

Mark Scheme for January 2013

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, 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 2013

Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot (Key point attempted)
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Language better than mark implies
	Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

Subject-specific Marking Instructions

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal). You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting. The texts will not appear automatically on your marking screen.

You will need a copy of the essay title to refer to as you mark each essay.

For all questions and answers in the Target Language and in English, apply the principle that the answer must be a direct response to the question. Spelling and grammar need not be perfect but we must be convinced that a candidate has understood correctly. Unless the task requires it, the actual words used in the mark scheme are not necessarily required as long as the spirit of the answer is identical to the answer given in the mark scheme.

Section A: Listening and Writing

Task 1

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- 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.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
1	(a)	demonstrating / protesting against climate change	1	against global warming	mention of Wien or Wein
	(b)	They will disappear / have disappeared (completely).	1	melted <u>completely</u>	anything that does not suggest complete disappearance start to disappear
	(c) (i)	There will be landslides (villages will be in danger from) landslides.	1	answers in either order earthslips / slides landslips / mudslides	avalanches
	(ii)	Snow hares / animals / animal species will die <u>out</u> .	1	snow bunnies / arctic hares etc	wrong examples of animals organisms
	(d)	drought heat storm (damage)	2	any two out of three, any order dry weather heatwaves gales	
	(e)	Towns get hotter than / heat up more than rural areas.	1	countryside	
	(f)	health problems for the elderly	1		partial answers
	(g)	when water levels in <u>rivers</u> are low (1) problems with producing / hard to produce hydro-electricity (1)	2		unclear answers
Total			10		

Task 2

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- 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.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
2	(a)	seit 13 Jahren	1	13 Jahre(n) t.c. Seit 2000	Vor für
	(b)	(i) in der Heimat / in Deutschland	1	answers in either order in der Bundeswehr Kriegszone	Heimart
		(ii) in den Kriegszonen / in einer Kriegszone (der Welt)	1		
	(c)	weil es (als) eine Verletzung (des Prinzips) der Gleichbehandlung von (Männern und) Frauen galt / war / weil Männer und Frauen gleich behandelt werden sollen	1		answers that do not show a causal connection
	(d)	(i) (Militär)musikdienst	1	answers in either order mit Musik arbeiten	wrong spellings of Musik
		(ii) Sanitätsdienst	1	missing umlaut	
	(e)	Sie dienen im Ausland.	1	Dienst im Ausland	Sie <u>sind</u> im Ausland (not a direct answer)
	(f)	(Sie wollen) Offizier werden.	1	Offiziere t.c.	In der Offizierslaufbahn Sie sind in der Offizierslaufbahn
	(g)	schießen	1	Man muss Schießübungen machen	Schiesen schißen schießen Schießübungen t.c.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(h) (i)	lange (15 Kilometer) Märsche / weit marschieren	1	answers in either order	omission of s marschen (as a verb) spazieren laufen
	(ii)	<u>Simulationen</u> von Militärübungen	1		Simulationen Militär (omission of umlaut)
	(i)	psychologisch / sie sind psychologisch stärker	1	psychisch / mental poor spellings of psychologisch if meaning is clear	
	(j)	sie sind überrascht (1) wie viel sie <u>körperlich</u> leisten müssen / wie <u>körperlich</u> schwer es ist (1)	2		
	(k) (i)	sich selbst	1	answers in either order	das eigene Leben
	(ii)	die Kameraden	1	Kamaraden	das Leben der Kameraden
	(l) (i)	(auf das), was sie sagen	1	answers in either order	
	(ii)	(auf) ihr Benehmen	1		
	(m)	Männer <u>und</u> Frauen / beide Geschlechter	1	Männer t.c.	Frauen t.c. Menner
	(n)	die Familie hintenan stellen	1	hinten anstellen hinten stellen	die Familie hintenan stellt
Total			20		

QoL: 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.1:** Key words have been highlighted in the Grid. Identify the band which best matches the performance.

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and / or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

In Section B there are 5 marks for Quality of Language.

Task 3

Question		Answer	Marks	Guidance
3		(b)	1	Tick correct responses. Total: 7 Deduct a mark for each extra box ticked. NON VERBAL TASK
		(d)	1	
		(e)	1	
		(h)	1	
		(j)	1	
		(l)	1	
		(m)	1	
		Total	7	

Task 4

Question		Answer	Marks	Guidance	
				Accept	Do not accept
4	(a)	Touristen	1		
	(b)	Künstlern	1	answers a and b in either order	
	(c)	empfangen / bekamen	1	brauchten Empfänger waren	present tense Empfänger(n) t.c.
	(d)	ausgebildet waren	1		present tense Ausbildung hatten
	(e)	da / hier / in Kreuzberg zu wohnen OR eine Wohnung / ein Haus zu mieten	1	(for comprehension) suitable infinitives without zu	
	(f)	anders	1	verändert / verwandelt teuer	Gewandelt verschieden
	(g)	<u>wohlhabende</u> Leute / Väter und Mütter Vertreter / Leute aus der <u>Mittelschicht</u>	1		junge Familien schicke Cafes
	(h)	sie (relativ) gut verdienen	1	obwohl sie sie bezahlen können	
Total			8		

Task 5**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- 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.
- 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. Extensive copying from the text, which will not be a direct answer to the question, 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 C1.
 - d. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight extensive copying and exclude from Quality of Language assessment.

Task 5

Question		Answer	Marks	Guidance	
				Accept	Do not accept
5	(a)	(aus) Amerika und Frankreich (both needed)	1	USA	strange words for Frankreich
	(b)	(das) Brandenburger Tor / (das) Reichstagsgebäude / (das) Charlottenburger Schloss (any two)	1	der Reichstag	<u>zum</u> Brandenburger Tor etc
	(c)	Sie können brutal angegriffen werden.	1	brutale(n) Angriffe(n) Sie können brutale Angriffe erfahren	Es kommt zu brutalen Angriffen
	(d)	Sie zünden Autos (1) und Kinderwagen an. (1)	2		passive constructions from the text, unless 'von Kriminellen' is added. past tense
	(e)	Wehrlose	1		'Gangs prügeln auf Wehrlose ein' active constructions
	(f)	Sie haben Angst. / mit Angst (1)	1		Das macht ... Angst Angst t.c. (a verb is needed) normale Angst
	(g)	Sie haben keine Meinung, weil sie nichts davon wissen.	1	Sie sehen es nicht. Sie sehen die Wirklichkeit nicht. Sie wissen nicht, dass es passiert.	
	(h)	Er will (nur) zerstören. Zerstörung	1	Zerstörung schaffen / machen plural verb	
	(i)	Sie wissen (es) nicht.	1	a list of all 3 possible culprits, if linked with 'oder' (showing that it could be any of them) Es ist schwer zu sagen	Isolated examples "Die Polizei hält alles für möglich"
Total			10		

Task 6**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- 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.
- 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. Extensive copying from the text, which will not be a direct answer to the question, 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 C1.
 - d. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 6

Question		Answer	Marks	Guidance	
				Accept	Do not accept
6	(a)	zu Hause	1		in dem Haus
	(b)	dass sie zu Familien und Freunden Kontakt haben	1	mit Familie und Freunden / mit der Außenwelt sprechen	sehen
	(c)	ein Roboter	1		ein Helfer / Freund Robot
	(d)	dass ältere Menschen <u>selbständiger</u> werden dass ihre <u>Selbstständigkeit</u> erhöht wird	1		selbstständig bleiben
	(e)	es <u>dem Roboter / ALIAS</u> sagen / es <u>laut</u> sagen / <u>den Namen</u> sagen	1		ihren Namen sagen
	(f)	(i) Er hat die Nummer vergessen.	1	Present tense	Vergessern 'man' – but only penalise once
		(ii) Er hat das Telefon verlegt / kann das Telefon nicht finden.	1	Present tense	
		(iii) Er ist gestürzt / hat einen Unfall gehabt.	1	ist gefallen	
	(g)	Er ruft die Tochter an / er macht den Anruf / er stellt die Verbindung (zu der Tochter) her.	1		zu meiner Tochter
	(h)	die Rettungsdienste alarmieren	1	anrufen	specific emergency services (e.g. Polizei)
Total			10		

Task 7 Transfer of Meaning

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and / or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2 Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and / or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

Task 7 Transfer of Meaning

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<p>Der Roboter ermöglicht auch die Teilnahme bei Chats und sozialen Netzwerken. The robot also enables people to take part in chats / chatrooms and social networks.</p>	2		
		<p>Die älteren Menschen können eine elektronische Geburtstagskarte schicken, The elderly / Pensioners can send an e-birthday card</p>	2		
		<p>oder eine persönliche Videobotschaft, denn eine Webkamera gibt es auch. or a personal video message, because there's also a web camera.</p>	2		
		<p>Wenn man sich über die Nachrichten informieren will, kann der Roboter auch aus der Zeitung vorlesen. If you want to hear / find out the news the robot can read the paper to you (need idea of reading out loud).</p>	2		
		<p>ALIAS übersetzt sogar fremdsprachige Texte! ALIAS even translates foreign texts.</p>	2		
Total			10		

Task 8

Question		Answer	Marks	Guidance	
				Accept	Do not accept
8	(a)	idea of being restricted (through disability), eg <i>man kann nicht alles machen, was man will</i>	1		
	(b)	in future, eg <i>in der Zukunft</i>	1		
	(c)	anything that implies elderly people, eg <i>alte Leute, ältere Menschen</i>	1	Rentner	
	(d)	idea of emergency services, eg <i>Krankenwagen / Feuerwehr / Polizei</i>	1	any one	restriction to helping <u>elderly</u>
	(e)	idea of calling out an instruction, eg <i>wenn man laut sagt / ausruft / dem Roboter zuruft (dass man Hilfe braucht)</i>	1		
	(f)	idea of being no longer needed, eg <i>sie werden nicht mehr gebraucht</i>	1		
Total			6		

Task 9**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- 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.
- 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:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 9

Question			Answer	Marks	Guidance	
					Accept	Do not accept
9	(a)	(i)	berühren / antippen	1		berührt drücken berühren
		(ii)	(aus)föhren / tätigen / machen will	1		
	(b)		alles / es kinderleicht ist / leicht zu benutzen ist	1	dass die Tastatur / Maus ... überflüssig ist / sind	dass man nicht mit einem Roboter sprechen muss
	(c)		die Tasten / Displays zu klein sind	1		
			Total	4		

- Assessing **Quality of Language** across Section B
 - a. You will get a separate screen which will be the whole page for exercise 4, 5, 7, 8 and 9 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.1 but it is not essential.
 - b. Apply Grid C.1 and enter the mark.
 - c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and / or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Tasks 10–17

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks overall.

Question	Indicative Content	Marks	Guidance
10–17	No Indicative Content – personal response	25	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Tasks 10–17 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
10–17	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	20	<p>Read the whole response again and assess for Range (Grid F.2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3–4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. 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>Grid C.2 guidance</p> <p>0–2 Errors ([eg] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 Errors ([eg] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 Wrong/right = 50/50.</p> <p>7–8 More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5–6 [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 Effective = <i>good</i>. Reads easily.</p> <p>9–10 idiom ≠ <i>idioms</i>.</p>

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and / or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and / or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and / or narrating events and / or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and / or irrelevant and / or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

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

APPENDIX 2

Transcripts of Listening Texts

Task 1

A disaster for Austria?

F: *Hallo Alex! Wir haben dich zum Interview eingeladen, weil du heute nachmittag in Wien bei dem ‚Protest gegen Klimawandel‘ demonstrieren wirst. Alex, wir wissen schon, dass die globale Erwärmung unsere Welt massiv verändern würde. Was wären die Auswirkungen des Klimawandels auf Österreich?*

M: Hier in Österreich reagiert der Alpenraum besonders stark auf die globale Erwärmung. Alle können schon sehen, dass die Gletscher anfangen zu schmelzen, und das kann sich nur beschleunigen, wenn nichts gemacht wird. Ich persönlich meine, dass die Gletscher bald verschwunden sein werden. Berge, die bisher das ganze Jahr gefroren waren, werden in den Sommermonaten nicht mehr unter Schnee und Eis liegen. Dadurch sind ganze Dörfer von Erdbeben bedroht. Der massive Temperaturanstieg könnte auch bedeuten, dass Schneehasen und andere Tierarten aussterben. Der Klimawandel hat ebenfalls negative Auswirkungen auf die Landwirtschaft, und ganze Wälder sind durch Trockenheit, Hitze und Sturmschäden schwer bedroht.

F: *Sind es also hauptsächlich die Berge und ländliche Gebiete, die unter dem Klimawandel leiden?*

M: O nein, ganz und gar nicht! Die Städte sind auch betroffen, vor allem die Stadtmitte von Wien. Städte heizen sich weit stärker auf als ländliche Gebiete. Das verursacht dann Gesundheitsprobleme, die besonders ältere Menschen belasten. Bei niedrigen Flusswasserständen gibt es außerdem Probleme mit der Stromerzeugung aus Wasserkraft. Der Kollaps des Energiesystems ist daher eine konkrete Gefahr. Deswegen protestieren wir heute.

F: *Also, viel Glück bei der Demonstration!*

Aufgabe 2**Frauen in der Bundeswehr**

M: Der „Dienst an der Waffe“ ist jetzt für Soldatinnen total normal geworden. Allerdings noch nicht so lange, wie es scheint. Erst vor dreizehn Jahren änderte ein Urteil des Europäischen Gerichtshofs das Gesetz und machte den Weg frei für den aktiven Militärdienst von Frauen in der Bundeswehr, ob in der Heimat oder in den Kriegszonen der Welt. Frauen auszuschließen galt nämlich als eine Verletzung des Prinzips der Gleichbehandlung von Männern und Frauen. Früher war es so in Deutschland, dass die Frauen nur im Militärmusikdienst und im Sanitätsdienst sein durften. Wir sprechen jetzt mit Friederike Staemmler, Offizier bei der Bundeswehr.

Frau Staemmler, wie viele Soldatinnen gibt es bei der Bundeswehr?

F: *Fast 17 000 schon. Derzeit gehören immer noch die meisten Soldatinnen zum Sanitätsdienst, aber auch im Ausland leisten über 380 Soldatinnen Dienst. Über 2 500 Frauen sind in der Offizierslaufbahn. Dafür müssen sie an einer von den zwei Universitäten der Bundeswehr studieren.*

M: Ist die praktische Ausbildung nicht sehr hart?

F: *Ich selbst war in der Marineschule. In der Grundausbildung gibt es Schießübungen, frühmorgendliche 15-Kilometer-Märsche und Simulationen von Militärübungen. Es ist hart, aber es ist zu schaffen. Während meiner Ausbildung ist mir klar geworden, dass Frauen körperlich das Gleiche leisten, aber psychologisch manchmal noch stärker sein können als Männer. Mein Eindruck ist, dass eher die Mädchen ein realistisches Bild von dem Job haben. Die Jungs sind oft überrascht, wie viel sie körperlich leisten müssen.*

M: Die letzte Konsequenz vom „Dienst an der Waffe“ ist, dass Soldatinnen zum Töten ausgebildet werden. Wie ist Ihre persönliche Einstellung dazu?

F: *Das ist eine Frage der Verteidigung, zuerst des eigenen Lebens aber auch des Lebens der Kameraden, die wir schützen.*

M: Haben Frauen die Bundeswehr verändert?

F: *Ein bisschen, ja, denn der Umgangston ist besser geworden. Das heißt, wenn Frauen dabei sind, achten Männer mehr auf das, was sie sagen. Und auf ihr Benehmen. Ja... und die Armee wird auch immer familienfreundlicher. Dass nicht nur Frauen, sondern auch Männer Erziehungsurlaub nehmen können, ist keine Frage mehr. Aber eins ist schon klar: Richtig Karriere machen kann man nur, wenn man die Familie hintenan stellt.*

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

OCR Customer Contact Centre

Education and Learning

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

© OCR 2013

