

Mark Schemes for the Units

January 2008

3862/7862/MS/R/08J

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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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Advanced Subsidiary GCE German (3862)

MARK SCHEMES FOR THE UNITS

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2661 Speaking

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.

2662 Listening, Reading & Writing

1 Eine neue Soap

One mark each for:

- (a) 24
- (b) RTL
- (c) 19.05
- (d) 17
- (e) KSV

(5)

2 Ein sonderbarer Fall für die Verkehrspolizei

One mark for each of:

B, C, A, C, C

(5)

3 Die Gesundheit der Zähne

One mark for each of:

b, e, f, i, j, l, n, r, s, t

(10)

Total for Listening: 20 marks

4 Ein Date im Kino

(a)-M; (b)-M, (c)-F; (d)-M; (e)-M; (f)-M; (g)-M; (h)-F; (i)-M; (j)-F.

Total for Reading: 10 marks

5 Herr Meier am Telefon

- (a) B (1)
- (b) 8 Doppelzimmer (1)
- (c) er traut seinem Englisch nicht (1) Englisch war nicht seine Stärke in der Schule (1)
- (d) südlich von London (1) auf der M25 (1)
- (e) der Bus hat eine Panne (1)
- (f) gegen zwei Uhr (morgens) (1)
- (g) das Hotel bleibt offen (1)
- (h) A (1)
- (i) (i) um halb neun (1)
(ii) sie werden müde sein (1) nach den Strapazen der Fahrt (1)
- (j) ein richtig englisches Frühstück (1) viel Eier und Speck (1)

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

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.

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

1. visit to Birmingham
2. last year
3. helpful then
4. hope they can help again
5. visit Exchange school July 2008
6. summer holidays just beginning
7. possibility of longer (2 week) visit
8. Alton Towers great
9. but expensive
10. How do you get best prices?
11. As school group interested
12. in sporting/cultural events
13. Need not be nearby
14. have more time
15. any tips?

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 Schmidt. 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 his letter
- 2 best prices for Alton Towers
- 3 advance bookings on weekdays
- 4 the group could spend
- 5 some time in Cardiff
- 6 contacted Welsh tourist office
- 7 they will write direct (to Germany)
- 8 they will also inform you
- 9 about hotels
- 10 we recommend student rooms at the University

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 January 2008 – Transcript of Listening Passages**Hörtext eins: *Eine neue Soap*****Männerstimme:**

Am 24. Januar startet „Alles, was zählt“, die dritte Daily Soap im Programm von RTL. Sie findet in Köln statt und kommt montags bis freitags, um 19.05 Uhr. Tanja Szewczenko spielt die Hauptrolle, Diana Sommer, ein 17-jähriges Mädchen, die von einer großen Karriere als Eiskunstläuferin träumt. Um ihr Training beim KSV zu finanzieren, liefert Diana tagsüber Pizzas und da erlebt sie immer Neues.

Hörtext zwei: *Ein sonderbarer Fall für die Verkehrspolizei***Frauenstimme:**

Ein 52-jähriger Motorradfahrer schlummerte in seinem Schlafsack auf dem Seitenstreifen der A45. Mehrere Autofahrer alarmierten die Polizei. Der Motorradfahrer stellte sich als ein in Australien lebender Schotte vor, der von München nach Dortmund unterwegs war. Da er durch das stundenlange Fahren müde wurde, legte er sich einfach neben die Autobahn zum Schlafen. Die Polizisten begleiteten ihn zum nächsten Hotel.

Hörtext drei: *Die Gesundheit der Zähne***Männerstimme:**

Stimmt es immer noch heutzutage: Wer alt wird, bekommt unbedingt falsche Zähne?

Frauenstimme:

Eigentlich nicht. Mit guter Pflege können die zweiten Zähne problemlos ein ganzes Leben lang halten.

Männerstimme:

Also, bekommt man nur schlechte Zähne, wenn man viele süße Sachen isst?

Frauenstimme:

Es kommt darauf an. Karies wird nicht durch große Mengen von Süßigkeiten verursacht, sondern durch die Häufigkeit des Konsums: Wer alle zwei Stunden einen Keks knabbert, schadet den Zähnen mehr als jemand, der einmal am Tag zwanzig isst.

PAUSE**Männerstimme:**

Ich habe weiches Zahnmaterial, das liegt bei uns in der Familie.

Frauenstimme:

Aber nein! Ob man weiche oder harte Zähne hat, ist nicht genetisch bedingt. Die Leute putzen sie nur nicht richtig.

Männerstimme:

Und meine Löcher? Müssen die gefüllt werden?

Frauenstimme:

Ja schon, aber leider wird ein Zahn mit jeder neuen Füllung weiter geschwächt. Ich empfehle Gold-Inlays, sie sind zwar teurer, aber Amalgamfüllungen halten nur acht bis zehn Jahre.

Männerstimme:

OK.

World of Work - Herr Meier am Telefon**Männerstimme:**

„Hallo, hier spricht Arne Meier aus Magdeburg Ist da jemand? Nein? Vielleicht machen Sie gerade eine Kaffeepause? OK. Wir haben in Ihrem Hotel acht Doppelzimmer für zwei Nächte gebucht... Magdeburger Kickers, nicht? Entschuldigung, dass ich Deutsch spreche; ich traue meinem Englisch nicht so sehr. Das war nicht gerade meine Stärke in der Schule. Also, warum ich anrufe: Wir sind irgendwo südlich von London auf der M25. Unser Bus hat eine Panne, und wir werden frühestens gegen zwei Uhr morgens in Leicester ankommen. Hoffentlich ist das Hotel um die Zeit offen ich nehme an, Sie haben einen Nachtportier. Eine Bitte: Unser erstes Spiel soll morgen um 11.30 Uhr gegen Leicester Hotspurs stattfinden. Können Sie dafür sorgen, dass wir erst um halb neun geweckt werden; meine Spieler werden ganz schön müde sein nach den Strapazen der Fahrt. Wir freuen uns aber auf ein richtig englisches Frühstück – viel Eier und Speck bitte!“

2663 Reading & Writing

Modern Languages at Advanced Subsidiary

UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing

(January 2008)

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 = 2

- 7.7 The 'sympathetic English reader' should be **very** sympathetic in assessing comprehension. $\frac{1}{2}$ 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: $\frac{1}{3}$ of global language mark awarded
50-80 words written: $\frac{2}{3}$ 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****(January 2008)**

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 Indicate omitted information by a caret sign.
- 4 In translation exercises, indicate the end of each sub-section by the symbol // .
- 5 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 6 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.

- 7 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.

- 8 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**.

UNIT 3 (2663) January 2008

Mark Scheme

Section A: Reading (max 15)

1 One mark for each correct answer (max 7)

b e f h i k n

2 One mark for each correct answer (max 8)

(Beispiel B) 1B 2A 3B 4A 5A 6B 7C 8C

Section B: Writing (max 30)

Die Schuluniform-Debatte

10 marks for Quality of Language (Grid 3A)

10 marks for Comprehension (Grid 3B)

10 marks for Response (Grid 3C)

Possible comprehension points :

- 1 (In der Realschule Friesenheim) hat man eine Art Schuluniform eingeführt
- 2 "Klamotten-Hänseleien" verursachten Probleme
- 3 Es gibt keinen Modemarkt mehr
- 4 Der Schulleiter / man spricht nicht von Uniform sondern von Einheitskleidung
- 5 Die Uniform besteht aus T-Shirts in verschiedenen Farben mit dem Schul-Logo
- 6 Die Uniform ist nicht obligatorisch
- 7 (Viele) Eltern mögen Schuluniformen
- 8 Die Schüler identifizieren sich mit der Schule not identifying school attended by uniform
- 9 Schuluniform ist billiger als Markenkleidung/ Markenkleidung ist teuer
- 10 Markenkleidung wird oft in der Schule gestohlen / Uniform reduziert Diebstähle
- 11 Jede Schulgemeinschaft kann entscheiden, ob sie eine Schuluniform einführen will / gemeinsam entscheiden / Die Entscheidung kommt nicht von oben
- 12 Eine Schuluniform verhindert die Entwicklung der Individualität
- 13 Eine Schuluniform kann nicht die Unterschiede zwischen armen und reichen Kindern abschaffen
- 14 Schuluniformen bedeuten nicht automatisch eine bessere Schule /ein besseres Schulklima
- 15 Schulkleidung ist ein erster Schritt

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

+ 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 Very Poor

Includes only one or two points from the original passage.

3-4 Poor

Merely transcribes sections from the original passage.

5-6 Adequate

Includes a reasonable number of points from the original passage.

7-8 Good

Includes a good number of points from the original passage.

9-10 Very Good

Provides a comprehensive summary of the original passage.

Grid 3C: Response**10 marks****0**

No attempt to provide a personal response.

1-2 Very Poor

Only briefly indicates a personal opinion.

3-4 Poor

Two or three personal opinions indicate the beginnings of a response.

5-6 Adequate

A number of personal views expressed, but little flair or imagination.

7-8 Good

A range of personal views, with a certain originality and imagination.

9-10 Very Good

Responds with a wide range of views which show insight and imagination.

NB If candidate does not refer to the wearing of uniform in Germany, 2 marks are deducted from C

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

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

2665 Listening, Reading & Writing 2

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.

- 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 1; Aufgabe 1 – 25 Millionen Deutsche wollen keinen Internet-Anschluss**

- (a) sie schwächt sich ab / nur 2% mehr als letztes Jahr / sie hat eine obere Grenze erreicht [1]
- (b) ein Marktforschungsinstitut / sie macht Marktforschung [1]
- (c) *off-line* zu bleiben [1]
- (d) es sind Frauen / weiblich [1]
- (e) sie haben ein niedrig(er)es Einkommen [1]
- (f) both (i) Technologie [1]
(ii) (Risiken von) Internetverbrechen [1] *interchangeable*
- (g) es fällt ihnen schwer, einen Job zu finden [1]
- (h) das Saarland [1] *ignore references to* der Osten
- (i) 75 Prozent der Deutschen sollen mit dem Computer vertraut sein [1]

Total 10 marks**Hörtext 2; Aufgabe 2: Interview zum Thema: erneuerbare Energie**

- (a) die Nutzung erneuerbarer Energien (nachhaltig) zu steigern [1]
- (b) 16 von 25 Staaten sind dem deutschen Vorbild gefolgt / haben ein ähnliches Gesetz verabschiedet [1]
- (c) Windstrom [1]
- (d) der größte Solarwärmemarkt in Europa / sie hat 50 Prozent aller installierten Anlagen in Europa [1]
- (e) aus Biomasse / aus Pflanzen [1]
- (f) auf den Markt einzuführen [1]
- (g) eine der dynamischsten in Deutschland [1]
- (h) sich an dem Programm "Renewables made in Germany" beteiligt [1]
- (i) Wasserkraft(anlagen) [1]
- (j) sie ist weltweit führend [1]

Total 10 marks

Teil B: Lesen – 1. „Komm doch zurück!“**Aufgabe 3 One mark for each answer in German demonstrating comprehension.**

- (a) Verwandte in Westdeutschland [1]
- (b) reisen [1] *and other acceptable answers such as* auswandern
- (c) sie packen Ostpakete zusammen [1]
- (d) ein Dorf / eine Stadt / ein Ort *not a castle* [1]
- (e) Handball *not Handballer* [1]
- (f) Fernweh: *idea of desire to travel* [1]
Heimweh: *idea of homesick* [1]
- (g) (i) unter 35 [1]; (ii) nach der Wende in den Westen gegangen [1] *interchangeable*
- (h) sie steigt an / wächst / nimmt zu [1]
- (i) any two of:
 - dass sie eine Familie haben [1]
 - dass sie länger als 6 Jahre / lange weg waren [1]
 - dass sie keinen Anschluss finden werden [1]
- (j) Adressen austauschen [1]
- (k) Sachsen and Mecklenburg-Vorpommern (*both required*) [1]
- (l) dass Sachsen / junge Leute zurückkommen [1]
- (m) einen Arbeitsplatz [1]
- (n) Maurer: *idea of builder / bricklayer* [1]
- (o) Führungskräfte: *idea of managers*
- (p) um sie zu pflegen [1]
- (q) sie hilft ihnen, Kontakte zu Firmen zu bekommen [1]

Total 20 marks**At this point assess Aufgabe 3 Quality of Language, awarding a mark out of 5 using grid 5B**

Teil B: Lesen - 2. „Wie gut ist dein Prof?“**Aufgabe 4 One mark for comprehension as per below. (Ignore all answers in German)**

- (a) mark their lecturers [1]
according to criteria such as fun and fairness [1] and comprehensibility [1]
- (b) can't solve his own problems/exercises/tasks [1]
- (c) *any 2 of:* moody [1] excessively demanding [1] very elitist [1]
- (d) Ministry/Minister for Data Protection [1]
- (e) a fine [1]
- (f) **either** one of the founders **or** a student at the TU in Berlin [1]
- (g) who has access to the site [1]
- (h) (i) only students on the course should have be able to read the entries [1]
(ii) it would negate the point of the site [1]
it is to give information to (pupils and) students at other universities [1]
accept also: reference to the Freedom of Information Act
- (i) it is modelled on an American one [1]
- (j) were caught giving themselves good marks [1]
- (k) to take legal action [1]
- (l) that their entry be deleted [1]
- (m) lecturers can obtain a password [1]
to pass on to students on their course [1]
- (n) worth paying student fees for [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 women told: we need more babies’

Aufgabe 5 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 German nation could die out / 100,000 fewer per year;
The birth-rate is falling
a third of German women are not having babies.
- (ii) Young people do not wish to give up their life style (having fun etc);
Finding a job more important than having babies;
accept also: graduates are old when they finish their studies.
- (iii) Frau Merkel has no children but the onus is on her to act;
The fact she has no children is not good/makes her a poor role model
she is the country’s first female leader.
- (iv) The Family Minister’s proposal for fathers to stay at home for 2 months after birth of child.
- (v) Personal Response: reward pertinent expression.

Total for Teil C: maximum of 10 marks

Total for whole paper: [80]

Grid 5A: Listening Comprehension (5 marks for language)**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.

Grid 5B: Reading Comprehension (5 marks for language)**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.

Grid 5C: Quality of Language (Aufgabe 5)

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.

Tapescripts: Teil A

Hörtext 1: 25 Millionen Deutsche wollen keinen Internet-Anschluss

Frauenstimme: Wir sprechen heute über den Internet-Gebrauch in Deutschland. Seit Jahren gehen immer mehr Menschen ins Internet. Doch jetzt scheint eine obere Grenze erreicht: 55 Prozent der Deutschen haben Internetanschluss; das sind knapp zwei Prozent mehr als im vergangenen Jahr. Also, das Wachstum schwächt sich ab. Herr Schwindt, Sie sind Vorsitzender des Marktforschungsinstituts „Atlas Online“. Was passiert hier in unserem Land?

Männerstimme: Nur 35 Prozent der Deutschen nutzen regelmäßig das Internet. Dagegen steht ein harter Kern von 25 Millionen, die *off-line* sind – und es auch so bleiben wollen.

Frauenstimme: Aus welchen Gründen wohl?

Männerstimme: Die größten Hindernisse sind: Furcht vor hohen Kosten, Sicherheitsbedenken, aber auch einfache Unsicherheit bei der Bedienung des Computers.

Frauenstimme: Gibt es da besondere Gruppen, die so unsicher sind?

Männerstimme: Ja, der typische Nichtnutzer ist eigentlich eine Nichtnutzerin; vor allem Hausfrauen und Frauen mit geringer Ausbildung.

Frauenstimme: Sie sagten, die Kosten spielen eine Rolle?

Männerstimme: Ja, die so genannten *Nonliner* haben generell ein niedrigeres Einkommen. Und sie gehören vorwiegend der älteren Generation an: Das Durchschnittsalter liegt bei 60 Jahre. Solche Leute sind sehr vorsichtig und haben verständlicherweise Angst vor der Technologie und vor den Risiken des Internet-Verbrechens, über das oft in den Zeitungen berichtet wird.

Frauenstimme: Haben junge Leute auch solche Ängste?

Männerstimme: Nur eine kleine Proportion, aber das sind gerade die Leute, denen es dann schwer fällt, einen Job zu finden, denn Computer-Kenntnisse sind ein Muss in unserer Wirtschaft.

Frauenstimme: Gibt es auch geografische Unterschiede?

Männerstimme: Ja. Die Deutschlandkarte der Internet-Nutzer sieht aus wie die Bundesrepublik um 1950 herum: der Osten und das Saarland sind nicht dabei. Am häufigsten surfen die Berliner, die Hamburger und die Stuttgarter.

Frauenstimme: Hat die Bundesregierung hier eine Rolle zu spielen?

Männerstimme: Die Regierung hat ein „Aktionsprogramm für die Informationsgesellschaft“. Bis Ende des Jahres sollen 75 Prozent der deutschen Bevölkerung mit dem Computer vertraut sein. Meine Ansicht: keine Chance!

Hörtext 2: Interview zum Thema: erneuerbare Energie

Frauenstimme: Herr Kohler, Sie sind Geschäftsführer der Deutschen Energie-Agentur. Was ist Ihre Aufgabe?

Männerstimme: Wir wurden im Jahre 2000 gegründet, um die Nutzung erneuerbarer Energien nachhaltig zu steigern.

Frauenstimme: Welchen Erfolg haben Sie gehabt?

Männerstimme: Da würde ich das Erneuerbare-Energien-Gesetz nennen, an dem wir entscheidend mitgearbeitet haben: inzwischen sind 16 von den 25 EU-Staaten dem deutschen Vorbild gefolgt und haben ein ähnliches Gesetz verabschiedet.

Frauenstimme: Wir belegen in gewissen Bereichen im internationalen Vergleich Spitzenpositionen, nicht wahr?

Männerstimme: Ja. Deutschland produziert ein Drittel des weltweit erzeugten Windstroms. Bei Strom aus Wasserkraft haben wir auch eine lange Tradition und eine gute Zukunft. Und wir führen auch im Bereich Solarwärme: Heute ist Deutschland der größte Solarwärmemarkt in Europa, mit rund 50 Prozent aller installierten Solaranlagen.

Frauenstimme: Wie ist es mit Kraftstoffen?

Männerstimme: Wir versprechen uns viel von dem neuen Bio-Kraftstoff, BTL; das ist ein synthetischer Diesel, der sich aus Biomasse herstellen lässt, aus allerlei Pflanzen. Wir arbeiten im Moment an der Markteinführung dieses Kraftstoffs.

Frauenstimme: Der hohe Preis von Öl macht die Nutzung alternativer Energien wirtschaftlich sinnvoll.

Männerstimme: Sogar notwendig, würde ich sagen. Die ganze Branche ist eine der dynamischsten Wirtschaftssektoren Deutschlands.

Frauenstimme: Daher die Exportinitiative?

Männerstimme: Ja. Die Zahl der Unternehmen, die an dem Programm "Renewables made in Germany" beteiligt ist, stieg von 40 im Gründungsjahr 2004 auf über hundert letztes Jahr.

Frauenstimme: Und die deutsche Technologie?

Männerstimme: Sie ist besonders gefragt im Bereich der erneuerbaren Energien. Zum Beispiel rund die Hälfte aller Wasserkraftanlagen weltweit stützen sich auf deutsches Know-how. Und wenn wir von Windenergie sprechen – da hat der deutsche Marktführer *Enercon* einen Anteil von 16 Prozent auf dem Weltmarkt. Und die *Deutsche Solar* ist auch in ihrer Branche weltweit führend.

Frauenstimme: Eine Erfolgsgeschichte also.

Männerstimme: Ja.

Grade Thresholds

Advanced GCE German 3862 and 7862
January 2008 Examination Series

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	68	62	56	50	44	0
	UMS	120	96	84	72	60	48	0
2663	Raw	60	50	44	39	34	29	0
	UMS	90	72	63	54	45	36	0
2665	Raw	80	61	53	46	39	32	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3862	300	240	210	180	150	120	0
7862	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
3862	31.1	47.0	67.6	87.8	96.7	100.0	151
7862	20.0	70.0	80.0	90.0	100.0	100.0	10

161 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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