



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 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. It is important for examiners to remember that the question has been set with the aim of letting candidates demonstrate that they have knowledge of the topic area **which they can use in a focused way** in order to answer it. These points will be credited under AO2 and AO4, using the descriptors in the published mark grid.

When assessing answers, examiners should bear in mind that whilst no word limit is indicated on the question paper, we previously asked for about 150 words in answer to Question 1 or 2 and about 250 in answer to Question 3 and therefore answers of this length can – if appropriate – gain high marks. If candidates choose to write longer answers **which then wander off the point**, they cannot gain top category marks. (See below under Question 3.)

Language (AO3) should be assessed by reference to the published grids.

**Question 1:** The question asks whether the Germans have a positive attitude towards the EU and answers which are a “one-sided” yes or no are acceptable as long as the evidence is there to back up the opinion. The question does not specify any *number* of examples but it does ask for examples, so in marking the question, examiners need to look for at least two.

A possible starting point is Text 2 which has examples of how German citizens are being encouraged to enjoy the benefits of the EU, but candidates need to expand on the information here and/or add further information. The sorts of points which could be mentioned include:

- Germany’s attitude to the Euro
- Germany’s acceptance (or otherwise) of EU regulations on trade/fishing/agriculture
- The labour market
- The German view of *Schengen* and the *Binnenmarkt*
- Views from the German press and other media
- Comments on the recent German stance on the war in Iraq
- The recent celebrations of 40 years of Franco-German accord
- The fact that Germany was an early advocate of some kind of European community
- The perceived value of Europol
- Germany’s view that a united Europe is a means to peace

**Question 2:** Texts 4 and 5 look at what has happened to the former steel and coal town of Oberhausen. Candidates should write about similar changes in any other town (if they choose a town in the Ruhrgebiet then there will be some overlap with the material about Oberhausen, but there must be more than just a rehash of that material.) The changes in the Eastern part of Germany could provide good answers. Candidates might concentrate their answers on one specific town but it is legitimate and acceptable for candidates to write about more than one named city or indeed to write about life in the big city in general provided it clearly refers to the German-speaking area. Answers about a region/Land should be placed in Band 4 unless there are very good comments on changes in the area, in which case Band 3 is possible. An answer which is in effect no more than a “brochure description” of either a town or a region should be placed in Band 5. Candidates could consider points such as the following:

- The decline of manufacturing industry
- The rise of service industries/the reliance on themed tourism
- Housing
- Local transport
- Shopping
- Changes brought about by the increasing numbers of non-Germans living there

For good AO2 marks, there must be an answer to the second part of the question and it must be justified in relation to the above or whichever aspects of life the candidate has written about.

**Question 3:** The original plan for this question was to ask candidates to imagine that they had been involved with an environment project, which would have involved “inventing” the project. Candidates may well still do so rather than detailing a real, identifiable one; if the information seems reasonable, examiners should not spend long trying to verify it but if it seems totally impossible (re-afforestation in the Hamburg docks or similar) then be harder on AO4. In order to answer the question, candidates are unlikely to stray far from the bullet points, but if they do not deal with them all or if they do find other ways to approach the question, then high marks are still possible.

Many candidates appear to have overlooked or misunderstood the fact that the question asked for one environmental problem and have considered two or more (often writing an answer which is unnecessarily long) and in order to be as positive as possible in assessing scripts, examiners are asked to use the principles outlined below.

1. Be generous in considering what constitutes one problem. Luftverschmutzung could include references to cars, factories, heating; Wasserverschmutzung could include references to factories/industry, acid rain, oil slicks; Verpackung could include what is being done to reduce packaging, but also its effects and the need for recycling; Energie could concentrate on the good and bad points of nuclear energy or it could look at a range of energy sources and what problems they raise.
2. Only an answer which clearly focuses on ONE problem (as allowed by the above) can be eligible for a Band 1 mark. If TWO issues are dealt with in detail, the answer cannot be placed above Band 2. If THREE OR MORE issues are dealt with, then the answer cannot be placed above Band 3. If an answer is considered to describe several issues in a very general way, it cannot be placed above Band 4.

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

<b>Questions 1/2</b>	<b>Content/Knowledge of Society (AO4)</b>	<b>Question 3</b>
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