

Oxford Cambridge and RSA Examinations



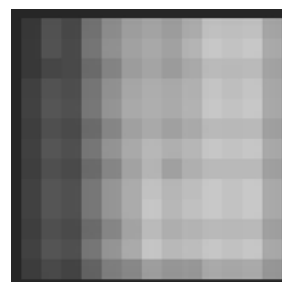
**ADVANCED GCE
ADVANCED SUBSIDIARY GCE**

**A2 7862
AS 3862**

GERMAN

**COMBINED MARK SCHEME
AND REPORT FOR THE UNITS
JANUARY 2005**

AS/A2



3862/7862/MS/R/05J

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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.

The report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

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RECOGNISING ACHIEVEMENT

Mark Scheme 2661
January 2005

Marking Scheme: Unit 2651 (French), 2661 (German), 2671 (Spanish)
Components 01, 02 and 03: Speaking**Total: 60 marks****Section A Role-play**

Response to written text	5 marks (AO2)	[Grid 1A]
Response to Examiner	5 marks (AO1)	[Grid 1B]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section B

Topic presentation	20 marks (AO4)	[Grid 1D]
Topic discussion		
Spontaneity and fluency	15 marks (AO1)	[Grid 1E]
Pronunciation and intonation	5 marks (AO1)	[Grid 1F]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section A Role-play: Grids 1A and 1B**10 marks****Grid 1A: Response to written text****0-1 Very Poor**

Little use made of stimulus material. Supplies one or two of the key points, but with many gaps and no detail.

2 Poor

Some attempt made to use the stimulus material, but covers less than half the key points. Many omissions or points not conveyed clearly.

3 Adequate

Performance is inconsistent. Makes a reasonable attempt to use the stimulus material. Covers about half of the key points, but there are some gaps.

4 Good

Makes good use of stimulus material. Covers over half the key points with some detail, but does not extend quite far enough to qualify for very good.

5 Very Good

Makes full use of the stimulus material. Covers virtually all the key points clearly supported by detail.

Grid 1B: Response to Examiner**0-1 Very Poor**

Barely able to respond to many of the Examiner's questions. Shows very little initiative or imagination. Unable to react to Examiner's comments.

2 Poor

Some attempt to carry out the task but with limited success. Responses to the Examiner frequently inadequate. Shows little initiative or imagination.

3 Adequate

Inconsistent. Responds satisfactorily to the Examiner, but does not extend a great deal. Some quite good replies but some omissions.

4 Good

Completes the task successfully, showing initiative and imagination most of the time. Is able to keep the momentum going. Extends quite well, but could have gone a little further.

5 Very Good

Completes the task successfully, responding fully to the Examiner's questions and showing initiative and imagination throughout. Takes charge of the conversation. A convincing performance.

Grid 1C: Quality of Language**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

Section B**45 marks****Topic presentation: Grid 1D****20 marks**

Note: The Examiner awards a mark for this grid on the basis of candidates' presentations. Candidates are initially placed in the middle of the mark band, which is considered to be appropriate to their performance in the presentation. Following the subsequent discussion the mark may be adjusted within the band or even into a higher or lower band.

Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The Examiner should adapt the general statements below to the specific topic being addressed. Grid 1D focuses on (i) knowledge and factual information; (ii) evidence of planning and preparation; (iii) quality of exposition and presentation. Other issues, such as ideas, opinions and the ability to enter into debate about the topic are dealt with when assessing the discussion (see Grid 1E).

0-4 Very Poor

Conveys very little information about the subject. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously, and not to have planned with care. Poor and hesitant presentation.

5-8 Poor

Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of planning and preparation, but presentation is pedestrian.

9-12 Adequate

Solid base of information with evidence of preparation and planning. Material is factually adequate, but with no evidence of wider reading. Material may not always be relevant. Exposition of topic is worthy but somewhat stilted.

13-16 Good

Good exposition and sound organisation of the topic. Makes relevant factual points. Well-informed with a range of relevant factual information. Well planned and organised material. Good exposition of topic.

17-20 Very Good

Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues. Detailed planning evident and topic presented with style and flair.

Note: If candidates fail to relate the Presentation/Discussion to aspects of the society or culture of the country or community where the language is spoken then the maximum mark that can be achieved is 8/20 on Grid 1D.

If, in response to the Examiner's questions, there is some superficial reference subsequently made then this could rise to a maximum of 9/20. If more than a superficial reference is made then the full range of marks in the Adequate band can be accessed.

Topic discussion: Grids 1E, 1F and 1C **25 marks**

Grid 1E: Spontaneity and fluency **15 marks**

0-3 Very Poor

Has very little to offer by way of ideas and opinions. Much irrelevance or superficiality. Cannot really cope with Examiner's non-factual questions. Slow, with frequent pauses. Fluency confined to pre-learnt material.

4-6 Poor

Beginning to develop ideas and opinions, but very patchy. Can respond intelligently to a few of Examiner's non-factual questions. Beginnings of fluency but with some inconsistency or hesitancy.

7-10 Adequate

Shows some ability to develop ideas and opinions and can respond intelligently to a number of the Examiner's non-factual questions. Reasonably fluent and spontaneous.

11-13 Good

Increasing ability to develop ideas and opinions. Can respond intelligently to almost all the Examiner's non-factual questions. Fluent and spontaneous much of the time.

14-15 Very Good

Able to develop ideas and opinions well. A very fluent and spontaneous performance throughout.

Grid 1F: Pronunciation and intonation**5 marks****0-1 Poor**

Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.

2-3 Adequate

A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.

4 Good

Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.

5 Very Good

Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

Grid 1C: Quality of Language**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.



RECOGNISING ACHIEVEMENT

Mark Scheme 2662
January 2005

Please indicate marks awarded as follows.

1. Tick each relevant point for which a whole mark is awarded. Indicate in margin by 1 or 0.
2. Draw a single line under any language errors [in parts of the examination where language is to be marked, i.e. Sections 2A, 2B and 2C].
3. Indicate omitted information by a caret sign.
4. Indicate superfluous information by brackets.
5. Use a wavy line to indicate clumsy expression.
6. Use arrow to indicate error in word order.
7. Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
8. Where a correct answer is invalidated by later incorrect information, indicate with 1 – 1.
9. For each question or section, write the mark awarded in the right-hand margin*. At the end of the exercise write the total marks, **and ring this figure**. [*Left-handers may use the left-hand margin.]
10. In Section 2A and 2B place ticks in the body of the candidate's answer to indicate points for which marks are awarded.
11. At the end of Sections 2A and 2B, add the mark awarded for Quality of Language to the mark gained for comprehension as + X, and then enter and ring the combined total mark.
12. In Section 2C tick in the left-hand margin those points of communication attempted in accordance with the markscheme.
13. Transfer the marks for each task to the front cover and enter the final total. On the OMR marksheet, enter the final total only.

Section 1A - Listening**1 *Brutaler Überfall***

One mark each for:

- (a) 20
- (b) 11 Uhr 45
- (c) 1500
- (d) BJ 12

Max. 4 marks

2 *„Wer wird Millionär?“*

One mark each for:

b, c, d, g, i, j, m, o, r

Max. 9 marks

3 *Kids schlagen Profis auf dem Geldmarkt*

- (i) B
- (ii) C
- (iii) B
- (iv) A
- (v) C
- (vi) A
- (vii) C

Max. 7 marks

Total for Listening : 20 marks

Section 1B - Reading**4 *Thomas Gottschalks Neue Show***

- (a) Erfolg
- (b) älter
- (c) Fernsender
- (d) Familienvater
- (e) Kleidung
- (f) Lehrer
- (g) Rundfunk
- (h) Jugendzeit
- (i) feste
- (j) Deutscher

Max. 10 marks

Total for Reading : 10 marks

Section 2A - THE WORLD OF WORK – Listening**5 *Herr Scholl am Telefon:***

- (a) C / in der Esswarenindustrie [1]
- (b) er braucht ihn dringend [1]
- (c) sein Geschäftspartner /Aldi hat das Datum vorverlegt [1]
auf den 20 Januar [1]
es ist 2 Wochen früher als geplant [1]
- (d) A / den 1. Februar [1]
- (e) Ende nächster Woche [1]
- (f) um bei den Verhandlungen gut informiert zu sein [1]
- (g) die Export-Managerin [1] spricht perfekt Englisch [1]
- (h) B / sie ist gebürtige Engländerin [1]
- (i) über die Konkurrenz [1] und den Stand des Marktes [1]
- (j) die Analyse (des Marktes) [1]
- (k) die Rechnung [1]

Max. 15 marks for Content plus 5 for Quality of Language (Grid 2A)

Total for Listening : 20 marks

Grid 2A: Listening**0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in spellings, agreements and transcriptions from the spoken word.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in more complex areas and/or a number of minor errors in spelling and transcriptions from the spoken word.

4 Good

Accuracy generally quite consistent, but there may be errors in more complex areas and/or a number of minor errors in spelling and transcriptions from the spoken word.

5 Very Good

High and consistent level of accuracy. Only minor slips. Confident and correct use of a range of structures. Virtually no problems in transcriptions from the spoken word.

Section 2B - THE WORLD OF WORK – Reading**6 Memo in English : A maximum of 15 marks for any of these essential points clearly made:**

- 1 Consumers should get their food nearby, of high quality, fresh and reasonably priced (any two of these).
- 2 Their principle is Quality High, Price Low.
- 3 They buy in large quantities
- 4 to ensure quality and freshness.
- 5 They guarantee high quality
- 6 through independent checks.
- 7 They save on everything:
- 8 shops are not too big;
- 9 range is not too wide;
- 10 their display is simple;
- 11 their system of supply is (extremely) cost-effective.
- 12 They deliver what they promise.
- 13 They take pride in their staff / success
- 14 and in having 85% of all households as customers
- 15 i.e. more than all other foodstores.
- 16 They are grateful for customers' loyalty.
- 17 They guarantee money back
- 18 without need for reason to be given.
- 19 They promise to meet their mission statement.

Total for Reading: 15 marks for content plus 5 marks for Quality of Language (English) using Grid 2B = **max. 20 marks.**

Grid 2B: Quality of Written English**0-1 Very Poor**

Major and persistent errors in grammar, punctuation and spelling.

2 Poor

Frequent serious errors in grammar, punctuation and spelling.

3 Adequate

Still a number of errors in grammar, punctuation and spelling, some of them serious.

4 Good

Very accurate with only a few minor errors in grammar, punctuation and spelling.

5 Very Good

Excellent, almost faultless grammar, punctuation and spelling.

Section 2C - WORLD OF WORK – Writing

7 Letter to Herr Scholl. Marked according to Quality of Language Grid (2C). Half mark ($\frac{1}{2}$) then deducted for any of the points below not attempted.

The 10 points to be made are:

- 1 I enclose my provisional report
- 2 on the market for pizzas
- 3 in GB.
- 4 The report deals with the six
- 5 biggest supermarket groups.
- 6 There is also information on Aldi and Lidl.
- 7 The statistics refer to
- 8 July-November 2004.
- 9 I will send you my bill
- 10 by February 1st.

Grid 2C: Writing**0-2 Very poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

3-4 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

5-6 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterized by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

7-8 Good

Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

9-10 Very good

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Transcript of Listening passages:**Hörtext eins: *Brutaler Überfall an einer Tankstelle***

Frauenstimme: Ein etwa 20-Jähriger überfiel gestern Abend um 11 Uhr 45 die Esso-Tankstelle Hamburg-Süd. Als der Tankwart nicht schnell genug die Kasse aufmachte, schlug ihn der Täter mit einem Revolver nieder und flüchtete mit über tausendfünfhundert Euro in einem vermutlich gestohlenen Auto mit polizeilichem Kennzeichen HH-BJ 12.

Hörtext zwei: „Wer wird Millionär?“

Männerstimme: Kandidatin Astrid Bäck bekommt eine zweite Chance. Die 41-Jährige musste in der am Freitag gefilmten Quiz-Show das Studio verlassen, nachdem sie bei der 16 000-Euro Frage aufgegeben hatte. Die Frage war aber gegen die Regeln, denn statt einer richtigen Antwort auf die mathematische Frage gab es zwei. Nicht nur das Parallelogramm sondern auch das Trapez hätte Astrid nennen können. **[Pause]** Die Kölnerin erfuhr das erst gestern früh, nachdem sie aus Berlin nach Hause geflogen war. Heute Morgen durfte sie sich also erneut auf den Kandidatenstuhl setzen und eine andere Frage beantworten. Ob sie das diesmal erfolgreich gemacht hat, weiß noch keiner, denn das Quiz wird erst am Sonnabend gesendet.

Hörtext drei: *Kids schlagen Profis auf dem Geldmarkt*

Frauenstimme: Oft hört man die Profis jammern: „An der Börse ist kein Geld zu verdienen.“ Jetzt aber haben unsere jugendlichen Investitions-Experten den Profis gezeigt, wie auf dem Börsenmarkt Geld zu machen ist. Eine halbe Million Schüler und Schülerinnen haben am Börsenspiel der Sparkassen teilgenommen – entweder in Teams oder im Single. Zehn Wochen lang haben sie gehandelt und spekuliert. Jeder Teilnehmer hat 50 000 Euro Spielgeld bekommen, und ein junges Spielteam aus Bielefeld hat pro Mitglied 168 800 Euro gemacht – ein Plus von 240 Prozent! Am kommenden Freitag bekommen die Sieger ihre Belohnung: Tickets für eine Rheinkreuzfahrt auf dem Hotelschiff „Loreley“. Erster im Einzel-Wettbewerb war ein achtzehnjähriger Azubi aus München, Daniel Huber, mit einer Summe von fast 70 000 Euro. Für seinen Erfolg wird er mit zwei Tickets für eine Flugreise nach Rom belohnt.

World of Work: Herr Scholl am Telefon

Männerstimme: Hallo, Mr. Cook. Hier Andreas Scholl von Pizza-Pronto in Dortmund. Ich habe eine große Bitte an Sie. Den Bericht über den Pizza-Markt in Großbritannien brauche ich dringend. Unser Geschäftspartner Aldi hat das Treffen auf den 20. Januar vorverlegt, zwei Wochen früher als geplant. Ich weiß, wir hatten die Ergebnisse Ihrer Untersuchung für den 1. Februar bestellt, aber könnten Sie uns vielleicht die provisorischen Informationen bis Ende nächster Woche schicken? Dann wäre ich bei diesen Verhandlungen einigermaßen gut informiert. Sie können das ruhig auf Englisch machen; Frau Müller, meine Export-Managerin, spricht perfekt Englisch – sie ist ja in England geboren. Hauptsache, wir wissen möglichst viel über die Konkurrenz und über den Stand des Marktes. Ich freue mich auf Ihre Analyse. Ihre Rechnung schicken Sie auch gleich mit, ja?



RECOGNISING ACHIEVEMENT

Mark Scheme 2663
January 2005

Section A: Reading (max 15)

1 One mark for each correct answer (max 8)

b d f g i k n o

2 One mark for each correct answer (max 7)

1(E) 2B 3G 4A 5C 6H 7F 8I

Section B: Writing (max 30)

2 10 marks for Quality of Language (Grid 3A)

10 marks for Comprehension (Grid 3B)

10 marks for Response (Grid 3C)

Possible comprehension points:

- 1 60 Prozent der Kinder im Alter 6-15 haben Angst vor Krieg
- 2 Studie unter 1123 Jugendlichen durchgeführt
- 3 (mehr als) ein Drittel hat Angst vor Umweltverschmutzung
- 4 zum Beispiel: zu viel Öl im Meer/ zu schmutzig zum Schwimmen
/ Fische nicht essbar
- 5 Schule verursacht Angst / Schüler haben Angst vor schlechten
Noten
- 6 (besonders) die älteren Schüler / die meisten 15-Jährigen
- 7 schon mit 8 Jahren haben 38 Prozent /sie Angst davor
- 8 Kinder mit nicht-deutscher Muttersprache haben mehr Angst
- 9 sie könnten vielleicht wegen ihren schlechten Deutschkenntnise
sitzen bleiben

- 10 Experten waren überrascht
- 11 etwa 38 Prozent glauben, dass sie zu dick sind / haben ein
negatives Körperbild
- 12 besonders die (älteren) Mädchen
- 13 jedes zweite Mädchen möchte abnehmen
- 14 falsche Signale von den superschlanken Stars / der Werbung

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

- 1 österreichische
- 2 Viele dass
- 3 einer
- 4 wurden teilzunehmen
- 5 davon die
- 6 durch
- 7 ausgefüllt
- 8 meisten
- 9 Wenn
- 10 will die Hälfte der Mädchen schlanker werden
- 11 nimmt zu
- 12 den



RECOGNISING ACHIEVEMENT

Mark Scheme 2664
January 2005

Unit 2654 (French), 2664 (German), 2674 (Spanish)**Components 01 and 03: Speaking and Reading****Total: 60 marks****Section A Discussion of Article**

Response to and understanding of article	10 marks (A02)	(Grid 4A)
Comprehension of and response to examiner	10 marks (A01)	(Grid 4B)

Section B General conversation

Spontaneity, comprehension, responsiveness, fluency	15 marks (A01)	(Grid 4C)
Pronunciation and intonation	5 marks (A01)	(Grid 1F)
Quality of language	10 marks (A03)	(Grid 4D)
Factual knowledge, ideas and opinions	10 marks (A04)	(Grid 4E)

Section A: Discussion of article: Grids 4A and 4B**20 marks****Grid 4A: Response to and understanding of article****10 marks**

0-2	<i>Very poor</i>	Minimal understanding shown of article. Ideas largely superficial.
3-4	<i>Poor</i>	Limited knowledge shown of article. Considerable gaps in understanding.
5-6	<i>Adequate</i>	A reasonable level of understanding. Needs encouragement to develop ideas.
7-8	<i>Good</i>	Article generally well understood, but ideas rather limited.
9-10	<i>Very Good</i>	Excellent understanding of all aspects of the article.

Grid 4B: Comprehension of and response to Examiner**10 marks**

0-2	<i>Very Poor</i>	Severe problems of comprehension. Very marked hesitation. Limited responsiveness.
3-4	<i>Poor</i>	Has general difficulty in understanding. Limited response to the majority of topics raised.
5-6	<i>Adequate</i>	Understands questions on basic concepts but has difficulty with more complicated ideas. Some delay in response.
7-8	<i>Good</i>	Few problems of comprehension. Responds readily and without undue hesitation. Quite forthcoming.
9-10	<i>Very Good</i>	No problems of comprehension. Prompt response to questions. Takes initiative in developing themes.

Section B: General conversation: Grids 4C, 1F, 4D and 4E

40 marks

Grid 4C: Spontaneity, comprehension, responsiveness, fluency

15 marks

0-3	<i>Very poor</i>	Severe problems of comprehension, Very marked hesitation. Limited responsiveness. No fluency or feel for the language.
4-6	<i>Poor</i>	Has general difficulty in understanding. Limited response to questions on majority of topics raised. Little fluency or feel for the language. Translates literally from the mother tongue.
7-10	<i>Adequate</i>	Understands questions on basic situations and concepts but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. Reasonable fluency and feel for the language with occasional use of relevant idiom. Limited expression of ideas.
11-13	<i>Good</i>	Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead. Good fluency and feel for the language. Shows competent use of relevant idiom.
14-15	<i>Very Good</i>	No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics. Able to guide the discussion and lead the examiner, offering and seeking opinions as appropriate. Very good feel for the language and is able to express concepts fluently and in the appropriate idiom.

Grid 1F: Pronunciation and intonation

5 marks

0-1	<i>Poor</i>	Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.
2-3	<i>Adequate</i>	A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.
4	<i>Good</i>	Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.
5	<i>Very Good</i>	Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

Grid 4D: Quality of language

10 marks

There is a mark out of 5 for grammatical accuracy and another mark out of 5 for range, variety and appropriateness.

Grammatical accuracy

0-1	<i>Very poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.
2	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.
3	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
4	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.
5	<i>Very good</i>	High and consistent level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification.

Range, variety and appropriateness

0-1	<i>Very poor</i>	Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.
2	<i>Poor</i>	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.
3	<i>Adequate</i>	Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.
4	<i>Good</i>	Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
5	<i>Very good</i>	Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

Grid 4E: Factual knowledge, ideas and opinions**10 marks**

Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The examiner should adapt the general statements below to the specific topics being addressed by the candidate. Grid 4E focuses on (i) knowledge and factual information; (ii) evidence of reading and preparation; (iii) ideas and opinions. Note that response to the examiner is assessed as AO1 in Grid 4C. The concern here is with knowledge and opinions.

0-2	<i>Very Poor</i>	Conveys very little information about the topics. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously. Insubstantial and hesitant delivery. No, or very few, ideas or opinions expressed.
3-4	<i>Poor</i>	Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of preparation, but delivery is pedestrian, as are the one or two ideas expressed.
5-6	<i>Adequate</i>	Solid base of information with evidence of preparation. Material is factually sound, but with no evidence of wider reading. Material may not always be relevant. Exposition of topics is serious but somewhat stilted. Has begun to think about the issues and express ideas.
7-8	<i>Good</i>	Detailed exposition of the topics. Well-informed with a range of relevant factual information. Well prepared material. Interesting ideas and observations.
9-10	<i>Very Good</i>	Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues, and is expressed in a range of opinions and observations. Detailed preparation evident and topic presented with style and flair.

Note: In cases where candidates fail to offer some factual knowledge, ideas and opinions related to the country where the language is spoken, a maximum of 4 marks (Poor) will be available on Grid 4E.



RECOGNISING ACHIEVEMENT

Mark Scheme 2665
January 2005

Please indicate marks awarded as follows.

1. Tick each relevant point for which a whole mark is awarded. Indicate in margin by 1 or 0.
2. Draw a single line under any language errors [in parts of the examination where language is to be marked].
3. Indicate omitted information by a caret sign.
4. Indicate superfluous information by brackets.
5. Use a wavy line to indicate clumsy expression.
6. Use an arrow to indicate an error in word order.
7. Where a correct answer is invalidated by later incorrect information, indicate with 1 – 1.
8. For each question or section, write the mark awarded in the right-hand margin*. At the end of the exercise write the total marks, **and ring this figure**. [*Left-handers may use the left-hand margin.]
9. At the end of Sections A and B, write the mark awarded for Quality of Language as 5A or 5B and ring this mark.
10. In the extended writing exercise in Section C, show the mark for Grammatical Accuracy (G) and then the mark for Range, Variety and Appropriateness (R). Ring their total.
11. For the Range mark in cases where answers are irrelevant or there are gaps:

On questions (i) to (iv) tick each content point from markscheme in left-hand margin.

On question (v) place one tick only, if a personal opinion is attempted.

Then

- if all answers have at least one tick against them – assess Range on full range of 5 marks
if only 4 of the answers have at least one tick against them – assess as normal, then deduct one mark.
- if only 3 of the answers have at least one tick against them – assess as normal, then deduct two marks.
- if only 2 of the answers have at least one tick against them – assess as normal, then deduct three marks.
- if only 1 of the answers has at least one tick against it – assess as normal, then deduct four marks
- and, finally, give 0 for Range if none of the five questions gains a tick.

If there is no answer at all to (v) or it is totally irrelevant, give 0 for Range.

12 Transfer the totals for each task to the front cover, insert the Quality of Language mark after the appropriate question. On the OMR marksheet, enter the final total only.

Teil A: Hörtexte. Answers must be expressed in German.**Hörtext 1: Aufgabe 1 – Zwei Webseiten**

- (a) vertraulich / anonym [1]
- (b) Zeugnisängste [1]
- (c) Fachmann / Experte [1]
- (d) innerhalb von 48 Stunden / spätestens nach 48 Stunden [1]

- (e) sie engagiert sich für die Rechte der Kinder [1]
- (f) im Streit vermitteln / Hilfe geben, wenn man Sorgen oder Probleme hat [1]
- (g) nicht viele / sie sind relativ selten [1]
- (h) an das Jugendamt [1]

Total 8 marks**Hörtext 2: Aufgabe 2 – Interview mit der Bundesfamilienministerin**

- (a) Zusammenleben und Zusammenhalten über Generationen hinweg [1]
- (b) ob die Eltern verheiratet sind oder nicht [1]
- (c) (i) die Eltern sind verheiratet [1]
(ii) sie haben Geschwister [1]
- (d) sie bewertet sie moralisch nicht / sie akzeptiert sie / sie ist keine Schande mehr [1]
- (e) dass die Hälfte der Arbeitnehmer über 45 Jahre alt sind [1]
dass die Gesellschaft ihre Zukunftsfähigkeit verliert [1]
- (f) sie ist eine sehr ökonomische Denkweise [1]
- (g) familienunfreundliche Arbeitszeiten / Arbeitsbedingungen [1]
- (h) nicht so viele / weniger Autos und Waschmaschinen verkaufen [1]
- (i) die richtigen Bedingungen schaffen [1]
für die beiden Gruppen von Frauen (Berufstätige und Nichtberufstätige) [1]

Total 12 marks**Total for Teil A: 20 + 5 Quality of Language (using Grid 5A) = 25**

Teil B: Lesen – 1. „Goodbye, Lenin!“**Aufgabe 3. One mark for each answer in German demonstrating comprehension.**

- (a) dass am ersten Wochenende [1] 380 000 Menschen den Film gesehen haben [1]
- (b) die Mutter war in einem Koma [1]
- (c) dass die Mutter wieder einen Schlaganfall erlebt / krank wird / ins Koma fällt [1]
- (d) Alex will die Mutter allmählich auf die neue Wirklichkeit einstimmen [1]
- (e) der Autor findet die Idee des Drehbuchs toll [1]
- (f) die Mutter war für einen Moment unbewacht [1]
- (g) die Statue wird von einem Hubschrauber getragen [1]
- (h) mehr Geld hätte den Film besser gemacht [1]
- (i) two of three:
 - der Film ist mal sarkastisch, mal tragikomisch [1]
 - das Drehbuch war nicht perfekt [1]
 - das Drehbuch hatte eine Überarbeitung nötig [1]
- (j) Becker hat Erklärungen über die Bilder gelegt [1]
- (k) es geht um Alex' Suche nach dem Vater [1]
- (l) dass man nicht für dumm verkauft wird [1] und nicht geschulmeister wird [1]

Total 15 marks**Aufgabe 4. One mark for each appropriate explanation showing comprehension.**

- (a) *Held* : Hauptfigur in dem Film [1]
- (b) *West-Autos* : Wagen aus Westdeutschland / West-Europa / aus dem Westen [1]
- (c) *Regisseur* : der Filmmacher [1]
- (d) *preisegekrönt* : hat einen Preis gewonnen [1]
- (e) *Maueröffnung* : der Fall der Berliner Mauer [1]

Total 5 marks

At this point assess Aufgaben 3 and 4 for Quality of Language, awarding a mark out of 5 using grid 5B

Teil B: Lesen - 2. 'Die Zeiten, sie ändern sich'**Aufgabe 5. One mark for comprehension as per below. (Ignore all answers in German)**

- (a) (i) do late shopping on Saturday [1]
 (ii) use a 24-hour hotline [1] *[these 3 interchangeable]*
 (iii) go to disco or cinema into early hours of the morning [1]
- (b) (i) social organisation / organisation of society [1]
 (ii) economic structure [1] *[these 3 interchangeable]*
 (iii) environment [1]
- (c) that everything should be available at all times [1]
- (d) a policy to protect shared times (of rest) [1]
- (e) (i) determine the rhythm / pace which keeps / holds society together [1]
 (ii) make family and social life possible [1] *[interchangeable]*
- (f) been eroded [1] filled with activities [1]
- (g) finance [1]
- (h) it is (following but) lagging behind [1]
- (i) decrease in industrialisation [1]
- (j) working in what used to be times of rest [1]
- (k) risen to 10 per cent [1] i.e. four times more than in the mid-80s [1]
- (l) (i) more choice for consumers [1]
 (ii) more choice for shaping one's own time [1]

Total 20 marks

Total for Teil B: 20 + 5 Quality of Language (using Grid 5B to assess Aufgabe 3 und 4) + 20 = 45

Teil C: Schriftliche Arbeit – ‘Game show offers Germans job prizes’**Aufgabe 6**

A global mark out of 10 (using grid 5C), taking into consideration the quality of the candidate's German and the communication of some or all of the following points in (i) to (iv):

- (i) the prize is a job;
two contestants per week;
the viewers vote on the winner
- (ii) shows teleshopping and quiz games
run by Princess
- (iii) appalled because of the cost of telephone calls for the applicants;
the jobs could be short-lived;
regard it as advertising for companies
think it's a disgrace to exploit the unemployed
- (iv) tough criteria;
no chance for the miserable and down-at-heel;
only attractive, charismatic people with good sense of humour
- (v) Personal Response: reward pertinent expression

Total for Teil C: maximum of 10 marks

Total for whole paper : [80]

Tapescripts: Teil A***Hörtext 1: 'Zwei Webseiten'***

Männerstimme: Heute haben wir zwei gute Webseiten für unsere jungen Zuhörer. Die erste: www.schüler-notruf.de ist eine bundesweite. Hier kannst du für deine Probleme anonym Hilfe bekommen. Alles was du schreibst, wird vertraulich behandelt. Es werden verschiedene Oberthemen wie zum Beispiel Magersucht, Mobbing durch Mitschüler, sexuelle Belästigung oder Zeugnisängste angeboten. Du wählst die für dich in Frage kommende Rubrik aus und beschreibst per E-Mail dein Problem. Angeben musst du nur deine E-Mail-Adresse. Deine Anfrage wird an Experten weitergeleitet; spätestens nach 48 Stunden bekommst du von ihnen eine Antwort zugeschickt.

Frauenstimme: Ja, und hier in München ist eine Organisation mit der Website-Adresse, www.pro-kids.de, die nicht nur Hilfe anbietet, sondern sich auch allgemein für deine Rechte engagiert. Sie konzentriert sich vor allem auf Kinderpolitik und arbeitet mit dem Jugendamt der Stadt München. Dieses Amt hat einen Ombudsmann, genauer: eine Ombudsfrau, die im Streit vermitteln soll. An sie kann man sich wenden, wenn man Sorgen mit anderen Personen oder Probleme in der Stadt hat, aber nicht weiß, wo man Hilfe bekommt. Ombudsmänner sind in Deutschland relativ selten, aber wenn du nicht in München wohnst, weiß das Jugendamt in deiner Stadt, ob und wo es einen Ansprechpartner gibt.

Hörtext 2: 'Interview mit der Bundesfamilienministerin'

Männerstimme: Wir reden heute mit Frau Renate Schmidt, Bundesfamilienministerin. Frau Schmidt, was verstehen Sie unter „Familie“?

Frauenstimme: Familie ist für mich das Zusammenleben und Zusammenhalten über Generationen hinweg. Familie ist unabhängig davon, ob die Eltern verheiratet sind oder nicht. Sie sind genauso eine Familie, wenn Erwachsene mit ihren pflegebedürftigen Eltern zusammenleben. Es gibt Alleinerziehende und Patchwork-Familien, aber 78 Prozent der Kinder in Deutschland leben in Familien, bei denen die Eltern verheiratet sind und wo sie leibliche Geschwister haben. Wir sollten den Begriff so weit wie möglich fassen.

Männerstimme: Warum gibt es heute so verschiedene Familienmodelle?

Frauenstimme: Die Menschen leben anders. Scheidung wird in unserer Gesellschaft nicht mehr moralisch bewertet. Und es ist heute keine Schande mehr, ein nicht eheliches Kind zu bekommen.

Männerstimme: Die Geburtenrate fällt ständig. Was meinen Sie dazu?

Frauenstimme: Die Kinder sind die Zukunft. Es darf nicht sein, dass wir heute 38 Millionen Arbeitnehmer und Arbeitnehmerinnen haben und im Jahr 2040 nur noch 24 Millionen, wovon dann die Hälfte älter ist als 45 Jahre. Eine solche Gesellschaft hätte ihre Zukunftsfähigkeit verloren. Es hätte Folgen für Forschung und Technologie, für Innovation und Wirtschaft.

Männerstimme: Das klingt aber doch nach einer sehr ökonomischen Denkweise.

Frauenstimme: Es ist ja nicht nur das. Ich wiederhole: da, wo keine Kinder sind, wird auch keine Zukunft sein.

Männerstimme: Die deutsche Frau bekommt im Durchschnitt 1,4 Kinder.

Frauenstimme: Ja, aber das sagt nichts über den Kinderwunsch bei jungen Menschen. Die jungen Leute wollen Kinder, aber oft liegt das Problem bei familienunfreundlichen Arbeitszeiten. Die Wirtschaft muss da endlich umdenken, sonst sägt sie an dem Ast, auf dem sie sitzt. Heute nicht geborene Kinder bedeuten irgendwann weniger verkaufte Autos und Waschmaschinen.

Männerstimme: Was kann also die Politik machen?

Frauenstimme: Wir brauchen bessere Betreuungseinrichtungen, mehr Krippenplätze, Tagesmütter und Ganztagschulen. Eine Frau, die sagt, sie will nur für die Kinder zu Hause sein, ist mir genauso lieb wie eine, die Beruf und Familie unter einen Hut bringen will. Meine Aufgabe ist es, für die beiden Gruppen von Frauen die richtigen Bedingungen zu schaffen.



RECOGNISING ACHIEVEMENT

Mark Scheme 2666
January 2005

**Unit 2656 (French), 2666 (German), 2676 (Spanish)
Culture and Society (written paper)****Total: 60 marks**

Information about and understanding of topics, texts and issues 40 marks for each essay (AO4) [Grid 6A]

Quality of Language 20 marks for each essay (AO3)[Grid 6B]

The following general principles apply to the marking of the Culture and Society paper in all languages.

1 **Assessment criteria**: All scripts are to be marked in accordance with the assessment criteria below (Grids 6A and 6B).

2 **Marking**: Examiners are asked:

- (a) to single underline all language errors
- (b) to indicate omissions by a caret sign (^)
- (c) to indicate superfluous or unclear material by a wavy line.

3 **Comments**: Examiners are asked to write **no comments** at all on the scripts. However, in certain cases it may be helpful to attach comments on a separate sheet when an explanation of the allocation of marks may be deemed necessary.

4 **Length**: There is no limit on the number of words to be written per essay, no penalties, therefore, are to be imposed.

Essays which are too short should be assessed as normal; the shortness will usually be self-penalising.

5 **Rubric infringements**:

Where candidates write their essays based on the same text or topic, only the better of the two should be marked.

In such cases the action taken by the examiner must be clearly shown at the foot of the essay, and the words **RUBRIC INFRINGEMENT** written on the front cover. There is no need to mark such scripts for the attention of the Team Leader.

Any other cases of rubric infringements should be drawn to the attention of the Team Leader.

- 6 **Reference to the country:** Both the Aims and the Assessment Objectives of the specification indicate that essays in Section C must relate to "**a country where the language studied is spoken**". It is acknowledged that some of the topic titles have international application, but each title in the specification specifically refers to the country/countries in question. There is, therefore, no excuse for essays which do not refer to the country/countries studied. It should be noted in this respect that, with the exception of those topic areas asterisked in the specification, **any** country where the language is spoken is acceptable for the purposes of this paper (eg Francophone Africa, Austria, Latin America).

Essays which make no or little reference to the country/countries in question may be awarded no more than 7 marks on both grids.

- 7 **Indication of marks:** At the end of each essay, the examiner must show the mark awarded under each separate grid, and the resulting total, which should be ringed.

e.g.

6A	15	17	32
6B	6	7	13
			45

Add the two totals out of 60 together to get an overall mark out of 120. Divide this by two (rounding up any ½ marks) to get a final total out of 60. Indicate this on the front cover of the answer script.

e.g. $45 + 38 = 83 = \textcircled{42}$

Grid 6A (1) Information about topics, texts, relevance and appropriateness of response **40 marks**

0-3 Very Poor

Extremely brief and/or very inadequate answer. Little or no knowledge of the text/topic. Frequent irrelevance. A very superficial treatment of the task.

4-7 Poor

The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. There are omissions and some irrelevancy in completing the task.

8-11 Adequate

Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Rather dull treatment of the task.

12-15 Good

Evidence of thought and preparation showing a sound knowledge of the text/topic, supported by factual knowledge. Mainly relevant to the task and demonstrating some imagination and/or originality (where appropriate).

16-18 Very Good

The text/topic is used and pointed to the question, the general issues pertinent to the text/topic have been taken into account in response to the question. There is evidence of an ability to produce an imaginative and/or original response to the task (where appropriate).

19-20 Excellent

Intelligent use of factual information, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. A precise and thorough response to the task showing insight into the text/topic.

Grid 6A (2) Understanding of topics, texts and issues, structure and development of ideas. 20 marks

0-3 Very Poor

May have great difficulty communicating at this level in the foreign language. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.

4-7 Poor

Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion. Rambling and disjointed.

8-11 Adequate

Ideas generally organise in a structured way and some ability to organise into paragraphs and sequence the argument, although somewhat superficial.

12-15 Good

Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.

16-18 Very Good

The essay has an argument and develops a case but there may be some limitations in scope. There is a clear line of thought and/or evidence of an ability to draw conclusions.

19-20 Excellent

Well-balanced and coherent piece with an excellent introduction and good organisation with clarity and a sense of control. Ideas clearly linked and well-developed. Thoughtful work.

Grid 6B Quality of language **10 marks**

Grammatical accuracy **10 marks**

1-2 Very Poor

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

3-4 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

5-6 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

7-8 Good

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

9-10 Very Good

High and quite consistent level of accuracy. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

Range, variety and appropriateness**10 marks****1-2 Very Poor**

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

3-4 Poor

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.

5-6 Adequate

Some attempt to extend range of vocabulary, but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.

7-8 Good

Good range of vocabulary, with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns, but not always able to maintain correct usage.

9-10 Very Good

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.



RECOGNISING ACHIEVEMENT

REPORT ON THE UNITS
January 2005

2661 German Speaking

General Comments

Role-play

The vast majority of Teacher/Examiners adhered correctly to the Randomisation Sheet sequence printed on page 2 of the Examiner's Booklet, which meant that role-plays A and C were the most frequently used. All three role-plays proved accessible and comparable. Many successful and entertaining role-plays were heard, but some were less successful. One feature still causing some concern is the inability of many candidates to word the initial two questions correctly. Often this means changing the word order or the verb form, rather than wholesale manipulation or the addition of unnecessary words making little sense. For example (*Zuerst müssen Sie folgende Informationen herausfinden:)* *wann der Ausflug stattfinden sollte* (role-play A) was often changed to *Wann du der Ausflug stattfinden sollte?/ Wann solltest du der Ausflug stattfinden?*

The importance of good preparation by the Teacher/Examiner has been stressed at many Inset meetings and in previous 2661 Examiner Reports. It cannot be emphasised enough that the Teacher/Examiner's role is **not** just to read out questions from the Examiner's Booklet, ignoring what the candidate is saying. A good Teacher/Examiner listens carefully, reacts to the candidate's statements and suggests further stimuli designed to elicit more information if necessary. Where candidates fail to express satisfactorily what is in the stimulus material, the role of the Teacher/Examiner is to encourage them to supply further details. Many Teacher/Examiners (but not all!) have learnt the art of eliciting information in a skilled way, giving candidates the opportunity to gain better marks, especially on criterion 1A. Good Teacher/Examiner knowledge of the stimulus material is therefore vital. Many Teacher/Examiners prepared very well this session.

Timing of the role-play was better from many centres. Assessment of the role-play ceased after five minutes, in line with QCA requirements.

Comments on Individual Questions

Role-play A: Jodrell Bank

Most candidates were handed this role-play, the first in the Randomisation sequence. Most candidates made a good attempt at conveying the details contained in the stimulus material. Some confused the two parts of the first half of the text, suggesting that trees and wildlife could be found in the Planetarium. Lions seemed to figure frequently as the main form of wildlife to be encountered (those candidates who had been to Longleat?). Some problems occurred with individual words. Not all candidates knew "stars" and many omitted to mention "astronomy". Science was sometimes *Wirtschaft*. The second half of the text contained details concerning facilities and location. As ever, numbers were sometimes incorrectly stated: £8 was sometimes rendered as €8 or 6 Euros, there were sometimes 200 trees, not 2000, 10.30 was *halb zehn* and Jodrell Bank (or Park, according to some) was open *vom 30ste Wochenende in März*. Surprisingly, the A535 was often conveyed correctly, but many stated it was an *Autobahn*. Attempts to convey the special offer for children were mostly sound with odd exceptions (entrance was free for children *bis 50/ ein Kind ist kostenlos/ du*

kannst haben ein freies Kind mit ein Erwachsene). The word “Arboretum” was unknown by many candidates and even some Teacher/Examiners. Thankfully, the expected mispronunciation of *Bogenschießen* did not often materialise, but it sometimes became *Bogenschießen*. Unfortunately, there are still some Teacher/Examiners who treat the role-play as a question/answer session. And some select items from the stimulus material (eg. *Was kann man in dem Environmental Discovery Centre machen?*) before they have been mentioned by the candidate. This is a result of using the Examiner’s suggestions as a script. The word *Ausfahrt* (Junction 18) was known by very few.

There were, of course, many good responses and the majority of candidates were able to convey details with at least moderate success. The final bullet point was dealt with satisfactorily and many candidates offered sensible ideas as to why Jodrell Bank might be a suitable excursion for the whole family.

Role-play B: Cycling by Train

Only centres with five or more candidates this session tackled this role-play. Consequently it was the one least frequently used and with such a small candidature trends were impossible to discern. Those candidates who did it made a reasonable attempt at conveying the stimulus material, which explained the advantages and restrictions when taking bikes on trains. The situation was understood well and the initial questions were conveyed sensibly, if not totally accurately. The final bullet point posed the problem of acquiring a bike for the examiner. Some candidates made good suggestions but some left it to the examiner to offer a solution.

Role-play C: Warwick Castle

Most candidates with this role-play also made a good attempt at expressing in German the details in the stimulus material on what there is to see and do at this visitor attraction. The text itself had a mixture of items ranging from the easy to the more difficult. The first two lines caused difficulty for those candidates who attempted a literal translation. Some extra help (*Türme/ Arsenal*) was given in the bullet points not the *Hilfsvokabeln*, and many candidates successfully spotted this.

The initial questions were not always well done and *Wann sollten Sie/wann solltest du der Ausflug stattfinden?* was commonly heard. Many had a good overview of the text but details were often omitted or expressed inexpertly. Most ignored the word “panoramic” but many successfully conveyed the idea that the Towers were converted into apartments. Many enjoyed expressing the idea of trying on a helmet or holding a sword (although the word heavy was often *heftig* or *streng*, and at times efforts lacked clarity: *man kann ein Schwert brauchen*). Soaking up the atmosphere was not done particularly well but the opening times and free parking for 300 cars were conveyed satisfactorily. As with many role-plays, individual words caused some problems: “*Royal Weekend Party*” was sometimes “*Royal Wedding Party*”, “*Castle grounds*” was occasionally *Burgegrunde* and one could watch archery *in dem Fluss*. However, these are exceptions rather than the rule, and many candidates expressed at least adequately what the text contained. The final bullet point was attempted by all, mostly with reasonable success.

The role-play remains a good test of what candidates can do, and differentiates well. It offers the weaker candidate the chance to express some basics and challenges the stronger candidate to use initiative and imagination. The level of language heard this time was as in previous sessions. Weak candidates are restricted to simple sentence patterns: *es gibt*, forms of the verb *sein*, and have difficulties with even basic verb forms and word order.

Strong candidates have not only a sound grasp of the basics but also impress with their use of complex structures such as relative clauses and subjunctives.

Topic

The vast majority of candidates are well prepared for this part of the examination. Most presentations were well timed at between two and three minutes, although some were overlong. Teacher/Examiners are reminded that in such cases they must intervene after three minutes (but preferably not in the middle of a sentence!) The topic discussion should last 7-8 minutes and proceed along the lines of the headings on the Oral Topic Form/AS, starting with the first heading. Discussions should encourage spontaneity, and Teacher/Examiners should challenge statements made by candidates. The best discussions are those where a great deal of real interchange takes place. This occurs naturally when discussions have not been over-rehearsed. A minority of centres still allows pre-rehearsed mini-monologues to take place resulting in anything but spontaneity. Such candidates penalise themselves on 1E. This session, almost all topics related to a German-speaking country, and the full range of marks on 1D was possible. Headings on Oral Topic Form/AS were better presented. They should be headings, not sentences, and limited to a few words. Their function is to remind candidate and Examiner what the candidate would like to focus on in the discussion. Assessment of the topic ceased after ten minutes, in line with QCA requirements.

Topics chosen by candidates ranged, as usual, from some well worn ones, such as *das deutsche Schulsystem*,/ *Bayern München*/ *Ausländer*/ *Michael Schumacher* etc. to individual and unusual ones such as *Leni Riefenstahl*/ *Asthma in Deutschland*/ *Das Boot*/ *der deutsche Bundespräsident*/ *die Rechtschreibreform*, *Anne Frank* etc. All topic discussions are measured against the same criteria and if every candidate did those mentioned above, then they would no longer be unusual! It is refreshing, however, to hear discussions where the candidate has obviously done some private research and is able to converse on a topic which is not commonplace. Markers and Moderators are grateful to those centres which encourage different topics by different candidates. A centre where all candidates are offering, for instance, *das deutsche Schulsystem*, is not greeted with enthusiasm by the Marker/Moderator.

Mispronunciations (*Energiekeller*/ *Bösecrash*/ *Berlinear Mauer*/ *Mein Freund hat ein CD mit Rammstein leider gekauft*) and literal translations (*man kann putzen zu viel Druck auf die Kinder/Weltkrieg Zwei*) count for most of the odd features encountered in this part of the examination. Sometimes the wrong word is chosen by mistake: *Hesse ist meistens flach*/ *die Schule dauert von 8 Uhr morgens bis 1 Uhr morgens*/ *Hauptschule, Realschule und Turnhalle*. Subject/verb agreement is still a major problem with weaker candidates, as is the verb-second idea and word order in subordinate clauses.

Such examples refer, of course, to individual lapses and can be minor compared with the many well-phrased statements. It is rewarding to hear successful interchanges of ideas and opinions, and many topic discussions are exactly that. The best are always spontaneous, lively, full of factual information on the chosen topic and accurate. Candidates can, and often do, research a particular topic well, either through reading or the internet. They should, for the purposes of this part of the examination, become an expert on some aspect of a German-speaking country which fascinates them and which they can explain with enthusiasm. Topic discussions this session ranged from the highly impressive to the apparently unprepared.

2662: German Listening, Reading and Writing 1

General Comments

There were candidates of all abilities taking this paper, some perhaps for the first time but mostly re-sitting. The standard varied from excellent to very poor indeed. As always some scripts showed evidence of considerable care and thought, while a small number were scruffy in the extreme, full of amendments and scribbled afterthoughts. There was much evidence of good teaching; there were few scripts which suggested that the candidates had not been well prepared.

Specific Comments

In the first Listening exercise (*Brutaler Überfall*) candidates generally understood the age of the man who had perpetrated the attack, the time at which it had happened (though many carelessly thought that *um* meant "in" and wrote „Hamburg“) and how many euros had been stolen. A significant proportion of candidates, however, thought that the registration number of the car involved was "BY12" and not "BJ12".

Candidates generally scored highly on the second passage, which related to a lady who had a second chance to answer questions on a German game show (*Wer wird Millionär?*). The only frequent misunderstanding involved selecting the day on which the show was to be re-broadcast, perhaps because of confusion over the meaning of *Sonnabend*.

There were more good performances on the third exercise (*Kids schlagen Profis auf dem Geldmarkt*), which concerned pupils' participation in a nationwide business game. There was no particular pattern to the errors made.

The Reading exercise required candidates to complete sentences, based on a passage about the German show host Thomas Gottschalk. The words needed to fill the gaps were given below the passage with a number of distracters. Candidates need to study the text carefully and think logically about what fits appropriately into the blank spaces. Few candidates make wild choices, though the occasional decision will produce a mildly comic juxtaposition. The most common error was to link *im* with *Bayern*, understandable but inappropriate. Performances varied but few low scores were registered here.

Major difficulties usually start with the World of Work Listening exercise. This session was no exception, though there were candidates who clearly understood what they were hearing and what they should answer. There were generally lots of problems with the words *dringend*, *vorverlegt*, *einigermaßen*, *Export-Managerin*, *Konkurrenz* and *Analyse*. Large numbers of scripts contained such infelicities as „zwei wochen frühe aus geplant“, „bis ende nexte woche“ and „uber den standesmarks“. Much of the vocabulary of this exercise is of a commercial nature and reappears from paper to paper: practice on past papers is highly recommended.

The passage to be converted into a memo for a non-German-speaking boss was a mission statement from a major German supermarket chain. It was generally done well, though some details escaped many candidates, such as the reference to independent quality checks, the cost-effectiveness of the supply system and the pride that the organisation took in its staff. Very few candidates, however, would be taken on as copywriters for an advertising agency or commercial organisation: the quality of English was seldom good enough; in particular the register was often inappropriate.

The final exercise always produces the full range of marks from 0-10 and did so this time. There are fewer and fewer grossly inappropriate choices of vocabulary, but the same old mistakes occur: the spelling of *Großbritannien*, the correct way to say “deals with”, the superlative of *groß*, the words for “information about”, the correct word for “send” and the preposition required for “by February 1st”, not to mention the spelling of *Februar* and the correct way to render an ordinal number in German.

2663 Reading and Writing

General Comments

The paper was set at an appropriate level of difficulty and produced the full range of response. It seems, however, very likely from the spread of marks that many of the candidates were in the second rather than the first year of their German course. There were no particular pitfalls in this paper and now that the word count in Question 3 is purely a recommendation, candidates are not put under any pressure to be as concise as possible. All the tasks were completed without any indication that candidates had been short of time.

Question 1

This seasonally appropriate text about learning to ski proved to be an effective discriminator: whilst only the best candidates gained full marks, 4 or 5 out of 8 was a more usual score. The most frequently chosen distractors were (e), (h), (j) and (m).

Question 2

This text about problems on Munich's suburban railway was accessible to all except the weakest candidates, probably because the text was broken up into short sections. Number 5 was the statement most frequently incorrectly identified, probably because many candidates were unsure about the meaning of *Pkw*.

Question 3

For the most part the candidates had no difficulty in understanding this text about the things young Austrians worry about. As usual there were 14 points in the Mark Scheme, of which they had to pick up on any 10, and most candidates had few problems getting into the good category. There are still some centres, though, where the candidates do not seem to quite understand how this task works and are far too vague or just pick up one or two ideas from the text and run with them.

The candidates seemed to be able to identify with the problems mentioned in the text and used them as a starting point for the second part of the task. Although some did not get beyond giving their opinions on these problems, others gave a thoughtful and interesting response. A few opined that, compared with young people in other less stable parts of the world, youngsters in Europe did not really have any problems. Family problems did not come up as often as anticipated, considering that "relationships" is often a starting point for AS courses, but the pressures caused by examinations and being "cool" featured heavily. Those candidates who knew the word *Druck* were well away! There are, however, still candidates who do not read the question properly or who allow themselves to drift away from the topic and consequently get a poor mark. Their opinions have to be relevant to the question so they did not get credit for writing about healthy eating or the benefits of participating in sport. From the Examiner's point of view it is now much more satisfactory that the adventurous and insightful answers can be given more credit than the obvious responses.

Although many candidates clearly have good comprehension, their active use of language lags some way behind. The level of careless error seems to increase with each session: candidates who clearly know better do not bother to match the subject and verb in number, consistently misspell basic vocabulary and treat the use of umlauts and capital letters for nouns as optional extras. Many have mastered a wide range of vocabulary but then do not have the structures to exploit it adequately.

The text and the Cloze Test were not used to best advantage to check up on genders, plural forms and, above all, prepositions. From the title, from Question (i) and from the first

paragraph there were four opportunities to note that the phrase was *Angst vor*, but very few candidates actually used the correct preposition in their essay. Again help was offered in the way of synonyms for *Angst vor*: in the subtitle – *fürchten sich vor* – and in the Cloze Test - *macht sich Sorgen um* - but there was little evidence that candidates had made use of it. Some errors are perennial, like trying to make a comparative using *mehr*, but each session produces its own crop of vocabulary misuse. Some of the problems experienced this time were:

Ängsten (dative plural) appeared in the text and many candidates took it to be the normal plural form.

Kindern was the preferred plural form of *Kind* (although *Kinder* appeared in the first line of the text). Consequently the singular form was frequently *Kinder*.

Probleme as a feminine singular noun, as in *eine große Probleme*

Jugendliche was often misspelt as *Jungendliche* and, more understandably, almost always had an “n” on the end, regardless of the circumstances.

Schlecht was too often missing the final *h*.

Dreißig spelt with *z* instead of *ß*

There was an alarming incidence of confusion between *schlimm* and *schlank*, even in the work of apparently competent candidates.

Further examples of confusion were:

meinen / bedeuten

bekommen / werden

Aussicht / Aussehen

schauen / zeigen

streng / stark

Question 4

Once again this task proved to be an effective discriminator with only the best candidates scoring 12 and above. 9 or 10 was an average mark. Very many candidates got Question 1 wrong by choosing *Österreichische*: when and when not to put a capital for nationality is a frequent problem in the Writing task, so by going through this paper maybe the rule can be made clearer! The wrong answer was also most frequently chosen in the last question, which required *den*, the dative plural. More happily, most chose *dass* correctly in Question 2 and the by now familiar *meisten* in Question 8. There are still candidates who check their work insufficiently and leave answers blank. It would seem to be a good idea to do this task before the Writing and then check it again afterwards. This technique might also improve the grammatical consistency of a candidate's work, as very often rules that have been used correctly in the Cloze Test are then ignored in the Writing task and vice versa.

2664: German Speaking and Reading

General Comments

It was again extremely encouraging, as in the previous June session, to find that this examination is posing very few problems to Centres and that some really good performances are evident. On this occasion there was not one single candidate who failed to cope with the requirements of the specification and there were very few examples of the problems that were experienced in the “earlier days”, such as inappropriate topics, regurgitation of pre-learned material, monologues, failure to spend sufficient time on discussing the text or superficial preparation of a topic. There are still a few Centres that do not seem to have the appropriate paperwork, or at least they do not submit it with the tapes. It is not helpful to the markers not to have any details of the three possible topics chosen, as happened once or twice, and it is also time consuming for them to have to complete a Working Mark Sheet for each candidate. It is the Centre’s responsibility to submit these. Some recordings are still of a poor quality, with the microphone obviously having been placed nearer the Examiner, making the candidate scarcely audible, or with various buzzing sounds on the tape, which can be even worse. It can only be a disadvantage for the candidate if he or she is not able to be heard at times. Some Centres still fail to label both the tape and the tape box and one or two do not even announce the name of the Examiner or the candidate or Centre number on the tape. But they are very much in the minority and these are essentially minor quibbles. The overall impression is very positive and the standard of performance, which is obviously the main thing, is as high as ever, if not even higher, as far as the “average candidate” is concerned.

It was gratifying to note the increased candidate entry this January, though it was still a relatively small total overall and thus, perhaps, not a particularly representative sample. Nevertheless the experience of listening to and marking the tapes was a pleasant and encouraging one.

Comments on Individual Questions

Text Discussion

A Volkskrankheit Übergewicht

This was the more popular of the two texts, though not by a great deal. It was very well understood, and produced some lively and stimulating discussions. The subject matter was generally familiar and there were a number of “issues arising” on which candidates had some clear and interesting views. Scarcely a poor performance was heard, though as usual there were a few Centres where the text discussion was cut unacceptably short in order to devote more time to the more general issues. It should be noted that this is not a good idea, as more than half the available marks rest on thorough discussion and analysis of the text itself – as far as this is possible in three minutes. The issues arising from the text should be covered in two to two and a half minutes.

It is a good idea to start the discussion with an introductory general question, such as: *Worum geht's in diesem Text?* and most Centres did that on this occasion, even though such a question no longer appears on the Examiner's sheet as a “suggestion”. It will be assumed for all future examinations that Centres are aware of this recommendation. A question on the title is also usually appropriate, and particularly so for this text, though it was unusual this time to hear the question: *Warum heißt es hier 'Volkskrankheit'?* Most Centres followed the advice given previously to ask at least one or two questions on each paragraph to ensure that the text is thoroughly covered and very few stuck to the basic minimum four suggestions on the Examiner's Sheet. It isn't possible to cover the whole text with four questions, at least not for the majority of candidates.

In paragraph one *Tendenz steigend* could well have been asked about. In the second the question: *Was bedeutet hier 'keine andere Tätigkeit nebenher'?* might have been heard more frequently or even *Was für eine Flüssigkeit, Bier?* In paragraph three the statistics were well discussed though a little more probing might have been appropriate to check understanding of the “30%” reference. The final part posed no obvious problems.

In addition to the obvious general questions there were several more unusual ones that were heard, including: “Isn't it rather a dangerous thing that people are relying on this type of medicine? Do you do all the recommended things? Does it affect England as much as Germany? Is obesity actually an illness at all?” There were also some very interesting discussions on differences between the West and the Third World and the irony inherent in discussing *Übergewicht* in some contexts.

B Coke ist cool – Deutschland vielleicht nicht so?

This text was possibly perceived as slightly more difficult but was still chosen for quite a reasonable proportion of the candidates, some of whom produced extremely good performances. In this context Centres should note that it is the Teacher/Examiner who should choose the text, with the interests and abilities of the candidate in mind, and also to avoid too much overlap with the chosen topics for the second part of the examination. The candidate should not be offered both/all the texts to choose from.

A question on the title might again have been appropriate, particularly for the one candidate who misunderstood the meaning of “Coke”! The expression *Da muß man gewesen sein* in the first paragraph wasn’t always referred to or, perhaps, understood. In the second paragraph the “Fall of the Wall” could have been discussed in a little more detail. It often seemed to be taken as read that this was common knowledge, in which case some relatively easy marks could have been gained by talking about it for a while. There was some misunderstanding about the reasons for the apparent problems afflicting German car firms, possibly because *die Oberschicht* was unfamiliar, but there were some good discussions on “T-Mobile”. In the final paragraph the references either to the environment or to the Iraq War were picked up by the majority and often led on to some well informed and, at times, extremely lively debate, as did the Holocaust reference earlier in the text. The level of historical and political awareness and debate was quite high, and one or two candidates clearly found the text quite provocative, particularly in its perceived pro-American, anti-German bias, which was more than made up for in the ensuing discussions!

Topic Discussion

The standard was high overall, with very few of the problems apparent on previous occasions, as mentioned in the General Comments. It should be noted, however, that under the current specification the chosen topic must be linked very closely to events either of today or of the last few years only. Thus, even Reunification is not valid as a topic unless placed into an up-to-date context. This was extremely well achieved at one Centre, where several candidates had chosen to approach the problems arising since re-unification, in some cases from the unusual political standpoint of an analysis of the role of the PDS. Nearly all the discussions heard were either totally spontaneous or well performed as if spontaneous. Some extra marks could still be obtained by candidates attempting to “guide the discussion and lead the Examiner” rather than sitting back waiting for the next question, though there is admittedly a fine line to be drawn between exhibiting that particular skill and falling into the trap of being thought guilty of producing a learned speech. There was a greater variety of topic this time and nearly always ones chosen by the candidates with their own interests in mind. Pronunciation was satisfactory, the range of vocabulary nearly always more than adequate, and even the level of grammatical awareness seemed a little better. All in all, therefore, this was again part of an encouraging experience.

2665: German Listening, Reading and Writing 2

General Comments

There were candidates of all abilities taking this paper, some for the first time, some re-sitting. The standard varied from excellent to very poor indeed.

The two Listening exercises produced a wide range of performances. Many candidates clearly understood most of what was said by the two presenters about websites for young people and by the Federal Minister for Family Affairs about her job; a few seemed to be rather at sea, particularly in the interview with the Minister. The standard of transcription varies enormously: Words and phrases such as *vertraulich*, *Zeugnisängste*, *engagiert sich*, *im Streit vermitteln* in the first exercise and *über Generationen hinweg*, *verheiratet*, *bewertet*, *Zukunftsfähigkeit*, *ökonomisch*, *familienunfreundlich* and *die richtigen Bedingungen* in the second all posed problems. The examiner needs to be convinced that the candidate has understood the words spoken before the mark can be awarded. In addition a high mark for Quality of Language depends heavily upon accurate transcription in this part of the examination.

In the second section of the paper, Reading, candidates were required to answer in German a number of questions on a text about the film „Goodbye, Berlin!“ Often candidates fail to read the question closely and can omit crucial information or they include material from other paragraphs which is not relevant. This occurred quite frequently on this paper. In addition candidates were required to explain or define five words taken from the text: *Held*, *West-Autos*, *Regisseur*, *preisgekrönt* and *Maueröffnung*. It is clear that some Centres are teaching this effectively, as the use of relative clauses, the key to success on this exercise, is improving. Examiners are lenient as regards historical accuracy, but it was mildly alarming to see that some candidates think the fall of the Berlin Wall and the Reunification of Germany were the same thing and/or that the Wall was the border between the two states rather than a feature of Berlin.

The second part of the Reading section involved answering in English questions on a text about modern city life. As so often, some of the English written was marginally worse than the German elsewhere on the script. Once more it should be noted that the examiner must be convinced that understanding has been demonstrated by the answer. Ambiguous answers or ones written in incoherent English cannot gain credit.

The final section, Writing, centred on a passage about a new game show on German television. Most candidates manage to convey the content of the passage in response to questions (i) – (iv), even if the German was often heavily anglicised. The final part involves a personal response of about 80 words to the question: “What do you think about programmes of this sort?” Thankfully most candidates keep to the required word limit, but a large number still seem to spend little time planning their reply. There are countless scripts where the response is scrawled and heavily amended, as if the candidate is making it up as he/she goes. This time most candidates were unimpressed by the gameshow in question but did feel that *Arbeitslosigkeit* (often mis-spelt) was an issue that required action. There was some evidence of improvement in writing and plenty of examples of candidates using ‘useful essay phrases’ which they had been taught.

2666: German Culture and Society (Written Examination)

General Comments

There was a relatively small entry at this January session: 36 candidates. Most of these were native speakers and therefore usually wrote in good or excellent German. There were, nonetheless, slips in spelling: for instance, the confusion of *das* with *dass* was frequent in some scripts; the punctuation was often wrong or lacking, particularly the commas; and in some scripts the level of language was pedestrian with a poor range of vocabulary, much repetition and a lack of complexity and variety in syntax. Most of the non-native speaker candidates at this session were competent in their language skills, gaining adequate or good for accuracy and range.

The attention of Centres is drawn to the need for special care in ensuring that all native-speaker candidates for the examination are familiar with the rubric requirements and the layout of the question paper, that they realize that more than a cursory general knowledge of the topic or text is needed to gain high marks for knowledge and understanding, and that they are required by the specification to show knowledge of society and culture in a German-speaking country. They should not, for example, write on a work of English literature or an American film, nor should they write about thirty words on every question on the paper.

Comments on Individual Questions

Section A: Literary Texts

- Q1 (a) Two candidates wrote relevantly and with good knowledge of the text, although not dealing with all the characters who influenced Gregor. Another wrote a short essay (one of nine short essays) which showed some knowledge of the text, but which lacked any analysis and had no clear line of argument.
- (b) Attempted by two candidates, who both infringed the rubric by writing very briefly on all questions and who could not demonstrate any knowledge or understanding nor write a relevant response to the question.

Q4 (b) One candidate showed scant knowledge of the text and failed to analyse or evaluate. The poor language level inhibited understanding. The other candidate wrote an abstract and somewhat repetitive critique with little precise reference to the text, but with a clear line of argument.

Q5 (a) The answer lapsed into narrative and lacked balance. Relevant points were made, however, which earned credit.

(b) One very muddled answer, which ignored Biedermann's relationship with Babette, although there was some reference to Babette in the narrative. Another candidate showed some knowledge, but had to stretch the information to make a relevant argument. The third candidate presented an excellent synthesis, showing relevant knowledge and very good analytical skills.

Q6 (a) Despite some misconceptions, the candidate knew the text well and presented a well-written relevant analysis.

Q7 (b) A short essay, which gave the bare bones of the story without any relevant detail about the *Zimmerherren* or the *Bedienerin* and no analysis or evaluation.

Section B: Literary Topics

Q1 Candidates all showed a good knowledge of the chosen text. One candidate presented a full and detailed account, which was carefully made relevant to the question in each paragraph: a good attempt to answer the question. The other candidates fell into narrative style and told the story. Only one tried to make the information relevant and provide some analysis, albeit simplistic.

Q3 The candidate showed knowledge of the text, although there was insufficient detail, and managed to present a clear line of argument.

Q4 One candidate wrote a relevant and detailed essay, which showed very good insight and command of the material. Other answers revealed the candidates' inability to select and evaluate relevant information and there was much re-telling of the story and very little and superficial analysis.

Section C: Non-Literary Topics

Q1 (a) Candidates choosing this question had good knowledge of the salient economic facts and the social conditions of the time. Some constructed a clear line of argument, but others lost their focus and the conclusion was weak.

(b) One candidate presented a very good analysis, assured and knowledgeable. Another candidate showed the weaknesses which are often evident in essays on this historical topic: too much general background information of no real relevance and few precise dates and details.

Q2 (a) There was often a lack of specific detail to support the valid points made. Arguments need to be supported by examples taken from German television.

(b) Some candidates presented a thoughtful analysis, showing a good and, in one case, a detailed knowledge of the workings of the press. Others were only able to make one point and wrote very little.

Q3 (a) Apart from one who was very well-informed, candidates often lacked specific knowledge to support their arguments. There was a lack of relevant facts, figures and examples.

(b) Some candidates made the most of the information that they had, but it was not always precise or made relevant to the question. Specific examples are needed.

Q4 (a) Most candidates managed to make some relevant and valid points in their answer. Some lapsed into description rather than analysis and failed to address the question adequately.

(b) The only candidate attempting this question failed to make a limited knowledge of the topic relevant to the question. There was no clear line of argument.

Q5 (a) This question was usually well done and most candidates attempting it had considerable knowledge and presented a convincing argument in their analysis. Only one candidate suffered from having insufficient information and so struggled to present an analysis.

(b) This question was also done competently by several candidates, who were able to evaluate the influence of the chosen sportsperson and reach a convincing conclusion. Others relied on description and became repetitive, as they had too little information

Q6 (a) Essays varied from the very general, with little information specific to Germany, to one very well structured and well-argued analysis.

(b) Candidates did not always use their knowledge to evaluate changes in attitude, as required by the question. The information provided to support any arguments was often not sufficiently detailed.

Q7 (a) Candidates showed good knowledge of local problems, but not all addressed the question of which factors were most likely to cause them. One candidate presented a convincing argument based on an excellent analysis.

(b) One candidate failed to mention a specific town/region but wrote very perceptively, another mentioned several and wrote very generally without addressing the question. A good knowledge of a specific town or region is needed to write successfully on this topic, but the ability to use that knowledge to answer the question is equally essential.

2667 Culture and Society (Coursework)

General Comments

The entry this January was very small.

Most of the candidates appeared to be bilingual, as the standard of written German was excellent, and marks for language were correspondingly high.

Candidates wrote on topics such as:

Käthe Kollwitz
Abtreibung in Deutschland
Der deutsche Film
Die deutsche Presse
Deutschland seit der Wiedervereinigung
Das deutsche Schulsystem
Internetpiraten

Essay titles were nearly all suitable and phrased as questions in order to draw out the candidate's analytical skills. Many candidates demonstrated the ability to structure their essay and develop ideas well. In general the quality of research undertaken was high, with just two of the candidates gaining low marks for 6A1, as they failed to demonstrate a "sound knowledge" of their topic.

Occasionally a downward adjustment was made where the criteria for content had been applied too generously. In two cases, work was not accepted where it was not recognised as the candidates' own.

Advanced Subsidiary GCE German 3862
January 2005 Assessment Session

Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a	b	c	d	e	u
2661/01	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2661/02	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2662	Raw	80	67	59	52	45	38	0
	UMS	120	96	84	72	60	48	0
2663	Raw	60	49	43	38	33	28	0
	UMS	90	72	63	54	45	36	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3862 (Agg Code)	300	240	210	180	150	120	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3862 (Agg Code)	22.6	43.8	66.4	85.6	96.6	100.0	149

Advanced GCE German 7862
January 2005 Assessment Session

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2664/01	Raw	60	48	43	38	33	29	0
	UMS	90	72	63	54	45	36	0
2665	Raw	80	61	54	48	42	36	0
	UMS	120	96	84	72	60	48	0
2666	Raw	60	46	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2667	Raw	60	50	45	40	35	30	0
	UMS	90	72	63	54	45	36	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
7862 (Agg Code)	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
7862 (Agg Code)	70.0	86.7	93.3	96.7	100.0	100.0	30

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