



General Certificate of Education

German 5661

GR02 Aspects of Society

Mark Scheme

2007 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.

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Unit 2

	% of AS	Marks
AO2 Response to written language	10	18
AO3 Knowledge of grammar	5	9
AO4 Knowledge of society	15	27
TOTAL	30	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 AO2 (R), AO4 (C) and AO3 (L) respectively to be written at the foot of the answer, accompanied by a word or phrase quoted from the criteria for assessment as published in the specification.

Question 1(a)

Welches der Massenmedien spielt Ihrer Meinung nach die wichtigste Rolle im Leben deutscher Jugendlicher und warum?

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
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 examines the importance of a range of media as they impinge on young people and reaches a reasoned conclusion as to why one particular one is the most important. Any choice is acceptable.
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 makes a strong case for one medium but without points of reference, or it discusses various media but does not explicitly say which is the most important or why.
3-6	This is a limited personal reaction to the question, but no justification for points made.	The answer writes in general terms about differences between the media (with little or no reference to young people).
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>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.

Possible Content Points
<p>Information taken from the 'Muppets auf Ecstasy' text (C) could be used to support the idea that television bosses consider television to be a very important part of young people's lives – why else would they go to all this trouble to attract young viewers?</p> <p>In the same way for C, 'Die bunten Seiten des Internet' would suggest that internet company bosses think this medium is very important for the young.</p> <p>If advertising is referred to it should be linked to a medium (ie advertising is NOT a medium itself) so it could be a factor in explaining why television is important – otherwise T</p> <p>© for further examples of how young people respond to television, whether to individual programmes, or in a more general way (hours spent viewing, number of young people with own set etc). If it is justified with examples, this could include the fact that young people are at risk of becoming addicted</p> <p>© for information about the ways in which/the extent to which young people use and rely on the internet, whether for gathering information, carrying out transactions, communicating with others</p> <p>© for information about the role of the print media (newspapers or magazines)</p> <p>© for information about the use of mobile phones in a variety of ways as a replacement for other media</p> <p>© for information about the importance or otherwise of radio</p>

Question 1(b)

,Das Fernsehen in Deutschland bietet nichts von kulturellem Wert.' Wie stehen Sie zu dieser 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
irr	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	The answer examines a range of German language broadcasting companies (preferably showing differences between publicly and privately owned) and compares their programming in order to agree/disagree with the proposition.
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.	Writes about different broadcasting companies but with no focus on whether or not the output has any cultural worth. Describes individual programmes but with little evaluation.
3-6	This is a limited personal reaction to the question, but no justification for points made.	The answer deals with general issues about television. Little or no evaluation. Little or no reference to 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.	

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

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.

Possible Content Points
<p>C for use of the information in ‘Muppets auf Ecstasy’, which points to the idea of nothing of any cultural value</p> <p>© for other examples, not from the Preliminary Material, which concur with the above</p> <p>© for information about/examples of programmes which could be considered as having cultural value (Arte’s Themenabende for example, or the number of classical concerts shown on various channels)</p> <p>© for information about sports broadcasting and comments on how this fits in with “culture”</p>

Question 2(a)

Wie bekämpfen die Deutschen Umweltprobleme? Was sind Ihrer Meinung nach ihre größten Erfolge?

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
=iiii	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 a range of problems and describes briefly what the cause is and in more detail what is being done. A top band answer should have at least two different problems/solutions and should make clear which the candidate considers successful (and why).
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.	There is information about how the problems are tackled, but little evaluation of the success of the procedures/campaigns. Successes are stated but not explained.
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.	

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 candidates choose his/her own areas of environmental concern and the answer may include personal as well as large-scale actions, but likely content is as follows</p> <p>C for the encouragement to use trains (pre-release) and © if this is developed with further information about combating transport pollution from bikes to car-sharing or taxes on HGVs</p> <p>© for information about <i>Ökosteuer</i></p> <p>© for information about household initiatives (showers, renovation etc)</p> <p>© for information about attitude to nuclear power and to alternative energy</p> <p>© for information about water cleansing (eg the Rhine)</p> <p>© for information about recycling (C if lifted from pre-release)</p> <p>© for shopping/package issues</p> <p>© for information about initiatives in school or for other attempts to involve young people in environmental issues</p> <p>T 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)

Warum wird in Deutschland die Benutzung öffentlicher Verkehrsmittel so stark empfohlen? Was halten Sie davon?

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
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 various issues thrown up by the use of private cars – gas emissions, noise, using up of resources inefficiently, destruction of countryside in order to build roads – and looks at the extent to which public transport solves them. It might consider the place of air travel. It might also consider the attempts to make cars less polluting.
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 the transport possibilities (and some problems) without making a close link to the need to encourage public transport.
3-6	This is a limited personal reaction to the question, but no justification for points made.	The answer gives lists of types of transport but does not evaluate them in any way.
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>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.

Possible Content Points
<p>The answer should focus on the reasons for needing to modify transport policy, so “positive” information about bicycles etc should gain T if it is not described as a solution to a particular problem</p> <p>The information in the Preliminary Material serves as a good starting point for C, and if these statistics are replaced or augmented by others then ©</p> <p>© for information about the effects of noxious gas emissions from cars and how public transport can help reduce these</p> <p>© for information about quality/reliability of different means of public transport (which can include <i>Mitfahrzentralen</i>)</p> <p>© for information about the amount of HGV traffic there is on major roads and whether trains could help</p> <p>© for examples of how nature is being/has been destroyed to make way for a motorway or similar</p> <p>© for road rage!</p>

Question 3(a)

,Einwanderer bringen viele Vorteile für die deutsche Gesellschaft.' Geben Sie Ihre Meinung zu dieser 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
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 Markers can be generous in interpreting "Einwanderer".
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 advantages/plus points and disadvantages/drawbacks and reaches a reasoned conclusion, agreeing or disagreeing with the statement. It looks at the issues from the point of view of the Germans.
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 one-sided, concentrating only on advantages or disadvantages. The focus is more on the foreigners than on the Germans.
3-6	This is a limited personal reaction to the question, but no justification for points made.	There are random facts about any groups of foreigners 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.	

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 any discussion of the extent to which a multicultural society leads to more tolerance and understanding (C for information taken from the pre-release text about mosques)</p> <p>© for comments on the economic contribution made to Germany by foreigners (settling and) working there (including earlier generations of <i>Gastarbeiter</i>). This might include a comment on cheap labour or the fact that they do “unpopular” jobs</p> <p>© for the fact that Germany’s declining birthrate/ageing population means that potential native employees are fewer in number</p> <p>© for the fact that with the technical know-how of “imported” workers other jobs can be created</p> <p>© for information about the <i>Süssmuth</i> commission beyond reference to the pre-release booklet</p> <p>C for information about the need for IT experts and © for extensions of this beyond the pre-release booklet</p> <p>© for comments on the cost (human or financial) of racist movements in Germany</p> <p>© for information about the ways in which foreigners have affected German eating 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 3(b)

Glauben Sie, dass die Ausländer gut in die deutsche Gesellschaft integriert sind? Beziehen Sie sich zum Beispiel auf Religion, Sprache, Erziehung und Arbeit

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© =	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 Zum Beispiel is important. These are only suggestions – though they are the likeliest areas candidates will deal with.
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Answers should be judged on how well the case is argued for ANY number of areas, but there should be evidence to show how well integration has taken place in that/those area(s), and there must be a conclusion, saying yes or no.
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 quite well with problems or successes of groups of foreigners but does not link this to integration as a whole very clearly.
3-6	This is a limited personal reaction to the question, but no justification for points made.	The answer is (probably superficially) descriptive of the life and problems of foreigners in Germany, but makes little or no attempt to comment on how well they are integrated and accepted.
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>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.

Possible Content Points
<p>C for information from the Preliminary Material about mosques and the attempt to explain Islam and © for further examples showing attitudes of Germans towards non-Christian religions (the views of Pope Benedict and reaction to it?)</p> <p>© for information about language difficulties encountered by either adults arriving in Germany or by children in schools and © for information about language teaching/extra classes/official language tests</p> <p>© for information about alleged under-achievement in school on the part of foreign children, and about efforts/initiatives to combat this</p> <p>© for information about racial tension in schools, particularly in the big cities</p> <p>© for information about the types of jobs done by foreigners and attitudes in the work place</p> <p>Though it is not specifically covered by any of the areas suggested in the rubric, it is likely that many answers will make reference to events in Solingen etc and this can be credited with ©.</p>

Question 4(a)

Welche Wirkung hat die Osterweiterung der EU auf Deutschland gehabt? Ist Deutschland Ihrer Meinung nach stärker oder schwächer geworden?

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
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 looks at such aspects as trade and transport and considers whether eastern expansion has changed anything for the Germans. There should be a reasoned conclusion as to whether or not Germany's position in the EU is stronger now.
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 with the expansion of the EU in more general terms and has less evaluation of the effects on Germany. The answer is about Germany and its relations with other EU partners but with no clear focus on eastern Europe.
3-6	This is a limited personal reaction to the question, but no justification for points made.	
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 pre-release text “<i>Angst vor dem Ansturm</i>” could provide a starting point for C, as candidates could then proceed to consider whether subsequent events have been as negative as predicted</p> <p>© for information about Polish workers – what they do, their pay, the benefits (if any) they bring to the German economy or any social effects</p> <p>© for similar information/examples drawn from other new eastern member states</p> <p>© for information about work permits/working conditions of eastern European migrant workers</p> <p>© for work opportunities for German workforce in new member states</p> <p>© for trade being done by German companies</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)

***„Die Deutschen sehen in der EU die Möglichkeit, Brücken zu ehemaligen Feinden zu bauen.“
Erklären Sie diese Aussage. Glauben Sie, dass die Brücken wirklich gebaut worden sind?***

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
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 make reference to the historical background of the EU (EWG etc) and explain why the Germans wanted to “make amends”. There will also be a reasoned conclusion, stating whether the aims have been achieved.
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 about the expansion and its effects on Germany than on attitudes between Germany and other states.
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 deal closely (if at all) with the eastern expansion.
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>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.

Possible Content Points
<p>The text about the real bridge in the <i>Fürst Pückler</i> park could serve as a starting point for C.</p> <p>Equally, the text “Hand in Hand” could be considered as an example of bridge-building between France and Germany for C. But for © this could be extended to a consideration of the extent to which Germany might still be seen as “dominant” within the EU and hence still a threat.</p> <p>© for information about cross-border technological projects such as Airbus</p> <p>© for information about attitudes towards migrant workers from within the EU</p> <p>© for examples of Germany’s relations towards/dealings with any EU states and how Germany is perceived from outside (the archetypal British tabloid view?)</p>

Question 5(a)**Welche Rolle spielt Deutschland in der Welt von heute? Begründen Sie Ihre Antwort.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
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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 The answer need not all be “positive”; ie candidates may comment on areas where Germany does not play a major role.
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 detail the role played by Germany in such fields as international politics, the EU, trade, sport, technology, environmental issues and offers critical comment on this role (possibly compared to other countries). At least two fields should be offered for a top band mark.
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.	More R than ®. The candidate deals only with one aspect of Germany’s role. The answer focuses on the EU only. There is only a small amount of appraisal of the importance or otherwise of Germany in a world context.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Some R. General information about life in Germany, some of which may relate to its role internationally.
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>© for Germany's attitude towards NATO/the Americans/the Iraq War</p> <p>© for information about German trade successes such as the luxury car market</p> <p>© for information about the lead role Germany has long taken in dealing with both major and minor environmental problems</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	<p>© for information about Germany's part in the (continuing) development of the EU (C if it is simply lifted from the pre-release material)</p> <p>© for information about last year's World Cup or other sporting events involving Germany</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 any technological advances which affect others (its role in Airbus)</p> <p>© for comments on German music (classical or modern!)</p>
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	<p>© for information about Germany's attitudes on human rights/asylum seekers and the example it gives</p>
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	

Question 5(b)

Schreiben Sie über die Hauptindustrie(n) in zwei Regionen Deutschlands und erklären Sie die Bedeutung dieser Industrie(n).

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© =	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
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.	“Region” can include city. There is a good deal of correct factual information about industry in both chosen regions, with comment and evaluation. A candidate may use the same industry for both (but should then compare them carefully) and may use more than one for either region or both. The significance is clearly brought out.
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 knowledge of the chosen industries is sound, but there is less evaluation of their significance. Imbalance: one region dealt with less well.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Superficial information about the region in general or about several industries with no real evaluation.
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>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.

Possible Content Points
<p>The candidate's choice of region (whether in Germany itself or elsewhere in the German-speaking area) will determine his/her choice of industries, but content can be rewarded only if the choice is right! (eg no reward for major car manufacturing in the Bayerische Wald).</p> <p>Tourism might be put forward as a major industry almost anywhere, and this is all right if it is explained/justified.</p> <p>There is nothing in the current pre-release material about industry in the German-speaking area, so any information which is correct can be rewarded with © including information about Oberhausen, Baden-Württemberg, Niedersachsen from previous booklets.</p> <p>GOOD content will show the significance of an industry, for instance, in terms of: the income it generates; the numbers employed in the industry; the use it makes of local resources; the way in which a modern (hi-tech) industry has replaced a traditional one.</p>