GCE

German

Advanced GCE

Unit **F714:** Listening, Reading and Writing 2

Mark Scheme for June 2013

1. **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)
λ	Caret sign to show omission
？	Unclear
▭	Highlight
▭	Good language
/	Slash
⬇	Language better than mark implies
⬆	Language not as good as mark implies
BOD	Benefit of doubt
NBOD	Benefit of doubt not given
-1	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

2. **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.

- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. "sympathetic native speaker/sympathetic examiner"). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.

- Language marks: These are assessed separately – Grids C.1, C.2 and F.2 – see guidance in the detailed sheets below.

Where candidates give alternative answers, only the first one written or the one on the line should be marked.

Section A: Listening and Writing

Task 1
- 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.

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
1	**(a)**		1% fewer unemployed <u>than a year ago</u> / <u>this year than last</u>	1	1% less than a year ago than the year before	Figures other than 290,000. or under 25 years old (if included)
	(b)		They have short (term) / temporary <u>contracts</u> (1) that are not extended / renewed (in times of crisis).(1)	2	<u>can't</u> be extended shorter contracts	prolonged
	(c)		males / (young) men	1		Boys Teenage males
	(d)		The number rose by 3% <u>in a year.</u>	1		partial answers in this period
	(e)		<u>less</u> susceptible to / affected by crises / economic factors (1) (eg) in social sphere / the caring professions (1) or in education (1)	3	crisis (singular) social work / social jobs	as teachers/schools/ child care
	(f)		young people in West more affected <u>than East</u>	1	It/ the crisis/ situation is worse in West than East	Unemployment (without mention of youth) is worse …
	(g)		because they have the lowest <u>youth</u> unemployment (in Europe) / because they <u>only</u> have 6% <u>youth</u> unemployment	1		6% of young people were / are unemployed
			Total	**10**		

Task 2

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.

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
2	**(a)**		Medienkunst (1)	1		incorrect spellings Medienkunststudent
	(b)	**(i)** **(ii)**	1378 km das war / ist die Länge der Grenze (1) zwischen Ost- und West(Deutschland) (1)	1 2	die Lange Zonengrenze	Lange that implies time (must refer to distance) Lenge / die Länger Incorrect spellings of Grenze answers implying the border is still there wrong spellings of 'einst' if included ostern / western
	(c)		in den Westen fliehen	1	flüchten Er /man muss / soll (in context of game)	wrong spellings of fliehen fahren / reisen / gehen

	(d)		ihn / den (DDR) Flüchtling (daran) zu hindern (1) <u>wenn nötig / auch</u> mit Gewalt (1)	2	Er/man muss / soll (in context of game) verhindern / stoppen sogar / selbst auch manchmal	behindern / hinden aufhören / halten oft / manchmal
	(e)		Es trägt zur politischen Bildung bei / dass es zur politischen Bildung beiträgt.	1	bietet politische Bildung	Es ist politische Bildung Es ist wie (eine) politische Bildung
	(f)		weil es <u>traurige</u> Realität war / weil viele gestorben sind	1	weil es kein Thema zur Unterhaltung ist weil es eine traurige Realität ist weil die Realität der Flüchtlinge traurig war	
	(g)		Sie sind ums Leben gekommen / gestorben.	1		
	(h)		dass man die Szenen nachspielt (1) und <u>auf Menschen</u> schießt (1)	2	Scenen Szene in singular Man darf / muss auf Menschen schießen (in context of game) omission of auf	
	(i)		dass die Zeitungen / die Presse das Spiel kritisierte(n)	1	<u>negative</u> Reaktion / Meinungen der Zeitungen conditional / present viele Zeitungen haben das Spiel kritisiert (omission of dass)	Unconvincing spellings of kritisierten

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
	(j)		sie interessiert sich (normalerweise) nicht (1) für (wichtige) historische Ereignisse (1)	2	A direct accurate lift für Geschichte	für deutsche Geschichte für dieses historische Ereignis (in singular)
	(k)	**(i)**	wenn er <u>zu oft</u> geschossen hat (1) auf flüchtende (Menschen) (1)	2	Omission of auf Flüchtlinge Wenn er / man auf <u>zu</u> viele Flüchtlinge geschossen hat (2)	
		(ii)	über das eigene Handeln nachzudenken	1	Sie müssen über ihre Aktionen denken Verhalten / Benehmen	
	(l)		Der Irak-Krieg war weit weg und dieses Spiel ist (den Deutschen) sehr nah.	2	uns (Deutschen) das spielt in Deutschland und nicht im Ausland (1 mark only)	Plural for Irak-Krieg
			Total	**20**		

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.1, but it is not essential.

- **Grid C.1:** Key words have been highlighted in the Grid. Identify the band which best matches the performance.

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
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.
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.
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.
0–1	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

In Section B there are 5 marks for Quality of Language.

Task 3

Question			Answer	Marks	Guidance
3			**(b)**	1	
			(c)	1	Tick correct responses. Total: 4 Deduct a mark for each extra box ticked.
			(e)	1	NON VERBAL TASK
			(f)	1	
			Total	**4**	

Task 4

Question			Answer	Marks	Guidance
4	(a)		H	1	
	(b)		C	1	Tick correct responses. Total: 4
	(c)		A	1	NON VERBAL TASK
	(d)		G	1	
			Total	**4**	

Task 5

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
5	**(a)**		ausbauen	1	fördern entwickeln erweitern inclusion of zu (for comprehension)	haben bauen benutzen
	(b)		sehr vielversprechend / die beste Quelle / die beste Möglichkeit	1	wichtig / die wichtigste eine der wichtigsten die Zukunft	
	(c)		Wind	1		
	(d)		erzeugen / produzieren	1	herstellen / generieren	erzeugt zeugen
	(e)		decken	1	sein / darstellen / betragen / gewährleisten /abdecken	produzieren etc.
	(f)		erreicht	1	Erreichbar / möglich / nah	so weit
	(g)		produziert / erzeugt	1	Megawatt / Energie produziert	infinitives
		Total		**7**		

Task 6

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).

- 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.

- 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. Extensive copying from the text, which will not be a direct answer to the question, 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 C1.
  d. If appropriate, candidates may answer with single words / short phrases.

Annotations:
- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- 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.

Task 6

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
6	**(a)**		sie können / man kann <u>viel / mehr</u> Geld verdienen	1	Man kann mehr verdienen	answers beginning "Die Energiekonzerne wissen,…" or "Sie wissen, …" direct lifts verdinnen
	(b)		(Von) Landstrom / Windparks auf dem Land	1		Durch / von Wind erzeugten Landstrom
	(c)		Sie bauen (22) Windparks.	1	Sie bauen 22 / mehr / neue / viele Parks	Lack of verb Future Passive Past Sie bauen Parks tc.
	(d)		sie müssen weit(er) vor der Küste stehen (1) und das Meer ist dort tief(er) (1)	2	gebaut werden (müssen) wenn	Copying out of 'je weiter… etc' Sie müssen nicht…..
	(e)		Spezialschiffe	1		
	(f)		dass Windenergie die wichtigste <u>regenerative</u> Energiequelle ist	1	Windenergie ist die wichtigste / beste regenerative/erneuerbare Energiequelle Über welche regenerative Energiequelle die wichtigste / beste ist	Inclusion of 'unumstritten'
	(g)		ein Reaktorunfall	1	Ein GAU	

	(h)		es schaltete 7 Kernkraftwerke ab	1	schloss / legte … still / stoppte passive	Abschalten (noun or infinitive) Present tense
	(i)		ihn / Strom importieren	1	Stromimporteur warden einführen Elektrizität	Present tense importen importeuren
			Total	**10**		

Task 7   Transfer of Meaning

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and / or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2 Exceptional responses and marks to award:

- Candidates may answer in **faultless English but may not transfer meaning accurately**. **Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
- The **transfer of meaning is accurate but contains significant spelling and / or grammar errors**. **Award 0 or 1 mark**, depending on level of inaccuracy of English.

Task 7 **Transfer of Meaning**

Question			Answer	Marks	Guidance	
					Content	Levels of response
7			***Migrantenkinder haben es in Deutschland oft schwer.*** Migrant / immigrant children often have a hard time / don't always have it easy in Germany.	2	Migrantenkinder can be interpreted as children of immigrants or immigrant children. Don't <u>always</u> have it easy conveys the oft.	
			Daher gibt es in Freiburg ein Projekt, wo Studenten mit ihnen arbeiten. That's why / therefore there is a project in Freiburg where / in which students are working / work with them.	2	Accept Freiburg offers / has … (as more natural)	
			Dieses Projekt ist speziell für acht- bis zwölfjährige Kinder gedacht, The / this project is aimed particularly at / particularly intended for 8 to 12 year olds,	2	specifically / especially / specially	
			vor allem für Kinder aus Ländern wie Afghanistan, deren Familien Asyl suchen. above all children from countries like Afghanistan whose families are seeking asylum.	2	seek asylum is not good English two major errors would mean 0 points one or two orthographical errors would mean 1 point	
			Einige haben sogar einen Elternteil im Krieg verloren. Some have even lost one of their parents / a parent through war / in the war.	2	losing part of a parent is totally wrong 'lost their parents' is not totally wrong, so 1 point	
			Total	**10**		

Task 8

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
8	**(a)**		<u>Grund</u>schüler zu fördern	1	(for comprehension) omission of zu die Förderung der (ausländischen) Grundschüler helfen	past participles
	(b)		die Bildung	1	(for comprehension) bei / in der Bildung in der Schule	Bildungsdefizit Ausbildung
	(c)		keinen (Schul)abschluss	1	keine Qualifikationen	ohne Abschluss
	(d)		deutschen (Jugendlichen / Kindern) verlassen die Schule ohne Abschluss	1	haben das gleiche Problem Deutschen haben keinen Abschluss	
	(e)		(Grundschul)kinder im Lesen sind / waren	1	lesen können / konnten das Leseverhalten ist das Lesen an Grundschulen ist / war	Studenten die Lesekompetenz ist ausländische Kinder ...
	(f)		Mentoren (im Alltag) zu sein	1	mentorieren den Kindern <u>im Alltag</u> zu helfen / unterstützen	Lack of infinitive 'mentoren' as a verb mentorisch
		Total		**6**		

Task 9

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).

- 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.

- 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. Extensive copying from the text, which will not be a direct answer to the question, 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 C1.
  d. If appropriate, candidates may answer with single words / short phrases.

Annotations:
- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- 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 extensive copying and exclude from Quality of Language assessment

Task 9

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
9	**(a)**		sich schriftlich bewerben (1) Referenzen vorweisen / zeigen (1) ein polizeiliches Führungszeugnis vorweisen (1)	3	answers in any order haben	passives (lifted from text)
	(b)		(Sie bekommen) ein Zertifikat (1) (oder ein bisschen) Geld (1) (oder sie machen es weil es) Spaß (macht) (1)	3	answers in any order	 Sie machen Spaß
	(c)		zwei bis drei Stunden <u>pro Woche</u>	1		answers in first person
	(d)		Sie gehen ins Museum. Sie reden / sie unterhalten <u>sich</u>. Sie kochen.	2	any two sie können …	answers in first person wrong tense
	(e)		Die <u>Schüler / Kinder</u> werden selbstbewusst(er).	1	… haben Selbstbewusstsein	Die Kinder haben mehr Selbstbewusst Die Kinder dadurch selbstbewusster werden
			Total	**10**		

Task 10

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
10	**(a)**		(Das ist) das <u>gegenwärtige</u> Budget / das Geld, das <u>dieses Jahr</u> zur Verfügung steht.	1	das aktuelle Budget das Geld am Anfang (das nicht genug war) ein zu kleines Budget für das Projekt	Das Budget von derzeit
	(b)		(Das sind) die Plätze / Projekt-Paare, die es (im Moment / derzeit) gibt.	1	Die Zahl der Plätze / Projekt-Paare	
	(c)		(Das ist) das Geld, das es in Zukunft /nächstes Jahr (pro Jahr) geben wird.	1		10 000 Euro stehen dann pro Jahr zur Verfügung answers that do not make it clear that these are future plans doppelt so viel wie bisher
	(d)		(Das ist) die Zahl von Projekt-Paaren, die es (künftig / langfristig) geben wird.	1	100 Projekt-Paare sollen gebildet werden	answers that do not make it clear that this is a plan for the future. Lifting 'die Stadt will 100 Projekt-Paare bilden'
			Total	**4**		

- Assessing **Quality of Language** across Section B

  a. You will get a separate screen which will be the whole page for exercise 4, 5, 7, 8 and 9 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.1. but it is not essential.
  b. Apply Grid C.1 and enter the mark.
  c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a **high and consistent level of accuracy** in use of complex structures, although there may be some errors.
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**.
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**.
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.
0–1	**Little evidence of grammatical awareness**. **Persistent**, serious and **elementary errors** (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 11–18

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
11–18	No Indicative Content – personal response	25	**Grid N guidance** 3–4 – No specific example from TL = cap 4 5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative 7–8 – Imaginative and/or original response to task – applies mainly to imaginative **Grid O guidance** 6–9 – Straight narration = more 6/7 Evidence of some argument = more 8/9

Task 11–18 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance

11–18	Assess for Quality of Language using Grids C.2 and F.2
	Appendix 1
		20	Read the whole response again and assess for Range (Grid F.2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3–4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. 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.
			
			Grid C.2 guidance
			0–2 Errors ([*eg*] endings, verb forms, gender of common nouns).
			        Frequent first [= *other*] language interference.
			3–4 Errors ([*eg*] endings, verb forms, gender of common nouns, adjectival agreements).
			        Candidate's first [= *other*] language.
			        Meaning may be unclear; more wrong than right.
			5–6 Wrong/right = 50/50
			7–8 More right than wrong.
			
			Grid F.2 guidance
			5–6 [A range of] syntax and sentence structures appropriate to the [register of the] task.
			7–8 Effective = *good*.
			        Reads easily.
			9–10 idiom ≠ *idioms*.

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
9–10	**Consistently relevant information** that supports points of view and opinions. Shows **genuine insight** in responding to the task.
7–8	Relevant **information** that **responds to the requirements** of the task and is used to support points of view and opinions. Produces an imaginative and / or original response to the task.
5–6	The **information** given is **mainly relevant** to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and / or imagination.
3–4	Includes **some relevant information** but does **not always address the requirements** of the task. May have some difficulty in expressing points of view and / or narrating events and / or communicating factual information.
0–2	The response to the task is likely to be very short and / or irrelevant and / or very superficial.

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
10–12	Coherently structured and organised response. Points of view are **linked in a logical sequence**. **Able to develop an argument**, analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are **mostly linked in a logical sequence**. Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–5	Shows **some ability to structure** and organise the response. **Limited ability to develop an argument**, analyse and evaluate, and draw conclusions.
0–2	**Random organisation** of the response**. Limited attempt to develop an argument**, analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 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**.	9–10	Effective and confident use of a **wide range of vocabulary and idiom** with a **variety of complex sentence structures**.
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).
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.
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.
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**.

APPENDIX 2

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Transcripts of Listening Texts

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Task 1

Youth Unemployment

M: Die Wirtschaftskrise hat junge Leute besonders hart getroffen. Eine Verbesserung ist aber schon zu sehen. Ende Oktober waren bundesweit knapp 290 000 junge Menschen unter 25 Jahren arbeitslos, und das ist 1 Prozent weniger als vor einem Jahr. Es gibt aber weiterhin mehr Arbeitslosigkeit unter Jugendlichen als unter älteren Leuten. Frau Schuster, warum ist das so?

F: Ja, zum Beispiel, wenn es einer Firma wirtschaftlich schlechter geht, sind es oft gerade die jungen Beschäftigten, die zuerst entlassen werden: Die haben meist nur kurze Arbeitsverträge, die in Krisenzeiten dann nicht verlängert werden.

M: Sind junge Männer und Frauen gleichermaßen betroffen?

F: Interessanterweise nicht. Die neuen Zahlen zeigen, dass die Arbeitslosigkeit vor allem junge Männer trifft. Mitten in der Krise stieg bei jungen Männern die Zahl der Arbeitslosen innerhalb eines Jahres um 19 Prozent. Dagegen nahm die Zahl der arbeitslosen jungen Frauen in diesem Zeitraum nur um drei Prozent zu.

M: Wie ist das zu erklären?

F: Dies ist vielleicht, weil Frauen zumeist in weniger krisenanfälligen Berufen arbeiten, zum Beispiel in den sozialen Berufen oder in der Erziehung. Allerdings spürten Jugendliche in Westdeutschland die Krise stärker als ihre Altersgenossen im Osten.

M: Ist die Situation in Deutschland schlimmer als anderswo in Europa?

F: Nein. In ganz Europa sind es vor allem die jungen Menschen, die unter den Folgen der Wirtschaftskrise immer noch leiden: In Spanien waren letztes Jahr sogar 39 Prozent der jungen Menschen ohne Arbeit. Die Niederlande hatten aber die niedrigste Jugendarbeitslosigkeit mit 6 Prozent.

Aufgabe 2

Ein Computerspiel

M: Jens Stober, Medienkunststudent in Karlsruhe, hat ein Computerspiel entwickelt, das sehr viel Diskussion erweckt hat. „1378(km)"[ein tausend dreihundert achtundsiebzig Kilometer] heißt das Spiel – wie die Länge der Grenze, die einst West- und Ostdeutschland trennte. In dem Spiel wird die Flucht von DDR-Bürgern nachgespielt. Wenn du dich einloggst, hast du die Wahl zwischen zwei Rollen: DDR-Flüchtling oder Grenzsoldat. Der eine will in den Westen fliehen. Der andere hat die Aufgabe, ihn daran zu hindern, wenn nötig auch mit Gewalt. Doch wie weit darf ein Computerspiel gehen, wenn es mit historischen Fakten spielt? Für die einen trägt „1378(km)" zur politischen Bildung bei. Für die anderen ist es absolut geschmacklos.

F: Ja, denn was hier Unterhaltung ist, war damals traurige Realität. Viele DDR-Flüchtlinge sind bei ihrem Fluchtversuch gestorben.

M: Zwischen 1961 und 1989 haben mehr als 100 000 DDR-Bürger versucht zu fliehen. Allein an der Berliner Mauer sind dabei 136 Menschen ums Leben gekommen. An der gesamten Grenze waren es etwa 800. Darf man überhaupt diese Szenen nachspielen und – wenn auch nur virtuell – auf Menschen schießen? Nein, sagen die Verwandten von DDR-Grenzopfern: Das ist vollkommen unakzeptabel.

F: Viele Zeitungen haben das Spiel scharf kritisiert. Damit hatte Jens Stober nicht gerechnet. Er fühlt sich missverstanden und will mit der Presse nicht mehr reden. Er behauptet, das wirkliche Ziel des Spiels sei es, wichtige historische Ereignisse an eine Generation heranzubringen, die sich normalerweise dafür nicht interessiert. Es sei ein ernsthaftes Spiel, so sein Argument. Denn wenn du als Grenzsoldat zu oft auf flüchtende Menschen geschossen hast, musst du drei Minuten aussetzen. Das Spiel soll also zum Nachdenken über das eigene Handeln führen.

M: Wir haben auch schon Computerspiele über den Irak-Krieg oder über andere historische Ereignisse gehabt. Die waren aber sehr weit weg. Und das hier ist uns Deutschen sehr nah. Insofern ist es etwas, was diskutiert werden sollte.

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