



# **General Certificate of Education**

## **German 5661**

**GR02**      *Aspects of Society*

# **Mark Scheme**

*2007 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.

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**Unit 2**

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

**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)**

**Haben die Massenmedien Ihrer Meinung nach zu viel Einfluss auf junge Deutsche? Geben Sie Ihre Gründe an.**

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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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.	Looks at the behaviour and attitudes of young people – children or teenagers – and relates this (good or bad) to what derives from <u>various</u> media. May also consider the extent to which young people's interests determine media content. Should say whether or not the candidate agrees with the claim in the title.
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 also possibly 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 types of programmes and/or attitudes but does not show how the one links to the latter. Not consistently dealing with young people. No clear conclusion.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Generalised and random information about any of the media studied with little or no analysis/opinion.
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.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.

<b>AO4</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
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.	An obvious starting point – for <b>C</b> – is information taken from the ‘Muppets auf Ecstasy’ text. Similarly some candidates may use ‘Die bunten Seiten des Internet’ and relate this to young people specifically. (Either could qualify for <b>R</b> or © if commented on appropriately).
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.	© for examples of violent television/computer games which have led or can lead to violent crime  © for information about young people’s response to soaps, telenovelas, cartoons etc or to the celebrity cult fostered by chatshows  © for information about young people’s response to advertising in any of the media
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.	© for information about students’ reliance on the internet for school projects etc  © for information about the content of printed media (eg young people’s magazines) and how young people react to this  © for information about children becoming ‘fernsehsüchtig’/‘computersüchtig’ and not doing other activities
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	<b>T</b> for statistics about the numbers of young people with their own television/computer unless this is linked to any of the above
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 1(b)**

***„Seit der Erfindung des Internet spielen die anderen Medien keine Rolle mehr.“ Glauben Sie, dass dies in Deutschland der Fall ist?***

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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 examine the role and popularity of the internet (and could well look at the age-profile of users) but must also consider how important (some) other media still are and must reach 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 also possibly 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 what use is made of the internet and of other media but does not clearly or thoroughly compare the popularity of different media.
3-6	This is a limited personal reaction to the question, but no justification for points made.	General comments about the internet and other media but with little, if any, appraisal of the relative popularity. Or deals with internet only.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Random facts about any of the media.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.

<b>AO4</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
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 answer could start – for <b>C</b> – with ‘Die bunten Seiten des Internet’ as example of how it is seen as a source of a wide range of information, but could contrast with ‘Muppets auf Ecstasy’ which indicates that broadcasters think that television still has a part to play.</p> <p>© for other examples, not from Preliminary Material, which develop and support the above</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 the use of music download systems (compared to CD or cassette)</p> <p>© for statistics about the number of (young) people with television, which shows that the internet does not yet have exclusive popularity</p> <p>© for information about the popularity of the printed word</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 the popularity of GameBoy and similar</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 2(a)**

**„Die Deutschen sind Europameister im Umweltschutz.“ Erklären Sie, warum viele Leute dieser Meinung sind. Stimmen Sie dem zu?**

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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 question may appear to invite comparisons with other European countries, but this is NOT necessary. The answer should, however, critically appraise the success or otherwise of a <u>range</u> of initiatives taking place in Germany to protect or improve the environment. Credit comparisons.
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 also possibly 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.	Initiatives are described – probably with a focus on good ones, but with less explanation of why the candidate thinks it contributes to Germany’s leading role in environmental protection
3-6	This is a limited personal reaction to the question, but no justification for points made.	The candidate writes about random environmental issues but there is a lack of information about successes in environmental issues in Germany.
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.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.

<b>AO4</b>	<b>Content/Knowledge of Society</b>	<b>Possible Content Points</b>
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	<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.	<p><b>C</b> for general information about recycling including that from current PM</p> <p>© for more detailed appraisal of recycling initiatives such as <i>Pfandflaschen</i>, <i>Pfanddosen</i>, <i>Altöl</i>, <i>Grüner Punkt</i> etc, which do not receive a mention in PM</p> <p>© for information about transport initiatives, which is not lifted from PM, such as car-sharing, integrated local transport systems, cycle routes, German manufacturers' attempts to make cars which create less pollution</p> <p>© for information about environmentally-friendly energy policies, including use of alternative energy sources (commercial or domestic), place of nuclear power in the energy strategy, payment to households to buy back surplus 'home-produced' electricity</p> <p>© for information about business initiatives such as McDonalds' use of recycled materials</p> <p>© for information about school-based campaigns to raise awareness of environmentally-friendly activities</p> <p>© for information about large-scale initiatives/policies such as the clean up of the Rhine</p> <p><b>T</b> for description of environmental problems with no attempt to look at how the Germans try to solve them</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)**

**Beschreiben Sie, wie die deutschen Behörden Recycling fördern, und geben Sie Ihre Meinung zu ihren Methoden.**

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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 in good detail how recycling is encouraged ie what facilities are available, what help there is etc, but it also has full opinions about the efficacy and sense of these systems.
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 also possibly 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 general – there may be examples of what can be recycled or why this is good but there is less on the ‘how’ and the role of authorities. Thin opinions. Some ® but more R.
3-6	This is a limited personal reaction to the question, but no justification for points made.	There is something about recycling, mainly ‘lists’ of what is recycled. No appraisal by the candidate.
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.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.
<b>AO4</b>	<b>Content/Knowledge of Society</b>
	<b>Possible Content Points</b>

	<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.	© for information about ease of having things recycled (© for each of <i>Sammelstellen</i> , <i>grüner Punkt</i> , <i>Sperrmüll</i> , <i>Biotonnen</i> etc)
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.	<b>C</b> for use of material from '7 Gerüchte zum Recycling' as example of simple awareness-raising, with © if the information is extended from other sources
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.	© for the fact that means of disposing of 'difficult' items (eg chemicals) for re-use is well advertised
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	© for popularity of recycled writing paper, used in schools etc & therefore an easy way to draw attention to the possibilities
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)**

**Wählen Sie zwei Gruppen Ausländer in Deutschland und vergleichen Sie die Probleme und die Erfolge, die die beiden Gruppen in Deutschland erlebt haben.**

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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 clearly recognises what distinguishes his/her chosen groups and links this information to why they have experienced certain difficulties in Germany and why successes may have come more easily to one than 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 also possibly 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 displays fairly good knowledge of the characteristics of the chosen groups but is less detailed in dealing with problems and successes. More R than ®. May have detail about three groups.
3-6	This is a limited personal reaction to the question, but no justification for points made.	General information about foreigners in Germany and possibly thin coverage of three rather than two groups.
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.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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	<b>Content/Knowledge of Society</b> <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 question asks for a comparison between <b>two</b> groups, therefore if a third group is dealt with, look at the best two for AO2. Credit all three for AO4.</p> <p>© for information about when and why Gastarbeiter came to Germany and about how they helped the German economy</p> <p>© for information about their living conditions, working conditions, the struggle for acceptance</p> <p>© for information about their families, education of the next generation</p> <p>© for historical background of Aussiedler</p> <p>© for information about how this group was welcomed and how – if at all – they have integrated</p> <p>© for information about asylum seekers and Germany's reasons for taking them and attitudes towards them</p> <p><b>C</b> for information about points system and similar (but © if it is developed beyond Preliminary Material)</p> <p>© for appropriate information about opposition from Neo-Nazis</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)**

***Glauben Sie, dass die meisten Deutschen die Ausländer wirklich ins Herz geschlossen haben? Begründen Sie Ihre Meinung.***

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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 examines what the Germans have done to try to integrate foreigners (any group) and what 'obstacles' they have put in the way. It also considers right-wing extremism. Should ultimately agree or disagree with the title.
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 also possibly 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.	Has some attempt to consider German attitudes but is more about the foreigners. More R than ®.
3-6	This is a limited personal reaction to the question, but no justification for points made.	The answer is very descriptive of the life of foreigners and does not explicitly consider the attitudes of Germans. 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.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.

<b>AO4</b>	<b>Content/Knowledge of Society</b> (These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)	<b>Possible Content Points</b>
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><b>C</b> for information from text 5 about which people are welcome (and @/© if it is expanded and commented on)</p> <p><b>C</b> for information from text 6 about attempts to break down religious ‘barriers’ – but again it needs to be expanded on to answer the question</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 reference to <i>Einbürgerungstest</i> (ie a step which may not be seen as helpful)</p> <p>© for information about attempts to simplify residency qualifications</p> <p>© for information about neo-Nazis</p> <p>© for information about problems/attitudes in education and employment</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 initiatives to help non-Germans feel welcome (multiculti clubs 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(a)**

**Was finden die Deutschen gut an der EU und was finden sie schlecht daran? Geben Sie die Gründe für Ihre Antwort an.**

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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b> It is hoped that answers will cover both 'official' and 'personal' views but this is not mandatory.
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 both sides and in some detail – though it may have more good than bad or vice-versa. No 'conclusion' is asked for but good answers may well come down for one 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 also possibly 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 deals far more with one side than the other (or with one side only) and has some factual information but little evaluation/explanation.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Random facts about the EU with little link to German attitudes.
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.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.



<b>AO4</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
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 may not all be of one mind as to whether something is seen as bad or good, and a reasonable level of tolerance must be shown here.</p> <p>© for information about improved trading possibilities/Schengen</p> <p>© for information about ease of travel</p> <p>© for information about the euro</p> <p>© for information about crime/Europol</p> <p>© for information about environmental issues linked to HGV transport</p> <p>© for information about political 'clout' arising from membership of EU</p> <p>© for information about study opportunities (Erasmus, etc)</p> <p>© for the fact that Germans see advantages of rotating presidency of EU Commission</p> <p>© for information about attitudes towards recent expansion (and possible future expansion)</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(b)**

**‘Deutschland ist immer der Motor Europas gewesen.’ Erklären Sie diese Aussage, und geben Sie Ihre Meinung dazu.**

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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 fully the extent to which Germany has played a dominant role in the establishment and development of the EU through its various incarnations (even if these are not named).
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 also possibly 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 mixes an evaluation of Germany's role with more general information about the EU or with information about German attitudes rather than objective information.
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, but there is no evaluation of Germany's contribution to the system as a whole. 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.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.

<b>AO4</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
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><b>C</b> for Preliminary Material text about Schröder and Chirac, and their 'leadership summit'.</p> <p>© for information about Germany's role in the early days of the common market</p> <p>© for information about Germany's part in the introduction of the euro</p> <p>© for information about Germany and the Schengen agreement</p> <p>© for information about Germany and the idea of a Federal Europe (with constitution)</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(a)**

**‘Für viele Deutsche ist die eigene Region viel wichtiger als der Staat Deutschland.’ Erklären Sie diese Aussage, und geben Sie Ihre Meinung dazu.**

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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 will consider the nature of a federal state and the extent to which citizens consider themselves to be eg Bavarian or Rhinelanders and in what ways this attitude manifests itself – local customs, language etc. And in what ways they are ‘German’. Nationalism.
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 also possibly 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.	Deals with some local aspects of life but does not satisfactorily balance these against national aspects. More R than ®.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Random facts about life anywhere in Germany and/or the German-speaking world in general. 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.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.

<b>AO4</b>	<b>Content/Knowledge of Society</b>	<b>Possible Content Points</b>
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	<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.	Text 9 (Deutschland: Land und Leute) could provide a starting point, but unless this is developed/commented on it is <b>C</b> .
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.	© for information about how/why Germany became a federal state
5	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.	© for information about role of Land in eg education
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	© for information about role of Vereine in fostering local community spirit
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	© for information/comments on the role of national sporting teams and sporting events
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.	© for strong sense of identity with regional television companies
		© for information about local traditions and customs (eg Mainzer Fastnacht) which foster local pride
		© for relative importance local and national newspapers
		© for information about the local employment situation

**Question 5(b)**

***Ist Deutschland Ihrer Meinung nach ein gutes Reiseziel für Touristen? Erwähnen Sie mindestens zwei Gebiete Deutschlands in Ihrer Antwort.***

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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 what tourists look for (whether cultural, visual, physical etc) in a resort or area and looks at the extent to which these are available in their chosen regions/towns.
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 also possibly 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.	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 in which to spend a holiday. 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.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.
<b>AO4</b>	<b>Content/Knowledge of Society</b>
	<b>Possible Content Points</b>

	<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.	<p>The candidate's choice of regions will determine exactly which features are written about but the following are likely to feature in answers:</p> <p>© for information about the attractiveness of the geographical setting</p> <p>© for information about the transport whether within the region or linking it to other places</p> <p>© for information about facilities (eg for the young, for tourists)</p> <p>© for comments about the "character" of the people of the region (or <b>C</b> if these are taken direct from Preliminary Material)</p> <p>© for comments about the quality of the housing/hotels as appropriate</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.	