

GCE 2004  
*June Series*



# Mark Scheme

## German

### *(Unit 2)*

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

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

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*Dr Michael Cresswell Director General.*

## Unit 2

### Notes for Answers

Because the candidates will have been prepared in different ways for this paper and because there is no specific set text on which answers are to be based, candidates will take a variety of approaches to the questions; therefore it is important for examiners to remember that each question has been set with the aim of letting candidates demonstrate knowledge of the topic area **which they have used in a focused way** in order to answer it. Candidates who introduce factual knowledge which is **irrelevant** or **about the topic in general without reference to the title** cannot gain top category marks for **AO2 and AO4** (see the descriptors in the published mark grid). Because a zero score for AO4 means a zero score overall, examiners must always assess for AO4 first; a zero score is in fact highly unlikely and should be awarded only after very serious consideration.

**Language (AO3)** should be assessed by reference to the published grids, but examiners should also take account of the extent to which candidates have ‘lifted’ from the Preliminary Material.

**Question 1** asks the candidate to say what effects of the ‘*Binnenmarkt*’ he/she considers the most important and why, therefore a list of possible effects without any comment or explanation is not sufficient for higher marks. Candidates should preferably focus on two or three (the question has ‘*Auswirkungen*’ not ‘*Auswirkung*’), **such as**

- the ease of labour movement and job flexibility
- cross-border trade
- wider opportunities for study (and the use of *Europass*)
- ease of travel (which could be linked to study, trade or the tourist industry)
- the competitiveness or otherwise of German industry
- furthering European awareness

Answers which deal with the Euro without some reference to one or more of the above topics are to be assessed as topic area.

Answers which dwell on cross-border crime and *Europol* should not go above low Band 3 for AO4.

Answers which discuss the quotation which introduces the question rather than actual effects should also not be assessed as being above Band 3.

Finally, examiners should take a generous view of any information about Europe, when awarding AO4 marks.

**Question 2** gives candidates a very free rein: they can choose any town or area in the German-speaking world and, in effect, write whatever they want about it. BUT whatever aspect(s) they write about must be **dealt with critically** and the candidates must state **why** they find this aspect/these aspects interesting. Examiners need to be alert for the answer which is a re-hash of a GCSE presentation on a visit to Germany with no or few opinions and which can not be placed in a high band for AO2. Because they have been topics for or approaches to previous questions, the following may well appear in many answers (but the list is not prescriptive):

- tourism in the town/area
- current and past industry
- transport systems
- changes to the lifestyle and/or infrastructure
- the history of the town/area

If candidates choose two distinct towns/areas (Berlin and Munich for example), this will not be considered as sufficiently focused on the question for band 1 AO4 marks.

If they write about two closely-linked towns (Oberhausen and Essen for example) or a town and the area around it (Frankfurt and Hessen for example), band 1 is possible.

**Question 3**, as usual, has 5 bullet points which are **suggestions** for candidates. It is not necessary to deal with any of these, in order for a candidate to gain high marks (though many candidates will use at least some of them); it is more important that candidates present a convincing argument on what they perceive to be the issues involved and that they state whether they agree or not with the German decision to stop using nuclear energy. In marking this question, examiners should take a generous but sensible line on assessing the science in the answers, but should not credit general information on the environment, which cannot be related to the nuclear power issue. Wrong science such as blaming atomic power stations for carbon dioxide emissions, atomic waste disposal for the pollution of the Rhine and irrelevant science such as writing about the role of the petrol engine in air pollution cannot be credited.

The assessment objectives will be allocated in the following way

	% of AS	Total marks	Question	
			1/2	3
AO2 Response to written language	10	30	12	18
AO3 Knowledge of grammar	5	15	6	9
AO4 Knowledge of society	15	45	18	27
TOTAL	30	90	36	54

Questions 1/2	Reaction/Response (AO2)	Question 3
11-12	Good personal reaction to the topic and the particular question, usually well justified and illustrated.	15-18
8-10	Clear evidence of personal reaction, but not consistently maintained. Variable justification and illustration.	11-14
5-7	Some reaction is evident and some points made, but justification and illustration weak.	7-10
2-4	Limited reaction. No justification or illustration for points made.	3-6
0-1	Little or no critical reaction to the topic.	0-2

Questions 1/2	Knowledge of Grammar (AO3)	Question 3
5-6	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.	8-9
4	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.	6-7
3	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.	4-5
2	The level of manipulation of structures and the number of errors make comprehension difficult.	2-3
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.	0-1

Questions 1/2	Content/Knowledge of Society (AO4)	Question 3
15-18	Relevant points are clearly made with evidence of reading around the topic. The answer is focused on the question and offers ideas which are logically and coherently developed and do not depend on the pre-release material.	23-27
11-14	The answer is generally on the subject, with a number of points made relevant to the specific issues in the question and showing some independence from the pre-release material. The answer has a degree of coherence.	17-22
7-10	Some relevant points are made, ideas are not clearly organised. The answer generally lacks a clear focus, but some attempt is made to address the question. Relies heavily on the pre-release material.	11-16
3-6	The answer tends to address the topic area rather than the specific question. A limited number of points made, many of which are vague or irrelevant. Relies almost entirely on the pre-release material.	5-10
0-2	There is little or nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	0-4

### **Annotation of Scripts**

The following conventions will be used by examiners marking scripts:

- C written in the margin to indicate information relevant to AO4 and derived from the Preliminary Material.
- © written in the margin to indicate information relevant to AO4 derived from a source other than the Preliminary Material.
- Rep written in the margin to indicate repetition of information relevant to AO4 or AO2.
- R written in the margin to indicate reaction/response relevant to AO2 when no justification is given.
- ® written in the margin to indicate reaction/response relevant to AO2 where this includes reason/justification of opinion.
- irr** and vertical line in the margin = irrelevant material.

The mark for AO4, AO2 and AO3 respectively to be written at the foot of the answer accompanied, where the examiner deems it necessary, by a word or phrase quoted from the criteria for assessment as published in the specification.

Please find below some amplifications of the Assessment Criteria for AO2 and AO4.

Questions 1/2	Reaction/Response (AO2)	Question 3
11-12	Good personal reaction to the topic and the particular question, usually well justified and illustrated. Highly analytical.	15-18
8-10	Clear evidence of personal reaction, but not consistently maintained. Variable justification and illustration. Analysis dominates.	11-14
5-7	Some reaction is evident and some points made, but justification and illustration weak. Analysis mixed with narrative.	7-10
2-4	Limited reaction. No justification or illustration for points made. Predominately a narrative response.	3-6
0-1	Little or no critical reaction to the topic. A response without analysis.	0-2



<b>Questions 1/2</b>	<b>Content/Knowledge of Society (AO4)</b>	<b>Question 3</b>
15-18	Evidence is highly pertinent to the particular question and the topic. Varied sources (virtually all of German origin) far beyond the scope of the Preliminary material are used. There are very many linguistic indicators that the topic has been studied in depth. Material is deployed expertly. The topic is clearly understood.	23-27
11-14	Evidence is highly pertinent to the particular question and the topic. Sources (mostly of German origin) beyond the scope of the Preliminary material are used. There are linguistic indicators that the topic has been studied in depth. Material is deployed well. The topic is understood.	17-22
7-10	Evidence is sufficient. It may be selected solely from the Preliminary material or not well chosen from other sources (probably not German). Linguistic indicators are evident. Material is deployed adequately. The topic has been partly understood; at times there are misconceptions. The answer is factually thin.	11-16
3-6	Some evidence is adequate, but most is poorly selected from few relevant sources (most likely not German; likely to be personal and anecdotal). Linguistic indicators are few. Material is not deployed well. There are ample indicators that understanding of the topic is severely restricted.	5-10
0-2	Evidence is mostly poor in quality. There are very few linguistic indicators. Material is poorly deployed. Understanding is almost entirely non-existent.	0-4