



GCE A LEVEL MARKING SCHEME

SUMMER 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

GCE A LEVEL (NEW) GERMAN – UNIT 5

SUMMER 2023 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.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

Unit 5: 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Excellent knowledge of different aspects of the culture and society of France and French-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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Very good knowledge of different aspects of the culture and society of France and French-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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Good knowledge of different aspects of the culture and society of France and French-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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Limited knowledge of different aspects of the culture and society of France and French-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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Very limited knowledge of different aspects of the culture and society of France and French-speaking countries and communities and generally inappropriate to the question set • Response is fragmentary. No critical appreciation • No conclusions drawn
0	<ul style="list-style-type: none"> • Nothing of value. 	0	<ul style="list-style-type: none"> • 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* [40]

(a) Welche Rolle spielen die Götter im Stück?

In response to the question the candidate may consider:

- the three gods strive to find a “good person”
- they set the plot into motion
- they select Shen Te as the “good person” since she offered them accommodation
- the three gods ignore the plight of humans and stick to their rules and principles.

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

Oder

(b) Welche Kritik übt Brecht in diesem Stück an der Gesellschaft?

In response to the question the candidate may consider:

- Brecht criticizes capitalist society with its exploitation and injustice
- Shen Te cannot be good in a society which exploits her
- Shen Te needs to exploit others in order to survive
- Sun receives extra gratification so that he treats the workers very badly for his own gain and the gain of his boss.

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***

[40]

- (a) Welche Rolle spielt es im Stück verrückt zu sein?

In response to the question the candidates may consider:

- the three scientists pretend to be insane so that Möbius' invention will not lead to the destruction of the world
- the three are prepared to be sane in an insane environment in order to save the world
- the director of the asylum, Dr Zahnd is the only genuinely crazy person in the play
- her behaviour shows that being insane or pretending to be insane does not save the world.

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

Oder

- (b) Welche Problematik spricht Dürrenmatt im Stück an, und wie wichtig ist sie heute noch?

In response to the question the candidates may consider:

- Dürrenmatt intends to demonstrate the implications and dangers of research findings
- Dürrenmatt exemplifies that scientists frequently are not aware of the potential implications of their findings when they start their research
- once a researcher has understood the dangers of his research he is unable to control the use/abuse of his findings
- we wonder about the safety of recent research findings e.g. nuclear power, genetic research.

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*

[40]

- (a) Inwiefern ist der Titel „Zweier ohne“ eine Reflexion der Problematik, die im Roman dargestellt wird?

In response to the question the candidate may consider:

- the coxless state of their rowing boat is a symbol of their friendship
- in life they are without guidance as well
- the input of their parents or other third parties is minimal
- their friendship excludes all others and culminates in Ludwig's death.

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

Oder

- (b) „Johann behandelt weder Ludwig noch Vera fair!“ Inwiefern bist du auch dieser Meinung?

In response to the question the candidate may consider:

- Johann is very keen to find and keep a friend
- Johann therefore does not ask others for help when he realises that Ludwig has a troubled mind
- in order not to lose Ludwig, he keeps his relationship with Vera a secret
- Johann does not give Vera the recognition she deserves and fails to help his friend.

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***

[40]

- (a) Wie beurteilst du das Ende des Romans?

In response to the question the candidate may consider:

- the end of the novel is negative for Fedor because he is being treated very badly
- Henry rescues the black postman Jo and gets support from various other people
- at the end of his novel Lenz expresses some optimism when he shows that people are prepared to fight against hatred towards foreigners
- by refusing to accept promotion at the end of the story Henry demonstrates that he is true to himself and refuses to do jobs he does not enjoy.

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

Oder

- (b) Die Geschwister Henry und Barbara sind ganz unterschiedlich. Inwiefern bist du auch dieser Meinung?

In response to the question the candidate may consider:

- Barbara works in a responsible position for the family-run firm
- Henry refuses to work for the family-run firm
- in contrast to Barbara, he has no ambitions and intends to find a job he enjoys
- brother and sister are very similar in their concern for Fedor and other foreigners.

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