

# **Mark Schemes for the Units**

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**January 2007**

**3862/7862/MS/R/07J**

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

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**Advanced GCE German (7862)**

**Advanced Subsidiary GCE German (3862)**

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**Mark Scheme 2661  
January 2007**

**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, eg 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, eg 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  
January 2007**

**UNIT 2662: LISTENING, READING AND WRITING 1**

## Marking Scheme

**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. Ihr altes Handy**

One mark each for:

- (a) 2
  - (b) 50 000
  - (c) TAD
  - (d) 100
  - (e) 124
  - (f) 96 74 03
- [6]**

**2. Soziale Projekte in Bayern**

One mark for each of:

C, B, C, A **[4]**

**3. Jazz und Pop in Bildern**

One mark for each of:

b, d, g, j, k, m, o, p, q, s **[10]**

**Total for Listening: 20 marks**

## Section 1B – Reading

**4. Safety Stars**

Correct answers are:

- (a) groß
- (b) weiblich
- (c) einfache
- (d) weitere
- (e) bewegungslos
- (f) kritisch
- (g) breit
- (h) neues
- (i) leicht
- (j) respektvoller

**Total for Reading: 10 marks**

**Section 2A The World of Work – Listening****5. Herr Götz am Telefon**

- (a) ganz in der Nähe / in Mannheim [1]
- (b) C [1]
- (c) ein Polizist hatte Kontrolle über seinen Wagen verloren [1]
- (d) er wurde am Kopf verletzt [1]
- (e) es ist beschädigt [1] kann im Moment nicht gefahren werden [1]
- (f) B [1]
- (g) wenn es ihm besser geht [1]
- (h) C [1]
- (i) wenn in zwei Wochen [1] die nächste Lieferung kommt [1] kommt ein zweiter Fahrer mit [1]
- (j) (i) 95 [1]
- (ii) 110 [1]
- (k) QS 111 [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. Name from Herr Krüger who is**
- 2. responsible for Gütersloh/Nottingham twinning**
- 3. youth group visited in Xmas holidays**
- 4. Thursday 28/12/06**
- 5. 30 young people went to pool**
- 6. someone went into changing rooms**
- 7. both boys and girls**
- 8. about 350 pounds taken**
- 9. + several watches & jewellery**
- 10. police were called**
- 11. young people interviewed**
- 12. since return nothing heard**
- 13. has thief been arrested?**
- 14. assume valuables are long gone**
- 15. what compensation can they expect?**

**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****6 Letter to Frau Beck.**

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. thank him for his letter**
- 2. explain we are sorry**
- 3. about the items lost**
- 4. so far the police**
- 5. have not found the culprit**
- 6. none of the items**
- 7. has been recovered**
- 8. no question of compensation**
- 9. the Sports Hall cannot accept**
- 10. responsibility for valuables**

**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.

*Transcript of Listening passages:*

**Hörtext eins: *Ihr altes Handy***

**Männerstimme:** Im Schnitt wechseln die meisten Leute alle zwei Jahre ihr Handy. Das bringt ein Problem: In einem typischen Vier-Personen-Haushalt können sich jährlich bis zu acht alte Handys ansammeln. In einer Stadt von 100 000 Einwohnern werden also 50 000 Handys nicht mehr gebraucht. Viele fragen sich: Wohin damit?

**Frauenstimme:** Kommen Sie zu Handy TAD! Hier können Sie Ihr altes Mobiltelefon gegen Bargeld eintauschen. Bis zu hundert Euro! Wir nehmen alle Modelle: 124 im Moment. Rufen Sie uns an unter 0800 96 74 03

**Hörtext zwei: *Soziale Projekte in Bayern***

**Männerstimme:** Rund 8000 Jugendliche aus 36 Ländern weltweit engagierten sich an 260 Projekten. Man machte klassische soziale Projekte wie zum Beispiel Ausflüge mit Senioren aus Bayreuth oder eine Müllsammelaktion in Adelsdorf. Sprachprobleme spielten nur eine unbedeutende Rolle.

**Hörtext drei: *Jazz und Pop in Bildern***

**Frauenstimme:** Fans von Jazz und Popmusik bekommen in einem Kölner Museum viel zu sehen. Europas erste große Ausstellung über die Grafik der Popmusik zeigt rund 1000 Plakate der letzten 50 Jahre. Bilder helfen beim Verstehen des Sounds, den man per Audio-Guide hört. Neben Kommentaren hört man 150 Songs – Gesamtspielzeit: 500 Minuten.

**(PAUSE)**

**Männerstimme:** Viele Musikrichtungen haben einen typischen grafischen Stil entwickelt. So sind zum Beispiel die alten Covers von Jazz-Schallplatten nach dem Motto: „Ein Mann und sein Instrument“ gestaltet: Sonny Rollins und sein Saxophon oder John Patton an der Orgel.

**Frauenstimme:** Eine Hauptattraktion ist die psychedelische Kunst der 60er Jahre aus der Hippie-Hauptstadt San Francisco. Diese bunten Bilder könnten fast zu Halluzinationen führen – ganz ohne Drogen.

***World of Work - Herr Götz am Telefon***

**Männerstimme:** Hier Rudi Götz von der Firma Hellendorf in Mannheim. Ich rufe wegen Ihrem Fahrer Terry an. Hier ganz in der Nähe ist ein Polizeiwagen gegen seinen Lieferwagen geprallt. Der Polizist hatte plötzlich Kontrolle über sein Auto verloren. Terry wurde leider am Kopf verletzt, und sein Fahrzeug ist beschädigt, kann also im Moment nicht gefahren werden. Wahrscheinlich wird Terry erst in ein paar Tagen nach Hause fliegen können. Bis dann bleibt er im Krankenhaus. Wenn es ihm besser geht, will die Polizei ihn interviewen. Der Lieferwagen wird hier auf Kosten der Polizei repariert. Wenn Ihre Firma uns in zwei Wochen die nächste Lieferung bringt, kann vielleicht ein zweiter Fahrer mitkommen, um Terrys Lieferwagen nach Hause zu fahren. Und noch etwas – Terry hat nur 95 Kartons geliefert - wir hatten 110 bestellt. Haben Sie Produktionsprobleme gehabt? Die Bestellnummer ist übrigens QS111.



**Mark Scheme 2663  
January 2007**

**Modern Languages at Advanced Subsidiary****UNIT 2, Listening, Reading and Writing, and UNIT 3, Reading and Writing****(January 2007)****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****(January 2007)**

**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 – Jan 2007

## Section A: Reading (max 15)

- 1 The correct answers are:  
**1C 2B 3C 4A 5B 6C 7A 8B**
- 2 The correct answers are :  
**Rolf Hammelehle 3 6**  
**Tanja Winkler 1 (Beispiel) 2 4 8**  
**Anton Beckermann 5 7**

## Section B: Writing (max 30)

## „WohnSinn“ – das Mehrgenerationenhaus (MGH)

10 Marks for Quality of Language (Grid A)

10 Marks for Comprehension (Grid 3B)

10 Marks for Response (Grid 3C)

## Comprehension: possible points

- 1 (83) Menschen im Alter von 1 – 70 Jahren / von mehreren Generationen wohnen im MGH
- 2 das Gebäude ist buntbemalt / dreistöckig / sieht wie ein Abenteuerspielplatz aus
- 3 sie wohnen zusammen wie eine große Familie
- 4 das Gebäude ist U-förmig / hat einen Innenhof, um Kontakt zwischen den Bewohnern zu fördern / für Begegnungen
- 5 Die Wohnungen sind privat
- 6 ein Zehntel des Wohnblocks / der Garten gehört allen
- 7 Der gemeinschaftliche Teil wird von allen finanziert
- 8 unter den Bewohnern gibt es eine bestimmte soziale Mischung / 2 examples
- 9 jeder Bewohner sollte sich am Gemeinschaftsleben beteiligen / hat eine Rolle zu spielen
- 10 der Gemeinschaftsraum ist sehr wichtig / 2 activities
- 11 die Bewohner treffen sich einmal im Monat / regelmäßig, um praktische Angelegenheiten zu diskutieren
- 12 die Bewohner helfen sich gegenseitig / eine Liste mit Hilfsangeboten hängt im Hauseingang
- 13 an example of help from the text
- 14 MGH ist vielleicht die Wohnform der Zukunft / noch mehr MGH werden gebaut

## Grid 3A: Quality of Language

10 marks

<b>0-2</b>	<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.
<b>3-4</b>	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, eg 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.
<b>5-6</b>	<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.
<b>7-8</b>	<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.
<b>9-10</b>	<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.

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

**Grid 3C: Response****10 marks**

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

**Section C: Cloze Test ( max 15)****Beispiel: B**

- |    |      |
|----|------|
| 1  | A    |
| 2  | A    |
| 3  | A    |
| 4  | B    |
| 5  | A    |
| 6  | B, E |
| 7  | B    |
| 8  | B    |
| 9  | B    |
| 10 | C, F |
| 11 | B    |
| 12 | C    |
| 13 | C    |

**Mark Scheme 2665  
January 2007**

**2665 German Listening, Reading and Writing 2 January 2007****Marking scheme and Tapescript (for Publication to Centres)**

**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 – Ein alter Mann auf Jobsuche**

- (a) in Rente gehen [1]
- (b) 1921 [1]
- (c) Gott hat ihm die Aufgabe gestellt [1];  
er ist (so) alt geworden, um mit Menschen zu arbeiten [1]
- (d) das Recht auf Arbeit [1]
- (e) er hat sich ausbilden lassen [1] er ist staatlich geprüft [1]
- (f) er war früher Schauspieler [1]
- (g) die Manieren der jüngeren Urlauber [1];  
(manche wissen nicht, wie man sich) in der Öffentlichkeit (benehmen sollte) [1]

**Total 10 marks****Hörtext 2; Aufgabe 2 – Interview mit Professor Hoffmann**

- (a) er untersucht die Vorstellungen und Zukunftschancen der jungen Generation [1]
- (b) es gibt / gebe keinen Generationenkonflikt mehr [1]
- (c) den Politikern [1]
- (d) sie hat gegen die Werte ihrer Eltern gekämpft [1] ; sie hat versucht, sich zu befreien [1]
- (e) (i) sie sorgt finanziell vor [1]  
(ii) sie ist gesetzestreu [1]
- (f) an sich denken / sich durchschlagen / sich selbst [1]
- (g) Auswanderungsfantasie [1]
- (h) **Either** sie vermeidet Konflikte [1]  
**Or** sie scheut die Verantwortung [1]

**Total 10 marks****Total for Teil A: 20 + 5 Quality of Language (using Grid 5A) = 25**

**Grid 5A: 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 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.

**Teil B: Lesen – 1. „Klimaschutz: Töpfer kritisiert Deutschland“****Aufgabe 3 One mark for each answer in German demonstrating comprehension.**

- (a) Er leitet die / Er ist Leiter von der Umweltbehörde [1]
- (b) (Er verlangte) stärkere Anstrengungen / Deutschland muss mehr tun [1]
- (c) Das Kyoto-Protokoll (war in Kraft getreten) [1]
- (d) den Ausstoß von Treibhausgasen bis 2012 um etwas mehr als 5 Prozent senken [1]
- (e) statt einer Reduktion von 21 Prozent [1]
  - bei den 6 wichtigsten Treibhausgasen [1]
  - eine Reduktion von 19 Prozent [1]
- (f) in einem (gemeinsamen) Brief an den (damaligen) Bundesumweltminister [1]
- (g) Deutschland müsste zusätzliche Maßnahmen einführen [1]
- (h) es war höher / es ging darüber hinaus [1]
- (i) es hat nur 16 Prozent erreicht (statt 25 Prozent) [1]  
bei der Reduktion vom Ausstoß von Kohlendioxid [1]
- (j) der Ausstoß steigt [1]
- (k) eine drastische Erwärmung des Klimas / extreme Wetterereignisse [1]
- (l) um 50-60 Prozent [1]  
Treibhausgase reduzieren / mindern [1]

**Total 16 marks****Aufgabe 4 One mark for each appropriate explanation showing comprehension.**

- (a) hinken hinterher : idea of doing worse [1] such as zurückbleiben
- (b) Klimawandel : idea of climate change [1] such as Änderung im Klima
- (c) Dürre : idea of drought [1] such as Trockenheit or Mangel an Regen
- (d) Fluten : idea of floods [1] such as Überschwemmungen

**Total 4 marks**

**At this point assess Aufgaben 3 and 4 for Quality of Language, awarding a mark out of 5 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, eg irregular verbs frequently not known; adjectival endings and common genders faulty. 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 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 consistent. Shows 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 sentence patterns but not always able to maintain correct usage.

**5 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.

**Teil B: Lesen - 2. „Christliche Erziehung immer beliebter in Berlin“****Aufgabe 5 One mark for comprehension as per below. (Ignore all answers in German)**

- (a) to choose their pupils / because they are oversubscribed [1]
- (b) from the 5th year onwards [1]
- the Gymnasium curriculum is available [1]
  - parents expect a better education in religious affairs [1]
- (c) they could build a second school [1]
- and it would be full immediately [1]
- (d) Catholic Church has no money for founding schools / does not support it financially [1]
- (e) they have long waiting lists [1]
- they can take only a fraction / a few of the children who would like a place [1]
- (f) he doesn't want to treat the future of children as a lottery [1]
- he interviews every one [1]
  - despite the time involved [1]
- (g) children of asylum seekers [1]
- children of diplomats [1]
  - visually impaired / blind [1]
  - (physically) disabled / handicapped [1]
- (h) a service [1]
- a prayer circle / meeting/group [1]
- (i) the DDR / GDR / East German [1] school system was godless / atheistic [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 – ‘Television kills, says German professor’**

**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) Television responsible for 20,000 deaths a year in Germany;  
direct link between watching (too much) television and illness / death.
- (ii) They do little sport / get little physical exercise;  
they eat more, get fat, die earlier.
- (iii) Children who watch TV have narrow horizons;  
it damages their minds / their brain does not develop properly.
- (iv) Their sense of taste and smell is affected;  
they buy unhealthy food as seen on TV.
- (v) Personal Response: reward pertinent expression

**Total for Teil C: maximum of 10 marks**

**Total for whole paper : [80]**

**Grid 5C: Quality of Language**

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 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, eg 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 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 consistent. Shows sound grasp of A2 structures list. Tense s and agreements sound although there may be some inconsistency and errors in more complex areas.

**5 Very Good**

High and consistent level 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 sentence 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 structures 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 sentence 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: Ein alter Mann auf Jobsuche**

**Frauenstimme:** Die meisten Menschen sind froh, wenn sie nach einem arbeitsreichen Leben endlich in Rente gehen können. Nicht so Gerd Schlüter, Jahrgang 1921. Der 86-Jährige aus Reinbek sucht einen Job. Herr Schlüter, warum wollen Sie überhaupt noch arbeiten?

**Männerstimme:** Ich glaube, das ist eine Berufung, eine Aufgabe, die mir der liebe Gott gestellt hat: deshalb bin ich so alt geworden - um mit Menschen zu arbeiten.

**Frauenstimme:** Also, aus religiösen Gründen?

**Männerstimme:** Nein, nicht nur das. Ich glaube, jeder hat das Recht auf Arbeit, auch wenn das nicht ausdrücklich in unserem Grundgesetz steht. Man sollte nicht automatisch mit 65 in Rente gehen müssen und der Gesellschaft nichts weiter beitragen.

**Frauenstimme:** Das klingt sehr militant.

**Männerstimme:** So will ich nicht wirken. Arbeiten macht mir auch Spaß.

**Frauenstimme:** Wo würden Sie am liebsten arbeiten?

**Männerstimme:** Am liebsten in einem Ferienclub als animateur. Das habe ich schon jahrelang gemacht; ich habe nur aus medizinischen Gründen ein paar Jahre ausgesetzt.

**Frauenstimme:** Sind Sie ein richtig ausgebildeter animateur?

**Männerstimme:** Ja, ich habe mich mit 70 an der Akademie für Tourismus ausbilden lassen, bin also staatlich geprüft.

**Frauenstimme:** Wie sind Sie zur Animation gekommen?

**Männerstimme:** Ich bin so da reingerutscht. Ich habe in den achtziger Jahren ein paar Mal Urlaub in einem Ferienclub in Marokko gemacht und habe bei einem Talent-Spotting-Contest mitgemacht. Ich war früher Schauspieler; ich hatte also keine Schwierigkeiten, auf die Bühne zu treten.

**Frauenstimme:** Haben Sie gewonnen?

**Männerstimme:** Nein, aber die animateure haben zu mir gesagt: Komm doch zu uns, du kannst uns helfen, die älteren Gäste zu unterhalten.

**Frauenstimme:** Und das gefällt Ihnen?

**Männerstimme:** Ja. Aber ich bedauere die Manieren der jüngeren Urlauber heutzutage. Manche wissen nicht, wie man sich in der Öffentlichkeit benehmen sollte. Ich sage nichts mehr.

**Frauenstimme:** Sie haben sich bei verschiedenen Agenturen angemeldet. Wie sind die Aussichten?

**Männerstimme:** Ehrlich gesagt: schlecht. Aber ich kann ja immer Arbeit als Extra in Video-Filmen kriegen. Das macht auch Spaß.



**Hörtext 2: Interview mit Professor Hoffmann**

**Frauenstimme:** Professor Hoffmann, Sie sind Jugendforscher und untersuchen die Vorstellungen und Zukunftschancen der jungen Generation.

**Männerstimme:** Ja, das stimmt.

**Frauenstimme:** In einem Zeitungsartikel vertreten Sie die etwas kontroverse Ansicht, es gebe keinen Generationenkonflikt mehr.

**Männerstimme:** Ja, nicht mehr. Junge Erwachsene verstehen sich heutzutage hervorragend mit ihren Eltern; beide Generationen klammern sich aneinander und sehnen sich nach Harmonie. Beide Gruppen schieben die Schuld für unsere gesellschaftlichen Probleme auf die Politiker, nicht auf einander.

**Frauenstimme:** Sie meinen also, dass die beiden Gruppen die selben Werte teilen.

**Männerstimme:** Viel mehr als in den 60er, 70er und 80er Jahren, wo die junge Generation gegen die Werte ihrer Eltern kämpfte und versuchte, sich zu befreien. Heute sind junge Leute vielleicht konservativer als die Älteren, die sich inzwischen weitgehend liberalisiert haben.

**Frauenstimme:** Woher kommt dieser Konservatismus?

**Männerstimme:** Die Welt ist unsicherer geworden: junge Menschen haben ein Bedürfnis nach Sicherheit und Ordnung. Sie sorgen finanziell für ihre Zukunft vor und sie sind auch sehr gesetzestreu.

**Frauenstimme:** Junge Menschen sind wohl nicht so idealistisch wie frühere Generationen; sie glauben nicht, dass die Probleme der Welt lösbar sind.

**Männerstimme:** Genau. Sie denken in erster Linie mehr an sich; wie kann ich mich in einer unsicheren Welt durchschlagen? Sie erkennen, dass unsere Gesellschaft immer wieder neue Chancen bringt. Zum Beispiel die enormen Möglichkeiten in E-Commerce und in der technologischen Entwicklung.

**Frauenstimme:** Eine Studie zeigt, dass jeder Zweite in einem anderen Land leben möchte.

**Männerstimme:** Ja. Die Auswanderungsfantasie wächst immer in unsicheren Zeiten. Junge Menschen reagieren oft so, wenn sie merken: da stimmt etwas im Land nicht.

**Frauenstimme:** Kann diese junge Generation die Situation verändern, in der sie sich befindet?

**Männerstimme:** Nein, das ist ihre Schwachstelle. Diese Generation, die Konflikte vermeidet und die die Verantwortung scheut, führt keine großen Veränderungen bei. Da müssen wir auf die nächste Generation warten.

**Advanced Subsidiary GCE German 3862  
and  
Advanced GCE German 7862  
January 2007 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
<b>2661/01</b>	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
<b>2661/02</b>	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
<b>2662</b>	Raw	80	65	58	51	44	38	0
	UMS	120	96	84	72	60	48	0
<b>2663</b>	Raw	60	50	44	39	34	29	0
	UMS	90	72	63	54	45	36	0
<b>2665</b>	Raw	80	59	52	45	38	32	0
	UMS	120	96	84	72	60	48	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
<b>3862</b>	300	240	210	180	150	120	0
<b>7862</b>	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
<b>3862</b>	38.3	57.7	81.9	91.9	98.7	100.0	150
<b>7862</b>	0.0	66.7	100.0	100.0	100.0	100.0	3

**153 candidates aggregated this series.**

For a description of how UMS marks are calculated see:  
[http://www.ocr.org.uk/exam\\_system/understand\\_ums.html](http://www.ocr.org.uk/exam_system/understand_ums.html)

Statistics are correct at the time of publication

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