

Mark Schemes on the Units

June 2006

3862/7862/MS/R/06

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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 reports on the Examinations provide 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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**Mark Scheme 2661
June 2006**

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.

**Mark Scheme 2662
June 2006**

2662: Listening, Reading and Writing 1**Section 1A - Listening**

1A Wettervorhersage für Nordbayern

One mark each for:

A,C,B,A,B

1B Schußwechsel in Hamburg

One mark each for:

C,B,B,A,A

Max: 10 marks

2 Claudia Bettinaglio

First part

b, d, f, g,i are correct.

Second part

l,m,o,q,t are correct

Max: 10 marks

Total for Listening: 20 marks

Section 1B – Reading**3 Ein Japaner in Berlin**

- (a) kleinere
- (b) japanische
- (c) schwierig
- (d) geeignet
- (e) sonntags
- (f) geöffnet
- (g) froh
- (h) eng
- (i) vorher
- (j) teurer

Max: 10 marks

Total for Reading: 10 marks

Section 2A The World of Work – Listening**4 Herr Vogel ruft an:**

- a. Geschäftsführer(1)
- b. sie findet Personal (1) für Kunden (1)
- c. sie findet ein Au-Pair (1) für die Familie Schulz / eine deutsche Familie (1).
- d. B (1)
- e. Man hat ihr die Handtasche gestohlen. (1)
- f. Bargeld (1) Referenzen (1)
- g. C (1)
- h. (Schul)zeugnisse (1) von ihrer Gesamtschule (1)
- i. fließend/gut/sehr gut (1)
- j. die Familie besteht darauf (1)
- k. B (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

5 Memo in English: a maximum of 15 marks for these essential points clearly made.

1. Journey to Birmingham in Summer 2007
2. with a group of 15 year old pupils.
3. Spend a week in Birmingham or area
4. would like suitable / cheap accommodation
5. need to find cheap and tasty places to eat.
6. They have consulted the website
7. but are sure that the Tourist Office will know
8. the local sights most suitable for teenagers.
9. School has currently no Exchange with an English school.
10. Do they know of one in Birmingham looking for an Exchange Partner?
11. Ideally they could visit the school during their trip in Summer 2007.
12. Would like to have an English bus from Dover to Birmingham.
13. Does the Tourist Office know such a bus company?
14. Realises train would be quicker,
15. but doesn't fancy the London Underground.

Total for Reading: 15 marks for content plus 5 marks for Quality of Language (English) using

Grid 2B = 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**6. Letter to Herr Schmidt**

Marked according to Quality of Language Grid (2C). Half mark (½) then deducted for any of the points below not attempted.

The 10 points to be made are:

1. Thank him for letter
2. Enclosed details of hotels
3. and youth hostels
4. Can recommend details of eating establishments
5. but need to know a price range.
6. for excursions Severn Valley Railway, Ironbridge Museum
7. and Alton Towers theme park
8. We are sorry
9. we cannot suggest schools
10. List of coach companies enclosed

Total for Writing: 10 marks maximum.

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.

June 2006 Unit 2662
Transcript of listening passages

Hörtext eins; Aufgabe eins

Sie hören die Wettervorhersage für Nordbayern

Frauenstimme:

Heute überwiegen zunächst Wolken, und gelegentlich gibt es Nieselregen. Im Tagesverlauf wird es von Westen her aber freundlicher. Die Temperaturen erreichen Werte um 16 Grad. Weitere Aussichten: Morgen wechseln sich Sonne und Wolken ab, und es bleibt trocken. Die Luft erwärmt sich bis 17 Grad. Gelegentliche Schauer in der Nacht.

Hörtext eins: Aufgabe zwei. Jetzt hören Sie eine Nachricht über einen blutigen Vorfall in Hamburg.

Männerstimme:

Hamburg: Ein 45 Jahre alter Deutscher hat in der norddeutschen Hafenstadt zwei Polizisten niedergeschossen.

Der Täter traf einen der beiden in die Brust; dieser starb kurz darauf im Krankenhaus. Der Zustand des zweiten Beamten, der einen Schuss in den Kopf bekam, ist kritisch.

Hörtext zwei: Sie hören eine Nachricht über Claudia Bettinaglio in zwei Teilen mit einer Pause dazwischen.

Jetzt hören Sie den ersten Teil.

Frauenstimme: Die Schweizer Sängerin Claudia Bettinaglio hatte ihre ersten Erfolge mit sehr persönlichen Interpretationen der Songs von dem amerikanischen Blues-Sänger Tom Waits. Inzwischen schreibt sie ihre Lieder selbst und genießt eine immer wachsende Popularität. Blues-Kritiker Steffen Radlmaier meint:

Männerstimme: „Es ist kaum vorzustellen, dass Blues nach Schweizer Schokolade schmecken kann – süß und bitter. Diese großartige Sängerin hat nicht nur eine wunderbar tief klingende, warme Stimme, sondern auch die Fähigkeit, die dunkelsten Gefühle auszudrücken.“

[Pause]

Jetzt hören Sie den zweiten Teil.

Frauenstimme: Jetzt zeigt sich Claudia von einer neuen Seite – im Duett mit der Pianistin und Sängerin Angelike Haller. Beim neuen Projekt, „Zwei Stimmen und ein Klavier“, soll das Publikum nur neue Lieder von Claudia zu hören bekommen. Am Samstag um 20 Uhr sind die beiden in der Tafelhalle in Nürnberg zu Gast. Alle Karten sind schon ausverkauft.

The World of Work
Herr Vogel am Telefon

Männerstimme:

„Hallo, hier spricht Günther Vogel, Geschäftsführer der Agentur Vogel in Regensburg. Wir kümmern uns darum, Personal für verschiedene Kunden zu finden. Wir sollen für eine sehr nette Familie namens Schulz ein Au-Pair-Mädchen finden. Ich rufe wegen Miss Claire Walter an. Sie hat sich um die Stelle beworben.

Vor ein paar Stunden ist Claire zu uns hier ins Büro gekommen, das arme Mädchen! Jemand hat ihr die Handtasche am Regensburger Bahnhof gestohlen, und sie hatte die Referenz von Ihrer Firma darin. Sie ist mit dem Taxi zu uns gefahren und hat uns gebeten, das Taxi zu bezahlen, weil ihr Bargeld auch in der Handtasche war. Wir haben die Zeugnisse von Claires Gesamtschule schon per Fax bekommen: Sie sind glänzend. Claire spricht außerdem fließend Deutsch und ist perfekt für die Stelle. Aber die Familie Schulz besteht darauf, dass wir eine Referenz von Ihnen bekommen. Ich glaube, Claire hat zwei Jahre als Sekretärin bei Ihnen gearbeitet. Wenn Sie so schnell wie möglich die Referenz durchfaxen könnten, wäre ich Ihnen sehr dankbar. Auf Wiederhören“.

**Mark Scheme 2663
June 2006**

Modern Languages at Advanced Subsidiary

UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing

(May 2006)

The following general principles apply to the marking of Units 2 and 3 in French, German and Spanish.

- 1 Obliques indicate alternatives, any one of which scores the marks indicated.
- 2 Bracketed points indicate information or words not essential to score the full marks.
- 3 **Alternatives:** The award of marks is not necessarily dependent on the specific wording in the mark scheme; other wordings will score the marks, provided they are semantically equivalent. Acceptable alternatives will be discussed at the examiners' meeting and the mark scheme amplified accordingly.
- 4 **Copying of material:** Candidates are instructed that they may use expressions of up to 5 words from the text **unchanged**. In practice, there is likely to be little opportunity for extensive "lifting" to occur (only in extended writing exercises); where it does happen, the general rule is that the lifted material should be bracketed and discounted for the purpose of assessing the quality of the language.
- 5 **Grammar and spelling:** In **UNIT 2, Section 2C** and in **UNIT 3, Section B** the quality of the FL in which the Writing task is expressed is assessed under the appropriate assessment grids. In the English exercise in **UNIT 2, Section 2B**, spelling, punctuation and grammar should be assessed under grid 2B.
- 6 **Rubric infringements:** The most likely rubric infringement in these papers would be answering in the wrong language. Where this occurs, no marks should be awarded. Any other rubric infringements should be drawn to the attention of the Principal Examiner.
- 7 **Particular points relating to Unit 2**
 - 7.1 If some of the verbal questions have been omitted, Quality of Language (grid 2A) should be assessed as normal and then the resulting mark will be reduced pro rata (see additional grid in mark scheme).
 - 7.2 Incorrect answers in the target language: assess the language element provided that the candidate has attempted a response to the question.
 - 7.3 Totally irrelevant, or pre-learnt all-purpose answers should score no marks.
 - 7.4 Answers in English, other than in Unit 2, Section 2B, should score no marks.
 - 7.5 The use of the familiar pronoun in the Writing task should be regarded as a "serious error" in the language criteria
 - 7.6 Transfer of meaning exercise: if a candidate has only attempted part of the translation, assess as follows:
 - if they have attempted 50%+ of the translation, assess the 2B mark as normal and do not adjust
 - if they have attempted 25-50%, maximum 2B mark = 3
 - if they have attempted less than 25%, maximum 2B mark =
 - 7.7 The 'sympathetic English reader' should be **very** sympathetic in assessing comprehension. Half marks to be allowed in comprehension questions (to be rounded up at the end of the **paper**).
 - 7.8 Fluency of style and appropriateness of vocabulary should be ignored under grid 2B but will be discussed under the details of the comprehension points.

- 7.9 Transfer of meaning into the target language (grid 2C): if the task is incomplete or if candidates have omitted essential sections of the message, this should be reflected in their language mark (there should be no further penalty). For each point not attempted, deduct $\frac{1}{2}$, **after** arriving at the overall language mark.
- 7.10 Vocabulary should be considered under 'structure'.
- 7.11 Do not penalise candidates who write more than 100 words.
- 7.12 Inappropriate register should be reflected in the language mark.

8 Particular points relating to Unit 3

- 8.1 Section B: Writing. The word count is a recommendation only. No penalties should be incurred for long work.
- 8.2 Short answers. Assess for language (grid 3A) as normal, then:
0-50 words written: 1/3 of global language mark awarded
50-80 words written: 2/3 of global language mark awarded
80+ words written: no adjustment
- 8.3 To avoid penalising candidates twice for the same fault, the language must be marked fully, even where the mark under 3A is very low or zero. In the case of a totally irrelevant piece of writing, the script should be referred to the Team Leader.
- 8.4 Annotation of scripts: mark with a circled number any content point (show the mark in the right-hand margin). Mark with a tick in the left-hand margin any personal additions or imaginative points made by the candidate
- 8.5 Rubric infringements are unlikely to occur. Refer any problems of this kind to the Team Leader or Principal Examiner.
- 8.6 Allow 'lifting' of up to 5 words (from the original stimulus or from the cloze test). Put brackets round lifted sections. Discount lifted sections when assessing grid 3A.
- 8.7 Quality of vocabulary should be rewarded under structure.
- 8.8 Responses which are totally irrelevant to the task and/or text should not be assessed for language.
- 8.9 Comprehension (grid 3B).
For 'Adequate', the candidate should refer to c.40% of the content points.
For 'Good', the candidate should refer to 50%+ of the content points.
- 8.10 Content points can be precise, factual points **or** allusions. This will depend on the text. Points do not need to come from the entire passage - they can come from only a section of the text.
- 8.11 Response (grid 3C).
'Insight' and 'originality' refer to anything which was not in the original text.

Modern Languages at Advanced Subsidiary**UNIT 2 and UNIT 3****(May 2006)**

Please use the following symbols on all scripts to indicate marks awarded and any deductions.

- 1 Tick each point for which a whole mark is awarded. Write ½ for a half-mark.
- 2 Draw a single line **under** any incorrect answer for which no marks are awarded (or, as appropriate, mark it with a cross). Write a zero to indicate no marks.
- 3 Draw a single line under any language errors [in parts of the examination where language is to be marked].
- 4 Indicate omitted information by a caret sign.
- 5 Indicate superfluous information or clumsiness in language by a wavy line.
- 6 In translation exercises, indicate the end of each sub-section by the symbol // .
- 7 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 8 For each question or section, write the mark awarded in the righthand* margin. At the end of the exercise write the total marks, **and ring this figure**. Allow any half marks to stand.
* Left-handed markers may use the lefthand margin.
- 9 In Unit 3, section B, Writing, show the mark for Grid 3A (Quality of Language) first and then the mark for 3B (Comprehension), then the mark for 3C (Response) eg

$$4 + 3 + 3 = 10$$

Individual content points made should be numbered consecutively and ringed in the right-hand margin. Any personal or imaginative additions by the candidate should be ticked in the left-hand margin.

- 10 At the end of each exercise total the marks awarded, **and ring this figure**. Allow any half marks to stand.

Arriving at the final mark

Transfer the ringed totals for each exercise to the boxes on the front cover. Total these marks, rounding up any remaining half mark, and write the final total in the box on the front cover. On the OMR marksheet enter **the final total only**.

Mark Scheme 2663 – May 2006

Section A: Reading (max 15)

1 The correct endings are:

1A (Beispiel) 2H 3F 4K 5C 6B 7J 8D

2 The correct statements are :

Beispiel: A 1I 2C 3G 4B 5J 6H 7F 8D

Section B: Writing (max 30)

Designermode aus zweiter Hand

10 Marks for Quality of Language (Grid A)

10 Marks for Comprehension (Grid 3B)

10 Marks for Response (Grid 3C)

Comprehension: possible points

- 1 „d’or“ ist ihr Lieblingsladen/ihr Lieblingsladen ist in Hamburg
- 2 sie fühlt sich wie ein Jäger (auf der Suche nach Beute)
- 3 man kann teuere Sachen relativ billig kaufen (Prada Beispiel)
- 4 man muss den Laden oftmals besuchen / die besten Sachen sind schnell weg
- 5 sie kauft nie gebrauchte Pullover
- 6 sie kauft (fast) alles aus zweiter Hand / sie liebt Secondhand-Läden
- 7 (manchmal) findet sie Kleidung aus der aktuellen Saison
- 8 Kleider stammen von reichen Frauen / von der Überproduktion der Designer
- 9 man kauft gebrauchte Kleidung, weil man arm ist
- 10 (wenn man nicht arm ist,) ist es aufregend/toll usw, Secondhand zu kaufen / fühlt man sich jung, hip und unabhängig
- 11 man hat ein weniger schlechtes Gewissen
- 12 man kauft (aber dann) mehr Kleidung/ man gibt mehr Geld aus, weil es billig scheint (some notion of a catch)
- 13 zweimal im Jahr / regelmäßig / oft wirft sie Sachen raus
- 14 wirft weder Gürtel, Taschen noch Schuhe aus (any 2)
- 15 und keine Kleider, in denen sie etwas Besonderes erlebt hat
- 16 die eigene / ihre / Secondhand- Kleidung dient ihr als Inspiration

Summaries written in the first person should not be penalized

Grid 3A: Quality of Language

10 marks

0-2	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.
3-4	<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. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.
5-6	<i>Adequate</i>	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 characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
7-8	<i>Good</i>	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	<i>Very Good</i>	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.

+ vocabulary.

Grids 3B and 3C**20 marks**

These two grids should be applied jointly to the assessment of the candidate's work. For example, a candidate might omit any significant reference to the passage and yet provide an imaginative response to the theme of the text. The best candidates score highly on each grid.

Grid 3B: Comprehension**10 marks**

This grid is intended to assess the candidate's comprehension of the contents of the text. This grid should be read in conjunction with the setter's mark scheme for the paper, which indicates the list of points considered as forming the essential content indicating comprehension of the passage.

0		Work undeserving of any marks (e.g. blank, irrelevant).
1-2	<i>Very Poor</i>	Includes only one or two points from the original passage.
3-4	<i>Poor</i>	Merely transcribes sections from the original passage.
5-6	<i>Adequate</i>	Includes a reasonable number of points from the original passage.
7-8	<i>Good</i>	Includes a good number of points from the original passage.
9-10	<i>Very Good</i>	Provides a comprehensive summary of the original passage.

Grid 3C: Response**10 marks**

0		No attempt to provide a personal response.
1-2	<i>Very Poor</i>	Only briefly indicates a personal opinion.
3-4	<i>Poor</i>	Two or three personal opinions indicate the beginnings of a response.
5-6	<i>Adequate</i>	A number of personal views expressed, but little flair or imagination.
7-8	<i>Good</i>	A range of personal views, with a certain originality and imagination.
9-10	<i>Very Good</i>	Responds with a wide range of views which show insight and imagination.

Section C: Cloze Test (max 15)

- 1 ihr
2 bekommen
3 (i) Um (ii) den
4 Pullover
5 die
6 aus
7 Auch wenn eine Frau genug Geld hat,
8 (i) Trotz (ii) für
9 (i) Alle (ii) wirft
10 (i) sind (ii) denn
11 ihr

**Mark Scheme 2664
June 2006**

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 IF: 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.

**Mark Scheme 2665
June 2006**

**2665 German Listening, Reading and Writing 2
June 2006**

Marking scheme and Tapescript

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.

- 11 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 – „Interview mit einem Sprecher des Kinderschutzbundes“

- (a) Deutschland ist kein guter Ort für Kinder [1]
- (b) das Recht auf gewaltfreie Erziehung [1]
- (c) über eine Million leben von Sozialhilfe [1]
- (d) in Großstädten [1]
- (e) (von 2,6 auf 4,4) gestiegen / es gibt mehr Erwachsene pro Kind [1]
- (f) um ihre Rente [1]
- (g) die unter 7-Jährigen [1]
- (h) junge, kinderreiche [1] allein Erziehende [1]
- (i) über ihre (eigene) Zukunft [1]

Total 10 marks

Hörtext 2: Aufgabe 2 – „Interview mit einem Mitglied der Zuwanderungskommission“

- (a) (sie wurde) 2000 vom Bundesinnenministerium gegründet [1]
- (b) aus keiner spezifischen Partei / sie ist überparteilich / aus allen Parteien [1]
- (c) Strategien für die Integration der Zuwanderer ausarbeiten /
sich mit dem Problem der Zuwanderung befassen [1]
- (d) wir leben in einer Zeit der großen Wanderungsbewegungen [1]
- (e) branchenspezifisch / in IT-Berufen [1]
- (f) der Bevölkerungsrückgang / Geburtenrückgang [1]
- (g) Menschen, die in Deutschland bleiben wollen [1]
junge, gut ausgebildete Migranten [1]
- (h) in der Konkurrenz mit anderen Industriegesellschaften [1]
- (i) (den Menschen) klar machen, dass Zuwanderung Arbeitsplätze schafft [1]

1

Total 10 marks

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

Grid 5A:**0-1 Very Poor**

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

4 Good

Accuracy generally quite consistent, but quite a number of minor errors in spelling and agreements and one or two more serious lapses in transcriptions from the spoken word.

5 Very Good

High and consistent levels of accuracy. Only minor errors and slips in spelling and agreements and virtually no problems in transcriptions from the spoken word.

Teil B: Lesen - 1. „Auszeit“ – eine Schule für Schwänzer in Osnabrück**Aufgabe 3 One mark for each answer in German demonstrating comprehension.**

- (a) weil sie gehen will / um ihr zu sagen, dass sie geht [1];
- (b) eine Stunde / bis ein Uhr / bis zum Unterrichtsschluss [1] ;
- (c) idea of playing truant [1] regularly [1]
- (d) dann ist der Unterricht zu Ende [1]
- (e) sie lehnen den üblichen Schulbetrieb (völlig) ab [1]
- (f) sie bekommen intensive Betreuung [1]
sie lernen Disziplin und Selbstvertrauen [1]
sie lernen, wie sie zur normalen Schule (erfolgreich) zurückkehren können [1]
- (g) 5 (Tage) / Vollzeit / die ganze Woche / jeden Tag [1]
sie sollte drei Tage [pro Woche] an die Hauptschule gehen [1]
aber sie schwänzte die Hauptschule [1]
- (h) sie fand die Lehrer doof / dumm etc [1]
- (i) sie rauchte hinter der Turnhalle [1]
sie guckte mit Freunden nach Klamotten [1]
- (j) sie hatte ein sehr schlechtes Zeugnis / schlechte Noten / lauter Fünfen und Sechsen [1]

Total 16 marks**Aufgabe 4 Marks as follows for communicating comprehension:**

- (a) *lockerer*: idea of it being more relaxed / freer / not so strict [1]
- (b) *duzen*: idea of using *du* (rather than *Sie*) [1]
- (c) *gehänselt*: idea of teasing [1]
- (d) *Alleinerziehende*: idea of 'single parent(s)' [1]

Total 4 marks**plus 5 marks for Quality of Language, assessed using grid 5B.**

Grid 5B: Reading Comprehension**0-1 Very Poor**

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

2 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 sentences 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 at more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally quite consistent. Shows a sound grasp of 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 patterns but not always able to maintain correct usage.

5 Very Good

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

Teil B: Lesen - 2. „Bei Marken gibt es die „innerdeutsche Grenze“ immer noch“**Exercise 5 One mark for comprehension as per below. (Ignore all answers in German)**

- (a) they have completely different preferences [1]
- (b) (i) west Germans prefer *Persil* for washing [1]
(ii) west Germans prefer *Frosch* for cleaning [1]
- (c) a clear difference between east and west Germany [1]
- (d) that it is the most read magazine in the world [1]
- (e) annual [1]
30,000 interviewed throughout Europe [1]
of whom 8,100 Germans [1]
- (f) prosperity / standard of living / wealth [1]
- (g) C & A is favourite with east Germans [1] for clothes [1]
- (h) east German preferences are so clear [1]
that the cheaper brands top the list [1]
- (i) *Mumm* is the preference of west Germans [1]
it gets 15% of the total German vote [1]
it belongs to *Rotkäppchen* [1]
- (j) east Germans prefer *Sachsenmilch* [1]
west Germans prefer *Müller* [1]
both brands are owned by the *Theo Müller* group [1]
(which comes) from Bavaria / from Aretsried [1]

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

Teil C: Schriftliche Arbeit – ‘Court decides on headscarf ban’

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) Court said Muslim teacher had right to wear headscarf;
Court said *Länder* could pass new laws banning the practice
- (ii) Fereshta Ludin was denied a (teaching) job;
she insisted in wearing her headscarf at school;
Schaven said the head scarf was political;
Schaven said it was a symbol of exclusion
- (iii) FL argued that the *Grundgesetz* guaranteed religious freedom
- (iv) religious freedom for all versus right to a religiously neutral education
- (v) Response : reward pertinent expression

Total for Teil C: maximum of 10 marks

Total for whole paper: [80 marks]

Grid 5C: Quality of language**[10 marks]**

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

Grammatical Accuracy**0-1 Very Poor**

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

2 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.

3 Adequate

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

4 Good

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

5 Very Good

High and consistent levels of accuracy. Mainly minor errors. 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**0-1 Very Poor**

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

2 Poor

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

3 Adequate

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

4 Good

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

5 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.

Tapescripts: Teil A**Hörtext 1: Interview mit einem Sprecher des Kinderschutzbundes**

Frauenstimme: Es geht unseren Kindern viel schlimmer als eine humane Gesellschaft akzeptieren kann. Die letzten Zahlen zur Kinderarmut zeigen, dass Deutschland kein guter Ort für Kinder ist. Herr Hagen, stimmt das?

Männerstimme: Sicher gibt es Orte in der Welt, in denen es Kindern schlechter geht, aber auch hier in Deutschland sind elementare Kinderrechte nicht verwirklicht: zum Beispiel, erstens, das Recht auf soziale Sicherheit; zweitens, das Recht auf gewaltfreie Erziehung; und drittens, das Recht auf Bildung.

Frauenstimme: Geben Sie uns bitte konkrete Beispiele.

Männerstimme: Also, über eine Million Kinder müssen von Sozialhilfe leben, das heißt viele Kinder leben in Armut. Mehr als eine Million Kinder werden regelmäßig von ihren Eltern geschlagen. In vielen Schulen sind die Zustände sehr schlecht, vor allem in Großstädten: zu wenig Lehrer, immer größere Klassen, keine Computer und so.

Frauenstimme: Spielen Kinder in der Gesellschaft keine Rolle mehr?

Männerstimme: Vor 30 Jahren kamen in Deutschland auf ein Kind 2,6 Erwachsene; jetzt kommen auf ein Kind 4,4 Erwachsene. In Großstädten ist der Anteil der Haushalte mit Kindern auf nur noch 15 Prozent gesunken. Wenn von diesem dramatischen Rückgang des Kinderanteils in Deutschland die Rede ist, denken die Erwachsenen nur an ihre Rente. Von den Folgen für die Kinder spricht keiner.

Frauenstimme: Kinder sollen die größte von Armut betroffene Gruppe in Deutschland sein. Stimmt das?

Männerstimme: Ja. Am schlimmsten ist es bei den unter 7-Jährigen. In deutschen Großstädten bezieht jedes vierte Kind unter sieben Jahren Sozialhilfe. Davon sind die Hälfte Kinder von allein erziehenden Müttern. Früher war Armut alt und weiblich; heute ist Armut jung, kinderreich und häufig allein erziehend.

Frauenstimme: Was kann man dagegen machen?

Männerstimme: Erstens muss die Regierung das Kindergeld erhöhen. Zweitens muss man eine Bewusstseinsänderung anstreben: Kinder sind keine Objekte, sie sind Menschen mit Rechten, die an Entscheidungen über ihre eigene Zukunft beteiligt werden müssen.

Frauenstimme: Vielen Dank, Herr Hagen.

Hörtext 2: Interview mit einem Mitglied der Zuwanderungskommission

Männerstimme: Frau Münz, erzählen Sie uns bitte etwas über die Zuwanderungskommission.

Frauenstimme: Diese Kommission wurde im Jahre 2000 vom Bundesinnenministerium gegründet. Sie besteht aus Experten aus Politik, Wissenschaft und Wirtschaft. Sie ist überparteilich und befasst sich vorurteilsfrei mit den Problemen der Zuwanderung, der Immigration also.

Männerstimme: Sie versuchen also eine neue Strategie für die Integration der Zuwanderer nach Deutschland auszuarbeiten?

Frauenstimme: Ja. In Zusammenarbeit mit der EU, denn Zuwanderung ist kein deutsches Thema, sondern ein europäisches. Wir leben in einer Zeit der großen Wanderungsbewegungen. Kein Land kann sich davon ausnehmen.

Männerstimme: Mit welcher Dimension der Immigration befassen Sie sich am intensivsten?

Frauenstimme: Im Moment mit der wirtschaftlichen Dimension. Wir brauchen zusätzliche Arbeitskräfte in Deutschland, so wie viele andere europäische Länder. Wir müssen das Land stärker für branchenspezifische Zuwanderung öffnen.

Männerstimme: „Branchenspezifisch“?

Frauenstimme: Ja, trotz der allgemein hohen Arbeitslosigkeit in Deutschland suchen wir dringend Arbeitskräfte in spezifischen Branchen, zum Beispiel in IT-Berufen.

Männerstimme: Spielen die demographischen Probleme Deutschlands hier auch eine Rolle?

Frauenstimme: Ja, eine große. Der Bevölkerungsrückgang, der Geburtenrückgang vor allem, intensiviert das Problem. Wir benötigen mehr als so genannte „Gastarbeiter“, wir brauchen „Neu-Bürger“.

Männerstimme: „Neu-Bürger“?

Frauenstimme: Ja, das sind Menschen, die hier bleiben wollen; junge und gut ausgebildete Migranten, die uns in der Konkurrenz mit anderen Industriegesellschaften helfen werden.

Männerstimme: Sie betrachten das aus einer sehr wirtschaftlichen Perspektive. Wie ist es mit der menschlichen Dimension? Denken Sie an die vielen Menschen, die das subjektive Gefühl haben, es gebe schon zu viele Ausländer in Deutschland.

Frauenstimme: Da ist es die Aufgabe der Bildungspolitik, den Menschen, die sich bedroht fühlen, klar zu machen, dass Einwanderer Arbeitsplätze schaffen, nicht das Gegenteil.

Männerstimme: Vielen Dank, Frau Münz.

**Mark Scheme 2666
June 2006**

**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.

6A1	16	<input type="checkbox"/>	36
6A2	12	<input type="checkbox"/>	
6B	5 + 3	<input type="checkbox"/>	

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.

Advanced GCE German 7862

June 2006 Assessment Series

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	65	58	51	44	37	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)	34.98	59.29	78.47	92.45	97.92	100.0	1152

1152 candidates aggregated this series

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

Advanced Subsidiary GCE German 3862

June 2006 Assessment Series

Unit Threshold Marks

Unit		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
2661/03	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2662	Raw	80	65	58	51	44	38	0
	UMS	120	96	84	72	60	48	0
2663	Raw	60	47	41	35	30	25	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)	24.43	46.26	68.36	82.16	92.11	100.0	1457

1457 candidates aggregated this series

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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