



Example Candidate Responses

German (9780)

Cambridge International Level 3 Pre-U Certificate in German (Principal)

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Cambridge International Level 3 Pre-U Certificate

German

9780

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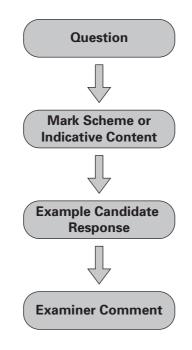
Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge Pre-U, and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

Cambridge Pre-U is reported in three bands (Distinction, Merit and Pass) each divided into three grades (D1, D2, D3; M1, M2, M3; P1, P2, P3).

In this booklet a range of candidate responses has been chosen to illustrate as far as possible each band (Distinction, Merit and Pass). Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for each paper of the subject has been adopted:



Each question is followed by an extract of the mark scheme used by Examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where marks were awarded and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Teachers are reminded that a full syllabus and other teacher support materials are available on www.cie.org.uk. For past papers and Examiner Reports please contact CIE on international@cie.org.uk.

| Component | Name | Duration | Weighting (%) | Type of Assessment |
|-----------|---------------------|-----------------------|------------------|---|
| 1 | Speaking | c. 16 minutes | 25 | Externally assessed oral |
| 2 | Reading & Listening | 2 hours 15 minutes | 25 | Externally set and marked written paper |
| 3 | Writing and Usage | 2 hours 15 minutes | 25 | Externally set and marked written paper |
| 4 | Topics and Texts | 2 hours 30 minutes | 25 | Externally set and marked written paper |

Components at a Glance

This booklet contains a selection of example candidate responses and Examiner comments for Paper 2 (Translation and Summary), Paper 3 (Discursive Essay) and Paper 4 (Topics and Texts).

Paper 2 Reading and Listening

Part I Reading

Lesetext 3

17 Translate the following passage into German. You may use words and phrases from the previous passage.

In the Berlin district of Kreuzberg the blocks of flats are run down and rubbish lies in the streets. On the street corners youths with shaved heads often stand around, ready to get involved in a fight. 'There are regularly problems with violence here', says Florian, who runs a youth centre. He is convinced the behaviour of these young men is often unacceptable and that troubles him a lot. For this reason he has set up rap workshops to help them express themselves peacefully.

Mark Scheme

Translation

One tick for each box, then see conversion table.

General marking principles for the transfer of meaning

- The correct information should be communicated.
- Any suitable alternative rendering can be accepted.

Translation

17 Im Berliner Stadtteil Kreuzberg sind die Mietshäuser heruntergekommen und auf den Straßen liegt Müll. An den Straßenecken stehen oft Jungs mit rasierten Köpfen herum, bereit, sich auf eine Schlägerei einzulassen. "Hier gibt es regelmäßig Probleme mit Gewalt", sagt Florian, der ein Jugendzentrum leitet. Er ist davon überzeugt, dass das Verhalten dieser jungen Männer oft nicht annehmbar ist, und das beschäftigt ihn sehr. Aus diesem Grund hat er Rap-Workshops eingerichtet, um ihnen zu helfen, sich friedlich auszudrücken.

| | ACCEPT | REJECT | |
|-------------------------------------|---|--|--|
| In the Berlin district of Kreuzberg | Im Berliner Stadtteil / Viertel / Bezirk Kreuzberg | In der Gegend von Berlin | |
| the blocks of flats | Mietshäuser / Wohnblocks, Wohnblöcke, Wohnungsblöcke, | Wohnungen, Gebäude der Wohnungen | |
| are run down | sind heruntergekommen / verlottert / beschädigt / in einem schlechten Zustand / einer schlechten Kondition / altmodisch und kaputt / alt und dreckig / man sorgt sich nicht darum | niedergelaufen / untergerennt / runtergefahren / (halb) zerstört / zertrümmert / in schlechter Reparatur. | |
| and rubbish | Müll / Abfall / Abfälle / Kehricht / Unrat | Mul, Mühl, Schmutz | |
| lies | liegt | | |
| in the streets. | auf den Straßen. | in den Straßen. | |
| On | An | Auf / In | |
| the street corners | den Straßenecken | | |
| youths | Jungs / junge Männer / Jugendliche | Jungen / Jungster / die Jugend | |
| with shaved heads | mit rasiertem Kopf / mit rasierten Köpfen | mit gerasenen Köpfen, mit keinen Haaren, mit ohne Haare | |
| often stand around, | stehen/hängen oft herum, | standen | |
| ready | bereit, | fertig, bereits | |
| to get involved | sich aufeinzulassen / an teilzunehmen / den Kampf aufzunehmen | eine (Schlägerei) zu engagieren / sich auf einen Konflikt einzulassen / sich in eine Schlacht zu werfen | |
| in a fight. | eine Schlägerei, einen Kampf / eine Prügelei | Konflikt / Angriff | |

| 1 | ACCEPT | REJECT |
|---------------------------------|--|--|
| 'There are regularly | "Hier gibt es / Es gibt hier regelmäßig / regelmäßige | immer / viel |
| Problems with violence here', | Probleme mit Gewalt / Gewalt(tätigkeit)", | gewalttätige Probleme |
| says Florian, | sagt Florian, | sagte Florian |
| who runs | der / welcher leitet / betreut / führt / fürverantwortlich ist. | organisiert / läuft |
| a youth centre. | ein Jugendzentrum / Jugendtreff(punkt) / Jugendklub | |
| He is convinced | Er ist (davon) überzeugt / Er ist sicher / Er ist der Meinung | Er denkt/ Er glaubt |
| the behaviour | das Verhalten / Benehmen | Benehmung |
| of these young men | dieser jungen Männer / von diesen jungen Männern | dieser Jungs / Jugendlichen |
| is often unacceptable | oft / oftmals nicht annehmbar, nicht vertretbar, unvertretbar / inakzeptabel | offen/ nicht in Ordnung / schlecht / unerträglich / akzeptierend / unakzeptiert / unakzeptbar |
| and that troubles him a lot. | und das beschäftigt ihn / stört ihn sehr / macht / bereitet ihm große Sorgen / beunruhigt ihn / ist besorgniserregend für ihn / macht ihm Angst. | das ärgert ihn / das unberuhigt ihn/ beschäftigt sich |
| For this reason | Aus diesem Grund / Deswegen / Daher / Wegen diesem Grund / Das ist der Grund warum | Auf diesem Grund |
| he has | hat er | hatte er |
| set up rap-workshops | Rap-Workshops / Rap-Sessions eingerichtet / organisiert / gegründet / geschaffen | geschafft, begründet , gemacht |
| to help them | um ihnen zu helfen / damit / sodass er ihnen helfen kann | damit / sodass sie sich audrücken |
| express themselves | sichauszudrücken / sich zu äußern / Emotionen rauszulassen | auszudr u cken, sich zu verarbeiten, sich rauszulassen |
| peacefully. | friedlich / friedensvoll / ohne Gewalt / in Frieden | friedentlich |

Conversion table

| Number of ticks | Mark |
|-----------------|------|
| 28–30 | 10 |
| 25-27 | 9 |
| 22-24 | 8 |
| 19–21 | 7 |
| 16–18 | 6 |
| 13–15 | 5 |
| 10–12 | 4 |
| 7–9 | 3 |
| 4-6 | 2 |
| 3 | 1 |
| 0–2 | 0 |

[Total: 10] (AO2)

Part II Listening

Hörtext 3

Kinderarmut in Deutschland

- 31 Listen to the interview and summarise its content according to the bullet points provided in no more than 100 words in English.
 - Definitions of child poverty.
 - Specific aspects of child poverty in Germany.
 - Impact of child poverty on Germany's economy.
 - Disadvantages faced by immigrant children.
 - Link between immigrant families and child poverty in Germany.

Mark Scheme

| Accept | Reject |
|--|--------|
| 31 (i) In developing countries a poor child is a hungry child. (1) (ii) In Germany child poverty is not necessarily determined by hunger. (1) (Max. 2 marks) [2] | |
| In Germany child poverty can be measured in terms | |
| of: (ANY TWO OF:) state of health (1), eating habits (1), access to leisure activities (1), education level (1). | |
| (Max. 2 marks) [2] | |
| Because of their poor background some children get off to a bad start. (1) | |
| In later years poor children will also have to pay for (the) pensions (of the generation currently at work). (1) | |
| (Max. 2 marks) [2] | |
| ANY TWO OF: The average income of immigrant families is significantly lower than that of German families. (1) Integration continues to pose a problem, in particular where education is concerned. (1) The German school system is not able to consider the needs of children from other cultures. (1) | |
| (Max. 2 marks) [2] | |
| (i) Birth rate and poverty amongst immigrant families are much higher than amongst German families. (1) (ii) As a result, shild exact the Correspondence of the second secon | |
| (ii) As a result, child poverty in Germany is growing year by year. (1) | |
| (Max. 2 marks) [2] | |

[Total marks: 10]

Tapescript

F: Hörtext 3: Kinderarmut in Deutschland

- F: Peter Dreyer, Sie sind vom Deutschen Kinderhilfswerk. In Ihrer neuen Studie sagen Sie, dass in Deutschland 2,5 Millionen Kinder in Armut leben. Wie kommen Sie auf diese hohe Zahl?
- M: Wenn von Kinderarmut die Rede ist, hat man meistens Bilder von hungrigen Kindern in Entwicklungsländern vor Augen. In Deutschland ist es anders. Hier bedeutet Kinderarmut nicht einfach, hungrig zu sein.
- F: Was meinen Sie damit?
- M: Armut wirkt sich beispielsweise auf die Gesundheit der Kinder aus, zum Beispiel auf ihr Essverhalten. Auch auf ihre Freizeitmöglichkeiten, vor allem aber auf ihre Bildung. Das sind die Punkte, die eigentlich in Deutschland im Zusammenhang mit Kinderarmut diskutiert werden.
- F: Was bedeutet das für Deutschland?
- M: Das hat direkte Auswirkungen auf unsere Wirtschaft: Junge Familien sind in der Regel arme Familien. Das führt dazu, dass viele Kinder in Deutschland einen schlechten Start ins Leben haben, obwohl sie eigentlich die Zukunft der Gesellschaft sind. Später werden sie die Renten unserer Generation finanzieren müssen.
- F: Der Fokus Ihrer Studie sind Kinder aus Migrantenfamilien. Was ist das Besondere an ihrer Situation?
- M: Erstens ist das durchschnittliche Einkommen dieser Familien deutlich niedriger als das von anderen Familien. Zweitens bleibt Integration – vor allem in der Bildung – weiterhin ein Problem. Das Schulsystem in Deutschland ist bisher noch nicht in der Lage, die Bedürfnisse von Kindern aus anderen Kulturen zu berücksichtigen.
- F: Gibt es noch andere Probleme?
- M: Ja, die Geburtenrate unter Migrationsfamilien ist deutlich höher als unter anderen Familien. Deshalb nimmt die Kinderarmut in Deutschland von Jahr zu Jahr zu.

Example Candidate Response – Distinction (D1)

Reading: Translation

17 Translate the following passage into German. You may use words and phrases from the previous passage.

In the Berlin district/of Kreuzberg/he blocks of flats/are run down and rubbish/lies/in the streets/ On the street corners/youths/with shaved heads/often/stand around/ready to get involved in/a fight,/There are regularly problems/with violence here'/says Florian, who runs a youth centre/ He is convinced/the behaviour of these young men is often unacceptable and that troubles him a lot. For this reason/he has set up/rap workshops/to help them express themselves/peacefully.

[10] Im Berliner Stadtteil Kreuzberg sund die Zustand 4 MIELSNAUSER IN SCHLECHEN, UND PHOLALL URGE ette den v 3 Strapen. An eten Strapenecken stehen ______ 3 genduichen mit rasierten köpfen oft runn, ere V 2 bereit, when en kanpf engagiert zu 1 werden. e Her gubt es regelmakig Problemente 2 Gewalt" sage Flonian, der themen 2 Leiter eines Jugendzenmuns. Er ist davan 2 überzeugt dass die nandlung dieser 2 jungen Manner oft unakzeptable ist und _____ 2 ort inm ren men. Aus dieren Grund

er Rap-Workshops gegründet um that 2 effen, sich zu in Frieden zur rauszulassen. auszudnicken 28

Listening: Summary

Many define child povery as hunger in developing cannes. In Germany it concerns meir nearm as well as education and hunger 2 Two and a half million the German children live in povery This has direct unpacts on me usually get à bad man, despite nééding to fund pensions 1 1 the the future innig ant children face lower household incomes. Integration, especially in 1 1 schools, is still a problem, the school system cannot help. Chuld povery in Germany is increasing because uninigrants have a higher Л burn rate than other Germans

future current generation for the

Examiner Comment

Reading

This was a very strong performance. The candidate produced 28 out of 30 sections of the translation correctly. Not only did the candidate successfully identify the lexical items, she also manipulated them in an intelligent way to fit the semantic structures of the translation. Particularly impressive was the candidate's correct use of prepositions in conjunction with nouns, such as *auf den Straßen; an den Straßenecken*, and *aus diesem Grund*, as well as in conjunction with adverbs, as in *Er ist davon überzeugt*. There was also some excellent paraphrasing, for example *in schelchtem Zustand* for 'run down'. There were a few errors, mainly through the use of the incorrect case, as in *um sie zu helfen*, which requires the dative, or as in *es stört ihm sehr*, which instead needs the accusative. Despite these minor errors, however, the candidate was able to score the full 10 marks for the translation.

Listening

The candidate produced an equally impressive performance for the summary, scoring 10 out of 10 marks. She detected the important plural -s of 'Definitions' and was therefore able to provide the relative aspects necessary to score full marks for the first bullet point. All the information required for the remaining bullet points was provided in good and concise English, an important quality if candidates want to supply the required information within the 100-word limit.

The candidate scored the full 20 marks available for the translation and the summary.

Example Candidate Response – Distinction

Reading: Translation

Berliner Gerend Krewzberg sind die In Im Berlines Stadtteil Krewzberg sind die Mietshäuser 2 3 am Boden aebracht und 5 Mol liest aug al 2 Straßen. Aug den S Fra Benecken St Jucendia 4 einer Prüge " Köppen herom, bereit mit rasierter 2 lassen. , Hier cil es recemastre 2 Florian, des ein Jucendzentrum organisiert. Problem 3 "Serze das Barel Ecist men von diesen 1 Männer chreptabel ist, und 2 hat es " Hip Workshops ih diesen Grund 1.6% 1 zu helpen, Alle ihre Emplianen 2 2 Ser 25 9

Listening: Summary

Child poverty is not, just the reserve of developing countries, adjection. where Will children starve. Health and opportunities for prectime are also important. In Comany 2.5 million children live in poverhan the gratitin of education is a BSUC. Man pours pamilies are poor, subsequently mann children in Germann start to life, despite the fact then are the puture society. The income of immigrant 2 families is lower than Integratio others. n, especially in e remains a problem. The school system does not cater for the needs of kids from different albures. The birth-rate means child pover 13 higher immissant 13 increasing even weer

Examiner Comment

Reading

This was a strong performance. 25 of the 30 sections of the translation were completed correctly. The candidate made good use of lexical items from *Lesetext 2*, such as *Mietshäuser*, *sich einlassen auf* and *rauslassen*, and successfully adapted them for the purposes of the translation. The candidate also correctly employed sophisticated vocabulary such as *Prügelei* or *akzeptabel*. Whilst the candidate showed great assurance in terms of producing the correct case, the picture is more mixed when it comes to the use of prepositions. Very occasionally the candidate chose words or phrases that were not idiomatic or incorrect, as when 'run down' was translated as *am Boden gebracht*. Overall, however, the candidate's assured grasp of the meaning of the source text and her confident choice of words shows a high level of competence in German which was reflected in the 9 marks scored out of 10.

Listening

In the second exercise 8 marks were scored out of 10. In addressing the first bullet point the candidate did not distinguish between different manifestations of child poverty. For the second bullet point the candidate gave only one specific aspect of German child poverty. Otherwise, the candidate produced a comprehensive summary with all of the required information expressed in elegant English. The word limit of 100 words was adhered to as well.

The candidate scored 17 out of 20 marks for the translation and the summary.

Example Candidate Response – Distinction/Merit

Reading: Translation

St gd. tteil Im 1 M. SO 2berg 2 Wahnungen man nicht ur die 3 St aut n de Capenecke 1 steh off rend mil 2 die 156, 61 € 1 eme 10 6 mit der 3 Florian end 1 USE Sich die .(..... 2 jungen 40.9.8 zenta 2 da 100 chi 1 ren 2 Z helten Sich 21

Listening: Summary

kinlerhilfswerk · help children ner studio · 2;5-10° in povely · usually pictures of hungry Children in der lands ger Germany - not just hunger · affects health, eating habits, free time poss, Gilibers education - discussed in G · for Germany? => economics straight affect young = poor future of z society -=> bad sbarb in life for children (many children) · they'll have 2 finance the pers, of this gener alt. On · focus migrart Children (of the studio) special - their income much lower (tamilies) - integration is a problem - school system is not ready to salust ther needs ·birth rate much higher => Noof pour children t another problem

" makes us usually think about The word , poult children in developing counteries; 8 Starving A there are 2.5 but in Germany where Pali 1 pour children it at their healt habits free time opportunities and most important - education. It has a direct effect on Germany's economy as these children will have be finance the pension for the current genergab uture. These children are disadvantaged as nce integration problems and the m is not yet Scherol. S.G. eody Satistu theil) families have much lower incomes heeds, and so, as the Birth rate in migrant families is higher, the child pover by in Germany DS ON INCLEASING V

Examiner Comment

Reading

21 sections out of 30 were translated correctly. The candidate reused some of the lexical items from *Lesetext 2*. Some reasonable attempts to paraphrase were made, for example, in *einer Kampf teilzunehmen* as a translation of 'to get involved in a fight'. A number of lexical items could not be accepted, however, as they were either incorrect, e.g. *sich abzulassen* for 'express themselves', or because they could not be used within the context, e.g. *fertig* for 'ready'. In both cases the items distorted the meaning of the original sentence. The candidate, however, showed grammatical assurance when it came to the correct use of prepositions (*auf den Straßen; an den Straßenecken*) and the declension of adjectives (*die Behandlung dieser jungen Männer*). Overall, this was a good approach to the task and the candidate scored 7 out of 10 marks.

Listening

In the summary 7 out of 10 marks were achieved. The candidate kept her response concise, and was able to provide much of the information required for each of the bullet points. However, the answer did not always fully address the bullet points. Bullet point 1 and 2, for instance, contain a hierarchy of information: bullet point 1 makes a distinction between what poverty means in developing countries as opposed to in Germany. Bullet point 2 elaborates further on the second part of bullet point 1. The candidate only addressed the first part of bullet point 1 before moving on to the two parts of bullet point 2, earning a total of 3 rather than 4 marks for the two bullet points. Another mark was lost due to the fact that the candidate did not distinguish between native German children and children of immigrant families.

The candidate scored 14 out of 20 marks for the translation and the summary.

Example Candidate Response – Merit

Reading: Translation

| rueruaure regiont ono vera scumata regi | 121 |
|---|-----|
| Miethäure zerstört und viele schautz liegt | 21 |
| | 1 |
| in den Stralen An den Sticken Enden stellen | |
| att die Jugends in vin, mit Kurzen Haare, pertig | 1 |
| | 2 |
| n a standard | 3 |
| I I I CULTES | 2 |
| | 1 |
| in und des findet er sche besorgniserregend. | 1 |
| Det Deshalb organisierte er die "Hip-Hop" | 1 |
| Det Deshalb organisiërte er die "Hip-Hop " Cortesch Workshop" un sie sich beruhigend 1 | 1 |
| 20 verarbeiter | _ |
| 1 | 16 |
| | 6 |

Listening: Summary

y the dea of child to i dealor representad by a hungry c a image of in a developing country. In garmany however child poverty to does 1 Af recessorly is usen hunger loverty is generally attributed to the general heatth of a e -11.0,..... with regard to their esting he and tel exam their possibilities and facilities in Spare time but have all H eil education. 5 aver

ue a bad start, on accou their powerts prioting but they are the generation that good our's in the future, therefore there is a direct threat to the economy" Muniquest C norshing effected as sea and tree tan verie ere ev or 110 Jan es which exacerbates the pobler.

Examiner Comment

Reading

The candidate produced 16 correct sections out of 30 for the translation, having identified and re-used only a few lexical items from *Lesetext 2*. The candidate also introduced some new expressions, with varying degrees of success: *zerstört* for 'run down', *sich zu verarbeiten* for 'to express themselves' and *beruhigend* for 'peacefully' were not accepted. On the other hand *besorgniserregend* was a well chosen paraphrase of 'troubles'. Other attempts were unsuccessful because they lacked precision, e.g. *Schmutz* for 'rubbish' or *Jungs* for 'young men'. The candidate manages to convey the general meaning of the source text in German, but struggles to produce the level of vocabulary required for a good performance, and runs into a number of grammatical difficulties. Overall, however, this was a fair attempt and the candidate scored 6 out of 10 marks.

Listening

In the second exercise the candidate scored 6 out of 10 marks. The candidate was able to score full marks for the first two bullet points, but thereafter only addresses the remaining bullet points in part. Parts of the candidate's answer also lacked precision. The candidate used up a large number of words unnecessarily and went over the word limit. As a result, marks were lost at the end of the exercise. Overall, however, the summary was delivered in good English. The candidate scored a total of 12 out of 20 marks for the translation and summary.

Example Candidate Response – Pass/Merit

Reading: Translation

[10] onnungen nte Tenn tille 2321 Wer WIDIAN. emen. (.) 100n2cn71um hmon 15 11 a classesson

Listening: Summary

his is of child porarty they define it as a hungry child lixing. (remany children prosty is normally seem in the eenne activities and (onsmuchie economy as a generallan of daildren have a just state Society h. the tuture as their own deniumon DROME. A. Dula challeneres e.g. one And a now culture Key en inivatini Sustem. maryalar and T to child (Romany

Examiner Comment

Reading

11 of the 30 sections of the translation were completed correctly. The candidate identified and re-used only two of the lexical items from *Lesetext 2* correctly. An attempt was made to translate all of the sentences, and some of the words within phrases were correct and could therefore be awarded marks. The candidate's performance, however, was marred by a lack of appropriate vocabulary (*untergerennt* for 'run down'; *mit keine Haare* for 'with shaved heads'; *er dreht ihn viel* for 'that troubles him a lot'; *rauslassen* for 'express'), and by difficulties with basic grammar. There were grammatical errors with cases and prepositions (*in dem Straßen; Fur dieser Grund*), genders (*den Benehmen*), and relative pronouns (*Florian, wer ein jugendzentrum...*). The candidate scored 4 out of 10 marks.

Listening

In the second exercise the candidate scored 5 out of 10 marks. The first two bullet points were summarised without much difficulty, although one mark was lost through the conflation of two discrete points from different sections of the listening passage. In the third bullet point the candidate confused subject with object and produced the wrong information as to which group of people had to look after which other group of people in the future. The candidate could only be credited for part of the fourth bullet point, as the word count was exceeded before all the information had been provided. No marks could therefore be awarded for the fifth bullet point either.

The candidate scored a total of 9 out of 20 marks for the translation and summary.

Paper 3 Writing

Part I

Part I: Discursive Essay (40 marks)

Question

- 1 Beantworten Sie **EINE** Frage **auf Deutsch** zu einem der folgenden Themen. Sie sollten 350–450 Wörter schreiben. Beziehen Sie sich auf konkrete Beispiele aus deutschsprachigen oder anderen Ländern.
 - (a) Wird Ihrer Meinung nach genug getan, um die Umwelt zu schonen? Diskutieren Sie diese Frage.

Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

Accuracy and linguistic range

| 22–24 | Excellent | Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom. |
|-------|--------------|--|
| 18–21 | Very good | Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom. |
| 14–17 | Good | Generally accurate. Good range of vocabulary and some complex sentence patterns. |
| 10–13 | Satisfactory | Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition. |
| 6–9 | Weak | Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary. |
| 1–5 | Poor | Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary. |
| 0 | | No relevant material presented. |

Development and organisation of ideas

| 15–16 | Excellent | Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing. |
|-------|--------------|---|
| 12–14 | Very good | Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument. |
| 9–11 | Good | Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument. |
| 6–8 | Satisfactory | Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material. |
| 3–5 | Weak | Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed. |
| 1–2 | Poor | Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped. |
| 0 | | No relevant material presented. |

| | 579%? |
|----------------|---|
| In le | tster Zeit wurde dem Thema "Vouwelt" in den Medien |
| n an Ro | Autonerkramkeit geschenkt. Wegen der Autheizung de |
| | |
| Erdato | nosphäve und der Eliniatischen Verönderung behangten |
| | It as dlinagly |
| march | nosphäre und der Elimatischen Verönderung behangten Haudlungen e Leute, dass nagere Aletimitätes die Welt schließflich |
| | en werden. Es wirft die Frage aut, de uneere Regioner |
| delate testal. | / |
| genu | y tun, um eine Cösung zu finden. Jeder spricht von dier |
| gräßli | chen Situation aber wer ist eigestlich datig verastuort |
| .Irr | Folgenden möchte ich diece Frage genauer untersuche |
| | Vm unwelted |
| Berch | men zu verhindern, millen wir Zweitellos eine globale |
| Veran | twortung haben. Somet wird der Abban der Ozansch |
| 2020020.00 | me tiir die nächste Generation verurrachen. Ein g |

| wirtschaftliche und ökologische Auswirtungen auf Amerika linka |
|---|
| Behörde etwas marken hale fürster setten, am diesen Vartall zu |
| Belierde etwas machen halen für hitten, am diegen Vatall zu |
| vermeiden aber die Verspätung darach hat den Zustand nicht |
| verbenert. Diese Unweltverschmatzung findet auch heutzutage um in |
| China statt, weil sie dort jeden Tay ein neues fabrik bauen. |
| Ich vertrete den standpunkt, dag die EV nicht nur eine |
| Währungsunion it und daher ist es mir völlig unverständlich, dag |
| Sie fact treine Etectorises über die Vnweltgegeben haben. |
| Es ist night absorbeiter, day nir alternative |
| Erergiequellen suchen sollten, weil die Forsilen Erergieträger kald |
| nicht nehr existièren werden. Als Ersatz, erscheint die temenengie |
| die beste langtristige lösung zu sein, es sei dans wir mehr |
| Windtrastanlagen bauen nichten. Diese Methode, so interesant sie |

auch sein may, wind viel Widerspruch herrorraten Obwohl man nicht verallgemeinern kann, berweitle ich, dass die Mehrheit der Bevölkerung die Eintührung von Kernkraptwerken akreptieven wirde Es gibt auch einen Zusammenhang Zwischen 2. Klimawardel. Perhallo solten wir bleifreie Benzin intovertehr und verwenden und vor allen Measchen auftordern, öttentliche und unveltzendliche ertehrsmittel zu berutzten Die Kehrseite der Medaille ist allerdings Europas the ein großer Lebenqueise nicht veri lei per, Ottonormaliverbrancher hat keine thnung, dass seine Kanfgewithsheiten zum Treibhaugeffekt beitragen. benity unwelfbewugster Verbraucher zu Gi. ner ein transfer wird plötzlich teurer weiteres Argument ieger Problem tin

| nicht, in der Tat, besteht. Er nird häufig behauptet, dass es keinen |
|--|
| Für diegeg Beweis desettating Phanomen gibt. Ben kurz geragt, bin ich nicht danit |
| einverstanden. Wenn es tein Problem gräbe, warum würde die Ummelt noch |
| immer auf der politischen Tagesordnung stehen. |
| Ich habe in meinen Austührungen herausgestellt, Lass die europaünter |
| Besierde noch nicht gezug getan haben, um dieses immer wichtigeres Problem zu |
| lösen. Je höher nird unser Energieverbrauch, deste höher stergt der |
| Meeresspiegel. Es lont such darang subhergen, dans wir als |
| Startrangehöriger einen Pthiht haben, die Vmwelt zu retten. Dieses |
| ist jedoch treine moralische frage, vielmehr eine Frage des Übelebeng. |
| Ganz abgeschen davon, dass die außerordentliche Schönheit der Welt verschwide |
| wird, halte ich es für möglich, das die Menschheit Selbet gefährdet sein |
| wird. Trotz dieses schecklichen Zustands kang man zweifelles viele |
| verschiedene Lösungen in Erwägung ziehen. |
| 2.3 + 14 (37) |

Examiner Comment

This essay is very well structured, the argument coherently developed, and the ideas illustrated with well chosen examples. The introduction is carefully formulated and, with the help of a rhetorical question, leads into the body of this strong essay. The structure is clear, with each paragraph dealing with one major point in turn. Each paragraph is itself well structured, introducing the point to be made, followed by a closely argued elaboration.

The writing is easy to follow with very few grammatical mistakes. The candidate makes effective use of idiomatic expressions and the work is convincing with good lexical variety. There is plenty of evidence that the candidate has prepared well for the topic area and the linguistic demands of this type of essay. Word order is impressive, with many complex sentences and a variety of tenses covered. Overall, this essay typifies a convincing performance at the level of Distinction, which could have only been improved by including more in the way of original ideas to give the essay a more personal touch.

Accuracy and linguistic range 23/24 Development and organisation of ideas 14/16

Question

- 1 Beantworten Sie **EINE** Frage **auf Deutsch** zu einem der folgenden Themen. Sie sollten 350–450 Wörter schreiben. Beziehen Sie sich auf konkrete Beispiele aus deutschsprachigen oder anderen Ländern.
 - (e) "Rauchen sollte an öffentlichen Orten grundsätzlich verboten werden." Finden Sie das auch?

Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

Accuracy and linguistic range

| 22–24 | Excellent | Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom. |
|-------|--------------|--|
| 18–21 | Very good | Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom. |
| 14–17 | Good | Generally accurate. Good range of vocabulary and some complex sentence patterns. |
| 10–13 | Satisfactory | Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition. |
| 6–9 | Weak | Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary. |
| 1–5 | Poor | Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary. |
| 0 | | No relevant material presented. |

Development and organisation of ideas

| 15–16 | Excellent | Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing. |
|-------|--------------|---|
| 12–14 | Very good | Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument. |
| 9–11 | Good | Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument. |
| 6–8 | Satisfactory | Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material. |
| 3–5 | Weak | Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed. |
| 1–2 | Poor | Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped. |
| 0 | | No relevant material presented. |

Example Candidate Response – Merit

@ selfish - passive smoking etz. -@ Quit smoking Q & not in places like parks or on the street, but in enclosed wears. L' connot escape the smoke in a pus or club

Reastourants Restourants

nen sollte an öffentlichen Or Kavel grundzätslich Finden dass auch? Salven manche wurde Vor hies England an offentlid A. versaten. Nach Entscheidung dieses es ein große os es dis kuss:on ode stzUtage eser VerSot imer nod di und vielt andere europaiische Ländern Ser auch jetzt einer R ruebot entlichen or Orten wie teen Bass oder Mena eigene entscheidungen dass e - selbstsic tig ist wen ein N:c passivravel nen muss nur weil einkan en abhängiger Me rauch Wen eine Zig arelte Cra 1eman schaden durch dan Soll Fact hener eng Problem damit derf wir Nur alle pass: - rouchen Muss, dann un ils eigene Machen 20 50

das Jegen Kauc aves haven viele Leute rauchen aufgegeben, u 16. Kegen stel draußen im Sie nicht NUT UN : lo "fix" they zo wiegen Die hat des Rai England so usel in gefaller dass Zigaretten kosten 20% als nals des Vers En die des +sc Leite, die erfa c 508 rade Dass u: pass: eren rd eder Land Rauch vo ei wird eine groß weil nicht an Man eine große Mediciatoresse no atirlich die gefa takt wie roud han Andoseits dieses das soll do off wie tash nur oobs rank inn da Es we za-passivian passivianchen Park, Baucher 15 wen mar darf Freiheit, außerhals : Le eigene Man die Have oder Wohning zu rauchen Stan

tens gift es auch eine für die Leute, zu wen die Restaurant odes Kneipes gehören Man tran anch entscheidung die sagen das e Pub zu haven o Landlord, und zu he nur zum Wen jemand eine Pus hat und fühlen dass sie eine Pus Rauch iberall haven dann vielleicht soll es ils eigene entreheider ing sein tes Perso alida homplett ges geger rauc dass heißt nicht dass ich diezes altivitit verboten nor das wenn ich in eine Restaurant Sin, finde ich hein Rauch qist möglich wär ridy wern es Lauchen omplett zu versoten an öffentlich Nein sagen Meine dass es soll in Puss tracipes in Versabe ~ and the lige, Bussen use verson en aset nicht auf die strasse boles oder in eins 10 + 13

Examiner Comment

This essay explores most aspects of the question. Overall, the argument is well structured, with clear and coherent paragraphing. The examples chosen are relevant and evaluation as well as personal opinion are included. The reader can follow the argument well.

Complex sentences are attempted throughout the essay, with varying success. The vocabulary is varied and engaging, but there is a lack of attention to detail with regards to spelling, e.g. capital letters for nouns or the use of the umlaut in some cases. Some of these slips might have been detected and put right. There are very few sentences without mistakes, but word order is generally sound. The style and register of the work are pitched successfully. Overall, this essay represents a convincing Merit-level performance in which linguistic deficiencies are made up for by successful structuring and relevant content.

Accuracy and linguistic range 10/24 Development and organisation of ideas 13/16

Example Candidate Response – Pass

e) Ja • ungerecht für Leute dre nicht rawchen. "Passive Roucher" • Gesund Risiko. Lungen-krebs. Lungen-krebs. Halz-krebs. • es gist viele kinde in der öffentlicheit • es könnte bestimmte ebiete/orten wo sie auchen können. in "Raucht" Avanne Zimme. it can not be cured.

> Stehr Sliehen Starts fleihe

Nein

Raucher haben
 auch recht wenn sie das Rauch
 Nicht direkt ins
 Gesicht blasen?

• In Restaurant/Energe wo das keis draußen gebret st. aber Bahnhöfen?viele

• sie sind süchtigsach sie brauchen en Rauchen. um zu uben sie haben terrie wahl. es ist wie ein tragtlich Drog.

er rest reiven

sich Scheiden lanen. leugnen ihrt Dies Weignen Gühren Bezüglich, effiers

e) Rauchen ist etwas, das unsere Gesellochaft stin scheriters barrent Es gibt Untersti trung von beiden Seiten diese Distussion, Raucher glauber an Gleichreichtigung und Leute die nicht rauchen, mögen das Vonchlag von einem totalen Verbot, Es gibt Gründe warun wir oder die Regiering Router ein Genetze gegen Roud einstellen sallten, die die Roucher widestand leisten. Rauchen ist ungerecht air Leute, die nicht en rouchen, weil sie gewahlt haben dass sie Zigaretten nicht rouch wollen. Obwohl sie richt rauchen ist es möglich schlechten Wirkung von Rauchen zu bekommen Raucher ist eine rierige Problem, wen man in der öffentlichbeit getitt. Man atmet das Rauch ein un ge reist zu deisen Lungen, was Gesundheit problem verusachen kann, obwohl es night dein Schuld ust Es gibt eine grøsere chance, dass man Lunger oder Halz trebs entwickeln kann und manchmal Arzte es nicht heilen Konnen. Es scheint so ungerecht, dass Leute, die ein Gesundes Lebenstil führen, trankheiten bekommen können

Paucher behaupten, dass se auch Pechte haben, was ich ventehe kann, aber es ist schuer zu verstehen warum sie noch reuchen obwohl sie die tonsequenzen wissen: Raucher blasen nichtaas Rauch direkt ins deines Cericht und man hat die Möglichkeit nicht neben ein Rauche zu standen. standen, deshalb ,p. Passure Rauch ist night wahr, aber ich bin nicht ganz daran überzeugt. Es ist unchtig , dass es in öffentlichen Orten une Restauranten oder Enerse verboten sollten, well es a terne Out gibt, der draußen undas Rauch Gliehen zu lassen. Jedoch in Bahnhöfen gibt en mehr Luft und Lugt kreislauf, was bedeutet, dass die Pisiko von , passure Rouch" nedriger ist. Roucher sind suchtig nach Nicoling und zigaretten und sie brauchen regaretter un zu verichen dass mit ihrem sie entspannend und si Tag zwecht finden missistionnen. brese se Sucht controlliert sie viel und Roucher & Sinder es fast unmöglich ohne Zigaretten zu leben,

| was wir erhalten müssen Ein totales |
|---|
| öggentliches Vebat ist nicksrichts los und |
| und unid Raucher nur ärgern. Wir |
| sollten eine kompromis ginden zum |
| Beispiel wir sollten Rauchen in |
| thereise to verboten aber with in |
| Bahnhöfen |
| In der Öffentlichteit gibt es viele kinder, die mir Schützen sollen Sie sind die |
| |
| Zukungt unserer Gesellschaft und es |
| ist so michtig , dass sie gesund |
| sind und night von Rauch |
| schade Aus diesen Grund ist es |
| wesentlich, dass wir ein & Verbot |
| erhalten. |
| 6 + 7 (3) |

Examiner Comment

This essay makes a genuine attempt to answer the question, expressing a personal point of view and reflecting on more general points. It is structured reasonably well, with a general introduction and a considered conclusion. The main body of the essay shows some evidence that the candidate prepared well for an essay in this topic area. However, some of the points made are somewhat straightforward and there is generally a lack of originality. The argument is a little patchy and the line of thought is not always clear.

Complex sentences are fairly successfully used throughout the essay. However, some linguistic weaknesses impede communication. Word order is often correct, but the vocabulary used is generally quite limited and not very idiomatic. A consequence of this is that some points are not easy to follow.

Tenses are limited but some lapses in register are more serious as exemplified by the use of *dein*.

Accuracy and linguistic range 6/24 Development and organisation of ideas 7/16

Paper 4 Topics and Texts

Part I Topics

Part I: Cultural Topics (30 marks)

Choose EITHER question A OR question B from ONE of the topics and answer it in German.

Recommended word length: 350–500 words.

You should bear in mind that you will be assessed on both content and language.

In your essay in Part I you must refer to **TWO** works from the prescribed list. You may also refer to other sources.

Mark Scheme

Candidates are to attempt one question from Part I: Topics and will write their answers in the Target Language as these texts/films are to be studied primarily in cultural context (be it historical, political, social) as well as a literary/cinematic one.

Answers are to be marked out of 30 according to the criteria below:

- 20 for Content [AO3: 10 marks, AO4: 10 marks]
- 10 for Language [AO2]

This paper is intended to test candidates' knowledge and understanding of a topic and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (although at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have studied. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer. This applies to films as well as literary texts. Texts and notes may not be taken into the examination.

Candidates will not tend to show **all** the qualities or faults described in any one mark-band. Examiners will attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above.

Examiners will take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation. In the marking of these questions, specific guidelines will be given for each question, agreed by the examination team.

| | - | |
|-------|--------------|--|
| 18–20 | Excellent | Excellent ability to organise material in relation to the question. Comprehensive knowledge of both texts/films. Ability to look beyond the immediate material and to show good understanding of underlying themes. |
| 15–17 | Very good | A thoughtful and well argued response to the question. Thorough knowledge of both texts/films. Detailed understanding and illustration of thematic and comparative issues. |
| 12–14 | Good | A well argued response to the question. Equally sound knowledge of both texts/ films. Good understanding and illustration of the thematic and comparative issues. |
| 9–11 | Satisfactory | A mainly relevant response to the question. Shows fair knowledge of texts/films. Some understanding and illustration of the thematic and comparative issues AND/OR good understanding of texts/films, but lacking detail. Stronger on one text/film than the other. |
| 5–8 | Weak | An uneven OR basic response to the question. Shows some knowledge and understanding of the texts/films. Includes some relevant points, but development and illustration are limited. Contains padding AND/OR has some obvious omissions OR is largely narrative. |
| 1–4 | Poor | Little attempt to answer the question. Poor knowledge and understanding of the texts/films. Insubstantial with very little relevance. |
| 0 | | No rewardable content. |

Part I: Topics – Content

Part I: Topics – Language

| 10 | Excellent | Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom. |
|-----|--------------|--|
| 8–9 | Very good | Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom. |
| 6–7 | Good | Generally accurate. Good range of vocabulary and some complex sentence patterns. |
| 4–5 | Satisfactory | Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition. |
| 2–3 | Weak | Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary. |
| 1 | Poor | Little evidence of grammatical awareness. Very limited vocabulary. |
| 0 | | No rewardable language. |

Question 2A

DIE NACHKRIEGSZEIT

Wolfgang Borchert, *Draußen vor der Tür* Heinrich Böll, *Das Brot der frühen Jahre* Film: *Das Wunder von Bern* (Sönke Wortmann)

Was sind die Hauptziele der Autoren in den zwei von Ihnen gewählten Werken? Wie erfolgreich sind die Autoren Ihrer Meinung nach?

Indicative Content

Wolfgang Borchert, Draußen vor der Tür

Candidates should attempt to examine some of the following points, perhaps placing them in an order of priority: the problems encountered by the *Heimkehrer*, an insight into the mental state of such an individual; the evocation of the turmoil and nightmarish experience of such an individual; a means of criticising postwar West German society; the loss of *Heimat*; an evocation of the spiritual void in post-war society; the dehumanised face of West German society; an investigation of life and death with the audience confronted with a life or death choice. The level of success Borchert meets will be down to personal viewpoints, but it is essential that answers should be fully justified by means of precise examples from the text. Comparisons may be drawn with the other works.

Heinrich Böll, Das Brot der frühen Jahre

Candidates should attempt to examine some of the following points, perhaps placing them in an order of priority: Böll's desire to criticise post-war West German society; the shortcomings of the *Wirtschaftswunder* and the ensuing emphasis on materialism; the notion that the war is on-going despite the defeat of the Nazi Regime, only now taking on a different guise under the forces of capitalism; the individual in capitalist society through Walter Fendrich and alienation; lack of moral values against the rediscovery of such values through the redemptive power of love through his meeting with Hedwig. The level of Böll's success in achieving his aims will be down to the candidate's personal point of view. It is essential however that answers should be fully justified by means of precise examples from the text.

Sönke Wortmann, Das Wunder von Bern

Candidates should attempt to examine some of the following points, perhaps placing them in an order of priority: an attempt to place the achievement of the 1954 West German football team into an historical context; an exploration of the West German search for identity in the post-war period, given form at both a micro level through the story of the Lubanski family and at a national level through the national team; the notion of a feel-good film in the celebration of an important step in the forging of a post-Nazi identity for West Germany; the problems of the *Spätheimkehrer*; the re-building of family and society after the defeat of 1945. The level of success the film meets will be down to personal viewpoints, but it is essential that answers should be fully justified by means of precise examples from the text. Comparisons may be drawn with the other works.

Example Candidate Response — Distinction (D1)

Was sind die Hauptriele der Autoren in den zwei von Innen gewählten Werten? Wie erfolgeich sind die Autoren Ihrer Meinung nach? Die Nachtriegszeit war ein Zeitraum in dem Deutschland sich von den Auguristungen des Kizeges erholen musite. Die sungen Autoren der sogenannten "Trümmerliterdhur" versachten, die vorgesanten Meinungen in der Gesellschaft zu kritigieren. Im Buch " Das Brot der Frühen Jahre, gelingt es dem Autor, in dieser Parabel über das Wirtschaftswaader, die Stimming der 50-er Jahre in der Adenauerzeit festruhalten. In film, Das Wunder von Bern, versucht dieselle Gesellichaft ein neues deutsches selbstbewuschein zu finden. Im folgenden möchte ich die Hauptziele der Autoren genauer unterruchen um zu entdecten ob sie erzölgreich waren. latro-Im Buch

beschäftigt sich der Schriftdeller mit der materiellen

und Seelischen Anget der Bevölkerung. Böll glauht, dass die kriegstolgen genausso schrechlich wie der Krieg selbst sind. Sie zerstören das Leben der Menschen und stellen all bischer gültigen werte ins Frage.

Beringhich dieses Ziels, ist

er zweitellos en erfolgreich. Die Hauptrigur, Walter Fendrich, erscheint ein typischer Vertreter der Jes imagen Geveration sener Zeit zu sein, der sich erst wieder an den alten Werten, am Brot der Frühen Jahre, ausrichten annes. Aut diesem Weg der Selberterrindung erscheint sein Lebensziel noch untelar zu sein.

 "zeotrümmert", zertrümmert er eigentlich dag Leben in danelbe Nachtriegedeutschland. Böll benutzt der ble Motiv aut Seite 100 wenn Walter die Jahre nit Ulla als "eng wie ein Hend, dos die Wäsche nicht überstanden hat" beschreibt. Böll versucht auch,

an ziegen den Hunger der dieser Gesellschaft in zeigen. Die Nachkriegerzeit hat aus Walter einem Wolf gemacht, zu einem Wegen, dessen einziger Lebensdrang die Überwindung der stumpten Leere des Enuverden Magens üt. Er denkt nur an Brot, stiehtt und betrügt um es zu bekommen. Er hat eine , withiche Anget davor, eines Tuges tein Brot zu bekonnen. Brot ist wahrscheinlich das zentrale Motiv des Buches. Es steht für særgereter die Enthehrung Seiner Kindheit in der unittelbaren Nachpriegezeit. Obwohl die Mangeliahre des Friegg vober Sind, beurteilt er Menschen noch immer danach,

/

Augenden

No sie ihm in der Vergangenheit Brot gegeben haben oder niht. Brot ist deshalb seine Währung.

Bit 2 allorafier will countration

Außerdem will Böll den

begeligehast darsteller. Baver Walter Materialismy Hedring pennenternt, ist er vom Geld und seiner kanniere begegen. Er sagt " all Ich the den Preiz für alle Dinge corrahmen müssen". Er hat eine Unsicherheit trotz seines Gradges und man hat immer den Eindouck, dass es ihm etwar fehlt. Er ist im Kapitalistischen Burdesdeutschen System getaugen und hant sein " ganz parables Leben". Als folge seiner Liebe für Hedwig, überdenkt er sein gepantes Leben: Geld, Kamie und Familie. Zun Beispiel verweigest er sich, frau Flink mit ihren Waschmaschianen zu helten. Walter nimmt daher eine tritisihe Rolle gegenüber das Wirtschaptemunder. Wenner

seinen Vater beschreiht, erzählt er day, er würde niemds daran denten. Geld für Seine Entslectungen zu nehmen". Es länst sich daraus Schließen, dass die Generation Seines Vates gar nicht So materialitisch wie Waltess war. Der Film, den

in Jahre 2003 von Sönke Wortmann gedreht wurde, betweldt einseinschippen Spectrugen ist ein Ausdrüch des Glückgestühls Deutschlands. Es behandelt ein einmehigts Sporterenziens, den Gewinn der Weltmeisterschapt von 1954 durch die deutsche Fußbellmanschaft. Im Zusammenhang danit, wird die geschichte- des Eriegsheimtehrers Richard Lubanski erzählt um zu zeigen, was unter den normalen deutschet deutschen Familien geschah.

Matthias ist ein Teil

der "Vaterlosegssellschart", weil er Richard nie kennengelemt

hot. "Der Boy", Helmit Rahn, ist cein Vorbild und Cein Valesersatz. Es gelingt dem Regisceur, die emotionalen Augurintungen deg krieges zu zeigen, weil der 2 uphaner immer Mittens Mitteni seine tür des Situation hat. Wenn ein Briet künchigt die Rückkehr deg Vales an, wird es deutlich Elar, dass Matthing Auget davor hat. Obwohl er une elt Jahre alt ist, mus er norder ein trotzdem seine Mutter unterstützen, indem er zigaretten rollt und verkaust. Wortmann bezwählter

sich auch mit den ötemomischen und sozialen Problemen, die die kriegsheimkehrer ertahren müssen. Am Antang des films ist Richard nach immer in sowisetricher kriegsgetangenschaft. Grist Spätheimtehrer und muss seine neue Gristenz kontraiteien. Deshalb hat er eine wiedereingliederung in die Gesellschaft und am wichtigeten in die Formitie. Ich würde sagen, dass seine Daritellung dieser schwierigkeiten unglaubhih ertolgreich int, insbesonders bei Richards Ankunst am Bahnbot. Er entennt weder seine Tochter noch seine frau und wenn er Matthig Sieht, sagt er " Und wer ist er t."

Wortmann zeigt uns den Generationstrought des zeiteranny and unter viellenter die Withtightent des fußballs the wester, Richards alter Wester, zum Beigrieh Gehosom und Härte, Zählen nicht mehr. Er gibt Matthias stabenamest wegen seines fluchtversuch und wenn et went, sagt et .. En deutscher Junge went nicht." Das Fußball Spilt eine Rolle bei Richards Neuantang. Zuent bestreitet er, day er fußball liebt waat daan beabailitet or Matthia bein fußballepiel und rät ihm als Verteidiger zu spielen. Die endgältige Verschnung zwischen Vater und Sohn findet im Siegerug der deutschen Nationalmanaschaft statt.

Zum Schluss, glaube

ich, dag beide Werten die Schmerigkerten der Nachtriegereit Zeigen. Der Hauptunberschied in ist, dag Wortman optimistisch über die Zutwitt ist aber Böll kann die Vergaugenheit nicht hinter sich Caren. Nach dem zweiten Welthrieg bestimmter moralische Selbstzweitet das Leben der meisten Deutschen. Nach einer Anerkennung durch die Weltgemeinschaft hatten sich viele large grephat. In Film, wählt Wortmann wählten ein sehr glückliches Greignis und Laher gehingt es ihm, die Positivität der Gesellechatt zu zeigen. Bill ist Ledoch auch ertolgreich, weil Walter ein Produkt seiner Schwierigen Vergangenheit ist.

> Content 20/20 30 Conquerge 10/30

(Excellent ability to organise material, comphehencive, underlying thener)

C

Conci

Examiner Comment

This is an example of a wide-ranging and detailed analysis of the post-war era as described in book and film. The discussion opens by contrasting the two works in the contextualised background of the post-war era. The themes of materialism and the challenges of German society in these post war years of economic boom are brought out in the analysis of the book, with proper account taken of Walter's development throughout. The treatment of the film plots the themes of post-war resettlement and the search for identity for Richard Lubanski within the larger national story of the successful 1954 German football team. There is proper consideration of problems on the individual level and awareness of the picture on the macro level. The conclusion draws together the threads from the two works very neatly.

The ideas are cogently developed and liberally illustrated, and the essay displays a thorough knowledge of textual detail and underlying themes. The essay is comprised of well-judged paragraphs which seamlessly follow on from each other. The thoughts are lucidly expressed; the essay has an excellent range of vocabulary and complex sentence patterns, and is highly accurate in most aspects of grammatical handling. It is, in all, a compelling account of the topic. In recognition of its achievements, it was awarded a top Distinction.

Content 20/20 Language 10/10

Question 2B

DIE NACHKRIEGSZEIT

Wolfgang Borchert, *Draußen vor der Tür* Heinrich Böll, *Das Brot der frühen Jahre* Film: *Das Wunder von Bern* (Sönke Wortmann)

Vergleichen und analysieren Sie die Rolle der Leibe in den zwei von Ihnen gewählten Werken.

Indicative Content

Wolfgang Borchert, Draußen vor der Tür

Candidates may wish to start by identifying love as a missing element in the play, with Beckmann unable, in contrast to the other works, to find any resolution or fixity through love. There is certainly a longing for such an experience with another human, but he finds himself an outsider, indeed a '*Mensch unter Unmenschen*' as he comes to realise in his journey through the play. His return to Germany reveals the love he has lost in the war, as he recounts his wife's shunning of him for another, a theme revisited in the final scene as she walks by without acknowledging him or his words. The Mädchen appears to offer him some sense of care and love before Der Einbeinige intervenes. Her notion of love is revisited in the final scene, but it is limited as her terming him '*Fisch*' would appear to indicate. Some candidates may interpret the question in terms of a love of life, with the personified Elbe and Der Andere playing important roles in this regard. Others may focus on the notion of a loving God through an examination of Gott's shortcomings which are highlighted in his meeting with Beckmann. An analysis of the ending could also be tied to the theme of a love for life. Answers should be fully justified by means of precise examples from the text and comparisons must be drawn with the character(s) chosen from the other works.

Heinrich Böll, Das Brot der frühen Jahre

Candidates may wish to start by identifying love as the key element in the text, for it enables Walter Fendrich to gain liberation from his alienating surroundings. His attitude to life is fundamentally changed by his love for Hedwig Muller, a love which enables Walter to overcome the years of deprivation during his early childhood (hence the title), and the hardship of his war and emotionally barren post-war experience. Through love he is able to attain a sense of timelessness which removes him from the anxieties and emotional void which characterise his existence up to this point. Love prompts an abandonment of his previous existence and opens the doors to a new sense of stability and affection offered by the relationship with Hedwig. Candidates may well argue that out of all three works love is most to the fore in this work and is the force which is able to rescue the individual from the harsh conditions of the period. Answers should be fully justified by means of precise examples from the text and comparisons must be drawn with the character(s) chosen from the other works.

Sönke Wortmann, Das Wunder von Bern

Candidates may wish to start by identifying the different bonds of love that exist in the film: the love between Matthias and the rest of his family, especially his mother Christa, as well as Ingrid and Bruno; the bond between the *Ersatzvater* Helmut Rahn and Matthias; the difficulty of his relationship with his father Richard, the *Spätheimkehrer*, for whom love does not come easily (aggression, inability to communicate feelings), and indeed many candidates may focus on the bond that is forged through the healing power of football, and give some time to an analysis of the transformation undergone towards the end of the film during the journey and at the final; some candidates may look at the comic couple Annette and Paul Ackermann. Others may take the view that football is a facilitator in the forging of emotional bonds and familial love between characters in the film. Answers should be fully justified by means of precise examples from the text and comparisons must be drawn with the character(s) chosen from the other works.

Example Candidate Response — Distinction

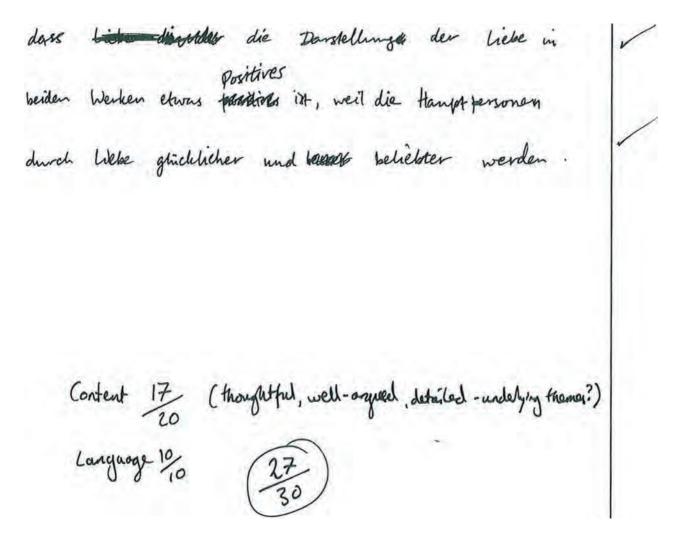
28. brot Walter vor zovor - ganz passabeles leben ". - no enitoinge Arbeit pann' - Hedrig - ganze Verwandling Figher - Bhumen kanger ; Geld abheben. Bahnhur Verymenheit - sehligs mit Ulla, Wichweber. Verymenheit - timger ogent - der Wolf drinnen. aber er weiß nicht wohin in Erimenny bringen. Bern Liebe inder Familie -evenens Farailie liebe zwischen Bruno + Matthes + Mutter + Schwester. -Richard, Spätheinkehrer, Kommt zurrich . Größe Verändennze -Keine Liebe, Diszlphin, streng zegen Matthes vorgehen. durch Fußball - Liebe zu Fußball Botzplatz -> Liebe zu seihen Sohn med Femilie - > zor Whischaft. Liebe & durch Dland. weinen ih siegering -Brief von Burno. - hibe poodage vernsacht eine the Verwandling in den Hampspersonen, so dass ...

Film " das Wunder von Bern " als auch im Sowohl im Buch , das boor der frühen Jame in die Rolle der Liebe wichtig, weil sie ene veränderung in den sehr venursacht. In beiden werken sind giba Hamptpersonen Unterschiede und Por Probleme, die durch soziale es Jemon den gelöst werden Liebe yerd. m Protagonit des Buches, gibt zu, dass er de Walter, " ganz passables leben " haft. Er hat ein e sem eintöniges Alltagsleben und keinen sozialen Kontakt mit anderen schwienge is Arbert. Er wird immer an eine anger Vergemgenheit von Mangel 's Ammet, med haspy anBerst Barenhunger MS erinnest, der er wichtig mas an seinen den Wolf nennt, weil es der Hunger so ein anstralistisches Gefühl in ihm produziert. Als er Hednig men Bahnhof triff about wird er von diegen einen tiefen Liebe besessen, so Die Liebe ist sofort anggint. Br alles Leben dass er en

Intro

so stark, dass er all sein Gele abhebt a und, dass sein fis erste mal andlith) Hunger geht " er stagt seine schmerzvolle Vergangenheit hinter sich gelasseen. Durch liebe nerkt er, dass er & alle Probleme vie Mathe und losen kann, wie Mathe und ene die Answiternger de lieber und Fremdeprache, un zu zeigen, wie bef the tite with md, wie viel er sich verändert hat. " Diese Verwandlung wird jedoch with volling positil dance stellt, weiler 2 am Ende zugild. dasser Anget hat mad, junichkommen " will, weiler weiß, wohnt diese liebe ihr endlich führen wird. In Film ist die Liebe nicht zwischen Dwachsenen, sondern zwischen Vater und Sohn - 14 der Fragsich valertusen Familie \bigcirc Infanshi gibt es bille en mischen Lieber, aber, als der Vher Richard # , en leviegs gefangener und Spätherholcehrer, 1 zunichhommt, verschuchdet diesersteiche und wird von und Zwist Disziplin naad ersetzt. Der valer geht gegen den matthing schwächlichen madaded Sohn I sehr streng vor mid Liebe attai allein hater sich of verändern helfen und hat aller Parties in seinem Leben In positive gemacht

Familienstruktur wird zerstört. Jedoch parket Richard Impenball Spielen wieder seine Liebe zu mit ernem Fußball und sein Glück wieder, un betwiener Er mit der Familie über sein Kriegstramma beginnt, adam sprechen und die Familienliebe kommt mrich Richard und Matthics faluen zusammen zur Weltmeisterschaft "mel werden Fremde. Breach dieser liebe und ennen von seinem nach Ostdentschland gefahrenen Sohn geschichten briefs beginne Richard, der früher zu seinem Sohns " em deutscher fre interes Junger weint nicht " geragt hat, boggi sich selbst zu weinen, um zu zeigen, dasser liebe fühlt und, dass er, durch liebe geöffnet hat . the weltmeisterschaft gibt dem Volk anch eine nene Vale landsliebe und verursacht eine Versöhnung mit den ehemaligen Mzis. werden In den zwei Werken wieden große Verändenunger durch C liebe produziert. Obwohl die Liebe si im Buch zu einer From ist und elliterite illing optimistical ist micht so optimitische positive Augwirkung hat, ist es klar,



Examiner Comment

This essay on the importance of love is well-structured, thoughtfully developed and cogently argued. The introduction makes clear that love is the factor which brings about change in the major characters. The analysis of Walter is pithy and to the point, giving details of his life and state of mind before he meets Hedwig, and the effect of love on Walter thereafter, and how his life and attitudes changed. Similarly there is a brisk consideration of the father-son relationship in the Lubanski family and how the trauma of war is gradually dispelled in Richard, allowing him to communicate his feelings. The role of football in the development of patriotic love is also evoked.

The understanding of the topic is detailed, logically developed and well-illustrated. The introduction and conclusion knit the theme of love to the two works in question, drawing a brief distinction between the differences in treatment of the theme. Had there been consideration of broader themes, and an attempt to contextualise the love theme more widely, the essay could have achieved the top mark for content.

The essay is written carefully and in a fluent, accurate German with a broad range of vocabulary and structures.

Content 17/20 Language 10/10

Question 2A

DIE NACHKRIEGSZEIT

Wolfgang Borchert, *Draußen vor der Tür* Heinrich Böll, *Das Brot der frühen Jahre* Film: *Das Wunder von Bern* (Sönke Wortmann)

Was sind die Hauptziele der Autoren in den zwei von Ihnen gewählten Werken? Wie erfolgreich sind die Autoren Ihrer Meinung nach?

Indicative Content

Wolfgang Borchert, Draußen vor der Tür

Candidates should attempt to examine some of the following points, perhaps placing them in an order of priority: the problems encountered by the *Heimkehrer*, an insight into the mental state of such an individual; the evocation of the turmoil and nightmarish experience of such an individual; a means of criticising postwar West German society; the loss of *Heimat*; an evocation of the spiritual void in post-war society; the dehumanised face of West German society; an investigation of life and death with the audience confronted with a life or death choice. The level of success Borchert meets will be down to personal viewpoints, but it is essential that answers should be fully justified by means of precise examples from the text. Comparisons may be drawn with the other works.

Heinrich Böll, Das Brot der frühen Jahre

Candidates should attempt to examine some of the following points, perhaps placing them in an order of priority: Böll's desire to criticise post-war West German society; the shortcomings of the *Wirtschaftswunder* and the ensuing emphasis on materialism; the notion that the war is on-going despite the defeat of the Nazi Regime, only now taking on a different guise under the forces of capitalism; the individual in capitalist society through Walter Fendrich and alienation; lack of moral values against the rediscovery of such values through the redemptive power of love through his meeting with Hedwig. The level of Böll's success in achieving his aims will be down to the candidate's personal point of view. It is essential however that answers should be fully justified by means of precise examples from the text.

Sönke Wortmann, Das Wunder von Bern

Candidates should attempt to examine some of the following points, perhaps placing them in an order of priority: an attempt to place the achievement of the 1954 West German football team into an historical context; an exploration of the West German search for identity in the post-war period, given form at both a micro level through the story of the Lubanski family and at a national level through the national team; the notion of a feel-good film in the celebration of an important step in the forging of a post-Nazi identity for West Germany; the problems of the *Spätheimkehrer*; the re-building of family and society after the defeat of 1945. The level of success the film meets will be down to personal viewpoints, but it is essential that answers should be fully justified by means of precise examples from the text. Comparisons may be drawn with the other works.

Example Candidate Response — Merit

In "Down Brot Der frühen Jahre" will Der Autor Die negative Wirkungen Dez Wirtschaftswunders untersuchen, wober Sonke Wortmann wolltes Die mene Aufänge Deutschlands zeigen will. Die Nachtere des Wirtschaftswunders in Buch hauptoachlich Durch Den Hamptfigur, Walter Fendrich, gezeigt. Zuni Reispiel, obwohl er viel held 28 verdient, hat er eines sogennantes "ganz passbles Leben. Eroreporient Wardbine woon and hat ain Frenchin, store ist P. und Er hat auch eine Freundin, Ulla, a und ist noch nicht völliggälicklich. Böll will hier uns zeigen, Joss man Geld und ein oberflächliche Verhältnis haben kann, aber wir würden nicht antomatischen Sein. Das, glaubte Böll, war die Gefährlichkeit des Wirtschaftswunders-wir würden uns in Materialismus vertiefern, una varis vergessen, Dass P. materialistische Cache sun die Allerbeste richt sind. Meiner Meinung nach, ist Böll erfolgreich. Weit Walter so unglücklich ist, ist es klar, wie Dass es wichtig ist, mehr als reich zu sein. Zum Beispiel, ale er

Heawig am Bahnhaf abhölt, erzählt er Dass er sein alter Leben mit einem " Zehn-Pfundigen Hammer zerschlagen " will. wichtig zu untersuchen. Walter nennt sich ", brotsüchtig", und wenn er zu viel An Hunger hat, wird er geistlich einen Walf, der an nichts a Anderes als Brot Jenten kann. föll will there down uns zeigen, Dass es psychologische Wirkungen, Sie nicht positiv sind, man dans weger des Wirtschaftswunders gibt. Das heivist 10 verlieren wir unserer Menschlichkeit, wenn wir gelehrt werden, there wur für altseleatte wirtschaftliche Erfold zu arbeit. 228 Anderenselts will Drehbuchanton Sonta Wortmann die positive Seite des der neue Anfänge Deutschlands vorstellen Es gibts that & beispielsweise das Verhältnis Zwischen Richard und Matthen, Vater und John. Weil Richard (patheimkehrer war, hat er am Anfang seinen John nie getreffen. Deswegen haben sie einige eigenschaftiche the Unterschiede.

Richard ist sehr streng, und sagt Matthes, Deutsche Kinder weinen nicht!" Matthes ist aber jung und sensibel, und versteht nicht völlig, Dass sein neme Vater Zienlich trannentisiert ist. (DA) 302 Die positive feite an werden Durch ihre the Verteidigung vertretet. Richard lerut, Dass es 5 keinen Krieg mehr gibt, und Daher kann er sich entspannen und erholen, und auch, Dass er seine PA Familie vieler erlauben kann, liberaler 336 Zu sein. Wortmann Demonstriert auch, Dass Fuj3ball , Deutschland vereinigt hat. Richard und Matthes lernen durch Fußball an einander zu lieben, mo der Tournalist = Ackermann mid seine Fran auch. Als the bas fiel im Film läuft, shen wir Die Kneipie DA And Der Lubansteins und, Davis die Kunden Darian Marz still sind - sie kämpfen nicht, sondern das Spiel zusammen genierzen. beide erfolgreich, im Begriff zu ihrer

Cambridge Pre-U Example Candidate Responses

Hampziehe, obwohl Diese Ziele ichnlich Sind. (mainly relevont, foir handedge, somebasic, 16) ladwing detail, some limited davelopment 30

Examiner Comment

The essay's introduction establishes a binary approach to the title: the novel is seen as negative, whereas the film highlights the positive aspects of the new Germany. The brief introduction seeks to establish a link (albeit a limited one) between the two works. The discussion typically isolates details and makes brief points, but often fails to develop these fully.

The candidate correctly identifies that Walter is the means by which the *Wirtschaftswunder* is criticised: predominantly, the lure of materialism does not bring happiness. The image of the hungry wolf is sketched in; the need for bread is briefly mentioned, but bread as a broader symbol for the times is not developed more fully. Hedwig is given only a passing mention, and there is no exploration of the importance of Hedwig for Walter nor the redemptive power of love (which might have brought the introductory thesis into question).

As for the film, there is some examination of the father-son relationship, though this could be more fully expanded. The essay does underline the unifying action of football both for the nation and the family. There is a (too) brief conclusion making a judgement on the success of the authors' enterprise.

There is no evidence of an essay plan in the script, and one cannot help feeling that a plan would have gone some way to developing a smoother structure in the essay. Of course there is paragraphing, but the essay would have benefitted from more detailed analysis of the text and film, and a more thorough development of the points made.

The response is thus mainly relevant, and there is fair knowledge of the source material. There is, though, some detail lacking (as indicated above) and limited development of ideas. This places the essay squarely in the 'satisfactory' box for content.

The language of the analysis is generally accurate, and there is a reasonable range of vocabulary which allows for effective self-expression. Word order and complex sentence patterns (subordinate clauses etc) are relatively secure.

Content 10/20 Language 6/10

Question 4A

DAS LEBEN IN DER DDR

Voker Braun, Unvollendete Geschichte Thomas Brussig, Am kürzeren Ende der Sonnenallee Film: Das Leben der Anderen (Florian Henckel von Donnersmarck)

Welche Rollen spielen die Frauen in den zwei von Ihnen gewählten Werken? Werden sie im Vergleich zu Männern von dem Staat anders behandelt?

Indicative Content

Volker Braun, Unvollendete Geschichte

Candidates are likely to focus on the central role of Karin. Her role as daughter of an SED official; her role as lover of Frank; her parents' treatment of her; her career revealing the workings of the state; pregnancy; her dilemma, torn between Frank and the demands of a particular society, with possible solutions being isolation or suicide. As such, some candidates may view Karin as playing a pivotal role in the unmasking of the contradictions of the state, as are revealed the faults of the system when her personal happiness is destroyed for the supposed greater good of socialism, as Braun uses her to reveal the contradictions of DDR society. In reply to the second half of the question candidates may compare the pressures put on Karin by the state with those put on Frank. They may also examine the power of the parents as members of the state; her role as an innocent crushed by the machine of the state. Some candidates may take into account Braun's later admission that Karin's real-life counter-part was connected to the Stasi as an *IM (Inoffizieller Mitarbeiter)*. Comparisons with the other treatments of women may be drawn together in conclusion. Answers should be fully justified by means of precise examples from the text.

Thomas Brussig, Am kürzeren Ende der Sonnenallee

Candidates may well argue that the roles of women in the film are quite stereotypical. The main plot centres on Micha's pursuit of Miriam, cast in the role of an object of desire, one who seems unattainable for a large portion of the novel. She is presented as a paragon of beauty and as glamorous, with Micha having to contend with his rival in love, a love which is his first love; references to the love letter Micha loses in noman's land and spends so much time trying to retrieve; Micha's diary etc. The romantic vision of Miriam is in contrast to the *Existentialistin* partner of Mario who gives birth in the presence of Gorbachev at the novel's end. Micha's mother may also feature with her role as the domestic provider, having abandoned ideas of escape to look after her family. Women are cast in roles but may also be seen as giving meaning to the lives of the predominantly male characters in the film. It may be argued that the treatment of men and women by the state is comparable/similar, as the invasive nature of state intervention evident in the two other works is not as marked in this novel. The absurdities of the state, through the FDJ, ABV etc. are equally applicable to males as females. Comparisons with the other treatments of women may be drawn together in conclusion. Answers should be fully justified by means of precise examples from the text.

Florian Henckel von Donnersmarck, Das Leben der Anderen

Candidates are likely to focus on Christa-Maria Sieland as she is the main female character. A description of her role will incorporate: her career as an actor for the state (type of action, function for the state as seen in the film); her relationship with Dreyman; the pressures she feels, exemplified in the bar meeting with Wiesler; the sexual harassment she undergoes with Hempf; the role she plays in informing on Dreyman's activities and the whereabouts of the typewriter; the interview with Wiesler; suicide as a result of her role in Dreyman's unmasking. In response to the second part of the question, candidates should focus on: how the state uses her as a pawn in their surveillance; how Hempf coerces her into a sexual encounter; how she is forced by the state to inform on Dreyman; how her career is manipulated by the state. Although it is not easy to generalise, she is treated in a different way to the male characters in the film because of her sexuality (as Wiesler acknowledges). The state, it may be argued, pushes Christa-Maria into suicide, a fate which the other male protagonists do not meet, as the pressures, whilst intense, do not reach the proportions of those applied by the state on Christa-Maria. Answers should be fully justified by means of precise examples from the film.

Example Candidate Response – Merit

4 A Thomas Brussig: Am kürseren Ende der Gonnenalle Film: Das Leben der anderen Welche Rollen spielen Frauen in den rwei von Ihnen gewahlten Werken ? Werden sie vom Staat im Tergleich nu Mannern anolers behandell 2 Mach dem sweiden Welfkrieg, als die DDR entstand und * Europa wurde für vierrig Jahren fellet michen dem demo kradischen Websen und socialis tischen Osten geteilt, lag die Geschlechtsrevolution und gleiche Chances für Manner und Frauen aus (P) in der Sukunft. Und als die Frauen im Westen gleichgerechligter under in den vechrigen Jahren wurden, Where leidete das hiboche Geschlecht Intro im John services schwer. Eler nicht? Mennen wir manche von den Berufen oder Kollen, die Frauen in den zwei Werken halden: im Film gab is die Ishauspielerin Christa-Maria Sieland Candere France, wie die Brostitutin oder Fran Meineke, halden vehr geringen Rollen in den Geschichten Mirian eine Studentin, und die Eistentialistin, eine DA arteilologige malerin (es gibt wieder kleine Bronen wie die Gemusefrau oder Erdnute Löffeling Man hann sehen, dass es Hausfromen gab aber wenn eine Fran arbeiten oder anter the and einer Universität studieren wollde, Manuel Sie es machen (sie musste aber liniende durfle

Dein und sauberen Maderfrößt haben - ohne das (P) durften sie nur unaftraktive jobs bekommen). In diesem Sinsicht hatten Franen gleiche Rechter mit mannera (davon abgeschend, dass so hypische mann- und traufobs gab : es war niemlich setter schuer, einen Lehrer oder eine (DA in Berg arbeitende trau su finden). aber the and the state of the second the literation of the auch wohn the sie in die augmerksamheil der Stavi Sgekommen sind, I waren sie gleich behandeld: Christa - maria gieland ist, um Beispiel, Murde D. Callblutig grandes durch the Liebe my Kunst gedrückt und am Ende, gebrochen und with ist eine Hasimitarkiterin geworden. Im doman bann man micht schen, wie des Thank transa handled, aler a good the genue ran und tran Diffeling, von denen wij Dehon Rop assorthen haben, sing siemlich sperial: the almade doffeling hable einen tothe beref-- Schulotize hour - und die Gemüschau aus iller Jonnenallee hable emen eigenen Gerchaft. Aubammenfassend, France waren gleicher mit (one Manurh, als man erwarten wurde, (Basic nerponse, development and illustration condent 20 Language 50

Examiner Comment

This rather brief survey of the role of women in the GDR touches on just a few basic points. There is an inventory of the jobs that women did in the two works. The essay goes on to mention that the role of the state is key to accessing some jobs, hence the need to be beyond suspicion politically; the state can also be coercive via the Stasi; this leads to Sieland being forced to become an informer. The essay tails off with a short paragraph and a thin conclusion.

The candidate does not really focus on the key information required in discussion of the title, but writes a very basic response which is enough to show some understanding of the works. The points made are not developed to any great extent, and illustrations from the text are limited.

The quality of the German, however, is generally accurate with some attempt at complex structures. It is curious, in this example, that the language mark is almost as high as that for content, and this certainly buoys up the essay into the bottom of the Merit band.

Content 8/20 Language 6/10

Part II Texts

Part II: Literary Texts (30 marks)

Choose **EITHER** question A **OR** question B **OR** question C on **ONE** of the literary texts and answer it in **English**.

Recommended word length: 450-600 words.

You should bear in mind that you will be assessed on both content and structure.

Mark Scheme

Candidates are to attempt **one** question from Part II: Texts and will write their answers in English as these texts are to be studied primarily from a literary point of view.

Answers are to be marked out of 30 according to the criteria below:

- 25 for content [AO3: 10 marks, AO4: 15 marks]
- 5 for structure [AO3]

Examiners will look for a candidate's ability to engage with literary texts and to produce answers which show knowledge, understanding and close analysis of the text. A more sophisticated literary approach is expected than for answers to Part I. Great value is placed on detailed knowledge and understanding of the text; on the construction of an argument which engages the terms of the question and on a close and sophisticated analysis of sections of the text pertinent to the terms of the question. Candidates may have been encouraged to depend closely on prepared notes and quotation: quotation for its own sake is not useful, although it will gain credit if used appropriately to illustrate a point in the answer. Texts and notes may not be taken into the examination.

Candidates will not tend to show **all** the qualities or faults described in any one mark-band. Examiners will attempt to weigh all these up at every borderline, in order to see whether the work can be considered in the category above.

Examiners will take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and understanding and especially any signs of analysis and organisation.

In the marking of these questions, specific guidelines will be given for each essay, agreed by the examination team.

| 23–25 | Excellent | Excellent ability to organise material in relation to the question. Comprehensive response with an extensive number of relevant points targeting the terms of the question with precision. Displays detailed knowledge and sustained analysis. |
|-------|--------------|--|
| 19–22 | Very good | A thoughtful and well argued response to the question. Includes a large number of relevant points, well illustrated. Displays thorough knowledge, good understanding and analysis of the text. |
| 15–18 | Good | A well argued response to the question. Includes a good number of relevant points, most of which are developed and illustrated. Some limitations of insight, but a coherent approach. |
| 11–14 | Satisfactory | A mainly relevant response to the question. Shows fair knowledge and understanding of the text. Includes a fair number of relevant points not always linked and/or developed. |
| 6–10 | Weak | An uneven OR basic response to the question. Shows some knowledge and understanding of the text. Includes some relevant points, but development and illustration are limited. Contains padding AND/OR has some obvious omissions OR is largely narrative. |
| 1–5 | Poor | Little attempt to answer the question. Only elementary knowledge and understanding of the text. Makes very few relevant points and even these are largely undeveloped and unsubstantiated. OR a response which makes hardly any attempt to address the terms of the question but which displays a basic general knowledge of the text. |
| 0 | | No rewardable content. |

Part II: Texts – Content

Part II: Texts – Structure

| 5 | Very Good | A well structured and coherent piece of writing, with ideas and arguments clearly linked throughout. All paragraphs well constructed. Includes a comprehensive introduction and conclusion. |
|---|--------------|--|
| 4 | Good | A clear structure, with logical presentation of ideas. Most paragraphs well constructed. Includes an adequate introduction and conclusion. |
| 3 | Satisfactory | Some success in organising material and ideas into a structured piece of writing. A reasonable attempt to paragraph but weakness in introduction and conclusion. |
| 2 | Weak | Some attempt to organise material and ideas into a structured piece of writing. Many single-sentence paragraphs or no attempt at paragraphing. Organisation of ideas not always logical. |
| 1 | Poor | No attempt to organise material and ideas into a structured piece of writing. Incoherent. Ideas introduced in no apparent order. |
| 0 | | No rewardable structure. |

Question 10C

Franz Kafka, Die Verwandlung

'Die Verwandlung depicts a fatal battle between father and son.' To what extent do you agree with this assessment?

Indicative Content

Candidates should consider both sides of the argument before coming to a fully justified conclusion. Candidates may well also look to other elements in the text which widen the perspective offered by the title, but these should come after an analysis of the title's perspective. Candidates should focus on Gregor's position in the family as breadwinner and the ensuing sources of conflict stemming from this. Also, the clash of attitudes revealed in the interactions between father and son, and in those with other parties, chiefly Grete. Candidates should also discuss the apple incident and give an analysis thereof and of the resultant positions taken by Gregor and his father in the narrative. A definition of the father's role in the fatal decision regarding the removal of Gregor should also be made, with the father playing second fiddle to Grete in this regard. Such a reading would push towards a wider perspective on the text, with Gregor in fact also in a 'fatal battle' with other elements of society: the oppressive institution of the family, with the family using the individual to its own ends; the forces of work/ capitalism, with Gregor's obsession with his job leading to his alienation/dehumanisation due to the demands imposed on him, by family and business; sexual repression. Some candidates may focus on the role of business and Gregor's work, with the subsequent internal conflicts set off in Gregor's mind, evident from the first page of the work. Others may look at Grete's role in the story, adding to the conflict, with music and the conservatoire dream linked to her decisive move to renounce the 'Untier'. Some may follow the role of women in the story and in Gregor's internal battle. Others may discuss the whole institution of the family and its repressive mechanisms, extending this to the whole of society. Key to an analysis will be a discussion of the perspective of the 'fatal battle' offered by the dual-narrative perspective. Some may conclude that a wider vision of the Erzählung is possible, yet at its core still lies a conflict between father and son. Points and conclusions should be fully justified by means of precise examples from the text.

Example Candidate Response - Distinction

I). Katka: Die Wa Vemandlung 6. At Franse the end 0 dies of neglect stanation infection bregor an and rotting apple lodged in his buck. mon L for do 22122 some struggle that depicts all fosted thattiles between Salker and som The book hovener that this is not the main found of also seel 5 the book, nor an entirely accurate statement. Intro / refilede Sames Firstly, it is certainly the that this whole situation tomedout to be Satul: Gregor does die at the end: "Dann sante sein Caffer a Willen und aus seinen Nistem strömte Kopf ohne seinen It Levor" is also possible that laterar Alem schnach Her Sanja since instrumental Gregor's death A Chapter. was 3 ball hitsout girl betasan scene of actual Two pads with a prysical Gregor tries to return to violance: his room his as

K.

| | | to pelk i | | | | | |
|------------------------|-----------|-------------|---------------|------------|------------|---------------|-------|
| in his | | Throughout | Chapter | Innee 4 | in the r | eaders are | |
| reminder | r of | the pain i | from the o | upple in | his back | , and | |
| Gregor's | Cause | as death | is never | made eb | zar Jo | it is enlire | ly |
| possible | that t | his act ef | violence | from H | en James | , killed G | egor. |
| Furth | ermore | it could | be said | that G | regor died | through neg | lect; |
| which | nould | have been a | It leavest in | some p | int the i | father is stu | mlt. |
| We kn | m the | is Greeper | was neglect | éd; he | became i | ingry when | bhe |
| Gamily | ale de | cause they | hadn'b fe | ud him | . "Wit | iber diese | |
| schlacht | | ting enfill | 6 utto | | | - | 5 |
| that th | ley negle | ulad him: | "Wer in | diese o | hgearbeite | ten und . | 5 |
| | | Familie Zei | | | | | |
| The | e is a | , bottle o | f sonts o | a struggle | between | father and | son |
| a Chaptar Alter Vin | the . | booth as t | the stamily | members | find for | s: reare | lild |
| | | | | | | | |

in his seal, fully dressed and would have to be carried to bed by his wise and daughter. The more they cared for Hermansa, the less they looked after Gregor. so they were too struggling to win the family are.

I feel that this is not an entirely accumate "battle" implies hostility on both sides and assessment, since Katha makes it dear that Gregor mouston always manted the best for his Samily. He stayed in a job he hated so he wild finnes his prents: "Wenn ich micht wegen that Eltern zurückhielte, hälte ich bingst gekündigt ...", and meiner after discovering that his latter had lied to him about had sent him to work despite having some their Ginances and bregger is simply happy that his family money Rerves 55 "Er nickte eifnig erfreut something to full back on: Vorsicht ... " Gregor never truly fet hostile iller diese unemartete

towards his family and thus I see just "battle" new not quite the right term to use,

Furthamore. the statement seems to imply that the "fatal hattle between father and son" is the main focus of the nonel and I feel that this is incorrect. The To whatever estart that: this struggle is depicted, it is not nearby depicted with rearly as much emphasis as what the title describes a "Vernandlung". In metamorphosis, or traceformation) or indeed a series of Vernandlunger.

Firstly the junning printing and considence of the Junity changed completely from the beginning to the end: they show were first dependent on inegon and then had to struggle to summire without without, him, but at the end then were independent seen and confident enough to be able to ousit the three togs lodgers who had been staying with them. the father tells them to "Verlassen Sie good the meine Wohnung!"

Gregor's relationship with his sister changes The herandy as well: at the beginning, she they are seen entirely as very close and loving; Evets the truly hoped that he was not unreli and could come out of the room : "bregor, ich beschrive dick.", while tregor is desperate to thank he for all she mit server Schneds fir allas donken "Hatte er our sprechen und ihr dankan Können, does for was sie fin ihn machte ... ". However tomards the alle Romnes book their hostility tomasts each other mares; end of the she blames him for causing their mother to faint, and addresses "My, Duy bregor!" rief sie mit erhotenen Faust him violently . und evidningholes Blick", while he says would rather frings at her face than have her take his pitter away: "hiber winds Just actore besicht springen" sie ins By the dies it is er an

thete who sous - "Weg muß es" - he must as imag, and due it is she who shuks him in his room: "Es war dhe schnedte die sich as beeilt halts". If anything, the book depics an increasingly heated buttle between Grete and an - the violent language, such as "enhobenen Emot." "an sie is training springen" and the joint trak we reges 5 min as "es" isstead of "er" emphasizes this.

Kiften emphasises the theme of change and transformation throughout the book with his depictions at the weather: at the beginning it is described as "melandolisch", and towards the end of Chapter the we are told that it is "viel hella gemorden." At the very end, when Gregor is finally dead, the sun finally shries: "Der Wagen, in dem sie suffer, wurde non murmer Some gehiltet". I believe that the change and transformation are for more hearily depicted than a

hitle between father und sm. book does depict some strugda. Jather directed at from Tha his son being fatal Hoverer I feel Greger. W transformation depicts for more learly a at a family senter people (thoughtful and well argued, large number of relevant points, well illurheated. good under huding landysis Content Structure

Examiner Comment

This is a thoughtful and cogently argued analysis of the subject of Kafka's novel. It considers to what extent the central issue is a battle between father and son, then broadens the discussion to the importance of the wider family, work and finance. The points made are clearly and effectively expressed, and there is consistent, apposite illustration from the text, both close reference and quotation.

The overall impression is of a good textual understanding anchored in sustained argument and analysis.

The essay was given a mark in the 'very good' box reflecting the high quality of the discussion and the inclusion of all but a few possible points.

Content 20/25 Structure 4/5

Question 11B

Bertolt Brecht, Leben des Galilei

What role is played by the Church in Leben des Galilei?

Indicative Content

Candidates should identify the role of the Church in the context of the play: as the upholder of authority; its collusion with the ruling classes; its role in class domination; its counterpoint as the upholder of dogma/ belief against the reason of Galileo. Attention may be drawn to the portrayal of the institution through various characters, many of whom transcend the two-dimensional and indeed some of whom may be deemed sympathetic; see scenes 6 (to comic effect), scene 7 Kardinäle Bellarmin and Barberini, scene 8 (der kleine Mönch), so that the Church is not to be seen as a devious bureaucracy, but rather as a tool of power and the prevailing social order. Examples must be given. The essential role of the Church as the upholder of authority is evident in many scenes: the collusion with the aristocrats/capitalist system revealed in scene 9 through Ludovico; the use of power, intimidation and violence in the name of the Inquisition in scenes 7, 11 and 12; its role in manipulating Galileo in scene 12 and explained by the protagonist in scene 13. Candidates may focus on the role played by the Church in suppressing knowledge and bringing its power to bear on science in the form of Galileo. Some may also pursue the line that the Church is also depicted as an institution open to change by virtue of the historical perspective given by the play as Brecht reduces the historical crisis of the real Galileo episode to an ideological battle between belief and reason. This may be lost in the play but not in the wider historical perspective, as an analysis of the final two scenes with Andrea may reveal. The role of the Church may also be linked to the Epic nature of the play in this regard. Points and conclusions should be fully justified by means of precise examples from the text.

Example Candidate Response — Distinction

IIB Bertout Breicht morte he first edition of , Leben des baillei' in "jenen firsteren Monsten" in which he peneired the rise of Aday Hitle end he Natis to be "der Zusammentruch der westlichen Ziritischim". He sow parelles between he story of balileo bolilei and he state of bernery, mer in born cases he established autority. not enly imposed thenselves upon the people, but also serget to dominate human identity by controlling met is that.

Brecht colled he church ,, der Obrigheit [baliles] Hit" and in the play the Catholic chuch perform ne function of the oppenive automity. However Brecht were not seek to criticise he lamenic church anosso specifically, paddade por particity the thoryare such an interpretation would be notive. Figures such as the Inquistor, who hagen, sharen places butiles 6and the very chil Codinel, raise or conflict which the play between the, alte wel nene teit ' Andrei he beginning of the plang baliles says, .. Dre alte seit ist hernin, er ist sine neme best" yet the church thribly seek to provert this. In scene 4, baliles sours "Der Glembe and der Antonität des Avistoteles ist eine Jacke, Fahter, die mit Händer on greifer sind, eine undere . Yet The philosopher and other bened individuals

Intro

are completely unmoved by mit. May are happier to remained time to meir "presented tenters' and to that Anistotle than to chape her minds. , I it doubte Sie schahen einjach durch den Fenrahr und überzenpen sich " buliles ingues yet ney ce interted to "glut 21" mul than actually see. A funer complite is nightly by he chuch, net of mumer it is soft best to shill to ment you believe or whent on be proven to be right to the enderce. Although buliles all's himsen y a ... Som do thinke", which tely he is more by a to reason then anything the is this is must allows him to reject what he has been told and believe in ment Le cen see and prove, "Harndoro Aron ptobatert par Inpleiling TA der therpte britton traffistance examplify here the togetherestics as In full knowledge of men actions, he Check seek to desirry buliles and has findinges, despite the fact that Clavins, the paper astronomer has conjurned them. Dis biblights to the audience they duphicitors notre of he ihrah is fine highlighted by he fact not key wer name at the ball

in siene 6. Importantly Monsh, the Church and new décisioned to which he to the is ment to the matience of the degues of antonity having too much power. as eventually, this will result in the lin of them as an empirical, retioned concept - it would simply be manipulated by those in power and become totally subjective. Revealing conversitions and scenes, periorlecty scene 12 analie explicit he idea next me chanin knowingly polyropri distors he turn, out of self-interest as and attempt to postain order and pomer. However, Breacht wrote in a letter balilers and dass sie ponter une möglich dezendet meden, somst mach ich es dem Galilei zu leicht". Whilst moder bredlig he Church is sainty porrayed as being a repative force minin he peoples lives, , Leben des balilei ist not a plang og abroluter. Indeed, Breacht did not went it to be - following me we go ne atomic tomb he wrote a second edition of the plan, in which baliles is len of a here, and Nor which less of an absolute evening. Nore we exceptions to the type of character representing me Unuch, for example te small mente, mo serge, its ist and allerhöchsten tog Beweggrinde, die mo

Schweiger mother meken". In some ways, butileo's lack of melestading for the social consequences of his for findings which would be noive, as well as identistic botiles In hegain with Brecht's belief that Jaina cent to devored from him throughout he play, buliles I h alladed to for example he is relied on the first scene; he eggins find and The Inquisitor's description , for ist bun Mann des Fleisches" ist not inhrely incorrect, after all the bodiles himself admits he recented, " weil ich der But der hörperrichen Schnert fürchte this social conscience and belief ment source should , dre mühseligheit der Q? menchlichen beistenz "vleichten" end of the play and to some wet his pleasure is derived from his consequently notes it a sight which Julyin art. In conclusion, he role of he chuch, is not to embody entirely that tone, just as buliles may of panent not be described on the adder atte Homere, it & takes me one of the opamire authority, which brent sought to get his underere to see in their

prosence als cruster as htful and well argued, large number of , some (initations)

Examiner Comment

The answer on the role of the Church is engaging and well-argued, and goes to the heart of the issue: the institution of the Church as arbiter of power and truth. There is appropriate consideration of the Church as an oppressive authority, and this is contrasted with the search for truth by Galileo and his view of science. Much of the discussion is cogently argued, though one point which is not entirely fully developed is the subject of Galileo's 'humanity'.

An attempt to put the genesis of the play into historical context allows a broader perspective to take shape, and there is reference to the 1955 edition in which the text was reworked so that there appears less of a struggle between 'absolutes' in the drama, but more accurately reflects the ambivalent role of science and scientists in an uncertain (nuclear) world.

Further details could have been added: the collusion of the Church with the ruling classes; more evidence on how Church uses power and intimidation; a review of the final scenes with Andrea. Nevertheless, the main thrust of the question has been grasped and effectively discussed.

On a stylistic note, it is helpful and preferable if candidates could separate their use of quotations from the English analysis, rather than trying to integrate German into bilingual sentences.

The mark indicates that the essay is clearly of Distinction standard, with its large number of relevant points and its clear development and structure.

Content 19/25 Structure 4/5

Question 11A

Bertolt Brecht, Leben des Galilei

Refer the following passage to context, indicating what is revealed in this exchange about the characters, the ideas expressed and the way in which they are presented within the passage.

| Sagredo: | Und wo ist also Gott? | |
|----------|---|----|
| Galilei: | Bin ich Theologe? Ich bin Mathematiker. | |
| Sagredo: | Vor allem bist du ein Mensch. Und ich frage dich, wo ist | |
| | Gott in deinem Weltsystem? | |
| Galilei: | In uns oder nirgends! | 5 |
| Sagredo: | schreiend: Wie der Verbrannte gesagt hat? | |
| Galilei: | Wie der Verbrannte gesagt hat! | |
| Sagredo: | Darum ist er verbrannt worden! Vor noch nicht zehn Jahren! | |
| Galilei: | Weil er nichts beweisen konnte! Weil er es nur behauptet | |
| | hat! Frau Sarti! | 10 |
| Sagredo: | Galilei, ich habe dich immer als einen schlauen Mann | |
| | gekannt. Siebzehn Jahre in Padua und drei Jahre in Pisa | |
| | hast du Hunderte von Schülern geduldig das Ptolemäische | |
| | System gelehrt, das die Kirche verkündet und die Schrift | |
| | bestätigt, auf der die Kirche beruht. Du hast es für falsch | 15 |
| | gehalten mit dem Kopernikus, aber du hast es gelehrt. | |
| Galilei: | Weil ich nichts beweisen konnte. | |
| Sagredo: | ungläubig: Und du glaubst, das macht einen Unterschied? | |
| Galilei: | Allen Unterschied! Sieh her, Sagredo! Ich glaube an den | |
| | Menschen, und das heißt, ich glaube an seine Vernunft! | 20 |
| | Ohne diesen Glauben würde ich nicht die Kraft haben, am | |
| | Morgen aus meinem Bett aufzustehen. | |
| Sagredo: | Dann will ich dir etwas sagen: ich glaube nicht an sie. | |
| | Vierzig Jahre unter den Menschen haben mich ständig | |
| | gelehrt, daß sie der Vernunft nicht zugänglich sind. Zeige | 25 |
| | ihnen einen roten Kometenschweif, jage ihnen eine dumpfe | |
| | Angst ein, und sie werden aus ihren Häusern laufen und | |
| | sich die Beine brechen. Aber sage ihnen einen vernünftigen | |
| | Satz und beweise ihn mit sieben Gründen, und sie werden | |
| | dich einfach auslachen. | 30 |
| Galilei: | Das ist ganz falsch und eine Verleumdung. Ich begreife | |
| | nicht, wie du, so etwas glaubend, die Wissenschaft lieben | |
| | kannst. Nur die Toten lassen sich nicht mehr von Gründen | |
| | bewegen! | |
| Sagredo: | Wie kannst du ihre erbärmliche Schlauheit mit Vernunft verwechseln! | 35 |
| Galilei: | Ich rede nicht von ihrer Schlauheit. Ich weiß, sie nennen | |
| | den Esel ein Pferd, wenn sie ihn verkaufen, und das Pferd | |
| | einen Esel, wenn sie es einkaufen wollen. Das ist ihre | |
| | Schlauheit. Die Alte, die am Abend vor der Reise dem | 40 |
| | Maulesel mit der harten Hand ein Extrabüschel Heu | |

45

vorlegt, der Schiffer, der beim Einkauf der Vorräte des Sturmes und der Windstille gedenkt, das Kind, das die Mütze aufstülpt, wenn ihm bewiesen wurde, daß es regnen kann, sie alle sind meine Hoffnung, sie alle lassen Gründe gelten. Ja, ich glaube an die sanfte Gewalt der Vernunft über die Menschen. Sie können ihr auf die Dauer nicht widerstehen.

Indicative Content

This episode takes place during scene 3 in which Galileo proves the Copernican system by means of his telescope, something he has just shared with his friend Sagredo. His friend warns him of the potential dangers his research entails if he broadcasts it, but Galileo proclaims himself a believer in human reason. At the conclusion of the scene Galileo tells Sagredo that he intends to move from the Republic of Venice to the court at Florence so that he can gain the funds needed for proper time to research. Sagredo has just read out a letter in which Galileo has attempted to ingratiate himself to the very young duke. After the final line of the passage the end of the letter is projected onto stage.

Key to an interpretation of the scene is the conflict arising between Galileo's belief in the power of reason, which is ironically blind to the realities of Church authority, and Sagredo's more pragmatic view of the workings of society. The character of Galileo is revealed to be bullish and unbending. His fundamentally optimistic belief in the triumph of reason over circumstance comes through in this interchange. His ideas on God also reveal the way in which he rejects the Church's own interpretations thereof, yet also the naivety with which Galileo operates at this stage. Unable to see the potential dangers, despite his insistence throughout on the need to see, he does not acknowledge the conflict his work will bring about ('Ich bin Mathematiker'). The absolute faith in reason is also revealed here, as Galileo is unerring in his belief that proof will overturn prevailing conditions. The stage direction for Sagredo is telling at this point ('ungläubig'). The scene sets up a position for Galileo which is eroded throughout the rest of the play as he comes into conflict with authority and economic forces, some of which are of his own choosing ('Ohne diesen Glauben würde ich nicht die Kraft haben, am Morgen aus einem Bett aufzustehen.'), and also with his own blindness to the reality of the situation. Sagredo is revealed as prescient in his predictions of the troubles Galileo will face, and as such distances the spectator from the rhetoric with which Galileo seeks to make his points. Galileo's method of teaching is also revealed in his final scene, although attention may be drawn to the language used, especially the 'sanfte Gewalt der Vernunft über die Menschen'. Points and conclusions should be fully justified by means of precise examples from the passage.

Example Candidate Response — Distinction

QII. Scene 3 - Padua. - Just given telescope to Doge in Florence. - tried to consince sagredo of copennican theory with telescope. Themes : Role Religion is. People. Vermuft + beweisen. Janben (commentany on glanber (epse theatre Galileo's character behaupten + hoffer Religion + Menschan + Science Icleiner Monch - people need since faith Galileo - and meshen Bett anforstehen. Galileo teaching lies - niconsistent with idea that science hat " nit beiden kämpfen zu tan" - Ich glande an den Menschen sagrede (religions) - + tex (lente] Verningt anslachen. (politicising science). Galileo : ich glanbe an ... Gewalt der Vernungt . Old science . okay not to tell the whole touth new <u>science</u> Galileo. Mo secular vernift. Kopemilens. religions. - die Kirch " Glarbe · Ptolerny.

schen

New Science Galileo.

"weil ich nichts beweisen konnte "

" sich her

Gründe getten

glotzen (Kirche). Old science, Anstolle New.

"behampfet hat "

Hoffming.

- wichtig, dass der den Galilei nicht jdealisierst Galileo inflammatory - Hippant Bh ich ?

vs.

angry - der Verbrannte Fran Sarti! unusual- normally cool and considered.

Allen Unterschied Sayredo!

and considered -absent minded

Patronising - un die Toten. ganz falsch! du form

Then

This passage from , leben des Galilei takes place in scene 3, after Galileo has presented his telescope for the Doge and laid dishonestly passed it off as his own invention. The passage takes the form of an a voriferous altercation between Galileo and Sagredo, a scientist of the old school. The rife has arisen from disagreements over Galileos attempt to prove to sagredo the Copernican theory. Galileo is defending recommend human reason and Sagredo the importance of go God and religion.

This extract highlights the conflict between old science and the Church, and new science and the people; the difference between seeing and 'schen' and glotzen' and also shows an unfamiliar side to Galileo.

The first theme hinted at in the excerpt is the the conflict between old and new science with Sagredo's question "Und wo it also Gott". This view science "represented by Sagredo is characterised by the , das Ptolemaische System" and the importance of the Church withich it is storssed by the repetition of "die Kirche" storssing in quick succession. May Mathe This allegiance to the past 13 illustrated by Sagredo's appeal to Galileo by reminding him of their history together with 'siebgehn Falve in Padria' and also his ejaculation 'Vor noch nicht zehn Falven'.

The new science which is defended by Galileo, however, is described by the mention of Copernitens and of 'human reason' highlighted by the repetition of 'Vernings'. The God of the old is replaced by the people, tradileo declarks 'illeglambe ander Menschen' The importance of belief as declared by Sagredo is 5

Intron

1

Cambridge Pre-U Example Candidate Responses

picked up on by Galileo, saying , Ohne diesen Glamben' he would not have the strength to get out of bed. Inconsistently with Galileo's normal performative use of the word 'fuith' it is used to describe his faith in human reason. The Also inconsistently with Galileo's belief in Wahnherd' is the accusation that he disseminated time views which he himself held to be false. This shows that the Galileo is not fully past of the or new science he has established and that the belief in human reason is not as strong as he himself assents - Galileo later in the play assents that science has done to do with the pursuit of reason and the people (to see hat mit beiden kämpfen zu tun), showing a change in his beliefs. At this point, however, it is clear that Galileo is not a total convert to the new science he helped establish and that his belief in human reason is not as strong as he An asserts. When Brecht declares, 'Der Held des Werkes ist nicht Galilei, sondern das Volle'. he shows his support for this new science auchrebyelles and by it schools for Galileo's dissimulation at this stage . It some. The next theme covered in the passage is the contrast between 'selven', the empirically discoveries, a fundamental tenet of this new science and glotzen', based on assumption and belief. Galileo's vocabulary uses employs many such words related to empiricism, such as 'beweisen', which he repeats several times, and begreifen & Sagredo on the other hand refers to "Gott", and uses the word "glamben ". As Galileo has argued that belief in God is assumption and that 'glanben' is fundamentally different from rigorous. scientific proof this shows not only the forthe Galileo's

to him the his dictam for the assumptions of the old establishment.

commitment to this 'new science', but also confirms in his eyes everything worong with the established old science a established as alongside the Church. Although Galileo occasionally uses the vocabulary of assumption with reference to his 'blambe', he uses it specifically to highlight the difference between the his views and Sagredo's. The many references to Vernungt by Galileo further show his support of empiricism and pursuit of truth. One of the main aims of a Epic theather was to see the play subjectibely The presentations and not to vely on assumption, or "glotzen". This episode is arguably a commentary on "Godile Lehendes the status of the play in the epic genre, with elements of assumption, in the form of historical context and conformity to fact, and also of 'se her' shown by the emphasis on the throughout the play.

The presentation of Galileo & does not tally with his portrayal earlier on In the first two scenes he aruncularly takes Andrea Santi under his wing and comes across as loveably absent - minded and a reflective . As bracht said, it is 'wichtig, dass do den Galilei nicht idealisiest, and in this passage, asside from the scientific conclusion in lines 37 ownards, he is engaged in a slanging match with Sagredo, riled as we have not seen him . He is inflammatory, fippently egging Sagredo on with his flippenney when he says 'Bin ich Theologe? Ich bit matrematike? Maring He berakes Sagredo, and who asks what difference it makes, shorting 'allen Unterschied !', wing the same vocabulary to in an dtlempt to patronize fagredo. He impertimently uses the imperative 'Sich he', dismissed what

3

(An)

Cambridge Pre-U Example Candidate Responses

he argues as 'young falsch' and uses the ridiculous statement 'Nur die Toten 'sich mit nicht men von Gründen bewegen. ses He undernihes his entire career bycas by disbelierity sagredo can 'love science' (die Wissenschaft lieben). This portrayal of an angry, confrontational and even cruel Galileo undernihes the andience's sympathy for him, and especially given Brecht's warning not to ideafise him.

to this passage brecht shows the conflict between det science, with the allegiance to the Church and her science and the people. The question of whether science need be spread amonsst the people, a view supported by Galileo but opposed by Sagredo, reflects leave the alterations Brecht made to the text following the bombing of Hiroshima. In this passage the presentation of the argument in favour by Galileo is weakened by the inconsistencies not only in his language, but also in his coul behaviour: the argument in favour of bellef is not utterly undernined. As Brecht said, epic theather does not impose answers. Here, however, & sympathy with Galileo is greatly undermined.

Content 125 (thoughtful and well argued, a large number of relevant points, some limitations)

Structure 3/2

Conc

Examiner Comment

This answer adopts a systematic approach to the task, and the candidate shows a close analysis of the extract for commentary. There is a thoughtful, brisk and well-argued discussion about the interaction between *Glauben, Vernunft* and the role of science, and consideration is also given to Galileo's character development.

There are a number of assertions which are relevant both to the extract and the play as a whole (e.g. Brecht's comment on the hero of the play, the nature of Epic theatre, why the audience loses sympathy for Galileo), but these are left tantalisingly underdeveloped. The analysis focuses more on the broader themes of science and religion, perhaps at the expense of examining Sagredo's character more fully, and how his pragmatism contrasts and amplifies Galileo's unyielding nature.

In sum, the answer covers a large number of relevant points and shows a good understanding of the play; these factors place it towards the lower end of the Distinction band.

Content 19/25 Structure 3/5

Question 11C

Bertolt Brecht, Leben des Galilei

How are the devices of Epic Theatre evident in Leben des Galilei?

Indicative Content

Candidates may start by discussing their understanding of Epic Theatre. The essay may elucidate these first and then discuss significant illustrations in the play, or discuss them as theory and practice one by one. Points to include in a sketching of Epic Theatre beyond a simple use of the Verfremdungseffekt as an all-encompassing term would include an understanding of how that effect is actually achieved, perhaps encompassing the majority of the following aspects: the spectator being made into a critical observer of the action; the awakening of the spectator's intellectual faculties; the demand for decisions to be made by the spectator; the use of argument rather than suggestion by Brecht; the driving of the spectator into certain realisations and the fact that each scene is independent. Examples of such factors may be drawn from many scenes in the play. The use of history, for example, may feature, with reference to the perspective offered by time. Candidates may also discuss the employment of Spruchbänder to enable the spectator to feel suspense at the action rather than the outcome, forcing the spectator to engage his/her critical faculties. The 'method' of Galileo may be analysed as a means of driving the spectator into decisions and confronting him/her with arguments (e.g. scenes 1 and 9): the use of songs; the presentation of the protagonist himself as a character, with some candidates possibly discussing how perhaps more 'traditional' elements of theatre are incorporated in him (with empathy?), or the argument that the practice of Epic Theatre incorporates such elements. The independent nature of the scenes may be discussed through illustration, with the spectator's role also explored. Themes of knowledge and power as notions which the spectator is driven to confront may also be discussed, with an analysis of Galileo's self-assessment in scene 14 and an interpretation of scene 15 and Andrea's role. The question gives the opportunity to use a wide range of material but it must be made relevant to its being part of the Epic Theatre Brecht seeks to present. Points and conclusions should be fully justified by means of precise examples from the text.

Example Candidate Response – Merit

The bey aim of Gpic Theatre is it to be didactic in nature, to have the audience be taught a moral lesson, 11C I think this is present in the play. and Despite the characters, especially Galileo, being to two sided and Brecht himself saying that it should no be a one-sided play ('Es ist für die Theater wichtig zu wissen, dass dieses Stuck einen großen seine Wirkung verliert, wenn die Aufführung hauptsächlich gegen die katholische Kirch gerichtet ist.), the overriding moral message that is to say the importance of reason and empiricism as opposed to faith and oppresive enforcement of an ideology. This mora Device message, an important in tepie Theatre, is evident throughout the p The academics of the Aledici court play. are an example of thes message, when they require to look through the Intro they reguse to look through the Copernican System. Another Device of Epic Theatre in Oditer Leben des Galilei

the "Verfrendungseffetet". This is the idea that in order to retain the audience focus on the moral a message of the splay, they should be occasionally reminded that they are not witnessing a simple story, but rather that they are being the taught neorality through the medium of theatre. In other words, the 'fourth wall' between the andience and the stage should be broken Down, the andience Doesn't become So that too attatched to the story of the plany, forgetting it's moral significance. One way in which the alienation the poems projected onto 2 a screen the beginning of each scene Galileo Galilei sah, Dass kein Markar and is an example. 205 poems help achieve the Verfrend myseffett' in two ways: Firstly, they are non-naturalistic, reminding the andience that they are watching play, as opposed to watching Golileo's life. Secondly, the poents contain a summary of the events in the proceeding scene the effect of this being that any and rence anticipation of what happons next is done away with, so they

Cambridge Pre-U Example Candidate Responses

are not too involved in the story to miss the neoral neessage. The building of suspence in the andience is also avoided by having short scenes with lapses in time after between them. Shorter scenes lead to more regula DA 342 scene changes and time lapses are considers two factors together further help alienates The set design as indicated in the stage directions and is also characteristic of Epic Theatre - it is not a fully furnished so study in scene one, but rather a space with pieces of set that hint at a study the desk and books. For econs there implicit approach to set design is a device of Epic Theatre as it reminds the andience if that they are looking at a stage, hot at Galileo's study for example. "The sparse set design also helps drow attention to the framing effect of having milk and books being the first and last things the andience sees the on stage, representing the two sides of human existence, carnality and intellectual pursuit. This effect, another moral statement, would be nearly so poignant were the

beginning covered wi Dlo emplia scenery. nessace set the didactic au to Dic Re G Lebe Jes al 14 Lonc. Devices SL a impli set sparge poend, rce Poset Duildin - 9

Examiner Comment

This is a fair attempt at answering the question which includes a number of relevant and valid points, although they are not always made as effectively as they could be. The opening page of the essay, for example, does not set out the terms of the Epic Theatre as broadly as it might, before launching into one detail, the alienation effect. The candidate's use of the term 'the moral message' smacks too much of shorthand technique to cover the challenges of the Epic Play: the answer would have benefitted from a more detailed analysis, covering such points as the role of the spectator as critical observer, the awakening of the spectator's critical faculties, the use by Brecht of argument rather than suggestion.

There is some discussion of the *Verfremdungseffekt* and how it is used in the play, and the projected poems and sparse staging are useful examples, but there are many other features which could be mentioned. The scenes of the play are rightly identified as a means of avoiding dramatic suspense, though this idea could be further developed to emphasise that each scene is intentionally separate. The conclusion (all too soon) sums up the two strands briefly. To provide a fuller consideration of the Epic Theatre, the answer could have included much more illustrative material and made points about other techniques too: the method of Galileo as a means of driving the audience into decisions and confronting it with arguments (scenes 1 and 9), the use of songs, how to come to terms with the challenging themes of knowledge and power, an analysis of Galileo's self-assessment in scene 14. The answer here seems intent on focusing on some individual techniques used, rather than appreciating the greater thrust of Brecht's innovation.

The candidate's answer, on balance, shows fair knowledge of the play and some relevant techniques of dramatisation, placing it squarely in the Merit band.

Content 12/25 Structure 3/5

Question 11A

Bertolt Brecht, Leben des Galilei

Refer the following passage to context, indicating what is revealed in this exchange about the characters, the ideas expressed and the way in which they are presented within the passage.

| Sagredo: | Und wo ist also Gott? | |
|----------|---|----|
| Galilei: | Bin ich Theologe? Ich bin Mathematiker. | |
| Sagredo: | Vor allem bist du ein Mensch. Und ich frage dich, wo ist | |
| | Gott in deinem Weltsystem? | |
| Galilei: | In uns oder nirgends! | 5 |
| Sagredo: | schreiend: Wie der Verbrannte gesagt hat? | |
| Galilei: | Wie der Verbrannte gesagt hat! | |
| Sagredo: | Darum ist er verbrannt worden! Vor noch nicht zehn Jahren! | |
| Galilei: | Weil er nichts beweisen konnte! Weil er es nur behauptet | |
| | hat! Frau Sarti! | 10 |
| Sagredo: | Galilei, ich habe dich immer als einen schlauen Mann | |
| | gekannt. Siebzehn Jahre in Padua und drei Jahre in Pisa | |
| | hast du Hunderte von Schülern geduldig das Ptolemäische | |
| | System gelehrt, das die Kirche verkündet und die Schrift | |
| | bestätigt, auf der die Kirche beruht. Du hast es für falsch | 15 |
| | gehalten mit dem Kopernikus, aber du hast es gelehrt. | |
| Galilei: | Weil ich nichts beweisen konnte. | |
| Sagredo: | ungläubig: Und du glaubst, das macht einen Unterschied? | |
| Galilei: | Allen Unterschied! Sieh her, Sagredo! Ich glaube an den | |
| | Menschen, und das heißt, ich glaube an seine Vernunft! | 20 |
| | Ohne diesen Glauben würde ich nicht die Kraft haben, am | |
| | Morgen aus meinem Bett aufzustehen. | |
| Sagredo: | Dann will ich dir etwas sagen: ich glaube nicht an sie. | |
| | Vierzig Jahre unter den Menschen haben mich ständig | |
| | gelehrt, daß sie der Vernunft nicht zugänglich sind. Zeige | 25 |
| | ihnen einen roten Kometenschweif, jage ihnen eine dumpfe | |
| | Angst ein, und sie werden aus ihren Häusern laufen und | |
| | sich die Beine brechen. Aber sage ihnen einen vernünftigen | |
| | Satz und beweise ihn mit sieben Gründen, und sie werden | |
| | dich einfach auslachen. | 30 |
| Galilei: | Das ist ganz falsch und eine Verleumdung. Ich begreife | |
| | nicht, wie du, so etwas glaubend, die Wissenschaft lieben | |
| | kannst. Nur die Toten lassen sich nicht mehr von Gründen | |
| | bewegen! | |
| Sagredo: | Wie kannst du ihre erbärmliche Schlauheit mit Vernunft verwechseln! | 35 |
| Galilei: | Ich rede nicht von ihrer Schlauheit. Ich weiß, sie nennen | |
| | den Esel ein Pferd, wenn sie ihn verkaufen, und das Pferd | |
| | einen Esel, wenn sie es einkaufen wollen. Das ist ihre | |
| | | 40 |
| | Schlauheit. Die Alte, die am Abend vor der Reise dem Maulesel mit der harten Hand ein Extrabüschel Heu | 40 |
| | Mauresei IIIII UEI Haiten Hanu EIII EXII ADUSUIEI MEU | |

45

vorlegt, der Schiffer, der beim Einkauf der Vorräte des Sturmes und der Windstille gedenkt, das Kind, das die Mütze aufstülpt, wenn ihm bewiesen wurde, daß es regnen kann, sie alle sind meine Hoffnung, sie alle lassen Gründe gelten. Ja, ich glaube an die sanfte Gewalt der Vernunft über die Menschen. Sie können ihr auf die Dauer nicht widerstehen.

Indicative Content

This episode takes place during scene 3 in which Galileo proves the Copernican system by means of his telescope, something he has just shared with his friend Sagredo. His friend warns him of the potential dangers his research entails if he broadcasts it, but Galileo proclaims himself a believer in human reason. At the conclusion of the scene Galileo tells Sagredo that he intends to move from the Republic of Venice to the court at Florence so that he can gain the funds needed for proper time to research. Sagredo has just read out a letter in which Galileo has attempted to ingratiate himself to the very young duke. After the final line of the passage the end of the letter is projected onto stage.

Key to an interpretation of the scene is the conflict arising between Galileo's belief in the power of reason, which is ironically blind to the realities of Church authority, and Sagredo's more pragmatic view of the workings of society. The character of Galileo is revealed to be bullish and unbending. His fundamentally optimistic belief in the triumph of reason over circumstance comes through in this interchange. His ideas on God also reveal the way in which he rejects the Church's own interpretations thereof, yet also the naivety with which Galileo operates at this stage. Unable to see the potential dangers, despite his insistence throughout on the need to see, he does not acknowledge the conflict his work will bring about ('Ich bin Mathematiker'). The absolute faith in reason is also revealed here, as Galileo is unerring in his belief that proof will overturn prevailing conditions. The stage direction for Sagredo is telling at this point ('ungläubig'). The scene sets up a position for Galileo which is eroded throughout the rest of the play as he comes into conflict with authority and economic forces, some of which are of his own choosing ('Ohne diesen Glauben würde ich nicht die Kraft haben, am Morgen aus einem Bett aufzustehen.'), and also with his own blindness to the reality of the situation. Sagredo is revealed as prescient in his predictions of the troubles Galileo will face, and as such distances the spectator from the rhetoric with which Galileo seeks to make his points. Galileo's method of teaching is also revealed in his final scene, although attention may be drawn to the language used, especially the 'sanfte Gewalt der Vernunft über die Menschen'. Points and conclusions should be fully justified by means of precise examples from the passage.

Example Candidate Response – Merit

The passage is taken from, scene 3 11. A. Gratifei'. Gratiles has recently Leben des revealed his telescope to the Venetion court, and earned 500 skudi for it he and sagreds are now discussive Galileo's new findings and theories. this Introv Sagredo finds these particularly controversial go against the Church's teachings. The passage reveals several things about Galileo. Early on we learn that despite being an ardent scientist, and one who suggests such controversial theories. Galileo still believes in God or is at least open to the possibility that he exists, this is shown 3 through his statement of 'In unsoder ningends!' in response to sagredo's question of where God is in his space world system. This would suggest that Galileo is not anti- Church or against religion, he marely wishes to spread

truth. It is also clear that Galileo is very much a believer in proof and bajor (An) as he says the 'der Verbrannte' was only executed because he could not proove anything rather than that her was scen as a harefic. This estibits a rather name side to craliles in that he espects to simply show his logic and reasoning to the Church and they will accept he is right Coalites also shows himself to not truly understand Apan the common, or other, people. He believes pass in reason and that they are as logical as he is and refuses to accept that In they can be irrational. Sagredo, however, is clearly more

aware of the real world. He fully knows that the Church is not going to just accept what Cralileo has to say the is also more religiously minded than Galileo and believes that God and religion are relevant no matter who you are as he says to Galileo 'Vor allen bist du ein v Menseh! He may also understand the popple better than Galileo; he recognises their irrationality and superstition but perhaps behind what he says about comets with the thought that science and the people' should 32 be lept server separate. Yet he presumes Galiles is talking solely about scientific reason and logic when really be is

also thinking of more worldly reason and intellect such that they use var unning for their own ends. (An The ideas that Galileo has are not traly espressed in the passage although it 3 is clear that they are controversial and therefore dangerous for whoever expresses / them. They are also not new ideas but rather ones that the 'der Verbrannte' espressed, (n) however Gableo now has proof that they are true. Gables and Sagredo also Pr/ espress theories about the reason and intellect of the people. As mentioned before, Sagredo tottes as views reason as purely ?) scientific and so attributes none to the

people. Galiles of on the other hand believes very much is the people, and that they have their own way of logic. An overall the passage reveals manythings about CONCA the characters and ideas expressed within the passage and indicates that Galiles and Sagads are very different kinds of scientists. Content 10 (basic nerponse, some understanding, 25 development und illustration limited, onviscions, padding) Structure 35

Examiner Comment

This commentary on the extract demonstrates a basic understanding of the passage. The context is clearly identified, and there is some understanding of characters and issues. However, the essential problem with the approach taken is that there is an approximate rather than a close reading of the passage, and there could be significantly more development of points made through appropriate illustration. (This is not an isolated example of this weakness in technique for candidates who chose to answer commentary questions).

One of the essential features to be brought out more forcefully, for example, is the conflict between the two men's approaches : the optimistic belief in the triumph of reason over circumstance contrasted with Sagredo's more pragmatic view of the workings of society. This is key to understanding why Galileo subsequently comes into conflict with authority, and underlines his own blindness to the reality of his situation.

This general narrative approach to the passage, then, does not succeed in highlighting a number of important points about themes, character and significance of the passage. There are some assertions which are frustratingly left undeveloped: there seems little appreciation of the passage as a piece of theatre, and no assessment of the dramatic function.

The answer was placed in the 'weak' box for content, and at the lower end of the Merit boundary.

Content 10/25 Structure 3/5

Example Candidate Response – Pass

he havong was taken mon Crift of Value terance decides to rens himly las Am los les Intro his theories there, despite He school Miscouraacmint Dano ne web 170100 agrino. we Jaaredo anguing over a All and musial lard 3 new Constoll where what and BOM Kcause Galillo mahl ionolano Duno who 60 10 pass age ar ningmal burnd one, Mil der the mus stake han m an some alm avid events described before the in Solare Rhad . would Jamedo parieno unit Usi horns and lines rali exclamatio Net martes und An segnal hard of Nen. 62000 thour do shonal benere neason, el marga dead are not moved by arguments shad only Danino line 33: mus die miche mehr Cassen Joren bewegen von grunden Jaarens of and asserto merste are Cunning P moled ly reaso logical " argumen Is and B revealed 10 he Jairly mister. 10 Tagreolo lased realism M his Cannod repu reapon los duran long

Cambridge Pre-U Example Candidate Responses

tirol dark Clark US argument tin successful onna Conci Col reason for basic response, some knowledge, limited development. Durisus omission Structure (

Examiner Comment

This commentary exercise briefly narrates the events in the passage and demonstrates that the candidate has some understanding of themes and character. It is however the brevity of the response (and it seems that the answer is unfinished, for some reason) which limits the extent to which analytical skills are in evidence.

In a brief survey of the scene, the response mentions two key features: the heated exchange between Galileo and Sagredo and the tension between science, reason and pragmatism. However, these points which merit much greater development, for they are key to the scene, are not analysed further; nor are they related to further textual detail. The final paragraph too promises an understanding of the dramatic nature of the scene, but the reader is left dissatisfied as the essay grinds to a stop all too soon.

The mark, at the bottom of the Pass box, gives credit for a basic response and some knowledge, but the very limited discussion and illustration and a number of obvious omissions (including a conclusion) point overall to an unsatisfactory commentary technique.

Content 7/25 Structure 2/5

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