

Mark Schemes for the Units

June 2007

3862/7862/MS/R/07

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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
June 2007**

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]

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, eg 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.

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, eg 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
June 2007

OCR: AS LEVEL GERMAN**UNIT 2662: LISTENING, READING AND WRITING 1
June 2007****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, ie 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.

2662 - June 2007 - Mark scheme**1 *Das Wetter***

One mark each for:

- (a) ZDR
- (b) 27
- (c) 35
- (d) 56 73 19 [4]

2 *Die Deutschland-Rad-Tour*

One mark for each of

- B, A, B, C, A, B [6]

3 *Welche Pizza macht mich fett?*

One mark for each of:

- a, c, f, i, k, n, p, q, s, t [10]

Total for listening: 20 marks**4 *Auf dem Weg zum deutschen Popstar***

Correct answers are:

- (a) werden
- (b) berühmt
- (c) junge
- (d) getanzt
- (e) Köln
- (f) moderner
- (g) zusammen
- (h) Türkisch
- (i) Türkei
- (j) leichter

Total for Reading: 10 marks**5 *Frau Klinge am Telefon***

- (a) Lebensmittel(firma) [1]
- (b) die späte Ankunft der Kirschen [1]
- (c) A [1]
- (d) am 17. / zwei Tage später [1]
- (e) (i) Ein Streik [1] (ii) Probleme mit der Kühlanlage am LKW [1]
- (f) 50 Prozent waren frisch [1]
- (g) (nur) 30 Prozent waren frisch [1]
- (h) sie sind gute Kunden / ein guter Kunde [1]
- (i) sie liefern Blumen [1] / das ganze Jahr [1]
- (j) (i) B [1]
- (ii) 3500 [1]
- (k) Sie sind gut versichert [1] / werden das Geld zurückkriegen [1]

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.

15 marks for content + 5 for quality of language (Grid 2A) = 20 marks

Total for listening = 20 marks

6 Memo in English . A maximum of 15 marks for any of these points clearly made:

- 1 A buyer for Karplatz
- 2 new store chain in Germany
- 3 recent holiday in Cornwall/Padstow
- 4 impressed by their porcelain
- 5 liked elegant style
- 6 and tasteful colours
- 7 always looking for good tableware
- 8 17 stores in Germany
- 9 planning in course of year
- 10 to open 3 new ones
- 11 please send brochure and wholesale price list
- 12 expect sales in following year
- 13 of 1500 coffee sets
- 14 and 1000 dinner services
- 15 can they deliver that?

Total for Reading: Max 15 marks for content + 5 marks for quality of language (English) using grid 2B

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.

- 7 Letter to Herr Brandt** Marked according to Quality of Language grid 2C. Half mark ($\frac{1}{2}$) then deducted for any of the points below not attempted.

The 10 points to be made are:

- 1 Thank him for letter
- 2 delighted that the china
- 3 so impressed him
- 4 brochure is enclosed
- 5 also price list
- 6 for wholesale items
- 7 can supply the goods
- 8 would need until July 2008
- 9 to produce
- 10 such a large quantity.

Total for writing: 10 marks

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, eg 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.

2662 June 2007: Transcript of Listening Passages**Hörtext eins: *Das Wetter***

Männerstimme: Hier ist das Wetter vom ZDR. Heute an der Küste strahlend blauer Himmel, die Temperaturen steigen auf 25 Grad, im Süden bis zu 27 Grad. Morgen überall in Deutschland hell und sonnig, mit Temperaturen bis zu 35 Grad. Aktuelle Informationen bekommen Sie unter der Telefonnummer 0800 56 73 19.

Hörtext zwei: *Die Deutschland-Rad-Tour*

Männerstimme: Heute fand die erste Etappe der Tour über 146 Kilometer von Altenburg nach Plauen statt. Drei Radfahrer haben sich im ersten Renndrittel an die Spitze gesetzt. Der Niederländer Bram Tankink vom belgischen Quick-Step-Team setzte sich dann 15 Kilometer vor dem Ziel ab und siegte im Alleingang mit rund einer Minute Vorsprung vor Juan-José Cobo aus Spanien und dann Bernhard Eisel aus Österreich.

Hörtext drei: *Welche Pizza macht mich fett?*

Männerstimme: Wer sich bei McDonald's ernährt, kann mit einem einzigen *Burger* schnell den gesamten Fettbedarf eines Tages zu sich nehmen. Doch wie sieht es mit der Pizza aus?

Immerhin essen die Deutschen 177 Tausend Tonnen jährlich.

Ist die teure Markenpizza mit italienischem Schinken eine fettarme Alternative? Kann ich die günstige tiefgefrorene Pizza-Margherita ruhig mehrmals in der Woche genießen?

[PAUSE]

Frauenstimme: Laut der Deutschen Gesellschaft für Ernährung sollen Frauen täglich nicht mehr als 60 Gramm Fett zu sich nehmen. Für Männer ist das 80 Gramm.

Aber keine Sorge! Denn die meisten Pizzas, ob billig oder teuer, liegen von ihrem Fettgehalt im mittleren Bereich. Also: Nicht täglich, aber ab und zu können Sie ohne schlechtes Gewissen eine Pizza essen. Den Rest des Tages sollten Sie sich mit fetten Speisen allerdings zurückhalten. Am besten möglichst oft einen frischen Salat essen.

World of Work: *Frau Klinge am Telefon*

Frauenstimme: Hier Susanne Klinge von der Lebensmittelfirma *Südwest-Obst* in Lindau. Wir haben eben Ihren Beschwerdebrief wegen der späten Ankunft unserer Kirschen letzte Woche bekommen. Sie hätten am 15. Mai ankommen sollen, und hatten, wie Sie wissen, zwei Tage Verspätung. Das war wegen dem Streik in Calais. Außerdem hatten wir Probleme mit der Kühlanlage am LKW. Daher war das Obst nicht so frisch wie normal. Laut unserem Fahrer waren 50 Prozent des Obsts immer noch gut; aber Ihre Firma hat nur 30 Prozent als frisch klassifiziert. Wir werden uns darüber nicht streiten. Sie sind einer unserer besten englischen Kunden, und wir wissen natürlich auch, dass unsere Schwesterfirma in Holland Sie das ganze Jahr hindurch mit Blumen beliefert. Wir sind einverstanden, dass Sie die 30 Prozent der Rechnung bezahlen, also 3500 Euro. Wir sind ja gut versichert und werden das Geld zurückkriegen.

**Mark Scheme 2663
June 2007**

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 **▼**, **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 $\frac{1}{2}$ 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**.

**AS GERMAN
UNIT 2663, May 2007**

Mark Scheme

Section A: Reading (max 15)

1 One mark for each correct answer (max 7)

a c d h j k n

2 One mark for each correct answer (max 8)

1A (Beispiel) 2I 3G 4N 5D 6E 7J 8K 9B

Section B: Writing (max 30)

Das Renninger Car-Sharing-Projekt

10 marks for Quality of Language (Grid 3A)

10 marks for Comprehension (Grid 3B)

10 marks for Response (Grid 3C)

Possible comprehension points :

- 1 Die Teilnehmer besitzen kein eigenes Auto (Sonnhild in connection with Car Sharing Project)
- 2 Sie benutzen die (10) Autos, die dem Projekt gehören
- 3 Es gibt verschiedene Autos für verschiedene Zwecke
- 4 Es ist gut für Sonnhild/Leute, die nicht jeden Tag/oft/immer ein Auto braucht/brauchen
- 5 Man muss vorher sein Auto reservieren / planen
- 6 Man nutzt also das Auto weniger /, wenn es nötig ist / Autos werden kaum/nich für Fahrten unter fünf Kilometer benutzt
- 7 Das Projekt ist gut für die Umwelt
- 8 Man spart auch Geld dabei / Es ist billig(er)
- 9 Das Projekt wurde 1992 (von Jochen Breutner) gegründet /Am Anfang hatte das Projekt zwei Autos und acht Mitglieder
- 10 Es hat jetzt 130 Nutzer (und 10 Autos) / ist viel größer/beliebter geworden
- 11 Es funktioniert, weil die Stadt nicht zu groß ist, radfreundlich ist und gute S-Bahnverbindungen hat (any 2)
- 12 Die Mitglieder investieren 1000 Euro
- 13 Danach sind die (einzigen) Kosten das Kilometergeld / Man zahlt 30 Cent pro Kilometer
- 14 Es kostet (für die Familie Breitling) (etwa) 200 Euro im Monat

Grid 3A: Quality of Language

10 marks

0-2	<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.
3-4	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, eg 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	<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.
7-8	<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.
9-10	<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.

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

Grid 3C: Response**10 marks**

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

Section C: Cloze Test**One mark for each correct answer (max 15)****Beispiel: B**

- 1 A
- 2 B
- 3 A, F
- 4 B
- 5 C
- 6 B, F, H
- 7 C
- 8 B
- 9 C
- 10 C, D
- 11 B

**Mark Scheme 2664
June 2007**

Unit 2654 (French), 2664 (German), 2674 (Spanish)**Components 01 and 03: Speaking and Reading****Total: 60 marks****Section A Discussion of Article**

Response to and understanding of article 10 marks (A02) (Grid 4A)

Comprehension of and response to examiner 10 marks (A01) (Grid 4B)

Section B General conversation

Spontaneity, comprehension, responsiveness, fluency 15 marks (A01) (Grid 4C)

Pronunciation and intonation 5 marks (A01) (Grid 1F)

Quality of language 10 marks (A03) (Grid 4D)

Factual knowledge, ideas and opinions 10 marks (A04) (Grid 4E)

Section A: Discussion of article: Grids 4A and 4B**20 marks****Grid 4A: Response to and understanding of article****10 marks**

0-2	<i>Very poor</i>	Minimal understanding shown of article. Ideas largely superficial.
3-4	<i>Poor</i>	Limited knowledge shown of article. Considerable gaps in understanding.
5-6	<i>Adequate</i>	A reasonable level of understanding. Needs encouragement to develop ideas.
7-8	<i>Good</i>	Article generally well understood, but ideas rather limited.
9-10	<i>Very Good</i>	Excellent understanding of all aspects of the article.

Grid 4B: Comprehension of and response to Examiner**10 marks**

0-2	<i>Very Poor</i>	Severe problems of comprehension. Very marked hesitation. Limited responsiveness.
3-4	<i>Poor</i>	Has general difficulty in understanding. Limited response to the majority of topics raised.
5-6	<i>Adequate</i>	Understands questions on basic concepts but has difficulty with more complicated ideas. Some delay in response.
7-8	<i>Good</i>	Few problems of comprehension. Responds readily and without undue hesitation. Quite forthcoming.
9-10	<i>Very Good</i>	No problems of comprehension. Prompt response to questions. Takes initiative in developing themes.

Section B: General conversation: Grids 4C, 1F, 4D and 4E**40 marks****Grid 4C: Spontaneity, comprehension, responsiveness, fluency****15 marks**

0-3	<i>Very poor</i>	Severe problems of comprehension, Very marked hesitation. Limited responsiveness. No fluency or feel for the language.
4-6	<i>Poor</i>	Has general difficulty in understanding. Limited response to questions on majority of topics raised. Little fluency or feel for the language. Translates literally from the mother tongue.
7-10	<i>Adequate</i>	Understands questions on basic situations and concepts but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. Reasonable fluency and feel for the language with occasional use of relevant idiom. Limited expression of ideas.
11-13	<i>Good</i>	Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead. Good fluency and feel for the language. Shows competent use of relevant idiom.
14-15	<i>Very Good</i>	No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics. Able to guide the discussion and lead the examiner, offering and seeking opinions as appropriate. Very good feel for the language and is able to express concepts fluently and in the appropriate idiom.

Grid 1F: Pronunciation and intonation**5 marks**

0-1	<i>Poor</i>	Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.
2-3	<i>Adequate</i>	A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.
4	<i>Good</i>	Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.
5	<i>Very Good</i>	Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

Grid 4D: Quality of language

10 marks

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	<i>Very poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.
2	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, eg irregular verbs frequently not known; adjectival agreements and common genders faulty.
3	<i>Adequate</i>	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	<i>Good</i>	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.
5	<i>Very good</i>	High and consistent level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification.

Range, variety and appropriateness

0-1	<i>Very poor</i>	Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.
2	<i>Poor</i>	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.
3	<i>Adequate</i>	Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.
4	<i>Good</i>	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	<i>Very good</i>	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.

Grid 4E: Factual knowledge, ideas and opinions**10 marks**

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 topics being addressed by the candidate. Grid 4E focuses on (i) knowledge and factual information; (ii) evidence of reading and preparation; (iii) ideas and opinions. Note that response to the examiner is assessed as AO1 in Grid 4C. The concern here is with knowledge and opinions.

0-2	<i>Very Poor</i>	Conveys very little information about the topics. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously. Insubstantial and hesitant delivery. No, or very few, ideas or opinions expressed.
3-4	<i>Poor</i>	Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of preparation, but delivery is pedestrian, as are the one or two ideas expressed.
5-6	<i>Adequate</i>	Solid base of information with evidence of preparation. Material is factually sound, but with no evidence of wider reading. Material may not always be relevant. Exposition of topics is serious but somewhat stilted. Has begun to think about the issues and express ideas.
7-8	<i>Good</i>	Detailed exposition of the topics. Well-informed with a range of relevant factual information. Well prepared material. Interesting ideas and observations.
9-10	<i>Very Good</i>	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, and is expressed in a range of opinions and observations. Detailed preparation evident and topic presented with style and flair.

Note: In cases where candidates fail to offer some factual knowledge, ideas and opinions related to the country where the language is spoken, a maximum of 4 marks (Poor) will be available on Grid 4E.

**Mark Scheme 2665
June 2007**

**2665 German Listening, Reading and Writing 2
June 2007****Marking scheme and Tapescript (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.

- 12 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 eins; Aufgabe eins: *Gespräch mit der türkischen Schauspielerinnen Fatima Özal*

- (a) den ganzen Tag geprobt [1]
- (b) für ihre Rolle (als Hauptdarstellerin) in einem Film [1]
- (c) die Tochter / die Türkin, die die Eltern verheiraten wollen [1]
- (d) sie sind wirklichkeitsnäher / die Klischees gibt es nicht mehr [1]
- (e) sie sprechen weder Deutsch noch Türkisch richtig [1]
- (f) im Unterricht / in der Schule [1]
- (g) als (sehr) liberal [1]
- (h) eine (neue) kulturelle Vielfalt / eine neue Kultur [1]
- (i) es wäre nicht, was es ist, ohne die Ausländer [1]

Total 9 marks

Hörtext 2; Aufgabe 2: *Interview zum Thema: Die Jugend von heute*

- (a) eine Egozentrik [1]
- (b) mit einer (großen) Unsicherheit [1]
- (c) any two of:
Freundschaften [1] ;
Schule [1];
Berufsplanung [1]
- (d) geschickt(er) [1]
- (e) Vorteile in unserer Leistungsgesellschaft [1]
- (f) sie wollen die eigenen Interessen verwirklichen [1]
- (g) sie sind anfälliger für extreme Positionen [1]
- (h) Jugendliche fühlen sich durch dramatische Ereignisse angesprochen [1]
- (i) und reagieren spontan darauf [1]
- (j) eine Wende in der religiösen Orientierung / eine neue Religiosität [1]

Total 11 marks

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

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

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

4 Good

Accuracy generally quite consistent, but quite a number of minor errors in spelling and agreements and one or two more serious lapses in transcriptions from the spoken word.

5 Very Good

High and consistent levels of accuracy. Only minor errors and slips in spelling and agreements and virtually no problems in transcriptions from the spoken word.

Teil B: Lesen - 1. „Die Geschichte einer Arbeitslosen“**Aufgabe 3** One mark for each answer in German demonstrating comprehension.

- (a) als zahnmedizinisch technische Angestellte / als Zahnarzthelferin [1]
- (b) um sich zu erholen [1]
- (c) sie bestand die (Abschluss)Prüfung [1]
- (d) ihre Drei in der Theorie [1]
- (e) ein Azubi ist billiger [1]
- (f) sie protestierte nicht / sie ging zum Arbeitsamt [1]
- (g) eine Stelle in anderen Städten [1]
- (h) sie hat keinen Führerschein [1]
- (i) sie wurde verunsichert [1]
- (j) es hat sich verändert / man muss 10 Euro bezahlen [1]
- (k) wenn sie große Schmerzen haben [1]
- (l) von ihren Eltern [1]
- (m) sie hat nicht das Geld [1]
- (n) bis Weihnachten [1]
- (o) weil sie gerne liest / Bücher liebt [1]

Total 15 marks**Aufgabe 4** Marks as follows for communicating comprehension:

- (a) *Azubi*: idea of trainee [1]
- (b) *Arbeitsamt*: idea of Employment Agency [1]
- (c) *Praxisgebühr*: idea of a charge [1]
- (d) *mit Ruhe*: idea of calmly [1]
- (e) *Stellensuche*: idea of search for a job

Total 5 marks**plus 5 marks for Quality of Language, assessed using grid 5B.**

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, eg irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentences 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 at 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 quite consistent. Shows a 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 patterns but not always able to maintain correct usage.

5 Very Good

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

Teil B: Lesen - 2. „1,5 Millionen Kinder leben in Deutschland in Armut“**Exercise 5 One mark for comprehension as per below. (Ignore all answers in German)**

- (a) UNICEF [1]
- (b) (i) they take into account more than just material deprivation [1]
(ii) it is rising [1]
- (c) (i) health [1]
(ii) pensions [1] [*interchangeable*]
- (d) they are most at risk of poverty [1]
- (e) they concentrate on their career [1]
- (f) the poorly educated [1] and the less well paid [1]
- (g) Germany complains about its low birth rate [1]
yet makes life difficult for the remaining children [1]
- (h) malnourished / poor diet [1]
lack of exercise [1]
often ill [1]
- (i) more frequently leave schooling early / drop out [1]
poor chances in working life [1]
- (j) can cease eating [1]
or can eat much too much [1]
- (k) to save money on **either** people who cannot defend themselves **or** children [1]
may prove expensive (later) [1]

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

Teil C: Schriftliche Arbeit – ‘German *Länder* may now charge Undergraduate Fees’

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) The law forbade *Länder* from charging student fees;
The *Länder* challenged the law
- (ii) The Court decreed that universities are a matter for the *Länder*;
The universities can now charge fees
- (iii) (a) the level of fees – perhaps €1000 a year;
(b) should the money be paid to the *Länder* or the universities
- (iv) British students will find it attractive to study in Germany;
the Government should allow them to take their grant and loan abroad
- (v) Response : reward pertinent expression

Total for Teil C: maximum of 10 marks

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, eg 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.

Total for whole paper: [80 marks]

Tapescripts: Teil A**Hörtext 1: Gespräch mit der türkischen Schauspielerin Fatima Özal**

Männerstimme: Unser Gast heute im Studio ist Fatima Özal. Fatima, was hast du heute gemacht?

Frauenstimme: Ich habe heute den ganzen Tag geprobt – und zwar an einem experimentellen Stück im Stadttheater. Das ist großartig: Ich bin am liebsten auf der Bühne.

Männerstimme: Du hast aber auch Filme gedreht, „Vorsicht in der Stadt“ zum Beispiel. Du wurdest neulich für deine Rolle in diesem Film auf einem Filmfest geehrt – nämlich als beste Hauptdarstellerin.

Frauenstimme: Ja, das war eine große Ehre. Allmählich gibt es gute Rollen für türkische Schauspieler. Bis vor kurzem hat man in deutschen Filmen, wenn es um Türken ging, vor allem Klischees gesehen. Für mich gab es bisher immer nur die eine Rolle: die Türkin, deren streng islamische Eltern sie verheiraten wollen.

Männerstimme: Und das ändert sich?

Frauenstimme: Oh ja. Jetzt, wo die Türken auch anfangen, Filme zu machen, geht dieses Klischee endlich verloren. Die neuen Filme sind viel wirklichkeitsnäher.

Männerstimme: Es gibt aber immer noch Probleme für türkische Jugendliche mit strengen Eltern, nicht wahr?

Frauenstimme: Ja, junge Türken mit traditionellen Eltern haben große kulturelle Probleme: Sie werden einerseits von den Deutschen ausgegrenzt und andererseits von ihren Eltern aus der deutschen Kultur rausgehalten. Die sprechen nicht richtig Deutsch und nicht richtig Türkisch. Und deshalb können sie im Unterricht nicht mithalten und werden auf die Hauptschule geschickt, obwohl sie vielleicht viel mehr könnten.

Männerstimme: Hattest du dieses Problem?

Frauenstimme: Nein, denn meine Eltern sind sehr liberal, und wir haben zu Hause Deutsch und Türkisch gesprochen. Nur über die Sprache kann man sich integrieren. Da müsste viel mehr passieren: Integration, nicht Assimilation. Die Türken sind hier nicht zu Besuch; sie sind keine Fremdkörper. Über sie und durch sie entwickelt sich eine neue kulturelle Vielfalt. Köln wäre nicht, was es ist, ohne die Ausländer.

Hörtext 2: Interview zum Thema: Die Jugend von heute

Frauenstimme: Herr Professor Bader. Sie sind Spezialist in Sachen Jugend. Wie bezeichnen Sie das typische Verhalten der heutigen Jugend?

Männerstimme: Das Verhalten der heutigen Jugend ist durch eine sehr starke Egozentrik geprägt. Kein Wunder: Junge Leute müssen mit einer großen Unsicherheit leben und sich darauf einstellen.

Frauenstimme: Woher kommt diese Unsicherheit?

Männerstimme: Das ist ein Effekt der heutigen Arbeitsmarktsituation und der veränderten Wirtschaftssituation in der Welt. Junge Menschen sind sehr stark auf ihr Umfeld bezogen: Freundschaften, die Schule, Berufsplanung verlangen ihnen die gesamte Energie ab. So ist leicht zu sehen, warum sie so wenig Interesse an Politik oder Gemeinwesen haben.

Frauenstimme: Gibt es deutliche Unterschiede zwischen Mädchen und Jungen?

Männerstimme: Auffällig ist die größere Flexibilität und geschicktere Lebensführung der jungen Frauen. Sie reagieren auf die Unsicherheit der Gegenwart mit einer produktiveren Haltung. Zum Beispiel: Mädchen sind deutlich erfolgreicher in der Schule; in den Gymnasien haben wir bald 60 Prozent Mädchen; bis 2010 gibt es mehr Frauen an den deutschen Hochschulen als Männer. In unserer Leistungsgesellschaft haben Frauen durch ihren Erfolg große Vorteile.

Frauenstimme: Wie ist es mit dem traditionellen jugendlichen Idealismus?

Männerstimme: Der herrscht im Moment nicht vor. Die Gruppen der Engagierten sind sehr klein geworden. Die Mehrzahl solcher Gruppen ist pragmatisch, d.h. sie wollen vor allem die eigenen Interessen verwirklichen.

Frauenstimme: Sind jetzt noch Unterschiede zwischen Jugendlichen in West- und Ostdeutschland spürbar?

Männerstimme: Ja, die Jugendlichen im Osten haben insgesamt die größere Unsicherheit, sind politisch skeptischer, anfälliger für extreme Positionen.

Frauenstimme: Viele junge Leute haben den Papst Benedikt umjubelt, als er nach Deutschland gekommen ist. Sehen Sie da eine neue Religiosität?

Männerstimme: Nein. Es ist vielmehr, dass Jugendliche sich durch dramatische historische Ereignisse angesprochen fühlen und spontan darauf reagieren. Das ist keine Wende in der religiösen Orientierung.

**Mark Scheme 2666
June 2007**

Unit 2656 (French), 2666 (German), 2676 (Spanish)**Culture and Society (written paper)****Total: 60 marks**

Information about and understanding of topics, 40 marks for each essay (AO4)
 texts and issues [Grid 6A]

Quality of Language 20 marks for each essay (AO3)[Grid 6B]

The following general principles apply to the marking of the Culture and Society paper in all languages.

- 1 **Assessment criteria:** All scripts are to be marked in accordance with the assessment criteria below (Grids 6A and 6B).
- 2 **Marking:** Examiners are asked:
 - (a) to single underline all language errors
 - (b) to indicate omissions by a caret sign (^)
 - (c) to indicate superfluous or unclear material by a wavy line.
- 3 **Comments:** Examiners are asked to write **no comments** at all on the scripts. However, in certain cases it may be helpful to attach comments on a separate sheet when an explanation of the allocation of marks may be deemed necessary.
- 4 **Length:** There is no limit on the number of words to be written per essay, no penalties, therefore, are to be imposed.

Essays which are too short should be assessed as normal; the shortness will usually be self-penalising.

- 5 **Rubric infringements:**

Where candidates write their essays based on the same text or topic, only the better of the two should be marked.

In such cases the action taken by the examiner must be clearly shown at the foot of the essay, and the words **RUBRIC INFRINGEMENT** written on the front cover. There is no need to mark such scripts for the attention of the Team Leader.

Any other cases of rubric infringements should be drawn to the attention of the Team Leader.

- 6 **Reference to the country:** Both the Aims and the Assessment Objectives of the specification indicate that essays in Section C must relate to "a country where the language studied is spoken". It is acknowledged that some of the topic titles have international application, but each title in the specification specifically refers to the country/countries in question. There is, therefore, no excuse for essays which do not refer to the country/countries studied. It should be noted in this respect that, with the exception of those topic areas asterisked in the specification, **any** country where the language is spoken is acceptable for the purposes of this paper (eg Francophone Africa, Austria, Latin America).

Essays which make no or little reference to the country/countries in question may be awarded no more than 7 marks on both grids.

- 7 **Indication of marks:** At the end of each essay, the examiner must show the mark awarded under each separate grid, and the resulting total, which should be ringed.

eg

6A	15	17	32
6B	6	7	13
			45

Add the two totals out of 60 together to get an overall mark out of 120. Divide this by two (rounding up any ½ marks) to get a final total out of 60. Indicate this on the front cover of the answer script.

eg

$$45 + 38 = 83 = \textcircled{42}$$

**Grid 6A (1) Information about topics, texts, relevance and appropriateness of response
20 marks****0-3 Very Poor**

Extremely brief and/or very inadequate answer. Little or no knowledge of the text/topic. Frequent irrelevance. A very superficial treatment of the task.

4-7 Poor

The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. There are omissions and some irrelevancy in completing the task.

8-11 Adequate

Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Rather dull treatment of the task.

12-15 Good

Evidence of thought and preparation showing a sound knowledge of the text/topic, supported by factual knowledge. Mainly relevant to the task and demonstrating some imagination and/or originality (where appropriate).

16-18 Very Good

The text/topic is used and pointed to the question, the general issues pertinent to the text/topic have been taken into account in response to the question. There is evidence of an ability to produce an imaginative and/or original response to the task (where appropriate).

19-20 Excellent

Intelligent use of factual information, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. A precise and thorough response to the task showing insight into the text/topic.

Grid 6A (2) Understanding of topics, texts and issues, structure and development of ideas. 20 marks

0-3 Very Poor

May have great difficulty communicating at this level in the foreign language. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.

4-7 Poor

Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion. Rambling and disjointed.

8-11 Adequate

Ideas generally organise in a structured way and some ability to organise into paragraphs and sequence the argument, although somewhat superficial.

12-15 Good

Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.

16-18 Very Good

The essay has an argument and develops a case but there may be some limitations in scope. There is a clear line of thought and/or evidence of an ability to draw conclusions.

19-20 Excellent

Well-balanced and coherent piece with an excellent introduction and good organisation with clarity and a sense of control. Ideas clearly linked and well-developed. Thoughtful work.

Grid 6B Quality of language**20 marks****Grammatical accuracy****10 marks****1-2 Very Poor**

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

3-4 Poor

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

5-6 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.

7-8 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.

9-10 Very Good

High and quite consistent level of accuracy. 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**10 marks****1-2 Very Poor**

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

3-4 Poor

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

5-6 Adequate

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

7-8 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.

9-10 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.

**Advanced Subsidiary GCE German 3862
June 2007 Assessment Series**

1 Unit Threshold Marks

<i>Unit</i>		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
2661/03	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2662	Raw	80	65	58	51	45	39	0
	UMS	120	96	84	72	60	48	0
2663	Raw	60	48	42	36	30	25	0
	UMS	90	72	63	54	45	36	0

2 Specification Aggregation Results

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

3	Maximum Mark	A	B	C	D	E	U
3862 (Agg Code)	300	240	210	180	150	120	0

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

4	A	B	C	D	E	U	Total Number of Candidates
3862 (Agg Code)	24.98	47.21	64.86	79.45	91.83	100.0	1309

1309 candidates aggregated this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

5 Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a	b	c	d	e	u
2664/01	Raw	60	48	43	38	33	29	0
	UMS	90	72	63	54	45	36	0
2665	Raw	80	64	56	49	42	35	0
	UMS	120	96	84	72	60	48	0
2666	Raw	60	46	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2667	Raw	60	50	45	40	35	30	0
	UMS	90	72	63	54	45	36	0

6 Specification Aggregation Results

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

7	Maximum Mark	A	B	C	D	E	U
7862 (Agg Code)	600	480	420	360	300	240	0

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

8	A	B	C	D	E	U	Total Number of Candidates
7862 (Agg Code)	34.96	61.71	81.53	94.05	98.20	100.0	1110

1110 candidates aggregated this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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