres) Importance of the Prague Embassy as a refuge – relevance for activities in Leipzig.
 - The crucial Nikolaikirche demos in Leipzig in the run-up to what has become known as the 'peaceful revolution', but also other cities (Karl-Marx-Stadt /Chemnitz).

7. Das Rheinland und die Pfalz

- (a) *„Wo die Sonne scheint, ist das Leben leicht.“ Trifft das auch für diese Region zu?*
- Many factors support that view: Geographic location favours climatic conditions with long sunny summers. Strong agriculture, mainly viticulture. High living standards and income levels, and lowish unemployment.
 - Lifestyle, customs, traditions, everyday life strongly favoured by this being the main wine-growing region (details). Influences from neighbouring France.
 - Easy life? People still do have to work. Major industries (Chemical, pharmaceutical, glass) as well as medium sized firms offering sound employment for most people (detail)
- (b) *Welche Aspekte dieser Region findest du persönlich besonders interessant? Begründe deine Meinung anhand von Beispielen.*
- A completely open-ended question that relies entirely on personal choice. Great diversity of landscapes, attractions, historical sites. Depending on their own experience or studies students may refer to any or none of the following:
 - Moselle valley, Ahr valley, Nahe valley, Rheingau region; mountain regions of Hunsrück. Eifel, Westerwald, Pfälzer Wald with their own traditions, customs, folklore.
 - City and historical attractions (Mainz, Worms, Trier, Cochem, Koblenz, Speyer): festivals (e.g. wine, food, music, Jazz); motor sport (Nürburgring)

8. Das Land der Schwaben

- (a) *Welchen Teil dieser Region würdest du gern besuchen, und warum?*
- A completely open-ended questions that relies entirely on personal choice. Despite the relatively small size of the *Bundesland*, there is great diversity of towns, landscapes, attractions, historical sites. Students may refer to any or none of the following:
 - Black Forest, Odenwald, Breisgau, Main-Tauber Area, Lake Constance; Breisgau, Vorarlberg, Stuttgart, Karlsruhe, Tübingen etc. in relation to:
 - Travel, recreation, sports (summer/winter) customs, food, French influence (Alsace); economy (Daimler, Porsche, Bosch, Zeiss, Heidelberg etc.); previous experience (work experience); dialect, lifestyle-
- (b) *Baden-Württemberg ist eine der reichsten Regionen Deutschlands. Wie ist das zu erklären?*
- Few natural resources, hence early focus on manufacturing industries requiring a large and diverse labour force; hence highest employment rate in Germany, high income level. Examples as in (b) above.
 - Geographic advantages, climate, quality of land, suited for fruit and wine growing.
 - Tourism: Landscapes and climate suited to wide variety of interests, crisp cold winters, long sunny summers, waterways, extended forests, attractions (castles, cities...)

9. Bayern und Franken

(a) *Was hat deiner Meinung nach das Leben dieser Region am meisten bestimmt: Landschaften, Industrie oder Kultur?*

- Depending on the students' range of study: aspects of life in the Alps, the Danube region, the *Bayerischer Wald* region, *Frankenwald* – all with quite different lifestyles.
- Students may refer to well-known industries such as automotive (BMW), agriculture (huge employer, vegetables, grain, wine, hops) chemical etc. and correspondingly high income levels – comfortable lifestyles.
- Historical sites as a mirror of history (castles, town houses), large agricultural areas determining diverse lifestyles, e.g. beer-production, wide range of foods and dishes, rural traditional customs.

(b) *Welche Bedeutung hat das Land Bayern in der Geschichte und im heutigen Deutschland?*

- Details depend entirely on what focus the student puts on his /her answer: Chequered history as an independent state from late M.A. to First World War, often wielding power for territorial gain. Kingdom from 1806 onwards for allying with Napoleon (why?). Bavaria's role in Hitler's rise to power. Munich as a power base for Hitler. General tendency to right-wing politics then and today (role of church).
- Castles, universities, town houses, early industrial sites (Zeppelin, 1st trainline Fürth-Nürnberg, BMW) stand witness to the steady rise in arts, sciences, engineering achievements, wealth, especially during 19th c.
- Booming tourist industry. Guests from Germany and abroad attracted by scenery, climate, facilities, sights.
- Today largest federal state, 2nd largest contribution to Germany's economy (derived from industry, agriculture, tourism, exports) thus indirectly supporting weaker states, especially the '*neue Bundesländer*'.