

**GCE**

**German**

Unit **F714**: Listening, Reading and Writing 2

Advanced GCE

**Mark Scheme for June 2014**

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















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

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Development of point
	Incorrect
	Caret sign to show omission
	Unclear
	Extendable horizontal line
	Good language
	Slash
	
	
	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.

- 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 but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C.1, C.2 and F.2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

## 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)	Their (new) bikes had been stolen / disappeared from the back of the van	1 1		From behind the van
	(b)	over 20 000 bikes stolen Berlin had 4 <sup>th</sup> highest number of bikes stolen in the country / Germany	1 1		
	(c)	vehicles with stolen bikes (on board)	1	transporters/lorries/trucks/vans etc.	stolen bikes t.c. cars
	(d)	Bikes are: taken apart. declared to be/labelled as spares / parts taken out of the country with forged papers	2	<i>any two out of the three</i>  transported as spares false details	
	(e)	bikes with child seats	1		road bikes with child seats
	(f)	back yards  outside stations / on station forecourts	1	<i>either one of the answers</i> <i>singular</i> back gardens/ at the back of the house In front of stations	at stations (too vague) / station car parks / bike parks etc.
	(g)	to get a code engraved (on your bike) by the police / to get your bike coded	1	code / <u>letter</u> combination written/marked on your bike ask the police to code	Let / allow To engrave a code (yourself)
<b>Total</b>			<b>10</b>		

## 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)	(i) saubere Luft	1	<i>answers in any order</i>	zauber rhein
		(ii) reines Wasser	1	sauberes Wasser	
		(iii) gesunde Böden	1	Boden / Erde	
	(b)	(i) Er fährt nicht mit dem Auto zum Einkaufen. (ii) Er heizt unbenutzte Zimmer nicht.	1 1	Geht zu Fuß einkaufen <i>answers in either order</i>	
	(c)	weil er (noch) kein Fahrrad hat	1		Er will sich bald ein Fahrrad anschaffen
	(d)	weil die Vielfalt der Tiere und Pflanzen bewahrt werden muss	1	bewart unserer omission of Vielfalt schützen / retten Er denkt an die Wirkung auf Pflanzen und Tiere	
	(e)	(seine / die) Treibhausgase <u>um</u> 12% reduzieren	1	<i>singular</i>	
	(f)	(durch) Energieeffizienz und erneuerbare Energien	1 1	erneubare	
	(g)	(i) <u>Millionen</u> von Menschen könnten verhungern.	1	<i>answers in either order</i> Hungersnöte / viele Leute	hungern <i>Omission of Umlaut</i> (konnten) BUT <i>only penalise once</i> <u>ein</u> Naturkreislauf
		(ii) Der Naturkreislauf könnte durcheinanderkommen.	1	können / werden durch einander kommen sich verändern	
	(h)	(Es wird) <u>mehr</u> Unwetter (geben).	1	mehr schlechtes Wetter	Umwetter
	(i)	(i) Das Umweltbewusstsein ist (stark) gestiegen.	1	<i>answers in either order</i>	<i>Suggestion of comparison needed in both</i> Wasser
		(ii) Die Flüsse sind sauberer (geworden).	1		
	(j)	das Klima schützen	1	den Klimawandel halten	„um das Klima zu schützen“

	(k)	(i) weniger CO2 ausstoßen / erzeugen (ii) ärmere Länder <u>finanziell</u> unterstützen	1 1	<i>answers in either order</i> arme	finanzieren
	(l)	Umweltverschmutzende / schmutzige Fabriken gebaut	1		<i>singular</i>
	(m)	weil sie Ökonomie mit Ökologie verbindet / weil sie auch wirtschaftliche Faktoren in Betracht zieht	1		Ökonomie etc.
		<b>Total</b>	<b>20</b>		

**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.1, but it is not essential.
- **Grid C.1:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at AS. Identify the band which best matches the performance.

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



Question		Answer	Marks	Guidance	
				Accept	Do not accept
3	(a)	dass es die Stimme Bismarcks war / wem die Stimme gehörte	1	wer das war die Identität der Stimme Sie wussten nicht, wie bedeutungsvoll es sein könnte	sie wussten / kannten die Stimme nicht
	(b)	um die Stimme zu identifizieren / weil sie die Stimme identifizieren wollten	1	Sie wollten die Stimme identifizieren	<u>eine</u> Stimme weil sie die Stimme nicht identifizieren konnten
	(c)	weil er ein (international bekannter) Experte für frühe Tonaufnahmen ist / war	1	in diesem Bereich	Weil er viel Zeit in der Vergangenheit verbringt
	(d)	Er sucht nach frühen /alten Audio-Aufzeichnungen / aufnahmen.	1	Er hört gern frühe Audio-Aufzeichnungen. Er macht gern ... suchen	Er verbringt sie gern in der Vergangenheit complete lifts Er ist auf der Suche nach ...
	(e)	die Zeit um 1900	1	die Jahrhundertwende  Ende des 19. <u>und</u> Anfang des 20.Jh.	die Alltagskultur um 1900 1900 t.c. die Zeit vor dem Ersten Weltkrieg das frühe 20. Jh t.c.
	(f)	die Alltagskultur	1	Der Alltag	
	(g)	die Weltkriege / der Erste Weltkrieg	1	Europa wurde von Weltkriegen erschüttert Der Weltkrieg	Als ... noch nicht ... Krieg t.c.
	(h)	Er rezitiert aus einem amerikanischen (Volks)lied.	1	rezitierte Er liest / sagt ein amerikanisches Volkslied	singt / zitiert Volkslied
	(i)	Englisch, Deutsch und Französisch (all 3)	1	Amerikanisch	
	(j)	<u>zu viel</u> arbeiten / essen / trinken (any one)	1	nicht zu viel trinken etc.	in Maßen essen etc.
<b>Total</b>			<b>10</b>		

Question	Correct answers	Marks	Guidance
4	a	1	<b>Non-verbal</b> Tick correct answers and put total as mark. Deduct a mark for any ticks over 7. Overlay will guide you.
	c	1	
	d	1	
	h	1	
	i	1	
	m	1	
	n	1	
	<b>Total</b>	<b>7</b>	

## Task 5

Question		Answer	Marks	Guidance	
				Accept	Do not accept
5	(a)	es die Stimme Bismarcks war / es B. war	1	ist	<i>Incl. of</i> ohne Zweifel
	(b)	er / Bismarck eine (Ton)aufnahme macht / gemacht hat / Bismarck aufgenommen wurde / wird	1	eine Aufnahme von B gefunden wurde  man die Stimme von B. gehört hat	
	(c)	(amerikanischer) Wissenschaftler / Erfinder den Phonographen erfunden hat / aus Amerika kam	1 1	Amerikaner	entdeckt
	(d)	Deutschland	1		
	(e)	den Phonographen vorgeführt Aufnahmen (prominenter Stimmen) gemacht	1 1	gezeigt etc  <i>either order</i>	<i>infinitives</i>
	(f)	echt / nicht gefälscht ist / keine Fälschung ist / war	1	original ist	wahr / richtig / nicht falsch <i>any answers including handelt</i>
		<b>Total</b>	<b>8</b>		

**Task 6: Transfer of Meaning**

Award two marks per translated section according to the grid below. The 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 6 Transfer of Meaning

Question		Answer	Marks	Guidance	
				Allow	Do not allow
6	1	<p><i>(Seit einer Woche wohnen etwa 80 rumänische Staatsbürger in einem Berliner Asylbewerberheim).</i></p> <p>For a week / the past week (about) 80 Rumanian citizens/ Rumanians have been staying in a Berlin hostel/home for asylum seekers.</p>	2	<p>slight misspellings of Rumanian Romanian</p> <p>since a week ago</p>	
	2	<p><i>(Zuerst haben die Roma-Familien unter freiem Himmel in einem öffentlichen Park gelebt)</i></p> <p>To begin with / At first the Roma families slept / lived outside / in the open in a public park</p>	2	<p>From this point accept Romanian(s) for Roma</p> <p>gypsy families</p>	
	3	<p><i>(dann besetzten sie eine Kirche in Kreuzberg).</i></p> <p>and then occupied / squatted in a church in Kreuzberg.</p>	2	<p>took over</p> <p>Ignore one minor spelling, punctuation error</p>	
	4	<p><i>(Mitglieder der Kirchengemeinde konnten die Roma schließlich überzeugen)</i></p> <p>Members of the church / congregation / parish / church community were finally able to persuade / convince the Roma /them</p>	2		could
	5	<p><i>(mit Hilfe der Behörden in das Heim umzusiedeln).</i></p> <p>with the help of the authorities to move to the home / hostel.</p>	2		<p>officials</p> <p>to settle into</p>
<b>Total</b>			<b>10</b>		

**Task 7****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 C.1. 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.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
7	(a)	(sehr) gut	1	besser / toll	„geht gut hier“ t.c.
	(b)	dass sie Hunger hatte und deswegen (nach Deutschland) gekommen ist	1 1	(for two points) dass sie aus Hunger (nach Deutschland) gekommen ist <u>or</u> dass sie in R. nichts zu essen hatte <u>or dass</u> es in D. mehr zu essen gibt	aus Hunger t.c. geht gut hier
	(c)	Sie hat einen (kleinen) Jungen / einen Sohn / ein Kind.	1		
	(d)	weil sie EU-Bürger sind / weil Rumänien in der EU ist	1	Weil EU-Bürger wenige Aussichten auf Asyl haben	
	(e)	Rechte Parteien hetzen gegen sie.	1	agitieren gegen sie, mobben sie etc. Rechtsradikale, Rechtsextreme etc.	sind gegen sie Neonazis
	(f)	Sie greifen die Roma / sie an. / Sie verüben Anschläge.	1	Sie schlagen/verprügeln sie (Sie machen) Anschläge rassistisch motivierte Anschläge	Sie schlagen sie an <u>es gibt</u> Anschläge
	(g)	den Begriff ‚Zigeuner‘ / dass sie ‚Zigeuner‘ genannt werden	1	Sie werden Zigeuner genannt	
	(h)	seit (rund / etwa) 600 Jahren	1	<i>Omission of</i> seit	Für / vor 600 Jahren t.c.
	(i)	Roma	1		
<b>Total</b>			<b>10</b>		

## Task 8

Question		Answer	Marks	Guidance	
				<b>Accept</b> FOR ALL: answers that explain by using examples from the text / context-related answers	<b>Do not accept</b>
<b>8</b>	(a)	e.g. <i>das Recht / die Erlaubnis, (in einem Land) zu bleiben / das Recht, sich (in Deutschland)aufzuhalten.</i>	1	answers that say it is for a short time only man darf in fremden Ländern wohnen	Gesetz Wohnrecht (too concise)
	(b)	e.g. <i>es wird schlimmer / schlechter</i>	1		
	(c)	e.g. <i>oft / viel</i>	1	regelmäßig immer wieder / wiederholt / öfters	immer
	(d)	e.g. <i>Mitglieder (einer Gruppe) / Leute, die einer Gruppe angehören / die Teil einer Gruppe sind / die etwas gemeinsam haben</i>	1		
	(e)	e.g. <i>Urväter / Großeltern usw. / die Generationen, die in der Vergangenheit lebten / vergangene Generationen</i>	1		
<b>Total</b>			<b>5</b>		

## Task 9

Question		Answer	Marks	Guidance	
				Accept	Do not accept
9	(a)	umgebracht / ermordet <u>worden</u>	1	gestorben / ums Leben gekommen / (als Zigeuner) stigmatisiert <u>worden</u>	
	(b)	<u>deutscher</u> Staatsangehörigkeit	1	einem deutschen Pass	
	(c)	Asyl zu suchen / der Situation in ihrem Land zu entfliehen  Arbeit zu finden / suchen	1  1	<i>answers in either order</i> zu fliehen / zu flüchten Schutz zu suchen /Sicherheit zu suchen etc. Geld zu verdienen	
	(d)	geschützt	1	anerkannt	toleriert
<b>Total</b>			<b>5</b>		



Assessing **Quality of Language** across Section B

- a. You will get a separate screen which will be the whole page for exercise 3, 5, 6, 7, 9 and 10 (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	<b>ACCURACY OF LANGUAGE (ACCURACY)</b> 5 marks AO3
5	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
4	<b>Language generally accurate.</b> Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
3	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
2	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

## Section C: Writing

## Task 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 over all.

Question	Indicative Content	Marks	Guidance
Task 10 - 17	No Indicative Content – personal response	25	<p><b>Grid N guidance</b></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><b>Grid O guidance</b></p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

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

Question	Answer	Marks	Guidance
Task 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 – i.e. 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><b>Grid C.2 guidance</b></p> <p>0–2 Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 Errors ([e.g.] 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><b>Grid F.2 guidance</b></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>

## APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> 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 <b>information</b> that <b>responds to the requirements</b> 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 <b>linked in a logical sequence. Able to develop an argument</b> , analyse and evaluate, and draw conclusions.
5–6	The <b>information</b> given is <b>mainly relevant</b> 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 <b>mostly linked in a logical sequence</b> . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes <b>some relevant information</b> but does <b>not always address the requirements</b> of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows <b>some ability to structure</b> and organise the response. <b>Limited ability to develop an argument</b> , 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	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , 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 <b>high and consistent level of accuracy</b> in use of complex structures, although there <b>may be some errors</b> .	9–10	Effective and confident use of a <b>wide range of vocabulary and idiom</b> with a <b>variety of complex sentence structures</b> .
7–8	Language <b>generally accurate</b> . Shows a sound grasp of AS and/or A2 structures, as appropriate. <b>Generally correct use of complex structures</b> . 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 <b>fair understanding</b> of grammatical usage. <b>Generally accurate use of simple sentence structures</b> . <b>Some correct use of complex sentence structures</b> . The performance is likely to be <b>patchy</b> and <b>inconsistent</b> .	5–6	<b>Attempts to extend the range of vocabulary</b> , though still rather repetitive. <b>Attempts to use more complex language with some success</b> in producing a range of syntax and sentence structures appropriate to the task.
3–4	Evidence of <b>gaps in basic grammar</b> . <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures</b> . 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	<b>Little evidence of grammatical awareness</b> . <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	Only <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .

## APPENDIX 2

## Transcripts of Listening Texts

## Task 1

## INTERNATIONAL CRIME

F: Meine Nachbarn waren im Sommer mit dem Wohnmobil unterwegs und haben einen Zwischenstopp in Berlin gemacht. Als sie von einem Spaziergang zurückkamen, waren die neu gekauften Fahrräder, die sie hinten an dem Wohnmobil festgemacht hatten, einfach verschwunden. Die Polizei machte ihnen wenig Hoffnung, die Räder wiederzubekommen.

Für die Polizei ist ein Fall wie der meiner Nachbarn längst Routine: Vergangenes Jahr gab es in Berlin über 20 000 Fahrraddiebstähle. Deutschlandweit stand Berlin auf Platz vier auf der Rangliste der Fahrraddiebstähle.

M: Und warum ist die Zahl der Fahrraddiebstähle in Berlin so hoch? Seit kurzem sind auch internationale Banden am Werk. Immer wieder halten Polizeibeamte bei Kontrollen an der Grenze zu Polen Fahrzeuge an, die gestohlene Fahrräder an Bord haben. Allein im September haben sie bei Stichproben zwei solche Transporter erwischt. Zunehmend werden Räder in Deutschland auch auseinanderggebaut, als Ersatzteile deklariert und mit gefälschten Papieren ins Ausland gebracht. Alle Typen werden gestohlen, die sich verkaufen lassen - besonders beliebt aber sind nicht Carbon-Räder oder Gelände-Bikes sondern Fahrräder mit Kindersitzen. Die meisten Räder in Berlin verschwinden von Hinterhöfen, aber auch an Bahnhofsvorplätzen und vor Schulen.

F: Und was kann man dagegen machen? Das Beste ist, sein Rad von der Polizei codieren zu lassen – das heißt, eine Buchstabenkombination wird eingraviert.

## **Aufgabe 2**

### **Interview mit dem Umweltminister**

**F:** Herr Minister, was machen Sie persönlich für den Umweltschutz?

**M:** Als Umweltminister habe ich die Chance, sehr viel zu bewegen. Die kommenden Generationen sollen saubere Luft, reines Wasser und gesunde Böden vorfinden.

**F:** Was machen Sie aber privat?

**M:** Da strengt mich an, zum Beispiel, zum Einkaufen nicht mit dem Auto zu fahren und ich versuche auch unbenutzte Zimmer nicht zu heizen. Ich will mir bald ein Fahrrad anschaffen und dann manchmal damit ins Büro kommen statt mit dem Auto.

**F:** Und was wollen Sie als Minister erreichen?

**M:** Wir müssen ja die enorme Vielfalt unserer Tiere und Pflanzen bewahren. Daher ist meine wichtigste Aufgabe, die Erwärmung der Erde unter Kontrolle zu halten. Deutschland hat sich das Ziel gesetzt, seine Treibhausgase bis zum Jahr 2020 um 12% zu reduzieren. Ich bin sicher, dass wir die Klimagase weiter erfolgreich vermindern können, wenn wir Energieeffizienz und erneuerbare Energien konsequent entwickeln.

**F:** Kann der Klimawandel wirklich so schlimm werden, wie wir so oft lesen?

**M:** Absolut. Da gibt es nichts zu verharmlosen. Millionen von Menschen könnten verhungern, und der Naturkreislauf könnte durcheinanderkommen. Auch wir in Deutschland erwarten mehr Unwetter. Aber wir dürfen dabei nicht allzu pessimistisch sein: Das Umweltbewusstsein in unserem Land ist stark gestiegen. Die Flüsse sind heute viel sauberer als zum Beispiel in meiner Kindheit. Und auf den regelmäßigen Klimagipfeln kommen fast 200 Länder zusammen, um gemeinsam das Klima zu schützen. Das sind Fortschritte. Die reichen Industriestaaten müssen sich aber verpflichten, deutlich weniger Kohlendioxid auszustoßen. Sie müssen die ärmeren Länder auch finanziell unterstützen, damit sie von Anfang an saubere Fabriken bauen - und nicht unsere Fehler wiederholen.

**F:** Warum sind Sie eigentlich nicht bei den Grünen, wenn Sie so sehr für die Umwelt sind?

**M:** Es ist ein Fehler, zu glauben, dass die Grünen die einzigen sind, die Umweltpolitik betreiben. Ich finde, wir in unserer Partei sind etwas realistischer, indem wir Ökologie mit Ökonomie verbinden.

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**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

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Telephone: 01223 553998

Facsimile: 01223 552627

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