

# **Mark Scheme for June 2012**

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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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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot (Key point attempted)
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Language better than mark implies
	Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

**Abbreviations**

- /
- ( )
- 

**Meaning**

- Alternative and acceptable answers for the same marking point
- Words which are not essential to gain the mark
- Underlined words must be included to gain the mark

**Subject-specific Marking Instructions**

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.

## Section A: Listening and Writing

## Task 1:

Question		Answer	Marks	Guidance
1	(a)	B	1	<b>Multi-choice</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	C	1	
	(c)	C	1	
	(d)	A	1	
	(e)	C	1	
	(f)	C	1	
	(g)	A	1	
	(h)	B	1	
	(i)	C	1	
	(j)	C	1	
		<b>Total</b>	<b>10</b>	

## Task 2

Question		Answer	Marks	Guidance
2		b	1	<b>Sentence identification</b> The elements are scanned by the page. Use ticks for correct sentences. Insert mark out of 10. If the candidate has put more than 10 ticks add up the total number of correct marks and deduct 1 mark for each tick over 10. NB Only 8 correct answers are marked - you need to know that r and t are correct as well!
		e	1	
		g	1	
		h	1	
		j	1	
		k	1	
		o	1	
		q	1	
		r	1	
		t	1	
		<b>Total</b>	<b>10</b>	

## Task 3

## Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary, just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in German get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
3	(a)	could not afford normal holiday / for financial reasons	1		
	(b)	(insider) tips about his (favourite) places in the area house comfortable living in a house better than staying in a hotel exchange partner's friends invited them to their house didn't feel like tourists (any 4)	4	two points on one line  weren't really tourists	weren't any tourists
	(c)	explored Graz / the town explored the area got to know the locals (any two)	2	village residents visiting exchange partner's friends if not already mentioned in b) sightseeing	
	(d)	through a website / become a member / look at the various offers (any two)	2		

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(e)	(concern about) having strangers in your home	1	foreigners, other people	bad people, robbers
	(f)	(i) The exchange partner is in the same situation.	1		
		(ii) The exchange partner <u>becomes</u> a friend.	1		
		(iii) Nothing has <u>ever</u> been stolen.	1	yet, up to now nothing is ever stolen	
	(g)	(i) go a bit further afield (1)	1		
		(ii) to West Coast of USA (1)	1		
<b>Total</b>			<b>15</b>		



**Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)****Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** 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.

**Annotations:**

- In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- Use BOD with the tick (BOD ✓), if you had some doubt about awarding the point but decided to in the end.
- Use NBOD if you considered awarding the point but decided not to in the end.
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (✗), either in the margin or in the body of text.
- Use a cross (✗) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used BOD or NBOD you may adjust the marks up or down.

## Task 4: Communication points

Question		Answer	Marks	Guidance	
				Accept	Do not accept
4	(a)	We are a family of four and we are interested in	1		
	(b)	a house exchange in the Easter holidays.	1	at Easter	bevor Sommer, Osten, im April
	(c)	We live on the edge of a small town	1	any reasonable attempt to render edge eg Umgebung	in einer kleinen Stadt, Ecke
	(d)	not far from the border with Scotland.	1	in der Nähe von Schottland	Scotland
	(e)	Our house is situated in an area with wonderful scenery	1	Umgebung	Sehenswürdigkeiten
	(f)	and we have renovated it recently.	1	verbessert, neu gemacht, a date for recently that is credible	verändert
	(g)	We would love to spend a couple of weeks in Berlin	1		verpassen, passieren, (ver)spenden
	(h)	so that we can (really) get to know the city.	1		
	(i)	If you are willing to exchange (with us),	1	any idea of want, wish etc	man
	(j)	we can discuss practical details.	1	any reasonable attempt to render practical eg weitere Details, nötige Auskunft	
<b>Total</b>			<b>10</b>		

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

**QoL: Read response again and assess for language.**

- **Annotations:** you may use the red slash ( / ) or the underlining tool ( -- ) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **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.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
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.
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.
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.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

## Section B: Reading and Writing

## Task 5

Question		Answer	Marks	Guidance
5	(a)	rechtfertigen	1	<b>Gap-fill.</b>  This task is scanned in by the page. Tick each correct answer and award a mark out of 10. Do not penalize for incorrect spelling.
	(b)	einzubringen	1	
	(c)	gewinnen	1	
	(d)	interessieren	1	
	(e)	benutzen	1	
	(f)	weitverbreitet	1	
	(g)	Rad fahren	1	
	(h)	verschönern	1	
	(i)	beenden	1	
	(j)	schaden	1	
		<b>Total</b>	<b>10</b>	

**Task 6****Task specific guidance**

- The entire page appears on the screen twice: once for comprehension, once for you to assess to the QOL.
1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
  2. 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. If appropriate, candidates may answer with single words / short phrases.

**Annotations:**

Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. The ticks add up automatically and you insert the total for the question in the box on the right.

- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- 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.

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	Ihre (offizielle) Adresse ist noch bei ihren Eltern. Sie hat eine Wohnung (in der Stadt) / sie wohnt, wo sie studiert.	1 1	Sie hat einen Wohnsitz bei ihren Eltern. Er for Birgit Penalise inconsistency (sie+sein) once only in task 6	
	(b)	Sie weiß nicht, wo ihr Zuhause ist.	1	Sie weiß nicht, wo sie wohnt.	
	(c)	Ihr Vater hat sie vom Bahnhof abgeholt / Ihre Mutter hat ihr Lieblingsessen gekocht / Ihre Schwester hat ihr die Fernbedienung überlassen ( <i>any two</i> )	2	present tense Familie or sie as subject rather than Vater / Mutter / Schwester sich vom Bahnhof – penalise under QL	
	(d)	Sie fühlte sich wie ein Gast (im eigenen Haus) / nicht mehr wie ein Familienmitglied.	1	present tense	
	(e)	Es ist seine Heimat.	1	(alte) Traditionen, (gutes) Essen, Stress	
	(f)	in Bayern / in der Heimat	1	bei seinen Eltern in Berlin, weil er kein Gemüse essen muss but do not also award in (g)	in Berlin tc
	(g)	Es gibt keinen Stress / Es kümmert niemanden, wenn er kein Gemüse ißt / wenn er spät nach Hause kommt. ( <i>any 2</i> )	2	Er ißt, was er will. Er kommt nach Hause, wenn er will.	ißt kein Gemüse tc kommt spat nach Hause tc (no notion of freedom)
	(h) (i)	(Sie muss) beim Abwaschen helfen.	1	accept in either order	
	(ii)	staubsaugen	1	Sie muss im Haus helfen. (1)	
	(i)	Sie lässt die Teller liegen. / sie wäscht nicht (sofort) ab.	1	Sie räumt die Küche nicht auf.	Sie bleibt die Teller dreckig.
	(j)	dass die Küche aufgeräumt ist	1		

Question			Comprehension points	Marks	Guidance	
					Accept	Do not accept
	(k)		Keine	1		Invalidation of answer by superfluous incorrect material
			<b>Total</b>	<b>15</b>		



Assessing **Quality of Language**

- d) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool (⏟) for serious errors, but it is not essential.
- e) Apply Grid C.2 and enter the mark.
- f) 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

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE - ACCURACY</b> <b>10 marks AO3</b>
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
<b>7-8</b>	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.
<b>5-6</b>	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.
<b>3-4</b>	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.
<b>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.


**Tips particular to Birgits Problem:**

- use of original, appropriate vocabulary not given in the text - any question
- change of word order: b,c,i,j subordinate clauses: a,j
- manipulating verbs and possessive adjectives: 1<sup>st</sup> to 3<sup>rd</sup> person a,b,c,d,e,g,h,i


**Task 7****Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

**Task 7a Comprehension. Grid I [10 marks]****a Annotations:**

- In the body of text, use a green dot  to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (*^*).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- 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. Use the highlighting tool () to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Point		Indicative content	Marks	Content	Guidance
					<b>Levels of Response</b>
1		driving licence at 18			<b>Grid I</b>  <b>COMPREHENSION OF TEXT</b>  <b>9-10</b> Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text  <b>7-8</b> 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.  <b>5-6</b> Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.  <b>3-4</b> 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.  <b>0-2</b> No relevant information or supplies one or two relevant points from the original passage.
2		become part of adult world / independent			
3		16 year olds want a driving licence			
4		car can be deadly weapon / dangerous			
5		young person has a car crash every six minutes / have many car crashes			
6		Every 8 hours a young person dies on the roads. / Lots of young people die on roads.			
7		learn how to drive sensibly in driving school		allow any adverb like vernünftig: eg sicher, gut etc	
8		after test / alone on the road, emotions take over			
9		how to reduce risks?			
10		accompanied driving / driving with qualified driver			
11		give young drivers experience of traffic / driving / road		do not allow experience on its own	
12		success of measures as yet unknown			
<b>Total</b>			<b>10</b>		

Task 7(b) Response Grid J [20 marks]

Question			Answer	Marks	Guidance	
					Content	Levels of Response
			No Indicative Content – personal response		<p>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.</p> <ul style="list-style-type: none"> <li>Use the green tick (✓) in the body of the text to show each opinion / personal response and development / extension of the opinion. NB: one opinion may have several extensions.</li> </ul>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16-20</b> Responds with well developed points of view which show insight, originality and imagination.</p> <p><b>12-15</b> Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.</p> <p><b>8-11</b> 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.</p> <p><b>4-7</b> Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.</p> <p><b>0-3</b> Very short. May not go beyond points of view already expressed in the original text.</p>
			<b>Total</b>	<b>20</b>		

## Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See <b>Task 7a</b> above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

## APPENDIX 1

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE - ACCURACY 10 marks AO3</b>	<b>GRID F.2</b>	<b>QUALITY OF LANGUAGE (RANGE) 10 marks AO3</b>
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	<b>9-10</b>	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.
<b>7-8</b>	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.	<b>7-8</b>	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).
<b>5-6</b>	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.	<b>5-6</b>	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.
<b>3-4</b>	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).	<b>3-4</b>	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.
<b>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	<b>0-2</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.

## APPENDIX 2

## Transcripts of Listening Texts

**Aufgabe 1****Reality-TV** (männliche Stimme / weibliche Stimme)

Thema des Tages: Reality-TV mit Hannes Schmidt *und Heike Weber*

HS: Wissen Sie, dass in einer gewöhnlichen Woche mehr als 200 Sendungen unter dem Label Dokusoap laufen? Fast dreimal so viel wie vor zwei Jahren. Warum? Weil das Geld, das die Werbung einbringt, immer weniger wird und Reality-TV billig ist.

*HW: Die RTL Sendung „Endlich wieder Arbeit“ hilft Arbeitslosen zurück ins Berufsleben, in einer Sendung bei RTL II werden Frauen getauscht und bei Vox ist sowieso immer gerade jemand am Kochen.*

HS: Und der Grund für die Reality-Flut? Reality-TV ist natürlich viel billiger als die Herstellung von fiktionaler Unterhaltung.

*HW: In der RTL Sendung „Bauer sucht Frau“, zum Beispiel, bekommt der Bauer nur 350 Euro am Tag. Bei einer fiktionalen Serie verdient ein Schauspieler mit einer Nebenrolle oft zehnmal mehr.*

HS: Ohne Zweifel ist RTL Sender Nummer eins für Reality-TV: Bei RTL laufen die fünf populärsten Dokusoaps, und gut gemachte Dokusoaps scheinen besser anzukommen als kitschige Serien. „Bauer sucht Frau“ bekam an einem Abend dreimal soviel Zuschauer wie der Thriller bei dem Sender Pro Sieben.

*HW: Wie lange kann es aber weitergehen? Probleme mit dem Personal existieren jetzt schon. Es gibt immer weniger Leute, die bereit sind, sich der Fernseh-Nation zu offenbaren.*

HS: Hinzu kommt, dass den Sendern langsam die Ideen ausgehen – wer interessiert sich schon für die zehnte Koch-, Partner- oder Hausbauserie?

*HW: Was schon klar ist: Die nächste Idee muss auch billig sein.*

**Aufgabe 2****Schulschwänzer** (männliche Stimme / weibliche Stimme)

*Interviewerin: Sie haben eine Studie über Schulschwänzer gemacht, Herr Peters. Ist es wirklich ein Problem hier in der Stadt?*

HP: Ja, rund 300 Kinder und Jugendliche gehen nicht in die Schule und das oft Monate lang.

*Interviewerin: Bei Teenagern weiß ich schon, dass es ein Problem gibt – besonders in Hauptschulen.*

HP: Ja, das stimmt. Für 15 Prozent der Hauptschüler gehört Schwänzen zur Regel. Das sind dreimal so viel wie bei Gymnasiasten.

*Interviewerin: Aber wie kommt es, dass Grundschulkinder die Schule schwänzen?*

HP: Vielleicht bekommt das Kind keine Unterstützung von der Familie. Zum Beispiel stehen die Eltern morgens nicht mit dem Kind auf, und es muss allein den Weg in die Schule schaffen.

*Interviewerin: Und was sind die Konsequenzen für solche Kinder?*

HP: Natürlich sind die Prognosen für ihr weiteres Leben sehr ungünstig. Sie gehen auch das Risiko ein, sehr früh kriminalisiert zu werden. Und das bringt viele Kosten für uns alle.

**Pause**

*Interviewerin: Macht man schon etwas, um das Schulschwänzen zu bekämpfen?*

HP: Wenn die Polizei Schulschwänzer in der Stadt sieht, dann bringt sie sie zurück in die Schule. Und es gibt auch ein so genanntes Bußgeld - eine Geldstrafe für die Eltern von ungefähr 50 Euro. Die Geldstrafe bringt jedoch andere Probleme mit sich.

*Interviewerin: Ja, aber was könnte man sonst noch machen?*

HP: Es gibt schon ein Projekt, das eigentlich sehr erfolgreich ist. 70 Prozent der Teilnehmer schaffen es, ihr Schulleben wieder in Ordnung zu bringen, aber es bietet jährlich nur Platz für 20 Schüler. In der Studie haben wir die genauen Ursachen des Schulschwänzens erforscht und haben Daten gesammelt, damit wir das Projekt gezielt erweitern können.

*Interviewerin: Also, Herr Peters. Wir wünschen Ihnen viel Erfolg!*



**Task 3****House Exchange** (männliche Stimme / weibliche Stimme)

*Interviewerin: In dieser Sendung besprechen wir, wie man die Ferien alternativ gestalten kann. Werner Schmidt und seine Familie haben zum Beispiel einen Haustausch gemacht. So Herr Schmidt, warum gerade ein Haustausch?*

WS: Letztes Jahr konnten wir uns keine normale Ferienreise leisten, wollten aber trotzdem wegfahren.

*Interviewerin: Also aus finanziellen Gründen?*

WS: Ja, aber dann haben wir festgestellt, dass es eigentlich viele Vorteile gibt, wenn man einen Haustausch macht.

*Interviewerin: Zum Beispiel?*

WS: Wir hatten viele Tipps, da der Tauschpartner uns eine Liste seiner Lieblingsplätze in der Region hinterlassen hat. Das Haus war bequem – es war viel besser als in einem Hotel zu wohnen. Seine Freunde haben uns zu sich eingeladen. Eigentlich waren wir keine richtigen Touristen.

*Interviewerin: Und wo haben Sie Ihre Ferien verbracht?*

WS: In Österreich. Wir haben Graz und seine Umgebung entdeckt und die echten Bewohner kennengelernt.

*Interviewerin: Und wie organisiert man einen solchen Urlaub?*

WS: Durch eine Haustausch-Webseite. Man muss Mitglied werden, und dann kann man die verschiedenen Angebote sehen.

*Interviewerin: Haben Sie sich nicht Sorgen gemacht, dass Fremde bei Ihnen zu Hause wohnen?*

WS: Am Anfang schon – aber erstens befindet sich der Tauschpartner in der gleichen Situation, und zweitens muss man vorher so viel diskutieren, dass der Tauschpartner zum Freund wird. Schließlich ist bis jetzt noch nie etwas gestohlen worden.

*Interviewerin: Würden Sie sowas nochmal machen?*

WS: Auf jeden Fall. Aber das nächste Mal werden wir vielleicht ein bisschen weiter weg fahren. An die Westküste der Vereinigten Staaten, zum Beispiel.

*Interviewerin: Vielen Dank, Herr Schmidt.*

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