

German

Advanced Subsidiary GCE

Unit: **F712**: Listening, Reading and Writing 1

Mark Scheme for January 2011

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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

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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2011

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

1. The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker / sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme.
2. Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
3. **Abbreviations, annotations and conventions used in the detailed Mark Scheme.**

/	alternative and acceptable answers for the same marking point
NOT	answers which are not worthy of credit
Allow	answers that can be accepted
INV	element of an answer which invalidates an otherwise valid answer
Principle	general guidance to the key idea
()	words which are not essential to gain credit
—	underlined words must be present in answer to score a mark

Section A: Listening and Writing			
Task 1:			
	Answers	Marks[10]	Guidance
	(a)	[1]	Sentence Identification This task is scanned in as a page. Tick the correct answers. Give a mark out of 10.
	(c)	[1]	
	(e)	[1]	
	(f)	[1]	
	(i)	[1]	
	<i>Pause</i>		
	(k)	[1]	
	(l)	[1]	
	(m)	[1]	
	(o)	[1]	
	(s)	[1]	

Task 2:			
Q	Answers	Marks [10]	Guidance
(a)	bewerten	[1]	Gap-fill The elements are scanned in individually. No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.
(b)	mehreren	[1]	
(c)	gerecht	[1]	
(d)	zehn	[1]	
(e)	allgemeine	[1]	
(f)	identifiziert	[1]	
(g)	anonym	[1]	
(h)	illegal	[1]	
(i)	bereit	[1]	
(j)	bessere	[1]	

Task specific guidance:

- Each question will be scanned in individually
- For single mark questions no annotation is necessary, just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in German get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question	Answer	Marks	Guidance	
			Allow	Do not allow
		[15]		
(a)	its footpaths	[1]	Walks, walkways, walking ways, paths, places where you can walk, hiking/walking opportunities	His, nature walks
(b)	to <u>combine</u> food and walking (1) because walking makes you hungry (1)	[2]		Walking and eating at the same time
(c)	it makes a change (from the kitchen) / it complements the kitchen	[1]		
(d)	He is <u>enthusiastic</u> (about cooking and nature) (1) wants to <u>share</u> this (with the guests) (1)	[2]	Likes cooking and nature (1) Share his enthusiasm with the guests (2)	Expertise, interest
(e)	He points out food from nature	[1]	Answer to (d) if not already awarded ...what you can and can't eat	
(f)	They eat / enjoy a meal / dish (1) made out of wild plants (1)	[2]	A meal made out of these things (if plants already mentioned)	

Question	Answer	Marks	Guidance	
(g)	It's cooked in the kitchen /pre-cooked (1) and it's ready and waiting /served as a picnic (1)	[2]		
(h) (i) (ii)	Twice a month in the summer (1) because it has to be fun (1)	[2]	Otherwise it's boring	It is fun
(i)	(19 Euros is) not bad /cheap (1) Because it includes drinks / for a 5 course menu (1)	[2]	A reasonable price, a good deal	Wrong number invalidates For 5 people invalidates

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- **Annotations:**
- In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- Use BOD with the tick (BOD ✓), if you had some doubt about awarding the point but decided to in the end.
- Use NBOD if you considered awarding the point but decided not to in the end.
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (✗), either in the margin or in the body of text.
- Use a cross (✗) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used BOD or NBOD you may adjust the marks up or down.

Task 4: Communication points

Question	Answer	Marks	Guidance	
		[10]	Allow	Do not allow
1	I've (just) heard a programme about a chef	1	Name FK	chef
2	who organises nature walks	1		Past tense
3	My parents are <u>holidaying</u> in the Black Forest this year	1		English Black Forest
4	This excursion would interest them	1	Es only if clear it refers to excursion	Interessiert sich
5	Could you please give me the exact dates	1	Either date or exact	
6	when these walks take place	1	Incorrect rendering of nature walks, if penalized in 2	
7	My parents speak a bit of German	1		
8	but the plant vocabulary could be difficult to understand	1		
9	Do foreigners normally take part in such activities?	1		Touristen
10	Could this be a problem?	1		

GRID H.1	COMMUNICATION 10 marks AO2
0-2	Very little or no information conveyed.
3-4	Only a quarter of the points conveyed.
5-6	Half of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
9-10	Most or all of the information successfully conveyed.

Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been underlined in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0–2	<u>Little evidence of grammatical awareness.</u> <u>Persistent</u> , serious and <u>elementary errors</u> (endings, verb forms, gender of common nouns). Frequent first language interference.
3–4	Evidence of <u>gaps in basic grammar.</u> <u>Frequent errors</u> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <u>evidence of correct use of simple sentence structures.</u> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5–6	Shows evidence of <u>fair understanding of grammatical usage.</u> <u>Generally accurate use of simple sentence structures.</u> Some correct use of complex sentence structures. The performance is likely to be <u>patchy and inconsistent.</u>
7–8	<u>Language generally accurate.</u> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <u>there may be some inconsistency and errors in more complex areas.</u>
9–10	Characterised by a <u>high and consistent level of accuracy</u> in use of complex structures, although there may be some errors.

Section B: Reading and Writing

Task 5:

Q	Answer	Marks [10]	Guidance
(a)	C	[1]	Multi-choice This task is scanned in by the question. The marks are awarded individually. There is a circle to denote the correct answer. Just enter 1, 0 or NR.
(b)	A	[1]	
(c)	B	[1]	
(d)	A	[1]	
(e)	B	[1]	
(f)	C	[1]	
(g)	C	[1]	
(h)	A	[1]	
(i)	A	[1]	
(j)	B	[1]	

Task 6 **15 marks for Communication, 10 marks for Quality of Language (Grid C2)****Task specific guidance**

1. The entire page appears on the screen twice: once for comprehension, once for you to assess to the QOL.
2. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
3. Go through all the responses and assess every question for **comprehension**.
 - a) Marks are awarded on a point by point basis, according to the mark scheme.
 - b) Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
 - c) For comprehension / content, remember that you are a 'sympathetic native speaker / sympathetic examiner'. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. The ticks add up automatically and you insert the total out of 15 in the box on the right.

1. If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
2. Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
3. Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark.

Task 6:
Comprehension of text

	Answers	Marks [15]	Guidance	
			Allow	Do not Allow
(a)	In einem Wirtshaus / Im Bayerischen Löwen	[1]		
(b)	Viermal 15 Euro / 60 Euro oder (die gleiche Summe in) Alkohol	[1] [1]	Geld	15 Euro If no notion of alternatives
(c)	Seit (fast) 10 Jahren	[1]	für	nach , vor
(d)	Das Geld er ist neugierig / Neugier	[1] [1]	weil er etwas Neues probieren will wie eine Wurst schmeckt (but do not award in (e) as well)	
(e)	ob er eine Wurst essen kann wie eine Wurst schmeckt	[1] [1]		soll, sollte
(f)	Er kaut schnell Er trinkt (viel) Wasser	[1] [1]	Er isst (viel) Senf dazu	ein bisschen
(g)	(i) Die Wurst schmeckt ihm (ii) (Er nimmt) weniger Senf / (Er braucht) kein Wasser (mehr)	[1] [1]		

(h)	eine zweite / mehr Wurst essen	[1]		Die Wurst nicht essen
(i)	Dass er Fleisch isst. / Nicht Vegetarier	[1]		
(j)	Weil er ein Gewissen hat / Fleisch zu essen ist gefährlich für Tiere / Er liebt Tiere	[1]		

1. Assessing **Quality of Language**

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. Highlight language lifted from the text and exclude from Quality of Language assessment. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool () for serious errors, but it is not essential.
- b) Apply Grid C.2 and enter the mark.
- c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0–2	<u>Little evidence of grammatical awareness. Persistent, serious and elementary errors</u> (endings, verb forms, gender of common nouns). Frequent first language interference.
3–4	Evidence of <u>gaps in basic grammar</u> . <u>Frequent errors</u> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <u>evidence of correct use of simple sentence structures</u> . Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5–6	Shows evidence of <u>fair understanding of grammatical usage</u> . <u>Generally accurate use of simple sentence structures</u> . Some correct use of complex sentence structures. The performance is likely to be <u>patchy and inconsistent</u> .
7–8	<u>Language generally accurate</u> . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <u>there may be some inconsistency and errors in more complex areas</u> .
9–10	Characterised by a <u>high and consistent level of accuracy</u> in use of complex structures, although there may be some errors.

Tips particular to Wurstprobe für Daniel:

- change of case (questions a, d,)
- change of word order, subordinate clauses with **ob, weil, dass** etc. (questions e, i, j)
- adding preposition (question c)
- manipulating language – changing first to third person (questions e, f, g, h, i, j)
- use of original, appropriate vocabulary or structures not given in the text (any question)

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I [10 marks]

a Annotations:

1. In the body of text, use a green dot ● to show that a point from the mark scheme below has been fully and successfully conveyed.
2. If an element of the point has been omitted, use the caret sign (^).
3. If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

b Grid I: Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.

c Copying / lifting: If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Point	Indicative content	Guidance		Marks[10]
		Content		Levels of Response
1	(A study asks whether) newspapers and magazines losing their influence on young people			Grid I COMPREHENSION OF TEXT 9-10 <u>Consistently relevant</u> information. Includes <u>nearly all the points</u> from the original passage. Shows a <u>very clear understanding</u> of the text 7-8 <u>Relevant information</u> showing understanding of <u>up to two thirds</u> of the points from the original passage. There <u>may be one or two instances of lifting</u> from the original passage. 5-6 <u>Some relevant</u> information showing understanding of <u>up to half</u> of the points. There <u>may be instances of lifting</u> from the original passage. 3-4 <u>Little relevant information</u> . Includes <u>up to a third</u> of the points, showing understanding of some of the points. <u>Over-reliance on phrases lifted from the original passage</u> . 0-2. <u>No relevant information</u> or supplies <u>one or two relevant points</u> from the original passage.
2	Sales of magazines for young people have halved in the last 10 years	Precise numbers not necessary, but some reference to time		
3	<i>Neon</i> has doubled its circulation in less than 4 years	Precise numbers not necessary		
4	(Publisher has identified a) target readership: girls	<i>Neon</i> is successful + some idea of contrast		
5	Girls read more than boys			
6	<i>Neon</i> aimed at educated youngsters			
7	Contains more than gossip			
8	It has filled / found a gap in the market			
9	Many young people do not engage at all with the printed word			
10	If at school or university they don't read the press, unlikely to read later in life			
11	Press will have to concentrate on its internet presence			
12	Young people will take in news en route to Facebook			

Task 7(b) Response Grid J [20 marks]

Question	Answer	Guidance	
		Content	Marks[20] Levels of Response
	No Indicative Content – personal response	<p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <p>Use the green tick (✓) in the body of the text to show each opinion / personal response and to show a development / extension of this opinion. NB: one opinion may have several extensions.</p>	<p>GRID J RESPONSE TO TEXT</p> <p>16-20 Responds with <u>well developed points of view</u> which show <u>insight, originality and imagination.</u></p> <p>12-15 Expresses <u>points of view</u> which are <u>consistently developed</u> and <u>respond to the requirements</u> of the task. Shows <u>some originality and/or imagination.</u></p> <p>8-11 Expresses <u>points of view which respond to the requirements</u> of the task. Some of these <u>may be developed</u> and there <u>may be some originality and/or imagination.</u></p> <p>4-7 Manages <u>the beginning of a response to the requirements</u> of the task. <u>May have difficulty in expressing and/or developing points of view.</u></p> <p>0-3 <u>Very short. May not go beyond points of view already expressed</u> in the original text.</p>

Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	[20]	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 7a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0-2	<u>Little evidence of grammatical awareness. Persistent, serious and elementary errors</u> (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	<u>Only simple sentence</u> patterns. <u>Very limited</u> vocabulary. Very limited range of structures.
3-4	Evidence of <u>gaps in basic grammar</u> . <u>Frequent errors</u> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <u>evidence of correct use of simple sentence structures</u> . (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a <u>restricted</u> range of <u>vocabulary and structures</u> . <u>Frequent repetition</u> of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5-6	Shows evidence of <u>fair understanding of grammatical usage</u> . <u>Generally accurate use of simple sentence structures</u> . Some correct use of complex sentence structures. The performance is likely to be <u>patchy and inconsistent</u> .	5-6	<u>Attempts to extend the range</u> of vocabulary, though still rather repetitive. <u>Attempts to use more complex language with some success</u> in producing a range of syntax and sentence structures appropriate to the task.
7-8	<u>Language generally accurate</u> . Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <u>there may be some inconsistency and errors in more complex areas</u> .	7-8	<u>Effective use of a range of vocabulary and structures</u> appropriate to the task, with <u>little repetition</u> . A <u>positive attempt to introduce variety</u> and to use a <u>range of complex sentence structures</u> (though not always able to maintain correct usage).
9-10	Characterised by a <u>high and consistent level of accuracy</u> in use of complex structures, although there may be some errors.	9-10	<u>Effective and confident use of a wide range</u> of vocabulary and idiom with a <u>variety of complex sentence structures</u> .

Transcripts of Listening Texts**Aufgabe 1****Hörtext : Tagesablauf: Was ist typisch deutsch?**

M: Laut einer Studie heißt der typische Deutsche Thomas Müller, ist 44 Jahre alt und hat zusammen mit seiner 41-jährigen Frau Sabine ein oder zwei Kinder. Da es in Deutschland mehr Männer als Frauen gibt, ist es wahrscheinlich, dass die Familie einen Sohn hat.

F: Nachdem der Wecker um halb sieben klingelt, geht Thomas als Erster ins Badezimmer: Der Herr benötigt morgens im Bad eine halbe Stunde, und damit vier Minuten länger als die durchschnittliche Frau. Dabei schminkt sich fast jede Dame täglich und rasiert sich regelmäßig die Beine. Fast alle Deutschen duschen täglich und verbrauchen somit jeden Tag etwa 126 Liter Wasser.

Pause

M: Während Sabine, wie die meisten deutschen Frauen, halbtags arbeitet, fährt Thomas mit seinem VW Golf ins Büro, wo es erst einmal einen Kaffee gibt. Inzwischen trinken die Deutschen sogar mehr davon als die Italiener oder Spanier.

F: In der Mittagspause gibt es Currywurst mit Pommes, das mit Abstand beliebteste Essen in deutschen Kantinen. Pro Jahr essen die Deutschen unglaubliche 800 Millionen Currywürste - nicht unbedingt die gesündeste Art, sich zu ernähren.

M: Thomas setzt sich nach der Arbeit als Erstes vor den Fernseher, wo ihm Sabine später Gesellschaft leistet. Jeder Deutsche schaut täglich etwa dreieinhalb Stunden fern - oft läuft die Kiste dabei aber einfach nur "nebenher".

F: Die Frage bleibt: Wie viele Deutsche erkennen sich in diesem Tagesablauf?

Aufgabe 2**Hörtext : Noten für Lehrer**

F: Jetzt ist es völlig legal: Schüler dürfen im Internet weiterhin Noten für Lehrer vergeben. Hast du das je gemacht, Tobi? Weißt du wie das geht?

M: Ja, hab' ich einmal gemacht - es gibt verschiedene Kategorien, wie zum Beispiel „guter Unterricht“ und „faire Noten“. Wenn ein Lehrer zehn Bewertungen erhalten hat, dann wird für ihn oder sie eine Gesamtnote errechnet.

F: Also die Namen der Lehrer erscheinen auf der Webseite und wenn die Schüler ihre Lehrer bewerten, was passiert?

M: Als Schüler braucht man sich nicht zu identifizieren.

F: Das scheint mir ein bisschen einseitig. Was halten die Lehrer davon?

M: Einige sehen es als eine Verletzung ihrer Menschenrechte, aber die Regierung hat diese Proteste abgelehnt.

F: Hältst du diese Webseite für etwas Positives?

M: Ja, es gibt Lehrer, die keine Kritik akzeptieren und mit denen kann man gar nicht reden. Ob diese neue Art, Lehrer zu klassifizieren, Vorteile bringt, wollen wir mal sehen.

Task 3**Listening : Gourmet Rambles**

F: Baiersbronn im nördlichen Schwarzwald ist stolz auf seine Wanderwege. Es liegt auf der Hand, Wandern und Essen miteinander zu verbinden, da Wandern bekanntlich hungrig macht. "Wanderkoch" Friedrich Klumpp hat es gemacht. Also Herr Klumpp, wie sind Sie dazugekommen?

M: Ich wandere selber sehr gern in der Natur– wenn man in einer Küche arbeitet, ist das Wandern eine gute Abwechslung. Ich wollte meine Begeisterung für Kochen und Natur mit den Gästen teilen.

F: Wie funktioniert das?

M: Die Wanderung dauert etwa vier Stunden, ist aber keine sehr lange Strecke. Unterwegs zeige ich alles in der Natur, was man essen kann. Dann machen wir ab und zu eine Pause, wo wir ein Gericht aus diesen wilden Pflanzen genießen.

F: Machen Sie also einen Kochkurs im Wald?

M: Nein. Das Essen wird vorher in der Küche zubereitet. Wenn wir am Picknickplatz ankommen, ist alles schon auf dem Tisch.

F: Wie oft im Jahr machen Sie solche Wanderungen?

M: Vielleicht zweimal im Monat in der Sommersaison. Das muss auch noch Spaß machen, das kann ich nicht jede Woche machen.

F: Und was kostet das?

M: Um mitzumachen bezahlt man 19 Euro, aber das ist inklusive Speisen und Getränke.

Nicht schlecht für ein Menü mit fünf Gängen, würde ich sagen.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553