

Mark Schemes for the Units

June 2009

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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 (H076)

MARK SCHEMES FOR THE UNITS

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F711 German – Speaking

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

UNIT 1: SPEAKING – ROLE-PLAY

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

UNIT 1: SPEAKING – ROLE-PLAY (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

UNIT 1: SPEAKING – TOPIC DISCUSSION

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

UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	2	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	3	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.

KEY POINTS

ROLE-PLAY A: TOWER OF LONDON

- one of world's major tourist attractions
- over 2 million visitors from all over the world
- visit it every year
- William the Conqueror needed to show Londoners his authority
- by 1080 work begun on White Tower
- over 27 metres high, centre of his London fortress
- later kings including Henry VIII modernised and added buildings
- from 1530 onwards
- more religious and political prisoners in Tower
- due to Henry's conflict with Catholic Church
- Anne Boleyn executed here in 1536
- world-famous Crown Jewels, priceless symbols of British monarchy, nearly stolen in 1671
- Beefeaters stand guard and give tours
- prices
- opening times

KEY POINTS

ROLE-PLAY B: BRONTË PARSONAGE MUSEUM

- Brontës an extraordinary literary family
- Reverend Patrick Brontë, his wife and their six children lived at the parsonage in Haworth
- two eldest daughters died in childhood, but the others survived to adulthood
- Charlotte's *Jane Eyre** and Emily's *Wuthering Heights** both published in 1847
- ranked among the greatest novels in the English language
- the father, daughter Anne and son Branwell all had works published too
- Brontës a close family and dramatic landscape of surrounding moors provided them with inspiration for their writing
- parsonage a museum since 1928
- one of the largest houses in Haworth at the time
- their home from 1820 to 1861
- twelve rooms have been restored to their original appearance
- with furniture, manuscripts and personal items
- several large car parks nearby
- prices
- opening times

KEY POINTS

ROLE-PLAY C: TOUR GUIDES – FRANKFURT AIRPORT

- tour guides needed to run tours of Frankfurt Airport during the busy summer months
- applicants must have English as mother tongue
- and be aged 18 or over
- and be able to work flexible hours five days a week including weekends
- join team of 68,000 employees
- who do a huge variety of jobs at Germany's largest airport
- over 200 shops, bars and restaurants, bookshops and boutiques selling perfumes, electronic goods etc
- two different sorts of tours allow visitors to experience at first hand how airports work
- mini-tours take 45 minutes and cost €7.50
- maxi-tours last 90 minutes and cost €15
- visitors see aircraft take off and land very close by
- a Jumbo travelling at 300 km/h is an impressive sight
- they also watch as cargo is unloaded
- this can be food, cars or even live animals
- how to apply

KEY POINTS

ROLE-PLAY D: TREKKING IN LADAKH

- for holiday of a lifetime join summer trekking groups to Ladakh
- fabulous region in the Himalayas now visited by over 18,000 tourists every year
- although in India, Ladakh known as Little Tibet
- because of its cultural and geographical similarities with Tibet
- at between 2500 and 5000 metres
- a land of stunning mountains and wild scenery
- summers short and some roads only open from June to mid-October
- typical treks last 5-6 hours per day
- can be tiring, so you must have a good level of fitness
- your luggage is carried for you
- you only need a daypack and strong walking boots
- marvel at ancient monasteries and Buddhist culture from the 2nd century
- see village life as it really is
- visit a typical festival and try the local food
- daily flights from Delhi to Leh (largest city)

F712 German: Listening, Reading & Writing

Section A: Listening and Writing			
Task 1:			
Q	Answers	M	Additional comments
(a)	C	[1]	
(b)	C	[1]	
(c)	A	[1]	
(d)	B	[1]	
(e)	B	[1]	
(f)	C	[1]	
(g)	B	[1]	
(h)	C	[1]	
(i)	C	[1]	
(j)	A	[1]	

Task 2:			
Q	Answers	M	Additional comments
(a)	meisten	[1]	Ignore mis-spellings.
(b)	nichts	[1]	
(c)	anders	[1]	
(d)	ungerecht	[1]	
(e)	Mineralwasser	[1]	
(f)	Arbeit	[1]	
(g)	einverstanden	[1]	
(h)	unzufrieden	[1]	
(i)	gewonnen	[1]	
(j)	Lösung	[1]	

Task 3:				
Q	Answer	M	Accept	Reject
(a) (i)	Snow / a disco / a warm bed /	1		
(ii)	reasonable cost (any two) (2)	1		
(b)	(The ski chalets) of the <u>MTV</u> generation (1)			
	They combine (1)	3	unite	
	entertainment, sport and design (all 3 necessary for 1 mark)			
(c)	Austria	1		
(d)	50 metres from the ski lift	1	lifts	
(e)	A (multi-storey) car park	1	parking lot	parkhouse/parking house/parking garages /parking block
(f) (i)		1		
(ii)	functional / metal bunk beds / no cupboards / space under bed for clothes/ entrance hall for wet clothing	1	wardrobe	chest of drawers

(iii)	(any three)	1		
(g)	So that each can view the (others') equipment (1) encourages communication between the guests (1)	2	Makes it easier/helps/means that... People / people staying there	See what's in there Can communicate through them
(h) (i)	bed and breakfast cost him 63 Euros a day / including a lift pass /elsewhere the lift pass alone would cost that (any two)	1		
(ii)		1	normally (for elsewhere)	

Task 4 - Guidance

Read through the response and assess for communication first. This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly. There are 10 components for 10 marks but it must not be 1 mark per correct component. The grid must be applied.

Grid H.1: The ticks will show the number of points successfully conveyed. Assess what proportion of the points has been conveyed.

Read response again and assess for language.

Grid C.2: Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

Task 4: Message			
Answer	Accept	Reject	[20]
<p>Points to be covered</p> <ol style="list-style-type: none"> 1. I heard <u>a programme</u> about the Cube Hotel 2. I think it is (a) great (concept) 3. I have decided to spend some time abroad 4. before I study German at university 5. I need <u>to earn</u> some money 6. and would like to know if you need staff 7. I would be available for 3 or 4 months 8. (either) in the winter <u>or</u> the summer (season) 9. I already have experience in hotel work 10. How do I apply for a job with the Cube Hotel? 	<p>im Radio programme must be loosely implied</p> <p>möchte</p> <p>get a job</p>	<p>Beruf</p> <p>Weihnachten</p> <p>Beruf (but do not penalise twice)</p>	
<p>10 marks for Communication – Grid H1 10 marks for Quality of Language (Accuracy) - Grid C2</p>			
Section A Total			[55]

GRID H.1	COMMUNICATION 10 marks AO2
0-2	Very little or no information conveyed.
3-4	Only a quarter of the points conveyed.
5-6	Half of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
9-10	Most or all of the information successfully conveyed.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B: Reading and Writing			
Task 5: Part 1			
Q	Answer	M	Additional comments
(a)	B	[1]	
(b)	C	[1]	
(c)	B	[1]	

Part 2					
Question	Answer	Answer			Additional comments
		AS	JF	AP	
d)				✓	1 mark for each correct answer
e)		✓			
f)			✓		
g)				✓	
h)			✓		
i)		✓			
j)				✓	

Task 6 - Guidance

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. Assessing comprehension / content: First go through all the responses and assess every question for comprehension.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2.
 - d. If appropriate, candidates may answer with single words / short phrases.
 - e. If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation It is not expected that you will have to use such annotations very often.
 - f. Enter the mark in the box.
 - g. For unexpected incorrect answers, put a cross (x) over the word which invalidates the response.
 - h. Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.
3. Assessing Quality of language
 - a. Read all the answers again.
 - b. Apply Grid C.2 (see task 4 for guidance) and enter the mark.
 - c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

	Answers	M	Accept	Reject
Task 6 : 15 marks - Comprehension of text			10 marks - Quality of language – Grid C2	
(a)	(i) Der Rücktritt von seinem Bruder	1	Sein Bruder fährt nicht mehr Formel-1 Die Karriere seines Bruders ist zu Ende	Mit dem Rücktritt Er ist (sehr) erfolgreich
	(ii) Weil Michael erfolgreicher war / Weil die zwei Brüder immer verglichen wurden	1	M. gewinnt immer / ist sehr gut M. ist einfach besser (<i>accept answer to i in ii and vice versa</i>)	
(b)	<i>Ralf hat (nur) sechs Rennen gewonnen /Ralf ist nicht so erfolgreich wie Michael</i>	1	nicht sehr	
(c)	Auf der Kartbahn (in Kerpen)	1	Lifting: alsbesuchten Die Kartbahn (no prep)	
(d)	(Michael ist) 7 Jahre (älter als Ralf)	1		
(e)	Michael hat Ralf geholfen	1		

	Answers	M	Accept	Reject
(f)	Ralf hielt ihn für einen Besserwisser	1	R mochte / mag M nicht, weil er besser war / ist. weil M mehr wusste als er. Er konnte immer alles.	
(g)	Das BMW-Williams-Team hat die WM <u>beinahe</u> gewonnen	1		
(h)	Der Rennsport ist mit Glamour, Spannung und Sensation (<i>all 3 necessary</i>) verbunden	1	Award marks to candidates who have tried to paraphrase this: Eg Abenteuer / Aktion / Spass They must have communicated at least one element successfully.	
(i)	Nicht sehr gut Er hat das Publikum enttäuscht Er ist kein großer Star geworden (<i>any 2</i>)	2	Er war nicht so erfolgreich	
(j)	(Nur) 6 Prozent glauben Dass er gut genug ist Michaels Nachfolger zu werden Sie kritisieren seine Leistung nicht Seine Personalität ist das Problem (<i>any 3</i>)	3	General amount eg wenige Inversions: eg die meisten Fans glauben, dass er nicht Die Reaktion war negativ	
(k)	Seine Personalität ist das Problem	1	If already awarded in (j) no further mark (use arrow symbol ↑)	

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Awarding Quality of Language – Accuracy (Grid C2) marks:

The following list may be useful in applying Grid C2 for this task, but is not exhaustive:

- change of case (e.g. **mit dem** to **der** in question a.i)
- change of word order, subordinate clauses with **weil, daß** etc. (e.g. questions a.ii, f, g, j)
- adding preposition requiring change of case (e.g. question c)
- manipulating language – changing nouns to adjectives, verbs to nouns (e.g. question h)
- use of original, appropriate vocabulary or structures not given in the text (any question)

Task 7 - Guidance

1. Print out a copy of the text so that you can easily spot instances of lifting from the original text.
2. 7(a)
 - a. Tick to show that a point has been fully and successfully conveyed.
 - b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark out of 10.
 - c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Only phrases of 5 words or more should be counted as lifted language.
3. 7(b)
 - a. tick in the margin to show each opinion / personal response and in the body of text to show a development / an extension of the opinion.
NB: one opinion may have several extensions.
 - b. **Grid J:** Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark out of 20.
4. 7(a) + 7(b) – Language – **Grids C.2 and F.2:**
 - a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Add together and enter as one mark.
 - b. Ignore language lifted from the text when assessing language (See 2c above). Lifted language is not credited for QoL – only content points and/or personal response.

Section B: Reading and Writing		
Task 7 : 10 marks - Comprehension of Text – Grid I 20 marks - Response to Text – Grid J 10 marks - Quality of language (Accuracy) – Grid C2 10 marks - Quality of Language (Range) – Grid F2		[50]
Q	Answer	Accept
(a)	Possible points	
1	Children learn French in kindergarten	
2	They learn basic items of vocabulary	mention of numbers, colours etc
3	Learning is fun /easy/a game	mention of singing and games
4	Children have 2 hours per week with a native speaker	Manou
5	Foreign language learning is now compulsory in primary school	They must learn English (as a first foreign language)
6	French is optional	
7	(Primary pupils) should have 10 minutes per day	
8	They should learn through listening	
9	Foreign language learning is hard to fit into the timetable	
10	Many parents worry that it is at the expense of German	Parents think a foreign language is less important than German
11	Teachers are enthusiastic about the project	
12	Teachers believe there is a learning window / Children learn a foreign language particularly effectively (at this point)	
13	This unique opportunity should not be missed	
14		
15		
16		
Section B Total		[85]

GRID I	COMPREHENSION OF TEXT 10 marks AO2	GRID J	RESPONSE TO TEXT 20 marks AO2
0-2	No relevant information or supplies one or two relevant points from the original passage.	0-3	Very short. May not go beyond points of view already expressed in the original text.
3-4	Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.	4-7	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.	8-11	Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.
7-8	Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage.	12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.	16-20	Responds with well developed points of view which show insight, originality and imagination.

Paper Total [140]

Grids I, J, C2 and F2 next page

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

Transcripts of Listening texts

Aufgabe 1**Hörtext : Erfolg im Kino**

- Frau** Also vor sieben Jahren hast du deinen ersten Film gedreht. Warum so lange bis zu deinem zweiten Film: *Ein Freund von mir* ?
- Sebastian S** Weil kein Stoff da war. Ich brauche ein Thema, das mich fasziniert.
- Frau** In deinem ersten Film waren auch Autos dabei. Was ist eigentlich an Autos so spannend?
- Sebastian S** Mit Autos leben Männer ihren Spieltrieb aus – Autos sind für uns wie ein Abenteuer- Spielplatz. Außerdem kann man mit ihnen einfach viel erzählen.
- Frau** Worauf kommt es an, wenn man einen erfolgreichen Film machen will?
- Sebastian S** Es kann ein Schauspieler sein, aber ein großer Name nützt nichts, wenn die Geschichte nicht stimmt. Zum Beispiel hatte *Der bewegte Mann* mit Til Schweiger sechs Millionen Zuschauer. Direkt danach drehte Til *Bunte Hunde* – 58 000 Zuschauer. Til war und ist ein Star aber die Geschichte von *Bunte Hunde* wollte keiner.
- Frau** Mit so einer Kombination aus talentierten Schauspielern wie Daniel Brühl und Jürgen Vogel und einer warmherzigen und witzigen Geschichte ist der Erfolg des Films *Ein Freund von mir* garantiert!

Aufgabe 2**Hörtext : Teures Wasser**

Wenn sie Trinkwasser wollen, machen drei von vier Schweizern den Wasserhahn auf. Wenn sie Leitungswasser im Restaurant trinken, erwarten sie keine Rechnung dafür. In manchen Gaststätten in der Schweiz wird aber jetzt Geld dafür verlangt. In Riedholz kostet ein Krug Wasser sogar 8 Franken. Der Wirt ist nicht bereit, den Krug Leitungswasser gratis abzugeben, wenn ein anderer Gast 9 Franken für sein Mineralwasser zahlt. Sein Argument ist: der Service ist derselbe: Der Kellner muss genau so viel tun wie bei einem gekauften Getränk. So denken viele in der Branche. Die Gäste finden es aber unverschämt, Geld für Leitungswasser zu verlangen, vor allem wenn sie auch andere Getränke bestellen. In einem Restaurant in Bern ärgerten sich die Gäste über das teure Leitungswasser - jetzt bekommen sie es wieder gratis. Aber die Sache ist noch lange nicht geregelt.

Aufgabe 3**Hörtext : Cube- Hotels**

Was suchen junge Leute, wenn sie Skiurlaub machen? Ronny weiß genau: „Ich brauche natürlich Schnee, eine Disko und ein warmes Bett. Der Preis muss aber auch stimmen.“

Der Architekt Jesko Hutter hat das Cube-Hotel-Konzept entwickelt: das sind die Skihütten der MTV Generation – eine Kombination aus Unterhaltung, Sport und Design.

Im österreichischen Nassfeld liegt das Cube-Hotel knapp 50 Meter von der Talstation des Skilifts entfernt. Von der Gondel aus erinnern die beiden dreistöckigen Würfel an ein Parkhaus, aber aus der Nähe ist das ein Kunstwerk aus Holz, Beton und Glas. Die Zimmer sind vor allem funktionell.

Die Etagenbetten sind aus Metall. Schränke gibt es keine, für die Klamotten ist Platz unter dem Bett. Aber weil trockene Kleidung eine Priorität ist, hat jedes Zimmer eine Art Eintrittshalle, wo die Boards und nassen Anoraks abtropfen. Diese Halle ist beheizt und auch transparent, damit jeder sieht, was für Ausrüstung da ist. Laut Architekt fördert diese Transparenz die Kommunikation unter den Bewohnern.

Ronny ist zufrieden: „Übernachtung und Frühstück kosten 63 Euro pro Tag und das ist inklusive Liftpass. Anderswo hätte der Liftpass allein so viel gekostet.“

Wenn du auch Lust hast, ein Cube-Hotel zu besuchen, kannst du weitere Infos unter www.cubehotels.com bekommen.

Grade Thresholds

Advanced Subsidiary GCE German (H076) June 2009 Examination Series

Unit		Maximum Mark	A	B	C	D	E	U
F711	Raw	60	46	41	36	31	27	0
	UMS	60	48	42	36	30	24	0
F712	Raw	140	111	98	86	74	62	0
	UMS	140	112	98	84	70	56	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H076	200	160	140	120	100	80	0

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

	A	B	C	D	E	U	Total Number of Candidates
H076	30.2	49.5	68.3	83.9	94.1	100	1005

650 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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