



General Certificate of Education

German 5661

GR02 Aspects of Society

Mark Scheme

2005 examination – June series

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

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

Unit 2

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

Annotation of Scripts

The following conventions will be used by examiners marking scripts:

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

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

Question 1

Was machen die Massenmedien in Deutschland, um das Interesse der Jugendlichen zu wecken? Wie finden Sie diese 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				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Candidates deal clearly with at least two media or two methods used by one medium and comment fully on both/all the examples they use. They can describe one then comment etc or they can comment separately. A lot of ®
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Many points are still detailed enough for ® but there may also be some R .
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	The candidate has some relevant points but is moving more towards more general comments on the media with less specific reference to young people. May have more R than ®.
3-6	This is a limited personal reaction to the question, but no justification for points made.	One or two limited/superficial comments responding to either part of the question. Generalisations. No ®, but <i>some</i> R and T
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	The candidate has written anything he/she knows about the media, but has ignored the title – or made up his/her own.
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>From PRB: C for any reference to material from either text, about the way that television companies appeal to the youth audience or about websites for young people. There is much to give an opinion on, and it is a likely starting point.</p> <p>© for examples of other types of television programme which are aimed at young people, i.e. Jugendliche can be Kinder whether specifically on Kika (Kinderkanal) or on other channels, possibly in dedicated time slots. There has recently been a national school quiz which could be used as an example.</p> <p>© for other examples of websites such as educational ones or online newspaper/magazine sections for the young</p> <p>© for reference to young people’s magazines such as “Bravo” and information about their content</p> <p>T for more generalised comments about how much time young people spend viewing, the effects of tv violence on young people’s behaviour</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

Schreiben Sie über die Energiepolitik in Deutschland, 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				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	The candidate focuses on positive efforts made at either official and/or personal level to foster integration. If problems are mentioned then the counter-measures need to be mentioned too for ®. Little or no R .
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.	Many points are detailed enough for ® but there may also be some R .
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	The candidate focuses more on the problems faced by foreigners but deals with some positive measures (probably superficially or not very clearly). Probably more R than ®.
3-6	This is a limited personal reaction to the question, but no justification for points made.	The answer is very general about foreigners but touches on possible measures to help them. No ®, but <i>some</i> R . Probably some T .
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	There is no reference to anything done by the Germans to help foreigners. The candidate has ignored the title.
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>From PRB: very little for C but the article “Eine Moschee für Minderheiten” could be cited as a way of trying to bring communities together and of tolerance which must help. Reference to the German willingness to help asylum-seekers and the legal obligations from the other text about “Asylrecht” if clearly linked to the question is also worth C but if it is cited in a more random way it is to be indicated as T.</p> <p>© to be given for answers dealing with practical measures such as the setting up of language classes to help with integration and to help communication/homework support.</p> <p>© for information about tv programmes such as Monitor Italia on BR which are aimed at non-Germans and give a sense of “security”</p> <p>© for reference to the “Leitkultur” debate</p> <p>© for the fact that the acquisition of a passport brings citizenship without any great ritual</p> <p>© for the fact that there are festivals (eg Berlin’s Festival der Kulturen) which celebrate other cultural backgrounds</p> <p>© for the rise of Döner Kebab as THE fast food (ie a reminder of Turkish culture) plus other ethnic minority food outlets</p> <p>© for references to problems (eg Neo-Nazi attacks)</p> <p>© for references to anti-Nazi demonstrations and similar shows of solidarity with incomers</p> <p>T for generalised comments about what Gastarbeiter/Aussiedler/Asylbewerber are, without any material about their integration or otherwise</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

Wie hilft man Ausländern, sich in Deutschland zu Hause zu fühlen?

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
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 deals with a range of energy issues and focuses on Germany. The candidate's opinions on the issues must be closely linked to the situation there to gain ®. Little or no R .
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.	Many points are detailed enough for ®, but there may also be some R .
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	The candidate describes various aspects of energy policy but either does not relate comments to Germany or makes few critical comments. More points will have R or T but some ®
3-6	This is a limited personal reaction to the question, but no justification for points made.	The answer is more general and comments on Germany's response to environmental issues other than energy. Probably no ® but some R or T .
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	The answer is very general on the environment and has no real comments on Germany's energy policies. The title is ignored.
0	There is no evidence of any personal reaction/response.	

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

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.	
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.	<p>C for material from PRB text “Mobilitäts-umfrage” which links sensible transport habits to energy expenditure/saving. T for use of that text without the specific link being made.</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 material relating to atomic energy (and the Ausstieg) in Germany</p> <p>© for material relating to wind, water & solar power, biomass, fossil fuels in Germany</p> <p>© for information about car-sharing if linked clearly to energy saving</p>
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.	<p>T for any of the above which is not clearly linked to Germany</p> <p>© for material from previous PRB about schools’ energy-saving policies</p>
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.	<p>© relevant reference to Kyoto Protocol</p>
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	

Question 4

Wie wichtig ist die Rolle, die Deutschland in der EU bisher gespielt hat und noch immer spielt?

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 may also compare Germany's role with that of eg France or GB, but predominantly explains the importance/value of Germany's role (EU here can include its predecessors EWG & EG) with examples.
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.	Many points are detailed enough for ® but there may also be some R .
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	The candidate mixes Germany's "leading" role with issues where Germans have been affected by the EU, but Germany's role has not been substantial. More R than ®, possibly some T .
3-6	This is a limited personal reaction to the question, but no justification for points made.	The candidate writes in general terms about Europe with some reference to Germany's role. Probably no ®, but some R and T .
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	The candidate writes anything he/she knows about Europe but with little, if any, reference to Germany. No ®, little R , some T .
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 C for use of PRB text 7 (“Hand in Hand”) which concerns initiatives by Germany and France within the EU © for other examples of Germany’s “Euro motor” role. Eg its contribution towards the EU constitution, its pivotal role in the setting up of the EWG © for examples of Germany’s positive attitude towards the EU such as the welcome for the Euro (but no credit for an answer about the Teuro!) or its information campaign (as in the previous PRB) or Europol. © for references to the limits it has put on “immigration” from the new Eastern states © for the fact that Germany saw the European Community as a vital factor in the prevention of future wars (C for using the symbolic bridge with Poland in Text 8 as an example) © for reference to Germany’s leading role on environmental issues. © for reference to its 40-year pact with France and any other dealings with France © relevant references to cross-border trading. T for general use of Text 7 or for random references to trade or Erasmus
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.	

Question 5

Schreiben Sie über regionale Unterschiede in **zwei** Teilen Deutschlands bzw. des deutschsprachigen Raums.

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 <i>Teil can be interpreted as region or town.</i>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Candidates write in detail about two clearly different areas (either both in Germany, one in Germany + one elsewhere or both elsewhere). They comment on and explain the differences for ®. Good on both areas.
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.	Many points are detailed enough for ® but there may be also some R .
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	The points are less well commented on and/or there is an imbalance between the information on the two chosen areas/towns. More R than ®.
3-6	This is a limited personal reaction to the question, but no justification for points made.	The information about the areas is thin and superficial and there is very little beyond basic descriptions.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	The answer contains a few random facts about Germany (probably closely based on the PRB)
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 PRB Text 9 may furnish candidates with a starting point if they choose two regions/towns mentioned there, and if the PRB is quoted but not expanded it is C</p> <p>© for information about the industry/work/social patterns</p> <p>© for information about transport</p> <p>© for information about the physical features (eg sea/mountains)</p> <p>© for the role of tourism</p> <p>© for information about the history of the area or legends associated with it</p> <p>© for information about the cultural associations/local “personalities”</p> <p>© for information about the sporting and recreational possibilities</p> <p>© for language/dialect</p> <p>© for food/drink specialities</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.	