



# A Level German

## Sample Assessment Materials

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Pearson Edexcel Level 3 Advanced GCE in German (9GN0)

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*First teaching from September 2016*

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*First certification from 2018*

Issue 2

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## Summary of A Level German SAMs Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Guidance regarding the end of the speaking assessment has been updated	123
Guidance on timing of the speaking assessment has been updated	173

This document is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://www.pearson.com/qualifications/en/support/contact-us.html).



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# Introduction

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The Pearson Edexcel Level 3 Advanced GCE in German is designed for use in schools and colleges. It is part of a suite of AS/A Level qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.





# General marking guidance

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- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.



# Pearson Edexcel Level 3 GCE

## German

**Advanced**

**Paper 1: Listening, reading and translation**

**Transcript**

Sample assessment material for first teaching  
September 2016

Paper Reference

**9GN0/01**

**Do not return the transcript with the question paper.**

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**PEARSON**

## Hörtext 1

### Demonstrationen

**M1** Bei der neuesten Statistik listet die Polizei 150 Angriffe gegen Ausländer auf. Das sind dreimal so viele wie im Vorjahr. Berlin und Sachsen im Osten liegen an der Spitze, an dritter Stelle folgt Bayern im Süden. In Nordrhein-Westfalen wurden Wohnquartiere für Asylanten attackiert. Aber Pegida gehört der Vergangenheit an. Zu Demonstrationen kamen diese Woche statt wie zuletzt 17.000 nur noch 2.000 Leute. Experten über Ausländerhass, die jahrelang Online-Foren überwacht haben, waren nur mäßig überrascht, als die Pegida-Demonstrationen begonnen haben. Keine politische Partei kann dieses Problem jetzt ignorieren. Die Mehrheit der Bevölkerung hat jedoch gegen diese Ausländerfeindlichkeit streng reagiert. Es gab Gegendemos, die in fast allen Städten mehr Leute versammelten.

## Hörtext 2

### Die Opernschule

**F1** Die Münchener Opernschule erfüllt vielen Jungtalenten ihren größten Traum, nämlich mindestens einmal im Leben auf der Bühne zu stehen. Hier lernen Kinder nicht nur Chorgesang, sondern auch wie sie sich auf der Opernbühne bewegen sollen. Besonders wertvoll ist der individuelle Gesangsunterricht bei Ulrike Plenzdorf, der Leiterin der Schule. Alles muss fleißig geübt werden, bevor die Kleinen als Straßenkinder in einer Mozartoper auftreten dürfen. Vor der letzten Aufführung herrschten bei dem zehnjährigen Tobias Nervenkitzel und Spannung, und als das Stück vorbei war und das Publikum applaudiert hatte, stand er mit strahlendem Gesicht auf der Bühne. Wenn man die Kinder nach ihren Berufswünschen fragt, kommt bei vielen die Antwort – Sänger-selbstverständlich.

#### Wiedervereinigung

- F1** Wie steht es mit der Wiedervereinigung, eine Generation nach dem Fall der Mauer?
- M1** Ostdeutschland gibt es noch und nicht nur in den Köpfen der Menschen. Obwohl die Löhne in letzter Zeit erheblich gestiegen sind, liegen sie immer noch um 17% niedriger als im Westen. Die Arbeitslosenquote ist höher als in westdeutschen Bundesländern. Dazu kommen teils niedrigere Renten. Wenn man viele Ostdeutsche fragt, ist die deutsche Einheit noch nicht erreicht. Einer Umfrage zufolge sieht sich nur jeder dritte Ostdeutsche als richtiger Bundesbürger. Wenn man zurückblickt, hatten wir vielleicht Anfang der neunziger Jahre unrealistische Erwartungen. Ältere Leute vor allem reden immer noch vom enormen Gemeinschaftsgefühl der DDR-Zeit. Die Angst, diese Zusammengehörigkeit verloren zu haben, ist groß. Die Westdeutschen meinen aber, dass sich die Lebensverhältnisse im Osten und Westen angenähert haben.
- F1** Was halten Sie von der Wende, Herr Topolski?
- M1** Einerseits wurden Millionen Menschen in die Freiheit entlassen, aber leider brach die Wirtschaft zusammen. Ich bin Ingenieur von Beruf, musste aber jahrelang in einem kleinen Laden arbeiten – es gab nichts anderes. Vom Westen wurden bisher zwei Milliarden Euro in den Osten transferiert. Davon haben die neuen Bundesländer schöne Straßen gebaut, neue Schwimmbäder geöffnet und historische Stadtkerne saniert. Trotz der vielen Investitionen wird es bestimmt noch eine Generation dauern – mindestens 30 Jahre –, bis die alten und neuen Bundesländer den gleichen Lebensstandard genießen.
- F1** Vielen Dank für das Interview, Herr Topolski.

#### Hörtext 4 (a)

##### Umweltschutz

- M1** Guten Morgen, Silke. Wir Deutsche behaupten oft, dass wir mit dem Umweltschutz besser zurechtkommen als die meisten anderen Länder. Stimmt das eigentlich?
- F1** Die Industrie produziert immer noch mit veralteten Fabriken. Daher gelangen viele Schadstoffe immer noch in die Luft, in unser Grundwasser oder in die Erde und es wird wohl Jahrtausende dauern, bis die Natur sich davon erholen kann. Nur langsam fängt ein Umdenken an. Unsere Landwirtschaft verschmutzt das Wasser durch Überdüngung, deshalb fällt das Trinkwasser oft bei Qualitätstests durch. Zu Hause werfen wir vieles einfach weg. Weil private Haushalte immer noch zu viel Energie verbrauchen, bleibt der Schadstoffausstoß bei der Stromproduktion konstant. In den 70er Jahren war der saure Regen dauernd in den Schlagzeilen. Bis heute haben sich die Wälder größtenteils erholt. Viele Bäume sind nachgewachsen.

#### Hörtext 4 (b)

##### Umweltschutz

- M1** Nehmen Sie momentan als Gruppe an besonderen Aktionen teil, Silke?
- F1** Ja, gegen den Bau des dritten Terminals am Frankfurter Flughafen zum Beispiel. Der neue Terminal, der sowieso eine riskante Investition ist, ist völlig überflüssig. Die Gesundheit und das Wohlbefinden der Menschen, die in der Nähe wohnen, müssen Priorität vor den wirtschaftlichen Aspekten haben. Fachleute haben neulich nachgewiesen, dass Kinder später Lesen lernen, wenn sie starkem Fluglärm ausgesetzt sind.
- M1** Wie sehen Sie die Situation, Herr Donner?
- M2** Bis 2021 wird die Kapazität des bestehenden Terminals auf jeden Fall überschritten sein. Die Diskussionen über den neuen Terminal haben jahrelang gedauert und der Bau ist jetzt dringend nötig. Umweltschützer behaupten, dass die Bahn tausende innerdeutsche Flüge ersetzen könnte. Das stimmt überhaupt nicht. Durch den Bau einer neuen Anlage sollen künftig lange Schlangen an Check-in und Sicherheitskontrollen vermieden und Qualität und Komfort für Passagiere erheblich gefördert werden.

Write your name here

Surname

Other names

**Pearson Edexcel  
Level 3 GCE**

Centre Number

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Candidate Number

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# German

**Advanced**

**Paper 1: Listening, Reading and Translation**

Sample assessment material for first teaching  
September 2016  
**Time: 2 hours**

Paper Reference

**9GN0/01**

**You must have:**

Listening equipment  
CD/mp3

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A, B and C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Candidates are recommended to start with Section A: Listening and work through each Section as presented in the answer booklet.
- We recommend you spend 50 minutes on Section A: Listening, 50 minutes on Section B: Reading and 20 minutes on Section C: Translation into English.
- You must **not** use a dictionary.

## Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

**Answer ALL questions. Write your answers in the spaces provided.**

**Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

### **SECTION A: LISTENING**

**We recommend you spend no more than 50 minutes on this section.**

**Questions 2, 3 and 4(a) do not require full sentences and you may respond using single words or phrases.**

**Summary Question 4(b) does not require full sentences and you may respond using short phrases.**

**You may use words from the listening passages but you must not transcribe whole sections.**

**You are going to listen to 5 passages. The duration of each passage is approximately:**

**Passage 1 = 1 minute 17 seconds**

**Passage 2 = 1 minute 10 seconds**

**Passage 3 = 2 minutes 11 seconds**

**Passage 4(a) = 1 minute 27 seconds**

**Passage 4(b) = 1 minute 27 seconds**

**You will be in charge of the recording and may listen to each passage as often as you wish and, write your answers whenever you wish to do so.**



## Hörtext 1 – Demonstrationen

1 Hören Sie diesen Podcast über Demonstrationen in Deutschland. Kreuzen Sie ☒ die jeweils richtige Antwort an.

(i) Die Zahl der Angriffe gegen Ausländer...

<input type="checkbox"/>	<b>A</b> ist gestiegen.
<input type="checkbox"/>	<b>B</b> liegt jetzt bei 2.000.
<input type="checkbox"/>	<b>C</b> bleibt unverändert.
<input type="checkbox"/>	<b>D</b> ist gesunken.

(ii) Die Angriffe geschehen...

<input type="checkbox"/>	<b>A</b> im ganzen Land.
<input type="checkbox"/>	<b>B</b> meistens in Nordrhein-Westfalen.
<input type="checkbox"/>	<b>C</b> allein in Sachsen.
<input type="checkbox"/>	<b>D</b> nur in Berlin.

(iii) Die Pegida-Demonstrationen...

<input type="checkbox"/>	<b>A</b> werden immer populärer.
<input type="checkbox"/>	<b>B</b> finden am Wochenende statt.
<input type="checkbox"/>	<b>C</b> finden nicht mehr statt.
<input type="checkbox"/>	<b>D</b> verlieren an Popularität.

(iv) Die meisten Deutschen...

<input type="checkbox"/>	<b>A</b> finden Pegida attraktiv.
<input type="checkbox"/>	<b>B</b> ignorieren Pegida.
<input type="checkbox"/>	<b>C</b> mögen Pegida überhaupt nicht.
<input type="checkbox"/>	<b>D</b> unterstützen die Pegida-Demonstrationen.

(Total for Question 1 = 4 marks)

**Hörtext 2 – Opernschule**

**2** Hören Sie diesen Bericht. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Warum finden Kinder die Opernschule attraktiv?

(1)

(b) Was lernen die Kinder außer Singen?

(1)

(c) Wie hilft Ulrike Plenzdorf jedem Kind?

(1)

(d) Wie fühlte sich Tobias nach der Aufführung?

(1)

(e) Wie weiß man, dass die Opernschule die Kinder motiviert?

(1)

**(Total for Question 2 = 5 marks)**

**Hörtext 3 – Wiedervereinigung**

**3** Hören Sie dieses Fernsehinterview über die Wiedervereinigung Deutschlands. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Wie weiß man, dass Ostdeutschland immer noch viel ärmer ist? (1)

(b) Wie denken jetzt viele Ostdeutsche über die Vereinigung? (1)

(c) (i) Welche Meinung haben ältere Ostdeutsche über die frühere DDR? (1)

(ii) Warum? (1)

(d) Wie sehen die Westdeutschen die Zustände im Osten? (1)

(e) Wie bewertet Herr Topolski die Wende für die neuen Bundesländer? (1)

(f) Wie wurde Herr Topolski persönlich von der Wende betroffen? (1)

(g) Wie hat der Westen die neuen Bundesländer unterstützt? (1)

(h) Bis wann werden die Unterschiede zwischen Osten und Westen verschwunden sein? (1)

**(Total for Question 3 = 9 marks)**

**Hörtext 4(a) – Umweltschutz**

**4** (a) Hören Sie dieses Interview mit Silke, einer Umweltaktivistin. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(i) Wie trägt die Industrie zur Umweltverschmutzung bei?

(1)

(ii) Welchen Effekt hat Überdüngung auf die Umwelt?

(1)

(iii) Wie schaden Haushalte der Umwelt? Geben Sie **zwei** Details.

(2)

(iv) Wie bewerten Sie die heutige Situation im deutschen Wald? Begründen Sie Ihre Antwort.

(2)

**Fassen Sie den folgenden Hörtext zusammen. Kurze Antworten sind ausreichend. Geben Sie drei Details für Frage 4(b)(i) und drei Details für Frage 4(b)(ii).**

**Hörtext 4(b) – Umweltschutz**

(b) Hören Sie, was Silke und Herr Donner, ein Luftfahrtexperte, über Umweltschutz sagen. Antworten Sie **auf Deutsch**.

(i) Fassen Sie zusammen, was Silke über die folgenden Themen sagt:

- Der Terminal (1)
- Gesundheit (1)
- Kinder (1)

(ii) Fassen Sie zusammen, was Herr Donner über die folgenden Themen sagt:

- Die Kapazität des Flughafens (1)
- Die Bahn (1)
- Verbesserungen für Passagiere (1)

**(Total for Question 4 = 12 marks)**

**TOTAL FOR SECTION A = 30 MARKS**

## SECTION B: READING

We recommend you spend around 50 minutes on this section.

Open-response questions do not have to be written in full sentences and you may respond using single words or phrases.

You may use words from the texts but you must not copy whole sections.

- 5 Lesen Sie den Text von *Die Brücke vom Goldenen Horn* von der türkisch-deutschen Schriftstellerin Ermine Sevgi Özdamar.

### Die langen Korridore des „Frauenwonayms“

Ich lebte in einem Frauenwohnheim, „Wonaym“ sagten wir. In den Zimmern standen sechs Betten, immer zwei übereinander. In den ersten zwei Betten meines Zimmers schliefen zwei Geschwister, die nicht verheiratet waren. Sie wollten Geld sparen und ihre Brüder nach Deutschland holen.

Wir arbeiteten alle in der Radiofabrik, jede musste bei der Arbeit auf dem rechten Auge eine Lupe tragen. Am Morgen um fünf Uhr, wenn wir im Halbdunkel unsere Hosen oder Röcke suchten, sah ich, dass die anderen Frauen wie ich nur mit dem rechten Auge suchten.

Der Fabrikchef hieß Herr Schering. „Scher“ sagten die Frauen, weil das einfacher schien. Dann klebten sie „Herr“ an seinen Namen, so hieß er für die meisten Frauen „Herschering“ oder sogar „Hersch“. Wir sahen den Herscher nie. Die Dolmetscherin trug seine deutschen Wörter als türkische Wörter zu uns: „Hersch hat gesagt, dass ihr euch...“

Wählen Sie das richtige Satzende. Kreuzen Sie ☒ die jeweils richtige Antwort an.

- (i) Die Autorin wohnte nur mit...

<input checked="" type="checkbox"/>	<b>A</b> Radiomoderatoren.
<input type="checkbox"/>	<b>B</b> Deutschen.
<input type="checkbox"/>	<b>C</b> Frauen.
<input type="checkbox"/>	<b>D</b> Familien.

- (ii) Die zwei Schwestern sind...

<input checked="" type="checkbox"/>	<b>A</b> mit ihren Ehemännern.
<input type="checkbox"/>	<b>B</b> in einer Pension.
<input type="checkbox"/>	<b>C</b> in einem Zimmer.
<input type="checkbox"/>	<b>D</b> mit ihren Brüdern.

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(iii) Morgens musste die Autorin...

<input type="checkbox"/>	<b>A</b> sehr früh aufstehen.
<input type="checkbox"/>	<b>B</b> sehr leise sein.
<input type="checkbox"/>	<b>C</b> die anderen wecken.
<input type="checkbox"/>	<b>D</b> ein Kleid anziehen.

(iv) Die Arbeiterinnen in der Radiofabrik...

<input type="checkbox"/>	<b>A</b> sprachen oft türkisch mit Herrn Schering.
<input type="checkbox"/>	<b>B</b> hatten gute Deutschkenntnisse.
<input type="checkbox"/>	<b>C</b> hatten keinen Kontakt zum Fabrikchef.
<input type="checkbox"/>	<b>D</b> sprachen deutsch mit der Dolmetscherin.

(Total for Question 5 = 4 marks)

6 Lesen diese Email, die Eva an ihre Freundin in Österreich schreibt.

**Castingshows**

Hallo Fine,

gestern Abend gab es „Das Supertalent“. Und seit zehn Jahren erfreuen sich solche Castingshows immer größerer Beliebtheit. Ob es Eltern gefällt oder nicht, gehören diese Shows zu den Topthemen unter uns Schülern. Das Verhalten der Kandidaten wird besprochen, z.B. wie man sich selbst verhalten hätte. Wer nicht mitreden kann, ist ausgeschlossen und fühlt das auch.

Ich glaube, wir Jugendliche leiden unter Zukunftsangst. Wir fürchten, den sozialen Status unserer Eltern nicht erreichen zu können. Da vermitteln diese Shows Sprüche wie „Gib das Beste, dann wirst du deinen Traum verwirklichen“. Sie geben uns Teenagern das Gefühl, hier etwas Sinnvolles für unsere Entwicklung mitnehmen zu können. Bei „Dein Song“, einer Castingshow für junge Musiker, werden die Ideen der Kinder mit Profis umgearbeitet. Das eröffnet Chancen, die das Kind sonst nie bekommen würde, etwas professionell in Szene zu setzen.

Was hältst du von Castingshows?

Eva

Welche Sätze sind richtig? Kreuzen Sie ☒ die **vier** richtigen Sätze an.

<b>A</b> Castingshows sind besonders für Zehnjährige.	<input type="checkbox"/>
<b>B</b> In der Zukunft werden Eltern bei den Shows mitmachen.	<input type="checkbox"/>
<b>C</b> Das Benehmen der Kandidaten wird zum Gesprächsthema.	<input type="checkbox"/>
<b>D</b> Durch diese Shows lernen Jugendliche, ihre Zukunft positiv zu sehen.	<input type="checkbox"/>
<b>E</b> Alle Castingshows werden heftig kritisiert.	<input type="checkbox"/>
<b>F</b> Diese Shows werden regelmäßig im Unterricht diskutiert.	<input type="checkbox"/>
<b>G</b> Unter Kindern ist es fast Pflicht, diese Shows anzuschauen.	<input type="checkbox"/>
<b>H</b> Bei „Dein Song“ können die Kinder kreativ mitmachen.	<input type="checkbox"/>
<b>I</b> Alle Kandidaten bei „Dein Song“ werden professionelle Musiker.	<input type="checkbox"/>

**(Total for Question 6 = 4 marks)**



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**QUESTION 7 BEGINS ON THE NEXT PAGE.**

7 Lesen Sie den Text über Aussiedler. Beantworten Sie die folgenden Fragen auf Deutsch.

**Aussiedler**

Vergangenes Jahr reisten knapp 6.000 Menschen mit deutschen Wurzeln oder deutschen Verwandten aus dem Osten in die Bundesrepublik. Auf dem Höhepunkt 1990 waren es fast 400.000 gewesen.

Die rot-grüne Koalition von 2005 verlangte von allen Umzugswilligen einen Deutschtest, den viele Aussiedler nicht bestehen konnten. Vor allem deshalb verebbt die große Zuwanderungswelle.

Sicher ist, dass bei jungen männlichen Aussiedlern hierzulande Probleme auftreten. Sie nehmen überdurchschnittlich oft Drogen und sind auch in den Gefängnissen stark vertreten.

In einer Studie stand vergangenes Jahr ein vernichtendes Urteil über Aussiedler auf dem Arbeitsmarkt. Sie seien dort viel weniger erfolgreich als die übrigen Deutschen und sogar weniger als Ausländer. „Ein gutes Drittel ist arbeitslos“, heißt es in dem Bericht. „Je später sie gekommen sind, desto schlechter sind die Chancen auf dem Arbeitsmarkt.“

Aber nicht alles klingt so pessimistisch. So bietet die süddeutsche Stadt Lahr, die mit einem Fünftel ihrer 44.000 Einwohner einen der höchsten Anteile an Aussiedlern im ganzen Land hat, ein erfreuliches Bild. Dort haben viele gute Stellen gefunden und es gibt kaum noch Probleme.

(a) Warum ist die Zahl der Aussiedler gesunken?

(1)

(b) Nennen Sie die **zwei** Hauptprobleme bei jungen Aussiedlern.

(2)

(c) Auf welche Weise sind Aussiedler weniger erfolgreich als Ausländer?

(1)

(d) Warum würde man besonders in der Stadt Lahr Schwierigkeiten erwarten?

(1)

(e) In welcher Hinsicht ist die Stadt Lahr ein positives Beispiel?

(1)

**(Total for Question 7 = 6 marks)**

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- 8 Lesen Sie den Text über die Entwicklung der deutschen Atompolitik. Beantworten Sie die folgenden Fragen **auf Deutsch**.

### Deutsche Atompolitik

In den 1950er Jahren entwickelte die Bundesrepublik ein Atomprogramm – durchaus misstrauisch von Staaten wie Frankreich beobachtet, nachdem die Nationalsozialisten bis zum Ende des zweiten Weltkriegs an der Entwicklung einer Atombombe gearbeitet hatten. Die Energiepolitik der Bundesrepublik war zunächst vom Glauben an Atomkraft geprägt, aber infolge der Großdemonstrationen und der Reaktorkatastrophe von Tschernobyl fand ein Umdenken statt.

Im Jahr 2002 vereinbarten die rot-grüne Bundesregierung und die Energiekonzerne den Ausstieg aus der Atomkraft. Acht Jahre später betrachtete die schwarz-gelbe Regierung unter Kanzlerin Merkel die Kernenergie als eine Brückentechnologie, die benutzt werden soll, bis man erneuerbare Energien verlässlich einsetzen kann. So wurde 2010 der „Atomkonsens“ aufgelöst: Die Laufzeiten der AKWs wurden wesentlich verlängert. Aber nach der Reaktorkatastrophe in Fukushima hat dieselbe Bundesregierung im März 2011 beschlossen, die sieben ältesten AKWs stillzulegen.

Heute haben neun deutsche AKWs immer noch eine Betriebsbewilligung. Ihr Anteil beträgt 16% der Gesamtenergiegewinnung – damit ist Atomkraft der viertgrößte Energielieferant. Die Frage nach Standorten für die Lagerung des radioaktiven Abfalls, der bei dieser Form der Energiegewinnung anfällt, ist allerdings bisher noch nicht beantwortet worden. Auf jeden Fall sollen alle heute noch in Betrieb stehenden AKWs stufenweise bis Ende 2022 abgeschaltet werden.

Umweltorganisationen halten den kompletten Atomausstieg für durchaus möglich. Dies ist aber davon abhängig, dass man die Energieeffizienz steigert und erneuerbare Energiequellen schneller ausbaut.

- (a) Welche Haltung hatten andere Länder gegenüber der frühen Atompolitik Deutschlands?

(1)

- (b) Was für eine Folge hatte die Nuklearkatastrophe von Tschernobyl?

(1)

- (c) Wie wollte Kanzlerin Merkels Regierung die Kernenergie nach 2010 nutzen?

(1)

- (d) Warum entschied die Bundesregierung 2011, sieben AKW außer Betrieb zu setzen?

(1)

(e) Woher weiß man, dass Atomkraft bei der Stromerzeugung in Deutschland wichtig ist?

(1)

(f) Welches Problem ist laut dem Text noch ungelöst?

(1)

(g) Inwieweit wird Ende 2022 eine neue Situation bestehen?

(1)

(h) Was sollte man machen, damit man aus der Atomkraft völlig aussteigen könnte?

(1)

**(Total for Question 8 = 8 marks)**

- 9 Lesen Sie den 1990 geschriebenen Text von Christian Wernicke. Beantworten Sie die folgenden Fragen **auf Deutsch**.

### **Angekommen – auch angenommen?**

Im August waren die Thüringer und Sachsen Helden, die sich durch ungarische Wälder und Wiesen nach Österreich durchschlugen. Die Septemberbilder von den DDR-Flüchtlingen hinter dem Zaun der Bonner Botschaft in Prag gingen als Dokumente der Freiheitssehnsucht um die Welt. Dann drängte der deutsche Spätherbst mit seinen Massendemonstrationen die Übersiedler aus dem Scheinwerferlicht. Aber der Drang nach Westen bleibt ungebrochen – täglich kommen noch über 1.200 DDR-Bürger in die Bundesrepublik.

Die Helden von gestern haben sich inzwischen in Übergangsheimen und Notunterkünften eingerichtet: Die versprochene Angliederung beginnt oft am Rande der Gesellschaft – und in Konkurrenz zu den 377.055 Aussiedlern, die 1989 aus Polen, der Sowjetunion und Rumänien kamen.

Für die soziale Eingliederung blieb keine Zeit – die Unterbringung der neuen Bürger in Wohnung und Arbeit beschäftigte Bonn schon genug. So musste die Bundesregierung ihre verfehlte Wohnungsbaupolitik überprüfen: Jetzt soll ein milliardenschweres Programm die Lücke am Wohnungsmarkt schließen. Nur langsam wird dies die Tausenden von DDR-Flüchtlingen aus Wohnwagen, Hausbooten und Schlafcontainern holen.

Aus- und Übersiedler streben in die industriellen Agglomerationen, wo ohnehin die Wohnungsnot am größten ist. Diese Gebiete verkraften den Zuzug nicht mehr. Mehr als die Hälfte der DDR-Bürger wird weiterhin in Berlin, Bayern und Baden-Württemberg ihr Glück versuchen. Ein Drittel der Aussiedler wird nach Nordrhein-Westfalen ziehen. Hier erhoffen sie sich Arbeit und Wohlstand. Viele der erwerbsfähigen Aus- und Übersiedler fanden schon eine Stelle. Doch die Zettel mit Angeboten an den Schwarzen Brettern der Aufnahmelager werden rarer, die Schatten am Arbeitsmarkt werden länger.

260.000 Neuankömmlinge finden sich bereits in der Arbeitslosenstatistik; unter den Übersiedlern sind es überwiegend Büroarbeiter oder Mechaniker mit ungenügender Ausbildung, die auf der Straße stehen. Auf den Arbeitsämtern wächst der Eindruck, dass es seit November mehr Problemfälle gibt: „Im August flüchteten viele Facharbeiter“, erinnert sich ein Vermittler, „aber seit November kommen viele, die schon drüben Schwierigkeiten hatten.“

- (a) Was haben DDR-Bürger aus Thüringen und Sachsen im Sommer gemacht?

(1)

- (b) Wofür waren diese Menschen ein Symbol?

(1)

(c) Warum hörte man im Oktober bzw. November weniger von den Übersiedlern?

(1)

(d) Warum war es schwierig für die Übersiedler, sich im Westen zu integrieren?  
Nennen Sie ein Detail.

(1)

(e) Welche Maßnahme musste die Bundesregierung ergreifen?

(1)

(f) Aus welchem Grund sollten die Neuankömmlinge Großstädte  
vielleicht vermeiden?

(1)

(g) Wie werden manche Übersiedler bei der Niederlassung in  
Nordrhein-Westfalen enttäuscht?

(1)

(h) Wie hat sich der Durchschnittsübersiedler inzwischen verändert?

(1)

**(Total for Question 9 = 8 marks)**

**TOTAL FOR SECTION B = 30 MARKS**

## SECTION C: TRANSLATION INTO ENGLISH

**We recommend you spend around 20 minutes on this section.**

**10** Translate the following text about wages into **English**.

(20)

Genau zehn Jahre, nachdem das Hartz IV Gesetz in Kraft trat, haben die Koalitionspartner einen gesetzlichen Mindestlohn eingeführt. Seit Jahresbeginn gilt dieser für die meisten, jedoch nicht für sämtliche Branchen. Weil er zudem bei einer Höhe von nur €8,50 pro Stunde liegt, wird darin kein wirksamer Mechanismus zur Armutsbekämpfung gesehen. Alle westeuropäischen Staaten (außer Großbritannien) haben bereits heute einen großzügigeren Mindestlohn. Wegen der steigenden Haushaltskosten werden €8,50 selbst bei Vollzeitarbeit mit Sicherheit nicht reichen, um das Existenzminimum zu decken. Während Arbeitgeber sich über den Mindestlohn beschwerten, hält die große Mehrheit der Deutschen seine Einführung allerdings für eine sehr gute Sache.

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(Total for Question 10 = 20 marks)

**TOTAL FOR SECTION C = 20 MARKS**

**TOTAL FOR PAPER = 80 MARKS**

**Source information****Demonstrationen:**

© <http://www.zeit.de/gesellschaft/2015-02/fluechtlingsunterkuenfte-angriffe-pegida>

**Opernschule:**

© bohmann video via [www.youtube.com/watch?v=cbyReyllF3Q](http://www.youtube.com/watch?v=cbyReyllF3Q)

**Wiedervereinigung:**

© <http://www.n-tv.de/politik/Die-Deutsche-Einheit-eine-Illusion-article11474886.html>

**Umweltschutz:**

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**Die langen Korridore des „Frauenwonayms“:**

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Author: Ermine Sevgi Özdamar

ISBN: 3-462-03180-5

**Castingshows:**

© [http://www.t-online.de/eltern/erziehung/id\\_55911214/wie-castingshows-auf-kinder-wirken](http://www.t-online.de/eltern/erziehung/id_55911214/wie-castingshows-auf-kinder-wirken).

**Aussiedler:**

© <http://www.sueddeutsche.de/politik/immer-weniger-aussiedler-in-deutschland-ende-einer-wanderung-1.201035>

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**Angekommen – auch angenommen?:**

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**Wages:**

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# GCE A Level German

## Paper 1 marking principles for Section A and B

### Candidate responses

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases (with the exception of Question 4(b), summary writing).

Example of short phrases with two or more words:

- Bäume (sind) nachgewiesen. (noun/verb)
  - (er) konnte nicht als Ingenieur arbeiten (verb/negation)
  - Sie waren misstrauisch. (verb/adjective).
- In Question 4b, candidates must use short phrases but no single words, as this would not be appropriate for summary writing.
- When responding to open response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

<b>Text:</b>	Ich esse hauptsächlich Obst und Gemüse um gesund zu bleiben.
<b>Question:</b>	Wie sieht laut dem Text eine gesunde Ernährung aus?
<b>Rewardable answer:</b>	Hauptsächlich Obst und Gemüse zu essen.
<b>Non-rewardable answer:</b>	Ich esse hauptsächlich Obst und Gemüse um gesund zu bleiben.

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence, 'essen.' This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in this paper so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or interferes with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

## Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *Nostalgisch/Nostalgie/Ostalgie*.
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

- *Kinder/Sie lernen später lesen (1)*

### AND

- *Sie protestiert gegen den Bau (des Terminals) (1)*

### OR

- *Der Terminal ist eine riskante Investition (1)*
- Any parts of an answer that are not essential are bracketed and any parts that are key words are underlined, for example: : (durch) individuellen (Gesangs)unterricht
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

## Section A

Question number	Answer	Mark
1(i)	A	(1)

Question number	Answer	Mark
1(ii)	A	(1)

Question number	Answer	Mark
1(iii)	D	(1)

Question number	Answer	Mark
1(iv)	C	(1)

Question number	Answer	Reject	Mark
2(a)	Sie können auf der Bühne stehen (1) OR Sie können ihren Traum erfüllen (1)	Sie sind talentiert	(1)

Question number	Answer	Reject	Mark
2(b)	sich (auf der Bühne) richtig (zu) bewegen/Bewegung auf der Bühne	Chorgesang	(1)

Question number	Answer	Reject	Mark
2(c)	(durch) <u>individuellen</u> (Gesangs)unterricht	Sie ist Leiterin der Schule	(1)

Question number	Answer	Reject	Mark
2(d)	glücklich (or similar adjective) (1) OR erleichtert (1)	gespannt nervös	(1)

Question number	Answer	Reject	Mark
2(e)	Viele Kinder möchten beruflich Sänger werden/beruflich singen/Profisänger werden	Sänger (selbstverständlich)	(1)

Question number	Answer	Reject	Mark
<b>3(a)</b>	Löhne (17%) niedriger (als im Westen). (1)  OR  Arbeitslosenquote (höher). (1)  OR  niedrigere Renten. (1)	Die Löhne sind (in letzter Zeit erheblich) gestiegen Die deutsche Einheit (ist noch) nicht erreicht	<b>(1)</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	Sie fühlen sich nicht als (richtige) Bundesbürger. (1)  OR  Sie fühlen sich (immer noch) als Ostdeutsche. (1)  OR  Sie denken, dass Einheit noch nicht erreicht worden ist. (1)	Sie sind/fühlen sich als richtige Bundesbürger. Sie haben unrealistische Erwartungen.	<b>(1)</b>

Question number	Answer	Mark
<b>3(c)(i)</b>	Sie vermissen die <u>DDR</u> -Zeit/ das Gemeinschaftsgefühl in der DDR (1)  OR  nostalgisch/Nostalgie/Ostalgie (1)  OR  (Sie haben) positive Meinungen (or similar) (1)	<b>(1)</b>

Question number	Answer	Reject	Mark
<b>3(c)(ii)</b>	(Wegen des früheren) Gemeinschaftsgefühl(s)/Zusammengehörigkeit (in der DDR)	Sie hatten unrealistische Erwartungen	<b>(1)</b>

Question number	Answer	Mark
<b>3(d)</b>	Sie sind besser geworden/sie haben sich dem Westen angenähert	<b>(1)</b>

Question number	Answer	Reject	Mark
3(e)	(Er hat) gemischte Gefühle/(er findet die Wende) positiv <u>und</u> negativ	positiv (with no reference to negative) negativ (with no reference to positive)	(1)

Question number	Answer	Reject	Mark
3(f)	(Er) verlor seine Stelle/(er) konnte nicht als Ingenieur arbeiten/(er) musste in einem Laden arbeiten	Die Wirtschaft brach zusammen. Zwei Milliarden Euro wurden transferiert.	(1)

Question number	Answer	Reject	Mark
3(g)	2 Milliarden Euro gegeben/Geld gegeben.	Geld (on its own with no verb). (Die neuen Bundesländer haben) schöne Straßen gebaut/Schwimmbäder geöffnet/historische Stadtkerne saniert.	(1)

Question number	Answer	Reject	Mark
3(h)	In (mindestens) 30 Jahren/nach einer Generation	Bis die alten und neuen Bundesländer den gleichen Lebensstandard genießen	(1)

Question number	Answer	Reject	Mark
4(a)(i)	(Sie hat/produziert mit) veraltete(n) Fabriken/ Sie stößt Schadstoffe (in die Luft/Erde/das Grundwasser) aus	Es wird Jahrtausende dauern, bis die Natur sich erholen kann	(1)

Question number	Answer	Reject	Mark
4(a)(ii)	Sie verschmutzt das Wasser/schmutziges Wasser/das Wasser ist schmutzig. (1)  OR  Das Trinkwasser fällt bei (Qualitäts)tests durch. (1)	Sie überdüngen	(1)

Question number	Answer	Reject	Mark
4(a)(iii)	Sie werfen vieles weg (1)  AND  Sie verbrauchen (zu) viel Energie (1)	Der Schadstoffausstoß bleibt konstant.	(2)

Question number	Answer	Reject	Mark
4(a)(iv)	besser als vorher (1)  AND  Die Wälder haben sich erholt/(Viele) Bäume (sind) nachgewiesen erholt/(Viele) Bäume (sind) nachgewiesen. (1)	schlecht (or similar) gut (or similar) without further amplification	(2)

Question number	Answer	Mark
4(b)(i)	Mark for content/communication not accuracy:  Sie protestiert gegen den Bau (des Terminals). (1)  OR  Der Terminal ist eine riskante Investition. (1)  AND  Die Gesundheit/Das Wohlbefinden der Leute muss (vor der Wirtschaft) Priorität haben (1)  AND  Kinder/Sie lernen später lesen (1)	(3)

Question number	Answers	Mark
4(b)(ii)	Mark for content/communication not accuracy: Die Kapazität des (bestehenden) Terminals wird bis 2021 überschritten sein (1)  AND  Die Bahn könnte innerdeutsche Flüge nicht ersetzen (1)  AND  Der Bau soll Schlangen (an Check-in und Sicherheitskontrollen) künftig verhindern. (1)  OR Bessere Qualität und Komfort (für Passagiere) (1)	(3)



## Section B

Question number	Answer	Mark
5(i)	C	(1)

Question number	Answer	Mark
5(ii)	C	(1)

Question number	Answer	Mark
5(iii)	A	(1)

Question number	Answer	Mark
5(iv)	C	(1)

Question number	Answer	Mark
6	C, D, G, H	(4)

Question number	Answer	Reject	Mark
7(a)	Viele können den Deutschtest nicht bestehen.	Deutschtest only	(1)

Question number	Answer	Mark
7(b)	Sie nehmen Drogen. (1)  AND  Sie sitzen im Gefängnis. (1)	(2)

Question number	Answer	Reject	Mark
7(c)	Mehr Aussiedler sind arbeitslos./Mehr Ausländer haben Arbeit (gefunden).	Just arbeitslos/keinen Job gefunden	(1)

Question number	Answer	Mark
7(d)	Weil es dort viele Aussiedler gibt.	(1)

Question number	Answer	Reject	Mark
7(e)	Dort sind die Aussiedler gut integriert. (1)  OR  Viele Aussiedler haben einen Arbeitsplatz gefunden. (1)	Kaum Probleme	(1)

Question number	Answer	Mark
8(a)	Sie waren misstrauisch.	(1)

Question number	Answer	Reject	Mark
8(b)	Die Bundesrepublik änderte ihre Energiepolitik./Die Bundesrepublik hat ihre Energiepolitik überlegt.	Just „Umdenken“	(1)

Question number	Answer	Reject	Mark
8(c)	Kernenergie ist (nur) eine Brückentechnologie. (1)  OR  Man will Kernenergie nur für eine bestimmte Zeit benutzen. (1)	Kernenergie länger nutzen	(1)

Question number	Answer	Reject	Mark
8(d)	Die Katastrophe bei Fukushima zeigte, wie gefährlich die Kernkraft sein könnte. (1)  OR  Wegen der Katastrophe bei Fukushima. (1)	„Just „Fukushima“	(1)

Question number	Answer	Reject	Mark
8(e)	Kernkraftwerke produzieren 16% des deutschen Stroms. (1)  OR  Atomkraft ist der viertgrößte Energielieferant. (1)	9 AKWs haben eine Betriebsbewilligung	(1)

Question number	Answer	Reject	Mark
8(f)	Wo man Atommüll lagert	Standorte Just „radioaktiver Abfall“	(1)

Question number	Answer	Mark
8(g)	Die AKWs werden abgeschaltet (werden).	(1)

Question number	Answer	Reject	Mark
8(h)	(Man soll) die Energieeffizienz steigern (1)  OR  (Man soll) erneuerbare Energiequellen schneller ausbauen (1)	AKWs abschalten	(1)

Question number	Answer	Reject	Mark
9(a)	Sie sind (über Ungarn) nach Österreich geflüchtet.	Sie waren Helden	(1)

Question number	Answer	Reject	Mark
9(b)	(für) (den Wunsch nach) Freiheit	Ein Dokument Die Deutschen	(1)

Question number	Answer	Reject	Mark
9(c)	Die Massendemonstrationen (in deutschen Städten) waren wichtiger.	Wegen es deutschen Spätherbstes	(1)

Question number	Answer	Reject	Mark
9(d)	Sie fanden kein richtiges Zuhause./ Sie wohnten noch in Übergangsheimen. (1)  OR  Sie mussten mit den vielen Aussiedlern konkurrieren. (1)	Sie waren am Rande der Gesellschaft	(1)

Question number	Answer	Reject	Mark
9(e)	Sie musste neue Wohnungen/Häuser bauen.	Just „Wohnungsmarkt“ or „Wohnbaupolitik“	(1)

Question number	Answer	Mark
9(f)	Weil Wohnungen schon vorher knapp waren. (1)  OR  Weil es schon vorher zu wenig Unterkunft gab. (1)	(1)

Question number	Answer	Reject	Mark
9(g)	Es gibt weniger Arbeitsstellen. (1)  OR  Es gibt zu viele Neuankömmlinge, die Arbeit suchen. (1)	Sie suchen Arbeitsstellen	(1)

Question number	Answer	Reject	Mark
9(h)	Sie sind jetzt weniger gut ausgebildet. (1)  OR  Sie haben in der DDR schon Probleme gehabt. (1)  OR  Es gibt jetzt weniger Facharbeiter. (1)	Viele Facharbeiter	(1)

## Section C

### Marking principles

Mis-spelling is tolerated as long as it does not lead to ambiguity, for example drought mis-spelled as drowght would be acceptable but mis-spelled as draught would be unacceptable as this would lead to ambiguity.

Learners are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

Question number	Answer	Mark
10	Exactly ten years after the Hartz IV law	(1)
	came into effect,	(1)
	the coalition partners have introduced	(1)
	a statutory minimum wage.	(1)
	Since the beginning of the year	(1)
	this has applied to most	(1)
	but not all sectors.	(1)
	Since, in addition, it is set at only €8.50 per hour	(1)
	it is not regarded	(1)
	as an effective means	(1)
	of combatting poverty.	(1)
	All western European countries (with the exception of Great Britain)	(1)
	already have a more generous minimum wage.	(1)
	Due to the increasing household costs,	(1)
	€8.50 will certainly not suffice	(1)
	to cover the bare minimum,	(1)
	even for someone in full time employment.	(1)
	Whilst employers complain about the minimum wage,	(1)
	the majority of Germans however believe	(1)
	its introduction is a very good thing.	(1)



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Surname	Other names
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<b>German</b> <b>Advanced</b> <b>Paper 2: Written response to works and translation</b>	
Sample assessment material for first teaching September 2016 <b>Time: 2 hours 40 minutes</b>	Paper Reference <b>9GN0/02</b>
<b>You do not need any other materials.</b>	Total Marks <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer question 1 in Section A. You must answer **two** questions from Sections B and C – this means **either** two questions from Section B **or** one question from Section B **and** one question from Section C. Write between 300 and 350 words for questions in Section B and Section C.
- We recommend you spend 30 minutes on Section A: Translation.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Dictionaries are **not** allowed in this examination.
- Copies of works are **not** allowed in this examination.

### Information

- The total mark for this paper is 120.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

**S50036A**

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PEARSON

## SECTION A: TRANSLATION

1 Übersetzen Sie den folgenden Text **ins Deutsche**.

(20)

Konrad has lived in Schwedt all his life and recalls East Germany with nostalgia. He says daily life was better before the wall came down: everyone had a job and an apartment. 'We would gladly return to the GDR if we had the chance. Neighbours helped one another back then whereas today, you have to pay if you need help.'

However, the regime's only military prison reminds us of a very different GDR. It is abandoned these days, of course, but when walking through the interrogation rooms one remembers a regime which viewed freedom as a threat and encouraged neighbours to spy for the secret police.

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(Total for Question 1 = 20 marks)

**TOTAL FOR SECTION A = 20 MARKS**

## SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

Beantworten Sie ZWEI Fragen – ENTWEDER zwei Fragen von Teil B ODER eine Frage von Teil B UND eine Frage von Teil C. Schreiben Sie 300 – 350 Wörter für jede Frage.

### 2 *Andorra* (Max Frisch)

EITHER

- (a) Analysieren Sie, wie effektiv die Symbolik in diesem Stück ist. (50)

OR

- (b) Beurteilen Sie die Wichtigkeit von Barblin in diesem Stück. (50)

(Total for Question 2 = 50 marks)

### 3 *Der Besuch der alten Dame* (Friedrich Dürrenmatt)

EITHER

- (a) Beurteilen Sie, ob Dürrenmatts Beschreibung von diesem Stück als eine tragische Komödie gerechtfertigt ist. (50)

OR

- (b) Analysieren Sie, wie Dürrenmatt die Wirkung des Konsums auf die Charaktere in diesem Stück präsentiert. (50)

(Total for Question 3 = 50 marks)

### 4 *Der kaukasische Kreidekreis* (Bertolt Brecht)

EITHER

- (a) Untersuchen Sie die Bedeutung der Beziehung zwischen Grusche und dem kleinen Michel in diesem Stück. (50)

OR

- (b) Analysieren Sie die Darstellung der Religion in diesem Stück. (50)

(Total for Question 4 = 50 marks)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**5 *Der Vorleser* (Bernhard Schlink)****EITHER**

- (a) Beurteilen Sie, inwiefern Hanna Schmitz ein Opfer ist.

(50)

**OR**

- (b) Analysieren Sie die Symbolik im ersten Teil dieses Romans.

(50)

**(Total for Question 5 = 50 marks)**

**6 *Die Entdeckung der Currywurst* (Uwe Timm)****EITHER**

- (a) Beurteilen Sie die Wichtigkeit der letzten Szene in diesem Roman, als Bremer seinen Geschmackssinn zurückgewinnt.

(50)

**OR**

- (b) Analysieren Sie die Relevanz der Rollen von Herrn Lammers und Frau Eckleben in dem Roman.

(50)

**(Total for Question 6 = 50 marks)**

**7 *Die neuen Leiden des jungen W.* (Ulrich Plenzdorf)****EITHER**

- (a) Erklären Sie, warum Edgars Konstruktion eines NFGs ein wichtiges Symbol in diesem Roman ist.

(50)

**OR**

- (b) Analysieren Sie die Rolle der verschiedenen Sprachformen in diesem Werk.

(50)

**(Total for Question 7 = 50 marks)**

**8 Die Verwandlung (Franz Kafka)****EITHER**

- (a) Analysieren Sie die These, dass Gregors Verwandlung in ein Ungeziefer eine Metapher ist. (50)

**OR**

- (b) Analysieren Sie die Entwicklung des Verhältnisses zwischen Gregor und Grete im Verlauf der Erzählung. (50)

(Total for Question 8 = 50 marks)

**9 Die verlorene Ehre der Katharina Blum (Heinrich Böll)****EITHER**

- (a) Analysieren Sie, inwiefern der Erzähler in diesem Werk seine Rolle erfüllt. (50)

**OR**

- (b) Beurteilen Sie, inwiefern die Kritik an der deutschen Gesellschaft in diesem Werk gerechtfertigt ist. (50)

(Total for Question 9 = 50 marks)

**10 Ichühl mich so fifty-fifty (Karin König)****EITHER**

- (a) Analysieren Sie die Beziehung zwischen dem Individuum und dem Staat in diesem Roman durch den Charakter von Thomas. (50)

**OR**

- (b) Untersuchen Sie, warum die Charaktere in dieser Erzählung Freiheit suchen und inwiefern sie erfolgreich sind. (50)

(Total for Question 10 = 50 marks)

**11 *Sansibar oder der letzte Grund* (Alfred Andersch)****EITHER**

- (a) Beurteilen Sie die Bedeutung des lesenden Klosterschülers und seine Wichtigkeit für die anderen Charaktere in diesem Werk.

(50)

**OR**

- (b) Analysieren Sie, inwiefern das Leben in einer Diktatur für die Charaktere nur negative Folgen hat.

(50)

**(Total for Question 11 = 50 marks)**

**12 *Sommerhaus, später und andere Erzählungen* (Judith Hermann)****EITHER**

- (a) Analysieren Sie, inwiefern Einsamkeit ein zentrales Thema in zwei von diesen Erzählungen ist.

(50)

**OR**

- (b) Erklären Sie, inwiefern das Bild der Stadt Berlin eine Bedeutung für ein tieferes Verständnis von zwei von diesen Erzählungen hat.

(50)

**(Total for Question 12 = 50 marks)**

**13 *Stern ohne Himmel* (Leonie Ossowski)****EITHER**

- (a) Untersuchen Sie die These, dass dieser Roman ein negatives Bild der Menschheit präsentiert.

(50)

**OR**

- (b) Analysieren Sie, inwiefern das Verhalten von Herrn und Frau Nagold wichtig ist, um die Hauptthemen des Romans zu verstehen.

(50)

**(Total for Question 13 = 50 marks)**

**14 *Tonio Kröger* (Thomas Mann)****EITHER**

- (a) Analysieren Sie die Bedeutung der Rollen von Hans Hansen und Ingeborg Holm in diesem Werk.

(50)

**OR**

- (b) Beurteilen Sie, welche Bedeutung der Name des Hauptcharakters Tonio Kröger hat.

(50)

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**(Total for Question 14 = 50 marks)**

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**TOTAL FOR SECTION B = 50 MARKS**

**SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)**

**Beantworten Sie ZWEI Fragen – ENTWEDER zwei Fragen von Teil B ODER eine Frage von Teil B UND eine Frage von Teil C. Schreiben Sie 300 – 350 Wörter für jede Frage.**

**15 *Almanya - Willkommen in Deutschland* (Yasemin Samdereli)****EITHER**

- (a) Analysieren Sie, wie die Charaktere in diesem Film durch das Verwenden von Deutsch und Türkisch dargestellt werden. (50)

**OR**

- (b) Erklären Sie, wie der kleine Cenk die Probleme der in Deutschland lebenden Türken symbolisiert. (50)

**(Total for Question 15 = 50 marks)**

**16 *Das Leben der Anderen* (Florian Henckel von Donnersmarch)****EITHER**

- (a) Analysieren Sie, warum und inwiefern Wieslers Charakter sich im Verlauf des Films ändert. (50)

**OR**

- (b) Beurteilen Sie die Rolle von Literatur und Musik im Verlauf dieses Films. (50)

**(Total for Question 16 = 50 marks)**

**17 *Das Wunder von Bern* (Sönke Wortmann)****EITHER**

- (a) Beurteilen Sie die Bedeutung der Szene, in der Richard und Matthias Kartoffeln schälen, für den Verlauf des Films. (50)

**OR**

- (b) Untersuchen Sie, wie die Probleme, mit denen Richard bei seiner Heimkehr konfrontiert wird, das Leben im Nachkriegsdeutschland widerspiegeln. (50)

**(Total for Question 17 = 50 marks)**

**18 *Der Untergang* (Oliver Hirschbiegel)****EITHER**

- (a) Beurteilen Sie die Techniken, die von dem Regisseur benutzt werden, um den Charakter von Hitler darzustellen. (50)

**OR**

- (b) Untersuchen Sie, inwiefern die zwei Charaktere Eva Braun und Magda Goebbels Ähnlichkeiten miteinander haben. (50)

**(Total for Question 18 = 50 marks)**

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**19 *Der Wald vor lauter Bäumen* (Maren Ade)****EITHER**

- (a) Analysieren Sie die Bedeutung der letzten Szene in dem Film, in der Melanie in ihrem Auto durch den Wald fährt. (50)

**OR**

- (b) Beurteilen Sie, inwiefern Melanie selbst an ihren Problemen schuld ist. (50)

**(Total for Question 19 = 50 marks)**

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**20 *Die fetten Jahre sind vorbei* (Hans Weingartner)****EITHER**

- (a) Analysieren Sie die Darstellung der älteren Generation in diesem Film. (50)

**OR**

- (b) Analysieren Sie die Wichtigkeit der Gespräche zwischen den vier Hauptcharakteren in diesem Film in der österreichischen Hütte. (50)

**(Total for Question 20 = 50 marks)**

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**21 Die Welle (Denis Gansel)****EITHER**

- (a) Untersuchen Sie, inwiefern Tims Charakter zu seinem Tod führt.

(50)

**OR**

- (b) Untersuchen Sie, wie sich die Einstellung der Schüler zum Projektwoche-Thema ‚Autokratie‘ entwickelt.

(50)

**(Total for Question 21 = 50 marks)**

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**22 Good Bye, Lenin! (Wolfgang Becker)****EITHER**

- (a) Analysieren Sie die Rolle von Lügen in diesem Film.

(50)

**OR**

- (b) Untersuchen Sie die Idee, dass das Bild der DDR in diesem Film negativ ist.

(50)

**(Total for Question 22 = 50 marks)**

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**23 Lola rennt (Tom Tykwer)****EITHER**

- (a) Analysieren Sie die Themen ‚Zufall‘ und ‚Zeit‘ in diesem Film.

(50)

**OR**

- (b) ‚Nach dem Spiel ist vor dem Spiel.‘ Beurteilen Sie die Bedeutung dieses Zitates am Anfang des Films.

(50)

**(Total for Question 23 = 50 marks)**

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**24 *Nirgendwo in Afrika* (Caroline Link)**

**EITHER**

- (a) Erklären Sie, was man in diesem Film durch die Entwicklung von Jettel Redlich über Einstellungen zu Einheimischen in Afrika lernt.

(50)

**OR**

- (b) ‚Dieses Land hat unser Leben gerettet. Aber es ist nicht unser Land.‘  
(Walter Redlich)

Beurteilen Sie diese Bemerkung von Walter Redlich.

(50)

**(Total for Question 24 = 50 marks)**

**25 *Rosenstraße* (Margarethe von Trotta)**

**EITHER**

- (a) Untersuchen Sie, wie die Verbindung zwischen Vergangenheit und Gegenwart in diesem Film präsentiert wird.

(50)

**OR**

- (b) Analysieren Sie die Wichtigkeit der Mutter-Tochter-Beziehung zwischen Ruth und Hannah in diesem Film.

(50)

**(Total for Question 25 = 50 marks)**

**26 *Sophie Scholl – Die letzten Tage* (Marc Rothemund)**

**EITHER**

- (a) Untersuchen Sie die These, dass die Justiz in Nazideutschland in einem völlig negativen Licht erscheint.

(50)

**OR**

- (b) Beurteilen Sie den Einfluss der Religion auf Sophies Entscheidungen.

(50)

**(Total for Question 26 = 50 marks)**

**TOTAL FOR SECTION C = 50 MARKS**



**Indicate which questions you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.**

In the box, state whether you are answering part (a) or part (b)

9



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**TOTAL FOR PAPER = 120 MARKS**

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## GCE A Level German

### Paper 2 mark scheme

#### Section A – Question 1 (translation) into assessed language

This task is a points-based mark scheme in which 1 mark is given for each correct individual section of language. A correct translation is provided in a grid which also outlines the alternative translations that will be accepted or the translations to be rejected. Marking principles for error tolerance with examples are given directly above the grid.

#### Marking principles

Accents: non-grammatical umlaut errors are tolerated, for example Buro rather than Büro unless they cause ambiguity (e.g. schon rather than schön).

Spelling: non-grammatical mis-spellings are tolerated, for example wunderbar rather than wunderbar, as long as they are not ambiguous or in the wrong language (e.g. Strom rather than Stürm).

Verb endings must be correct and will not be classed as spelling errors.

Case endings must be correct and will not be classed as spelling errors.

Accept any appropriate alternatives that do not already appear in the acceptable answers column.

	<b>Text</b>	<b>Correct Answer</b>	<b>Acceptable Answers</b>	<b>Reject</b>	<b>Mark</b>
1	Konrad has lived in Schwedt	Konrad hat ... in Schwedt gewohnt	gelebt wohnte / lebte	wohnt/lebt hat gewohnt/ gelebt	<b>(1)</b>
2	all his life	sein ganzes Leben (lang)		all sein Leben	<b>(1)</b>
3	and recalls East Germany with nostalgia.	und denkt mit Nostalgie an die DDR zurück.	Ostdeutschland nostalgisch erinnert sich ... an		<b>(1)</b>
4	He says daily life was better	Er sagt, dass das tägliche Leben ... besser gewesen sei.	Er meint, Er sagt, das tägliche Leben sei besser gewesen. ... besser gewesen war. ... besser gewesen ist.	war besser/ wäre besser	<b>(1)</b>

	<b>Text</b>	<b>Correct Answer</b>	<b>Acceptable Answers</b>	<b>Reject</b>	<b>Mark</b>
5	before the wall came down:	vor dem Mauerfall	vor dem Fall der Mauer bevor die Mauer gefallen war	bevor dem Mauerfall  runterkam	<b>(1)</b>
6	everyone had a job and an apartment.	Jeder hatte einen Job und eine Wohnung	Alle hatten Alle Leute / Bürger Jede Person eine Arbeit eine Stelle einen Arbeitsplatz	Wrong verb agreement (sing./pl.)	<b>(1)</b>
7	'We would gladly return	Wir würden gern(e) ... zurückkehren,	zurückgehen	werden  zurück-fahren	<b>(1)</b>
8	to the GDR	in die DDR	zur DDR	nach DDR/ in der/die GDR	<b>(1)</b>
9	if we had the chance.	wenn wir die Chance hätten.	die Gelegenheit Hätten wir die Chance, (dann / so) würden wir gerne zur DDR zurückkehren.	...die Chance haben/hatten	<b>(1)</b>
10	Neighbours helped one another back then	Nachbarn halfen einander damals (aus),	... haben ... geholfen	dann	<b>(1)</b>
11	whereas today, you have to pay	während man heute bezahlen muss,		heutzutage	<b>(1)</b>
12	if you need help.'	wenn man Hilfe braucht.			<b>(1)</b>
13	However ... ( <i>the regime's only military prison</i> ) ... reminds us of a very different GDR.	Allerdings erinnert uns ... an eine ganz andere DDR.	Dennoch Jedoch	aber  sehr andere DDR/GDR	<b>(1)</b>
14	the regime's only military prison	das einzige militärische Gefängnis des Staates	Militärgefängnis des Regimes		<b>(1)</b>

	<b>Text</b>	<b>Correct Answer</b>	<b>Acceptable Answers</b>	<b>Reject</b>	<b>Mark</b>
15	It is abandoned these days, of course	Es ist heutzutage natürlich verlassen,		heute	<b>(1)</b>
16	but when walking through the interrogation rooms	aber wenn man durch die Verhörzimmer geht,	Verhörräume Vernehmungszimmer Vernehmungsräume	wandert	<b>(1)</b>
17	one remembers a regime	erinnert man sich an eine Regierung,	einen Staat ein Regime		<b>(1)</b>
18	which viewed freedom as a threat	die Freiheit als eine Drohung betrachtete	sah betrachtet hat eine Bedrohung für eine Drohung hielt	was Freiheit ...	<b>(1)</b>
19	and encouraged neighbours	und Nachbarn ermutigte,	anregte		<b>(1)</b>
20	to spy for the secret police.	für die Stasi zu spionieren.	Geheimpolizei zu spitzeln	um ...zu spionieren	<b>(1)</b>
					<b>Total (20)</b>

## **Sections B and C, Questions 2 to 26 (written response to works)**

There are three levels-based mark grids to be applied to each individual essay that makes up the written response to works. The mark grids are:

- Critical and analytical response (AO4)
- Range of grammatical structures and vocabulary (AO3)
- Accuracy of language (AO3)

### **General guidance on using levels-based mark schemes**

#### **Step 1 Decide on a band**

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on 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 bands 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, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### **Step 2 Decide on a mark**

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band, depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.



## Critical and analytical response (A04)

- This mark grid assesses students' ability to respond critically and analytically to the aspect of the literary work or film outlined in the question. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.
- This grid should be applied twice, once for each essay individually.
- When deciding how to reward an answer, you should consult this mark grid as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1–4	<ul style="list-style-type: none"> <li>• Points of view relating to issues/themes/cultural or social contexts are presented with simplistic justification limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive.</li> <li>• Limited ability to form arguments or draw conclusions.</li> <li>• Response relates to the work but limited focus on the question.</li> </ul>
5–8	<ul style="list-style-type: none"> <li>• Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive.</li> <li>• Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.</li> <li>• Response relates to the work but often loses focus on the question.</li> </ul>
9–12	<ul style="list-style-type: none"> <li>• Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.</li> <li>• Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration.</li> <li>• Response is relevant to particular aspects of the question, occasional loss of focus.</li> </ul>
13–16	<ul style="list-style-type: none"> <li>• Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work.</li> <li>• Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together.</li> <li>• Predominantly relevant response to the question.</li> </ul>
17–20	<ul style="list-style-type: none"> <li>• Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work.</li> <li>• Detailed, logical arguments and conclusions are made that consistently link together.</li> <li>• Relevant response to the question throughout.</li> </ul>

### Range of grammatical structures and vocabulary (A03)

- This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.
- This grid should be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–4	<ul style="list-style-type: none"><li>• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted.</li><li>• Limited range of vocabulary resulting in repetitive expression.</li><li>• Limited use of terminology appropriate to literary and cinematic analysis.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted.</li><li>• Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive.</li><li>• Occasional use of terminology appropriate for literary and cinematic analysis.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing.</li><li>• Some variation in use of vocabulary, resulting in variation of expression but this is not sustained.</li><li>• Some use of terminology appropriate for literary and cinematic analysis.</li></ul>
13–16	<ul style="list-style-type: none"><li>• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay.</li><li>• Frequently varied use of vocabulary, resulting in regular variation of expression.</li><li>• Frequent use of terminology appropriate for literary and cinematic analysis.</li></ul>
17–20	<ul style="list-style-type: none"><li>• Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing.</li><li>• Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways.</li><li>• Consistent use of terminology appropriate for literary and cinematic analysis.</li></ul>

## Additional guidance

**Variation of vocabulary and grammatical structures:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary (including to express literary and cinematic analysis – (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

**Terminology for literary and cinematic analysis:** vocabulary for critical analysis according to the work being studied, for example 'plot', 'character'; figures of speech such as 'metaphor', 'similes'; to describe theme and style such as, 'camera technique', 'hand-held camera', 'use of black and white', 'first person narrative.'

**Complex language** is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways
- all grammar and structures included in the grammar list that are specific to A Level.

**Straightforward** language is considered to be:

- simple sentences with limited linking of sentences and clauses
- high frequency grammatical structures and vocabulary.

### Accuracy of language (AO3)

- This mark grid assesses students' ability to apply grammar and syntax accurately.
- This grid should be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–2	<ul style="list-style-type: none"><li>• Limited sequences of accurate language resulting in lapses in coherence.</li><li>• Errors occur that often prevent meaning being conveyed.</li></ul>
3–4	<ul style="list-style-type: none"><li>• Some accurate sequences of language resulting in some coherent writing.</li><li>• Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li></ul>
5–6	<ul style="list-style-type: none"><li>• Frequent sequences of accurate language resulting in generally coherent writing.</li><li>• Errors occur that occasionally hinder clarity of communication</li></ul>
7–8	<ul style="list-style-type: none"><li>• Accurate language throughout most of the essay, resulting in mostly coherent writing.</li><li>• Errors occur that rarely hinder clarity of communication.</li></ul>
9–10	<ul style="list-style-type: none"><li>• Accurate language throughout, resulting in consistently coherent writing.</li><li>• Any errors do not hinder clarity of communication.</li></ul>

### Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

#### Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

#### Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

#### Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant examples from the work.

Question number	Indicative content
2(a)	<p><b>Andorra – Max Frisch</b></p> <p>Students may refer to the following in their answers.</p> <p>Frisch uses symbolism effectively in a variety of ways in this play.</p> <ul style="list-style-type: none"><li>• Colour symbolism is important. The play opens with the main symbol. Barblin's whitewashing of the square represents society's and the teacher's attempts to cover up the truth. At the end of the play, the mad Barblin is found whitewashing again in order to cover up the horrific killing of Andri. If good is represented by white, it is significant that evil is represented as black – die Schwarzen across the border are a threat to peace and stability.</li><li>• The weather symbolises the atmosphere in Andorran society. An atmosphere of foreboding is described as etwas in der Luft and the image of an approaching thunderstorm symbolises a disastrous event. Everyone knows that a disaster is imminent; nobody is willing to face up to the reality.</li><li>• The teacher represents education, the doctor the health service etc. In this way, Frisch can express general attributes. Frisch uses Andorra to symbolise Switzerland and its treatment of members of society who do not conform. This is effective as the audience sees itself portrayed in the characters. Andri symbolises the outcast who becomes the <i>Sündenbock</i>.</li><li>• Through use of clear dramatic symbols, Frisch influences audience opinion by allowing them to see themselves as potential victims or perpetrators of prejudice.</li></ul>

Question number	Indicative content
2(b)	<p data-bbox="435 293 756 327"><b>Andorra – Max Frisch</b></p> <p data-bbox="435 365 1150 398">Students may refer to the following in their answers.</p> <p data-bbox="435 436 1193 470">Barblin’s importance is as the tragic heroine of the play.</p> <ul data-bbox="435 508 1425 1153" style="list-style-type: none"> <li data-bbox="435 508 1425 607">• Barblin begins and concludes the play with her whitewashing. She is important because she represents the character who is cleaning up Andorra literally and metaphorically.</li> <li data-bbox="435 629 1425 728">• She is naive and innocent. She does not understand her father’s refusal to agree to her marriage to Andri. This is important as it shows Barblin has no prejudices and loves Andri as a human being.</li> <li data-bbox="435 750 1425 960">• She maintains her values throughout the play. Because of her love for Andri, she rejects the soldier. When she discovers the truth about Andri she remains loyal to him more like a sister than a lover. During the <i>Judenschau</i>, she is the only one who stands up against the soldiers and is given the title <i>Judenhure</i>. Importantly, she contrasts with other characters in the play.</li> <li data-bbox="435 983 1425 1153">• Throughout the play she represents good. Like Andri, Barblin is a victim of mass prejudice. Her whitewashing of the streets with Andri’s shoes in the foreground is important because it shows how evil has triumphed over good. This is a warning to the audience that good people in society can be crushed.</li> </ul>

Question number	Indicative content
3(a)	<p><b>Der Besuch der alten Dame – Friedrich Dürrenmatt</b></p> <p>Students may refer to the following in their answers.</p> <p>The play contains both tragic and comic elements and as such can be described as eine tragische Komödie.</p> <p>Comic elements in the play</p> <ul style="list-style-type: none"> <li>• The revelation that Claire's body is almost all false; the desperate attempts of the townspeople to present themselves well in Act 1; the comic appearance of Claire's entourage with the gangsters, the butler and the two blind men.</li> <li>• Comic elements in the play mirror the underlying chaos of the plot and underline the petty-mindedness of the townspeople, making the audience identify with them as real human beings rather than mere stereotypes. The use of black, grotesque humour makes the audience feel unease as Claire's intentions are revealed.</li> </ul> <p>Tragic elements in the play</p> <ul style="list-style-type: none"> <li>• The play concerns a tale of tragic proportion. Reference is made to the contrast between Gullen's small-town profile and the grandeur of Claire's appearance and character. The teacher refers to <i>antike Größe</i>. Claire's past makes her a tragic character because of what she has suffered. Ill develops into a tragic hero. He undergoes a transformation from an unimportant man to one who accepts his guilt as his own and his fate as inevitable, like a hero in ancient Greek tragedy.</li> </ul> <p>Combination of elements</p> <ul style="list-style-type: none"> <li>• Comedy presupposes chaos; tragedy presupposes order. Dürrenmatt wants to pose the question: is tragedy still possible in the twentieth century? However, he has to set the tragic plot in a comic setting since the modern world (unlike the ancient one) is inherently a chaotic one.</li> </ul>

Question number	Indicative content
3(b)	<p data-bbox="437 255 1203 291"><b>Der Besuch der alten Dame – Friedrich Dürrenmatt</b></p> <p data-bbox="437 327 1150 362">Students may refer to the following in their answers.</p> <p data-bbox="437 398 1385 434">Consumerism has a significant effect on all the characters in this play.</p> <ul data-bbox="437 470 1426 1330" style="list-style-type: none"> <li data-bbox="437 470 1426 748">• Güllen is an impoverished town where consumerism is a dream. The ripped posters at the railway station at the beginning of the play are an indication that the townspeople can only dream of consumer travel. The four townspeople are aware that Güllen has fallen into complete ruin. In contrast, Claire's whole appearance epitomises the negative face of consumerism. She is able to buy anything – material possessions, property, people, husbands. The townspeople marvel at her ability to reinvent herself through material enhancement.</li> <li data-bbox="437 770 1426 904">• Ill's customers buy more expensive goods; the mayor plans to redevelop the town; the priest has a new church bell; Ill's family become nouveau-riche. The effect of promised wealth increases as the play develops and is symbolised by the yellow shoes.</li> <li data-bbox="437 927 1426 1205">• The wealthier people become, the less moral they become. Shared consumerism makes them more and more like each other. Eventually, all the characters speak as a chorus in the final oath against Ill – just as the two blind men speak in unison because of their inability to resist Claire's power. The people eventually act as one. Consumerism has destroyed their individuality. They are able to accept and excuse the death of Ill because wealth has improved their own lives.</li> <li data-bbox="437 1227 1426 1330">• The greatest effect of consumerism is on Ill. He will pay the ultimate penalty for the greed of the townspeople. In fact, he eventually succumbs to their persistent buying in his own shop.</li> </ul>



Question number	Indicative content
4(a)	<p data-bbox="437 293 1114 327"><b>Der kaukasische Kreidekreis – Bertolt Brecht</b></p> <p data-bbox="437 360 1150 394">Students may refer to the following in their answers.</p> <p data-bbox="437 427 1417 495">The central relationship between Grusche and Michel develops positively and has symbolic significance.</p> <ul data-bbox="437 528 1433 1413" style="list-style-type: none"> <li data-bbox="437 528 1433 707">• Grusche cannot stop herself from becoming involved with the child although she is aware that doing so will have a negative effect on her own fortunes. The bond is humanitarian rather than emotional; she cannot leave the abandoned child to die. She adopts Michel not for biological reasons, but for social reasons.</li> <li data-bbox="437 730 1433 831">• As the play develops so does her motherly instinct. She does this by sacrificing her own welfare. She puts their lives in danger by crossing the ravine; she marries Jussup to give the child a stable home.</li> <li data-bbox="437 853 1433 1066">• Her relationship with Michel contrasts with that of the real mother. The biological mother, Natella Abaschvili, is presented as a heartless, self-centred woman who sees her child only as a means to retain power. Grusche becomes a confident loving mother who is willing to sacrifice everything to defend her child and is even willing to give him up to stop him being hurt.</li> <li data-bbox="437 1088 1433 1223">• Azdak recognises the true nature of maternal instinct. By putting the child in the chalk circle, Azdak tests the two women. Azdak rejects the traditional values of blood ties in favour of a true concept of motherliness.</li> <li data-bbox="437 1245 1433 1413">• The relationship symbolises the political situation in the framework story and the main theme of the play. The child should be looked after by the person who has its best interests at heart just as the valley should be cared for by the goat-breeders who will water it and ensure that it thrives.</li> </ul>

Question number	Indicative content
4(b)	<p data-bbox="475 293 1150 327"><b>Der kaukasische Kreidekreis – Bertolt Brecht</b></p> <p data-bbox="475 360 1187 394">Students may refer to the following in their answers.</p> <p data-bbox="475 427 1331 495">Brecht mocks religion throughout the play presenting it with no redeeming features.</p> <ul data-bbox="475 528 1430 1447" style="list-style-type: none"> <li data-bbox="475 528 1430 741">• The performance of <i>Der Kaukasische Kreidekreis</i> opens on Easter Sunday. The background of civil unrest is at odds with the idea of celebration. The governor and his wife are caught up in the trappings of religion without adhering to its values. Soldiers push ordinary people away from the church door, undermining the true purpose of the church.</li> <li data-bbox="475 763 1430 931">• Brecht uses religious sources to colour his tale. The Fat Prince's coup against his brother reflects the story of Cain and Abel; Azdak's judgement is based on the wisdom of Solomon; when the Governor is led out in chains and he is told he needs help not from an architect, but a carpenter.</li> <li data-bbox="475 954 1430 1055">• Religious rites are presented negatively. Michel's baptism is a secularised version of the ceremony, stripped of any religious significance; Grusche's wedding to Jussup is a sham.</li> <li data-bbox="475 1077 1430 1245">• Brecht parodies religion in the character of the drunk monk. He is a ridiculous comic character who is willing to sacrifice true religious values by marrying Grusche to Jussup who is apparently dying. His words are hollow and meaningless but he is willing to proceed with the ceremony only to secure money and victuals.</li> <li data-bbox="475 1267 1430 1447">• Brecht aims to make his audience question their values (<i>Verfremdungseffekt</i>). His presentation of religion in the play is fiercely anti-establishment. His drama has a political intention, but he uses parody and comedy to convince the audience of his own point of view.</li> </ul>

Question number	Indicative content
5(a)	<p data-bbox="437 257 922 291"><b>Der Vorleser – Bernhard Schlink</b></p> <p data-bbox="437 324 1150 358">Students may refer to the following in their answers.</p> <p data-bbox="437 392 1347 459">Hanna can be seen as a victim who nevertheless has to pay for her crimes.</p> <ul data-bbox="437 492 1406 1198" style="list-style-type: none"> <li data-bbox="437 492 1406 593">• Hanna is a victim of circumstances and pays the ultimate price. She had no choice but to work under the Nazi regime. Her despair eventually drives her to suicide.</li> <li data-bbox="437 616 1406 750">• Hanna's illiteracy makes her a victim. The fact that she is illiterate arouses in Michael the feeling that she is not fully responsible for her past; she could not have signed any death papers for the Jews who died in the fire.</li> <li data-bbox="437 772 1406 873">• She becomes a scapegoat at the trial. The court needs to find someone guilty; because she is unable to tell the truth, she takes the consequences.</li> <li data-bbox="437 896 1406 963">• However, she is guilty of war crimes. She was responsible for the death of a number of prisoners. She hides the truth.</li> <li data-bbox="437 985 1406 1086">• Her guilt is symbolised in her illicit relationship with Michael. She falls prey to her own lusts; her behaviour towards Michael is cruel and irrational.</li> <li data-bbox="437 1108 1406 1198">• Because Hanna can be seen as both a criminal and a victim, the reader is invited to assess the role of an individual in the Holocaust.</li> </ul>

Question number	Indicative content
5(b)	<p data-bbox="475 264 959 293"><b>Der Vorleser – Bernhard Schlink</b></p> <p data-bbox="475 331 1187 360">Students may refer to the following in their answers.</p> <p data-bbox="475 398 1406 465">Schlink presents the relationship between Germany’s present and its past through symbols in the first section of the novel.</p> <ul data-bbox="475 504 1439 1317" style="list-style-type: none"> <li data-bbox="475 504 1439 645">• Michael’s health can be interpreted symbolically. In the post-war era, Germany is ailing – just as Michael suffers from jaundice. Michael’s illness also forces him out of society into an abnormal relationship.</li> <li data-bbox="475 667 1439 801">• Sickness also suggests moral depravity. The relationship between Michael and Hanna is illicit because of the age difference. By using the symbol of illness, Schlink allows readers to come to their own conclusions about whether or not the relationship is wrong.</li> <li data-bbox="475 824 1439 992">• Occasional symbols are introduced as leitmotifs. The blackbird singing outside the window as Michael emerges from his illness can be interpreted as a warning or as something positive; when Michael begins to read to Hanna the blackbird’s song is heard again.</li> <li data-bbox="475 1014 1439 1149">• Washing and cleaning symbolise an attempt to remove guilt and shame. Michael has to wash away the sickness inside him. Hanna tries to wash away this sickness as she wants to rid herself of the guilt and shame she feels.</li> <li data-bbox="475 1171 1439 1317">• The co-dependency of Michael and Hanna is the main symbol of the novel. Michael, representing the present, has slept with Hanna, representing the guilty past; no matter how much he wants to withdraw from the situation later, he cannot.</li> </ul>

Question number	Indicative content
6(a)	<p data-bbox="435 262 1102 293"><b>Die Entdeckung der Currywurst – Uwe Timm</b></p> <p data-bbox="435 331 1150 362">Students may refer to the following in their answers.</p> <p data-bbox="435 400 1358 465">This scene is important because it is an epilogue to the main part of the story set at the end of the war.</p> <ul data-bbox="435 504 1390 1205" style="list-style-type: none"> <li data-bbox="435 504 1390 645">• The scene shows that there is still a strong connection between Frau Brücker and Bremer. Despite the length of time since they were last together, she recognises Bremer at once. Bremer is still wearing Gary's suit.</li> <li data-bbox="435 667 1390 801">• He had lost his sense of taste when he had been with Frau Brücker previously. The smell of the currywurst as it is being prepared brings back the positive feeling towards Frau Brücker that Bremer has suppressed.</li> <li data-bbox="435 824 1390 925">• The taste is described by Bremer as a garden in paradise. Bremer is not happy with his life now as a businessman and the currywurst brings back memories of a happier time in India.</li> <li data-bbox="435 947 1390 1048">• The regaining of a sense of taste can be understood symbolically: the lie that Frau Brücker had told Bremer about the end of the war can now be forgiven.</li> <li data-bbox="435 1070 1390 1205">• Through the discovery of something new, Germany can move towards a more prosperous and happy future that has a greater connection with times before the Nazi regime took over the country.</li> </ul>

Question number	Indicative content
6(b)	<p data-bbox="475 264 1145 297"><b>Die Entdeckung der Currywurst – Uwe Timm</b></p> <p data-bbox="475 331 1189 365">Students may refer to the following in their answers.</p> <p data-bbox="475 398 1433 465">Through Herr Lammers and Frau Eckleben, the author investigates the fortunes of those who have supported the Nazi regime.</p> <ul data-bbox="475 499 1439 1283" style="list-style-type: none"> <li data-bbox="475 499 1439 678">• Herr Lammers has supported the Nazi regime unconditionally. He has spied openly on neighbours; he is a committed party member; he is hated but he is also feared as it is assumed that he informs the Gestapo of any suspicions; he has the role of controlling the inhabitants of the block and making sure they follow the rules.</li> <li data-bbox="475 701 1439 801">• Frau Eckleben represents ordinary citizens who were intent on survival. She quietly denounces fellow citizens to gain favour; she reports Frau Brücker to the police.</li> <li data-bbox="475 824 1439 992">• After the war, their fortunes differ. Herr Lammers no longer has the regime to support him and can no longer cope; he commits suicide at the end of the war. Frau Eckleben lives a comfortable life in post-war Germany with her daughter.</li> <li data-bbox="475 1014 1439 1149">• Neither character shows remorse. Herr Lammers' suicide is not an indication of guilt but simply an acceptance that his life no longer has any meaning; Frau Eckleben shows no remorse for what was done.</li> <li data-bbox="475 1171 1439 1283">• Both characters have been duped by Nazism and are, consequently to be pitied. Herr Lammers is still hated after his death; Frau Eckleben retires from public view.</li> </ul>

Question number	Indicative content
7(a)	<p data-bbox="435 262 1201 293"><b>Die neuen Leiden des jungen W. – Ulrich Plenzdorf</b></p> <p data-bbox="435 331 1150 362">Students may refer to the following in their answers.</p> <p data-bbox="435 400 1404 465">Edgar's creation of the anti-mist-sprayer can be interpreted in different ways.</p> <ul data-bbox="435 504 1412 1137" style="list-style-type: none"> <li data-bbox="435 504 1412 645">• He believes he is working for the good of the collective; the production of the sprayer will benefit everyone. He starts to produce the sprayer just after he decides he is no longer interested in his individual background.</li> <li data-bbox="435 663 1412 763">• He builds the NFG in secret, completely by himself and thinks it will make him famous. This individual initiative is at odds with the expectations of the regime.</li> <li data-bbox="435 781 1412 922">• His death from the accident can be seen in two ways. For the individual, Edgar, this death is a tragic outcome of his personal attempts to better the world. From the socialist point of view and from the angle of the collective, Edgar gets what he deserves.</li> <li data-bbox="435 940 1412 1016">• Edgar realises his mistake too late. At the end of the novel, and after his death, he admits <i>Ich Idiot wollte immer der Sieger sein</i>.</li> <li data-bbox="435 1034 1412 1137">• The creation of the anti-mist-sprayer highlights a main theme of the novel. The talented individual conflicts with the collective socialist society.</li> </ul>

Question number	Indicative content
7(b)	<p data-bbox="475 257 1241 291"><b>Die neuen Leiden des jungen W. – Ulrich Plenzdorf</b></p> <p data-bbox="475 324 1189 358">Students may refer to the following in their answers.</p> <p data-bbox="475 392 1420 425">Plenzdorf uses different registers in the novel for a variety of reasons.</p> <ul data-bbox="475 459 1420 1243" style="list-style-type: none"> <li data-bbox="475 459 1420 593">• Various types of language are used in the novel to represent different characters. Frau Wibeau's use of short sentences indicates that she speaks as she thinks; Zaremba's individuality is indicated in his Bohemian dialect.</li> <li data-bbox="475 616 1420 750">• In everyday life, Edgar uses the colloquialisms typical of his generation. His use of Anglicisms reflects the pop culture to which he is devoted. He stands out as an individual by using the vulgar language of bodily functions.</li> <li data-bbox="475 772 1420 952">• The language of Goethe seems at odds with Edgar's everyday speech patterns. The sentimentality and passion of the quotations from Goethe are Edgar's attempt to convey his emotions. His language becomes more poetic when he talks more intimately about his love for Charlie.</li> <li data-bbox="475 974 1420 1086">• This style also contrasts with the formality of objective reports. The opening page of the novel is three obituary notices that put the reader at a distance from the events.</li> <li data-bbox="475 1108 1420 1243">• Plenzdorf uses language as a central theme of the novel. Edgar's use of 18th-century quotations suggests a breakdown of communication between him and others and it highlights his inability to form a stable relationship with Charlie.</li> </ul>



Question number	Indicative content
8(a)	<p data-bbox="437 257 911 291"><b>Die Verwandlung – Franz Kafka</b></p> <p data-bbox="437 331 1150 365">Students may refer to the following in their answers.</p> <p data-bbox="437 398 1409 432">Gregor's metamorphosis is a metaphor for his rejection of social values.</p> <ul data-bbox="437 465 1465 1451" style="list-style-type: none"> <li data-bbox="437 465 1465 577">• Kafka narrates the story as if it was realistic. Gregor is a good son and brother. Nobody questions his alteration to insect form. He continues to understand what others say and the human language being spoken.</li> <li data-bbox="437 589 1465 801">• However, the story focuses on an absurd event that cannot be realistic. He transforms into an insect. He loses his emotions for the space in which he finds himself and looks at things from the point of view of an animal rather than a human being, so he loses some of his human emotions. He no longer enjoys the food he used to eat and he starts to speak with a voice that sounds more like an animal.</li> <li data-bbox="437 813 1465 992">• Gregor's appearance dictates his mental state. Gregor can still think for himself and he is able to reflect about his own behaviour. He still has a love for music and he continues to concern himself about his family and their feelings towards him as he has changed. He suffers from his inability to communicate with his family and others.</li> <li data-bbox="437 1003 1465 1261">• The metamorphosis can be a metaphor for Grete's transformation. She develops from a child into an adult. At the beginning of the work, she is essentially still a girl, but she assumes an adult role, caring for Gregor and then getting a job to help support her family. Her parents finally realise that she has grown into a pretty young woman and think of finding her a husband. The change echoes Gregor's own physical change.</li> <li data-bbox="437 1272 1465 1451">• The metaphor is also a comment on Kafka's view of humanity. Gregor's metamorphosis is a metaphor for the empty, absurd lives of the human race. By altering his form and thus his needs, he rejects social values to become a rejected figure. Eventually he pays the price for being an outsider through his death.</li> </ul>

Question number	Indicative content
8(b)	<p data-bbox="475 257 949 291"><b>Die Verwandlung – Franz Kafka</b></p> <p data-bbox="475 324 1189 358">Students may refer to the following in their answers.</p> <p data-bbox="475 392 1300 459">The close bond between Gregor and his sister is crucial to an understanding of the novel.</p> <ul data-bbox="475 492 1412 1366" style="list-style-type: none"> <li data-bbox="475 492 1412 593">• At first the link between brother and sister is not apparent. She is just a voice behind a wall, trying to get Gregor to open up his bedroom door.</li> <li data-bbox="475 616 1412 761">• The relationship is the closest one in the family group. When he changes into the insect, she is the one who shows the most concern and takes most care of him. Grete cleans Gregor's room for him after he changes and makes sure he gets some food.</li> <li data-bbox="475 784 1412 851">• There is also a darker side to their relationship. Gregor feels attracted to his sister and there is an indication of incest.</li> <li data-bbox="475 873 1412 1019">• Gradually Grete becomes the stronger character as she matures. At first, Gregor describes her as an immature child. However, she decides that the furniture ought to be removed from the room to give Gregor more room to crawl around.</li> <li data-bbox="475 1041 1412 1243">• Gradually her sense of care changes to disgust. She shows even less concern for her brother and starts to neglect him. She becomes more and more disgusted by the insect and can no longer see her brother within it. She starts to refer to Gregor as it and it is she who demands he be removed. Indeed she is relieved after his death.</li> <li data-bbox="475 1265 1412 1366">• Through the changing relationship of Gregor and Grete, Kafka shows how family relationships that have been positive can turn sour.</li> </ul>

Question number	Indicative content
9(a)	<p data-bbox="437 257 1246 291"><b>Die verlorene Ehre der Katharina Blum – Heinrich Böll</b></p> <p data-bbox="437 331 1150 365">Students may refer to the following in their answers.</p> <p data-bbox="437 398 1283 432">The narrator's attempt to be impartial is not wholly successful.</p> <ul data-bbox="437 465 1449 1261" style="list-style-type: none"> <li data-bbox="437 465 1449 712">• In the very first sentence, the anonymous narrator claims to be producing a report. He wishes to give an impartial view of the events that lead to Katharina's shooting of the journalist Tötges. He quotes sources and avoids personal comments. This will allow him to remain distanced from the events and to avoid drawing conclusions; these are up to the reader. He hopes that his detached tone will avoid sensationalising the events.</li> <li data-bbox="437 734 1449 902">• The style of reporting is important, it is dry and unemotional and relies on reported sources rather than on the narrator's first-hand research. He uses techniques to counteract the drama, e.g. he apologises for mentioning blood in reporting the killing of Tötges; he reconstructs the chronology of the event to avoid having a climax in the plot.</li> <li data-bbox="437 925 1449 1137">• However, some personal viewpoints are implied. He refers to Katharina pejoratively as <i>die Blum</i>; he uses emotive vocabulary to describe Katharina, such as <i>zudringlich</i> rather than <i>zärtlich</i>; he reproduces the emotions and thoughts of those he represents by using styles of language from characters whose opinion of Katharina is subjective.</li> <li data-bbox="437 1160 1449 1261">• The narrator does not remain unbiased. The intended style of reporting objectively achieves the opposite of what it sets out to do. Consequently, the narrator does not fulfil an unbiased role.</li> </ul>

Question number	Indicative content
9(b)	<p data-bbox="475 264 1286 293"><b>Die verlorene Ehre der Katharina Blum – Heinrich Böll</b></p> <p data-bbox="475 331 1187 360">Students may refer to the following in their answers.</p> <p data-bbox="475 398 1362 465">Many aspects of West German society in the 1970s are justifiably criticised in the novel.</p> <ul data-bbox="475 504 1437 1503" style="list-style-type: none"> <li data-bbox="475 504 1437 712">• Böll criticises the lust for sensationalism in the popular press. The press is represented by the ZEITUNG; journalists are obsessed with details of Katharina's private life; she is quickly named the Mörderbraut; the reporter Tötges is unscrupulous in his search for a story; the ZEITUNG falsifies and misquotes members of Katharina's family; they blame Katharina for her mother's death.</li> <li data-bbox="475 734 1378 831">• Press reporting leads to disaster. Katharina Blum is an ordinary individual who is driven to commit a murder because of her treatment by the press; the lives of others are also affected.</li> <li data-bbox="475 853 1410 1025">• The general public accepts news reports about Katharina as truth. Neighbours are quick to report their suspicions about Katharina's male visitors; Katharina receives anonymous letters and obscene phone calls from members of the public; they send her items of a sexual nature.</li> <li data-bbox="475 1048 1437 1189">• Police methods are criticised. The police make false links during their investigations, e.g. they assume Katharina's guilt and link her to terrorist organisations; Beizmenne illegally bugs Katharina's telephone.</li> <li data-bbox="475 1211 1410 1308">• The Catholic Church, which is criticised as being opposed to any anti-establishment organisation, is of little help to Katharina, who has been a regular churchgoer.</li> <li data-bbox="475 1330 1410 1503">• The press may have a responsibility to report crime, but its methods are justifiably criticised. The Church has not fulfilled its role here and is justifiably criticised. Some members of the police are portrayed in a favourable light, e.g. Frau Pletzer. Böll's criticism is of institutions rather than of individuals.</li> </ul>

Question number	Indicative content
10(a)	<p data-bbox="437 257 1037 291"><b>Ich fühl mich so fifty-fifty – Karin König</b></p> <p data-bbox="437 324 1149 358">Students may refer to the following in their answers.</p> <p data-bbox="437 392 1412 459">Thomas plays an important role in highlighting the relationship between the individual and the state.</p> <ul data-bbox="437 492 1428 1310" style="list-style-type: none"> <li data-bbox="437 492 1428 705">• He is at first an unassuming newcomer to the environmental group. He is involved in an environmental demonstration about air pollution in Leipzig; when Sabine comes across him at the group meeting, his shabby appearance is likened to a young Brecht; later he chooses to watch the demonstrations as an observer rather than play an active role.</li> <li data-bbox="437 728 1428 862">• Nevertheless, he worries about his future. His family has already moved to the West but he wants to stay in Leipzig; although he has visited his father in Hamburg, this was not a good experience and he chooses to forget it.</li> <li data-bbox="437 884 1428 996">• His letters to Sabine reveal his true thoughts. He wishes her well, but wants her to remember the GDR; when he sees the demonstration in Leipzig increasing he feels a happy sense of freedom.</li> <li data-bbox="437 1019 1428 1153">• Gradually, he develops his independence. In the letter in chapter 17 he is bemused by the fear that his teachers are now showing; he has been chosen as the class representative; he is involved in the acquisition of new textbooks for the school.</li> <li data-bbox="437 1176 1428 1310">• Unlike Mario who chooses the apparent freedom of the West or Sabine who is torn between the two areas of Germany, Thomas grows into a character who realises that he can make a difference as an individual in society.</li> </ul>

Question number	Indicative content
10(b)	<p data-bbox="475 264 1072 293"><b>Ich fühl mich so fifty-fifty – Karin König</b></p> <p data-bbox="475 331 1187 360">Students may refer to the following in their answers.</p> <p data-bbox="475 398 1347 465">By showing various aspects of freedom, König makes the reader think about whether social freedom is achievable.</p> <ul data-bbox="475 504 1410 1413" style="list-style-type: none"> <li data-bbox="475 504 1410 674">• The GDR is characterised by lack of freedom. The citizens long for a trip to Paris or Greece; there is lack of choice in education; the course to be studied is dependent on the requirements of the state, not the individual; there is no choice about military service; <i>Republikflucht</i> is a crime.</li> <li data-bbox="475 696 1410 866">• The individual suffers from lack of freedom of thought. GDR citizens are not allowed to watch Western TV and can be prosecuted for doing so; Herr Dehnert has to accept the work that he is given because of his refusal to become a member of the SED.</li> <li data-bbox="475 889 1410 1059">• When freedom is restricted, individuals attempt to break free. Sabine's and Jürgen flight at the beginning of the novel is a desperate attempt to escape the oppression of the state; it emerges that GDR citizens are leaving the country in their droves.</li> <li data-bbox="475 1081 1410 1252">• Freedom is not instantly achieved in the West. Despite Mario's joy at reaching the golden West, he is trapped in a low paid job, mocked for his strange Saxon accent and treated as a foreigner; Sabine and Mario have to share an unsuitable tiny flat in Hamburg; Sabine is treated poorly at work.</li> <li data-bbox="475 1274 1410 1413">• In her final diary entry, she dreams of living in New York or Moscow. True freedom is achieved in freedom of thought. The GDR regime may have restricted individual freedom, but she is more naturally at home in Leipzig with her friends.</li> </ul>

Question number	Indicative content
11(a)	<p data-bbox="437 257 1177 291"><b>Sansibar oder der letzte Grund – Alfred Andersch</b></p> <p data-bbox="437 324 1150 358">Students may refer to the following in their answers.</p> <p data-bbox="437 392 1318 459">The <i>lesender Klosterschüler</i> plays a crucial part in linking the five protagonists.</p> <ul data-bbox="437 492 1428 1467" style="list-style-type: none"> <li data-bbox="437 492 1428 638">• The inanimate objects represent what the others are seeking. The significance of the „<i>lesender Klosterschüler</i>“ is that it represents in inanimate form something that is looking for <i>Willensfreiheit</i>, just like the other characters in the story.</li> <li data-bbox="437 660 1428 862">• It is an example of degenerate art. The wooden sculpture has to be saved from <i>die Anderen</i>. Helander describes it as more than a work of art: for him it is a <i>Gebrauchsgegenstand</i>, something that can symbolise the inner peace that <i>die Anderen</i> want to remove. Ultimately the priest is killed in the hail of bullets from the men who want to remove the statue from his church.</li> <li data-bbox="437 884 1428 985">• Judith recognises a clear link between herself and the statue. As a Jew she is trying to escape the country; the statue also needs to be removed to safety because it does not conform.</li> <li data-bbox="437 1008 1428 1075">• The communist Gregor recognises its significance. He is fascinated by its inner freedom and subsequently decides to save it and Judith.</li> <li data-bbox="437 1097 1428 1265">• The others have less clear views about it. The <i>Junge</i> sees in the statue something with which he can identify because he feels imprisoned in Rerik. For Knudsen, who has no real interest in the statue and sees religion as irrelevant, the task of saving the statue is more a desire to bring some sense into his life.</li> <li data-bbox="437 1288 1428 1467">• Andersch uses the statue to unite the disparate figures in the novel. Without the statue the characters would be unlikely to come together as they do. Its eventual freedom in Sweden represents their freedom. Andersch convinces the reader that freedom of artistic expression is crucial in a civilised society.</li> </ul>

Question number	Indicative content
11(b)	<p data-bbox="475 264 1214 293"><b>Sansibar oder der letzte Grund – Alfred Andersch</b></p> <p data-bbox="475 327 1187 356">Students may refer to the following in their answers.</p> <p data-bbox="475 394 1422 461">Despite the negative portrayal of life in a dictatorship, Andersch gives the reader some hope by including some positive aspects.</p> <ul data-bbox="475 488 1422 1328" style="list-style-type: none"> <li data-bbox="475 488 1422 723">• The negative consequences of life in a dictatorship include: Helander's death because he is a religious dissident; the boy's feeling that there is no future in Rerik; Knudsen's fear that his disabled wife will be taken away and killed; Judith's fear of suffering the fate of other Jews; Gregor's and Knudsen's disillusionment as members of the Communist Party and their inability to fight oppression.</li> <li data-bbox="475 750 1422 913">• In Rerik the characters are constantly under threat. None of them is allowed Willensfreiheit. Each one is under threat of being arrested and tortured by die Anderen because they are at odds with the regime, be it intentionally or not. They also find it difficult to trust each other.</li> <li data-bbox="475 940 1422 1077">• However, by contrasting the negativity of life in this regime with the bravery of the protagonists, Andersch shows that there is hope when individuals make the right choices. Each one makes a conscious decision to escape either physically or psychologically.</li> <li data-bbox="475 1104 1422 1240">• Most of all, der Junge gives a sign of hope at the end of the novel when he decides to return with Knudsen and continue living his life. The implication is that freedom does not exist in going elsewhere but in preserving freedom of the mind.</li> <li data-bbox="475 1267 1422 1328">• Ultimately there is a positive message in the novel. The characters escape oppression, even through suicide in the case of Helander.</li> </ul>



Question number	Indicative content
12(a)	<p data-bbox="437 293 1406 327"><b>Sommerhaus, später und andere Erzählungen – Judith Hermann</b></p> <p data-bbox="437 360 1150 394">Students may refer to the following in their answers.</p> <p data-bbox="437 427 1190 461">Loneliness and isolation are main themes in the stories.</p> <ul data-bbox="437 495 1430 1402" style="list-style-type: none"> <li data-bbox="437 495 1430 595">• The main character of Sonja is unable to develop normal relationships. She disappears for months at a time, lives alone in a dingy flat and never seems to be her true self.</li> <li data-bbox="437 618 1430 719">• The theme is also apparent in '<i>Rote Korallen</i>'. The character of the grandmother in St Petersburg is alone in a foreign environment, separated from her husband and longing for his return.</li> <li data-bbox="437 741 1430 819">• Kaspar in '<i>Hurrikan</i>' is still lonely, even away from Germany. Both he and the two girls are trying to escape from something.</li> <li data-bbox="437 842 1430 1010">• These characters are often portrayed as outsiders. They defy the conventions of society and often find it difficult to cope, e.g. the penniless taxi driver; the young man who lies in his bed all day doing nothing. They can also be creative individuals seeking a bohemian existence.</li> <li data-bbox="437 1032 1430 1200">• This isolation causes relationship difficulties. In '<i>Sommerhaus, später</i>' Stein leads a lonely life as a taxi driver, living alone and unable to develop what would be regarded as normal relationships with the people he meets. He wants to buy a house far away from his working life.</li> <li data-bbox="437 1223 1430 1402">• Despite their aspirations, the characters in the stories are unable to communicate effectively with each other. They are often individuals in their 20s or 30s, desperately seeking to understand life, yet hesitating to make decisions and concluding that later is better than sooner.</li> </ul>

Question number	Indicative content
12(b)	<p data-bbox="475 293 1294 360"><b>Sommerhaus, später und andere Erzählungen – Judith Hermann</b></p> <p data-bbox="475 394 1187 427">Students may refer to the following in their answers.</p> <p data-bbox="475 461 1422 528">Berlin features as a background for the stories in this collection and is used to highlight main themes in the stories.</p> <ul data-bbox="475 562 1437 1155" style="list-style-type: none"> <li data-bbox="475 562 1437 707">• The depiction of Berlin is largely negative. The city is boring. The winter is cold, depressing and unpleasant with its incessant rainfall. Even in summer it becomes oppressive: there is little to do apart from lie in bed staring at the ceiling.</li> <li data-bbox="475 730 1437 931">• The inhabitants of the city are outsiders. The artists, the unemployed, the students and other bohemian individuals who inhabit the cityscape are often listless individuals. In ‘<i>Sommerhaus, später</i>’ and ‘<i>Sonja</i>’ the characters living in Berlin occasionally resort to drugs or alcohol to make their existence bearable.</li> <li data-bbox="475 954 1437 1021">• The characters often live in depressing surroundings. Sonja’s <i>Wohnblock</i> is relentlessly grey and uninviting.</li> <li data-bbox="475 1043 1437 1155">• Herrmann wants to highlight the relationship of the individual to the city. No protagonist is successful or wealthy. The city does not offer the security and comfort they all long for.</li> </ul>

Question number	Indicative content
13(a)	<p data-bbox="437 257 1015 291"><b>Stern ohne Himmel – Leonie Ossowski</b></p> <p data-bbox="437 331 1150 365">Students may refer to the following in their answers.</p> <p data-bbox="437 421 1406 488">Although there are many negative aspects in Ossowski's descriptions of human behaviour, the positive aspects shine through in the end.</p> <ul data-bbox="437 510 1422 1529" style="list-style-type: none"> <li data-bbox="437 510 1422 678">• In the closing days of the war, people are desperate. Hatred, suspicion and fear are prevalent. The characters in the novel behave inhumanely to each other since they are driven only by a desire to survive as individuals. Even the arrival of the Russians in the town instils fear in the inhabitants.</li> <li data-bbox="437 701 1422 947">• Ossowski interpolates certain personal stories in the novel to illustrate the extent of human suffering. The story of Abiram's parents who have been gassed and strangled is shocking; Kimmich's suffering in prison is inhumane; the young mother's story of her escape and the birth of her baby is heart-rending; the sight of the Jews being transported to a concentration camp terrifies Willi as a child.</li> <li data-bbox="437 969 1422 1137">• Throughout the novel, certain characters act inhumanely. Jähde's manipulation of others is characteristic of the worst bully. Frau Nagold's actions as an informer are cowardly. The Kreisleiter Hoffmann is a cowardly, lazy individual who shuns his responsibilities and ultimately flees to save his life.</li> <li data-bbox="437 1160 1422 1305">• Nevertheless, the underlying message of the novel is positive. Antek and his friends have no hesitation in helping Abiram. Adults such as Kimmich cannot suppress their instinct as human beings to help those in need.</li> <li data-bbox="437 1328 1422 1529">• At the centre of the novel is Ruth, Kimmich's granddaughter who has inherited her grandfather's natural tendency to question authority. Through her fearless actions to help Abiram, her refusal to leave the young mother and her baby to die and her determination to set Abiram free, Ossowski shows the positive side of human nature will triumph over evil.</li> </ul>

Question number	Indicative content
13(b)	<p data-bbox="470 257 1045 291"><b>Stern ohne Himmel – Leonie Ossowski</b></p> <p data-bbox="470 324 1181 358">Students may refer to the following in their answers.</p> <p data-bbox="470 414 1300 526">Through the Nagolds and their actions in the novel, Ossowski underlines the main themes of personal responsibility versus acceptance of the status quo.</p> <ul data-bbox="470 537 1396 1668" style="list-style-type: none"> <li data-bbox="470 537 1396 750">• Herr und Frau Nagold are normal citizens in the Third Reich. He is a former soldier who has been wounded and is now the disillusioned apolitical music teacher in the choir school. He has lost his belief in the Führer. She is his naive wife whose main objective is to survive and to gain the admiration of her husband.</li> <li data-bbox="470 772 1396 1041">• The theme of the individual's role in wider society is illustrated through Frau Nagold. She represents the normal German who lives in fear of the future and of what will happen when the red army arrives. Whether she is packing her bags to escape the arrival of the Russian troops or seeking refuge in the words of a fortune-teller, she is a simple human being who is more interested in providing a meal than with the bigger issues of the day. Her maternal treatment of Zick is a touching moment.</li> <li data-bbox="470 1064 1396 1243">• The theme of fear is shown in Jähde's treatment of Herr Nagold. He tries to keep a low profile in the town but is constantly under the watchful eye of Jähde. It is characteristic of the times that he falls under suspicion as a turncoat when he is mistaken for a doctor by a farmer's wife.</li> <li data-bbox="470 1265 1396 1467">• The theme of personal responsibility is illustrated through the fact that they both become the victims of circumstances when the boys hide Abirim in the church and are forced to make personal decisions about how to act. She panics and decides to tell Jähde where the Jewish boy is hiding. Her husband is tempted to help, but decides that he wants to be left in peace.</li> <li data-bbox="470 1489 1396 1668">• Through Nagold's actions Ossowski shows that good human beings can overcome their oppressors. Ultimately Nagold becomes a hero. In the chaos at the end of the war, he overcomes his fear and manages to gain his self-respect once more by defending himself against and disarming Jähde.</li> </ul>

Question number	Indicative content
14(a)	<p data-bbox="432 257 877 291"><b>Tonio Kröger – Thomas Mann</b></p> <p data-bbox="432 324 1149 358">Students may refer to the following in their answers.</p> <p data-bbox="432 392 1380 459">The roles of Hans and Ingeborg are crucial to an understanding of the themes of the novella.</p> <ul data-bbox="432 492 1404 1310" style="list-style-type: none"> <li data-bbox="432 492 1404 672">• They epitomise the North German bourgeois ideal. Both come from respectable, well-established families; Hans' name unlike Tonio's is pure German. Blonde hair and blue eyes; successful at school; healthy and popular. Hans is <i>ein vortrefflicher Schüler und ein frischer Gesell</i>; he contrasts with the less-emotionally stable Tonio.</li> <li data-bbox="432 694 1404 907">• Tonio and Hans have ambivalent feelings for each other. Hans accompanies Tonio on the walk home from school, but is not keen to read Don Carlos; Hans is cautious of Tonio's mixed parentage while recognising that he belongs to the respectable bourgeois Kröger family; Tonio want to be like Hans (<i>Zu sein wie du.</i>) but yet is horrified when he imagines that Hans might also write poems.</li> <li data-bbox="432 929 1404 1030">• In his youth, Tonio loves Hans and Ingeborg. When he is with Hans, Tonio feels pain; his attempts to be a dance partner for Ingeborg fail.</li> <li data-bbox="432 1052 1404 1153">• Tonio's pain resurfaces when he sees Hans with Ingeborg Holm in Aalsgaard. Inevitably, Hans marries Ingeborg. Tonio's love is mixed with jealousy and he tries to hide from them in the shadows.</li> <li data-bbox="432 1176 1404 1310">• Hans and Ingeborg symbolise Tonio's painful longing for his North German roots. Tonio realises that all his artistic endeavours have been for people like Hans and Ingeborg; this ultimately is why he describes himself as <i>ein verirrter Bürger</i>.</li> </ul>

Question number	Indicative content
14(b)	<p data-bbox="475 264 914 293"><b>Tonio Kröger – Thomas Mann</b></p> <p data-bbox="475 331 1187 360">Students may refer to the following in their answers.</p> <p data-bbox="475 398 1286 465">The name Tonio Kröger encapsulates the main theme of the novella.</p> <ul data-bbox="475 504 1378 1346" style="list-style-type: none"> <li data-bbox="475 504 1378 607">• Tonio Kröger has mixed parentage. His father is a respectable consul; the description of his mother suggests an exotic background, which is out of place in North Germany.</li> <li data-bbox="475 629 1378 763">• Others mistrust the name 'Tonio Kröger'. Hans cannot bear the name Tonio and views it as something foreign and unusual; he calls him Tonio when they are alone, but is ashamed to use it when other school friends are present.</li> <li data-bbox="475 786 1378 958">• The two parts of the name represent the inner conflict that Tonio has throughout his life. On the one hand he is a <i>Künstler</i> who enjoys the company of other outsiders such as Lisaweta Iwanowna, on the other he longs to be a North German <i>Bürger</i> represented by Hans and Ingeborg.</li> <li data-bbox="475 981 1378 1153">• This dichotomy leads Tonio to feel pain. He tells Lisaweta that while he is aware of his artistic temperament inside, he also wants to dress respectably on the outside; when he sees Hans and Ingeborg in Aalsgaard he retreats into the shadows to avoid being seen.</li> <li data-bbox="475 1176 1378 1346">• Tonio Kröger is <i>ein Bürger auf Irrwegen</i>. His name symbolises that he is a vagrant who travels between north and south and feels at home in neither place. Yet he does not want to be <i>ein Zigeuner im grünen Wagen</i>; he longs to be a respectable <i>Bürger</i>.</li> </ul>

Question number	Indicative content
15(a)	<p data-bbox="432 264 1334 297"><b>Almanya, Willkommen in Deutschland – Yasemin Samdereli</b></p> <p data-bbox="432 331 1150 365">Students may refer to the following in their answers.</p> <p data-bbox="432 398 1374 539">The two languages, German and Turkish are used in the film to express different aspects of the Turkish immigrants to Germany, e.g. the older first generation are mostly speaking Turkish, the younger ones German.</p> <ul data-bbox="432 573 1385 1529" style="list-style-type: none"> <li data-bbox="432 573 1385 678">• The more integrated into German society they are, the more likely the Turkish characters in the film are to speak German, e.g. Cenk's parents are hardly ever seen speaking Turkish.</li> <li data-bbox="432 701 1385 842">• Some speak Turkish fluently, whereas some of the very young members of the family know none. Despite this, as we see with Cenk's problems, they are still not seen as completely German, e.g. Cenk struggles at school to find his position in society.</li> <li data-bbox="432 864 1385 1005">• The grandmother and grandfather sometimes speak German, but Turkish is used when they think of their homeland and when they are back in Turkey. Possibly this shows a melancholic desire to be back in Turkey.</li> <li data-bbox="432 1028 1385 1133">• On the other hand, the youngest members of the family never speak Turkish, either because they cannot or prefer not to. They are much more integrated into German society in general.</li> <li data-bbox="432 1155 1385 1296">• Newly-arrived Turkish <i>Gastarbeiter</i> show a desire to become part of the new German culture, e.g. the main characters speak German when they arrive in Munich, despite the fact that logically they would be unable to do so.</li> <li data-bbox="432 1319 1385 1424">• There is a scene when a German official tries to speak Turkish on the arrival of the <i>Gastarbeiter</i> and is completely misunderstood, followed by a Turk speaking fluent German.</li> <li data-bbox="432 1447 1385 1529">• German is mostly spoken by the family in Turkey showing their movement away from their former homeland. This also alienates them from Turks at home who now see them more as Germans.</li> </ul>

Question number	Indicative content
15(b)	<p data-bbox="475 257 1372 291"><b>Almanya, Willkommen in Deutschland – Yasemin Samdereli</b></p> <p data-bbox="475 324 1189 358">Students may refer to the following in their answers.</p> <p data-bbox="475 392 1332 526">Cenk is a symbol of all German Turks, because he wants to feel part of the new German society but his family and cultural background, as well as the reactions of his peers, make this difficult for him.</p> <ul data-bbox="475 560 1380 1500" style="list-style-type: none"> <li data-bbox="475 560 1380 739">• Cenk always has an expression of confusion on his face. This facial expression symbolises how it was, and still is, difficult for young German-Turks to work out exactly where they belong, e.g. Cenk cannot understand why his environment is so confusing culturally.</li> <li data-bbox="475 761 1380 862">• Early on at school neither the German children nor the Turkish children want him in their football team. This shows that he cannot belong fully to either culture and falls between the two.</li> <li data-bbox="475 884 1380 1019">• Like other Turkish Germans, Cenk wants to be part of the Turkish culture. He symbolises the frustration of many second or third generation Turks who cannot speak Turkish and asks his father to teach him.</li> <li data-bbox="475 1041 1380 1176">• Cenk is fascinated by the story he is told about his grandfather's arrival in Germany and similarly so when the whole family travels to Turkey. He has a desire to learn more about his ancestors and where he came from.</li> <li data-bbox="475 1198 1380 1400">• Cenk represents and thus symbolises the next generation of young German-Turks. This symbolises the progress in integration that has been made since the first <i>Gastarbeiter</i> arrived, e.g. Cenk gets to speak in front of Angela Merkel at an event celebrating the integration of the Turks into German society.</li> <li data-bbox="475 1422 1380 1500">• Cenk speaks for his grandfather and many others of his generation living in Germany.</li> </ul>



Question number	Indicative content
16(a)	<p data-bbox="432 257 1353 291"><b>Das Leben der Anderen – Florian Henckel von Donnersmarck</b></p> <p data-bbox="432 324 1150 358">Students may refer to the following in their answers.</p> <p data-bbox="432 392 1409 459">There are clear changes as the film develops. Wiesler is a very different character at the end from the one at the start of the film.</p> <ul data-bbox="432 492 1425 1601" style="list-style-type: none"> <li>• Wiesler’s environment has an effect on the development of his character.</li> <li>• Wiesler is shown as a convinced Stasi officer committed to his work.</li> <li>• He clearly enjoys giving the lectures to potential Stasi employees. He does not question the necessity of his work and is satisfied that he is protecting the state.</li> <li>• Wiesler does not seem to have a very fulfilling life beyond work early on in the film. He lives alone in a small apartment, he spends his evenings in front of the television.</li> <li>• Wiesler does not seem to show any feelings or emotions early on in the film, e.g. he feels no sympathy for the prisoners whom he interrogates.</li> <li>• Wiesler begins to develop feelings and emotions when he is observing Dreyman and Christa Maria, e.g. he listens to the conversation between Christa Maria and Dreyman as they are showing affection for one another.</li> <li>• He develops a conscience when he starts to take an interest in the arts, e.g. he takes a work by Brecht from Dreyman’s apartment which he reads avidly at home. He seems to be emotionally affected by listening to the Sonate vom Guten Menschen.</li> <li>• He begins to question all the work of the Stasi as his character develops a social conscience, e.g. he doesn’t phone the border crossing about the smuggled papers.</li> <li>• Although he changes throughout the film by developing this social conscience, he remains isolated at the end of the film, e.g. he is not shown with any friends, he does not appear happy in the final scenes.</li> </ul>

Question number	Indicative content
16(b)	<p data-bbox="475 264 1161 320"><b>Das Leben der Anderen – Florian Henckel von Donnersmarck</b></p> <p data-bbox="475 331 1189 365">Students may refer to the following in their answers.</p> <p data-bbox="475 398 1380 465">Literature and music play an important role throughout the film, to help us understand the characters.</p> <ul data-bbox="475 488 1404 1709" style="list-style-type: none"> <li data-bbox="475 488 1404 622">• Literature and music are used to define and show the intellectual qualities of some of the main characters in the film, e.g. characters who are interested in literature and music are portrayed as intellectually superior.</li> <li data-bbox="475 645 1404 813">• Literature and music are a source of conflict with the state – so literature and music allow the characters to think more critically, e.g. artists and musicians find it difficult to live under the GDR regime, e.g. Jerska, who commits suicide, feeling desperation with the system.</li> <li data-bbox="475 835 1404 1014">• Literature and music are used by the state to manipulate, e.g. artists and musicians are negatively persecuted by the system. Jerska is not allowed to write any longer, and the actress Christa Maria, who is forced to betray Dreymann to the authorities, was forced into an 'affair' with Hempf.</li> <li data-bbox="475 1037 1404 1171">• Literature and music are a means to enrich one's life, feel emotions and develop critical thinking, e.g. Wiesler, who begins to listen to music and read Brecht and consequently develops an emotional connection to his victims.</li> <li data-bbox="475 1193 1404 1261">• Literature and music are used to show the lack of intellectual qualities in certain main characters in the film.</li> <li data-bbox="475 1283 1404 1417">• Lack of interest in literature and music indicates an absence of intellectual thought, e.g. the ordinary Stasi employees – such as Udo, who cannot understand why Wiesler would want to read Brecht.</li> <li data-bbox="475 1440 1404 1552">• The GDR state distorts the function and role of literature and music, e.g. Minister Hempf has control over the arts in the GDR, but has no interest in them.</li> <li data-bbox="475 1574 1404 1709">• Literature and music are used to manipulate people irrespective of the consequences, e.g. Jerska has to write what the state wants rather than what he wants, resulting in his feeling of despair and consequent suicide.</li> </ul>

Question number	Indicative content
17(a)	<p data-bbox="432 257 1059 291"><b>Das Wunder von Bern – Sönke Wortmann</b></p> <p data-bbox="432 327 1150 360">Students may refer to the following in their answers.</p> <p data-bbox="432 396 1353 499">This scene has a great significance as it is a turning point in the whole film; Richard begins to put his past problems behind him and starts to look forward, which includes getting to know his son.</p> <ul data-bbox="432 535 1358 1310" style="list-style-type: none"> <li>• When arriving home from his captivity in Russia, Richard finds it very difficult to rekindle his relationship with his wife and children. This scene is the first one that indicates a genuine happy family environment, e.g. this scene takes place in the family kitchen in a very typical family situation, Richard and Matte peeling potatoes, Ingrid ironing and Christa busy at the stove.</li> <li>• For the first time, Richard opens up to his son about all the issues and demons with which he has been trying to deal since he arrived home.</li> <li>• He goes into detail about his experiences and his wife and daughter and Matte listen in silence, stopping what they are doing.</li> <li>• After this scene and as a result of his discussion with Matte, numerous things happen that allow Richard's character to develop positively, e.g. we see Richard playing football again and starting to enjoy life; the relationship with Matte goes from strength to strength as Richard grows in confidence.</li> <li>• Richard also begins to realise why Helmut Jahn is so important to his son.</li> </ul>

Question number	Indicative content
17(b)	<p data-bbox="475 264 1098 297"><b>Das Wunder von Bern – Sönke Wortmann</b></p> <p data-bbox="475 331 1187 365">Students may refer to the following in their answers.</p> <p data-bbox="475 398 1362 544">In the same way that post-war Germany needed time to come to terms with the events that brought about the destruction of the country, Richard has to come to terms with the events in the war that almost destroyed him.</p> <ul data-bbox="475 577 1385 1339" style="list-style-type: none"> <li data-bbox="475 577 1385 678">• Richard cannot simply return to a family life as it existed before the war. Germany cannot simply develop from its position in 1939.</li> <li data-bbox="475 701 1385 801">• Richard says to his wife when they are together for the first time since he got home that he needs time to come to terms with his situation.</li> <li data-bbox="475 824 1385 925">• Richard cannot cope with the fact that he is unable to support his family. Germany cannot feed its own people and requires support from outside.</li> <li data-bbox="475 947 1385 1081">• We learn from the film that many families were broken by the war, e.g. Richard is unable to form a relationship with his children whom he sees as badly disciplined and he hits out at them far too readily.</li> <li data-bbox="475 1104 1385 1238">• Richard exemplifies many returning soldiers who struggled mentally as well as physically after the war, e.g. as he lacks emotions, Richard cannot understand why Matte has a close relationship with his rabbits, which Richard kills for food.</li> <li data-bbox="475 1261 1385 1339">• Richard is seen suffering from terrible flashbacks such as the incident involving loud explosions in the mine.</li> </ul>

Question number	Indicative content
18(a)	<p data-bbox="432 262 979 293"><b>Der Untergang – Oliver Hirschbiegel</b></p> <p data-bbox="432 331 1150 362">Students may refer to the following in their answers.</p> <p data-bbox="432 400 1385 533">The director uses a number of techniques to show Hitler’s character, including Hitler’s dialogue with other main characters, Hitler’s attitude towards the German people and the environment in which Hitler finds himself.</p> <p data-bbox="432 571 644 602">Use of dialogue</p> <ul data-bbox="432 607 1430 902" style="list-style-type: none"> <li>• Through dialogue with some characters the director shows the viewer that Hitler had a humane side, e.g. the interviews with the secretaries, specifically with Traudl Junge.</li> <li>• The director uses lengthy dialogues between Hitler and his generals to show how Hitler experienced huge mood swings, e.g. when Hitler finds out about the failure of the army to stop the approaching Russians, he changes from a reasonable person to someone beside himself with rage.</li> </ul> <p data-bbox="432 927 775 958">Hitler’s attitude to others</p> <ul data-bbox="432 963 1430 1402" style="list-style-type: none"> <li>• He shows a complete lack of concern for the German people and his officers.</li> <li>• In some scenes the director shows us that Hitler always believed he was right, e.g. Hitler takes no notice of his generals’ advice.</li> <li>• Through contrasting scenes, the director emphasises to the viewer Hitler’s hypocritical attitude towards the German people, e.g. he meets and touches the faces of the young members of the <i>Hitlerjugend</i> before almost immediately condemning the German people and blaming them for their demise.</li> <li>• The director shows us through scenes with his dog that Hitler found it easier to make relationships with animals than with people.</li> </ul> <p data-bbox="432 1426 711 1458">Hitler’s environment</p> <ul data-bbox="432 1462 1402 1619" style="list-style-type: none"> <li>• The director sets almost the whole of the film in the <i>Führerbunker</i>.</li> <li>• This produces a claustrophobic, almost nauseating atmosphere that surrounds Hitler, with the result that he is seen as literally dark and gloomy.</li> </ul>

Question number	Indicative content
18(b)	<p data-bbox="475 264 1018 297"><b>Der Untergang – Oliver Hirschbiegel</b></p> <p data-bbox="475 331 1189 365">Students may refer to the following in their answers.</p> <p data-bbox="475 398 1388 465">There are fundamental differences but also similarities between the two women.</p> <ul data-bbox="475 499 1439 1462" style="list-style-type: none"> <li data-bbox="475 499 1439 611">• There are some similarities: both women have relationships with a deeply flawed man. The two women worry about the future but in different ways.</li> <li data-bbox="475 633 1439 768">• Eva and Magda are both in love with Hitler, but not really for the same reasons, e.g. Eva loves him as a person, Magda more as the Führer. Both women remain completely loyal to Hitler right up until the end, e.g. both the women give their lives for him.</li> <li data-bbox="475 790 1439 891">• Eva is a bubbly character who enjoys music and dancing although she has little interest in politics. Magda is more of an intellectual and is deeply convinced about National Socialism.</li> <li data-bbox="475 913 1439 981">• When visited by Speer, Magda is lying in bed full of despair, whereas Eva is sitting happily with a drink.</li> <li data-bbox="475 1003 1439 1104">• Eva Braun seems totally oblivious to the events taking place in Berlin, e.g. the viewer sees her dancing and drinking at a party while the bombing is going on outside.</li> <li data-bbox="475 1126 1439 1261">• Magda is clearly very aware of the approaching collapse of National Socialism and makes arrangements for the murder of her own children. She speaks to the doctor about sleeping drugs to give to the children.</li> <li data-bbox="475 1283 1439 1462">• Both Eva and Magda write letters to family members which highlight differences in their personalities, e.g. Eva writes a chatty, simple letter to her sister in which she talks almost solely about her possessions. Magda's letter to her son talks of her despair about the destruction of National Socialism.</li> </ul>

Question number	Indicative content
19(a)	<p data-bbox="437 257 1061 291"><b>Der Wald vor lauter Bäumen – Maren Ade</b></p> <p data-bbox="437 324 1150 358">Students may refer to the following in their answers.</p> <p data-bbox="437 392 1332 459">The final scene is a symbolic representation of Melanie's situation: it explains the film's title but leaves the viewer with a question.</p> <ul data-bbox="437 481 1348 1344" style="list-style-type: none"> <li data-bbox="437 481 1348 660">• Melanie is in a highly emotional state. She is driven to despair by her hopeless situation in school, her social isolation and her failed attempts to make friends. Now at breaking point, Melanie leaves her classroom, runs out of the school and drives off alone in tears, eventually reaching a forest.</li> <li data-bbox="437 683 1348 929">• The imagery is clear. Individual trees represent the individual problems she faces: at school where she is isolated; in friendship with Tina who has rejected her; in her flat that has become increasingly untidy; with her family to whom she lies; with her psychological make-up. She is unable to see and enjoy the forest, i.e. the exciting challenge of starting a new life in a new city.</li> <li data-bbox="437 952 1348 1198">• As the individual trees merge into a whole, Melanie's tears turn to release and she climbs into the back of the car to enjoy the experience. She has eventually found the strength to give up trying to control her life just as she takes her hands off the steering wheel. She can now sit back and enjoy the exhilaration of the ride rather than worry about individual circumstances. Her tears turn to smiles and her face lights up.</li> <li data-bbox="437 1220 1348 1344">• It is unclear whether this is a turning point or an end. The question which remains at the end of the film is whether or not she will crash the car. Is this Melanie's suicide drive or will she reach some unknown destination safely?</li> </ul>

Question number	Indicative content
19(b)	<p data-bbox="472 257 1094 291"><b>Der Wald vor lauter Bäumen – Maren Ade</b></p> <p data-bbox="472 324 1182 358">Students may refer to the following in their answers.</p> <p data-bbox="472 392 1230 459">Although she finds herself in an unfriendly environment, Melanie's problems are mostly her own fault.</p> <ul data-bbox="472 492 1334 1534" style="list-style-type: none"> <li data-bbox="472 492 1334 806">• There are some aspects over which Melanie has no control and for which she is not responsible. She finds herself alone in Karlsruhe far from her family. The townscape in the film is cold, grey and inhospitable. The inhabitants are more hard-nosed than she is used to. Her flat and her school surroundings are cold and unwelcoming. Apart from Torsten, her colleagues are unwelcoming; she is berated for being late for a cover lesson; her classes are full of difficult children who find her weak spot immediately.</li> <li data-bbox="472 828 1318 996">• However, Melanie has an opportunity to alleviate her problems. Tina's friendship is Melanie's lifeline. Tina could be more forthcoming, and at the end could possibly help Melanie to get the help which she clearly needs. However, like the man at the refuse centre, Tina turns Melanie away.</li> <li data-bbox="472 1019 1334 1299">• To a large extent, Melanie's problems are of her own making. Her personality is not conducive to social contact. She is awkward in social situations and forces herself on others in a desperate attempt to be liked. She overestimates her relationship with Tina so much that when she is invited to Tina's birthday party, she makes the mistake of turning Tobias away outside. This causes her to be rejected.</li> <li data-bbox="472 1321 1334 1534">• Melanie's desperation turns to obsession and she develops an ever-increasing web of deceit to cover up her social and emotional isolation. She lies to all those who could help her – Tina, and even her own mother. When help is offered by Torsten in the African restaurant, she is unable to respond naturally and flees to the bathroom to cry.</li> </ul>



Question number	Indicative content
20(a)	<p data-bbox="432 262 1166 293"><b>Die fetten Jahre sind vorbei – Hans Weingartner</b></p> <p data-bbox="432 331 1150 362">Students may refer to the following in their answers.</p> <p data-bbox="432 400 1436 537">The older generation in the film is depicted as having little respect for the younger generation, as they are selfish and very materialistic. There is a clear distinction, and consequently a fundamental lack of understanding, between the younger and older generations.</p> <ul data-bbox="432 575 1457 1458" style="list-style-type: none"> <li data-bbox="432 575 1406 674">• Those in authority show no respect for those on the edge of society, e.g. the conductor on the tram shows no respect for the homeless passenger.</li> <li data-bbox="432 701 1390 763">• The police show little respect for the younger generation, e.g. they break into the flat at the end of the film causing a lot of damage.</li> <li data-bbox="432 790 1366 853">• The restaurant owner shows contempt for Jule. She is sacked for taking a short break.</li> <li data-bbox="432 880 1430 1016">• The customers in the restaurant show no interest in Jule as their waitress. They do not speak to her with respect and see her only as a servant. They are more interested in drinking their wine from the right-shaped glass.</li> <li data-bbox="432 1043 1457 1205">• The houses that Jan and Peter break into are full of materialistic possessions, such as large sculptures and expensive television sets. The family at the beginning of the film, which returns to find its possessions moved around the house, is mainly concerned that none of these possessions has been taken.</li> <li data-bbox="432 1232 1430 1330">• Hardenberg as the main representative of the older generation is also materialistic and lives in an expensive villa. He has a comfortable life and a secure job.</li> <li data-bbox="432 1357 1390 1458">• Hardenberg is formed by the society in which he lives and is not necessarily comfortable in this materialistic society. He betrays the younger generation when he phones the police.</li> </ul>

Question number	Indicative content
20(b)	<p data-bbox="475 257 1203 291"><b>Die fetten Jahre sind vorbei – Hans Weingartner</b></p> <p data-bbox="475 324 1187 358">Students may refer to the following in their answers.</p> <p data-bbox="475 392 1410 504">The scene at the table when the four main characters discuss politics and social issues, affords the viewer a huge insight into these characters, more than any other scene in the film.</p> <ul data-bbox="475 526 1433 1769" style="list-style-type: none"> <li data-bbox="475 526 1433 750">• In this scene, the viewer realises that society is not perfect and that in the end, young people who try to change society will become the next generation who behave in exactly the same way as their parents, e.g. Hardenberg behaved in exactly this way. Therefore, the scene is quite important as it shows us how a radical student may eventually develop.</li> <li data-bbox="475 761 1433 907">• Hardenberg is probably still not satisfied, despite all his personal possessions. He reminisces about his student days, e.g. he begins to enjoy the freedom of life away from the rat race, although this will not last when he returns to Berlin.</li> <li data-bbox="475 918 1433 1030">• The scene allows the two apparently opposing groups of characters, Hardenberg versus Jan, Jule and Peter, to discuss the society in which they live.</li> <li data-bbox="475 1041 1433 1187">• The scene makes the idealistic beliefs of the young people clear to the viewer, e.g. Jan talks about living in a society that is a capitalist dictatorship. He justifies his beliefs about a need to change the society.</li> <li data-bbox="475 1198 1433 1444">• The scene leads the viewer to believe that society will not change very much despite its faults, e.g. Hardenberg suggests that all people want money to make the best of themselves and that this is simply the way things are; Hardenberg makes the point that he is playing and has been playing the capitalist game but he <i>did not</i> make up the rules. Hardenberg tells us that he does not necessarily believe that society is fair or does not require change.</li> <li data-bbox="475 1456 1433 1646">• Hardenberg tells Jan that when he gets older he will realise that he needs a good job and money to get a nice home and car and look after his family. Importantly, this suggests that eventually young people will conform because that is what society requires them to do to survive.</li> <li data-bbox="475 1657 1433 1769">• We also learn more about the relationship between Jan and Peter. Although Jule and Jan had a fling, the strong bond between him and Peter cannot be destroyed by this.</li> </ul>

Question number	Indicative content
21(a)	<p data-bbox="437 264 831 293"><b>Die Welle – Dennis Gansel</b></p> <p data-bbox="437 331 1150 360">Students may refer to the following in their answers.</p> <p data-bbox="437 398 1426 465">Tim is among the most enthusiastic of the students about the movement of the 'Wave' and ultimately it leads to Tim's death.</p> <ul data-bbox="437 504 1426 1211" style="list-style-type: none"> <li data-bbox="437 504 1426 571">• At the beginning, Tim is introverted and is an outsider. He receives little attention from his peers at school or at home.</li> <li data-bbox="437 593 1426 660">• In order to gain some recognition, Tim tries to make himself popular with his fellow students, e.g. he offers them some free cannabis.</li> <li data-bbox="437 683 1426 817">• Tim is really enthusiastic about the 'Wave' from the onset. He follows the orders laid down by Wenger to the letter. He even burns his own clothes when the uniform of a white shirt has been introduced, as he no longer sees them of any use.</li> <li data-bbox="437 840 1426 869">• Tim is much happier and more confident as a member of the 'Wave'.</li> <li data-bbox="437 891 1426 1003">• Tim has never felt the security he feels as a member of the 'Wave' and he protects others just as they protect him, e.g. he is supported by other members of the 'Wave' during the dispute with the punks.</li> <li data-bbox="437 1025 1426 1093">• Tim is prepared to put himself in danger for the group, e.g. he climbs up the building to spray the 'Wave' logo on to the side of it.</li> <li data-bbox="437 1115 1426 1211">• Tim is so deeply involved in the 'Wave' that he cannot cope with its demise. He sees his newly-won recognition shattered and is emotionally very confused, resulting in his suicide.</li> </ul>

Question number	Indicative content
21(b)	<p data-bbox="475 257 869 291"><b>Die Welle – Dennis Gansel</b></p> <p data-bbox="475 324 1189 358">Students may refer to the following in their answers.</p> <p data-bbox="475 392 1412 504">Most students fundamentally change their attitudes to the topic after its introduction at the beginning of the <i>Projektwoche</i>. As time goes on, they either become more enthusiastic or more sceptical.</p> <ul data-bbox="475 526 1412 1489" style="list-style-type: none"> <li data-bbox="475 526 1412 638">• At the beginning of the experiment the pupils make it clear that they have no interest in the topic of autocracy and do not wish to discuss anything that is linked to National Socialism.</li> <li data-bbox="475 660 1412 772">• Despite this, when Wenger introduces new rules, e.g. calling him Herr Wenger rather than Rainer and standing up to answer questions, the group joins in with the role play enthusiastically.</li> <li data-bbox="475 795 1412 929">• The pupils use their newly-gained feeling of belonging in a group to put others under pressure, e.g. Karo is treated as an outcast by the group and by Wenger when she refuses to wear the white shirt.</li> <li data-bbox="475 952 1412 1086">• Kevin is a rebel and he leaves the group very early when he sees that he is expected to conform. However, he joins the group again when he realises how popular it is and thus conforms in the end.</li> <li data-bbox="475 1108 1412 1220">• At the beginning of the week, Dennis finds it difficult to assert himself but he is motivated by the new level of discipline and enjoys his newly-won authority as a leader in the 'Wave'.</li> <li data-bbox="475 1243 1412 1377">• Karo shows little enthusiasm from the outset, at first simply because she is not really interested, but as the experiment develops she becomes more isolated from the group and ultimately organises the resistance against it.</li> <li data-bbox="475 1400 1412 1489">• Marco enjoys the excitement of the 'Wave', and puts his relationship with his girlfriend Karo at risk. However, he turns against the group and saves both himself and his relationship.</li> </ul>

Question number	Indicative content
22(a)	<p data-bbox="437 257 981 291"><b>Good Bye, Lenin! – Wolfgang Becker</b></p> <p data-bbox="437 324 1149 358">Students may refer to the following in their answers.</p> <p data-bbox="437 392 1045 425">Lies drive the whole development of the film.</p> <ul data-bbox="437 448 1452 1299" style="list-style-type: none"> <li data-bbox="437 448 1452 593">• They play an important part in the film as many relationships are based on lies, e.g. Alex’s mother tells him a lie about the original plans to keep the family together by going to the West. Alex lies to his mother about the fall of the Berlin Wall.</li> <li data-bbox="437 604 1452 884">• The motivation behind the lies they tell each other is different: the mother’s lies to Alex are selfish and based on a desire for self-preservation, whereas Alex’s lies are to protect her and keep her alive, e.g. the mother hides the father’s letters from Alex and his sister, and this is driven by her wish not to be blamed for the break-up of the family. Alex tells his mother that the Coca-Cola company has been bought by the GDR to avoid her discovering about the collapse of the GDR, which could cause her to have another heart attack.</li> <li data-bbox="437 907 1452 1008">• Lies sometimes play a comic role, e.g. in the scene when the boys in the street are paid by Alex to dress up in the FDJ uniform and sing to his mother on her birthday.</li> <li data-bbox="437 1030 1452 1131">• The revelation of lies leads to some dramatic scenes in the film, e.g. Ariane discovers the letters from her father, which had been hidden by Christiane.</li> <li data-bbox="437 1153 1452 1299">• The consequence of lies leads to some poignant scenes in the film, e.g. the father does not recognise Alex when Alex visits him at his home in the West, and furthermore Alex does not reveal his identity at this stage.</li> </ul>

Question number	Indicative content
22(b)	<p data-bbox="475 264 1011 293"><b>Good Bye, Lenin – Wolfgang Becker</b></p> <p data-bbox="475 331 1187 360">Students may refer to the following in their answers.</p> <p data-bbox="475 398 1369 427">The film highlights both negative and positive aspects of the GDR.</p> <p data-bbox="475 454 874 483">The negative aspects include:</p> <ul data-bbox="475 510 1433 936" style="list-style-type: none"> <li data-bbox="475 510 1257 577">• Oppression, e.g. the Volkspolizei's brutality during the demonstration when Alex is arrested.</li> <li data-bbox="475 600 1362 667">• The lack of freedom to travel, e.g. the family is not allowed to leave for the West.</li> <li data-bbox="475 689 1433 757">• The lack of freedom of expression, e.g. demonstrations against the Government are not allowed.</li> <li data-bbox="475 779 1401 846">• The restrictive lifestyle, e.g. lack of choice of goods such as cars, furniture and housing.</li> <li data-bbox="475 869 1410 936">• The poor quality of life, e.g. poor quality food, dowdy clothes and fashion.</li> </ul> <p data-bbox="475 963 863 992">The positive aspects include:</p> <ul data-bbox="475 1019 1433 1406" style="list-style-type: none"> <li data-bbox="475 1019 1385 1153">• The idea of Gesellschaftsgefühl, e.g. the help Alex receives to support his mother when organising Christiane's birthday party, and also Denis's participation in the production of Aktuelle Kamera.</li> <li data-bbox="475 1176 1433 1276">• The portrayal of people who are happy despite the restrictions that rule their lives, e.g. they have fun at Christiane's birthday party and Denis and Alex enjoy working together on Aktuelle Kamera.</li> <li data-bbox="475 1299 1433 1406">• People in the East are portrayed as more genuine and friendly than those in the West, e.g. the guests at the father's birthday party in the West are portrayed as aloof when they ignore Alex.</li> </ul>

Question number	Indicative content
23(a)	<p data-bbox="437 257 813 291"><b>Lola rennt – Tom Tykwer</b></p> <p data-bbox="437 324 1149 358">Students may refer to the following in their answers.</p> <p data-bbox="437 392 1428 425">The concepts of time and coincidence are thoroughly explored in the film.</p> <ul data-bbox="437 459 1444 1209" style="list-style-type: none"> <li data-bbox="437 459 1364 526">• The film opens with the swinging pendulum and the clock, whose strange mouth opens to let us enter.</li> <li data-bbox="437 548 1436 761">• There are a number of occasions when coincidence drives the development of the film, e.g. if Lola had arrived in time then Manni would never have been on the U-Bahn; if Lola had not stopped to buy cigarettes the bike would not have been stolen, and if the ticket checkers had not got on the train, then Manni would not have jumped off.</li> <li data-bbox="437 784 1444 952">• The future can be fundamentally changed by the interference of time, e.g. the woman with the push chair is shown with totally different future lives, depending on the few seconds' difference; in one sequence Lola's father's friend drives off, whereas in another, when he just misses Lola running past, he has a crash.</li> <li data-bbox="437 974 1420 1086">• Time is constantly on the mind of the characters, e.g. Lola's father is waiting to go out for lunch and looks at his watch; the clock in the casino is the focus of all the players as it approaches 12 o'clock.</li> <li data-bbox="437 1108 1396 1209">• There is a contrast between the speed of time, e.g. time is slowed down for the two death sequences, time seems to speed up as Lola runs through the streets of Berlin.</li> </ul>

Question number	Indicative content
23(b)	<p data-bbox="475 257 850 291"><b>Lola rennt – Tom Tykwer</b></p> <p data-bbox="475 331 1187 365">Students may refer to the following in their answers.</p> <p data-bbox="475 398 1394 499">This quotation by the German football manager Sepp Herberger in 1954 suggests that after the game has finished it is time to prepare for the next game, in other words, before the game.</p> <ul data-bbox="475 533 1406 1440" style="list-style-type: none"> <li data-bbox="475 533 1406 633">• Do we learn from the last game to improve in the next? In other words, does Lola learn from the first part of the film when she runs for the second and then the third time?</li> <li data-bbox="475 656 1273 689">• At the end of the film, the two main characters survive.</li> <li data-bbox="475 712 1406 813">• A football game is an important element at the start of the film, e.g. '<i>Der Ball ist rund</i>' and '<i>Das Spiel ist 90 Minuten</i>'. The ball is kicked up into the air to kick off and the film – or game – begins.</li> <li data-bbox="475 835 1374 936">• There is often a reference to games in the rest of the film, e.g. Lola uses the term '<i>Noch ein Spiel</i>' at the casino; a game of dominoes sets each running sequence in motion.</li> <li data-bbox="475 958 1394 1059">• The results of each of the running sequences suggest that in the end Lola has learned the game and is successful in getting the money, in just the same way as Manni does.</li> <li data-bbox="475 1081 1394 1182">• Some of the events in the running suggest that Lola has learned from the previous game, e.g. she does not fall over the dog on the stairs on the second occasion but is able to jump over it.</li> <li data-bbox="475 1205 1394 1305">• At the bank in the first sequence, Lola has little idea what to do, in the second she takes control and robs the bank, in the third she takes greater initiative and moves to the casino.</li> <li data-bbox="475 1328 1394 1440">• The film suggests that through practising a game we learn from our errors, we improve the more we play, we practise and are eventually successful.</li> </ul>



Question number	Indicative content
24(a)	<p data-bbox="432 293 975 327"><b>Nirgendwo in Afrika – Caroline Link</b></p> <p data-bbox="432 360 1150 394">Students may refer to the following in their answers.</p> <p data-bbox="432 427 1430 495">Jettel develops throughout the film from a middle-class housewife in pre-war Breslau to a hard-working farmer in Kenya.</p> <ul data-bbox="432 528 1430 1525" style="list-style-type: none"> <li data-bbox="432 528 1430 663">• At the beginning of the film, Jettel Redlich is a fairly typical German middle-class married woman who likes the good things in life, e.g. we see her wearing pretty clothes and enjoying parties at home in Breslau.</li> <li data-bbox="432 685 1430 752">• When she is first forced to travel to Kenya to join her husband she is very reluctant.</li> <li data-bbox="432 775 1430 987">• Jettel remains very European, with no knowledge or understanding of Africa or its people, e.g. once in Africa she insists that the employees on the farm speak German, she will not allow them to get to know her properly and she behaves in a haughty fashion. She has even spent her money on a dress from Breslau rather than something useful for her new circumstances.</li> <li data-bbox="432 1010 1430 1111">• She changes early on in the war, when she has to become independent and run a farm, e.g. Jettel learns to speak fluent Swahili and is seen working with the local Kenyans.</li> <li data-bbox="432 1133 1430 1200">• Jettel changes because she learns to survive in her new environment and to appreciate the life she is leading.</li> <li data-bbox="432 1223 1430 1357">• Jettel begins to love Kenya and its people, e.g. Jettel no longer sees herself as superior. She shares food with the Kenyans, takes part in local culture and as the war ends, it is Walter who wants to return to Germany and not Jettel.</li> <li data-bbox="432 1379 1430 1525">• Jettel has developed from someone with no knowledge or understanding of Africa, believing that she should have Africans as servants, to someone who loves the country and sees the locals as equals.</li> </ul>

Question number	Indicative content
24(b)	<p data-bbox="475 257 1013 291"><b>Nirgendwo in Afrika – Caroline Link</b></p> <p data-bbox="475 324 1189 358">Students may refer to the following in their answers.</p> <p data-bbox="475 392 1388 504">Kenya is the country to which Walter and his family have been able to escape Nazi persecution but it has a completely different culture in which it is difficult for a European to integrate.</p> <ul data-bbox="475 526 1412 1467" style="list-style-type: none"> <li>• Walter Redlich makes this remark towards the end of the film, before the decision to return to Germany is finally made.</li> <li>• It can be said that Kenya saved the lives of the family both literally and in other ways. Africa saved the family from the Nazis and certain death. The country has also saved their lives by giving them work, a reason to live and very much enabling them to find their real selves.</li> <li>• Certainly for Walter and Jettel, although possibly less so for Regina, they have already been formed by their old country and, even though Germany has been so cruel to them, they remain German, e.g. Jettel takes a long time to feel comfortable in Kenya.</li> <li>• They find it difficult to cope with the differences in climate, e.g. Jettel finds it very difficult to cope with the grasshopper plague, which is dealt with without fuss by the local Kenyans.</li> <li>• Walter's lawyer robe symbolises his link to Germany, e.g. when he arrives in Kenya he gives it to Owuor as he no longer needs it but at the end of the film Owuor insists he take it back before he returns to Germany.</li> <li>• It is clear from the film that cultural differences are difficult to bridge, e.g. the scene in the train at the end, when the Europeans are sitting uncomfortably and the Africans are laughing and enjoying life, shows a clear contrast between the Europeans and Kenyans.</li> </ul>

Question number	Indicative content
25(a)	<p data-bbox="437 257 1002 291"><b>Rosenstraße – Margarethe von Trotta</b></p> <p data-bbox="437 331 1150 365">Students may refer to the following in their answers.</p> <p data-bbox="437 405 1307 506">By setting the historic events in a framework of the present, the director highlights the importance of learning from the past to influence the present.</p> <ul data-bbox="437 539 1347 1458" style="list-style-type: none"> <li data-bbox="437 539 1347 674">• Ruth seems to have rejected her past, but when her husband dies, she insists on carrying out the Jewish ritual of shiva. This causes Hannah to delve into her mother's past, which until now has remained largely unknown.</li> <li data-bbox="437 701 1347 902">• There are clear links between the framework story in the present and the historic events. Ruth is as vehemently opposed to the mixed marriage of Hannah and Luis now as Lena's unforgiving father was to the marriage of Lena and Fabian back in 1945. Lena and Hannah have to find enormous strength to confront the situations in which they find themselves.</li> <li data-bbox="437 929 1347 1099">• Lena is the main link in the two stories. She highlights the theme when she has to stop her interview with Hannah with the words: <i>Die Vergangenheit kann sehr anstrengend sein</i>. However, only by coming to terms with the past can Ruth and Hannah move on with their present lives.</li> <li data-bbox="437 1126 1347 1296">• The opening shot in the film links past and present, with the camera going gradually from the Jewish cemetery, to the Manhattan skyline, to the interior of Ruth's home. Through this technique the director shows that the past and the present are forever interlinked and that the past is inescapable.</li> <li data-bbox="437 1323 1347 1458">• Both Ruth and Hannah are shown putting a new lighted candle on the lit stub of an old one. This symbolises the importance of tradition being passed down between the generations and highlights the need to learn from the past.</li> </ul>

Question number	Indicative content
25(b)	<p data-bbox="467 257 1034 291"><b>Rosenstraße – Margarethe von Trotta</b></p> <p data-bbox="467 331 1182 365">Students may refer to the following in their answers.</p> <p data-bbox="467 398 1329 465">The relationship between Hannah and her mother develops in the course of the film to one of acceptance and mutual respect.</p> <ul data-bbox="467 499 1329 1697" style="list-style-type: none"> <li data-bbox="467 499 1329 745">• At the beginning of the film, relations between Hannah and Ruth are strained. Hannah does not understand her mother's actions after Ruth's husband's death; Ruth prevents Hannah from talking to her fiancé on the phone; Ruth insists that Luis should leave the house during the mourning period and wants to prevent Hannah's marriage to him.</li> <li data-bbox="467 768 1329 1048">• Mother-daughter relationships represent an important theme in the film and often seem very difficult. The relationship between Hannah and Ruth is mirrored in other mother-daughter relationships in the film. Lena's relationship with her own mother is blocked by an authoritarian father. Lena becomes Ruth's adopted mother. Lena's own daughter is jealous of this relationship and tries to keep Ruth from becoming too close to her mother.</li> <li data-bbox="467 1070 1329 1305">• Ruth's intensely loving relationship with her own mother is highlighted in an emotional scene when Ruth as a child infiltrates the offices where her mother is being held with the other Jewish Women in the Rosenstraße. Here she is given the ring, which becomes a central symbol of the power of love in adversity and is a symbol for the passing down of knowledge from mother to daughter.</li> <li data-bbox="467 1328 1329 1496">• Through Ruth and Hannah's relationship, the director shows how mothers and daughters have to make an emotional journey for the family line to continue. Ruth's acceptance of Hannah's fiancé is the result of an emotional transformation brought about by her own daughter's curiosity.</li> <li data-bbox="467 1518 1329 1697">• At the end of the film, mother and daughter are reconciled when Ruth passes on the ring, thus confirming the strength of their mother-daughter relationship. This is also symbolised in the placing of a lighted candle on top of one that is already lit.</li> </ul>

Question number	Indicative content
26(a)	<p data-bbox="432 262 1198 293"><b>Sophie Scholl - Die letzten Tage – Marc Rothemund</b></p> <p data-bbox="432 331 1150 362">Students may refer to the following in their answers.</p> <p data-bbox="432 400 1406 504">The film gives an insight into the justice system in Nazi Germany in the way Sophie and the other members of the group are treated after their arrest, and when they go to trial.</p> <ul data-bbox="432 539 1457 1541" style="list-style-type: none"> <li>• When Sophie and the others are arrested, they are physically pushed and hauled into a vehicle. They are not treated with any respect. Despite having been found not guilty of anything, Sophie has to endure a humiliating examination when she arrives at the prison.</li> <li>• We learn that Else Gebel has been imprisoned for a long time simply for being a communist. This shows us that political opposition in Nazi Germany is not tolerated and that the justice system allows persecution of political opponents as well as true criminals.</li> <li>• Sophie is interrogated without any lawyer. She has no rights to a lawyer in this society. She is never given any information about her rights. This is because such rights in this system do not exist.</li> <li>• The interrogation is a form of mental torture. Sophie is interrogated for long periods and the interrogator often shouts at and insults her.</li> <li>• Sophie and the other members of the '<i>Weisse Rose</i>' are brought to trial within hours. There is no defence in the court.</li> <li>• The judge becomes incandescent. He behaves more like a prosecutor than a judge.</li> <li>• No witnesses are called for the defence. The trial was brief and the death sentence was given without any discussion.</li> <li>• Mohr, the interrogator, offered Sophie the opportunity to save her own skin by denouncing other members of the group.</li> <li>• The sentence is carried out on the same day without any possibility for an appeal. The use of the guillotine shows us the brutality of the regime.</li> </ul>

Question number	Indicative content
26(b)	<p data-bbox="475 259 1246 293"><b>Sophie Scholl - Die letzten Tage – Marc Rothemund</b></p> <p data-bbox="475 331 1187 365">Students may refer to the following in their answers.</p> <p data-bbox="475 400 1390 468">Sophie's actions throughout the film are guided and justified by her genuine and very deep religious convictions.</p> <ul data-bbox="475 504 1437 1592" style="list-style-type: none"> <li data-bbox="475 504 1259 537">• Sophie is part of a strongly religious Protestant family.</li> <li data-bbox="475 560 1422 696">• Sophie's strong religious beliefs help her to justify the actions that the members of the <i>Weiße Rose</i> have undertaken. She believes that the actions of the Nazis go against the teaching of the Christian Church, for example the treatment of the Jews.</li> <li data-bbox="475 719 1434 819">• Her beliefs are so strong that God is always supporting and guiding her, e.g. when she is sent to her cell she prays to God on a number of occasions.</li> <li data-bbox="475 842 1426 943">• We see her looking up into the sky into the sunshine that supports her strong religious beliefs. She is connecting with God in her thoughts as she looks up, to heaven.</li> <li data-bbox="475 965 1422 1102">• It is partly Sophie's strong religious beliefs that help her to control and maintain her dignity throughout the trial and beyond, e.g. at the end with the execution by guillotine, Sophie remains dignified, certainly partly due to her religious beliefs.</li> <li data-bbox="475 1124 1426 1191">• She just about manages to keep control when she discovers she is to die almost immediately and she prays to God at that point.</li> <li data-bbox="475 1214 1410 1314">• Sophie is clearly convinced that she is going to another place and her religious beliefs enable her to avoid despair. One of the last things she says to her parents is 'we will meet again in eternity'.</li> <li data-bbox="475 1337 1394 1404">• There is a long scene between the priest and Sophie that clearly gives her peace and contentment.</li> <li data-bbox="475 1426 1410 1494">• The female warder allows her to meet Christoph and Hans for the final time. All three are seen together.</li> <li data-bbox="475 1516 1394 1583">• This has a religious significance, symbolising the three figures at the crucifixion.</li> </ul>

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### General instructions to the teacher-examiner

Sample assessment material for first teaching  
September 2016

Paper Reference

**9GN0/03**

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

**You do not need any other materials.**

#### Instructions

- The examination consists of **two** tasks.
- The tasks **must** be conducted in consecutive order.
- Timing for the speaking assessment:
  - Task 1: 6 to 7 minutes (recommended)
  - Task 2: 10 to 11 minutes (recommended)
  - Total assessment time: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.
- The preparation time for Task 1 **must** be supervised. It must take place outside of the room with an invigilator. The preparation time must be immediately before the examination time.
- Candidates can make notes of up to a maximum of one side of A4 paper for Task 1 **only**.
- Candidates may refer to their notes during the assessment.
- Candidates must **not** write on the stimulus.
- Candidates must **not** have access to a dictionary, or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimulus at the end of the assessment.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is your responsibility to cover all parts of each task to ensure that the candidate has the opportunity to access all parts of the marking criteria.
- It is the invigilator's responsibility to inform candidates of the two sub-themes from which they can make their choice, and for giving them the correct stimulus card based on that choice.

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**PEARSON**

### **Task 1 (discussion on a Theme)**

- Task 1 is recommended to last approximately 6 to 7 minutes.
- The candidate is provided with a choice of two cards on two different sub-themes following the sequence outlined by Pearson, (see sequencing grid below).
- The choice of sub-themes is told to the candidate in English by the invigilator immediately prior to the start of the preparation time, using the wording for the sub-themes provided on the randomisation grid, e.g. *You may choose 'media' or 'education'.*
- The candidate must not see the contents of either card until s/he has chosen the sub-theme, after which s/he will be given one of the cards.
- The preparation time must begin immediately after the candidate receives the card.

#### **Task 1 part 1**

You must:

- ask the candidate which statement s/he has chosen.
- ask the two compulsory questions relating to the statement (A or B) chosen by the candidate. Questions may be repeated, but rephrasing is not allowed.
- develop the discussion by asking appropriate follow up questions relating to the subject matter on the stimulus card.

#### **Task 1 part 2**

You must broaden the discussion to cover other aspects of the overall Theme. Optional generic questions are provided by Pearson (see below) as a guide to the questions you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions (see section below beginning '*Optional generic questions...*').

### **Task 2 (presentation and discussion on candidate's independent research project)**

- Task 2 is recommended to last 10 to 11 minutes.

#### **Task 2 part 1 (independent research presentation)**

You must allow the candidate to open with their presentation on written sources used as part of their research. This must not exceed 2 minutes. Candidates are allowed to refer to their RP3 form during the presentation.

#### **Task 2 part 2 (discussion on independent research)**

You must ask follow-up questions about the candidate's presentation and then begin a wider exploration of the research as a whole in order to elicit the candidate's understanding and analysis of the cultural and social context. You should use the key findings and list of sources on their copy of the RP3 form to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the research topic by developing and justifying arguments and forming conclusions.



**Optional generic questions to promote discussion and to enable candidates to analyse aspects of the Theme (Task 1)/ analyse their chosen subject of interest (Task 2):**

- *Kannst du mir ein Beispiel für... geben?*
- *Warum sagst du das?*
- *Welchen Schluss könnte man aus x ziehen?*
- *Welche Beweise gibt es, die diese Meinung unterstützen?*
- *Warum ist das wichtig/relevant?*
- *Welche Bedeutung hat x?*

In both tasks, candidates are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. Examples of questions that candidates may ask to achieve this are as follows:

- *Wie sehen Sie...?*
- *Glauben Sie nicht, dass...?*
- *Würden Sie nicht zustimmen, dass...?*
- *Ist es nicht der Fall, dass...?*
- *Verstehen Sie, was ich meine?*

Candidates are also expected to take lead in the discussions.

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to 18 minutes in total and you must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

Students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

**Sequence of stimulus cards for speaking examination: Task 1**

To avoid duplication of stimuli, candidates must be given the cards in the sequence and combination prescribed below.

If you conduct more than 12 speaking examinations in a day, e.g. in the morning, afternoon and evening sessions, after the 12th candidate start at the beginning of the sequence again.

If you have a break in the examination schedule, e.g. morning break, lunchtime, start the next candidate on next order of the sequence. For example, candidate 4 conducted their examination before morning break, the next candidate after the morning break would be candidate 5.

If you are conducting examinations on more than one day, start each new day at the beginning of the sequence.

CANDIDATE	STIMULUS CARD-TASK 1
Candidate 1	Card 1 or 12
Candidate 2	Card 6 or 7
Candidate 3	Card 3 or 4
Candidate 4	Card 9 or 10
Candidate 5	Card 8 or 12
Candidate 6	Card 2 or 5
Candidate 7	Card 1 or 5
Candidate 8	Card 7 or 11
Candidate 9	Card 4 or 9
Candidate 10	Card 3 or 10
Candidate 11	Card 6 or 8
Candidate 12	Card 2 or 12

### Key to Advanced Level Task 1 cards for invigilator

STIMULUS CARD	SUB-THEME (IN ENGLISH)
1	Nature and the environment
2	Education
3	The world of work
4	Music
5	Media
6	Festivals and traditions
7	The positive impact of immigration on German society
8	Facing the challenges of immigration and integration
9	The public and social response to immigration
10	Society in the GDR before reunification
11	Events leading up to reunification
12	Germany since reunification

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

### Task 1

- Read the two statements (A+B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
  - open the discussion by telling the teacher-examiner which statement you have chosen
  - answer the **two** questions posed by the teacher-examiner
  - answer follow-up questions on the broader Theme.

### Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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## STIMULUS GN1

### Task 1

#### Thema: Gesellschaftliche Entwicklung in Deutschland

#### Natur und Umwelt

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A Erneuerbare Energiequellen sind in Deutschland sehr beliebt.**

*Gehen Sie auf Folgendes ein:*

- *Positive Meinungen in Deutschland über erneuerbare Energiequellen.*
- *Die wirtschaftlichen Vorteile der erneuerbaren Energie in Deutschland.*

**B In Deutschland recycelt man fast alles.**

*Gehen Sie auf Folgendes ein:*

- *Die Meinungen der meisten Deutschen zu Recycling.*
- *Recyclinginitiativen in Deutschland.*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

### Task 1

- Read the two statements (A+B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
  - open the discussion by telling the teacher-examiner which statement you have chosen
  - answer the **two** questions posed by the teacher-examiner
  - answer follow-up questions on the broader Theme.

### Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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## STIMULUS GN2

### Task 1

#### Thema: Gesellschaftliche Entwicklung in Deutschland

#### Bildung

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A Die deutsche Berufsausbildung bleibt immer noch erfolgreich.**

*Gehen Sie auf Folgendes ein:*

- *Ihre Meinung zu dem deutschen Berufsausbildungssystem.*
- *Vorteile dieses Systems für deutsche Firmen.*

**B Sitzenbleiben in Deutschland hat auf persönlicher Ebene viele Nachteile für Schüler.**

*Gehen Sie auf Folgendes ein:*

- *Die Nachteile von Sitzenbleiben.*
- *Wie Schüler, die das Jahr wiederholen, von den Deutschen betrachtet werden.*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

### Task 1

- Read the two statements (A+B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
  - open the discussion by telling the teacher-examiner which statement you have chosen
  - answer the **two** questions posed by the teacher-examiner
  - answer follow-up questions on the broader Theme.

### Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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## STIMULUS GN3

### Task 1

#### Thema: Gesellschaftliche Entwicklung in Deutschland

#### Die Welt der Arbeit

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A Wegen guter Arbeitsbedingungen ist Deutschland erfolgreich.**

*Gehen Sie auf Folgendes ein:*

- *Die Auswirkung von guten Arbeitsbedingungen auf die Arbeitsmoral in Deutschland.*
- *Konsequenzen der guten Arbeitsbedingungen für die deutsche Wirtschaft.*

**B Es gibt heutzutage viele Herausforderungen für die deutsche Industrie.**

*Gehen Sie auf Folgendes ein:*

- *Ihre Meinung über Herausforderungen für die deutsche Industrie heutzutage.*
- *Konsequenzen der Herausforderungen für deutsche Arbeiter.*



# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

- The examination is made up of **two** tasks.
- You must take the lead in the discussion, elicit the teacher-examiner's point of view and check for understanding at appropriate moments.
- You must **not** use dictionaries or other resources at any time.

### Task 1

- Read the two statements (A+B) in this stimulus and select one for a discussion with your teacher-examiner.
- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
- You must **not** write on the stimulus.
- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
  - open the discussion by telling the teacher-examiner which statement you have chosen
  - answer the **two** questions posed by the teacher-examiner
  - answer follow-up questions on the broader Theme.

### Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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## STIMULUS GN4

### Task 1

#### Thema: Politische und künstlerische Kultur im deutschen Sprachraum

#### Musik

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A Die deutsche Kultur wird durch Popsongs mit englischen Texten negativ beeinflusst.**

*Gehen Sie auf Folgendes ein:*

- *Der negative Einfluss von Popsongs mit englischen Texten auf die deutsche Kultur.*
- *Musik als Spiegelbild der Unterschiede zwischen den Generationen.*

**B Die deutschsprachige Musikszene floriert heutzutage.**

*Gehen Sie auf Folgendes ein:*

- *Die deutschsprachige Musikszene boomt heutzutage.*
- *Ob die Musikszene die deutschsprachige Kultur widerspiegelt.*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

- The examination is made up of **two** tasks.
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### Task 1

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- During the preparation time you may make notes on up to a maximum of one side of A4 paper.
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- You have approximately 6 to 7 minutes' discussion time for Task 1.
- You must:
  - open the discussion by telling the teacher-examiner which statement you have chosen
  - answer the **two** questions posed by the teacher-examiner
  - answer follow-up questions on the broader Theme.

### Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
- You will then take part in a broader discussion with the teacher-examiner based on your research as a whole.

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## STIMULUS GN5

### Task 1

#### Thema: Politische und künstlerische Kultur im deutschen Sprachraum

#### Die Medien

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A Das Fernsehen hat immer noch einen großen Einfluss im deutschen Sprachraum.**

*Gehen Sie auf Folgendes ein:*

- *Der Einfluss vom Fernsehen im deutschen Sprachraum.*
- *Die Popularität von bestimmten Fernsehprogrammen.*

**B Online-Medien spielen eine immer größere Rolle für junge Leute im deutschen Sprachraum.**

*Gehen Sie auf Folgendes ein:*

- *Die Wichtigkeit von Online-Medien für junge Leute im deutschen Sprachraum.*
- *Warum gewisse Online-Medien für junge Leute im deutschen Sprachraum interessant sind.*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

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### Task 1

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### Task 2

- Task 2 lasts approximately 10 to 11 minutes.
- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
- The teacher-examiner will ask you follow up questions based on your presentation.
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## STIMULUS GN6

### Task 1

#### Thema: Politische und künstlerische Kultur im deutschen Sprachraum

#### Die Rolle von Festen und Traditionen

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A Traditionen spielen eine wichtige kulturelle und wirtschaftliche Rolle im deutschen Sprachraum.**

*Gehen Sie auf Folgendes ein:*

- *Die Rolle von Traditionen im deutschen Sprachraum.*
- *Die wichtigsten Traditionen im deutschen Sprachraum.*

**B Regionale Traditionen im deutschen Sprachraum schaffen keine nationale Identität.**

*Gehen Sie auf Folgendes ein:*

- *Inwiefern regionale Traditionen im deutschen Sprachraum zur Schaffung einer nationalen Identität beitragen.*
- *Die Relevanz von traditionellen Festen in der modernen deutschen Gesellschaft.*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

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### Instructions

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### Task 1

- Read the two statements (A+B) in this stimulus and select one for a discussion with your teacher-examiner.
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  - answer the **two** questions posed by the teacher-examiner
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### Task 2

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- You must begin by giving a presentation referring to at least two of the written sources you have used as part of your research. This may last up to a maximum of 2 minutes.
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**PEARSON**

## STIMULUS GN7

### Task 1

#### Thema: Immigration und die deutsche multikulturelle Gesellschaft

#### Die positive Auswirkung von Immigration

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A Die Immigranten spielen eine wichtige Rolle auf dem deutschen Arbeitsmarkt.**

*Gehen Sie auf Folgendes ein:*

- *Die Rolle von Immigranten auf dem deutschen Arbeitsmarkt.*
- *Typische Arbeitsstellen für Immigranten.*

**B Immigranten haben die Kultur in Deutschland durch ihre Supermärkte und Restaurants positiv beeinflusst.**

*Gehen Sie auf Folgendes ein:*

- *Inwiefern Immigranten die deutsche Kultur durch das Essen positiv beeinflusst haben.*
- *Die Vorteile der neuen Kochkünste und Lebensmittel, die die Immigranten eingeführt haben.*



# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

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### Task 1

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### Task 2

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## STIMULUS GN8

### Task 1

#### Thema: Immigration und die deutsche multikulturelle Gesellschaft

#### Herausforderungen von Immigration und Integration in Deutschland

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A Die Immigranten, die in letzter Zeit angekommen sind, haben es schwierig gefunden, in Deutschland zurechtzukommen.**

*Gehen Sie auf Folgendes ein:*

- *Ob Immigranten es schwierig gefunden haben, in Deutschland zurechtzukommen.*
- *Warum es wichtig für Immigranten ist, Deutsch zu lernen.*

**B Jugendliche mit Migrationshintergrund fühlen sich zwischen zwei Kulturen hin- und hergerissen.**

*Gehen Sie auf Folgendes ein:*

- *Inwiefern Jugendliche mit Migrationshintergrund zwischen zwei Kulturen hin und hergerissen sind.*
- *Die Rolle, die Schulen in Deutschland dabei spielen, die Identität der Immigranten zu formen.*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

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### Task 1

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## STIMULUS GN9

### Task 1

#### Thema: Immigration und die deutsche multikulturelle Gesellschaft

#### Die staatliche und soziale Reaktion zur Immigration

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A Die Rechtsextremisten nutzen die Angst aus, die manche Deutsche fühlen.**

*Gehen Sie auf Folgendes ein:*

- *Inwiefern die Rechtsextremisten die Angst von vielen Deutschen ausnutzen.*
- *Die Taktik von rechtsextremistischen Gruppen in Deutschland.*

**B Viele Deutsche heißen Flüchtlinge willkommen.**

*Gehen Sie auf Folgendes ein:*

- *Die positive Reaktion von vielen Deutschen den Flüchtlingen gegenüber.*
- *Die wirtschaftlichen Vorteile, die die Flüchtlinge bringen.*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

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## STIMULUS GN10

### Task 1

#### Thema: Die Wiedervereinigung Deutschlands

#### Die Gesellschaft in der DDR vor der Wiedervereinigung

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A Es gab Aspekte des Lebens in der DDR, die eher positiv waren.**

*Gehen Sie auf Folgendes ein:*

- *Die positiven Aspekte des Lebens unter dem Kommunismus.*
- *Die Situation für Frauen unter dem Kommunismus.*

**B DDR-Bürger wurden von einem repressiven Regime überwacht.**

*Gehen Sie auf Folgendes ein:*

- *Die Überwachung der DDR-Bürger.*
- *Die Konsequenzen, wenn man die DDR-Regierung kritisierte.*

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## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

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### Task 1

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## STIMULUS GN11

### Task 1

#### Thema: Die Wiedervereinigung Deutschlands

#### Ereignisse vor der Wiedervereinigung

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A DDR-Bürger wollten die Freiheit, in den Westen zu fahren.**

*Gehen Sie auf Folgendes ein:*

- *Warum die DDR-Bürger unter dem Kommunismus Freiheit wollten.*
- *Meinungen von DDR-Bürgern über die Berliner Mauer.*

**B Westberliner fanden die Berliner Mauer lästig.**

*Gehen Sie auf Folgendes ein:*

- *Warum Westberliner die Mauer lästig fanden.*
- *Die Konsequenzen für einige Familien in Berlin im August 1961.*



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## German

### Advanced

### Paper 3: Speaking

### Instructions to the candidate

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

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### Task 1

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## STIMULUS GN12

### Task 1

#### Thema: Die Wiedervereinigung Deutschlands

#### Deutschland seit der Wiedervereinigung

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

**A Nur langsam sind die Nachteile der Wiedervereinigung klar geworden.**

*Gehen Sie auf Folgendes ein:*

- *Ihre Meinung über den Optimismus zur Zeit der Wiedervereinigung.*
- *Die größten Nachteile der Wiedervereinigung.*

**B Es war nötig, das Schulsystem der ehemaligen DDR zu reformieren.**

*Gehen Sie auf Folgendes ein:*

- *Ob es nötig war, das Schulsystem der ehemaligen DDR zu reformieren.*
- *Die Schwierigkeiten, die es bei den Reformen des DDR-Schulsystems gab.*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the teacher-examiner

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

- Task 1 lasts approximately 6 to 7 minutes.
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- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
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## STIMULUS GN1

### Task 1

#### Thema: Gesellschaftliche Entwicklung in Deutschland

#### Natur und Umwelt

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

#### **A Erneuerbare Energiequellen sind in Deutschland sehr beliebt.**

*Compulsory teacher-examiner questions:*

1. *Glauben Sie, dass die Deutschen im Allgemeinen positiv auf erneuerbare Energiequellen reagieren?*
2. *Was betrachten Sie als die wirtschaftlichen Vorteile der erneuerbaren Energie in Deutschland?*

#### **B In Deutschland recycelt man fast alles.**

*Compulsory teacher-examiner questions:*

1. *Was halten die meisten Deutschen von Recycling, glauben Sie?*
2. *Was für Recyclinginitiativen gibt es in Deutschland?*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the teacher-examiner

Sample assessment material for first teaching  
September 2016

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5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

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## STIMULUS GN2

### Task 1

#### Thema: Gesellschaftliche Entwicklung in Deutschland

#### Bildung

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A Die deutsche Berufsausbildung bleibt immer noch erfolgreich.**

*Compulsory teacher-examiner questions:*

1. Was halten Sie von dem deutschen Berufsausbildungssystem?
2. Warum ist dieses System vorteilhaft für deutsche Firmen?

**B Sitzenbleiben in Deutschland hat auf persönlicher Ebene viele Nachteile für Schüler.**

*Compulsory teacher-examiner questions:*

1. Was sind die Nachteile von Sitzenbleiben, denken Sie?
2. Wie werden Ihrer Meinung nach Schüler, die das Jahr wiederholen, von den Deutschen betrachtet?

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the teacher-examiner

Sample assessment material for first teaching  
September 2016

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Paper Reference

**9GN0/03**

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## STIMULUS GN3

### Task 1

#### Thema: Gesellschaftliche Entwicklung in Deutschland

#### Die Welt der Arbeit

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

#### **A Wegen guter Arbeitsbedingungen ist Deutschland erfolgreich.**

*Compulsory teacher-examiner questions:*

1. *Was ist die Auswirkung von guten Arbeitsbedingungen auf die Arbeitsmoral in Deutschland, glauben Sie?*
2. *Welche Konsequenzen haben die guten Arbeitsbedingungen für die deutsche Wirtschaft?*

#### **B Es gibt heutzutage viele Herausforderungen für die deutsche Industrie.**

*Compulsory teacher-examiner questions:*

1. *Ihrer Meinung nach, gibt es heutzutage viele Herausforderungen für die deutsche Industrie?*
2. *Welche Konsequenzen haben die Herausforderungen für deutsche Arbeiter?*



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## German

### Advanced

### Paper 3: Speaking

### Instructions to the teacher-examiner

Sample assessment material for first teaching  
September 2016

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Paper Reference

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## STIMULUS GN4

### Task 1

#### Thema: Politische und künstlerische Kultur im deutschen Sprachraum

#### Musik

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A Die deutsche Kultur wird durch Popsongs mit englischen Texten negativ beeinflusst.**

*Compulsory teacher-examiner questions:*

1. *Inwiefern wird die deutsche Kultur durch Popsongs mit englischen Texten negativ beeinflusst, denken Sie?*
2. *Auf welche Weise ist Musik ein Spiegelbild der Unterschiede zwischen den Generationen?*

**B Die deutschsprachige Musikszene floriert heutzutage.**

*Compulsory teacher-examiner questions:*

1. *Glauben Sie, dass die deutschsprachige Musikszene heutzutage floriert?*
2. *Wie spiegelt die Musikszene die deutschsprachige Kultur wider?*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the teacher-examiner

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

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## STIMULUS GN5

### Task 1

#### Thema: Politische und künstlerische Kultur im deutschen Sprachraum

#### Die Medien

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A Das Fernsehen hat immer noch einen großen Einfluss im deutschen Sprachraum.**

*Compulsory teacher-examiner questions:*

1. *Was für einen Einfluss hat Fernsehen im deutschen Sprachraum, glauben Sie?*
2. *Warum sind bestimmte Fernsehprogramme im deutschen Sprachraum besonders beliebt?*

**B Online-Medien spielen eine immer größere Rolle für junge Leute im deutschen Sprachraum.**

*Compulsory teacher-examiner questions:*

1. *Glauben Sie, dass Online-Medien für junge Leute im deutschen Sprachraum immer wichtiger werden?*
2. *Warum sind gewisse Online-Medien besonders interessant für junge Leute im deutschen Sprachraum?*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the teacher-examiner

Sample assessment material for first teaching  
September 2016

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## STIMULUS GN6

### Task 1

#### Thema: Politische und künstlerische Kultur im deutschen Sprachraum

#### Die Rolle von Festen und Traditionen

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A Traditionen spielen eine wichtige kulturelle und wirtschaftliche Rolle im deutschen Sprachraum.**

*Compulsory teacher-examiner questions:*

1. *Glauben Sie, dass Traditionen im deutschen Sprachraum eine große Rolle spielen?*
2. *Welche Traditionen sind besonders wichtig im deutschen Sprachraum und warum?*

**B Regionale Traditionen im deutschen Sprachraum schaffen keine nationale Identität.**

*Compulsory teacher-examiner questions:*

1. *Inwiefern schaffen regionale Traditionen im deutschen Sprachraum eine nationale Identität, glauben Sie?*
2. *Sind traditionelle Feste relevant in der modernen deutschen Gesellschaft?*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the teacher-examiner

Sample assessment material for first teaching  
September 2016

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Paper Reference

**9GN0/03**

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## STIMULUS GN7

### Task 1

#### Thema: Immigration und die deutsche multikulturelle Gesellschaft

#### Die positive Auswirkung von Immigration

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A Die Immigranten spielen eine wichtige Rolle auf dem deutschen Arbeitsmarkt.**

*Compulsory teacher-examiner questions:*

1. *Was für eine Rolle spielen Immigranten auf dem deutschen Arbeitsmarkt, glauben Sie?*
2. *Inwiefern gibt es typische Arbeitsstellen für Immigranten?*

**B Immigranten haben die Kultur in Deutschland durch ihre Supermärkte und Restaurants positiv beeinflusst.**

*Compulsory teacher-examiner questions:*

1. *Inwiefern haben Immigranten die deutsche Kultur durch das Essen positiv beeinflusst, meinen Sie?*
2. *Was für Vorteile hat es, wenn Immigranten ihre Kochkünste und Lebensmittel den Deutschen vorstellen?*



# Pearson Edexcel Level 3 GCE

## German

**Advanced**

**Paper 3: Speaking**

**Instructions to the teacher-examiner**

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

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## STIMULUS GN8

### Task 1

#### Thema: Immigration und die deutsche multikulturelle Gesellschaft

#### Herausforderungen von Immigration und Integration

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A Die Immigranten, die in letzter Zeit angekommen sind, haben es schwierig gefunden, in Deutschland zurechtzukommen.**

*Compulsory teacher-examiner questions:*

1. *Ihrer Meinung nach, haben Immigranten es schwierig gefunden, in Deutschland zurechtzukommen?*
2. *Warum ist es wichtig für Immigranten, die deutsche Sprache zu lernen?*

**B Jugendliche mit Migrationshintergrund fühlen sich zwischen zwei Kulturen hin und hergerissen.**

*Compulsory teacher-examiner questions:*

1. *Inwiefern sind Jugendliche mit Migrationshintergrund zwischen zwei Kulturen hin und hergerissen, glauben Sie?*
2. *Was für eine Rolle spielen Schulen in Deutschland dabei, die Identität der Immigranten zu formen?*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the teacher-examiner

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
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Paper Reference

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## STIMULUS GN9

### Task 1

#### Thema: Immigration und die deutsche multikulturelle Gesellschaft

#### Die staatliche und soziale Reaktion zur Immigration

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

##### **A Die Rechtsextremisten nutzen die Angst aus, die manche Deutsche fühlen.**

*Compulsory teacher-examiner questions:*

1. *Inwiefern nutzen die Rechtsextremisten die Angst von vielen Deutschen aus, glauben Sie?*
2. *Welche Taktik benutzen rechtsextremistische Gruppen in Deutschland?*

##### **B Viele Deutsche heißen Flüchtlinge willkommen.**

*Compulsory teacher-examiner questions:*

1. *Warum haben viele Deutsche die Flüchtlinge willkommen geheißen, meinen Sie?*
2. *Was für wirtschaftliche Vorteile bringen die Flüchtlinge?*

# Pearson Edexcel Level 3 GCE

## German

Advanced

**Paper 3: Speaking**

**Instructions to the teacher-examiner**

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

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## STIMULUS GN10

### Task 1

#### Thema: Die Wiedervereinigung Deutschlands

#### Die Gesellschaft in der DDR vor der Wiedervereinigung

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

##### **A Es gab Aspekte des Lebens in der DDR, die eher positiv waren.**

*Compulsory teacher-examiner questions:*

1. *Glauben Sie, dass es positive Aspekte des Lebens unter dem Kommunismus gab?*
2. *Wie war das Leben für viele Frauen unter dem Kommunismus?*

##### **B DDR-Bürger wurden von einem repressiven Regime überwacht.**

*Compulsory teacher-examiner questions:*

1. *Inwiefern wurden DDR-Bürger von einem repressiven Regime überwacht, glauben Sie?*
2. *Was waren die Konsequenzen für DDR-Bürger, die die Regierung kritisierten?*

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the teacher-examiner

Sample assessment material for first teaching  
September 2016

**Time: 21 to 23 minutes (total), which includes  
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Paper Reference

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## STIMULUS GN11

### Task 1

#### Thema: Die Wiedervereinigung Deutschlands

#### Ereignisse vor der Wiedervereinigung

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

#### **A DDR-Bürger wollten die Freiheit, in den Westen zu fahren.**

*Compulsory teacher-examiner questions:*

1. *Warum wollten die DDR-Bürger Freiheit, glauben Sie?*
2. *Wie sahen die Meinungen von DDR-Bürgern über die Berliner Mauer aus?*

#### **B Westberliner fanden die Berliner Mauer lästig.**

*Compulsory teacher-examiner questions:*

1. *Warum fanden Westberliner die Mauer lästig, glauben Sie?*
2. *Was waren die Konsequenzen für einige Familien in Berlin im August 1961?*



# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### Instructions to the teacher-examiner

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September 2016

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Paper Reference

**9GN0/03**

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## STIMULUS GN12

### Task 1

#### Thema: Die Wiedervereinigung Deutschlands

#### Deutschland seit der Wiedervereinigung

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler / die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A Nur langsam sind die Nachteile der Wiedervereinigung klar geworden.**

*Compulsory teacher-examiner questions:*

1. *Meinen Sie, dass die Deutschen zur Zeit der Wiedervereinigung zu optimistisch waren?*
2. *Was waren die größten Nachteile der Wiedervereinigung?*

**B Es war nötig, das Schulsystem der ehemaligen DDR zu reformieren.**

*Compulsory teacher-examiner questions:*

1. *Finden Sie, dass es nötig war, das Schulsystem der ehemaligen DDR zu reformieren?*
2. *Was für Schwierigkeiten gab es bei den Reformen des DDR-Schulsystems?*

## GCE A Level German

### Paper 3 mark scheme

For this paper, there are a number of levels-based mark schemes to be applied to each task.

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on 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 bands 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, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

#### Guidance on timing of the speaking assessment

The speaking assessment should last between 16 to 18 minutes. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher-examiner must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

You must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

## Task 1 – Discussion on a theme

Three mark grids are applied to task 1:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

**The knowledge and understanding of society and culture mark grid** assesses the students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking task 1: indicative content** at the end of the mark scheme, which is associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

### Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li><li>• Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li><li>• Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li><li>• Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>

Marks	Description
10–12	<ul style="list-style-type: none"> <li>• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context.</li> <li>• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>

### Additional guidance

**Perceptive:** demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

**Ideas** include thoughts, feelings, impressions, opinions.

**Straightforward ideas, arguments, conclusions,** are deemed to be those that give the standard, predictable response.

## Task 1 – Discussion on a theme (continued)

### Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

### Accuracy and range of language (A03)

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none"><li>Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li><li>Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li><li>Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
7–9	<ul style="list-style-type: none"><li>Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li><li>Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible and mostly accurate.</li></ul>
10–12	<ul style="list-style-type: none"><li>Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li><li>Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li><li>Pronunciation and intonation are accurate, intelligible and authentic sounding.</li></ul>

### Additional guidance

**Complex language** is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways
- all grammar and structures included in the grammar list that are specific to A Level.

**Variation in use of grammatical structures and vocabulary:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills they may not be able to express themselves for all purposes, for example to develop arguments.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are provided as examples only and do not constitute a finite list.

## Task 1 – Discussion on a theme (continued)

### Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

### Interaction (A01)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none"><li>• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.</li><li>• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li></ul>
3–4	<ul style="list-style-type: none"><li>• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.</li><li>• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li></ul>
5–6	<ul style="list-style-type: none"><li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li><li>• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.</li></ul>

### Additional guidance

**Interacts spontaneously:** responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

**Communication strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Elicit points of view/check for understanding:** as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- 'Wie sehen Sie ...?'
- 'Glauben Sie nicht, dass ...?'
- 'Würden Sie nicht zustimmen, dass ...?'
- 'Ist es nicht der Fall, dass ...?'
- 'Verstehen Sie, was ich meine?'



The constraints of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

## Task 2, Part 1 – Independent research presentation

One mark grid is applied to this part of the task:

- responding to written language in speech (AO2).

### Responding to written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for task 2 part 1, independent research presentation** at the end of the mark scheme.

### Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.</li><li>• Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion.</li></ul> <i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i>
4–6	<ul style="list-style-type: none"><li>• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.</li><li>• Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.</li><li>• Gives a relevant personal response to the written sources supported with some justification.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.</li><li>• Gives a convincing personal response to the written sources supported with clear justification.</li></ul>

### Additional guidance

**Personal response:** this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

## Task 2, Part 2 – Discussion on independent research

Three mark grids are applied to this part of the task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

**The knowledge and understanding of society and culture mark grid** assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

### Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li><li>• Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context,</li><li>• Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li><li>• Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context.</li><li>• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li></ul>

### **Additional guidance**

**Perceptive:** demonstrates an in depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

**Ideas** include thoughts, feelings, impressions, opinions.

**Straightforward ideas, conclusions, arguments** are deemed to be those that give the standard, predictable response.

## Task 2, Part 2 – Discussion on independent research (continued)

### Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

### Accuracy and range of language (A03)

Marks	Description
0	No rewardable language
1–3	<ul style="list-style-type: none"><li>Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li><li>Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li><li>Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
7–9	<ul style="list-style-type: none"><li>Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li><li>Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible and mostly accurate.</li></ul>
10–12	<ul style="list-style-type: none"><li>Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li><li>Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li><li>Pronunciation and intonation are accurate, intelligible and authentic-sounding.</li></ul>

### Additional guidance

**Complex language** is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways
- all grammar and structures included in the grammar list that are specific to A Level.

**Variation in use of grammatical structures/varied use of vocabulary:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are provided as examples only and do not constitute a finite list.

## Task 2, Part 2 – Discussion on independent research (continued)

### Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

#### Interaction (AO1)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none"><li>Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.</li><li>Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li></ul>
3–4	<ul style="list-style-type: none"><li>Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.</li><li>Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li></ul>
5–6	<ul style="list-style-type: none"><li>Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li><li>Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.</li></ul>

#### Additional guidance

**Interacts spontaneously:** responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

**Communication strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Elicit points of view/check for understanding:** as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- 'Wie sehen Sie ...?'
- 'Glauben Sie nicht, dass ...?'
- 'Würden Sie nicht zustimmen, dass ...?'
- 'Ist es nicht der Fall, dass ...?'

- *Verstehen Sie, was ich meine?*

The constraints of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.



## Speaking task 1 – Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant ideas or opinions.

### AL Task 1 STIMULUS GN1

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• The closure of coal-fired power stations, e.g. the lignite-powered stations in the former GDR, has benefited the environment by reducing air and water pollution. These closures have been largely welcomed in Germany.</li><li>• A significant amount of electricity is already being produced from renewable sources, e.g. at Windpark Heidehof. The government-supported Energiewende aims to cut greenhouse gas emissions by 80% by 2050.</li><li>• Protests and concerns about the safety of nuclear power and storage of nuclear waste, e.g. at Gorleben have led to a decision to close all Germany's nuclear power stations by 2022.</li><li>• Die Grünen, supported by a significant minority of Germans, campaign for all manner of environmental issues, including for renewable energy sources, arguing that 'green' technology benefits the economy through the manufacture and export of solar panels.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Germany is the leading European nation in the field of recycling in Europe, e.g. 70% of waste is recycled and reused, in comparison to other countries where the figure is much lower.</li><li>• A sign of Germans' commitment to green issues is the well-organised system of bins in households to separate recyclable materials, e.g. a yellow bin for packaging, Biotonne for food waste and a blue bin for paper.</li><li>• The Government also supports green initiatives, e.g. public areas often have colour-coded four-part bins at stations, airports, schools.</li><li>• Supermarkets have a system of refunding customers for returning bottles and cans, i.e. the Pfandsystem.</li></ul>

**AL Task 1 STIMULUS GN2**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• The Berufsausbildung system is well organised, e.g. Azubis must pass through several stages before becoming fully qualified.</li><li>• Germans view the apprenticeship route as high status, similar to the more academic route favoured by Gymnasien.</li><li>• The Berufsausbildung system encompasses a wide range of trades, e.g. with the Deutsche Post and BMW, so students have plenty of choice regarding what path to follow.</li><li>• It ensures a constant stream of employees trained to work at companies, e.g. Siemens.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Some areas of Germany, e.g. Schleswig-Holstein, have phased out the system of Sitzenbleiben because it fosters boredom, a sense of frustration and a feeling of being excluded from former friendship groups. It also saves money, as in 2009 it cost €0.9 billion.</li><li>• Studies, e.g. the Pisa study of 2000, have found that Sitzenbleiben has the opposite effect to that intended, as students who repeat the year do not catch up academically.</li><li>• Sitzenbleiben discriminates against boys' favoured learning styles and against new immigrants to Germany who may lack the necessary language skills.</li><li>• Sitzenbleiben is frowned upon by many people in Germany: the wider public is inclined to perceive a child who repeats the years as stupid or lazy.</li></ul>

**AL Task 1 STIMULUS GN3**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• Excellent working conditions are one of the factors attracting many people from other countries, e.g. from Spain to Germany. Membership of the EU has created ease of transfer for many workers, and Germany is now the biggest economy in Europe.</li><li>• A working week in Germany is on average 35 hours, shorter than in most other European countries, with most workers having 24 days leave per year plus public holidays. This motivates people to work in a more focused and efficient way.</li><li>• High average level of pay compared to some other EU countries and a low unemployment rate.</li><li>• Good employer-employee relations, e.g. employee representation on works councils is common in large German companies.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• German workers are going on strike more often to protect working conditions, e.g. the many strikes at Lufthansa in 2014/2015 and the train drivers strike in 2015.</li><li>• To maintain its advantage over developing countries, Germany must continue to produce high quality products.</li><li>• Germany must adhere to the EU laws, e.g. environmental regulations.</li><li>• It is difficult to recruit enough workers for competitive high tech industries, e.g. IT.</li></ul>

**AL Task 1 STIMULUS GN4**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• German artists, e.g. Sarah Conner, find it difficult to be internationally successful if they sing in German, as German is not widely understood in other countries.</li><li>• Some people perceive that German singers are rejecting their German heritage and culture when they sing in English about their home country, e.g. Scorpions' 'Wind of Change' song is linked with German reunification.</li><li>• Some older German people feel excluded from youth culture because they don't understand the songs young people listen to.</li><li>• The number of songs sung in English downgrades the status of German as a language in the eyes of young Germans and leads to the watering down of the German language, e.g. Denglich.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Volksmusik continues to be popular throughout the German-speaking world and is widely associated with Germany throughout the world.</li><li>• Pop songs with German lyrics are increasingly popular within the German-speaking world, e.g. 'Nur ein Wort' by Wir Sind Helden, and also outside of it e.g. Rammstein and Kraftwerk.</li><li>• A German-speaking sub-culture has emerged on the Hip-Hop scene, e.g. artists such as Samy Deluxe.</li><li>• The enduring popularity of classical music by German-speaking composers reflects Germany and Austria's cultural heritage.</li></ul>

**AL Task 1 STIMULUS GN5**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• Many Germans spend their free time watching programmes in which political views are discussed, e.g. Politikmagazin. These programmes enable them to make more informed political choices.</li><li>• TV programmes give a false picture of real life and have a dumbing down effect on German culture, e.g. Deutschland sucht den Superstar.</li><li>• Certain programmes are enormously popular, e.g. Wetten...dass? and Tatort because they provide a form of escapism from daily life.</li><li>• Catch up TV technology, e.g. ARD Mediathek in Germany and ORF TVthek in Austria, enables people to watch programmes whenever they feel like it, including education programmes.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Social media such as Facebook and Whatsapp play an important role in the daily lives of young people, and they sometimes run campaigns for charitable projects, e.g. supporting people running the Berlin marathon.</li><li>• Many young people in the German-speaking world depend on online media to communicate about current issues, e.g. to discuss the recent influx of refugees into Europe.</li><li>• 50% of the German population, predominately young people, own a smartphone. Mobile phone providers offer attractive deals, e.g. Vodafone.de is giving 6 months free Netflix on mobiles, thus encouraging greater dependence on new technologies.</li><li>• Dating websites increasingly used by young people in the German-speaking world can enable greater social mobility, e.g. EDarling.de, Parship.de.</li></ul>

## AL Task 1 STIMULUS GN6

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>Many German-speaking towns and villages have traditional festivals, e.g. Christmas markets, Nürnberger Christkindlesmarkt, Weinfeste, which preserve local customs in different parts of the German-speaking world and pass them down to the next generation. They enable people to dress in traditional costumes, play traditional music, and enjoy local specialities of food and drink.</li> <li>German-speaking people feel that widespread traditions, e.g. Advent wreaths, Fasching, Sankt Nikolaus, provide a link with the past. All generations can take part.</li> <li>Celebrations, e.g. Oktoberfest in Munich and Karneval in Cologne, attract thousands of visitors every year, thereby earning a lot of money for the tourist industry.</li> <li>In a world increasingly dominated by Anglo-American culture, traditions create a sense of a German-speaking identity.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>The various Länder are perceived as having different characteristics, e.g. people often describe themselves as Berliners or Rhinelanders, rather than as German. There is a definite north/south, east/west divide.</li> <li>Some traditions are specifically linked to the Catholic Church, e.g. Fasching marking the beginning of Lent. The Catholic Church predominates only in the south and west of Germany.</li> <li>Many of these festivals predate the establishment of a German state in 1871 and reflect the time when German-speaking lands consisted of a large number of mini-states.</li> <li>Many of these festivals do not fit the modern image that Germany wishes to project, e.g. a successful economy, BMW, Siemens.</li> </ul>

**AL Task 1 STIMULUS GN7**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• Immigrants do a wide variety of jobs in Germany, ranging from those in which there is a labour shortage, e.g. catering, to highly qualified professions such as medicine, all of which are important to the German economy.</li><li>• Immigrants often work very long and antisocial hours in essential work e.g. in care homes. With an ageing population in Germany, carers for the elderly are much needed. Immigrants often have a cultural background of caring for older members of the community.</li><li>• Immigrants supply skills that are in short supply, e.g. in IT and nursing.</li><li>• The falling birth rate means that there are not enough Germans to fill all the jobs. Immigrants help to fill the gaps.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Immigrants have introduced new ingredients to Germany, e.g. couscous and falafel. This encourages Germans to appreciate the cuisine of other cultures and widen their own cuisine. Shops selling imported ingredients have opened, e.g. Polish shops and Turkish supermarkets.</li><li>• International cafes and restaurants, e.g. Turkish and Italian in many German towns have introduced people to new styles of cooking, thus helping to persuade Germans to be more adventurous in their eating habits.</li><li>• The Kebab/Kebap was brought by the Turks and is now the most popular snack in Germany, competing with the Currywurst.</li><li>• The wide range of cuisine available in Germany, e.g. North African and Middle Eastern, reflects the increasingly multi-cultural nature of German society.</li></ul>

**AL Task 1 STIMULUS GN8**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>Recent arrivals need time to acquire German language skills, without which they cannot find a job in Germany. It can take months in many areas, e.g. in Stuttgart, before new arrivals can enrol on a language course because of the volume of new arrivals.</li><li>It has proved difficult for refugees from some countries to adapt quickly to the different way of life, e.g. the different role of women in German society.</li><li>A shortage of suitable accommodation has resulted in more than half of new arrivals being housed together in hostels and temporary accommodation often at the edge of town, making it difficult to integrate with the local population.</li><li>Some immigrants have encountered hostility from local people.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>Because of their appearance, the children of immigrants may feel discriminated against by some Germans although they were born and bred in Germany. However, they have very little in common with the land of their cultural heritage, e.g. Turkey or Greece, which they have sometimes not even visited.</li><li>These young people are often reluctant to speak or do not know the mother tongue of their elders, e.g. Turkish, as they identify totally as German. School life reinforces the dominance of the German language. The older generation may feel children are denying their origins by speaking German.</li><li>Cultural expectations may be different from those in Germany, e.g. the different treatment of boys and girls, and arranged marriages.</li><li>Parents may expect children to attend the church or the mosque, whereas the children have a more secular attitude like their German contemporaries. About one third of Germans has no religious affiliation and only a small minority attend church regularly. In the former GDR more than half the population identify as atheists.</li></ul>



**AL Task 1 STIMULUS GN9**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• Right wing extremists such as Pegida are exploiting the fears of many Germans, e.g. about how the 1 million refugees who arrived in Germany in 2015 are to be integrated, to drum up hatred. The group has attracted considerable support for their marches and demonstrations.</li><li>• Right wing groups are resorting to increasingly extreme strategies such as burning down homes for asylum seekers, e.g. in Weissach in Baden-Württemberg, and torchlight processions have been held, e.g. in Dortmund reminiscent of Nazi rallies.</li><li>• Right wing groups have gained ground in the ex-GDR, which had many fewer immigrants pre-1989. These came from other socialist countries, e.g. Cuba, Vietnam. Now immigrants come from more culturally diverse areas and right wing groups see this as a challenge to German cultural identity and values.</li><li>• Political parties that reject the consensus of the past few decades e.g. Alternative für Deutschland are gaining in popularity and are already represented in regional assemblies in a number of states, e.g. Brandenburg.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• People at stations who waved banners of welcome, e.g. in Munich, appreciate the suffering and sacrifice refugees have made to get to Germany.</li><li>• In certain areas, e.g. in IT and nursing, there is a shortage of workers, and it is hoped that the refugees will fill those gaps. Many immigrants were qualified doctors and lawyers in their country of origin, so they can use those skills to help Germans.</li><li>• The economy will need more workers in future, as the birth rate among Germans is falling. The children of refugees are seen as the workers of the future.</li><li>• Many churches and charities, e.g. Caritas, have played a very practical role in offering food and accommodation to newly-arrived refugees, as highlighted on TV programmes such as the evening of programmes on ARD "Flüchtlinge – Deutschland schaut hin!".</li></ul>

**AL Task 1 STIMULUS GN10**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• Life in the DDR was predictable and stable. Most aspects of life were controlled by the state, e.g. the cost of accommodation was subsidised to keep the population happy.</li><li>• There was very little unemployment. Factories were deliberately kept open to maintain employment levels. There was job security, no inflation and no strikes.</li><li>• Women were expected to work, e.g. in 1989 women represented forty-nine percent of the GDR workforce. They could return to work rapidly after having a child because childcare was freely available. Abortion on demand was also available.</li><li>• There was little or no crime.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• An enormous number of people were working officially or unofficially for the Stasi (GDR secret police), who maintained files on over 38% of the population. Therefore citizens could never know who was an informant and had to toe the line 100% of the time.</li><li>• GDR citizens who had come to the authorities' notice because of perceived anti-government behaviour were subject to secret surveillance, by listening devices and hidden cameras.</li><li>• 250,000 to 300,000 GDR citizens were jailed because of their perceived anti-communist political attitudes between 1949 and 1989.</li><li>• People were killed trying to escape from the GDR, e.g. in 1962 Peter Fechter was shot while trying to cross the Berlin Wall and bled to death in front of a horrified crowd.</li></ul>

**AL Task 1 STIMULUS GN11**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• GDR citizens knew that life in the West was quite different. Many had relatives in West Germany, watched Western TV, or bought goods from German companies, e.g. the Intershop chain.</li><li>• GDR citizens hated the restrictions imposed by the Communist regime, e.g. the totalitarian control of the press and media, lack of freedom of speech and severe punishment for dissent against the state.</li><li>• GDR citizens felt trapped by the borders of barbed wire and watch towers and did not want to be limited to visiting Eastern bloc countries. The division of Berlin into eastern and western sectors was a particular source of grievance.</li><li>• Many GDR citizens had relatives in the West whom they had been unable to visit since the building of the Berlin Wall in 1961.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Many West Berliners had originally had jobs in the east, and vice versa. Parts of the city that they had had access to until 1961 were arbitrarily cut off. They despised the name 'Antifaschistischer Schutzwall', as used by politicians in the GDR.</li><li>• Streets in Berlin were randomly cut by the wall. Neighbours and families were suddenly separated by the overnight erection of the barrier on 13 August 1961, which would rapidly be turned into a concrete wall.</li><li>• There were cultural and educational restrictions as significant buildings, e.g. the Pergamon Museum, the Humboldt University and the Brandenburg Gate, were located in East Berlin.</li><li>• The Berlin Wall was a permanent reminder of Berlin's isolation, surrounded on all sides by the Communist GDR regime.</li></ul>

## AL Task 1 STIMULUS GN12

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>On 9 Nov 1989 the scenes of jubilation were seen worldwide on TV as East Berliners passed through the wall to West Berlin for the first time in 28 years. East Germans were excited to have freedom of movement as they at last could travel wherever and whenever they wanted, e.g. to visit friends and family in the west.</li> <li>Both East and West Germans were pleased to see the collapse of Communism, e.g. East Germans welcomed freedom of expression and the prospect of a higher material standard of living, and West Germans had never recognised the DDR as a separate state in any case.</li> <li>Reunification proved to be expensive – the estimated cost to West Germany was over 100 billion Euros per year over 20 years, and the Solidaritätszuschlag, which was levied to cover the cost of uniting the currency and all other aspects of the two economies, was not well received by the West Germans who had to pay it.</li> <li>The economy of eastern Germany went into a slump immediately after unification. Within one year the number of unemployed rose above 3 million and industrial production in eastern Germany fell to less than half the previous rate. This caused many people to leave the East in search of work.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>There was an element of socialist propaganda in the East German curriculum. Children were trained to think in a certain way, and not to criticise. This was not appropriate for a western democracy.</li> <li>Teacher training and teaching methods had to be reformed, e.g. study of Marxist/Leninism was abolished. Teachers of Russian had to learn English in order to be able to teach it.</li> <li>School text books had to be re-written to eliminate communist viewpoints e.g. in history. The first foreign language changed from Russian to English to reflect contemporary trends needs.</li> <li>The nationwide system of education in the GDR needed to be adapted to allow each state to develop its own system, mirroring the situation in the West.</li> </ul>

### Indicative content for task 2 part 1, independent research presentation

The example below is presented in written form in order to demonstrate what a student might include in their presentation and how it may be structured. The *Comment* column demonstrates how the presentation meets the requirements of the assessment criteria in the mark grid *Responding to written language in speech*.

**Independent research question or statement:** Inwieweit ist das grüne Band in Deutschland eine positive Folge der historischen Teilung Deutschlands?

Student presentation (up to 2 minutes)	Comment
Ich möchte über das Grüne Band in Deutschland sprechen. Ich habe zwei Quellen verwendet: den Artikel „Das Grüne Band“ auf der Webseite bpb.de und den Artikel „Lücken im Grünen Band schließen“ auf der Webseite bund.net.	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
Der erste Artikel erklärt, wie die innerdeutsche Grenze einen Lebensraum für viele Tiere und Pflanzenarten bot, wo sie sich ausbreiten konnten. Dies war möglich, weil die Gebiete am Grenzstreifen nicht für Land- und Forstwirtschaft genutzt wurden und die Natur so ungestört blieb. Nach der Öffnung der Grenze hat die deutsche Regierung langsam den gesamten Grenzstreifen – das Grüne Band – unter Naturschutz gestellt.	Summary of the first written source.
Der zweite Artikel beschreibt, wie wichtig das Grüne Band für die Natur ist und wie viele Löcher es im Band gibt. Ein Projekt versucht, Land innerhalb dieses Biotopgebiets zu kaufen und dann dieses Land wieder natürlich zu gestalten – so wird das Grüne Band lückenlos.	Summary of the second written source.
Ich fand die Erklärungen im ersten Artikel sehr überraschend, denn ich dachte bei der innerdeutschen Grenze immer an den Eisernen Vorhang und die zerstörten menschlichen Verbindungen aber nie an die Auswirkungen auf die Natur. Der zweite Artikel betont jedoch, wie wichtig es ist, dieses Symbol zu erhalten, und ich stimme dem zu. Man muss bedrohte Arten und biologische Vielfalt in Europa schützen. Ich glaube aber, die Bauern wollen ihren Lebensunterhalt nicht verlieren.	Provides a personal reaction to the findings of the two written sources.

Other examples of possible questions/ statements for the Independent Research Project are:

- Wie erfolgreich ist die Integration der Migranten in die deutsche Gesellschaft?
- Der Fall der Berliner Mauer aus westdeutscher Perspektive.



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