



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2024**

German

Assessment Unit AS 3

assessing

Extended Writing

[SGM31]

FRIDAY 24 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE German**.

Candidates should be able to:

- AO1** Understand and respond, in speech and writing, to spoken language drawn from a variety of sources, including face-to-face interaction.
- AO2** Understand and respond, in speech and writing, to written language drawn from a variety of sources.
- AO3** Manipulate the language accurately and appropriately, in spoken and written forms, using a range of lexis and structure.
- AO4** Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries and communities where the language is spoken and demonstrate critical analysis and evaluation of works created in the language studied.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication (QWC) is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form in English. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. For conciseness, quality of written communication is distinguished within levels of response as follows:

One strand of QWC will be assessed:

- ensuring that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

QWC will be assessed qualitatively and holistically and the standard required will be evident in the level banding marking criteria for each question.

Level 5: Quality of written communication is excellent.

Level 4: Quality of written communication is very good.

Level 3: Quality of written communication is good.

Level 2: Quality of written communication is quite good.

Level 1: Quality of written communication is weak.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 5 (Excellent): Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.

Level 4 (Very Good): Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Level 3 (Good): Presentation, spelling, punctuation and grammar are good and meaning is clear.

Level 2 (Quite Good): Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 1 (Weak): Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

AS 3 Extended Writing

Target Assessment Objective AO2

Band	AO2 Performance Descriptors Understanding	Marks
5	The candidate demonstrates an excellent understanding of the requirements of the question. The question is addressed appropriately and coherently with minimum repetition. Material relates very well to the task.	[29]–[35]
4	The candidate shows a very good understanding of the requirements of the question. The question is addressed appropriately and coherently. Material relates well to the task.	[22]–[28]
3	The candidate shows good understanding of the requirements of the question. The response may be of a general nature, lacking structure or uneven.	[15]–[21]
2	The candidate shows quite limited understanding of the requirements of the question. The response may be unstructured or inconsistent.	[8]–[14]
1	The candidate shows very limited understanding of the requirements of the question. Little relevant information is given.	[1]–[7]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Target Assessment Objective AO4

Band	AO4 Performance Descriptors Knowledge	Marks
5	The candidate demonstrates an excellent knowledge of the film/text studied and is able to focus appropriately on key aspects of the question. Detailed knowledge, views, arguments and insights are presented clearly.	[17]–[20]
4	The candidate shows a very good knowledge of the film/text studied and is able to focus appropriately on certain key aspects of the question.	[13]–[16]
3	The candidate shows good knowledge of the film/text studied and is able to focus on some aspects of the question.	[9]–[12]
2	The candidate shows quite limited knowledge of the film/text studied. There may be a lack of focus on key aspects of the question. Information given may be generally vague.	[5]–[8]
1	The candidate shows very limited knowledge of the film/text studied. There may be a lack of focus on key aspects of the question. Little relevant information is given.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Target Assessment Objective AO3

Band	AO3 Performance Descriptors Target Language	Marks
5	Excellent command of language with frequent examples of accurate and complex structures appropriate to AS level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	[17]–[20]
4	Very good, clear well-structured language much in evidence. Few basic errors and some use of more complex idiom and structures evident.	[13]–[16]
3	Good control of basic grammar and structures evident. Generally characterised by some lack of complex language and quite limited vocabulary with frequent misspellings. There may be some use of anglicised forms.	[9]–[12]
2	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary and may revert to use of anglicised forms or English words. Quite limited.	[5]–[8]
1	Predominance of grammatical and lexical errors that inhibit communication. Very limited command of idiom and vocabulary. Regular misspellings. Gaps and use of English common. Very limited.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Marks for AO2 [35]**Marks for AO4 [20]****Marks for AO3 [20]****Total marks [75]**

Extended Writing: Indicative Content

Examiners should look for a cogent and structured answer based on **some** of the following points and others which may be relevant.

1 Samdereli: *Almanya*

(a) Wie wird das Leben der Gastarbeiter in Deutschland dargestellt?

- **Haus/Wohnung**
 - ärmliche Verhältnisse
 - ungewohnte Einrichtung/beängstigende Gegenstände
 - mit zunehmendem Wohlstand später eine größere Wohnung/moderne Einrichtung
- **Familienbeziehungen**
 - enger Zusammenhalt der Familie/Großfamilie mit Großvater als Familienoberhaupt
 - soziale Kontrolle durch die Familie
 - gesellschaftliche Änderungen manifestieren sich in der jüngeren Generation
- **Beziehungen zu den Deutschen**
 - anfangs fremd besonders durch die Sprache
 - finden die Deutschen freizügig (Frau im Treppenhaus), schmutzig (Toilette) und seltsam (Hunde an der Leine)
 - Ausgrenzung in der Schule
 - Annäherungen durch Verbindungen mit Deutschen
 - Fatma will am Ende einen deutschen Pass

(b) Inwiefern verändert sich Hüseyin Yilmaz im Laufe der Geschichte?

- **Sein Leben in der Türkei**
 - wegen seiner bescheidenen Herkunft ist er Ziegenhirt und er hat wenig Möglichkeiten
 - jedoch ist er humorvoll, selbstbewusst, voller Energie und Zuversicht
- **Sein Leben in Deutschland**
 - schwere Arbeit aber ausreichend Einkommen für sich und seine Familie
 - er ist das Familienoberhaupt, obwohl seine Frau und Kinder ihr eigenes Ding machen
 - er versucht, die türkischen Sitten und Gebräuche beizubehalten
- **Seine Rückkehr in die Türkei**
 - Rückkehr zu den Wurzeln
 - endlich ein eigenes Haus besitzen
 - Traum von der alten Heimat
 - will seine Kinder und Enkelkinder mit ihren Wurzeln konfrontieren

2 Rothemund: *Sophie Scholl – Die letzten Tage*

(a) Wie wird Robert Mohr in dem Film dargestellt?

- **als Gestapo-Beamter**
 - sozialer Aufstieg durch die NS-Regierung (er war Schneider, dann Landgendarm)
 - ist wütend, wenn Sophie ihn anlügt
 - Sophie beschuldigt ihn indirekt als Mitläufer
- **als Patriot**
 - muss seine Pflicht tun
 - glaubt an sein Vaterland und an den Endsieg
 - ohne Gesetz gibt es keine Ordnung
 - eine neue Zeit ist angebrochen
- **als Mensch und als Vater**
 - ist im Stress/nimmt Tabletten
 - er will Sophie retten/zeigt zeitweise väterliche Fürsorge gegenüber Sophie
 - sorgt sich um seinen eigenen Sohn – er hatte “auch Flausen im Kopf”

(b) Welche Bedeutung hat der christliche Glaube in dem Film?

- **Sophies Elternhaus**
 - christlich/protestantisch
 - Vater war selbst für seine Überzeugung in Haft
 - jedes Leben ist kostbar
- **Sophies Überzeugung**
 - für die Freiheit/für ihr Gewissen
 - ist bereit, für ihre Prinzipien zu sterben
 - für Sitte, Moral und Gott
 - das ‘Kind im weißen Kleid’ ist die Idee, die überlebt
- **Die Welt hinter dem Gefängnisgitter**
 - Sonne, Himmel
 - Freiheit der Rede, der Bekenntnisse
 - morgen werden die NS-Verbrecher vor Gericht stehen

3 Becker: *Good Bye Lenin*

(a) Wie werden die Frauen im Film dargestellt?

- **Christiane**
 - ihre Rolle als alleinerziehende Mutter
 - ihre Arbeit als sozialistische Pädagogin
 - als Pflegefall

- **Ariane**
 - als junge alleinerziehende Mutter
 - als Schwester von Alex mit realistischer Einstellung
 - als Tochter, die mit der Wahrheit über den Vater nicht zurechtkommt

- **Lara**
 - als junge unabhängige Lernschwester aus der UdSSR
 - als wahrheitsliebende junge Frau
 - die aktiv wird und der Mutter schließlich die Wahrheit erzählt

(b) Wie gehen die Personen im Film mit Lügen um?

- **Christiane**
 - verheimlicht den wahren Grund für die Flucht des Vaters
 - gibt ihre Kraft für den Sozialismus, um eine heile Welt für Alex und Ariane zu gestalten
 - gibt am Ende nicht zu, dass sie von den gesellschaftlichen Veränderungen weiß

- **Alex**
 - warum er lügt und welche Lügen er sich ausdenkt
 - wie die Lügen ihm selbst helfen, mit den gesellschaftlichen Veränderungen zurechtkommen
 - wie er auf die Lüge der Mutter reagiert

- **Ariane und Lara**
 - wie sie auf die Lügen von Alex reagieren
 - Lara erzählt der Mutter die Wahrheit
 - Arianes Schwierigkeiten mit der Lüge der Mutter

4 König: *Ich fühl mich so fifty-fifty*

(a) Was erfahren wir in dem Roman über das Leben in der DDR?

- **Schule und Beruf**
 - Leben ist vorbestimmt
 - Einschränkungen und Schikane
 - Erfolg ist abhängig von Parteitreue

- **Einkaufen und Reisen**
 - Beschränkte Auswahl an Waren
 - Mangel und Schlangestehen
 - Gefühl von Eingesperrtsein, weil man nur in ausgewählte Länder reisen konnte

- **Freundschaft und Familie**
 - Rückzug aus der Gesellschaft in den Schutz des Privatlebens
 - man verbringt die meiste Zeit mit Familie und Freunden, weil man da sicher ist und weil es wenige andere Möglichkeiten gibt
 - Druck durch äußere Umstände (Republikflucht), die zu großen Konflikten führen können

(b) Welche Parallelen gibt es zwischen Sabine und ihrer Freundin Maria?

- **Außenseiterin**
 - sie sind beide 'Ausländerinnen', die sich oft unerwünscht fühlen
 - sie sind anders, sprechen anders, haben nicht den gleichen kulturellen Hintergrund

- **Erfahrungen in der BRD**
 - Enttäuschung über andere Menschen, die sie ungerecht behandeln
 - Erfahrung, dass eine andere Lebensqualität nicht unbedingt besser ist

- **Ihre Hoffnungen für die Zukunft**
 - Reisen und einander besuchen
 - Freiheit zu haben, dass sie sich das Beste aussuchen können