



General Certificate of Education

German 5661

GR02 Aspects of Society

Mark Scheme

2006 examination – June 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	Total marks	Marks per question
AO2 Response to written language	10	36	18
AO3 Knowledge of grammar	5	18	9
AO4 Knowledge of society	30	54	27
TOTAL	30	108	54

Annotation of Scripts

The following conventions will be used by examiners marking scripts:

- C written in the margin to indicate information relevant to AO4, derived from the Preliminary Material and relevant to the question set.
- © 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.
- 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.
- 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 vertical line in the margin = irrelevant/inappropriate 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.

Question 1(a)

Nur die elektronischen Medien spielen heute eine Rolle im Leben vieler Deutscher.' Wie finden Sie diese Aussage?

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
iirr	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.	Candidates try to consider the balance between electronic media and printed media such as newspapers in the lives of Germans and agree or disagree with the title. May look at significance of age group or of gender.
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 many points detailed enough for ®, but also 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.	Candidates describe what the different media have to offer but give less consideration to the role they play in people's lives. More descriptive than analytical. May consider only the electronic media. Mainly R .
3-6	This is a limited personal reaction to the question, but no justification for points made.	The candidate writes about media with no real recognition of what is meant by electronic media. Little said about how the Germans use them.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Random information about the media in very general terms and little or nothing about Germany.
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.	
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 information about young people’s interest in internet and particular sorts of television programmes if taken from Preliminary Material and © if this is developed/expanded upon from other sources</p> <p>© for information about uses of computers other than for internet access</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 statistics of young people’s viewing habits – this should link to whether or not TV plays a part in their life</p> <p>© for information about the extent to which/the ways in which newspapers and magazines play a part in German people’s lives</p> <p>© for information about developments in mobile phone technology and how much it affects young/older people</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 role of radio in people’s lives</p> <p>© for information about music downloading</p> <p>T for generalised media comments such as dangers of internet pornography, effects on health of tv viewing</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 reference to “play station”</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)

Was sind die beliebtesten Fernsehsendungen bei den Deutschen? Warum sind sie Ihrer Meinung nach so beliebt?

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
iirr	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.	There is a clear statement about which programmes are popular (types of programme or individual, named ones) and a good explanation of what it is that makes them popular. Also accept “negative” aspects ie why some programmes are not popular. No need to check <i>Einschaltquoten</i>
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 many points detailed enough for ®, but also 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.	Candidate shows some knowledge of different (types of) programmes but there is less of a link to the popularity aspect of the question. Mainly R .
3-6	This is a limited personal reaction to the question, but no justification for points made.	Some of the answer considers different types of programme but there is a lot of very general information about television and its (de-)merits. Some R .
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Random information about television or simply about the media in general.
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>Although the first part of question asks for something “factual”, in reality candidates are going to be credited with any knowledge of television programmes, so</p> <p>C for reference to any of the young people’s programmes described in Preliminary Material text 2</p> <p>© for reference to other programme not listed in Preliminary Material</p> <p>© for use of appropriate television programme-genre vocabulary (eg <i>Seifenoper</i>) if not found in Preliminary Material</p> <p>© for information about when particular programmes are on (which may explain, or be explained by, their popularity)</p> <p>Irr for statistics about how many young people have television sets in bedroom/how many hours they watch – unless this latter is clearly linked to the popularity of particular programmes</p> <p>Irr for reference to other media – the question asks about television</p> <p>Irr for candidate’s own viewing habits</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 2(a)

Was ist Ihrer Meinung nach das Beste, was die Deutschen für die Umwelt tun? Begründen Sie Ihre Antwort und geben Sie Beispiele.

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
iirr	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 writes in some detail about one or two “initiatives” whether at personal or at official level, and the answer has an explicit link to why this is the best thing; it could therefore describe in some detail the seriousness of a particular problem and/or it could make clear the consequences.
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 many points detailed enough for ®, but also 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.	Writes more generally about a range of initiatives in Germany, but does not come to a clear conclusion as to which is the best, or why this is the case. Mainly R.
3-6	This is a limited personal reaction to the question, but no justification for points made.	There is as much information about the environmental problem(s) as there is about what is being done to counter them. Less focus on BRD.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Random facts about the environment.
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>Candidates are invited to decide which is the best environmental action, so any of the following are legitimate:</p> <p>C for information about recycling if taken from Preliminary Material text 4, but © if this is developed or if taken from other sources</p> <p>C for information about transport policy if taken from Preliminary Material text 3, but © if this is developed or taken from other sources</p> <p>© for information about atomic/fossil/alternative energy sources and their use in Germany</p> <p>© for information about energy-saving initiatives and/or water-saving initiatives</p> <p>© for information about recycling which develops the basic Preliminary Material text eg <i>Pfandflaschen</i> or <i>grüner Punkt</i></p> <p>© for information about river-cleansing operations (eg the Rhine)</p> <p>© for information about nature reserves/<i>Wasserschutzgebiete</i> etc</p> <p>© for information about modern house building and its environmental impact</p> <p>© for information about what larger industrial concerns and supermarkets are doing to reduce their pollution and waste</p> <p>© for background information about any of the above which explains why the action is happening</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 2(b)

Was sind Ihrer Meinung nach die Hauptursachen für die Umweltverschmutzung in Deutschland?
Was tun die Deutschen dagegen und mit welchem Erfolg?

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
iirr	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 describes and develops at least 2 causes of environmental pollution with a clear German focus and links this to appropriate counter measures. Should conclude with views on the extent to which these measures have worked.
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 many points detailed enough for ®, but also 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 describes rather than explains environmental pollution or it does not link the problems properly to the solutions. Not always focused on Germany. Mainly R .
3-6	This is a limited personal reaction to the question, but no justification for points made.	The candidate considers initiatives rather than causes of the problems or writes generally about Germany and the environment rather than about pollution.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Random facts about the environment.
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>Candidates are asked to pick what they think are the main causes of pollution; the following are likely possibilities:</p> <p>C for information about pollution due to traffic if based closely on Preliminary Material and © if more detailed and/or from other sources</p> <p>© for information about the role of industry such as the chemical industry</p> <p>© for the role of fossil fuels and information about acid rain</p> <p>© for appropriate information about the steps taken to combat any of the above</p> <p>© for reference to recycling if seen as solution to energy pollution</p> <p>T for information about recycling if it is not dealt with as a solution to a pollution issue</p> <p>Irr for what the candidate does/what is happening in his or her own area</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 spielen Ausländer eine wichtige Rolle in der deutschen Gesellschaft?

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
iirr	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 focuses on what foreigners actually do/did when in Germany – for whatever reason they are/were there – and successfully evaluates this work.
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 many points detailed enough for ®, but also 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 describes in less detail what foreigners do and does not make a serious attempt to comment on the importance of this work. Mainly R .
3-6	This is a limited personal reaction to the question, but no justification for points made.	The answer is in more general terms: some relevant information but more just about foreigners – the different groups, the way of life, the problems they face, etc.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Random facts about foreigners in Germany.
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 fact that many foreigners do/did jobs which are vital but not wanted by Germans (but there is also the matter of <i>Schwarzarbeit</i>)</p> <p>© for fact that many immigrants – particularly Turks – have set up own businesses and are big employers</p> <p>© for rise in Turkish, Greek etc restaurants and consequent developments in German eating habits</p> <p>© for part played by foreigners in sport and media</p> <p>© for fact that foreigners contribute more (in taxes etc) to economy than they receive</p> <p>© for social problems related to foreigners</p> <p>© for reference to the difficulties caused by bureaucratic obstacles (ie can't play a role)</p> <p>© for writing about those who deliberately do not play a part/integrate</p> <p>C for fact that foreign IT specialists are desperately required: © for reference to any other specialist professions; © for developing the Preliminary Material point about shrinking birth-rate</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(b)

Welche Faktoren haben Ausländern geholfen, sich in Deutschland zu integrieren?

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
iirr	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 ultimately conclude that many foreigners are not well integrated but the answer should examine what steps have been taken to try to make integration possible and should consider for ® the extent to which these have succeeded. It should also consider the attitude of the foreigners.
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 many points detailed enough for ®, but also 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 candidate describes life for immigrants etc and considers the “problems” with less emphasis on how well foreigners have settled. Mainly R .
3-6	This is a limited personal reaction to the question, but no justification for points made.	The answer is very descriptive and does not explicitly consider what factors play a part in the integration of foreigners. Some R .
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 mention of language requirement, and © for details of language teaching provision</p> <p>© for information about official government attitude of fostering integration (eg reference to the reduction in time required for <i>Einbürgerung</i>)</p> <p>© for reference to <i>Einbürgerungstest</i> (ie a step which may not be seen as helpful)</p> <p>© for reference to <i>Doppelstaatsbürgerschaft</i></p> <p>© for fact that there is access to non-German media (eg Turkish newspapers, Italian TV broadcasts)</p> <p>© for information about campaigns in the workplace (posters etc) to fight xenophobia and encourage integration</p> <p>© for initiatives to set up inter-racial youth clubs or similar</p> <p>© for information about “closed communities” or immigrants “keeping to themselves” – attempts to overcome this</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 4(a)

Inwiefern ist die Osterweiterung gut für Deutschland?

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
iirr	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 explains <i>Osterweiterung</i> and considers the ways in which Germany's trade has benefited from the extension. Has Germany gained more than other countries, has it gained more than it has lost? The effects of increased labour movement.
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 many points detailed enough for ®, but also 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 touches on the recent changes to the membership of the EU but gives little information about how this impacts on Germany. The answer considers the EU and/or Germany's part in it in general terms. Mainly R .
3-6	This is a limited personal reaction to the question, but no justification for points made.	Random facts about Europe.
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 reference to the influx of Polish workers (Preliminary Material) and © if this is developed with information from beyond Preliminary Material, whether specifically about Polish workers or those of other origins. Restrictions on employment.</p> <p>© for information about new/expanded trade markets for Germany</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 effects of lower labour rates/different taxes in other EU countries</p> <p>© for less need for Germany to subsidise former Soviet bloc countries</p> <p>© for appropriate information about cross-border crime</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 possible future developments (eg re Turkey)</p> <p>T for reference to easier travel possibilities – unless (©) the answer makes clear in what ways this is good/bad</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)

Wie gut ist Ihrer Meinung nach das Verhältnis zwischen Deutschland und seinen EU-Partnern?

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
iirr	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 considers how Germany stands within the EU and how other EU countries find Germany (a good leader, a too powerful voice, a flexible member of the EU etc). There must be some opinion about any relationships written about 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 many points detailed enough for ®, but also 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 looks at what part Germany has played in the development of the EU but deals only tangentially with the way this has affected relationships with other countries. Mainly R.
3-6	This is a limited personal reaction to the question, but no justification for points made.	The candidate writes random facts about the Germany and the EU, which do not necessarily link to the question of relationships. Some R.
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 the “Franco-German” compact if taken from Preliminary Material and © if it is developed or taken from other sources</p> <p>© for information about historical background and relations pre-EU</p> <p>© for reaction of other countries to Germany’s championing the Euro</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 reaction of other countries to Germany’s apparent wish to be “in the driving seat”</p> <p>© for reaction of other countries to Germany’s pressing for expansion of the EU</p> <p>© for differences of opinion between Germany and some other member states over admission of Turkey</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 reaction to Germany’s stance on labour restrictions for workers from new member states</p> <p>© for information about views on Germany’s financial contributions to the EU</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 5(a)

Kommentieren Sie wichtige Unterschiede in der deutschsprachigen Welt.

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
iirr	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 has recognised, described and explained some (no set number) key differences in at least two different geographical areas – whether within Germany or beyond it. For ® there must be some comment/opinion about them. There is some explicit comparison.
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 many points detailed enough for ®, but also 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.	Features of different regions are described, but less precisely and the comparison aspect is less clear. Mainly R .
3-6	This is a limited personal reaction to the question, but no justification for points made.	The answer is a collection of random facts about Germany with no real attempt to make comparisons or with no explanations. Some R .
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>The candidate can decide what they think are the important differences they wish to write about – as long as they can justify why they find them important. They can bring in as many different areas as they wish – ie this is not intended necessarily to be North v South or Germany v Switzerland etc</p> <p>C for writing about dialects or © if there is information beyond that found in the Preliminary Material</p> <p>C for information about “regional stereotypes or © if the information develops in more detail that which is given in the Preliminary Material</p> <p>© for information about main sources of revenue (industry/agriculture/tourism etc)</p> <p>© for information about the significance of the geography of the chosen areas (eg large towns, small villages)</p> <p>© for comments about the differences which are part of or the result of the BRD/DDR split</p> <p>© for historical/cultural information about different regions</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 5(b)

Wählen Sie eine Region in der deutschsprachigen Welt. Inwiefern ist diese Region attraktiv als Wohnort oder Reiseziel?

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
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 Though the question has “oder”, candidates may legitimately comment on both aspects. “Region” can be interpreted as “Stadt”
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 focused on one region and has chosen relevant features which would make it attractive (personally or generally) and has explained why this is the case with sufficient clarity to justify 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 many points detailed enough for ®, but also 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 candidate gives some facts about/descriptions of a region but the reasons for choosing these as evidence are vague or not well linked to the question. Mainly R .
3-6	This is a limited personal reaction to the question, but no justification for points made.	The candidate describes a region – possibly in very general terms – and does not consider the region as a place to live in or visit. Very few R .
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>The candidate's choice of region will determine exactly which features are written about but the following are likely to feature in answers:</p> <ul style="list-style-type: none"> © for information about the attractiveness of the geographical setting © for information about the transport whether within the region or linking it to other places © for information about the employment situation © for information about facilities (eg for the young, for tourists) © for comments about the "character" of the people of the region (or C if these are taken direct from Preliminary Material) © for comments about the quality of the housing/hotels as appropriate
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.	