



---

**AS**  
**GERMAN**  
**7661/2**

Paper 2 Writing

---

**Mark scheme**

June 2019

---

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

---

System Name	Description
Tick	Any valid point made, support via example for points made and for any personal opinion or reaction to the points
?	Lack of clarity
REP	Repetition
SEEN	Seen

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## **Section A**

### **Guidance on level of accuracy in translations into the target language**

#### **A successful translation**

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

#### **Accuracy**

All spellings must be correct, including the use of lower and upper case letters. However in German both 'new' (post-1996) and 'old' spellings will be accepted, eg both *Schiffahrt* and *Schiffahrt*, and 'ss' will be tolerated in any words normally spelt with 'ß'.

#### **Repeated errors**

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

#### **Alternative answers**

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

**Section A**

The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 15 marks.

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.1	Many adolescents	Viele Jugendliche	Viele junge Menschen	
	admit	geben zu	sagen, dass	
	that they waste	,dass sie .....verschwenden		
	a couple of hours	ein paar Stunden		mehrere
	a day	taglich	pro Tag	
	on social platforms	auf sozialen Plattformen	mit sozialen Plattformen	

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.2	Approximately	Annahernd	rund/ ungefahr/etwa	fast/beinahe
	a quarter	ein Viertel	funfundzwanzig Prozent/25 Prozent	
	of all adults in Germany	aller Erwachsenen in Deutschland	von allen Erwachsenen	
	don't feel like ... any more	hat keine Lust .... mehr	will/wollen	fuhlen / mochten
	using	zu (be)nutzen		
	the Internet	das Internet		

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.3	In .... society	In der ... Gesellschaft		
	today's	heutigen	heutzutage/von heute	
	easy access	leichter Zugang		
	to child pornography	zu Kinderpornographie		

	worries us	macht uns... Sorgen		
	greatly	große	viele	

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.4	Above all	Vor allem		
	racism on the Net	Rassismus im Internet	im Netz	
	has caused	hat ..... verursacht		
	a decline	einen Rückgang		
	in the number	in der Zahl		
	of responsible users	von verantwortungsvollen Nutzern		verantwortlich

[3 marks]

Question	English	Possible answer	Other acceptable answers	Unacceptable answers
01.5	Social networks	Soziale Netzwerke		
	will ..... shrink	werden .... schrumpfen		
	definitely	bestimmt	sicher/zweifelsohne/ definitiv/ohne Zweifel	
	in the future	in (der) Zukunft		
	because of	wegen	weil sie ... haben	
	their dangerous content	ihrer gefährlichen Inhalte/ihrer gefährlichen Inhalts	ihrer gefährlichen Inhalt	

[3 marks]

Misuse of lower case/capital letters: Penalise no more than once in each section of the text, ie no more than five times in this question as a whole.

Word order errors: Penalise no more than once in each section of the text, ie no more than five times in this question as a whole.

[15 marks]





---

<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
29–30	15
27–28	14
25–26	13
23–24	12
21–22	11
19–20	10
17–18	9
15–16	8
13–14	7
11–12	6
9–10	5
7–8	4
5–6	3
3–4	2
1–2	1
0	0

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section B****Questions 02 – 17 Assessment criteria**

Each assessment objective should be assessed independently.

Students are advised to write approximately 250 words. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

<b>AO3</b>	
13-15	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
10-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
7-9	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.
4-6	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-3	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate complex structures accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

**Minor errors are defined as those which do not affect communication.**

**Serious errors are defined as those which adversely affect communication.**

**Minor errors include:**

incorrect spellings (unless the meaning is changed);  
 misuse of lower case and capital letters;  
 incorrect gender (unless the meaning is changed);  
 incorrect adjectival endings.

**Serious errors include:**

incorrect verb forms;  
 incorrect case endings, including pronouns;  
 incorrect word order in main and subordinate clauses.

**Complex language includes:**

subordinate and relative clauses;  
 conditional clauses;  
 infinitive clauses with zu;  
 prepositions with a non-literal meaning eg sich interessieren für;  
 object pronouns;  
 adjectival and masculine weak nouns.

The above examples are neither prescriptive nor exhaustive.

<b>AO4</b>	
17-20	<p><b>Very good critical response to the question set</b></p> <p>Knowledge of the text or film is consistently accurate and detailed. Students consistently use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
13-16	<p><b>Good critical response to the question set</b></p> <p>Knowledge of the text or film is usually accurate and detailed. Students usually use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
9-12	<p><b>Reasonable critical response to the question set</b></p> <p>Knowledge of the text or film is sometimes accurate and detailed. Students sometimes use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
5- 8	<p><b>Limited critical response to the question set</b></p> <p>Some knowledge of the text or film is demonstrated. Students occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
1-4	<p><b>Very limited critical response to the question set</b></p> <p>A little knowledge of the text or film is demonstrated. Students very occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

**Annotations for essay marking:**

Tick = content point considered in award of AO4 mark

REP = repetition

?

IRRL = irrelevant

SEEN = examiner has seen the page (where no other annotations appear)

0 2

**Heinrich Böll: *Die verlorene Ehre der Katharina Blum***

0 2 . 1

„Die Presse verfolgt nicht nur Katharina, sondern auch andere Leute, die eine Rolle in ihrem Leben spielen.“ Inwiefern stimmt diese Aussage Ihrer Meinung nach für das Werk?

Sie können die folgenden Stichpunkte benutzen:

- Else Woltersheim
- Gertrud Blorna
- Katharinas Mutter
- Sträubleder

**[35 marks]**

**Possible content**

- Press report that Katharina's aunt is the illegitimate child of a worker.  
They reveal the past of her mother and father.  
They infer she is a convinced socialist, if not communist.
- Trude calls the *Zeitung* "Pest".  
She is portrayed as an out-and-out communist.  
Press reports affect her professional life.
- Tötges disguises himself to visit Katharina's mother in hospital.  
She is bombarded by questions from the journalist.  
She is so stressed that she dies. The Press blame Katharina.
- Sträubleder is one person the Press do not pursue.  
His friend Lüding has the Press "in der Hand".  
Sträubleder is very influential with links to the Press and police.

0 2 . 2

Von welcher Bedeutung ist Dr. Blorna in dieser Erzählung? Hat er Ihrer Meinung nach einen positiven oder negativen Einfluss auf Katharinas Leben?

Sie können die folgenden Stichpunkte benutzen:

- sein Beruf
- seine Beziehung zu Katharina
- Blorna und die Presse
- seine Beziehung zu Sträubleder und Lüding

**[35 marks]**

**Possible content**

- He is an industrial lawyer.  
He is very successful in work and, consequently, well-off.  
He has won many lucrative contracts for Sträubleder.
- Blorna treats Katharina more as a friend than an employee.  
He has helped her financially to buy a flat.  
He offers to act as defence lawyer for Katharina and Götten.
- He is incensed by the lies about Katharina and wants to throw a Molotow cocktail into the editor's office.  
Blorna and his wife break off their holiday to be with Katharina.  
The press exaggerate by saying he lives a life of luxury.
- Blorna realises Sträubleder's and Lüding's part in the whole affair and is furious.  
He strikes Sträubleder, who downgrades Blorna in the company.  
Blorna loses his former financial stability and his health suffers.

0 3

**Bertolt Brecht: *Mutter Courage und ihre Kinder***

0 3

1

Untersuchen Sie die Rolle des Kochs. Wie beeinflusst er die Handlung?

Sie können die folgenden Stichpunkte benutzen:

- seine Beziehung zu Mutter Courage
- seine Einstellung gegenüber dem Krieg
- seine Vergangenheit und Yvette
- das Lied von Salomon, Julius Caesar und anderen großen Geistern

**[35 marks]**

**Possible content**

- Courage sells the capon to the Cook and they get along well thereafter. They flirt and she accepts him as a business partner and lover. They part as Courage refuses to go to Utrecht, because he will not take Kattrin.
- The Cook sees war as a business opportunity, a chance to make profit. He has no loyalty to the ruling class in times of war. He condemns the Chaplain for justifying war through God.
- Yvette had fallen in love with him when he was a dashing young man. The Cook is the reason she followed the army as a prostitute. Yvette unmasks him and warns Courage of his past.
- The Cook's song is important to major themes of the play. All the great men of the past met their fate because of their virtues. It is better to have no qualities; one can live without virtue, but not without bread.

03.2

„Mutter Courage will ihre Kinder schützen. Ihre Bemühungen sind aber katastrophal.“  
Wie stehen Sie zu dieser Behauptung?

Sie können die folgenden Stichpunkte benutzen:

- der Betrug des Werbers
- ihre langen Verhandlungen
- Katrin unter den Soldaten
- die Erschießung von Katrin

**[35 marks]**

**Possible content**

- Her ambition is to get her children safely through the war.  
Courage is outwitted by the recruiting officer.  
Eilif joins up.
- Schweizerkas is condemned to death.  
Courage hesitates too long over the sale of her cart.  
Yvette cannot secure her brother's release because of Courage's hesitation.
- She sends Katrin out alone among the soldiers.  
The girl is attacked and mutilated.  
There is no hope of marrying her off now.
- She is away trading, when Katrin seizes the drum.  
Katrin is shot dead before Courage returns.  
This is the third and last of her children that she has lost.



**0 4**

**Friedrich Dürrenmatt: *Der Besuch der alten Dame***

**0 4 . 1**

Was erfährt man in diesem Stück über Claires Vergangenheit? Inwiefern ist ihre Vergangenheit für ihr Handeln von Bedeutung?

Sie können die folgenden Stichpunkte benutzen:

- Claire als junge Frau
- Alfreds Benehmen gegenüber Claire
- Claires Ehen
- ihr Besuch in Güllen

**[35 marks]**

**Possible content**

- She was born in Güllen and had a very difficult childhood.  
Claire fell in love with Alfred III.  
He promised her a better future.
- III was the father of her child, who died.  
He won a paternity case against Claire by bribing witnesses.  
She was forced into prostitution and rejected by Alfred and the citizens.
- Claire met her first husband, Zachanassian, in a brothel.  
He died and left her a fortune.  
Since his death, she repeatedly married and divorced to gain immense wealth.
- She visits the town and its places of significance from her youth.  
She offers a million for Alfred's death.  
Her offer is too tempting and leads to Alfred's demise.

**0 4 . 2**

Beschreiben Sie die Rolle des Lehrers. Spielt er Ihrer Meinung nach eine bedeutende Rolle?

Sie können die folgenden Stichpunkte benutzen:

- der Lehrer in seinem Beruf
- seine Reaktion auf Claires Angebot
- sein Versuch, Alfred zu verteidigen
- das Ende des Stücks

**[35 marks]**

**Possible content**

- He is Rektor at the Gymnasium Güllen and respected by the town.  
He is a very experienced Classics teacher.  
He is a cultured man, who loves music.
- He felt uncomfortable at first sight of Claire.  
He is horrified by the offer.  
He says that everyone must act according to their conscience.
- The teacher is loyal to Alfred.  
He appeals directly to Claire to invest her money in the town and then with the Doctor he appeals to her to reconsider her actions.  
He chastises Frau Ill for abandoning her husband.
- He finally admits the temptation of money is too great.  
Even as a symbol of wisdom, he takes part in the Gemeindeversammlung.  
His belief in humanity is without influence.

0 5

**Max Frisch: *Andorra***

0 5 . 1

Untersuchen Sie die Rolle des Paters in diesem Stück.

Sie können die folgenden Stichpunkte benutzen:

- Andorra als ein frommes Land
- sein erstes Gespräch mit Andri
- seine widersprüchlichen Aussagen
- seine eigene Schuld

**[35 marks]**

**Possible content**

- The Pater extols the piety and peacefulness of the Andorraner.  
He encourages Barblin in the symbolic whitewashing of the house.  
He leads the St. George's Day religious procession.
- He tries to persuade Andri that he is different.  
His clumsy attempts to stress the virtues of being a Jew.  
His own anti-Semitism is revealed.
- The truth about Andri's parentage comes out.  
He is encouraged by die Mutter to convince Andri that he is, in fact, no different from the Andorraner.  
Andri finds this new 'truth' impossible to believe.
- The Pater admits his share of guilt in Andri's ultimate fate.  
He is the only one to do so.  
He could have given Andri an alibi, but was too cowardly.

**0 5 . 2** Auf welche Weise wird Andri zum Opfer der Andorraner?

Sie können die folgenden Stichpunkte benutzen:

- der Tischler und sein Lehrling
- der Lehrer und Barblins Heirat
- der Soldat und Barblin
- der Wirt und seine wahre Mutter

**[35 marks]**

**Possible content**

- The Tischler accepts money from the Lehrer to give Andri an apprenticeship.  
The Tischler deliberately takes the wrong chair for testing.  
He relegates Andri to the sales department.
- The Lehrer is in an impossible position.  
He told lies about Andri's parentage.  
He cannot allow Barblin to marry Andri.
- The Soldat despises Andri, because he is supposedly a Jew.  
He is jealous of Andri's relationship with Barblin.  
He beats Andri up and breaks into Barblin's bedroom.
- The Senora is killed.  
The killing causes the invasion.  
Andri is falsely blamed for it but it is clear that the Wirt is the culprit.

0 6

**Heinrich Heine : *Gedichte – Buch der Lieder***

0 6 . 1

Vergleichen Sie zwei Gedichte aus dieser Sammlung, in denen der Dichter seine Traurigkeit ausdrückt.

Sie können die folgenden Stichpunkte benutzen:

- Inhalt
- Struktur
- Sprache
- Stil

**[35 marks]**

**Possible content**

- Poems which might be chosen include: *Die Lore-lei; Schöne Wiege meiner Leiden; Der wunde Ritter; Die Lotosblume; Ich grolle nicht; Ein Jüngling liebt ein Mädchen; Still ist die Nacht.*  
His sadness often stems from thwarted or unrequited love.  
Other sources of sadness or regret include his personal view of the world.
- A narrative with a sad end is a common feature.  
Length varies from few to many verses.  
Poems vary from regular rhyming schemes to much freer verse forms.
- He uses a wide variety of language.  
Heine is able to use allusion effectively.  
He cleverly adapts everyday speech.
- Despite the theme, there is still musicality in Heine's style.  
He uses imagery, metaphors and irony.  
He is not seeking sympathy; he just wishes to convey his sadness.

06.2

Wie behandelt der Dichter das Thema Tod in dieser Sammlung? Beantworten Sie die Frage anhand zweier Gedichte.

Sie können die folgenden Stichpunkte benutzen:

- Inhalt
- Struktur
- Sprache
- Stil

[35 marks]

**Possible content**

- There are many poems in which death is a significant element. Examples might include: *Belsazar*; *Ich hab im Traum geweinet*; *Die Lore-lei*; *die alten, bösen Lieder*; *Die Grenadiere*; *Mein Herz, mein Herz ist traurig*.  
Death is seen positively and negatively, depending on the poem.  
Heine contemplates his own death.
- Not all poems have a sad or tragic ending.  
Length varies from few to many verses.  
Poems vary from regular rhyming schemes to much freer verse forms.
- He uses a wide variety of language.  
Heine is able to use allusion effectively.  
He cleverly adapts everyday speech.
- Despite the theme, there is still musicality in Heine's style.  
He uses imagery, metaphors and irony.  
The style shows he is not self-obsessed; he just wishes to convey his thoughts.

0 7

**Jana Hensel: *Zonenkinder***

0 7

1

Wie repräsentiert Hensel in diesem Buch ihre Familie und Freunde?

Sie können die folgenden Stichpunkte benutzen:

- ihre Familie
- Freunde aus der Zone
- Freunde aus dem Westen Deutschlands
- Freunde aus anderen westlichen Ländern

**[35 marks]**

**Possible content**

- Hensel's parents portrayed as unable to cope with the changes.  
Grandparents were more able to cope as life is the same as after the war.  
Hensel uses the distance she had developed from her parents in GDR times to be able to adapt to Western culture.
- Friends from former East adopt the West fully or find some aspects problematic.  
Friends shared common experiences of sport, school and social activities.  
Football fan friend embraces his Western heritage, but staying in the East for future.
- West German friends want to adopt the 'simpler' life of the former East, but without the harsh realities.  
West German friends gain new opportunities; their lifestyles do not/will not change.  
These friends had more protective relationships with their family.
- Western friends see East Germany as a historical tourist site.  
Hensel presents the East as the Westerners want to see it.  
Western friends have common bonding experiences that Eastern Germans don't share.

07.2

Welche Bedeutung hat Freizeit für Hensel in *Zonenkinder*?

Sie können die folgenden Stichpunkte benutzen:

- Sport und Leistungssport
- Massenorganisationen, z. B. Jungpioniere
- Fernsehen und Jugendkultur
- einkaufen gehen

[35 marks]

**Possible content**

- Sport festivals are activities for weekends, not as a way of supporting the regime. Organised sport seen as negative and also too competitive/run by the state. Her parents saved her from Leistungssport by registering her for tennis.
- The Massenorganisationen are seen as a fun activity and a way of being proud of herself. Hensel's involvement from a child's perspective avoids commenting on politics. Hensel humorously expands on her recycling collections, showing contrast to the west.
- Disappearance of TV characters and programmes symbolise the disappearance of the East German youth culture and of her past. TV seen as GDR people's window on other countries with the Olympics. Consumer-focused teen magazine 'Bravo' replaced East German version.
- Hensel is partly sad about and partly ashamed of her perceived inferior experience with clothes, brands. She mentions brand names from her youth to evoke fond memories with readers. Peers who went to the West changed their clothes, language and attitudes.



**0 8** Franz Kafka: *Die Verwandlung*

**0 8**. **1** Wie und warum ändert sich die Vater-Sohn-Beziehung im Verlauf der Erzählung?

Sie können die folgenden Stichpunkte benutzen:

- die Beziehung vor Gregors Verwandlung
- die Reaktion des Vaters unmittelbar nach der Verwandlung
- die Aktionen des Vaters im zweiten Teil
- der Vater nach Gregors Tod

**[35 marks]**

**Possible content**

- Gregor shows loyalty and a sense of responsibility to his father.  
The father does not work and Gregor is the breadwinner.  
His father has not told him the truth about his business failure or savings.
- The father weeps on first sight of Gregor as an insect.  
He cannot understand what has happened and becomes angry.  
He drives Gregor back into his room, whereupon Gregor injures himself against the door frame.
- Father does not enter Gregor's room and relies on Grete's news of him.  
He becomes violent and bombards Gregor with apples.  
One apple lodges in Gregor's back and is a cause of his physical deterioration.
- The father is relieved that Gregor is no longer there.  
He becomes head of the household and reasserts his authority.  
He looks forward to a bright future for Grete.

08.2

Wer reagiert auf Gregors Verwandlung mit dem größten Verständnis? Geben Sie Ihre Gründe an.

Sie können die folgenden Stichpunkte benutzen:

- der Prokurist
- Gregors Vater
- Gregors Mutter
- Grete

**[35 marks]**

**Possible content**

- The Prokurist is worried that Gregor has not arrived at work.  
He wants to see Gregor, because he values him as a colleague and is genuinely concerned.  
On seeing Gregor, the Prokurist is horrified and flees the house.
- The father cries initially over Gregor's metamorphosis.  
He becomes violent, impulsive and uncaring.  
Gregor's death offers the father a new start in life, which he accepts willingly.
- The mother is unable to deal with events and faints at each sight of Gregor.  
She is always aware that 'it' is still her son.  
She hopes in vain that he will return to his former self.
- Grete takes initial responsibility for looking after her brother.  
The burden becomes too great and she starts to neglect him.  
She utters the words "Weg muss es"!

**0 9****Wladimir Kaminer: *Russendisko*****0 9 . 1**

„Das Alltagsleben in Berlin hat für Migranten sowohl positive als auch negative Aspekte“. Kommentieren Sie diese Aussage.

Sie können die folgenden Stichpunkte benutzen:

- Freundschaft und menschliche Beziehungen
- Multikultur und Humor
- Isolierung und Sprachprobleme
- Bürokratie und Asylgesetze

**[35 marks]****Possible content**

- Pre-existing friendships are long-lasting, eg Mischa and Kaminer.  
New friendships forged through circumstances and chance.  
Most encounters are with Russian immigrants and others of non-German origin.
- Many accounts involve migrants of different nationalities with national peculiarities.  
The first people they encountered were gypsies and Vietnamese.  
Humour is shown in all accounts illustrating everyday problems and struggles.
- Despite isolation and loneliness, migrants are resourceful.  
Isolation of women in particular due to language barriers.  
First words Mischa learned were Vietnamese, not German.
- Officialdom plays a negative part in migrants' difficulties.  
Kaminer's father's application for German citizenship failed even after eight years of working in Germany.  
Kaminer ends up questioning the worth of German citizenship.

**0 9 . 2**

Von welcher Bedeutung sind Frauen in Kaminers Erzählungen?

Sie können die folgenden Stichpunkte benutzen:

- Kaminers Mutter und Frau
- Marina und ihre Beziehungen
- die russische Braut
- Frauen bei der Arbeit

**[35 marks]****Possible content**

- For Kaminer's mother freedom of movement was more important than the destination.  
Kaminer's wife was originally from a remote island closer to Tokyo than Moscow.  
She is involved in an incident with the drunken tramp in the apartment.
- Marina's husband left her and she moved on to several fleeting relationships.  
None of the relationships are satisfactory.  
She turns to witchcraft for solutions; this provides much humour in the work.
- The Russian bride is the solution to all worldly problems for many Germans!  
Narrator claims she will be protective and encouraging.  
In an argument, Russian brides can be dangerous.
- Lena has become Countess in Rome and considers herself an author.  
Female acquaintances of the author have jobs – some of them very strange!  
They spend time in clubs or other social settings telling stories and reminiscing.

1 0

**Siegfried Lenz: *Fundbüro***

1 0

. 1

Wie und warum ändert sich das Leben in Deutschland für Fedor Lagutin?

Sie können die folgenden Stichpunkte benutzen:

- erste Begegnung mit Henry
- Beziehung zu Barbara Neff
- Fedors negative Erfahrungen
- Fedors Verschwinden

**[35 marks]**

**Possible content**

- Fedor meets Henry when the latter brings the bag to his hotel room. The two men strike up a friendship and are, to a certain extent, soul mates. Fedor is a good foil for Henry, but both are 'misfits' in the modern world.
- Barbara appreciates Fedor and his manner and ways. Although others find him very strange, Barbara is attracted to Fedor. A potential relationship never really develops.
- With his strange customs and manners, Fedor is an outsider in modern Germany. Racist behaviour of the violent motor bike gang shocks him greatly. He is much more deeply affected by the racist comments he hears at the party.
- Fedor leaves suddenly without saying goodbye. His note explains that words wound forever, whereas physical injury can be healed. He cannot live in a place where racism and violence are regular occurrences.

1 0 . 2

Inwiefern spielen in diesem Roman die weiblichen Figuren eine wichtige Rolle?

Sie können die folgenden Stichpunkte benutzen:

- Paula Blohm im Fundbüro
- Paulas Privatleben und ihre Beziehung zu Henry Neff
- Barbara Neff und Mutter Neff im Familienkreis
- Barbaras Beziehung zu Fedor Lagutin

[35 marks]

**Possible content**

- Paula Blohm is the focal point of the lost property office.  
She is well organised and respected at work.  
Paula is supportive and recommends Henry as successor to Hannes Hahn.
- She is around 30 years old and married to a dubbing actor, who is rarely at home.  
Henry is immediately attracted to her and Paula is flattered.  
Paula does not like Henry's impetuous nature and rejects a closer relationship.
- Mother Neff is elegant and represents the older generation of affluent Germans.  
She is not hostile towards Fedor, but shows a certain kind of racism.  
She speaks in broken German because she assumes a foreigner will not understand.
- Barbara Neff, Henry's sister, cares in her own way for Fedor.  
They go out together with Henry and she enjoys Fedor's company.  
Barbara would like to visit him in his homeland – an unrealistic dream?

1 1

**Bernhard Schlink: *Der Vorleser***

1 1 . 1

Untersuchen Sie Michaels Beziehung zu den Nebenfiguren in diesem Roman. Welche Bedeutung haben diese Beziehungen in Michaels Leben?

Sie können die folgenden Stichpunkte benutzen:

- seine Familie
- seine Frau Gertrud
- seine Klassenkameraden
- Sophie

**[35 marks]**

**Possible content**

- Little is mentioned of his brother and Michael did not get on with his younger sister. The mother was purely responsible for the household and raising the children. The father was distant and private, never showing his feelings or emotions.
- He met Gertrud on a winter holiday and she stayed with him when he was ill. They married and had a daughter. Michael constantly compared Gertrud with Hanna and after five years they divorced.
- Michael preferred a separate and secret life away from his school friends. He mixed with them only occasionally. He did not want them to know about Hanna.
- Sophie was his closest acquaintance amongst his friends. She is interested in him as a person and tries to forge a relationship. Michael gossips and flirts with her, but makes it clear he is not available to anyone.

**1 1 . 2**

„Hanna Schmitz bleibt für Michael eine Frau mit zwei Gesichtern.“ Kommentieren Sie diese Aussage.

Sie können die folgenden Stichpunkte benutzen:

- Hanna im ersten Teil des Romans
- die guten Zeiten zusammen
- Hanna im Gerichtssaal
- Hanna im Gefängnis

**[35 marks]****Possible content**

- Hanna takes him home when he falls ill in the street.  
She makes sure he does his schoolwork as best he can.  
She chastises him for skipping school and acts like a mother to him at times.
- They enjoy the ritual of reading, bathing and intimate relations.  
They visit Michael's parents' house and he reads from his father's books.  
They go on a cycle tour, but she becomes violent towards him because she cannot read the note he left at breakfast.
- After Hanna's sudden disappearance years ago, Michael sees her in court.  
He is horrified at what he learns during the case.  
He feels guilty for having loved a criminal.
- Michael sends Hanna tapes of him reading from literary works.  
He visits her in prison, where she calls him 'Jungchen' as she used to do, and he agrees to help her on her release.  
She commits suicide and he visits her grave just once.



**Section C****1 2*****Good Bye, Lenin!*: Wolfgang Becker (2003)****1 2 . 1**

Was macht Alex, um seine Mutter zu überzeugen, dass die DDR noch existiert? Warum gelingt es ihm nicht?

Sie können die folgenden Stichpunkte benutzen:

- die Möbel und die Kleidung
- die DDR-Produkte
- die Fernsehsendungen
- der zweite Herzinfarkt

**[35 marks]****Possible content**

- Alex has to re-create the interior of their flat, as it was before 'die Wende'.  
He salvages their old GDR furniture.  
He also insists that he and Ariane wear their drab GDR clothing.
- Christiane has a longing for some of her favourite GDR products.  
Unfortunately, they have now disappeared from the shops.  
Alex has to re-create 'Mokkafix' and 'Spreewaldgurken' come what may.
- Comically, home entertainment is provided by Alex's friend Denis.  
He makes up some typical GDR news bulletins.  
They try to convince Christiane by playing them through the family television set.
- The simulated world of the past cannot exist permanently to convince Christiane.  
Lara reveals the truth to her.  
She has her second and fatal heart attack.

**1 2 . 2** Untersuchen Sie die Rolle von Ariane in diesem Film. Wie wichtig ist sie?

Sie können die folgenden Stichpunkte benutzen:

- ihr Leben nach der Wende
- ihre Beziehung zu ihrer Mutter
- ihre Wohnung
- ihre Beziehung zu ihrem Vater

**[35 marks]**

**Possible content**

- Ariane is Alex's sister and she and her partner live with their baby daughter in the family flat.  
Ariane has given up her studies to work in a burger bar.  
She dresses in western style.
- She only reluctantly agrees to participate in Alex's deception.  
She agrees to go to Christiane's birthday party.  
Along with Alex, she also visits the dacha.
- She is pregnant for the second time.  
She and Rainer want to leave the flat.  
She finds herself in a dilemma because Alex realises that this would give the game away.
- Ariane recognises her father at the burger bar.  
She engineers a meeting between Robert and Christiane, as she lies dying.  
She shuns her father, whom she blames for deserting them for life in the West.

1 3

**Das Leben der Anderen: Florian Henckel von Donnersmarck (2006)**

1 3 . 1

Untersuchen Sie die Beziehung zwischen Georg Dreyman und Christa-Maria Sieland in diesem Film.

Sie können die folgenden Stichpunkte benutzen:

- die Kunstszene
- ihr Privatleben
- Christa-Maria und Minister Hempf
- der Tod von Christa-Maria und die Folgen für Georg Dreyman

**[35 marks]**

**Possible content**

- Georg is a successful play writer.  
He is loyal to the state.  
Christa-Maria is a renowned actress.
- Georg and Christa-Maria live together as partners.  
They enjoy a privileged existence.  
Georg is faithful to her and takes an interest in her career.
- Minister Hempf has designs on Christa-Maria.  
He orders Grubitz to keep tabs on Dreyman in an attempt to discredit him.  
On Hempf's orders, Wiesler monitors the couple's flat and the apartment is bugged.
- Christa-Maria refuses to meet Hempf in the hotel and pays the price.  
Christa-Maria betrays Georg, who is saved by Wiesler's intervention.  
Christa-Maria dies in Georg's arms.

**1 3 . 2**

Untersuchen Sie die Rolle von Anton Grubitz in diesem Film.

Sie können die folgenden Stichpunkte benutzen:

- seine Beziehung zu Gerd Wiesler
- die Bedeutung seiner Karriere für ihn
- Grubitz und Minister Hempf
- Grubitz und Christa-Maria Sieland

**[35 marks]****Possible content**

- Grubitz is a senior Stasi officer.  
He has responsibility for culture.  
He is driven by selfish ambition, in stark contrast to Gerd Wiesler.
- Grubitz uses Wiesler in pursuit of his own ends.  
He directs the bugging and surveillance of Dreyman on Hempf's orders.  
He follows Christa-Maria's movements on behalf of Minister Hempf.
- Grubitz knows that career advancement depends on a successful outcome of the Dreyman operation.  
Hempf has similar selfish ambitions and enjoys the power their roles afford.  
Hempf ultimately treats Grubitz with disdain.
- Grubitz cannot accept Christa-Maria's offer of favours or make an enemy of Hempf.  
Grubitz wants to discover the typewriter in Dreyman's apartment, but is thwarted by Wiesler.  
Grubitz ensures that Wiesler is stripped of all authority and power.

1 4

**Die fetten Jahre sind vorbei: Hans Weingartner (2005)**

1 4 . 1

Welchen Problemen steht Jule gegenüber? Wie und mit welchem Erfolg versucht sie, diese Probleme zu überwinden?

Sie können die folgenden Stichpunkte benutzen:

- ihre finanzielle Lage
- Maßnahmen, um die Probleme zu lösen
- ihre Beziehung zu Jan und Peter
- die letzte Szene des Films

**[35 marks]**

**Possible content**

- Jule owes 100,000 Euro because she had a car accident and was uninsured. She cannot afford the rent on her flat and is threatened with eviction. She needs to pay for renovation and redecorating.
- In the evenings she takes on a job as a waitress. She leaves, because she does not like the young manager or the clientele. She moves in with Jan and Peter – but this causes further problems.
- Jule is Peter's girlfriend, but Jan secretly fancies her. Jan and Jule have fun breaking into Hardenberg's flat. Her relationship with Jan goes further in the Alpine hut.
- Hardenberg promises to write off Jule's debt. The rebels have made up and are together. As they lie in bed, the ending and their future are uncertain.

1 4 . 2

Aus welchen Gründen rebellieren Jan, Peter und Jule? Inwiefern gelingt es ihnen Ihrer Meinung nach, ihre Ziele zu erreichen?

Sie können die folgenden Stichpunkte benutzen:

- die Kluft zwischen Arm und Reich
- was sie tun, um diese Kluft auszugleichen
- die Entführung von Hardenberg
- die letzte Szene des Films

**[35 marks]**

**Possible content**

- The rebels want to see social justice.  
They seek to redress the imbalance between rich and poor.  
They want the rich to examine their own conscience.
- They drive around town and take action if they see examples of exploitation.  
They break into rich people's houses, but not to steal.  
They rearrange furniture and leave messages.
- When Hardenberg returns unexpectedly, they kidnap him out of desperation.  
As days go by in the Alpine hut, they become less suspicious of him.  
Hardenberg was once an idealist, but you change as you get older, he says.
- Hardenberg said that he would not involve the police if they released him.  
He sits in a police car outside the rebels' apartment.  
His presence makes their future uncertain.

**1 5*****Almanya – Willkommen in Deutschland: Yasemin Samdereli (2011)*****1 5 . 1**

Inwiefern repräsentiert die Familie Yilmaz eine typische türkische Familie in Deutschland?

Sie können die folgenden Stichpunkte benutzen:

- Ankunft in Deutschland – die erste Generation
- die zweite und dritte Generationen – Türken oder Deutsche?
- die Bedeutung der Familie
- zu Hause in Anatolien – traditionelle Familienwerte

**[35 marks]****Possible content**

- Hüseyin arrives in Germany in 1964 as the 1000,001st Gastarbeiter. His wife Fatma arrives later and they have four children and now have grandchildren.  
Cenk's mother is German.
- Hüseyin and Fatma acquired German passports – are they German?  
Hüseyin orders the family to travel as one to his home village.  
Traditional family values persist; they will all accompany Hüseyin.
- One son – Ali – has a German partner.  
All the members of Hüseyin's family have been 'Germanised' to some extent.  
Family ties and values surmount even a grandchild pregnant to an English boy!
- Traditional values mingle with the modern.  
The trip to Anatolia highlights the contrasts and conflicts between German and Turkish values.  
Death of Hüseyin and the traditional burial highlight the importance of traditions.

**1 5 . 2**

Untersuchen Sie die Beziehung zwischen Hüseyin und Cenk in diesem Film.

Sie können die folgenden Stichpunkte benutzen:

- Hüseyin als Gastarbeiter in Deutschland
- Cenk als Enkel von Hüseyin und Fatma – Identitätskrise
- Hüseyin und Cenk mit der Familie in Anatolien
- die Rede vor der Bundeskanzlerin

**[35 marks]****Possible content**

- Hüseyin is the patriarch of the family.  
He arrived in Germany in the early 60's as a guest worker.  
His wife Fatma followed him; they had four children and now have grandchildren.
- Cenk is the youngest grandchild of the family.  
He has a German mother.  
Despite traditions of the family, there is tolerance to such a relationship and situation.
- Hüseyin and Fatma have received German passports, but are they German?  
Cenk has been faced with this conflict in school – is he Turkish or German?  
Hüseyin and Cenk are at opposite ends of the family spectrum, but the bonds are still close.
- Cenk is moved by Hüseyin's funeral and delivers his speech before Angela Merkel.  
The speech has been prepared by Hüseyin.  
Hüseyin's spirit watches on, symbolic of the longevity of family values and the Turkish identity.



1 6

**Sophie Scholl – Die letzten Tage: Marc Rothemund (2005)**

1 6 . 1

Warum wollten Sophie, Hans und ihre Freunde etwas gegen das Nazi-Regime unternehmen? Inwiefern waren ihre Handlungen Ihrer Meinung nach erfolgreich?

Sie können die folgenden Stichpunkte benutzen:

- die Gründe für ihr Handeln
- ihre konkreten Aktionen
- die Folgen dieser Handlungen
- das Schicksal der Aktivisten

**[35 marks]**

**Possible content**

- The group believed the war could not be won.  
They called for peaceful resistance.  
They wanted to inform the public of Nazi atrocities and the pointlessness of war.
- The group printed thousands of leaflets with anti-Nazi messages.  
They distributed them by hand and by post.  
Sophie decided to empty the suitcase of leaflets before fleeing the university.
- The janitor saw Sophie's actions and reported her to the Rektor.  
Members of the group were eventually arrested.  
They were interrogated by the Gestapo.
- In court, the judge was brutal and inflexible, despite Sophie's impassioned defence.  
They were condemned to death.  
The success of the group was in raising awareness of opposition to the regime, but it came at a very high price.

1 6 . 2

Welche Rolle spielen die Nebenfiguren im Film? Wie beeinflussen sie die Handlung?

Sie können die folgenden Stichpunkte benutzen:

- Hans und Christoph
- der Hausmeister
- der Richter
- Sophies Eltern

**[35 marks]**

**Possible content**

- Hans and Christoph were founder members of the group.  
Hans tells the court of his experiences at the Russian front and argues against war.  
Christoph has a sick wife and three children, but there is no clemency at the trial.
- The janitor spotted Sophie in the university building.  
As an enthusiastic Nazi, he reported her.  
Sophie was arrested – the first step in her demise.
- The judge presided over a farcical show trial.  
He is unwilling to listen to defence arguments and is totally unsympathetic.  
His ranting emphasises Sophie's logic and eloquent defence.
- Sophie's parents deeply influenced her life by sharing their religious faith and moral values.  
They are barred from the court, highlighting a prejudiced, heartless regime.  
At the execution, Sophie comforts her mother and her father tells her how proud he is of her.

**1 7****Lola rennt: Tom Tykwer (1998)****1 7 . 1**

Wie werden die männlichen Figuren in *Lola rennt* repräsentiert? Werden sie positiv oder negativ dargestellt?

Sie können die folgenden Stichpunkte benutzen:

- Lolas Vater
- Manni
- der Radfahrer
- der Bankwachmann

**[35 marks]****Possible content**

- Lola's father is presented as unfaithful.  
He presents himself as morally superior.  
With his mistress we see a different side to him as a victim of infidelity.
- Manni the petty criminal is portrayed as incompetent and unreliable.  
At the end Manni is portrayed as a self-starter who resolves his own situation.  
In the red scenes, down-to-earth Manni is seen as a calming influence on Lola.
- The cyclist is portrayed as the victim of circumstances.  
In scenario 1 he has a good outcome, in scenario 2 a bad outcome.  
In scenario 3 he avoids the risk and sells the bike to the Penner, passing on the fate too.
- The security guard, Schuster, is a tragicomic working-class figure.  
He is pleasant, but stereotypically officious and also incompetent.  
Schuster's heart attack allows Lola to be portrayed as his guardian angel.

**1 7 . 2**

Inwiefern ist das Erwachsenwerden wichtig für Lola?

Sie können die folgenden Stichpunkte benutzen:

- romantische Partnerschaft
- Beziehungen zu ihrer Familie
- die eigenen Probleme lösen
- ihr eigenes Leben bestimmen

**[35 marks]****Possible content**

- Lola questions her love for Manni and his love for her after her father's revelations. In scenario 3, Manni is portrayed as less helpless; it is more of equal partnership. Lola runs through the other scenarios – the 'win-win' outcome allows her to escape her current situation.
- Lola changes her relationship with her father from dependency to control. Lola uses her father in scenario 3 and successfully uses 'chance' in the casino. Her family is a loveless, random collection of people, not all with blood ties.
- Lola's three attempts to deal with her 'quest' show increased success. She avoids obstacles and makes rational decisions. Lola becomes the guardian angel for the bank security guard.
- Lola is able to take more control of her own destiny away from family and friends. She is less vulnerable in scenario 3 and affects the lives of others positively. Lola emerges from frustration with the world to independence in her search for happiness.