

**GCE**

**German**

Unit **F711**: Speaking

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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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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**Subject-specific Marking Instructions that apply across the whole question paper to be included here.**

If the recording exceeds 6 minutes for the role play and / or 10 minutes for the topic discussion, do not assess work after the time limits have been reached.

**Section A: Role Play**

Task	Indicative Content	Marks	Guidance
A	<p>Each (1) Total 15      <b>THE MAYFAIR HOTEL</b></p> <ol style="list-style-type: none"> <li>1. well-known luxury hotel + in heart of city</li> <li>2. 240 bedrooms + 3 large restaurants</li> <li>3. offers high quality service + to guests from around world</li> <li>4. young people wanted + to train as managers</li> <li>5. looking for trainees + of school-leaving age</li> <li>6. must be willing to learn fast + long, flexible hours</li> <li>7. communicate well + variety of people</li> <li>8. ready to spend + 3 years in hotel</li> <li>9. able to speak + at least one foreign language</li> <li>10. training given + in all aspects of job</li> <li>11. including finance, bookings + management of hotel employees</li> <li>12. good telephone skills + friendly manner with guests important</li> <li>13. written applications + by 31<sup>st</sup> July</li> <li>14. further details and pay + on website</li> <li>15. also possible opportunities + for accommodation in hotel</li> </ol>	30	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B and C.1 in Appendix 1.</p> <p>1. NOT luxury</p>

Task	Indicative Content	Marks	Guidance
B	<p>Each (1) Total 15      <b>SCHLOSS DANKERN</b></p> <ol style="list-style-type: none"> <li>1. situated near border + between Germany and Netherlands</li> <li>2. fabulous holiday and adventure paradise + for all the family</li> <li>3. (great) leisure &amp; sports facilities + since 1970</li> <li>4. hire a bike for day + pony-riding</li> <li>5. be train driver + on kids' railway</li> <li>6. discover new paths + in (wild) forest</li> <li>7. next to Castle + huge open-air pool</li> <li>8. favourite for kids + of all ages up to ninety</li> <li>9. visit Lake Dankern + 3km (sandy) beach</li> <li>10. stay in luxury room + in Castle</li> <li>11. or in traditional wooden hut + sleeps up to six</li> <li>12. bedding supplied at small charge + or bring own</li> <li>13. several restaurants + with good choice of menu</li> <li>14. or if prefer + well-stocked supermarket</li> <li>15. high season /July-Aug + €700-1150 per group per week</li> </ol>	30	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>5. NOT Bahnfahrer 6. NOT Wildwald 7. NOT Schwimmbad on its own</p> <p>15. NOT Jahreszeit</p>

Task	Indicative Content	Marks	Guidance
C	<p>Each (1) Total 15      <b>BEECHES</b></p> <ol style="list-style-type: none"> <li>1. desirable property + built two years ago</li> <li>2. owners furnished it + in modern way</li> <li>3. on quiet road + short walk to town centre</li> <li>4. local primary school + less than 1km away</li> <li>5. (upstairs) 4 bedrooms + main one en suite</li> <li>6. 3 other big bedrooms + one could be used as office</li> <li>7. or children's playroom + one (further) bathroom with shower</li> <li>8. (downstairs): large lounge has views + of beautiful countryside</li> <li>9. dining room next to + fully equipped kitchen</li> <li>10. (front): ample space + for (parking) 4 cars</li> <li>11. large rear garden + with patio</li> <li>12. good range + of plants &amp; trees</li> <li>13. some mature + privacy from neighbours</li> <li>14. local gardener + not too expensive</li> <li>15. excellent condition + price, quick sale</li> </ol>	30	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>8. NOT Land on its own</p>

Task	Indicative Content	Marks	Guidance
D	<p>Each (1) Total 15      <b>THE ENGLISH COOKBOOK</b></p> <ol style="list-style-type: none"> <li>1. foreigners sometimes laugh + about English food</li> <li>2. book aims to correct + false impression</li> <li>3. that English cooking + is boring</li> <li>4. the English don't just + eat fish &amp; chips</li> <li>5. delicious recipes + clear photos</li> <li>6. book is must + for every kitchen</li> <li>7. no single book + can include every recipe</li> <li>8. this book has wide range + from simple/boiling egg</li> <li>9. to complicated + baking Christmas cake</li> <li>10. each one + has extra information</li> <li>11. e.g healthy alternatives + best drink with it</li> <li>12. some dishes + have strong regional background</li> <li>13. historians discovered + in the past many varieties</li> <li>14. (pasty) some with meat &amp; potato at one end + some with dessert/apple at the other</li> <li>15. £9.50 at all good bookshops + written by TV chef</li> </ol>	30	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>2. NOT Impression</p> <p>9. accept machen</p> <p>12. NOT einiges Essen</p> <p>15. NOT Chef</p>

## Section B: Topic Discussion

Task	Answer	Marks	Guidance
		30	<p>Using Grids D, E.1, C.1 and G in Appendix 1, mark for Ideas, Opinions and Relevance; Fluency, Spontaneity, Responsiveness; Quality of Language (Accuracy); and Pronunciation and Intonation.</p> <p><b>Grid D guidance</b></p> <p>All topics must relate to AS topic / sub-topic areas, otherwise max 4 Max 4 if insufficient reference to TL country.</p> <p><b>Grid E.1 guidance</b></p> <p>Max 4 for pre-learnt non-spontaneous material.</p> <p><b>Grid C.1 guidance</b></p> <p>Even if there is pre-learnt material, award marks at face value.</p>

## APPENDIX 1

Examiners allocate marks to candidates' work on a best-fit basis using the following marking grids.

## UNIT 1 SPEAKING – ROLE-PLAY

<b>GRID A</b>	<b>USE OF STIMULUS (See Key points) 15 marks AO2</b>	<b>GRID B</b>	<b>RESPONSE TO EXAMINER 10 marks AO1</b>
<b>13–15</b>	Full use of the stimulus material. Successfully conveys all or nearly all of the points.	<b>9–10</b>	Responds fluently and fully to the examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.
<b>10–12</b>	Good use of the stimulus material. Successfully conveys about three quarters of the points.	<b>7–8</b>	Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers.
<b>6–9</b>	Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.	<b>5–6</b>	Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.
<b>3–5</b>	Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points.	<b>3–4</b>	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Shows little initiative or imagination.
<b>0–2</b>	Little or no attempt to use the stimulus material. No relevant information or supplies one or two of the points.	<b>0–2</b>	Has some difficulty in understanding and is hesitant in responding to many of the examiner's questions and comments. Shows very little initiative or imagination.



## UNIT 1 SPEAKING – ROLE-PLAY (Continued)

GRID C.1	QUALITY 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.

## UNIT 1 SPEAKING – TOPIC DISCUSSION

<b>GRID D</b>	<b>IDEAS, OPINIONS AND RELEVANCE 10 marks AO1</b>	<b>GRID E.1</b>	<b>FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1</b>
<b>9–10</b>	Well-chosen relevant information to develop a range of ideas and to justify points of view.	<b>9–10</b>	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.
<b>7–8</b>	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	<b>7–8</b>	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
<b>5–6</b>	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	<b>5–6</b>	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
<b>3–4</b>	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	<b>3–4</b>	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
<b>0–2</b>	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	<b>0–2</b>	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.

## UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.
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.	4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
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.	3	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
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 simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	2	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.

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