



General Certificate of Education

German 5661

GR02 Aspects of Society

Mark Scheme

2006 examination – January series

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.

Unit 2

	% of AS	Marks
AO2 Response to written language	10	18
AO3 Knowledge of grammar	5	9
AO4 Knowledge of society	30	27
TOTAL	30	54

Annotation of Scripts

The following conventions will be used by examiners marking scripts:

AO2 (Reaction and Response)	AO4 (Content)
Ⓡ written in the margin to indicate reaction/response relevant to AO2 where this includes reason/justification of opinion.	Ⓒ written in the margin to indicate information relevant to AO4, derived from a source other than the current Preliminary Material and relevant to the question set.
R written in the margin to indicate reaction/response relevant to AO2 when no justification is given.	C written in the margin to indicate information relevant to AO4, derived from the Preliminary Material and relevant to the question set.
	T written in the margin to indicate information generally relevant to the topic.
Rep written in the margin to indicate repetition of information relevant to AO4 or AO2.	
Irr vertical line in the margin = irrelevant/inappropriate material.	

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

Question 1(a)

Welche Massenmedien interessieren Ihrer Meinung nach deutsche Kinder und Jugendliche am meisten? Begründen Sie Ihre Antwort und geben Sie Beispiele.

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

AO2	Reaction/response (These marks are awarded based on the extent to which the candidate answers the question set)	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Can write purely about media which DO interest young (with reasons) and MAY come down in favour of one, but need not. Or can compare ones which do interest with ones which don't. Must deal with more than one medium. A lot of ®
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	As above, with most points detailed enough for ®, but possibly with some R.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Descriptions of media without making explicit links to interests of young people or descriptions of what young people like with few explicit links to German media examples.
3-6	This is a limited personal reaction to the question, but no justification for points made.	The answer writes in very general/superficial terms about different aspects of the media, but does not attempt to say which ones interest the young. No clear German examples.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	A few random facts about the media.
0	There is no evidence of any personal reaction/response.	

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

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	<p>As candidates are asked to choose which media they think are appropriate, there is no obligation for any particular one to be written about, but it is likely that television and internet (as in PM) will figure largely.</p> <p>C for any examples of youth being appealed to by means of ‘lowest common denominator’ tv from text 1, but</p> <p>© for further examples of similar programmes</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	<p>C for uses of internet, frivolous or otherwise, from text 2, but</p> <p>© for further examples of other internet attractions/websites or other aspects of ICT which interest young people</p> <p>© for information about German radio stations</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	<p>© for information about advertising if seen as an aspect of another medium (ie as one of the features of that medium which may interest young people) but not if advertising is seen as the actual medium</p> <p>© for information about German newspapers and magazines</p>
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	<p>© for information about the latest mobile phone/ipod etc technology – the young would regard these as mass media</p> <p>T if any of the above points are written about without a clearly German focus.</p>
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	<p>T for general figures about young people’s viewing habits</p>
0	There is absolutely 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.	

Question 1(b)**Inwiefern machen die Deutschen Ihrer Meinung nach sinnvollen Gebrauch vom Internet?**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

AO2	Reaction/response (These marks are awarded based on the extent to which the candidate answers the question set)	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Considers a range of uses of the internet, stating whether sensible or not; the candidate's view of what is sensible must be seen as valid. A limited amount of comparison with other media to emphasise a point is creditworthy. Must be a conclusion as to whether or not overall usage is sensible or not. A lot of ®.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	As above, with most points detailed enough for ®, but possibly with some R.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	The answer is more descriptive than analytical; there is information about what the internet makes possible, but little comment on whether it is sensible or not.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Considers the internet but also writes about other media; may also write about own experiences.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Random information about the use of any of the media.
0	There is no evidence of any personal reaction/response.	

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

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.
0	There is absolutely 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.

Possible Content Points
<p>Clearly, text 2 could provide a starting point for this answer, and any of the examples of websites in that text should be rewarded with C. (Good comments on them can of course gain ®.)</p> <p>C for reference to other websites found in the PM (such as ‘aktionklimaschutz’)</p> <p>© for other specific examples of websites which can be seen as sensible/educational, such as wikipedia</p> <p>© for other examples of trivial/fun websites</p> <p>© for information about how much time various groups spend using the net (this could include previous PM material about silver surfers)</p> <p>T for general information about internet, not linked to usage, or for information about personal usage (which at least shows knowledge of vocabulary)</p> <p>Irr for material about other media, if not for comparison with use of internet)</p>

Question 2(a)**Was kann Ihrer Meinung nach jeder deutsche Bürger tun, um die Umwelt zu verbessern?**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

AO2	Reaction/response (These marks are awarded based on the extent to which the candidate answers the question set)	Amplification NB Use of <i>sollen</i> or <i>müssen</i> in meaningful context is acceptable as well as <i>können</i>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	The candidate has recognised the importance of 'jeder Bürger', and has identified (C or ©) and dealt only with (R or ®) aspects of environmental improvement in relation to the individual. 'Verbessern' could also be interpreted as 'stopping things getting worse'. A lot of ®.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	As above, with most points detailed enough for ®, but possibly with some R.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	A mixture of the role of the individual and that of larger organisations, whether local authority, government or industry.
3-6	This is a limited personal reaction to the question, but no justification for points made.	The role of larger organisations predominates, but the individual's role is still given some space in the answer.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	The candidate deals in general terms with a small number of environmental issues/problems without really considering the individual's role.
0	There is no evidence of any personal reaction/response.	

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

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	<p>C for reference to public transport if taken directly from text 3 and © if it is further expanded or other examples given</p> <p>C for any of the items in text 4, if they are simply quoted (but could lead to ®) but © if they are expanded on/explained or if detailed examples are given; this could include other types of recycling</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	<p>© for individual efforts to save water</p> <p>© for individual efforts to save energy (including the school in the previous PM)</p> <p>© for information about car-share schemes</p> <p>© for information about sensible disposal of chemicals, batteries, oil etc</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	<p>© for information about shopping/packaging</p> <p>© for comments about Ökosteuern</p> <p>© for mention of joining groups (eg Greenpeace or Green party) or for other lobbying</p>
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	<p>© for information about cycling</p> <p>T for information about what industry etc is doing if it is not linked to the individual</p>
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	<p>Irr for what the candidate is doing for the environment</p>
0	There is absolutely 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.	

Question 2(b)**Inwiefern ist die Verkehrs- und Transportpolitik Deutschlands umweltfreundlich?**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

AO2	Reaction/response (These marks are awarded based on the extent to which the candidate answers the question set)	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Covers a range of aspects of transport, both public (trains etc) and private (cars, bicycle), and candidate explains why they are or are not environmentally friendly for ®
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	As above, with most points detailed enough for ®, but possibly with some R.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Describes transport systems and initiatives but does not comment in sufficient detail about the extent to which these are actually environmentally friendly. More R than ®.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Shows some knowledge of transport policies in Germany but does not comment at all on the environmental aspect.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	There is some – very limited – description of transport systems and/or any general points about any environmental issues.
0	There is no evidence of any personal reaction/response.	

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

AO4	Content/Knowledge of Society (These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	<p>Text 3 is a starting point, and information taken from here about reasons for not using cars to make short journeys etc to be rewarded with C</p> <p>© for further details/other examples linked to the PM</p> <p>© for information about initiatives to encourage cycling</p> <p>© for information about trams</p> <p>© for information about tax on fuel</p> <p>© for information about government support for dual fuel vehicles (eg Wasserstoffbus)</p> <p>© for information about long-distance transport of goods</p> <p>© for reference to Sunday ban on HGVs</p> <p>© for comments about the environmental impact of road/motorway building</p> <p>© for information about regulation of traffic in town centres and out-of-town</p> <p>© for comments about fuel usage/saving (if not lifted straight from PM)</p> <p>© for information about train usage in Germany</p> <p>© for information about local transport (U-bahn etc)</p> <p>T if the information is not clearly linked to Germany</p> <p>Irr for detailed descriptions of what happens in England (but reward with R or ® if a brief comment about England is used in order to emphasise a point about how good/bad Germany is)</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely 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.	

Question 3(a)

Inwiefern haben es Ausländer in Deutschland schwer? Geben Sie Beispiele, um Ihre Antwort zu begründen.

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	The answer should look both at problems faced by foreigners and also ways in which their life is improved or at initiatives to combat problems (“Inwiefern” looks for a two-sided approach). ® for stating clearly why it is/is not a problem. Should have a conclusion.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	As above, with most points detailed enough for ®, but possibly with some R .
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Describes features of life as a foreigner in Germany but does not comment in much detail about why it is/is not a problem or may not reach a conclusion.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Simply describes what foreigners do, how they live, why they have come to Germany with no evaluation.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Writes any random facts about foreigners, or describes different groups of foreigners with no link to the question.
0	There is no evidence of any personal reaction/response.	

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

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	<p>C for references to religion taken from text 6 and © if these are expanded on or if further examples are given</p> <p>© for information about other related cultural issues</p> <p>© for information about language difficulties and language classes</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	<p>© for comments about educational opportunities (or lack of)</p> <p>© for information about living conditions (and possible exploitation by landlords)</p> <p>© for comments about work opportunities and working conditions</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	<p>© for information about Gastarbeiter if it deals with problems</p> <p>© for information about the extent to which the media aim material specifically at them/write about them</p> <p>© for information about neo-Nazis or similar</p>
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	<p>© for information about German initiatives to counter the above</p> <p>T for stating what the different groups of foreigners are/where they are from and why unless this is clearly linked to problems</p>
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	<p>T for general background information about any groups of incomers</p>
0	There is absolutely 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.	

Question 3(b)**Wie finden Sie die Einstellung der Deutschen den Ausländern gegenüber?**

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C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

AO2	Reaction/response (These marks are awarded based on the extent to which the candidate answers the question set)	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	The answer needs to consider whether – and in what way – there is a single attitude towards foreigners and then comment in detail for ®. Comments and opinions can come either after the attitude described or at the end.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	As above, with most points detailed enough for ®, but possibly with some R.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Describes the attitudes (and possibly the resultant tensions) but does not always comment critically and in detail on them. More R than ®.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Superficial descriptions of life in Germany for a foreigner with the odd brief comment on what it shows about attitudes. OR comments in very general terms that attitudes are good/bad but produces no actual examples. The occasional R.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	A small number of random facts about foreigners in Germany.
0	There is no evidence of any personal reaction/response.	

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

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	<p>C for material from text 5 about official attitudes towards foreigners (Grundgesetz etc)</p> <p>C for comments about attitude towards different religions based on information in text 6</p> <p>© for attempts to provide language teaching</p> <p>© for information about “citizenship requirements” such as language</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	<p>© for information about employment/work opportunities and workplace attitudes (eg the treatment of Gastarbeiter)</p> <p>© for information about demonstrations in favour of foreign groups</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	<p>© for information about racist attacks</p> <p>© for information about foreigners in public life (media/politics/sport/entertainment)</p> <p>T for descriptions of life as a foreigner which cannot be linked to Germans’ attitudes</p>
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	<p>Irr for information about why people of other nationalities come to Germany</p>
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely 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.	

Question 4(a)**‘Ohne Deutschland ist Europa schwach.’ Erklären Sie diese Aussage. Wie finden Sie sie?**

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C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Answers must have opinions as to the extent to which the assertion is correct. Therefore ® for clearly stated views linked to hard evidence on issues such as economic development, the euro, expansion, transport
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	As above, with most points detailed enough for ®, but possibly with some R.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Describes some of the European initiatives in which Germany is involved or to which it is party, but does not fully show their importance in the strength of Europe as a whole.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Very general comments that Germany makes/does not make the EU strong but no detailed information to support the assertion.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Random information about the EU.
0	There is no evidence of any personal reaction/response.	

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

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	<p>© for information about Germany’s role in the introduction of the Euro – and its wider impact on the EU (but T only for comments about the Teuro)</p> <p>© for information about the European Central Bank in Frankfurt</p> <p>© for information on Germany’s attitude towards a more federal Europe</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	<p>© for information about Germany’s views on the Eastern expansion</p> <p>© for information about the ways in which the relationship with France does/does not advance the cause of the EU</p> <p>© for information about Germany’s role in the Schengen agreement, and its impact</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	<p>irr for information about Erasmus etc</p>
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely 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.	

Question 4(b)

Glauben Sie, dass die Angst vor ‚dem Ansturm‘ nach der Ost-Erweiterung begründet war? Warum (nicht)?

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Explains what the title refers to in general terms and gives specific instances as to why the general fear was or was not justified in the light of subsequent developments for ®. Overall conclusion one way or the other.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	As above, with most points detailed enough for ®, but possibly with some R .
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Gives information about Eastern expansion and its consequences, but less linked than above to fears on the part of Germans. More R than ®.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Writes in general terms about the EU (expansion) but very little about why Germany may have worries or how Germans have reacted.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Random information about the EU.
0	There is no evidence of any personal reaction/response.	

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

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	<p>C for information taken from text 8 about Polish workers but T only for information from text 8 about ‘building bridges’, unless candidates HAVE managed to link this aspect to the title.</p> <p>© for ‘popular’ worries about unemployment, social dumping, increased crime, mass migration (if from sources other than PM)</p> <p>Candidates should consider reasons why the fears of being overrun have not come true:</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	<p>© for German business seeing increase in trade and consequent rise in German economy</p> <p>© for German companies taking advantage of lower labour/production costs to improve competitiveness</p> <p>© for German employers seeing high levels of skill in Eastern workers</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	<p>© for fact that increased trade has created a lot of new jobs in Germany</p> <p>© for loss of German jobs to factories in the Eastern countries</p> <p>© for rise in Polish-German (and vice versa) holidays, which indicates an acceptance</p>
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	<p>irr for general information about Europe, such as Schengen, Erasmus, Euro</p>
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely 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.	

Question 5(a)**Was interessiert Sie am meisten in der deutschsprachigen Welt? Geben Sie Ihre Gründe an.**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	The candidate may write about one aspect in great depth or about 2 (or at most 3) is reasonable depth BUT there must be clear reasons for interest for ®. They need not be from the same country (eg television in Germany, historic buildings in Vienna or transport in Germany and in Austria).
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	As above, with most points detailed enough for ®, but possibly with some R .
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	The answer contains quite a lot of hard information about Germany, but the reasons for the interest are superficial and brief. More like a travel brochure.
3-6	This is a limited personal reaction to the question, but no justification for points made.	The information is thinner/less accurate and the candidate does not explain his/her interest. Probably more aspects dealt with.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Some random facts about Germany, probably very generalised and possibly at the cliché level
0	There is no evidence of any personal reaction/response.	

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

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.
0	There is absolutely 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.

Possible Content Points
<p>The answer invites the candidates to choose an aspect or aspects which interest them. Therefore any correct factual information about any aspect of the German-speaking world which is not taken from the PM is to be rewarded with © or if taken from the PM then with C. The use of ©, however, is not an automatic guarantee of a high AO4 mark: the quality and detail of this information is the determining factor.</p> <p>Because of the freedom of choice of material to write about, both T and Irr are unlikely in this answer</p>

Question 5(b)**Was halten Sie von dem Klischee-Image des typischen Deutschen?**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	The answer not only recognises what the English cliché view of the Germans is (®) and gives such a description but is able to use hard facts as evidence © to support or demolish this view, and gives reasons why the cliché is fair or not (®)
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	As above, with most points detailed enough for ®, but possibly with some R .
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Description of cliché image with little opinion/counter argument.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Thin/superficial description and no real opinions.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	
0	There is no evidence of any personal reaction/response.	

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

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	<p>C for any of the generalisations taken from text 9, but © if these are expanded</p> <p>Overall, examiners are looking for examples of stereotypes as presented in the UK (eg in adverts) with appropriate counter arguments or support.</p> <p>© for beer drinking, sausage eating, Lederhosen wearing</p> <p>© for aggressive ‘Besserwisser’</p> <p>© for teutonic efficiency</p> <p>© for links to Nazi past</p> <p>© for over zealousness/seriousness</p> <p>© for skills in engineering and technology</p> <p>© for perceived obsession with environmental issues</p> <p>© for ‘physique’/physical appearance</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.	
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely 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.	