



GCE A LEVEL MARKING SCHEME

SUMMER 2024

**A LEVEL
GERMAN - UNIT 5
1820U50-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE A LEVEL GERMAN - UNIT 5

SUMMER 2024 MARK SCHEME

CRITICAL AND ANALYTICAL RESPONSE IN WRITING (40 total marks)

General Advice for Examiners

The candidate is required to write **one** essay on the literary work they have studied; the skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that he/she is able to manipulate German accurately in written forms, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries or communities where German is spoken. In Unit 5, AO4 will be in the context of the literary work studied. There is one marking grid; You will apply the mark scheme as set out in the marking grid. In the marking grid there are five bands for AO3 and AO4. Each band contains 4 marks. To select the appropriate band and mark you must do the following:

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. You should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the answer should be viewed holistically. Beginning at the lowest band, you should look at the learner's answer and check whether it matches the descriptor for that band. You should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the answer. If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to penalise candidates as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of answers that have been awarded a mark by the Principal Examiner. You should mark the examples and compare their marks with those of the Principal Examiner. When marking, you can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

For AO4 a successful critical and analytical response is one which will clearly demonstrate that the candidate is able to present and justify points of view, develop arguments and draw conclusions based on understanding. At A Level, knowledge and understanding of the work must include a critical and analytical response to aspects such as structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied.

The approximate number of words advised for the essay response is 400 words. Responses which exceed the guidance must not be penalised and reward must be given for all valid responses. It is content which will determine whether a candidate has written enough to access the full mark scheme and not the number of words. Additional notes are provided with the mark scheme but they are not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

When marking you should have the titles to hand as the questions require the candidate to deal with a specific idea or ideas. The candidate is expected to answer the questions as set and not provide a **general** comment on the subject matter as a whole. If a candidate adopts a broad-brush approach he/she will be unlikely to focus on the questions as set, leading to digression and irrelevance.

Unit 3: Mark scheme

For each question the marks are divided as follows between the assessment objectives AO3 and AO4.

Task	AO3	AO4	Total marks
One essay either (a) or (b)	20	20	40
Total	20	20	40

UNIT 5: MARKING GRID FOR CRITICAL AND ANALYTICAL RESPONSE IN WRITING [40 MARKS]

Marks	AO3: manipulate the language accurately, in written forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
17-20	- Excellent manipulation of the language of study; almost error-free - A wide range of lexis and idiomatic structures used - Excellent use of language appropriate to the task set	17-20	- Excellent knowledge of different aspects of the culture and society of Germany and German- speaking countries and communities appropriate to the question set - Arguments and points of view developed and justified by evidence from the source material - Conclusions drawn based on detailed analysis of issues and themes
13-16	- Very good manipulation of the language; some errors occur when attempting more sophisticated or abstract contexts and structures - A good range of lexis and idiomatic structures used - Very good use of language appropriate to the task set	13-16	- Very good knowledge of different aspects of the culture and society of Germany and German-speaking countries and communities appropriate to the question set - Arguments and points of view usually justified by evidence from the source material - Conclusions usually drawn based on analysis of issues and themes
9-12	- Sound manipulation of the language of study; some errors occur which are repeated - A range of lexis and idiomatic structures used - Some evidence of language appropriate to the task set	9-12	- Good knowledge of different aspects of the culture and society of Germany and German- speaking countries and communities generally appropriate to the question set - Arguments and points of view are not fully developed or justified by evidence from the source material - Conclusions are based on superficial analysis of issues and themes
5-8	- Limited manipulation of the language of study; high incidence of elementary errors - A limited range of lexis and structures influenced by English/Welsh idiom - Limited use of language appropriate to the task set	5-8	- Limited knowledge of different aspects of the culture and society of Germany and German- speaking countries and communities and not always relevant to the question set - Response is descriptive rather than critical - Conclusions are unconvincing and not based on an analysis of issues and themes
1-4	- Very limited manipulation of the language of study; sentences fragmented - Very few correct patterns or features - Virtually no use of language appropriate to the task set	1-4	- Very limited knowledge of different aspects of the culture and society of Germany and German-speaking countries and communities and generally inappropriate to the question set - Response is fragmentary. No critical appreciation - No conclusions drawn
0	Nothing of value.	0	Nothing of value.

Additional Notes

Beantworte eine Frage, entweder (a) oder (b). Schreib ungefähr 400 Wörter auf Deutsch.

1. Bertold Brecht: *Der gute Mensch von Sezuan*

- (a) Welche Aussage steht hinter dem „Lied von der Wehrlosigkeit der Götter und Guten“, und welche Rolle spielt es im Stück?

In response to the question the candidate may consider:

- The song reflects the hopeless situation of the good people.
- It criticizes the gods who do not intervene in order to help the good ones and to punish the evil ones.
- It reflects Shen Te's situation.
- It sums up the insight that it is impossible to be good and to follow the gods' advice.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate

Oder

- (b) Welche Rolle spielt der Tabakladen im Stück?

In response to the question the candidate may consider:

- Shen Te buys the tobacco store with money she receives from the gods.
- Shen Te's neighbours take advantage of her when she opens up the shop.
- In order to save the shop, Shui Ta has to intervene.
- The shop exemplifies that it is impossible to be good in an unjust society.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate

2. Friederich Dürrenmatt: *Die Physiker*

- (a) Was für eine Person ist Dr von Zahnd, und wie wichtig ist sie für das Stück?

In response to the question the candidates may consider:

- Dr von Zahnd is the owner of the asylum and in charge of the patients.
- She is instrumental in the murder of the nurses.
- She steals Möbius' research findings in order to gain control of the world.
- Dr von Zahnd is insane, she believes that she acts upon the advice of King Solomon.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate.

Oder

- (b) Dürrenmatt nennt sein Stück eine Komödie, inwiefern stimmt das?

In response to the question the candidates may consider:

- The play contains tragic and humorous aspects.
- The way the physicists conduct themselves is humorous e.g playing the violin.
- It is ironic that Dr von Zahnd is the only insane person in the asylum.
- The fact that the physicists have to stay in the asylum for the rest of their lives and the fact that all their sacrifices were in vain since Dr von Zahnd stole the world formula are tragic.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate.

3. Dirk Kurbjuweit: *Zweier ohne*

(a) Welche Rolle spielt das Essen in dem Roman?

In response to the question the candidate may consider:

- Johann gets to know Vera when they eat pancakes in Ludwig's house.
- Ludwig and Johann have to watch what they eat because of their rowing.
- Ludwig forces Johann to go hungry.
- Ludwig's overeating is a way to control Johann.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate

Oder

(b) Wie wichtig sind die Selbstmörder deiner Meinung nach in dem Roman?

In response to the question the candidate may consider:

- Ludwig's and Johann's friendship starts when a suicide victim lands in Ludwig's garden.
- The way Ludwig reacts to the corpses reveals his fascination with death.
- Ludwig and Johann even celebrate death with the last corpse they find together.
- With his suicide, Ludwig intends to unite the friends for ever.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate

4. Siegfried Lenz: *Das Fundbüro*

- (a) Inwiefern ist das Fundbüro ein idealer Arbeitsplatz für Henry?

In response to the question the candidate may consider:

- Henry enjoys interacting with people who reclaim their property.
- Henry finds his identity and his new friend Fedor.
- Henry likes his colleagues and even fancies Paula.
- Henry does, however, realise that there will be redundancies.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate

Oder

- (b) Welche Rolle spielt Paula im Roman?

In response to the question the candidate may consider:

- Paula is the centre of the lost property office.
- Paula likes Henry, but since she is married, she does not enter into a relationship with him.
- In contrast to Henry, Paula does not believe in new beginnings.
- Paula suggests Henry as the new boss of the lost property office.

The above points are **suggestions** only and are **not exhaustive**. Look for and reward all relevant points argued by the candidate