



General Certificate of Education

German 6661 *Specification*

GR5W The Cultural and Social Landscape in Focus

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Unit 5W**Quality of Language Marks**

The assessment objectives will be allocated in the following way.

		% of A Level	Marks
AO2	Response to written language	2.5	5
AO3	Knowledge of grammar	2.5	5
AO4	Knowledge of society	10	20
	TOTAL	15	30

The following criteria will be used.

	Knowledge of Society (AO4)
16-20	Demonstrates thorough knowledge and understanding of the task using a wide range of examples and evidence. The answer is fully relevant with a good depth of treatment.
11-15	Demonstrates sound overall knowledge and understanding of the task, using a good range of examples and evidence. The answer is mostly relevant, treating the task in some depth.
6-10	Demonstrates some knowledge and understanding of the task. Examples and evidence are mostly simple, but the answer is generally relevant.
1-5	Demonstrates only limited knowledge and understanding of the task. Limited range of examples and evidence, often superficial.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

	Reaction/Response (AO2)
5	A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well organised structure with clear progression.
4	Some attempt at evaluation with some personal reaction and conclusions but not always convincingly illustrated/justified. Logical structure with some progression.
3	Some evaluation evident, but relies on received ideas with few conclusions and little personal opinion. Some attempts at structure. Ideas generally not well supported.
2	Little relevant reaction/opinion/evaluation, generally factual or descriptive. Very poor structure.
0-1	Little or no reaction. No real illustration or justification.

	Knowledge of Grammar (AO3)
5	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes.
4	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
3	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Grammatical errors rarely impede comprehension.
2	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors generally do not impede comprehension.
0-1	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Grammatical errors may significantly impede comprehension.

GENERAL POINTS

AO4 Knowledge of Society

Marks are awarded for the way in which knowledge of a text/topic is applied to a **specific** question. This is the **task** referred to in the Mark Scheme.

It is useful to bear the following in mind:

- detail provided and depth of treatment
- appropriate examples from text/topic
- justification/explanation of points made and examples made
- relevant quotation (if appropriate)
- personal involvement/insight/flair
- structure – introduction, paragraphing, conclusion.

The above criteria should help to place an answer into one of the 4 bands indicated on the Mark Scheme.

The extent of personal involvement, insight, flair and the overall structure of the piece should help with the fine tuning within the band and the reaching of the AO4 mark for the task.

AO2 Reaction/Response

Marks are awarded for the way in which the candidate reacts/responds to points made in answering the specific question.

It is useful to bear the following in mind:

- amount of reaction/response
- explanation/personal opinion
- speculation/assessment/conclusions drawn
- justification
- illustration
- originality (where appropriate)

AO3 Knowledge of Grammar

It is useful to bear the following in mind:

- fluency
- range of vocabulary/tenses/constructions
- sophistication of language/use of idiom
- how easy the piece reads/communicates its message successfully (to a sympathetic native speaker)

NB Accuracy is only one of the criteria used to determine the mark awarded.

Notes for Answers

Schlink: Der Vorleser

1 (a) *Untersuchen Si*

e die Beziehung zwischen Michael und Hanna im ersten Teil des Romans, bevor Hanna aus seinem Leben verschwindet.

- Narrator, Michael Berg is 15 in first part of novel – he is close to his family, his world involves them, his education, his bout of jaundice and increasingly the 36-year-old Hanna Schmitz.
- In Part 1, Michael casts his mind back to his adolescent love affair with Hanna more than 30 years earlier. His mood is nostalgic.
- Hanna appears to him from the standpoint of the present as vital, raw and uninhibited.
- This is a strong contrast with his own family life – bourgeois, stuffy and without excitement.
- Novel begins with Michael on his sick bed in January (Gelbsucht) – a blackbird sings to herald the end of his confinement – he recalls the beginning of his illness (October) – he was violently sick in the street. He describes first encounter with Hanna – the middle-aged woman who had come to his aid, cleared away his vomit and taken him into the courtyard in the middle of her block of flats. She had washed him and sent him away. He has been unable to stop thinking about her ever since.
- Michael recalls how he, as an adult, can still picture the outside of Hanna's house – the past is always with him – strong impact.
- He does not recall the details that made his love for Hanna more than adolescent fantasies come true.
- He does not choose to delve too deeply into Hanna's secrets at this point. He does not even remember what they talked about first time he stood in her kitchen. He only recalls his sexual desire – she was ironing his underwear, he could see her getting undressed through crack in bedroom door.
- The focus of Michael's narrative is his taboo relationship with an older woman. There is little regard for accuracy.
- For Michael, his first encounter with Hanna was „Begegnung zwischen Küche und Flur“
- They belong to different worlds – neither is at home in the other's environment. His world is of bourgeois respectability, hers is a world in which middle class morality and good manners are superfluous – tram conductor and when not doing that is busy with housework.
- For Michael, his meetings with Hanna take him away from his own world.
- First time he leaves her house, he returns home via his „Schulweg“ - a familiar path. With time however, he becomes ever more distant from his family.
- Contrast between Hanna's and Michael's life – her immediacy, passion and lack of inhibition and his family's conventionality and formality.
- Hanna's sexual desire and openness to physical and emotional gratification – opposite to his father's distance and his mother's inability to show affection.
- Hanna is „Weltvergessenheit“ – with her, Michael can forget the closed world of his teenage existence.
- Michael delights in the naivety of Hanna and the fact that she feels no guilt, no inhibition – he will never recapture this in adult life. He likes Hanna's ignorance c.f. his later girlfriends.
- Hanna does not use words, questions or reflection – c.f. Michael's father.
- For as long as Hanna appears immune to the burden of guilt, she offers an attractive refuge.

- There are hints of regret by Michael for lost innocence throughout Part 1 – „Warum macht es mich traurig, wenn ich an damals denke“.
- There are clues in Part 1 to Hanna's ignorance and to her illiteracy, as well as inclination towards brutality – Michael failed to spot these – she asked him his name but his school books had been in her kitchen, Michael reads aloud for her – bizarre situation of an adult being read to by a teenager. Following an argument, she whips him across the face with a belt – she destroys the note because she cannot understand it – he feels betrayed.
- Her repeated brutality, cruelty and indifference and her will to dominate are ignored by Michael – the same characteristics she displayed in the camp. Michael was happy and that is all that counts.
- When Michael reads to Hanna, she begins to display empathy for the characters – to consider the feelings of others – the beginning of the end of Michael's attraction, the beginning of the end of the affair – he had been attracted to her lack of reflection and feeling for others.
- At the end of Part 1, Michael experiences guilt – he spent more and more time with friends, was attracted to Sophie. He lied to Hanna and prefers to be with his friends.
- He refuses to acknowledge Hanna at swimming pool when he is with his friends – he feels that this contributed to her leaving her job and the city – he still feels guilty when he later learns that she left because she had been offered promotion which would have revealed her illiteracy.
- At the end of Part 1, Hanna appears to be a victim of. Michael's adolescent betrayal.
- Sex with a minor – dubious nature of relationship from legal point of view.

(b) Inwiefern gelingt es Michael nach dem Kriegsverbrechensprozess, Hanna aus seinem Gedächtnis zu verbannen?

- Michael attends Hanna's trial as a law student, along with his seminar group.
- He claims that he was left cold by seeing her again – contradicted by his attempts to diminish her guilt and to charge the court and his generation with treating her unfairly.
- After the trial Michael begins to feel alienated from his fellow students – he does not like their urge to condemn their parents for the Nazi past.
- From the end of the Auschwitz trials in 1965 until the early 1980's, Michael prefers to repress the story of his past with Hanna.
- He persuades himself that he is guilty of having loved an animal. However, he cannot stop comparing his life with her with the less satisfying life with his wife.
- He cannot suppress his feeling of elation when a tram, already in motion, halts and opens its doors to let him board – obvious allusion to Hanna – mark the moment when he rejoins his past – he no longer feels ashamed of his love for her.
- The narrator looks back on his efforts to “rescue” Hanna from herself – his desire to “enlighten” her only led to the destruction of what was Hanna. By the end of the novel she is broken.
- Michael finds an old woman, dirty and unkempt and lacking the characteristics he had loved and that had made her appear so different from educated people.
- Throughout her 18 years in prison, she received tapes from Michael of major works of German literature. For Michael at the time, illiteracy equalled ignorance but for the narrator it equalled innocence.
- Michael's chosen profession and his study of Nazi law and comparison with West German – he is haunted by Hanna.

Brecht: Der gute Mensch von Sezuan

2 (a) Welche Aspekte des menschlichen Verhaltens stellt Brecht in dem Stück dar?

- Gods search for one good person- „wir müssen **einen** finden!“
- Character of Shen Te – only person who will offer shelter to the Gods
- Once Shen Te has the shop – the procession of no-gooders who come by
- „Hilfsbedürftige/Ausbeuter/Schmarotzer“ – Shen Te staggers from one disaster to the next – failure of being good – as shown by Brecht
- Brecht introduces Shen Te's cousin – Shui Ta – she slips into his character and is able to act in a more calculating, economically sensible way and can say No! He can place demands and keep the rogues in check.
- Shen Te can only actually be good with the help of Shui Ta – „gut sein geht nur, wenn man auch schlecht ist!“
- Christianity and its morals – Shen te represents a kind of holy attitude but on the other a kind of naive christian – bent on doing good and doomed to failure – without the help of Shui Ta.
- In a world with so much material need and misery it is impossible to be ethically and morally good and find prosperity, without being bad every now and again.
- Impossibility in a capitalist society to survive and remain good. Also the poor, partly because of their poverty but also because of greed and envy are also bad.
- Epilog – Liegt es am Menschen? Liegt es an der Welt und ihrer Ordnung? Liegt es an den falschen Göttern? Liegt es an allen dreien? Kann man dies ändern? Was muss man ändern, falls man es kann? Wie soll man dies verändern? – the good person must allow himself to be bad occasionally in order to be good in the long run.

(b) Welche Rolle spielen die drei Götter in dem Stück? Inwiefern sind diese Figuren erfolgreich?

- Three Gods visit the world to investigate the complaints of human kind about the world order and to see if the world can remain as it is.
- Water seller Wang waits on street in Sezuan for the Gods – offers his service in finding accommodation
- Gods not received well – only Shen Te will offer them shelter
- Gods find only one person who is good – Shen Te –
- Gods give Shen Te money – she acquires the tobacco shop and can only sustain things by transforming into her „Vetter“ Shui Ta
- „Die Welt kann bleiben, wie sie ist, wenn genügend gute Leute gefunden werden, die ein menschenwürdiges Dasein leben können“
- Gods appear to Wang in a dream and urge him to help Shen Te in her quest to be good.
- Shen Te prevents suicide of pilot Sun.
- Shen Te buys water from Wang despite the plentiful rain water.
- Gods appear again to Wang in a dream and he reports of Shen Te's good deeds and of her difficulties and about Shui Ta
- Shen Te's love for Sun – he is intrinsically bad and wants the shop. Shen Te, despite Shui Ta, loses the shop.
- Gods appear again to Wang – Wang reports of Shen Te's failure – Gods can still see a good end.
- Shen Te is pregnant and needs to change in to Shui Ta to protect her unborn child – „Was ich gelernt in der Gosse, meiner Schule/Durch Faustschlag und Betrug, jetzt soll es dir dienen, Sohn zu dir will ich gut sein und Tiger und wildes Tier zu allen anderen, wenn sein muss“.
- The Gods appear again to Wang – he is concerned for Shen Te and asks for „Entlastung“ - eine Verringerung der Anforderung der Götter – „Wohlwollen...anstatt Liebe....Billigkeit anstatt Gerechtigkeit...und Schicklichkeit anstatt Ehre“.
- Shui Ta is arrested – the Gods appear a final time to Wang who explains all. The Gods have failed in their quest for good people – they stick with Shen Te
- „Unsere ganze Suche ist gescheitert. Wenig Gute fanden wir, und wenn wir welche fanden, lebten sie nicht menschenwürdig“.
- Gods place their hope on Shen Te – but she has disappeared.
- Following the trial of Shui Ta – he unmasks himself as Shen Te – she explains the double role – „Unmöglichkeit, in einer Welt von Not und Elend gut zu sein“.
- Gods do not want to admit that the task is too large or that the world must be changed. They disappear on a pink cloud.
- Verfremdungseffekt of God's on Earth.
- Gods bring humorous effect and are ultimately ineffectual – Brecht would not want it otherwise – only human beings can make the world better.

Heym: Auf Sand gebaut

3 (a) „Kommt die D-Mark nicht nach hier, geh’n wir hin zu ihr!“ Inwiefern repräsentiert dies die Zeitstimmung vor der Wende in der DDR?

- Wir sind das Volk....wir sind ein Volk! – totale Umkehr von Sinn und Bedeutung durch ein winziges Wort.
- Kommt die D-Mark nicht hier, geh’n wir hin zu ihr – die beste Definition von Deutschland, einig Vaterland.
- Story of der Zauberlehrling – Michael Heidenheim/Michael Hyde – sold his soul – now in conversation with his „mentor“ from the old days to whom he says: „Ich bin kein Judas“ – „Ich bin einfach gegen die Kommunisten“- he tells his mentor that the communists have now done for him. His mentor accuses him of betraying his father murdered by the Nazis and the people who helped him when he came crawling for help.
- Those who have left before the Wende and sold themselves to the land of milk and honey – West Germany/USA may have material wealth but are not happy.
- Wir sind das Volk/wir sind ein Volk – the irony that this is far from the case.
- The economic decay and ruin of Eastern Germany – the inability to compete in the capitalist society – unemployment followed “freedom” and disillusionment was close behind as reality set in.
- The sense of togetherness and solidarity are replaced by the survival of the fittest.
- The saviours from the west became the scavengers and exploiters of the economic weakness of the new states and their inhabitants – a sense of indignation at such exploitation – the rapid destruction of the myth of the liberators.
- The realisation that friends who had deserted the DDR and sought fame and fortune in the West had not found happiness in wealth and luxury.
- Some, and often those in positions of power in the apparatus of the DDR, slipped into new roles of power in the west – the ordinary man suffered.
- A loss of framework and sense of security, despite the difficulties of the regime, led to difficulties in society which now displayed an alarming lack of compassion.

(b) Inwieweit wirft Heym in seinen Erzählungen einen realistischen Blick auf das Deutschland der Wendezeit?

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