

# **Mark Schemes for the Units**

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**June 2006**

**1926/MS/R/06**

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

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

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

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## General Certificate of Secondary Education

### GCSE German 1926

#### MARK SCHEMES FOR THE UNITS

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**Mark Scheme 2361  
June 2006**

**1926 OCR GCSE June 2006 German Listening 2361/01 & 02 Final Marking Scheme****Section 1****Exercise 1: Questions 1 - 5**

(one mark each)

- 1 B
- 2 A
- 3 C
- 4 B
- 5 A

[Total: 5 marks]

**Aufgabe 2: Fragen 6 - 10**

(one mark each)

- 6 F
- 7 G
- 8 B
- 9 C
- 10 E

[Total: 5 marks]

**Aufgabe 3: Fragen 11 - 15**

(one mark each)

- 11 E
- 12 D
- 13 G
- 14 A
- 15 B

[Total: 5 marks]

**Aufgabe 4: Fragen 16 - 20**

(one mark each)

- 16 C
- 17 F
- 18 A
- 19 G
- 20 D

[Total: 5 marks]

**Aufgabe 5: Fragen 21 - 25**

(one mark each)

- 21 B
- 22 C
- 23 C
- 24 A
- 25 A

[Total: 5 marks]

**Aufgabe 6: Fragen 26 - 30**

(one mark each)

- 26 C
- 27 A
- 28 B
- 29 C
- 30 A

[Total: 5 marks]

**[Total for Section 1 = 30 marks]**

## Section 2

## Exercise 1: Questions 1 - 4

No	Accept	Reject	
1	(Any <b>two</b> of following, one mark each:) (sore / bad) <b>throat</b> (infection etc.)  (sore / bad) <b>ear(s)</b> (ache / infection etc.)  cough(s)	neck aches / pains etc. – ON ITS OWN	[2]
2	Yesterday / day before / previous day ALLOW: since yesterday ALLOW: Wednesday [day before the paper was sat]	Yesterday morning / afternoon / night / last night / yesterday + clock time [wrongly specific]	[1]
3	<b>Nothing / nil / she hasn't (taken anything)</b> <b>ALLOW: No(t) + any type of medication</b>	No(t) / None – ON ITS OWN	[1]
4	(He'll / I'll) go to the chemist('s) / pharmacy / pharmacist / apothecary / drugstore ALLOW: recognised chemist eg Boots / Superdrug  OR: buy / get / obtain / fetch some medication (from shop)  ALLOW: any type of medication IGNORE: when he is going to chemists's IGNORE: idea of not having an appointment with doctor IGNORE: to get advice	Any idea that Frau Wiemer is going to the chemist's [with or without Herr Wiemer], e.g.: take her / go with her to the chemist's / we'll go / they'll go  Any answers which might imply that he is getting medicine from somewhere in the house: eg. give his wife some medicine / find or look for some medicine  buy or get drugs – ON ITS OWN  (the / a) chemist – ON ITS OWN  Any idea of getting a prescription, e.g.: he must have / he wants medicine / get medicine from doctor(s)	[1]
		<b>[Total: 5 marks]</b>	

**Aufgabe 2: Fragen 5 - 9**

(one mark each)

- 5 C
- 6 C
- 7 A
- 8 B
- 9 B

[Total: 5 marks]

**Aufgabe 3: Fragen 10 - 14**

(one mark each)

- 10 A
- 11 A
- 12 C
- 13 B
- 14 C

[Total: 5 marks]

**Aufgabe 4: Fragen 15 - 19**

(one mark each)

**[Allow answer to be written in the space with the dots on the paper as in square brackets below]**

- 15 C [hat keine Pläne]
- 16 B [Programmierer]
- 17 B [nicht so gute]
- 18 C [viel Geld verdienen]
- 19 C [Lehrling werden]

[Total: 5 marks]

**[Total for Section 2 = 20 marks]**

[Add the mark awarded for Section 2 to the total awarded for Section 1 and put the combined total mark for the two Sections in a circle in the top right hand corner of the front page of the script.]

**Section 3****Aufgabe 1: Fragen 1 - 6**

(one mark each)

- 1 D
- 2 F
- 3 H
- 4 A
- 5 G
- 6 C

[Total: 6 marks]

**Aufgabe 2: Fragen 7 - 12**

(one mark each)

Ticks under:

- 7 Thomas
- 8 Vati
- 9 Mutti
- 10 Katrin
- 11 Anita
- 12 Marco

[as ticked on script:]

	Mutti	Vati	Marco	Thomas	Anita	Katrin
7				✓		
8		✓				
9	✓					
10						✓
11					✓	
12			✓			

[Total: 6 marks]

**Aufgabe 3: Fragen 13 - 18**

(one mark each)

- 13 A
- 14 B
- 15 C
- 16 C
- 17 B
- 18 A

[Total: 6 marks]



## Aufgabe 4: Fragen 19 - 25

No	Accept	Reject	
19	<p>heute / Donnerstag [day paper was set] (Vormittag / Morgen / früh) ALLOW: heute vormittags / formittag(e) / heute morgen heute vor mittags diesen Morgen / Vormittag</p>	<p>vormittag(s) / Vormittag(s) - ON ITS OWN morgen / Morgen - ON ITS OWN for[English] mittag das Haus [adds nothing] wrong time of day eg Nachmittag, Abend - INVALIDATES clock times, e.g. neun Uhr – INVALIDATES</p>	[1]
20	<p>(Gold)ketten ALLOW: Kätten / Kettern / Goltkettern / Gold Ketten [i.e. as 2 words] ALLOW: Halsketten (for Ketten)</p> <p>Schmuck ALLOW: S(c)hmuc / S(c)hmuk Juwelen</p>	<p>Kette – SINGULAR / Ketteln</p> <p>Gold [as first answer: Gold <sup>x</sup> und Ketten] Goldsachen</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Additional words making sentence meaningless</p> </div> <p><b>meine</b> Ketten <b>nur</b> Schmuck</p> <p><b>neu(en)</b> Schmuck – WRONGLY SPECIFIC <b>neue(n)</b> Ketten – WRONGLY SPECIFIC <b>Smuck</b> Juwel - SINGULAR</p>	[1]
21	<p><b>(der) Haustür / (dem) Haus(e)</b> ALLOW: [for Tür] T(h)u(e)(h)r / plural Türe(n) / Hausetür ALLOW as 2 words eg Haus(e) Tür IGNORE: article</p>	<p>Tour / Teur / Taur / Tor / Tier [for Tür]</p> <p>Tür – ON ITS OWN</p> <p>House [English]</p>	[1]
22	<p>Banke(n) / (der / einer) Bank viel(e)(en) Banke(n) / Sparkasse(n)</p> <p>ALLOW: S(c)hpa(h)(r)kasse(r), ALLOW: ending – kassa, c(k)assa, c(k)asse Banc / Banck IGNORE: article and adjective ending</p>	<p>Bänke [umlaut creates the wrong word here]</p> <p>Banker</p>	[1]

No	Accept	Reject	
23	(den) Inspektor / ALLOW: Inspektor (den) Polizist / den Polizisten / (die) Polizisten – PLURAL / die Polizei (die) Polizistin(nen)  OR: Inspektors Antwort / IGNORE: Name of Inspector  den Diebstahl / den Einbruch ALLOW: Diepschtahl den / die Einbreche(r) / Einbres(c)he(r) / Einbre(c)ker / Einbrec(k)er	den (alten) Mann  Inspector [English] / Inspec(k)ter  Dieb Stahl / Diebstal(l) [wrong words]	[1]
24	Fenster ALLOW: Fenste / Fensta	Fernster / Fehnster PENALISE: addition of article, eg <b>das</b> Fenster, <b>dieses</b> Fenster	[1]
25	weg(g)elaufen / weg(g)egangen	weckgelaufen / weckgegangen gelaufen / gegangen – ON ITS OWN weg – ON ITS OWN / nicht zu Hause [wrong tense]	[1]
[Total: 7 marks]			

## Exercise 5: Questions 26 - 29

No	Accept	Reject	
26	<p>didn't understand (them / English / Teacher(s) / English Teachers) / made no sense            IGNORE: how much or how often he didn't understand</p> <p>(too) difficult / (too) hard (to understand) / (too) complicated / made no sense</p> <p>IGNORE: didn't like them            IGNORE: TENSE</p>	<p>General answers: no good / useless / boring / stupid etc.</p>	[1]
27	<p>improve (his) English / get better at English / learn more English / learn English more / learn better English / learn English better            learn good English / learn English well / properly</p> <p>do better / get better marks / do well in English</p> <p>ALLOW: practise / revise / <b>better</b> English / understand English <b>better</b>            speak English well / better / properly</p> <p>IGNORE: where</p>	<p>learn English – ON ITS OWN</p> <p>speak / practise / revise / study (<b>more</b>) English / work hard / try harder in English – ON ITS OWN            [no guarantee that he learns more / improves]</p> <p>langs other than English / foreign langs</p>	[1]
28a	<p>(he / they) didn't (have to) go home at end of school / stay(ed) on or behind after school / after last lesson / (the time) after the last lesson / after the lessons / after school / staying longer at school / going home late(r)</p>	<p>had lesson(s) after school            didn't go home early – ON ITS OWN            didn't want to go home – ON ITS OWN            the end of the day – ON ITS OWN            didn't have to go home straightaway – ON ITS OWN</p>	[1]

No	Accept	Reject	
28b	<p>(the teacher(s) / they / school / it offered / organised / did / took part in all kinds of / a variety of / lots of extra-curricular / out-of- school) <b>activities / clubs / events</b> there were activities / clubs / events for the activities / clubs / events</p> <p>There were after school ✓ activities ✓ = 2 marks</p> <p>ALLOW: English activities / fun activities</p> <p>N.B. either part <b>a</b> or part <b>b</b> could be correct, even if the other part of Q.28 is wrong.</p> <p>ALLOW: <b>reversal</b> of answers to Q.28a and <b>b</b></p> <p>ALLOW: two good answers on one line in either Q.28a or Q.28b, provided that the answer on the other line is not wrong</p> <p>IGNORE: TENSE in Q.28 a and Q.28 b</p>	<p>Any idea that wrong person (eg Erich / pupils / Frau Feil / parents) is organising activities</p> <p>activity /club / event – SINGULAR</p> <p>REJECT: if <b>only</b> answer is specific activities eg games / sports / concerts / plays</p> <p>lots to do – ON ITS OWN</p> <p>REJECT: where activities are taking place anywhere other than school</p> <p>activities in (English) lessons</p>	[1]
29	<p><b>work or spend another hour / more time / longer /stay after school <u>with Erich / with him /</u></b> with (her) <u>pupils / students / with them</u></p> <p>OR: provide / supervise / do /take part in clubs / activities [Inference from Q.28]</p>	<p>give lesson(s) after school [wrong meaning of <i>Stunde</i>]</p> <p>activity – SINGULAR but <u>not</u> as consequential error from Q.28</p>	[1]
		[Total: 5 marks]	

[Total for Section 3 = 30 marks]

[Add the mark awarded for Section 3 to the total awarded for Section 2 and put the combined total mark for the two Sections in a circle in the top right hand corner of the front page of the script.]

**MARKING PRINCIPLES FOR OBJECTIVE QUESTIONS****Hierarchy of answers**

A tick in a box predominates. Accept a tick in a box rather than any other method of answering below, if any is used in addition to a tick. In other words, if ticks and crosses are used in boxes on the same answer, mark the ticks not the crosses. If two boxes are ticked for the same question where the rubric states **ein** Kästchen, then the answer is invalidated.

In the absence of a tick in a box, accept a cross in a box. In this case, if two boxes are crossed without any tick in another box, where the rubric states **ein** Kästchen, then the answer is invalidated.

In the absence of ticks and crosses in boxes, accept circling, underlining, or the use of an arrow to show a choice of letter/box/picture. Alternatively, a box may be shaded. However, if more than one of these alternative methods is used on the same question, where the rubric states **ein** Kästchen, then the answer would be invalidated.

**Answers where more than one box has to be ticked according to the rubric:**

There are no questions like this on the paper.

**ANSWERS IN ENGLISH OR GERMAN**

In the exercises where English or German answers are required:

- Do not mark anything crossed out or marked by an X
- For items marked IGNORE in the mark scheme put brackets around this part of the answer
- If more than one answer is given, where only one is required, mark the answer on the line OR the first answer if more than one appears on the line.
- In Section 2, Exercise 1, Q.1, mark the first answer on each line. However, if one line (a) or (b) is left blank, two correct answers may be given on one line, regardless of the mark indication [1] on the paper (as there are two available marks for the question).

NOTE: Where the WRONG LANGUAGE is used in the answers, NO MARKS can be awarded. Please keep a note of how many candidates made this error and mention it in your Report.

**ANSWERS IN GERMAN**

For Section 3 Aufgabe 4, where candidates must write in German, react as a sympathetic native speaker asking yourself if the message is communicated, regardless of any errors of grammar or spelling. If in doubt about a word you see in a script, say it aloud as it would sound according to German phonetics (NOT as an English person would say it).

IGNORE: omission or gratuitous addition of Umlaut, e.g. Haustur; Schmück.

**BUT: Q.22:** Bänke is rejected as it is a different word from the one we require.

TOLERATE: **ie** for **ei**, e.g. in Deibstahl

TOLERATE: double for single consonant: e.g. vormmittag

TOLERATE: single for double consonant: e.g. vormitag

English words are NOT acceptable, e.g. **house** or the hybrid **housetür**

Some examples of what to accept and reject will have been considered at the co-ordination meeting, but they will NOT be a complete list. There will probably be cases where you will have to consult your Team Leader.

**INDICATING THE MARKS YOU HAVE AWARDED**

- For objective questions worth one mark, put your mark indication in red (0, 1) in the margin wherever the possible mark is given in square brackets [1] on the Paper.
- For exercises where the candidates write answers in English or German put a tick or a cross in the script by the (in)correct element of the answer and put the total mark as before where indicated.
- Put your total for each exercise or part exercise in red, and in a circle, in the margin next to where the possible total for the exercise or part exercise [Total: 5 marks etc.] is given on the Paper.
- Total all marks for each candidate, making sure you count **all** marks which you have **circled**, and put this mark in red, and in a circle, at the top right of the front cover of the Paper.
- Transfer the final mark on the front cover to the appropriate mark sheet, making sure that the mark sheet is for the **correct level**, i.e. Foundation **or** Higher.
- For STANDARDISATION scripts only, please total the 2 sections separately and transfer to the front cover eg  $25 + 15 = 40$
- Your checker should ensure that all totals on scripts and all entries on the marksheets are correct.
- Return each Centre's scripts in separate envelopes, one for Foundation and one for Higher.
- Put a "MARKED" sticker on each envelope without obscuring the bar code.
- MS2s must be sent in a separate envelope with a green label (NOT in the envelope with the scripts).

**Mark Scheme 2362 & 2365  
June 2006**



## 1.1 SCHEME OF ASSESSMENT

<b>Foundation Tier</b>		<b>Marks</b>
Section 1 Role Play	Communication	8
Section 2 Role Play	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
<b>Total</b>		<b>50</b>

<b>Higher Tier</b>		<b>Marks</b>
Section 2 Role Play	Communication	8
Section 3 Narrative RP	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
<b>Total</b>		<b>50</b>

**Section 1 Role Play**, 4 items, marked 2, 1, 0

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner Incorrect use of the 'you' form overlooked at this level.
<b>1</b>	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner

**Section 2 Role Play**, 4 items, marked 2, 1, 0

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense.  Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
<b>1</b>	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner

**Section 3 Narrative Role Play**

<b>8</b>	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
<b>7/6</b>	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
<b>5/4</b>	Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
<b>3/2</b>	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency
<b>1/0</b>	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.

This is a 'best fit' exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

**Presentation – Communication****4 marks**

<b>4</b>	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
<b>3</b>	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
<b>2</b>	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
<b>1</b>	Performance needs considerable examiner assistance to elicit material.
<b>0</b>	Absolutely nothing of merit.

**For Foundation Tier it will be unusual for candidates to be awarded more than 3 marks**

**Discussion of Presentation and Conversation – Communication****10 marks**

<b>10</b>	Mature Discussion of the Presentation. Both Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
<b>9/8</b>	Discussion of the Presentation and both Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
<b>7/6</b>	Discusses the Presentation reasonably well. Develops both Conversation topics reasonably well OR has one strong and one weak topic. Expresses opinions. Communicates clearly, despite errors.
<b>5/4</b>	Discussion of the Presentation pedestrian, with the examiner leading questioning a good deal. Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
<b>3/2</b>	Discussion of the Presentation laboured, with the examiner doing most of the work. Conversation topics only work with considerable input from the examiner, and generally only understands simple questions when they are rephrased. Only some points clearly communicated, and many errors.
<b>1/0</b>	Little or nothing of merit.

**For Foundation Tier it will be unusual for candidates to be awarded more than 7 marks**

**Linguistic quality – covers the whole examination except the Presentation 20 marks**

<b>20/19</b>	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
<b>18/17/16</b>	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
<b>15/14</b>	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
<b>13/12/11</b>	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
<b>10/9</b>	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times
<b>8/7</b>	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
<b>6/5/4</b>	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
<b>3/2</b>	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
<b>1/0</b>	Little or nothing of merit.

**For Foundation Tier it will be unusual for candidates to be awarded more than 13 marks**



**Mark Scheme 2363  
June 2006**

## Mark Scheme 2363 Reading 2006

## Foundation Tier

Ex 1		T/Grade	Q/type – Context	
1	B	G	Shopping – 3b	1
2	G			1
3	D		English	1
4	A		Matching – letters	1
5	E			1
<b>Aufgabe 2</b>			Jobs – 4a	
6	C	G/F		1
7	D			1
8	B		German	1
9	H		Matching – letters	1
10	M			1
11	G			1
12	F			1
13	L			1
14	A			1
15	E			1
<b>Aufgabe 3</b>			Local area 3a / 3d	
16	G	F	German	1
17	E		Matching letters	1
18	C			1
19	F			1
20	D			1
<b>Aufgabe 4</b>		E	Personal and social – 2a	

	hat 1 Bruder	hat 2 Brüder	hat 1 Schwester	hat 2 Schwestern	hat Haustiere	mag Sport	mag Musik	
Beispiel: Frank			x		x			
<b>Claus</b>			x			x		2
<b>Ingrid</b>	x			x			x	3

<b>Aufgabe 5</b>		F/E	Eating out 1c	
21	E		German	1
22	B		Matching letters	1
	F			1
23	D			1
24	C			1

Total 30 marks

## Section 2 - Foundation and Higher

<b>Exercise 1</b>		<b>T/Grade</b>	<b>Q/type – topic</b>	
<b>1</b>	Summer holiday	D	English	1
<b>2</b>	TWO of Nature, sport, family portrait		Personal and social – 2b	2
<b>3</b>	Autumn, when back at school		Written answers	1
<b>4</b>	head			1
<b>Aufgabe 2</b>		D/C	Everyday act. 1a/b Pers. and Soc. 2a/b International 5c	
<b>5</b>	nachts			1
<b>6</b>	Osterferien		German	1
<b>7</b>	gern		Complete sentences	1
<b>8</b>	nicht viel		from m/c phrases	1
<b>9</b>	Rad			1
<b>10</b>	gern			1
<b>11</b>	schicken			1
<b>Aufgabe 3</b>			Personal and soc. 2b	
<b>12</b>	Freizeitzentrum		World around us 3a, c, d	1
<b>13</b>	im Wald		International 5c	1
<b>14</b>	kaufen			1
<b>15</b>	reservieren	Deutsch		1
<b>16</b>	geöffnet			1
<b>17</b>	in der Schule			1
<b>18</b>	billiger			1
<b>19</b>	im Informationsbüro			1
				<b>20</b>



## Section 3 – Higher Tier

<b>Aufg 1</b>		B/A	Everyday Act. 1a/b	
1	im Haushalt			1
2	Schulnoten		German	1
3	laut		Complete sentences	1
4	möchte		Words from box	1
5	gestorben			1
6	Geschwister			1
<b>Aufg.2</b>			School - 1b	
7	ein Gymnasium, eine normale Schule	B/A		1
8	dem Taxi		German	1
9	einen Rollstuhl		Complete sentences	1
10	der Musiksaal		From m/c phrases	1
11	Schwimmbad			1
12	fahren, bringen			1
<b>Aufg.3</b>			Personal and soc.	
13			1a and 2a	
			German	
			Tick corect sentences	
	Ralf fährt gern schnell Rad.			1
	Die Familie Kurz wohnt auf einem Berg.			1
	Ralf steigt an Fußgängerampeln nicht ab.			1
	Ralf glaubt, dass er keinen Unfall haben wird.			1
	Herr Kurz glaubt, dass seinem Sohn nichts geschehen wird.			1
	Herr Kurz hat Unrecht.			1
	Der Verkehr ist heute viel gefährlicher für Radfahrer als früher.			1
	Ralfs Mutter sollte mit ihm Rad fahren.			1
<b>Auf 4A</b>		A/A*	Special occasions 2d	
14	J – kamen vom Einkaufen zurück			1
15	C – auf die Weihnachtszeit gefreut		German	1
16	H – immer sehr viel zu tun		Complete sentences	1
17	E – immer bei ihr gefeiert		using phrases given	1
18	A – vor über einem Jahr gestorben			1
<b>Ex 4B</b>		A/A*	Special occasions 2d	
			English answers	
19	Both her children had their own homes and families			1
20	One family skiing One family working Her husband had just died			1 1
21	crying BUT happy			1 1
			<b>Section total</b>	<b>30</b>

**Mark Scheme 2364  
June 2006**

**WRITING PAPER MARK SCHEME****GCSE FRENCH (2354)/GERMAN (2364)/GUJARATI (2374)/SPANISH (2384)****Foundation Tier Scheme of Assessment****Section 1**

Question 1	8 marks (Communication 8)
Question 2	9 marks (Communication 6; Accuracy 3)
Question 3	13 marks (Communication 6; Q of L 7)
Total for Communication	20 marks
Total for Quality of Language and Accuracy	10 marks
<b>Total for Section 1</b>	<b>30 marks</b>

**Section 2**

<b>Communication</b>	10 marks
<b>Quality of Language</b>	6 marks
<b>Accuracy</b>	4 marks
<b>Total for Section 2</b>	<b>20 marks</b>
<b>Total for Foundation Tier</b>	<b>50 marks</b>



**Question 3      Simple connected writing (message, email, fax, postcard)****[Total: 13 marks]**

Communication                      6 marks

- 6/5 Meets all or most of the requirements set
- 4/3 Some omissions in fulfilling task
- 2/1 Only very intermittent response to task
- 0 Fails to respond to task set

**Quality of Language****10 marks**

- 6-7 Basic range of vocabulary and structure.  
Effective for a variety of straightforward messages  
Some awareness of verb usage, with limited success.  
The writing is sufficiently accurate to enable a clear message to be conveyed.
- 4-5 Restricted range of vocabulary.  
Short sentences succeed in communicating simple points.  
Despite regular errors, the writing often conveys a clear message.
- 2-3 Individual vocabulary items or short phrases.
- 0-1 The language conveys little or no message.

**Section 1**

Communication                      20 marks  
Quality of Language & Accuracy      10 marks

**Total for Section 1                      30 marks**

**Section 2****Communication****10 marks**

- 8-10 All the points of the task are communicated.  
Communicates personal opinions.  
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 5-7 The main points of the task are communicated in sentence form.  
Additional details are often communicated.  
An attempt to use more than one tense, where appropriate.
- 2.4 The main points of the task and occasional additional details are communicated in sentence form.
- 1 The main points of the task are communicated in short sentences.
- 0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

**Quality of Language****6 marks**

- 5-6 Limited range of vocabulary, idiom and structure.  
Appropriate register used.  
The style of writing is basic but reasonably coherent.  
Past, present and future tenses used at a basic level.
- 3-4 A basic range of vocabulary, idiom and structure.  
Sentences may be repetitive but are often successful.  
Some limited attempt at the use of more than one tense.
- 1-2 Basic range of vocabulary and structure.  
Effective for a variety of straightforward messages  
Some awareness of verb usage, with limited success.
- 0 Nothing of merit at this level.

**Accuracy****4 marks**

- 3-4 There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
- 1-2 Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
- 0 Insufficient accurate language to convey the meanings.

## Section 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

**Total for Section 2            20 marks**

**Higher Tier Scheme of Assessment****Section 2**

<b>Communication</b>	10 marks
<b>Quality of Language</b>	6 marks
<b>Accuracy</b>	4 marks
<b>Total for Section 2</b>	<b>20 marks</b>

**Section 3****Communication****10 marks**

<b>Quality of Language</b>	14 marks
<b>Accuracy</b>	6 marks
<b>Total for Section 2</b>	<b>30 marks</b>
<b>Total for Higher Tier</b>	<b>50 marks</b>



**Section 2****Communication****10 marks**

- 8-10 All the points of the task are communicated.  
Communicates personal opinions.  
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 5-7 The main points of the task are communicated in sentence form.  
Additional details are often communicated.  
An attempt to use more than one tense, where appropriate.
- 2-4 The main points of the task and occasional additional details are communicated in sentence form.
- 1 The main points of the task are communicated in short sentences.
- 0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

**Quality of Language****6 marks**

- 5-6 Limited range of vocabulary, idiom and structure.  
Appropriate register used.  
The style of writing is basic but reasonably coherent.  
Past, present and future tenses used at a basic level.
- 3-4 A basic range of vocabulary, idiom and structure.  
Sentences may be repetitive but are often successful.  
Some limited attempt at the use of more than one tense.
- 1-2 Basic range of vocabulary and structure.  
Effective for a variety of straightforward messages  
Some awareness of verb usage, with limited success.
- 0 Nothing of merit at this level.

**Accuracy****4 marks**

- 3-4 There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
- 1-2 Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
- 0 Insufficient accurate language to convey the meanings.

## Section 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

**Total for Section 2**                      **20 marks**

**Section 3****Communication****10 marks**

- 9-10 Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.  
Communicates and justifies a range of ideas and points of view.  
Communicates in longer sequences, giving detailed descriptions.  
Coherent, pleasant to read.  
Highly creative and imaginative writing, where appropriate.
- 7-8 Communicates and expands on information and narrates events factually and/or imaginatively.  
Communicates and justifies ideas and points of view.  
Communicates in longer sequences, giving descriptions.  
Creative and imaginative writing, where appropriate.
- 5-6 All the points of the task are communicated in some detail.  
Communicates personal opinions in some detail.  
Communicates a very clear message in factual and/or imaginative writing.
- 3-4 All the points of the task are communicated.  
Communicates personal opinions.  
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 1-2 The main points of the task are communicated in sentence form.  
Additional details are often communicated.  
An attempt to use more than one tense, where appropriate.
- 0 Much ambiguity and omission. Only sporadically comprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

**Quality of Language****14 marks**

- 12-14 A wide variety of structure, vocabulary and idiom.  
Longer sequences of language using a wide range of clause types.  
Verb tenses used with ease.  
Secure, consistent and very fluent.
- 9-11 A good variety of structure, vocabulary and idiom.  
Longer sequences of language using a range of clause types.  
Verb tenses used with confidence.  
Fluent and consistent with a degree of control.  
Style appropriate to the purpose.
- 6-8 A range of structure, vocabulary and idiom.  
Some variety of clause types, e.g. subordinate clauses.  
Verb tenses used effectively but with limitations.  
Fairly fluent with some degree of control.
- 3-5 Limited range of vocabulary, idiom and structure.  
Appropriate register used.  
The style of writing is basic but reasonably coherent.  
Past, present and future tenses used at a basic level.
- 1-2 A basic range of vocabulary, idiom and structure.  
Sentences may be repetitive but are often successful.  
Some limited attempt at the use of more than one tense.
- 0 The language conveys little or no message.

**Accuracy****6 marks**

- 6 The overall impression is one of accuracy, with very few major errors.
- 4-5 Writing is generally accurate. Errors do not significantly affect the meanings.
- 2-3 Inaccuracy does not impede the expression of a range of meanings.
- 1 The writing is sufficiently accurate to enable a clear message to be conveyed.
- 0 Insufficient accurate language to convey the meanings.

## Section 3

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks
<b>Total for Section 3</b>	<b>30 marks</b>
<b>Total for Higher Tier</b>	<b>50 marks</b>

**Unit Threshold Marks – 1926: GCSE German  
June 2006 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2361/01	Raw	50	N/A	N/A	N/A	39	34	30	26	22	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2361/02	Raw	50	43	39	34	29	23	20	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2362/01	Raw	50	N/A	N/A	N/A	27	21	15	9	3	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2362/02	Raw	50	40	35	30	25	18	14	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2363/01	Raw	50	N/A	N/A	N/A	35	31	27	23	19	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2363/02	Raw	50	35	28	23	19	16	14	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2364/01	Raw	50	N/A	N/A	N/A	34	27	20	14	8	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2364/02	Raw	50	44	36	26	16	9	5	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2365/01	Raw	50	N/A	N/A	N/A	27	21	15	9	3	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2365/02	Raw	50	40	35	30	25	18	14	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2366/01	Raw	90	82	76	67	58	47	36	26	16	0
	UMS	90	80	70	60	50	40	30	20	10	0

## Syllabus Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A*	A	B	C	D	E	F	G	U
<b>1926</b>	360	320	280	240	200	160	120	80	40	0

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

	A*	A	B	C	D	E	F	G	U	Total Number of Candidates
<b>1926</b>	10.7	24.1	42.4	73.9	90.6	96.5	98.9	99.7	100	14,756

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