



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

## German

## Unit GR02

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## Unit 2: Aspects of Society

As always, the notes below are no more than suggestions of things to credit, but they are in no way prescriptive and examiners must credit any other points which they consider relevant. These points will be credited under A02 and A04. A03 will be marked in accordance with the grids published in the Specifications.

### Germany and Europe

The question asks for advantages AND disadvantages of the Euro and answers should look at both sides though no specific conclusion as to whether there are more of one than the other is required and therefore the answer does not necessarily have to be 'balanced' in order to score well. Nor does an answer need a large number of separate points in order to score well, if the points are clearly illustrated and an explanation given of why the candidate thinks it is a (dis)advantage for the Germans.

A possible starting point would be the advert (Text 1) and to ask whether the optimistic tone of that advert has been lived up to. Or candidates could begin with describing the euphoria which accompanied the launch of the Euro and ask whether that optimism has been lived up to. Points which could be dealt with include:

- trade with other countries
- the cost of goods and services for the ordinary citizen
- travel within Europe
- possible links with the recent downturn in the German economy
- (un)employment

### German-speaking world

Candidates may pick any place in the German-speaking area and the word *Gebiet* is to be interpreted liberally (eg *Bayerischer Wald* in general, or the town of *Zwiesel* in particular, are equally acceptable), as candidates may have studied a variety of places. They could refer to Text 6 which reports that *Baden-Württemberg* is a popular tourist destination but for high marks they need to go beyond the generalisation in that passage. Personal impressions based on exchanges or holidays are valid, provided that they are in sufficient detail.

As the answer asks why an area is or is not popular with tourists and as candidates may choose any area, there are many possible answers, but the sorts of points which would be likely include:

- The scenery and natural attractions (or lack of)
- The 'human' attractions such as leisure facilities/museums etc
- The cost and availability of good accommodation
- The reputation of the area for gastronomy
- The ease or otherwise of travel to and around the place

### Pollution, conversation and environment

Candidates could start by offering a brief critical appraisal of the claims made by McDonald's in Text 8 and then for high marks they should consider at least one other firm (in particular) or industry (in general) and as usual with Question 3, they may deal with as many or as few bullet points as they choose (or none of them if they have other relevant points to make) and the number of points covered must not automatically determine the mark for A04 - for example the road transport industry will offer much on *Abgase*, *Energieverbrauch* and *Gütertransport*, but less on *Giftmüll* and *Verpackung*.

It is essential that the bullet points are focussed on the question and not just on the environment in general if candidates are to reach Band 3 or above.

Energy utilities can be regarded as *große Firmen*.

The assessment objectives will be allocated in the following way

	% of AS	Total marks	Question	
			1/2	3
AO2 Response to written language	10	30	12	18
AO3 Knowledge of grammar	5	15	6	9
AO4 Knowledge of society	15	45	18	27
TOTAL	30	90	36	54

Questions 1/2	Reaction/Response (AO2)	Question 3
11-12	Good personal reaction to the topic and the particular question, usually well justified and illustrated.	15-18
8-10	Clear evidence of personal reaction, but not consistently maintained. Variable justification and illustration.	11-14
5-7	Some reaction is evident and some points made, but justification and illustration weak.	7-10
2-4	Limited reaction. No justification or illustration for points made.	3-6
0-1	Little or no critical reaction to the topic.	0-2

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

Questions 1/2	Content/Knowledge of Society (AO4)	Question 3
15-18	Relevant points are clearly made with evidence of reading around the topic. The answer is focused on the question and offers ideas which are logically and coherently developed and do not depend on the pre-release material.	23-27
11-14	The answer is generally on the subject, with a number of points made relevant to the specific issues in the question and showing some independence from the pre-release material. The answer has a degree of coherence.	17-22
7-10	Some relevant points are made, ideas are not clearly organised. The answer generally lacks a clear focus, but some attempt is made to address the question. Relies heavily on the pre-release material.	11-16
3-6	The answer tends to address the topic area rather than the specific question. A limited number of points made, many of which are vague or irrelevant. Relies almost entirely on the pre-release material.	5-10
0-2	There is little or 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.	0-4

### Annotation of scripts

The following conventions will be used by examiners marking scripts:

- C written in the margin to indicate information relevant to AO4 and derived from the Preliminary Material.
- © written in the margin to indicate information relevant to AO4 derived from a source other than the Preliminary Material.
- 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 and vertical line in the margin = irrelevant 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.

Please find below some amplifications of the Assessment Criteria for AO2 and AO4.

Questions 1/2	Reaction/Response (AO2)	Question 3
11-12	Good personal reaction to the topic and the particular question, usually well justified and illustrated. Highly analytical.	15-18
8-10	Clear evidence of personal reaction, but not consistently maintained. Variable justification and illustration. Analysis dominates.	11-14
5-7	Some reaction is evident and some points made, but justification and illustration weak. Analysis mixed with narrative.	7-10
2-4	Limited reaction. No justification or illustration for points made. Predominately a narrative response.	3-6
0-1	Little or no critical reaction to the topic. A response without analysis.	0-2

Questions 1/2	Content/Knowledge of Society (AO4)	Question 3
15-18	Evidence is highly pertinent to the particular question and the topic. Varied sources (virtually all of German origin) far beyond the scope of the Preliminary material are used. There are very many linguistic indicators that the topic has been studied in depth. Material is deployed expertly. The topic is clearly understood.	23-27
11-14	Evidence is highly pertinent to the particular question and the topic. Sources (mostly of German origin) beyond the scope of the Preliminary material are used. There are linguistic indicators that the topic has been studied in depth. Material is deployed well. The topic is understood.	17-22
7-10	Evidence is sufficient. It may be selected solely from the Preliminary material or not well chosen from other sources (probably not German). Linguistic indicators are evident. Material is deployed adequately. The topic has been partly understood; at times there are misconceptions. The answer is factually thin.	11-16
3-6	Some evidence is adequate, but most is poorly selected from few relevant sources (most likely not German; likely to be personal and anecdotal). Linguistic indicators are few. Material is not deployed well. There are ample indicators that understanding of the topic is severely restricted.	5-10
0-2	Evidence is mostly poor in quality. There are very few linguistic indicators. Material is poorly deployed. Understanding is almost entirely non-existent.	0-4