

# **Mark Schemes for the Units**

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**June 2008**

**3862/7862/MS/R/08**

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

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

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**Advanced Subsidiary GCE German (3862)**

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# 2661 Speaking

## 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, 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.



## 2662 Listening, Reading & Writing

### 1 Der europäische Super-Jumbo

One mark each for:

- (a) A380
  - (b) 30
  - (c) 2007
  - (d) 72,7
  - (e) 545
- (5)**

### 2 Theaterstück in Berlin

One mark for each of :

- C, A, C, C, A
- (5)**

### 3 Der Lebenslauf

One mark for each of:

- b, d, g, h, i, j, l, m, q, s
- (10)**

**Total for Listening: 20 marks**

### 4 Kein Gramm zu viel

Correct answers are:

- (a) Lust
- (b) Art
- (c) fröhlich
- (d) Jogger
- (e) Gegend
- (f) entwickelt
- (g) vorzubereiten
- (h) viel
- (i) kurzer
- (j) genießen

**Total for Reading: 10 marks**

**5 Herr Schröder ruft an**

- (a) B (1)
- (b) in Österreich (1)
- (c) (i) viel besser (1)
- (ii) das Fünffache (an Spülmaschinen) verkauft (1)
- Gewinn: 34 Millionen Euro (1)

**OR**

der Handel mit neueren Mitgliedern der EU wird immer größer  
(1 mark only)

- (d) (i) Ungarn (1)
- (ii) Polen (1)
- (iii) Slowenien (1)
- (e) nicht genug Pumpen (1) wegen der erhöhten Nachfrage (1)
- (f) Zusammenarbeit (1) zwischen den beiden Firmen (1)
- (g) Näheres (1)
- (h) die (englische) Firma (1) wird positiv reagieren (1)

**15 marks for content + 5 for quality of language (Grid 2A) = 20 marks**

**Total for listening = 20 marks**

**6 Memo in English. A maximum of 15 marks for any of these points clearly made:**

- 1 had pleasant stay in England
- 2 stayed 5 days at "Sunny View"
- 3 liked Dawlish and landscape
- 4 friendly / helpful staff
- 5 campsite unsatisfactory
- 6 toilet blocks not clean enough
- 7 cleaned only once a day / at 5 p.m.
- 8 morning in bad state
- 9 shop inadequately stocked
- 10 limited opening hours (details O.K. but not necessary)
- 11 nearest food shop 8 km away
- 12 noisy at night
- 13 comparison with German camp-sites
- 14 expect reply
- 15 sending copy to Dawlish tourist office

**Total for Reading: Max 15 marks for content + 5 marks for quality of language (English) using grid 2B**

- 7 Letter to Herr Schiller** 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 letter
- 2 pleased that enjoyed countryside
- 3 surprised at dissatisfaction
- 4 with cleanliness of toilet blocks
- 5 10,000 visitors annually
- 6 no-one complained before
- 7 shop has longer hours
- 8 in high season
- 9 night closure
- 10 not usual in England

**Total for Writing: 10 marks**

**Transcript of Listening Passages****Hörtext eins: *Der europäische Super-Jumbo*****Männerstimme:**

In dem A380 sieht man ein Beispiel, wie Europa den USA den Weg zeigen kann. Nachdem die USA mit Boeing 30 Jahre lang die Führung hatten, konnte Airbus letztes Jahr bereits die Spitzenposition übernehmen. Mit 72,7 Meter Länge und Platz für 545 Passagiere ist der Super-Jumbo für die meisten Menschen weit mehr als ein Flugzeug. Er ist zum Symbol der europäischen Zusammenarbeit geworden.

**Hörtext zwei: *Theaterstück in Berlin*****Frauenstimme:**

Am elften Januar sind geladene Gäste zu der Premiere des Theaterstücks „Faust“ in den Berliner Admiralspalast gekommen. Zehn Jahre lang hatte das berühmte Theater leer gestanden. Die Wiedereröffnung war bis vor zwei Wochen aus Sicherheitsgründen ungewiss. Das Berliner Bauamt gab dann nach einer zweiten Inspektion grünes Licht für die Eröffnung.

**Hörtext drei: *Der Lebenslauf*****Männerstimme:**

Du Brigitte, du bist meine kluge ältere Schwester. Ich muss meinen Lebenslauf schreiben und ich habe bemerkt, dass Freunde bei Bewerbungen Namen und Beruf der Eltern angeben. Klar bin ich stolz darauf, dass unsere Eltern beide Ärzte sind – aber ich möchte doch zeigen, was ich kann und nicht, wer meine Eltern sind. Gibt's da eine Regel?

**Frauenstimme:**

Na Hartmut, Eltern kann man erwähnen, wenn man noch in der Schule ist und nach einem Praktikum sucht. Ich habe während des Studiums mehrfach in Personalabteilungen großer Firmen gearbeitet, da habe ich fast nie den Beruf der Eltern im Lebenslauf gesehen.

**PAUSE****Männerstimme:**

Das ist mir nicht ganz klar. Kannst du mir ein Beispiel geben?

**Frauenstimme:**

Ja gut, wenn man oft die Schule wechseln musste. Es kann sein, dass die Eltern Diplomaten sind oder jahrelang beruflich im Ausland arbeiten mussten oder vielleicht mehrmals umgezogen sind, dann wäre es ganz legitim, das in einem Lebenslauf zu erwähnen. Sonst würde ich das nicht tun.

**World of Work: *Herr Schröder am Telefon*****Männerstimme:**

„Hallo, hier spricht Rudi Schröder von der Firma Holler. Ihre Firma hat vor ein paar Jahren mit uns zusammengearbeitet. Damals hat unser Kollege, Klaus Frei, den Kontakt gemacht; er arbeitet jetzt für uns in Österreich.

Inzwischen geht's uns viel besser: Letztes Jahr haben wir das Fünffache an Spülmaschinen verkauft und unser Gewinn ist auf 34 Millionen Euro gestiegen.

Unser Handel mit den neueren Mitgliedern der EU wird jeden Tag größer: Insbesondere mit Kunden in Ungarn, Polen und Slowenien.

Und eben darum rufe ich Sie an. Wegen der erhöhten Nachfrage sind wir nicht mehr in der Lage, hier in Deutschland genug Pumpen zu bekommen.

Deshalb möchten wir eine erneute Zusammenarbeit zwischen unseren beiden Firmen vorschlagen. In dem Brief, den wir Ihnen zugeschickt haben, können Sie Näheres nachlesen. Ich hoffe, Sie können darauf positiv reagieren

## 2663 Reading & Writing

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****(June 2003)**

**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  $\frac{1}{2}$  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**.



**AS GERMAN  
UNIT 2663, May 2008**

**Mark Scheme**

**Section A: Reading (max 15)**

**1 One mark for each correct answer (max 8)**

(Beispiel 1A) 2J 3H 4L 5F 6N 7K 8I 9C

**2 One mark for each correct answer (max 7)**

(Beispiel: empfehlen) 1 erreichen 2 verboten 3 besetzt 4 besitzen  
5 einzukaufen 6 geeignet /belebt 7 anzubieten

**Section B: Writing (max 30)**

**Klüger essen**

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

**10 marks for Comprehension (Grid 3B)**

**10 marks for Response (Grid 3C)**

**Possible comprehension points :**

- 1 *Intelligentes Essen macht klüger*
- 2 *Die Idee kam von Thomas Althoff, (Hotelbesitzer)*
- 3 *(Er hat bemerkt, dass) wenn man falsch ißt / zu viel Kaffee trinkt wird man unkonzentriert*
- 4 *Intelligentes Essen ist eine Kombination von alten Essregeln und (neuer) Wissenschaft / von alten und neuen Ideen*
- 5 *Zum Frühstück gibt es Brot, Eier und Obst any 2 (not und Muesli)*
- 6 *Kein Müsli, weil es schnelle aber nicht andauernde Energie gibt*
- 7 *Das Ziel ist, den ganzen Tag konzentriert zu sein (*for a period of time*)*
- 8 *Kaffee und (schwarzer) Tee sind nur zum Frühstück erlaubt*
- 9 *Sonst gibt es nur Wasser und / oder Fruchtsäfte zu trinken*
- 10 *In der Kaffeepause werden roher Fisch und ein Fitness-Drink serviert*
- 11 *Zum Mittagessen gibt es Fisch, Fleisch, frisches Gemüse, Linsen any 3*
- 12 *Nudeln / Einfache Kohlenhydrate werden nicht serviert / sind verboten*
- 13 *Das Gehirn kann bis zu 60 Prozent der gesamten Energie des Körpers verbrauchen,/  
Das Gehirn kann mehr leisten, wenn man intelligent/gut isst*
- 14 *Eine erstaunliche Wirkung setzt (eine halbe Stunde) später ein /Wenn man abends *intelligent* isst, kann man nicht schlafen*

## 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, 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.
<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****One mark for each correct answer (max 15)****Beispiel: C**

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

## 2664 Speaking and Reading

### 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**

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

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

<b>0-2</b>	<i>Very Poor</i>	Severe problems of comprehension. Very marked hesitation. Limited responsiveness.
<b>3-4</b>	<i>Poor</i>	Has general difficulty in understanding. Limited response to the majority of topics raised.
<b>5-6</b>	<i>Adequate</i>	Understands questions on basic concepts but has difficulty with more complicated ideas. Some delay in response.
<b>7-8</b>	<i>Good</i>	Few problems of comprehension. Responds readily and without undue hesitation. Quite forthcoming.
<b>9-10</b>	<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**

<b>0-3</b>	<i>Very poor</i>	Severe problems of comprehension, Very marked hesitation. Limited responsiveness. No fluency or feel for the language.
<b>4-6</b>	<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.
<b>7-10</b>	<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.
<b>11-13</b>	<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.
<b>14-15</b>	<i>Very Good</i>	No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics. Able to guide the discussion and lead the examiner, offering and seeking opinions as appropriate. Very good feel for the language and is able to express concepts fluently and in the appropriate idiom.

**Grid 1F: Pronunciation and intonation****5 marks**

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

<b>0-2</b>	<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.
<b>3-4</b>	<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.
<b>5-6</b>	<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.
<b>7-8</b>	<i>Good</i>	Detailed exposition of the topics. Well-informed with a range of relevant factual information. Well prepared material. Interesting ideas and observations.
<b>9-10</b>	<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.

## 2665 Listening, Speaking and Reading

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 eins; Aufgabe eins: *Gespräch mit der Fußballerin Birgit Prinz***

- (a) den Weltmeistertitel / die Weltmeisterschaft [1]
- (b) nicht exotisch / nichts Besonderes mehr [1]
- (c) sie waren nicht schön anzusehen /es ist kein Sport für Frauen [1]
- (d) er soll ihn sich nicht ansehen [1]
- (e) (mehr) Sponsoren(-) / Zuschauergeld [1]
- (f) anders verteilen [1]
- (g) er hat nichts beim Sport / Fußball zu suchen [1]
- (h) sie hat ihn noch nie erlebt [1]
- (i) ob sie ein gutes Vorbild ist [1]
- (j) Götter [1]

**Total 10 marks**

**Hörtext 2; Aufgabe 2 – *Interview zum Thema Familienpolitik***

- (a) pragmatisch (nicht ideologisch) [1]
- (b) Familie und Beruf [1]
- (c) die Großeltern [1]
- (d) dass 1½ bis 2 Millionen Kinder arm /benachteiligt sind [1]
- (e) es kompensiert (die Mutter) für den Verlust des Einkommens [1]
- (f) wegen der Karriere [1]
- (g) hohe Betreuungskosten [1]
- (h) den mittleren Schichten [1]
- (i) sie dauert länger/lange [1]
- (j) ein (totales) Umdenken / any answer suggesting change [1]

**Total 10 marks**

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

**Teil B: Lesen - 1. „Einkaufen rund um die Uhr?“****Aufgabe 3 One mark for each answer in German demonstrating comprehension.**

- (a) Idea of: *all day / 24 hours* [1]
- (b) der Bund / der Staat [1]
- (c) Bürgermeister von Berlin [1]
- (d) er ist dafür [1]
- (e) Idea of: *Sunday opening not allowed* [1]
- (f) viermal im Jahr [1]
- (g) Idea of: *retail trade* [1]
- (h) die (9) Einkaufszentren in Berlin [1]
- (i) sie mussten einen Antrag stellen [1] zur Sondergenehmigung [1]
- (j) keine [1]
- (k) Idea of: *staff costs / wages* [1]
- (l) Idea of: *loss of profit* [1]
- (m) die Interessen der Kunden [1]
- (n) Idea of: *end of a film / when the cinema closes* [1]
- (o) die Geschäfte in touristisch attraktiven Gebieten [1]
- (p) Man ist dagegen [1]
- (q) (auf) das Ende der Gottesdienste [1]
- (r) gegen die Liberalisierung der Öffnungszeiten [1]
- (s) Idea of: *staff* e.g. die Beschäftigten / das Personal / die Mitarbeiter etc [1]

**Total 20 marks****plus 5 marks for Quality of Language, assessed using grid 5B.**

**Teil B: Lesen - 2. „Hilferuf aus einer Schule“****Exercise 4 One mark for comprehension as per below. (Ignore all answers in German)**

- (a) (i) doors kicked in [1]  
(ii) wastepaper baskets / bins used as footballs [1]  
(ii) fireworks / bangers lit [1]  
(iv) picture (frames) ripped off (corridor) walls [1] (*interchangeable*)
- (b) they cover for / protect each other [1]
- (c) pupils behave with contempt / they refuse to learn / objects are thrown at teachers / their instructions are ignored [2] (*Any two*)
- (d) they become ill / they become exhausted/drained [1]
- (e) they receive little support (in their attempt to enforce standards / rules) [1]  
appointments are not kept [1]  
letters are not answered [1]  
few parents can be / parents cannot be reached by telephone [1]
- (f) the *Hauptschule* has reached the end of a cul-de-sac / has done as much as it possibly can [1] there is **no** way out / **no** possibility of going back / **no** solution [1]
- (g) their parents give them very little to aim for / do not encourage them [1]  
they are the only ones to get up in the morning [1]
- (h) get hold of the **latest** mobile phone [1]  
dress so that they won't be laughed at [1]
- (i) a place to show off / be seen / make a statement [1]  
a place to fight for recognition [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 – ‘Get a whiff of Ostalgie with Eau de Trabant’**

**Aufgabe 5** 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) Such products encourage a sentimental view of a brutal regime / of the ‘DDR’
- (ii) Jahn wishes to preserve a unique smell / the smell of the DDR for future generations / wishes to remind people of the DDR.
- (iii) Jahn had to borrow cars; it was difficult to get the smell in the cans; he couldn’t do it on his own.
- (iv) Trabant were made by Sachsenring; production was slow; lightweight; easy to repair; they are now a cult car.
- (v) Response : reward pertinent expression.

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

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

**Tapescripts: Teil A****Hörtext 1: Gespräch mit der Fußballerin Birgit Prinz, Kapitän der National-Frauenmannschaft**

**Männerstimme:** Frau Prinz, die deutschen Frauen sind Weltmeister; mehr als 600 000 Frauen in Deutschland spielen Fußball; immer mehr neue Frauenmannschaften werden gegründet. Sind jetzt Fußballerinnen eine Selbstverständlichkeit?

**Frauenstimme:** Auf alle Fälle. In meinen Augen sind wir nicht mehr exotisch; Frauenfußball ist eigentlich nichts Besonderes mehr.

**Männerstimme:** Lange Zeit hieß es, Fußball sei kein Sport für Frauen und Fußball spielende Frauen seien nicht schön anzusehen. Gibt es diese Vorbehalte noch?

**Frauenstimme:** Ich stehe auf dem Standpunkt: Wenn jemandem Frauenfußball nicht gefällt, da soll er ihn sich eben nicht ansehen.

**Männerstimme:** Trotz des Erfolgs der Frauenfußballer bekommen nur die wenigsten Spielerinnen das Geld, was andere Profis verdienen. Kann sich das ändern?

**Frauenstimme:** Der Frauenfußball entwickelt sich sehr positiv und immer mehr Spielerinnen bekommen die Möglichkeit, ihn professionell zu betreiben. Aber klar ist auch: Man kann kein Geld ausgeben, das man nicht hat. Wir brauchen dringend mehr Sponsoren- und Zuschauergeld; und solange die Fernsehgelder noch so verteilt sind, wie sie es nun mal sind, werden wir im Frauenfußball weniger verdienen können.

**Männerstimme:** Denken Sie, dass Sie als Fußballerin in der Gesellschaft etwas erreichen können?

**Frauenstimme:** Ja, zum Beispiel habe ich mich für die Anti-Rassismus-Kampagne der Fifa eingesetzt. Auf so einer öffentlichen Bühne wie beim Fußball ist es wichtig, ganz klar zu sagen, dass der Rassismus im Sport nichts zu suchen hat.

**Männerstimme:** Haben Sie Rassismus selbst erlebt?

**Frauenstimme:** Zum Glück noch nie, weder mit der Nationalmannschaft noch in der Bundesliga.

**Männerstimme:** Glauben Sie als Fußballerin ein gutes Vorbild zu sein?

**Frauenstimme:** Da müssen Sie andere fragen. Es ist aber gut, dass Kinder Vorbilder haben und jemandem nacheifern können, aber man sollte Fußballer nicht wie Götter behandeln. Es gibt durchaus größere Errungenschaften der Menschheit als Fußballspielen.

**Hörtext 2: Interview zum Thema Familienpolitik**

**Männerstimme:** Wir reden heute mit Frau Tandl vom Familienministerium. Frau Tandl, man sagt oft, die Arbeit des Ministeriums sei nicht politisch sondern sozial, sogar überpolitisch. Was meinen Sie?

**Frauenstimme:** Nun, unsere Vorgänger aus anderen politischen Parteien haben gute Arbeit geleistet. Sie haben sich mit Recht nicht ideologisch sondern pragmatisch mit den großen demografischen Problemen Deutschlands befasst. So machen wir weiter.

**Männerstimme:** Was ist das Ziel von der Familienpolitik?

**Frauenstimme:** Alle Untersuchungen zeigen, dass junge Menschen Familie und Beruf vereinbaren wollen. Um das zu verwirklichen, brauchen wir eine engere Verbindung zwischen den Generationen. Wir müssen zum Beispiel die Großeltern bei der Kindererziehung näher einbeziehen. Wir müssen uns auch um die Kinder kümmern, die auf der Schattenseite des Lebens geboren werden. Eineinhalb bis zwei Millionen arme und benachteiligte Kinder in einem so reichen Land wie Deutschland ist eine Schande.

**Männerstimme:** Welche Rolle spielt hier das umstrittene Elterngeld?

**Frauenstimme:** Elterngeld soll im ersten Lebensjahr des Kindes die Mutter für den Verlust ihres Einkommens kompensieren. Dieser Verlust des Einkommens ist es, das bei vielen Frauen den Wunsch nach Kindern verschieben lässt. Und wir wissen alle, wie dringend wir Kinder brauchen.

**Männerstimme:** Viele junge Mütter wollen so schnell wie möglich nach der Geburt des Kindes zur Arbeit zurück, nicht nur aus finanziellen Gründen sondern auch wegen der Karriere.

**Frauenstimme:** Das ist durchaus verständlich. In einem solchen Fall entstehen hohe Kosten für die Kinderbetreuung und deshalb sollten solche Mütter das Elterngeld nicht verlieren.

**Männerstimme:** Ist Elterngeld das Heilmittel für unseren Babymangel?

**Frauenstimme:** Nein. Es ist ein erster Versuch, vor allem gegen die Kinderlosigkeit in den mittleren Schichten, wo der Einkommensverlust eine erhebliche Rolle spielt.

**Männerstimme:** Schule, Studium und Berufsausbildung dauern bei uns so viel länger als in anderen Ländern. Ist das nicht auch ein entscheidender Faktor bei der Kinderlosigkeit?

**Frauenstimme:** Ja. Diesen Bereich müssen wir total umdenken; Geld allein hilft hier nicht.



**Grid 5A: Listening Comprehension (5 marks for language)**

<b>0-1</b>	<b>Very Poor</b>	<i>Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.</i>
<b>2</b>	<b>Poor</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.
<b>3</b>	<b>Adequate</b>	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.
<b>4</b>	<b>Good</b>	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.
<b>5</b>	<b>Very Good</b>	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.

**Grid 5B: Reading Comprehension (5 marks for language)**

<b>0-1</b>	<b>Very Poor</b>	<i>Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.</i>
<b>2</b>	<b>Poor</b>	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.
<b>3</b>	<b>Adequate</b>	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.
<b>4</b>	<b>Good</b>	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.
<b>5</b>	<b>Very Good</b>	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.

**Grid 5C: Quality of Language (Aufgabe 5)**

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

**Grammatical Accuracy**

<b>0-1</b>	<b>Very Poor</b>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders
<b>2</b>	<b>Poor</b>	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.
<b>3</b>	<b>Adequate</b>	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.
<b>4</b>	<b>Good</b>	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.
<b>5</b>	<b>Very Good</b>	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**

<b>0-1</b>	<b>Very Poor</b>	Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.
<b>2</b>	<b>Poor</b>	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.
<b>3</b>	<b>Adequate</b>	Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.
<b>4</b>	<b>Good</b>	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.
<b>5</b>	<b>Very Good</b>	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.

## 2666 Culture and Society (written paper)

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.

eg

6A	15	17	32
6B	6	7	13
			45

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

eg



\*\*\*\*\*

$$45 + 38 = 83 = \mathbf{42}$$

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

<b>0-3</b>	<b>Very Poor</b>	Extremely brief and/or very inadequate answer. Little or no knowledge of the text/topic. Frequent irrelevance. A very superficial treatment of the task.
<b>4-7</b>	<b>Poor</b>	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.
<b>8-11</b>	<b>Adequate</b>	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.
<b>12-15</b>	<b>Good</b>	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).
<b>16-18</b>	<b>Very Good</b>	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).
<b>19-20</b>	<b>Excellent</b>	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**

<b>0-3</b>	<b>Very Poor</b>	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.
<b>4-7</b>	<b>Poor</b>	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.
<b>8-11</b>	<b>Adequate</b>	Ideas generally organise in a structured way and some ability to organise into paragraphs and sequence the argument, although somewhat superficial.
<b>12-15</b>	<b>Good</b>	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.
<b>16-18</b>	<b>Very Good</b>	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.
<b>19-20</b>	<b>Excellent</b>	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**

- |             |                  |  |
|-------------|------------------|--|
| <b>1-2</b>  | <b>Very Poor</b> | Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.  |
| <b>3-4</b>  | <b>Poor</b>      | 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.  |
| <b>5-6</b>  | <b>Adequate</b>  | 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. |
| <b>7-8</b>  | <b>Good</b>      | 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.   |
| <b>9-10</b> | <b>Very Good</b> | 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**

<b>1-2</b>	<b>Very Poor</b>	Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.
<b>3-4</b>	<b>Poor</b>	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.
<b>5-6</b>	<b>Adequate</b>	Some attempt to extend range of vocabulary, but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.
<b>7-8</b>	<b>Good</b>	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.
<b>9-10</b>	<b>Very Good</b>	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.



# Grade Thresholds

Advanced Subsidiary GCE German 3862  
June 2008 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	61	53	46	39	32	0
	UMS	120	96	84	72	60	48	0
2663	Raw	60	49	43	37	31	26	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
<b>3862 (Agg Code)</b>	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
<b>3862 (Agg Code)</b>	28.15	47.52	63.45	80.44	92.27	100.0	1309

**1048 candidates aggregated this series**

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

**Advanced GCE German 7862  
June 2008 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
<b>2664/01 and 03</b>	Raw	60	48	43	38	33	29	0
	UMS	90	72	63	54	45	36	0
<b>2665</b>	Raw	80	63	56	49	42	35	0
	UMS	120	96	84	72	60	48	0
<b>2666</b>	Raw	60	46	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
<b>2667</b>	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
<b>7862 (Agg Code)</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>7862 (Agg Code)</b>	37.43	65.73	84.60	93.49	98.27	100.0	922

**22 candidates aggregated this series**

For a description of how UMS marks are calculated see

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication

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