

# **Combined Mark Schemes And Report on the Units**

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**January 2006**

**3862/7862/MS/R/06J**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**Mark Scheme 2661  
January 2006**

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**Marking Scheme: Unit 2651 (French), 2661 (German), 2671 (Spanish)**
**Components 01, 02 and 03: Speaking****Total: 60 marks**

## Section A Role-play

Response to written text      5 marks (AO2)      [Grid 1A]

Response to Examiner      5 marks (AO1)      [Grid 1B]

Quality of Language      5 marks (AO3)      [Grid 1C]

## Section B

Topic presentation      20 marks (AO4)      [Grid 1D]

## Topic discussion

Spontaneity and fluency      15 marks (AO1)      [Grid 1E]

Pronunciation and intonation      5 marks (AO1)      [Grid 1F]

Quality of Language      5 marks (AO3)      [Grid 1C]

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**Section A Role-play: Grids 1A and 1B**
**10 marks****Grid 1A: Response to written text****0-1 Very Poor**

Little use made of stimulus material. Supplies one or two of the key points, but with many gaps and no detail.

**2 Poor**

Some attempt made to use the stimulus material, but covers less than half the key points. Many omissions or points not conveyed clearly.

**3 Adequate**

Performance is inconsistent. Makes a reasonable attempt to use the stimulus material. Covers about half of the key points, but there are some gaps.

**4 Good**

Makes good use of stimulus material. Covers over half the key points with some detail, but does not extend quite far enough to qualify for very good.

**5 Very Good**

Makes full use of the stimulus material. Covers virtually all the key points clearly supported by detail.

**Grid 1B: Response to Examiner****0-1 Very Poor**

Barely able to respond to many of the Examiner's questions. Shows very little initiative or imagination. Unable to react to Examiner's comments.

**2 Poor**

Some attempt to carry out the task but with limited success. Responses to the Examiner frequently inadequate. Shows little initiative or imagination.

**3 Adequate**

Inconsistent. Responds satisfactorily to the Examiner, but does not extend a great deal. Some quite good replies but some omissions.

**4 Good**

Completes the task successfully, showing initiative and imagination most of the time. Is able to keep the momentum going. Extends quite well, but could have gone a little further.

**5 Very Good**

Completes the task successfully, responding fully to the Examiner's questions and showing initiative and imagination throughout. Takes charge of the conversation. A convincing performance.

**Grid 1C: Quality of Language****5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. . irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

**4 Good**

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

**5 Very Good**

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.



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**Section B** **45 marks**

**Topic presentation: Grid 1D** **20 marks**

**Note:** The Examiner awards a mark for this grid on the basis of candidates' presentations. Candidates are initially placed in the middle of the mark band, which is considered to be appropriate to their performance in the presentation. Following the subsequent discussion the mark may be adjusted within the band or even into a higher or lower band.

**Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The Examiner should adapt the general statements below to the specific topic being addressed. Grid 1D focuses on (i) knowledge and factual information; (ii) evidence of planning and preparation; (iii) quality of exposition and presentation. Other issues, such as ideas, opinions and the ability to enter into debate about the topic are dealt with when assessing the discussion (see Grid 1E).**

**0-4 Very Poor**

Conveys very little information about the subject. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously, and not to have planned with care. Poor and hesitant presentation.

**5-8 Poor**

Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of planning and preparation, but presentation is pedestrian.

**9-12 Adequate**

Solid base of information with evidence of preparation and planning. Material is factually adequate, but with no evidence of wider reading. Material may not always be relevant. Exposition of topic is worthy but somewhat stilted.

**13-16 Good**

Good exposition and sound organisation of the topic. Makes relevant factual points. Well-informed with a range of relevant factual information. Well planned and organised material. Good exposition of topic.

**17-20 Very Good**

Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues. Detailed planning evident and topic presented with style and flair.

**Note: If candidates fail to relate the Presentation/Discussion to aspects of the society or culture of the country or community where the language is spoken then the maximum mark that can be achieved is 8/20 on Grid 1D.**

**If, in response to the Examiner's questions, there is some superficial reference subsequently made then this could rise to a maximum of 9/20. If more than a superficial reference is made then the full range of marks in the Adequate band can be accessed.**

**Topic discussion: Grids 1E, 1F and 1C****25 marks****Grid 1E: Spontaneity and fluency****15 marks****0-3 Very Poor**

Has very little to offer by way of ideas and opinions. Much irrelevance or superficiality. Cannot really cope with Examiner's non-factual questions. Slow, with frequent pauses. Fluency confined to pre-learnt material.

**4-6 Poor**

Beginning to develop ideas and opinions, but very patchy. Can respond intelligently to a few of Examiner's non-factual questions. Beginnings of fluency but with some inconsistency or hesitancy.

**7-10 Adequate**

Shows some ability to develop ideas and opinions and can respond intelligently to a number of the Examiner's non-factual questions. Reasonably fluent and spontaneous.

**11-13 Good**

Increasing ability to develop ideas and opinions. Can respond intelligently to almost all the Examiner's non-factual questions. Fluent and spontaneous much of the time.

**14-15 Very Good**

Able to develop ideas and opinions well. A very fluent and spontaneous performance throughout.

**Grid 1F: Pronunciation and intonation****5 marks****0-1 Poor**

Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.

**2-3 Adequate**

A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.

**4 Good**

Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.

**5 Very Good**

Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.  
Grid 1C: Quality of Language **5 marks**

**0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

**4 Good**

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

**5 Very Good**

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.



**Mark Scheme 2662**  
**January 2006**

**OCR: AS LEVEL GERMAN****UNIT 2662: LISTENING, READING AND WRITING 1  
January 2006**

## Marking Scheme

**Please indicate marks awarded as follows.**

- 1 Tick each relevant point for which a whole mark is awarded. Indicate in margin by 1 or 0.
- 2 Draw a single line under any language errors [in parts of the examination where language is to be marked, i.e. Sections 2A, 2B and 2C].
- 3 Indicate omitted information by a caret sign.
- 4 Indicate superfluous information by brackets.
- 5 Use a wavy line to indicate clumsy expression.
- 6 Use arrow to indicate error in word order.
- 7 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 8 Where a correct answer is invalidated by later incorrect information, indicate with 1 – 1.
- 9 For each question or section, write the mark awarded in the right-hand margin\*. At the end of the exercise write the total marks, **and ring this figure**. [\*Left-handers may use the left-hand margin.]
- 10 In Section 2A and 2B place ticks in the body of the candidate's answer to indicate points for which marks are awarded.
- 11 At the end of Sections 2A and 2B, add the mark awarded for Quality of Language to the mark gained for comprehension as + X, and then enter and ring the combined total mark.
- 12 In Section 2C tick in the left-hand margin those points of communication attempted in accordance with the markscheme.
- 13 Transfer the marks for each task to the front cover and enter the final total. On the OMR marksheet, enter the final total only.

*Section 1A – Listening***1A Das Große Lesen“**

One mark each for:

- (a) A
- (b) C
- (c) C
- (d) C
- (e) B

[Total: 5 marks]

**1B Konzert-Tipp der Woche**

- (f) B
- (g) A
- (h) C
- (i) B
- (j) B

[Total: 5 marks]

**2 Hausbrand**

2A one mark each for a, c, e, g, i

2B one mark each for k, o, p, q, t

[Total: 10 marks]

Total for Listening: 20 marks

**Section 1B – Reading**

Leben auf Kredit

- 1 R
- 2 R
- 3 R
- 4 N
- 5 F
- 6 F
- 7 R
- 8 R
- 9 N
- 10 R

[Total: 10 marks]

Total for Reading: 10 marks

**Section 2A The World of Work – Listening****4**

- (a) etwas Dringendes / nicht warten können (2)
- (b) der beste Kunde (1)
- (c) Sie machen Motoren (1)  
für Waschmaschinen (1)
- (d) B (1)
- (e) ein Warenhaus/ in Polen (2)
- (f) 3,500 (1)
- (g) bis Ende März / in sechs Wochen (1)
- (h) A (1)
- (i) wirtschaftlich (1)  
nicht gut gehen/viele Firmen gehen bankrott(1)
- (j) 10% extra / Lieferung in **zwei** Wochen (2)

Max 15 marks for Content plus 5 for Quality of language (Grid 2A)

Total for listening: 20 marks

Grid 2A: Listening

0-1 Very Poor

**Little evidence of grammatical awareness. Persistent serious and elementary errors in spellings, agreements and transcriptions from the spoken word.**

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in more complex areas and/or a number of minor errors in spelling and transcriptions from the spoken word.

**4 Good**

Accuracy generally quite consistent, but there may be errors in more complex areas and/or a number of minor errors in spelling and transcriptions from the spoken word.

**5 Very Good**

High and consistent level of accuracy. Only minor slips. Confident and correct use of a range of structures. Virtually no problems in transcriptions from the spoken word.



**Section 2B The World of Work – Reading****5 Memo in English: A maximum of 15 marks for these essential points clearly made.**

- 1 from beginning of January
- 2 all MEX filling stations in Germany will be redesignated OPTO
- 3 to help with the name change
- 4 we have the following requests
- 5 at your earliest convenience
- 6 reprint all letterheads
- 7 so that OPTO appears there / at the top
- 8 insert enclosed OPTO information on website
- 9 inform English MEX customers
- 10 to look for OPTO when going to Germany
- 11 present all MEX customers with OPTO keyring
- 12 have available at all MEX stations maps of OPTO stations in Germany
- 13 OPTO are prepared to share the costs of the above
- 14 Keyrings and maps are on the way
- 15 Ask for speedy reply

Total for Reading: 15 marks for content plus 5 marks for Quality of Language (English) using Grid 2B = max 20 marks.

**Grid 2B: Quality of Written English****0-1 Very Poor**

Major and persistent errors in grammar, punctuation and spelling.

**2 Poor**

Frequent serious errors in grammar, punctuation and spelling

**3 Adequate**

Still a number of errors in grammar, punctuation and spelling, some of them serious.

**4 Good**

Very accurate with only a few minor errors in grammar, punctuation and spelling.

**5 Very Good**

Excellent, almost faultless grammar, punctuation and spelling.

**Section 2C – World of Work – Writing****6 Letter to Frau Beck.**

Marked according to Quality of Language Grid (2C). Half mark (½) then deducted for any of the points below not attempted.

The 10 points to be made are:

- 1 Thank her for her letter
- 2 too expensive
- 3 to reprint all notepaper
- 4 we can insert info re OPTO
- 5 on our website
- 6 We can give out
- 7 OPTO keyrings and maps
- 8 at our filling stations
- 9 It is unreasonable
- 10 to ask us to share the costs

Total for Writing: 10 marks maximum.

**Grid 2C: Writing****0-2 Very poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

**3-4 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. . irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

**5-6 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterized by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

**7-8 Good**

Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

**9-10 Very good**

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Transcript of Listening passages:

**Hörtext eins: Zwei Nachrichten**

**Das große Lesen**

**Frauenstimme:** Die Bibel taucht an erster Stelle bei der Umfrage „Das Große Lesen“ auf, an der sich 250 000 Leserinnen und Leser beteiligt haben. Man muss dazu nicht glauben, dass überwiegend Pastoren und Pastorinnen an dieser Bücherschätzung teilgenommen hätten. Denn so viel ist wahr: Selbst wer die Bibel nicht gelesen hat, hat sie doch dauernd im Ohr. In Ost und West liest ein Viertel der Deutschen täglich die Bibel. Man kann sie auch in fast jedem Hotel auf dem Nachttisch finden.

**Konzert – Tipp der Woche**

**Männerstimme:** Es sind schon ein paar türkische Bands hier in Bonn aufgetreten. Die meisten sind nur Türken bekannt. Nicht so die Band Athena. Seit ihrem Erfolg im European Song Contest, der neulich in Istanbul veranstaltet wurde, sind die 4 Jungs auch außerhalb der Türkei bekannt. Jetzt haben auch die Fans hier in Bonn am Rhein die Gelegenheit, Athena live zu hören. Heute findet um 20 Uhr das Konzert in der LUXX-Bar statt.

**Hörtext zwei: Hausbrand**

**Männerstimme:** „Erika und ich waren zu Hause mit unserem Freund Helmut. Wir sahen zu, wie Werder Bremen gegen Roma spielte. Es war ein spannendes Spiel, und zum Glück haben wir Deutschen gewonnen 2-1.“

**Frauenstimme:** „Am Ende des Spiels haben wir Helmut an die Tür gebracht und ihm auf Wiedersehen gesagt. Gott sei Dank, dass wir nur eine kleine Weile an der Haustür waren.“

**Männerstimme:** „Ja, als wir ins Wohnzimmer zurückkehrten, stand das Sofa in Flammen. Es ist uns aber gelungen, unsere vier Kinder aus dem Bett zu holen, und uns mit ihnen ins Freie zu retten. Dann haben wir Alarm geschlagen und die Nachbarn gewarnt.“

**[PAUSE]**

**Frauenstimme:** „Die Feuerversicherung bezahlte den Schaden an Wänden und Decken. Mit dem Geld haben wir selber die Wohnung repariert.“

**Männerstimme:** „Aber wir hatten keine Versicherung für die Einrichtung – Möbel, Kleidung, Fernseher, Betten, Stereoanlage usw.“

**Frauenstimme:** „Kein Waschpulver war stark genug, den Gestank aus den Kleidungsstücken zu waschen. Unsere Bekannten haben uns für einen Monat aufgenommen, aber jetzt sind wir zurück in unserer Wohnung. Wir haben Zeitungspapier statt Gardinen an den Fenstern und wir schlafen auf dem Boden, weil wir uns keine Betten leisten können.“

*World of Work: Herr Götz ruft an*

**Männerstimme:** „Hallo, Herr Green! Hier spricht Günther Götz von der Firma Schemel. Es tut mir Leid, dass ich Sie an einem Samstag anrufe, aber es geht um etwas Dringendes, und ich konnte nicht bis Montag warten.“

*Unser bester Kunde ist die Firma Moltke in Gütersloh. Wir machen Motoren für ihre Waschmaschinen.*

*Erst gestern hat mich die Firma Moltke angerufen. Sie hat gerade einen Auftrag von einem Warenhaus in Polen bekommen. Sie möchten bis Ende März 3 500 Waschmaschinen haben. Das heißt: wir haben nur sechs Wochen, um die Motoren herzustellen. Wir können das schaffen, aber nur wenn wir die Elektronik von Ihnen haben.*

*Dieser Auftrag ist für uns sehr wichtig, weil es uns wirtschaftlich im Moment nicht gut geht. Viele Firmen gehen bankrott.*

*Wir bieten Ihnen 10 Prozent extra, wenn Sie uns in zwei Wochen beliefern können.*

*Bitte rufen Sie mich am Montagmorgen an.“*

**Mark Scheme 2663  
January 2006**

**Modern Languages at Advanced Subsidiary****UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing****(January 2006)**

**The following general principles apply to the marking of Units 2 and 3 in French, German and Spanish.**

- 1 Obliques indicate alternatives, any one of which scores the marks indicated.
- 2 Bracketed points indicate information or words not essential to score the full marks.
- 3 Alternatives: The award of marks is not necessarily dependent on the specific wording in the mark scheme; other wordings will score the marks, provided they are semantically equivalent. Acceptable alternatives will be discussed at the examiners' meeting and the mark scheme amplified accordingly.
- 4 Copying of material: Candidates are instructed that they may use expressions of up to 5 words from the text **unchanged**. In practice, there is likely to be little opportunity for extensive "lifting" to occur (only in extended writing exercises); where it does happen, the general rule is that the lifted material should be bracketed and discounted for the purpose of assessing the quality of the language.
- 5 Grammar and spelling: In **UNIT 2, Section 2C** and in **UNIT 3, Section B** the quality of the FL in which the Writing task is expressed is assessed under the appropriate assessment grids. In the English exercise in **UNIT 2, Section 2B**, spelling, punctuation and grammar should be assessed under grid 2B.
- 6 Rubric infringements: The most likely rubric infringement in these papers would be answering in the wrong language. Where this occurs, no marks should be awarded. Any other rubric infringements should be drawn to the attention of the Principal Examiner.
- 7 Particular points relating to Unit 2
  - 7.1 If some of the verbal questions have been omitted, Quality of Language (grid 2A) should be assessed as normal and then the resulting mark will be reduced pro rata (see additional grid in mark scheme).
  - 7.2 Incorrect answers in the target language: assess the language element provided that the candidate has attempted a response to the question.
  - 7.3 Totally irrelevant, or pre-learnt all-purpose answers should score no marks.
  - 7.4 Answers in English, other than in Unit 2, Section 2B, should score no marks.
  - 7.5 The use of the familiar pronoun in the Writing task should be regarded as a "serious error" in the language criteria
  - 7.6 Transfer of meaning exercise: if a candidate has only attempted part of the translation, assess as follows:
    - if they have attempted 50%+ of the translation, assess the 2B mark as normal and do not adjust
    - if they have attempted 25-50%, maximum 2B mark = 3
    - if they have attempted less than 25%, maximum 2B mark =



- 7.7 The 'sympathetic English reader' should be **very** sympathetic in assessing comprehension. Half marks to be allowed in comprehension questions (to be rounded up at the end of the **paper**).
- 7.8 Fluency of style and appropriateness of vocabulary should be ignored under grid 2B but will be discussed under the details of the comprehension points.
- 7.9 Transfer of meaning into the target language (grid 2C): if the task is incomplete or if candidates have omitted essential sections of the message, this should be reflected in their language mark (there should be no further penalty). For each point not attempted, deduct  $\frac{1}{2}$ , **after** arriving at the overall language mark.
- 7.10 Vocabulary should be considered under 'structure'.
- 7.11 Do not penalise candidates who write more than 100 words.
- 7.12 Inappropriate register should be reflected in the language mark.
- 8 Particular points relating to Unit 3
- 8.1 Section B: Writing. The word count is a recommendation only. No penalties should be incurred for long work.
- 8.2 Short answers. Assess for language (grid 3A) as normal, then:  
0-50 words written: 1/3 of global language mark awarded  
50-80 words written: 2/3 of global language mark awarded  
80+ words written: no adjustment
- 8.3 To avoid penalising candidates twice for the same fault, the language must be marked fully, even where the mark under 3A is very low or zero. In the case of a totally irrelevant piece of writing, the script should be referred to the Team Leader.
- 8.4 Annotation of scripts: mark with a circled number any content point (show the mark in the right-hand margin). Mark with a tick in the left-hand margin any personal additions or imaginative points made by the candidate
- 8.5 Rubric infringements are unlikely to occur. Refer any problems of this kind to the Team Leader or Principal Examiner.
- 8.6 Allow 'lifting' of up to 5 words (from the original stimulus or from the cloze test). Put brackets round lifted sections. Discount lifted sections when assessing grid 3A.
- 8.7 Quality of vocabulary should be rewarded under structure.
- 8.8 Responses which are totally irrelevant to the task and/or text should not be assessed for language.
- 8.9 Comprehension (grid 3B).  
For 'Adequate', the candidate should refer to c.40% of the content points.  
For 'Good', the candidate should refer to 50%+ of the content points.
- 8.10 Content points can be precise, factual points or allusions. This will depend on the text. Points do not need to come from the entire passage - they can come from only a section of the text.
- 8.11 Response (grid 3C).  
'Insight' and 'originality' refer to anything which was not in the original text.

**Modern Languages at Advanced Subsidiary****UNIT 2 and UNIT 3****(June 2003)**

**Please use the following symbols on all scripts to indicate marks awarded and any deductions.**

- 1 Tick each point for which a whole mark is awarded. Write ½ for a half-mark.
- 2 Draw a single line **under** any incorrect answer for which no marks are awarded (or, as appropriate, mark it with a cross). Write a zero to indicate no marks.
- 3 Draw a single line under any language errors [in parts of the examination where language is to be marked].
- 4 Indicate omitted information by a caret sign.
- 5 Indicate superfluous information or clumsiness in language by a wavy line.
- 6 In translation exercises, indicate the end of each sub-section by the symbol // .
- 7 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 8 For each question or section, write the mark awarded in the righthand\* margin. At the end of the exercise write the total marks, **and ring this figure**. Allow any half marks to stand.  
\* Left-handed markers may use the lefthand margin.
- 9 In Unit 3, section B, Writing, show the mark for Grid 3A (Quality of Language) first and then the mark for 3B (Comprehension), then the mark for 3C (Response) eg

$$4 + 3 + 3 = 10$$

Individual content points made should be numbered consecutively and ringed in the right-hand margin. Any personal or imaginative additions by the candidate should be ticked in the left-hand margin.

- 10 At the end of each exercise total the marks awarded, **and ring this figure**. Allow any half marks to stand.

**Arriving at the final mark**

Transfer the ringed totals for each exercise to the boxes on the front cover. Total these marks, rounding up any remaining half mark, and write the final total in the box on the front cover. On the OMR marksheet enter **the final total only**.

**Mark Scheme 2663 – January 2006****Section A: Reading (max 15)**

1 The correct endings are: Beispiel: B 1C 2B 3A 4B 5A 6C 7B

2 The correct words are:

	Beispiel: Kind
1	Lebensmittel
2	Spielzeug
3	(i) Amerika (ii) Deutschland
4	Studium
5	Idee
6	Ausstellung
7	Lust

**Section B: Writing (max 30)****Erst frühstücken – und dann lernen**

**10 Marks for Quality of Language (Grid 3A)**

**10 Marks for Comprehension (Grid 3B)**

**10 Marks for Response (Grid 3C)**

**Comprehension: possible points**

- 1 der Schulbeginn ist um 8 Uhr
- 2 an der Thomas-Ludwig-Realschule gibt es um 8 Uhr Frühstück
- 3 (29) Schüler in der 5. Klasse machen einen Schulversuch
- 4 indem sie Ganztagschüler werden
- 5 sie arbeiten nicht den ganzen Tag / sie haben viele Pausen
- 6 die Schule soll stressfreier werden
- 7 vier Unterrichtsstunden morgens und zwei am Nachmittag
- 8 in der 5. und 6./ nach der 4. Stunde wird gegessen
- 9 am Nachmittag gibt es Hausaufgaben, Sport- und Freizeitangeboten
- 10 die Schule endet um 16 Uhr
- 11 die Schüler können bis 17 Uhr bleiben
- 12 die Schule sollte nicht nur fürs Lernen da sein
- 13 die Ganztagschule gefällt den Schülern und den Lehrern
- 14 die Klasse ist ruhiger / der Unterricht ist nicht so intensiv

**Grid 3A: Quality of Language****10 marks**

<b>0-2</b>	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.
<b>3-4</b>	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. . irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.
<b>5-6</b>	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
<b>7-8</b>	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
<b>9-10</b>	<i>Very Good</i>	High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

+ vocabulary.

**Grids 3B and 3C****20 marks**

These two grids should be applied jointly to the assessment of the candidate's work. For example, a candidate might omit any significant reference to the passage and yet provide an imaginative response to the theme of the text. The best candidates score highly on each grid.

**Grid 3B: Comprehension****10 marks**

This grid is intended to assess the candidate's comprehension of the contents of the text. This grid should be read in conjunction with the setter's mark scheme for the paper, which indicates the list of points considered as forming the essential content indicating comprehension of the passage.

<b>0</b>		Work undeserving of any marks (e.g. . blank, irrelevant).
<b>1-2</b>	<i>Very Poor</i>	Includes only one or two points from the original passage.
<b>3-4</b>	<i>Poor</i>	Merely transcribes sections from the original passage.
<b>5-6</b>	<i>Adequate</i>	Includes a reasonable number of points from the original passage.
<b>7-8</b>	<i>Good</i>	Includes a good number of points from the original passage.
<b>9-10</b>	<i>Very Good</i>	Provides a comprehensive summary of the original passage.

**Grid 3C: Response****10 marks**

<b>0</b>		No attempt to provide a personal response.
<b>1-2</b>	<i>Very Poor</i>	Only briefly indicates a personal opinion.
<b>3-4</b>	<i>Poor</i>	Two or three personal opinions indicate the beginnings of a response.
<b>5-6</b>	<i>Adequate</i>	A number of personal views expressed, but little flair or imagination.
<b>7-8</b>	<i>Good</i>	A range of personal views, with a certain originality and imagination.
<b>9-10</b>	<i>Very Good</i>	Responds with a wide range of views which show insight and imagination.

**Section C: Cloze Test ( max 15)**

- 1 dass
- 2 Zum
- 3 nimmt an dem Versuch teil
- 4 arbeiten
- 5 (i) Wegen (ii) der
- 6 dem
- 7 während die Ganztagschüler zu Mittag essen
- 8 ihre
- 9 (i) Nach (ii) Praktisches
- 10 können
- 11 den
- 12 (i) als (ii) da

**Leben auf Kredit**

**The correct statements are:**

**2, 4, 8, 9, 10, 12 and 14**

**Mark Scheme 2665  
January 2006**

**2665 German Listening, Reading and Writing 2 January 2006****Marking Scheme (for publication to Centres)**

**Please indicate marks awarded as follows.**

- 1 Tick each relevant point for which a whole mark is awarded. Indicate in margin by 1 or 0.
- 2 Draw a single line under any language errors [in parts of the examination where language is to be marked].
- 3 Indicate omitted information by a caret sign.
- 4 Indicate superfluous information by brackets.
- 5 Use a wavy line to indicate clumsy expression.
- 6 Use an arrow to indicate an error in word order.
- 7 Where a correct answer is invalidated by later incorrect information, indicate with 1 – 1.
- 8 For each question or section, write the mark awarded in the right-hand margin\*. At the end of the exercise write the total marks, **and ring this figure**. [\*Left-handers may use the left-hand margin.]
- 9 At the end of Sections A and B, write the mark awarded for Quality of Language as 5A or 5B and ring this mark.
- 10 In the extended writing exercise in Section C, show the mark for Grammatical Accuracy (G) and then the mark for Range, Variety and Appropriateness (R). Ring their total.
- 11 For the Range mark in cases where answers are irrelevant or there are gaps:

On questions (i) to (iv) tick each content point from markscheme in left-hand margin.

On question (v) place one tick only, if a personal opinion is attempted.

Then

- if all answers have at least one tick against them – assess Range on full range of 5 marks
- if only 4 of the answers have at least one tick against them – assess as normal, then deduct one mark.
- if only 3 of the answers have at least one tick against them – assess as normal, then deduct two marks.
- if only 2 of the answers have at least one tick against them – assess as normal, then deduct three marks.
- if only 1 of the answers has at least one tick against it – assess as normal, then deduct four marks
- and, finally, give 0 for Range if none of the five questions gains a tick.

If there is no answer at all to (v) or it is totally irrelevant, give 0 for Range.

- 11 **Transfer the totals for each task to the front cover, insert the Quality of Language mark after the appropriate question. On the OMR marksheet, enter the final total only.**



**Teil A: Hörtexte. Answers must be expressed in German.**

**Hörtext 1; Aufgabe 1 – *Ein Recruiting-Experte gibt Tipps für Arbeitssuchende***

- (a) sie gelten als / sind mobiler [1]  
anspruchsloser [1]  
sie sind mit moderner Technik aufgewachsen [1]  
sie sind mit den Neuerungen im Bereich Computer und Kommunikation vertraut [1]
- (b) Arbeitgeber wundern sich, wenn man sie nicht erwähnt [1]
- (c) any two of:  
höhere Flexibilität [1]; bessere soziale Kompetenzen [1];  
ein neues Kulturerlebnis [1]; Sprachkenntnisse [1]
- (d) das spricht für einen erweiterten Horizont [1]
- (e) man sollte bei dem Vorstellungsgespräch / wenn man gefragt wird [1]  
eine gute Erklärung / einen guten Grund haben [1]
- (f) es ist egal [, denn die Arbeitgeber suchen die besten Kandidaten] [1]

**Total 11 marks**

**Hörtext 2; Aufgabe 2 – Interview mit einer Frau, die ohne Geld lebt**

- (a) sie fasst niemals Geld an / sie lebt seit acht Jahren ohne Geld [1]
- (b) sie bekommt kein Geld dafür / sie bekommt nur Bett und Essen dafür [1]
- (c) sie bekommt Produkte vom Bio-Laden [1],
- (d) die keiner mehr kaufen will / man schenkt sie ihr [1]
- (e) sie gewinnt sehr viel durch diese Lebensform [1]
- (f) sie lernt viele liebenswürdige Menschen kennen / sie hat ein großes Netzwerk von Menschen aufgebaut, die ihr helfen [1]
- (g) jeder kann etwas tun, was einem anderen Menschen nützt / *idea of 'reciprocity' / mutual help / doing something for each other* [1]
- (h) man versucht mit wenig Geld zu leben [1]
- (i) sie hilft alten, einsamen Damen [1]

**Total 9 marks**

**Total for Teil A: 20 + 5 Quality of Language (using Grid 5A) = 25**

**Grid 5A: Listening****0-1 Very Poor**

**Little evidence of grammatical awareness. Persistent serious and elementary errors in spellings, agreements and transcriptions from the spoken word.**

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling and transcriptions from the spoken word.

**4 Good**

Accuracy generally quite consistent, but there may be errors in more complex areas and/or a number of minor errors in spelling and transcriptions from the spoken word.

**5 Very Good**

High and consistent level of accuracy. Only minor slips. Confident and correct use of a range of structures. Virtually no problems in transcriptions from the spoken word.

**Teil B: Lesen – 1. „Das Wunder von Bern“****Aufgabe 3 One mark for each answer in German demonstrating comprehension.**

- (a) Deutschland spielte gegen Ungarn [1]  
im Finale der Weltmeisterschaft [1]
- (b) Matthias durfte Helmut's Sporttasche tragen [1]
- (c) er schießt ein Tor [1]  
siegbringendes [1]
- (d) weil er in russischer Gefangenschaft war [1]
- (e) er muss seine Kriegserlebnisse verarbeiten [1]  
er muss sich in seine neue Welt einordnen [1]  
er empfindet Abneigung gegen seinen Sohn [1]
- (f) sie gehen zusammen zum WM-Finale [1]
- (g) er hat das Spiel [genial] nachgestellt [1]  
von dem originalen Spiel existieren nur noch 18 Minuten [1]
- (h) er hat zwei Tore geschossen [1]
- (i) es war bisher technisch nicht möglich, ein volles Stadion zu zeigen [1]  
„Gladiator“ hat seine Arbeit motiviert [1]
- (j) Erinnerungen an die Zeit, wo Deutschland Weltmeister wurde [1]

**Total 15 marks****Aufgabe 4 One mark for each appropriate explanation showing comprehension.**

- (a) *Toooooorrrr!!* : „Tor“ – von dem Kommentator oder Zuschauern geschrien [1]
- (b) *Weltmeister* : die beste Mannschaft in der Welt [1]
- (c) *Nachkriegsdeutschland* : Deutschland (in der Zeit) nach 1945 / nach dem zweiten Weltkrieg [1]
- (d) *Heimkehrer-Story* : die Geschichte eines Mannes / von jemandem, der nach Hause / nach Deutschland zurückkommt [1]

**Total 5 marks**

*At this point assess Aufgaben 3 and 4 for Quality of Language, awarding a mark out of 5 using grid 5B*

## Teil B: Lesen - 2. 'Renewables 2004'

## Aufgabe 5 One mark for comprehension as per below. (Ignore all answers in German)

- (a) *[any three of these four; interchangeable]*
- (i) the arms race / nuclear armament / nuclear competition [1]
  - (ii) the atomic / nuclear threat [1]
  - (iii) competition between political and economic systems [1]
  - (iv) the East-West conflict [1]
- (b) (the desire) to solve the most urgent / serious / pressing ecological problems [1]
- (c) *[any three of these six; interchangeable]*
- (i) stabilise the world's climate [1]
  - (ii) end under-development and poverty [1]
  - (iii) halt the disappearance of species [1]
  - (iv) establish safe/secure water supplies [1]
  - (v) slow down the destruction of forests [1]
  - (vi) slow down the formation of deserts [1]
- (d) a leading role in world ecological politics [1]
- (e) climate-friendly forms of energy [1]
- (f) that within a decade [1]  
it had become an important producer of electricity [1]  
and had overtaken hydro-electric power [1]
- (g) 135,000 jobs created in the energy industry [1]
- (h) 50 million tons less [1]  
carbon-dioxide / CO<sub>2</sub> per year [1]
- (i) Germany is (gradually) abandoning it [1]  
19 nuclear power stations to close by 2020 [1]
- (j) since the search for alternative forms of energy [1]  
is an international one [1]  
given the global nature of the green-house problem [1]

**Total 20 marks**

**Total for Teil B: 20 + 5 Quality of Language (using Grid 5B to assess Aufgabe 3 und 4) + 20 = 45**

**Grid 5B: Reading Comprehension****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

**2 Poor**

*Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. . irregular verbs frequently not known; adjectival endings and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.*

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

**4 Good**

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

**5 Very Good**

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

**Teil C: Schriftliche Arbeit – ‘Too “stupid” to be parents?’**

**Aufgabe 6 A global mark out of 10 (using grid 5C), taking into consideration the quality of the candidate’s German and the communication of some or all of the following points in (i) to (iv):**

- (i) sisters home for first time in seven years;  
decision taken by the (International) Court (of Human Rights) in Strasbourg
- (ii) sisters did not cheer or run wildly to hug their parents  
they held hands with their parents in a circle
- (iii) mother requested help from the social services  
a social services report said they were not capable of bringing up their children
- (iv) Annette qualified as a *Tagesmutter*  
The Kutzners petitioned parliament and the *Bundeskanzler*  
They took their case to Strasbourg
- (v) Personal Response: reward pertinent expression

**Total for Teil C: maximum of 10 marks**

**Total for whole paper : [80]**

**Grid 5C: Quality of Language**

There is a mark out of 5 for grammatical accuracy and another mark out of 5 for range, variety and appropriateness.

**Grammatical Accuracy****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders

**2 Poor**

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. . irregular verbs frequently not known; adjectival agreements and common genders faulty.

**3 Adequate**

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

**4 Good**

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tense s and agreements sound although there may be some inconsistency and errors in more complex areas.

**5 Very Good**

High and consistent level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

**Range, variety and appropriateness****0-1 Very Poor**

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

**2 Poor**

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.

**3 Adequate**

Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.



**4 Good**

Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

**5 Very Good**

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

*Tapescripts: Teil A*

*Hörtext 1: Ein Recruiting-Experte gibt Tipps für Arbeitssuchende*

**Frauenstimme:** Herr Bauer, wer hat die besten Chancen bei der Arbeitssuche?

**Männerstimme:** Heute haben junge Berufsanfänger die besten Chancen, denn sie gelten als mobiler und anspruchsloser als ältere Mitarbeiter. Sie haben auch den großen Vorteil, dass sie mit moderner Technik aufgewachsen sind. Daher sind sie mit den Neuerungen im Bereich Computer und Kommunikation vertraut.

**Frauenstimme:** IT ist also wichtig?

**Männerstimme:** Ja. Arbeitgeber wundern sich, wenn im Lebenslauf der Punkt *IT-Kenntnisse* fehlt. Junge Berufsanfänger wissen heute in der Regel, wie man E-Mails schreibt und Windows benutzt. Das sollte im Lebenslauf stehen.

**Frauenstimme:** Was muss man sonst anbieten können?

**Männerstimme:** Heute wird bei Bewerbungen erwartet, dass man Zeit im Ausland verbracht hat: etwa ein Praktikum in Moskau, ein Jahr an einer amerikanischen Highschool, ein Schüleraustausch nach Australien, oder ein Auslandssemester während des Studiums. Das ist beeindruckend. Bei jemandem, der in einer anderen Kultur gelebt hat, kann man von einer höheren Flexibilität und besseren sozialen Kompetenzen ausgehen. Und in Zeiten der Globalisierung sollte man so viele Fremdsprachen wie möglich beherrschen.

**Frauenstimme:** Was meinen Sie zu einer Pause zwischen Studium und Berufsarbeit, zum Beispiel ein Jahr auf Reisen?

**Männerstimme:** Eine gute Idee, denn das spricht für einen erweiterten Horizont. Schreiben Sie aber im Lebenslauf nicht „Backpacking in Thailand“ sondern „Studienreise nach Asien“.

**Frauenstimme:** Wie ist es mit den Noten?

**Männerstimme:** Eine nur befriedigende Note fällt negativ auf. Und wer eine schlechte Note im Lebenslauf hat, sollte im Vorstellungsgespräch eine gute Erklärung dafür haben, denn man wird nach Gründen gefragt.

**Frauenstimme:** Was sind die besten Fächer für die Berufschancen?

**Männerstimme:** Man muss nicht unbedingt Betriebs- oder Volkswirtschaft oder Jura studieren, um einen guten Job zu bekommen. Die Betriebe suchen gute Kandidaten, die besten ihres Jahrgangs – da ist das Studienfach egal.

*Hörtext 2: Interview mit einer Frau, die ohne Geld lebt*

**Männerstimme:** Wir reden heute mit Heidemarie Schwermer, die seit acht Jahren ohne Geld lebt. Frau Schwermer, wie fühlt sich ein Fünf-Euro-Schein an?

**Frauenstimme:** Keine Ahnung. Ich fasse niemals Geld an.

**Männerstimme:** Wie zahlen Sie denn Ihr Essen oder Ihre Miete?

**Frauenstimme:** Ich habe keine Miete. Ich passe auf Häuser von Leuten auf, die verreist sind, oder auf Kinder, wenn ihre Eltern ausgehen. Dafür bekomme ich ein Bett, ein Abendessen und ein Frühstück – kein Geld also, das ist kein normales House- oder Babysitting.

**Männerstimme:** Sie schlafen also jede Nacht irgendwo anders?

**Frauenstimme:** Ja, und was das Essen angeht, so hole ich mir das bei einem Bio-Laden; sie schenken mir ältere Produkte, die keiner mehr kaufen will.

**Männerstimme:** Warum leben Sie ohne Geld?

**Frauenstimme:** Zuerst wollte ich beweisen, dass das geht. Dann merkte ich, wie sehr ich durch diese Lebensform gewinne. Seitdem lebe ich nur vom Tausch.

**Männerstimme:** So sind Sie immer abhängig von anderen Leuten, nicht?

**Frauenstimme:** Ja und nein. Ich kann zwar machen, was ich will, und mir jeden Morgen überlegen, was ich heute tun werde. Da bin ich von keinem abhängig. Aber wenn ich etwas haben will, muss ich immer mit anderen Leuten verhandeln; dabei lerne ich viele liebenswürdige Menschen kennen. Ich habe mir in den acht Jahren ein großes Netzwerk von Menschen aufgebaut, die mir helfen.

**Männerstimme:** Haben Sie manchmal das Gefühl, andere auszunutzen?

**Frauenstimme:** Nein, ich bringe ja immer eine Gegenleistung. Jeder kann etwas tun, was einem anderen Menschen nützt.

**Männerstimme:** Wie müsste man ein Leben ohne Geld planen?

**Frauenstimme:** Von heute auf morgen geht das nicht. Zuerst sollte man versuchen, mit wenig Geld zu leben. Dann muss man sich überlegen: Brauche ich noch eine Wohnung? Wo kann ich Essen bekommen? Irgendwann kommt dann der Zeitpunkt, an dem man endgültig ohne Geld leben kann. Und man muss sich etwas suchen, was man tun möchte. Zum Beispiel, ich kümmere mich um alte Damen, die einsam sind, und ich halte Vorträge über meine Lebensweise. Man muss etwas Sinnvolles machen.



# **Report on the Units January 2006**

**German Advanced GCE January 2006  
Principal Examiner's Report to Centres**

**Unit 2661: German Speaking**

**General Comments**

**Role-play**

All three role-plays set for this session proved to be equally accessible. No differences in the degree of difficulty were detected, and while each was challenging in its own way, all were manageable even for weaker candidates. In the vast majority of cases, candidates seemed to be aware of the format and used their preparation time to good effect. In the same way, most teacher/examiners played their roles successfully. In a few cases, it was evident that candidates had written out a translation of the stimulus material and were allowed to read this out uninterrupted. This sounded false and contrived. A role-play, like the topic discussion, should contain much spontaneous interaction. Virtually all teacher/examiners correctly used the Randomisation sequence printed on page 2 of the Examiner's Sheet, and it is pleasing to report that most seemed to have prepared their roles. A few still seem to ignore the Candidate's Sheet with its *Hilfsvokabeln* and do not enter into the spirit of the role-play, sounding neutral, even cold. Lack of good preparation leads to teacher/examiners simply following the Examiner's Sheet as a script. Many teacher/examiners listened well to what their candidates were saying. The best are skilful in extracting further detail from the stimulus material where appropriate. This increases the chances of improved marks on criterion 1A, Response to written text. Candidate preparation of the initial two questions seemed to have improved this session. Timing of the role-play was on the whole good. Most centres now seem aware that assessment of the role-play ceases after five minutes.

**Comments on Individual Questions**

**Role-play A: Manchester Magic**

This role-play, being the first in the Randomisation sequence, was attempted by most candidates. The vast majority were able to convey a good proportion of the text, which gave information on two museums and an art gallery. Some candidates seemed to be satisfied with a summary, which, by its very nature, lacked detail. The best candidates have a good overview of the text and in addition provide all or virtually all the details.

The initial two questions were done reasonably well, although with the second one many candidates seemed to confuse *Interessen* with *interessieren*. Some launched immediately into describing the first museum, ignoring the first paragraph completely. Most expressed somehow or other that entry was free. The word buildings was sometimes *Bildung*, and railway station had a variety of translations including *Zugstation* and *Zughafen*. The superlative 'oldest' caused difficulties and often lacked an Umlaut. Century still causes problems, despite featuring in one of the role-plays most sessions for the last five years. Even when correct, the preceding number caused problems at times, such as *die neunzigste Jahrhundert*.

Largely ignored in the Manchester Museum paragraph were the words ancient and human. Body seemed often to be corps or even *Köpfe*. Thousands often became a singular. Some candidates offered only two examples where three are given in the text. Skilled teacher/examiners were often able to extract the third by questions such as *Gibt es noch Beispiele?* Closed questions such as *Lernt man auch hier über den menschlichen Körper?* gain the candidate nothing. Pronunciation of *Ägypten* and *Dinosaurier*, both given in the *Hilfsvokabeln*, was often poor. Somewhat disappointing was the inability to render superb and magnificent with anything other than *sehr gut*. "Just a short walk" stimulated a wide variety of response, often including going for a five minute hike.

The word *Reihenfolge* in the final bullet point seemed unknown. Teacher/examiners often had to rephrase the question. Lack of clarity of expression always features and this role-play was no exception: *man kann Dinosaurier lernen / die Gebäude der ältesten Autobahn der Welt / Baumwollmaschinerie, die 2000 Jahre alt ist / man kann Brötchen, Tee und Kaffee trinken / alle alten Besucher kann ...*. Occasionally, the Art Gallery transformation cost £35, rather than £35 million. One native speaker delightfully announced that *£35 Millionen wurden verschwendet*.

### **Role-play B: The Imperial War Museum North**

Only those centres with five or more candidates tackled this role-play and thus it featured infrequently, being the third in the Randomisation sequence. Candidates mostly made good attempts at conveying the text. Some struggled with from 1900 to the present day, and the word 'unusual' was not widely known. Surprisingly, the word 'war' itself caused occasional trouble, despite appearing on the Candidate's Sheet. 'Lift' also seemed to cause problems. One candidate misread the title and thought the museum was in North Manchester. Some found information point / on the ground floor (*im Grundstock*) / on the first floor difficult to cope with. Suggestions as to what to do after the visit were mostly sound.

### **Role-play C: The Cornerhouse**

Most candidates with this role-play also made good attempts at expressing in German the details in the stimulus material on what there is to see and do at this visitor attraction in Nottingham. The text itself was very accessible and listed five activities. As with all role-plays, marks for 1A are awarded for conveying the details of the text. Candidates who seem satisfied with offering only some of these details ignore parts of the stimulus material and cannot therefore score the highest marks.

The word 'opposite' was not done well, candidates preferring in der Nähe von and neben. The section on the cinema was done better, but 12 screens were sometimes reduced to 2, and 2500 (people) was not always correctly conveyed. Many candidates seemed satisfied with offering two examples where three were given (e.g. . books and videos, ignoring DVDs). DVDs were often DWDs. The Virgin Fitness Studio was occasionally a Gymnasium, and 'lose those pounds' (man kann Fett losen) and 'look good' were often ignored. The variety of food choice was done adequately, candidates often suggesting some but rarely all of the options. Traditional English cuisine now seems to be pizza. The web address was often wrongly given as "Doppel weh", but many offered at least one good suggestion as to what might be on the website. Some thought that the website was that of the city of Nottingham local tourist board and offered suggestions including visits to shops and other sights.

The role-play is undoubtedly an excellent test of what candidates can do at this level. It offers the weaker candidate the chance to express some basics, whilst giving the stronger candidate the opportunity to use some initiative and imagination. The level of language heard this session was comparable to that of previous sessions. Weak candidates tend to express themselves only in simple sentence patterns and restrict themselves to *es gibt* / forms of the verb *sein*. They often have difficulties with basic verb forms, modals and word order. Strong candidates have not only a sound grasp of the basics but also impress with their use of complex structures such as relative clauses, subjunctives and even passives in the right context.

## Topic

Many candidates are well prepared for this part of the examination. Some are over-prepared. Most presentations were well timed at between two and three minutes, although some were still overlong. Teacher/examiners are reminded that in such cases they must intervene after three minutes. The topic discussion should last 7-8 minutes and proceed along the lines of the headings on the Oral Topic Form, starting with the first heading, unless that has been the subject of the presentation. Once the presentation is finished, discussions should encourage spontaneity. Teacher/examiners should react to what is being said and challenge statements made by candidates. The best discussions are those where a great deal of genuine interchange takes place. This occurs naturally when discussions have not been over-rehearsed. A minority of centres still allow pre-rehearsed mini-monologues to take place where there is anything but spontaneity. Such candidates penalise themselves on criterion 1E. This session all topics related to a German-speaking country and the full range of marks on 1D was possible. Headings on the Oral Topic Form were mostly well presented, although some are still far too detailed. They should be headings, not sentences, and limited to a few words. Their function is to remind candidate and teacher/examiner what the candidate would like to focus on in the discussion. Assessment of the topic ceased after ten minutes.

Topics chosen by candidates ranged, as usual, from some well worn ones, such as *Essen und Trinken in Deutschland / das deutsche Schulsystem, / Michael Schumacher / Bayern München* etc. to less common ones such as *Der Elsass / die britische Armee in Deutschland / Angela Merkel / die Wehrpflicht / Elizabeth von Österreich / "der Untergang"* etc. Markers and moderators welcome discussions where the candidate has obviously done some private research and is able to converse knowledgeably on a topic. It is a bonus when that topic is not one of the well-worn ones. Centres with several candidates should also encourage them to offer different topics. Centres where all candidates are offering, for instance, *deutsche Essgewohnheiten* or the same film/book should persuade candidates that this is not in their best interests.

Mispronunciations still occur (*6 ist magenhaft / ich habe meine Informationen in Buchen gefunden / Deutsche tragen eine kleine Uniform*), as does lack of clarity of expression (*es gibt positive und negative Vorteile und Nachteile*). As for accuracy, subject/verb agreement is still a major problem with weaker candidates, together with verb second idea and word order in subordinate clauses.

Markers and moderators hear the whole range, and it is rewarding to hear successful interchanges of ideas and opinions. The most successful discussions are always lively, spontaneous, full of factual information on the chosen topic and accurate. Candidates often research their chosen topic well, either through reading or the internet. They should, for the purposes of this part of the examination, become an expert on some aspect of a German-speaking country which interests them and which they can discuss with enthusiasm.



**German Advanced GCE January 2006  
Principal Examiner's Report to Centres**

**Unit 2662: German Listening, Reading and Writing 1**

**General Comments**

Once more the candidature of about 500 was composed partly of re-takers, partly of first-time sitters, with a sizeable minority of native speakers. Some of the re-takers could well have been sitting the examination for the third time, and a growing level of competence could be discerned. The marks obtained covered the whole range from the teens to almost the maximum, but very poor scripts were few and far between. Candidates have become quite sophisticated in organising their time round the varying demands of this paper, and it was rare to find a script incomplete because of lack of time. Candidates seemed to find the paper accessible, and tackled it with a degree of confidence. A general comment would be that their understanding of spoken and written German is at a high level; problems arise with their construction of written German, in particular with case, gender, prepositions and word order.

**Specific Comments**

**1A: *Das Große Lesen***

This listening passage proved accessible to most candidates, the main problem proving to be question (d). Candidates are reminded that numbers and the alphabet are a favourite target for examiners in this type of question.

**1B: *Konzert-Tipp der Woche***

This question concerning the growing fame of a Turkish band in Germany again posed little difficulty. What hazards there were mainly occurred in question (i). A careful understanding of the passage here was needed to distinguish between the European Song Contest and the band's next concert.

**2A/B: *Hausbrand***

Of the three listening passages this one posed the least difficulty. Perhaps the narrative nature of the passage and the two distinct voices of different genders enabled the candidates to get to grips with the story. As with previous years there was no problem with candidates using an excessive number of ticks. They and their teachers are to be congratulated on an efficient briefing in this respect.

**3: *Leben auf Kredit***

This question proved quite challenging, but not beyond the abilities of the more able candidates. The question format: *richtig/falsch/nicht im Text* did not seem to cause candidates any difficulty. Question 9 seems to have been the most difficult.

**4: *Herr Götz ruft an***

This question tackles both the listening skills of the candidates, and their ability to communicate the answers in German. The first part of the exercise they achieved with relatively little difficulty, whereas the second part proved more challenging. Examiners are mindful of the fact that this is a listening exercise, and are therefore prepared to accept versions that a sympathetic native speaker would be likely to understand. However, English is not acceptable: thus Poland for *Polen* was not marked correct in question (e). Likewise in question (e) *Warenhaus* needed to be correctly spelt, and it was not possible to give much leeway with *wirtschaftlich* in question (i), especially with those candidates who tried to combine it with the preceding *uns*. Candidates should be warned not to attempt to put all information in a question that seems vaguely relevant: they will only be given credit when the appropriate information is given for the relevant question.

Other difficulties included *bis Ende März, etwas Dringendes* (frequently spelt without the capital) and the gender of *Kunde* (surely an item of “must know” vocabulary for World of Work questions.) Grammatically the most successful candidates are those who can manipulate persons and adjectives effectively as in question (j). Time spent practising such skills on such questions would be well spent. Nevertheless there were many pleasing answers, and generally speaking, candidates seem to be getting to grips with this challenging type of exercise.

## 5 World of Work – Reading

The format of this type of question is now well-established. Candidates are always asked to write a memo for their employer. Although they will not be penalized for translating, it will allow the rendering to flow much better, and therefore be more cogent, if the memo style is adopted. Difficulties encountered were: recognizing the future tense in the first sentence (the date at the head of the letter is a useful clue) *Namenswechsel, zur frühesten Gelegenheit, drucken, Kunden* (again!), *Tankstellen and tanken* (any references to tanks, either of the water or military variety, were completely out of bounds), *zur Verfügung stellen, Karten* (surprisingly often rendered as cards) and *baldig*. Many candidates were able to combine the necessary accuracy from the foreign language with the high level of competence in English grammar, punctuation and spelling required for very high marks.

## 6 Letter to Frau Beck

This letter is invariably topped and tailed for the candidates, and they do themselves no favours by inserting their (sometimes incorrect) beginnings and endings. Similarly, small is beautiful, and the most successful candidates can answer the task very well by constructing the bare minimum of perfectly formed sentences. As this is invariably a business-orientated letter, revision of the adjectives and pronouns associated with the polite form (Sie, Ihr, Ihnen etc.) will pay dividends. This is not primarily a vocabulary exercise: candidates will (and generally did) find most of the words they need in question 5. An exception was “unreasonable” (rendered perfectly adequately by *unfair*, amidst other possibilities). Relatively few candidates could differentiate between *bitten* and *fragen* for the last bullet point. It is worth reiterating that candidates disadvantage themselves by quoting pre-learnt sentences and formulaic constructions of doubtful relevance to the task in hand. There were quite a number of delightfully concise and accurate answers. Otherwise this question produced the usual range of German of varying competence.

**German Advanced GCE January 2006  
Principal Examiner's report to Centres**

**Unit 2663: Reading and Writing**

**General Comments**

This examination was tackled with considerable competence by the majority of candidates. They are by now well acquainted with the format and, in this session especially, since many are taking it for the second time, they know exactly how best to approach the paper. None of the tasks was misinterpreted nor were any left out; there is ample time to complete the paper but occasionally candidates run out of energy since this is the second unit in one session.

**Comments on Individual Questions**

**1** This task involved choosing the correct ending for each of the seven sentences testing comprehension of the text about a police incident in Kiel. To find the correct option involved careful reading and clearly the numerous candidates who gave the answer A in 2 and C in 3 were not studying the text sufficiently. It proved to be a very successful discriminator

**2** Although in the summer paper it was the gap-fill that posed most problems, in this session candidates were much more successful in this task than in the first one. The gaps in sentence 3 were filled correctly by almost everyone, but a surprising number did not seem to know *Lebensmittel*, the correct word to complete sentence 1, and there was no indication of gender to give them a clue. *Raupe* is clearly not standard AS vocabulary but the illustrations seem to have aided comprehension sufficiently.

**3**

**(i)** This text about an experiment in a German school was fairly straightforward, although some candidates did not seem to be as familiar with the German school system as expected and did not seem to appreciate the fact that it was abnormal for pupils to spend all day in school, let alone have meals there. Nevertheless the vast majority managed to extract at least 5 of the 14 comprehension points, which qualified them for the *Adequate* mark band in Grid 3B. One of the few misunderstandings arose about lessons after lunch because candidates failed to notice *dann* and thought the pupils spent the entire afternoon on leisure activities. Most candidates summarize very capably but there were still very many essays where the details of the breakfast and the exact lesson times had been faithfully recounted.

**(ii)** The second question requiring candidates to state their own opinions on an aspect of the topic was within every candidate's experience. Many seemed happy with their school day as it is at the moment and described it, whilst others commented on the school day described in the text. Very few, however, wanted a school day that began at 8am, and some favoured 10am or even 11am as a suitable time (but ending no later than at present!) The inclusion of *ideal* in the wording of the question seemed to mislead some candidates into reading it as *deinen idealen Schultag* and the subsequent essay was then rather more concerned with their daily routine than any serious consideration of the issue. There were, however, some interesting ideas from the more thoughtful candidates. It is pleasing to note the number of candidates who have very successfully developed the technique of making a point and then justifying and/or developing it. This is exactly the technique we are looking for, now that the word restraint is merely a recommendation. It is worth reminding candidates that there are equal marks available for parts (i) and (ii) of this question and that an excessively lengthy answer to (i) cannot compensate for a four line answer to part (ii) and vice versa.

The language mark is awarded globally for (i) and (ii) and marked according to Grid 3A. There is often a marked difference in the quality of writing in the two parts: many candidates who have learned very successfully to manipulate the language in the text to produce a summary, then forget all the rules when they have to express their own ideas. Others, perhaps less capable, have found their own level of expression and then tie themselves in knots trying to manipulate the language of the text. Much of the language produced in this examination session came into the *Good* category and reflected the maturity achieved by candidates in the second year of their course. The *sollte* in the second question tempted many into showing off their knowledge of the conditional (with varying degrees of success) although it was quite possible to present ideas in the present. It is quite striking the number of candidates who have learned sophisticated constructions successfully but continue to make very basic errors in number and gender agreements. The more specific errors which were quite widespread this session were:

- Gender and case: even otherwise competent candidates made *Schule* masculine, perhaps influenced by the *Thomas-Ludwig* prefix or by its first appearance in the text: *In einer Realschule. Schultag* suffered a similar gender identity crisis. In (ii) *den idealen Schultag* stayed as just that regardless of its position in the sentence. The gender of *Frühstück* was frequently incorrect.
- Words which we often use without an article in English lost them in German too: *Frühstück, Mittagessen, Schule*. Interference from English was also frequently evident in phrases like *two more lessons (zwei mehr Stunden)* and *both teachers and pupils (beide Lehrer und Schüler)* not to mention *Spaß* which continues to be misused: *a fun day (ein Spaß Tag)*. *Überall* is another word which falls into this category as it frequently appears as a summarising *over all*.
- Plurals: *Schüler, Lehrer, Kinder* more often than not acquire an *-n* even though they are clearly not in the dative.
- The term *Fünftklässler* caused some confusion and was rarely successfully converted to *die fünfte Klasse*, even though it appeared in this form in the Cloze Test. *Entspannend* is widely known and used by candidates but most do not adapt it as a past participle or verb so that it makes sense in the context in which they are trying to use it. *Unterricht* and *Unterrichtsstunden* quite understandably caused problems as they are not always interchangeable and *Unterrichtsstunden* is very cumbersome. Less forgivable was the confusion between *Stunde* and *Uhr*.

Candidates should be encouraged where possible to check genders and spellings against the text and the Cloze Test so that they can make full use of the information available to eliminate unnecessary errors.

4 The average mark for the Cloze Test was higher than usual this session with very many scoring at least 10 and more scoring full marks or near full marks. Errors were fairly evenly distributed, although most selected the correct *dass* in the first sentence. Many were misled by the word order in 5 and selected the incorrect *den*. Unsurprisingly, given the casual approach to the use of capital letters, some opted for the incorrect *Ihre*. However the sentence did remind some of the construction with *Gelegenheit* which they worked successfully into their essays. *Gefallen* plus the dative has been tested before and a pleasing number of candidates gave *den*, the correct option. In 12 *da / damit / denn* caused more trouble because, although *denn* has the same meaning as the correct answer *da*, it affects the word order in a different way. *Damit*, although useful, is not used a great deal but could perhaps be taught to advantage with the *um...zu* construction to avoid the mistake of trying to use *um...zu* when the subject of the clause has changed. Most of the constructions used in this test are ones that candidates could be encouraged to try for themselves and perhaps be set the task of constructing sentences in which the incorrect options are used correctly (apart from those testing word order, of course).

**German Advanced GCE January 2006  
Principal Examiner's report to Centres**

**Unit 2665: German Listening, Reading and Writing 2**

**General Comments**

Performance on this paper remains fairly constant. On the Listening the level of comprehension is generally good, the standard of transcription often poor. The answers in German on the first Reading passage are very variable, the Quality of Language usually matching the degree of comprehension. Candidates seldom do as well on the second passage as they might expect, often because their English is not sufficiently good and their answers not sufficiently detailed to gain high marks. On the final Part of the paper, Writing, candidates demonstrate most accurately their ability to write German. At the weaker end of the candidature the answers are characterised by anglicisms and inaccuracies of every kind, while the stronger candidates manage to express successfully both the content of the English passage and a Personal Response to the issue involved.

**Section One – Listening**

Candidates mostly scored well on this passage, which consisted of advice to young people seeking employment. There were predictable problems with spelling *anspruchsloser* and *erweitert*, but it was disappointing to see so many candidates fresh from study of the World of Work who did not appear to recognise *Vorstellungsgespräch*, in addition to the many who confused *höhere Flexibilität* with *hören*.

Candidates seemed equally happy with the second passage, which concerned a lady who lives without recourse to money. Not all recognised *Bio-Laden* (a small number of them suggested she might obtain her food from the *Buh-Laden*), and there were frequent misspellings of *keiner*, *Netzwerk* and *nützt*.

**Section Two – Reading**

Performance on the first Reading passage varied widely. Most candidates work their way systematically through the passage, identifying the correct material as they go. Not all have the ability to manipulate the material appropriately and many lift unsuccessfully or excessively in the process. Most candidates followed the 'story' of the passage and the film, but the problems began when they were required to specify what was so '*genial*' about Sönke Wortmann's achievement in recreating the final of the World Championship. Nor could many candidates give enough detail about the problems faced by Matthias' father returning from Russian captivity. As ever, the candidates' attempts to explain certain words from the text sorted out those with a command of German grammar from those without. For example, *Weltmeister* could produce either '*Es ist wenn ein Mannschaftt winnt in Fussball*' or '*Das kann ein Sportler sein oder hier eine Mannschaft, die bei der Welmeisterschaft siegt.*' *Heimkehrer*-Story produced predictably few good explanations or definitions, though thankfully only a handful thought it referred to some kind of home-carer.

The second passage was on the perennially popular (?) theme of renewable and sustainable energy. Candidates' responses in English revealed the equally perennial problem: the inadequacy of their English to express their understanding of the passage. So many answers were loose or unnecessarily brief: 'atomic weapons' for '*nukleares Wettrüsten*' or 'secure water' for '*sichere Wasserversorgung etablieren*', for example.

Many candidates clearly do not spend enough time or take enough care in answering these questions, perhaps in the belief that it is 'easier' to do than the other passage. The pattern of marks demonstrates the opposite: huge numbers of candidates perform better, and score higher, when they are operating in the target language.

### Section 3 – Writing

This exercise produced the traditional range of performances. Most candidates manage to explain in German the content of the English passage, albeit with much awkwardness in many cases. When it comes to the Personal Response, a huge variety of views kick in, but the old linguistic problems remain. Consequently many answers started with *'Meine Meinung nach ist das die Familie ...'*, *'Meiner Meinung nach denke ich dass, ...'* or similar. Candidates continue to write too much and to do so with little apparent forethought. There is, however, less repetition of material from the previous four answers than there used to be, and modal verbs are being used better to express opinions, so Centres are clearly having some success in drilling their candidates in the right approach to this exercise.

**Advanced Subsidiary GCE German 3862  
Advanced GCE German 7862**

**January 2006 Assessment Session**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
2661/01	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2661/02	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2662	Raw	80	69	63	57	51	45	0
	UMS	120	96	84	72	60	48	0
2663	Raw	60	49	44	39	34	29	0
	UMS	90	72	63	54	45	36	0
2665	Raw	80	60	54	48	42	36	0
	UMS	120	96	84	72	60	48	0

**Specification Aggregation Results**

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>3862</b>	300	240	210	180	150	120	0
<b>7862</b>	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
<b>3862</b>	34.6	47.1	69.9	88.3	97.8	100.0	136
<b>7862</b>	50.0	100.0	100.0	100.0	100.0	100.0	2

**138 candidates aggregated this session**

For a description of how UMS marks are calculated see;  
[www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp](http://www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp)

Statistics are correct at the time of publication











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