

Mark Schemes for the Units

June 2007

1926/MS/R/07

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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GCSE German 1926

MARK SCHEMES FOR THE UNITS

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**Mark Scheme 2361
June 2007**

SECTION 1 (Foundation Tier)**Exercise 1: Questions 1-5** (one mark per question)

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

[Total: 5 marks]

Aufgabe 2: Fragen 6-10 (one mark per question)

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

[Total: 5 marks]

Aufgabe 3: Fragen 11-15 (one mark per question)

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

[Total: 5 marks]

Aufgabe 4: Fragen 16-20 (one mark per question)

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

[Total: 5 marks]

Aufgabe 5: Fragen 21-25 (one mark per question)

- 21 G
- 22 D
- 23 B
- 24 C
- 25 E

[Total: 5 marks]

Aufgabe 6: Fragen 26-30 (one mark per question)

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

[Total: 5 marks]

[Total for Section 1: 30 marks]

SECTION 2 (Foundation and Higher Tiers)**Exercise 1: Questions 1-5** (one mark per question)

DO NOT PENALISE singular for plural or vice versa.

The following are guidelines; please exercise judgement.

Ensure the answer corresponds to the question word.

FIRST ANSWER RULE APPLIES THROUGHOUT THIS EXERCISE.

No.	Accept	Reject	Mark
1	Weather, weather forecast, weather report (IGNORE region)	Forecast, report (<i>without</i> reference to weather), Wetter	[1]
2	People who have a cat / rabbit / canary, pet lovers / owners, animal lovers (Ignore Tense)	Wrong sort of specific animal FIRST People with no mention of animals Vet(s) Incorrect verb	[1]
3	Cooking, cookery, (preparing a) (delicious) (evening) meal, food, recipe Dinner / supper / tea Cooking tips / hints	WRONG MEAL INVALIDATES Eating Gerhardt Stein Drink (AS FIRST ANSWER)	[1]
4	Sport fans / supporters football fans / supporters	Supporters of a specific team Football match or game Football players / sports people Fans or supporters ON THEIR OWN	[1]
5	Concert, morning concert ALLOW concert Music programme (IGNORE type of concert / music)	Concert at any other time of day Spelling with K or Z Sunday / morning programme ON ITS OWN Specific location of concert	[1]

[Total: 5 marks]

Aufgabe 2: Fragen 6-10 (one mark per question)

- 6 Sonja – Swimming [1]
 7 Veronika – Riding [1]
 8 Michael – Painting [1]
 9 Christoph – Fishing [1]
 10 Katharina – Watching TV [1]

[Total: 5 marks]

		Fishing	TV	Skittles	Music	Riding	Chess	Swim	Painting
6	Sonja							✓	
7	Veronika					✓			
8	Michael								✓
9	Christoph	✓							
10	Katharina		✓						

Aufgabe 3: Fragen 11-15 (one mark per question)

- 11 C [1]
 12 B [1]
 13 C [1]
 14 A [1]
 15 B [1]

[Total: 5 marks]

Exercise 4: Questions 16-20 (one mark per question)

- 16 D [1]
 17 F [1]
 18 C [1]
 19 E [1]
 20 G [1]

[Total: 5 marks]

[Total for Section 2: 20 marks]

SECTION 3 (Higher Tier)**Aufgabe 1: Fragen 1-2 (one mark per question)**

1	D	[1]
2 a)	G	[1]
b)	E	[1]
c)	A	[1]
d)	B	[1]
		[Total: 5 marks]

Aufgabe 2: Fragen 3-7 (one mark per question)

3	B	[1]
4	B	[1]
5	C	[1]
6	A	[1]
7	C	[1]
		[Total: 5 marks]

Aufgabe 3 (Teil 1): Fragen 8-12 (one mark per question)

8	B	[1]
9	A	[1]
10	C	[1]
11	B	[1]
12	B	[1]
		[Total: 5 marks]

Aufgabe 3 (Teil 2): Fragen 13-17 (one mark per question)

13	A	[1]
14	C	[1]
15	C	[1]
16	B	[1]
17	C	[1]
		[Total: 5 marks]

Aufgabe 4 (Teil 1): Fragen 18-22 (one mark per question)

No.	Accept	Reject	Mark
18	(den) Ve(h)reinig(t)e(n) Staat(t)e(n) / Amerika / (den) US(A)	State(n)(s) America fereinigten	[1]
19	(eine) Gla(t)ze / Glatze (einen) S(c)hnur(r)ba(r)r + d and/or t / kein(e) Haar(e) FIRST ANSWER RULE	alt aus Bart kleine / graue Haare	[1]
20	1841 Comprehensible renderings of achtzehnhunderteinundvierzig FIRST ANSWER RULE		[1]
21	Aufna(h)me(n) machen / Photo(s) / Foto(s) machen / fotografieren / photographieren / fotographieren / photographieren / knipsen / Bilde(r) machen / aufne(h)men auf nahmen machen	Aufnahmen ON ITS OWN keine Aufnahmen machen	[1]
22	Notausgang / Not Ausgang / (da / dort) drüben / dadrüben / dortdrüben IGNORE preposition IGNORE time expression	Nordausgang / Ausgang / Note Ausgang	[1]

[Total: 5 marks]

Exercise 4 (Part 2): Questions 23-27 (one mark per question)

No.	Accept	Reject	Mark
23	(Try to) answer / take (all / any) questions IGNORE: When IGNORE: Showing and guiding	question – SING (without “any”) do questions	[1]
24	(Part of) the roof	Roof tile etc Attic	[1]
25	Light(e)ning IGNORE: Nobody’s sure	Storm ON ITS OWN Thunder ON ITS OWN Lighting Blitz or war references	[1]
26	Stabbed / knifed (with a) (sharp) knife (in the chest / breast) IGNORE: In his (dressing) room	Slashed / cut With any other weapon or method Any suggestion of suicide Wrong body part invalidates Invention of extra details invalidates	[1]
27	(It has remained) locked / barred / closed (fast / tight) or synonyms	Left alone / the same / preserved ON ITS OWN Nothing ON ITS OWN Any reference to haunting Invention of extra details invalidates	[1]

[Total: 5 marks]

[Total for Section 3: 30 marks]

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 any 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 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 round 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.

NOTE: Where the WRONG LANGUAGE is used in 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 is the message 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, eg alteren, Getranke, praktisches – except schon for schön, as the meaning is changed by the omission.

TOLERATE: ie for ei, eg verienigten

TOLERATE: double for single consonant, eg Staatten.

TOLERATE: single for double consonant, eg Schnurubart.

However, English words and English-German hybrids are not acceptable, eg friendlich, gud, Schoole.

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 objective questions worth **two** marks, tick or cross the candidate's answers and put the total mark in red (0, 1, 2) in the margin wherever the possible mark is given in square brackets [2] 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 in the spaces provided on 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**, ie Foundation **or** Higher.
- 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).

OCR GERMAN GCSE LISTENING TEST (2007)

TRANSCRIPT**N.B. Note for studio:**

E is an English voice in all sections of the paper.

F1 and M1 are adults, except where stated.

F2 and M2 are teenagers, except where stated.

E: *Intro. for Foundation Tier*

E: **SECTION 1**

(Pause 00 03")

E: **Exercise 1: Questions 1-5**

During work experience your boss tells you who people are.

Here is an example:

(Pause 00 03")

SIGNAL

Example: F1: Frau Werner ist glücklich.

(Pause 00 05")

SIGNAL

Example: F1: Frau Werner ist glücklich.

(Pause 00 03")

E: The correct answer is C.

E: Now answer these five questions by ticking one box for each person.

(Pause 00 03")

SIGNAL

1 F1: Herr Wendel hat schwarze Haare.

(Pause 00 05")

SIGNAL

1 F1: Herr Wendel hat schwarze Haare.

(Pause 00 03")

SIGNAL

2 F1: Frau Huber ist sehr groß.

(Pause 00 05")

SIGNAL

2 F1: Frau Huber ist sehr groß.

(Pause 00 03")

SIGNAL

3 F1: Frau Klein hat sehr lange Haare.
(Pause 00 05")
SIGNAL

3 F1: Frau Klein hat sehr lange Haare.
(Pause 00 03")
SIGNAL

4 F1: Herr Scharner ist alt.
(Pause 00 05")
SIGNAL

4 F1: Herr Scharner ist alt.
(Pause 00 03")
SIGNAL

5 F1: Herr Meyer trägt eine Brille.
(Pause 00 05")
SIGNAL

5 F1: Herr Meyer trägt eine Brille.
(Pause 00 03")
SIGNAL

M1: Aufgabe 2: Fragen 6-10

M1: Stefans Schule
Kreuzen Sie das richtige Kästchen an.

Beispiel: M2 (Stefan): Es gibt neunhundert Schüler.

(Pause 00 05")
SIGNAL

6 M2: Eine Stunde ist 35 Minuten lang.
(Pause 00 05")

7 M2: Die erste Stunde heute ist Chemie.
(Pause 00 05")

8 M2: Wir haben um halb zehn Pause.
(Pause 00 05")

9 M2: Ich esse einen Apfel.
(Pause 00 05")

10 M2: Ich mache meine Hausaufgaben in der Bibliothek.
(Pause 00 03")
SIGNAL

REPEAT EXERCISE

F1: Aufgabe 3: Fragen 11-15

F1: Wie helfen sie zu Hause?
Kreuzen Sie das richtige Kästchen an.

Beispiel: Interviewer (F1): Gitta, wie hilfst du zu Hause?

F2 (Gitta): Ich babysitte.

(Pause 00 05")

SIGNAL

11 Interviewer: Georg, wie hilfst du zu Hause?

(Teenager) M1 (Georg): Ich wasche das Auto.

(Pause 00 05")

12 Interviewer: Und Kirsten, was machst du?

F2 (Kirsten): Ich decke den Tisch fürs Abendessen.

(Pause 00 05")

13 Interviewer: Und du, Stefan?

M2 (Stefan): Ich gehe mit unserem Hund spazieren.

(Pause 00 05")

14 Interviewer: Wie hilfst du denn Hildegard?

F2 (Hildegard): Zum Frühstück koche ich immer Kaffee.

(Pause 00 05")

15 Interviewer: Und du, Olli, hilfst du zu Hause?

(Teenager) M1 (Olli): Oft putze ich alle Fenster im Haus.

(Pause 00 05")

SIGNAL

REPEAT EXERCISE

F1: Aufgabe 4: Fragen 16-20

F1: Taschengeld
Für jede Person schreiben Sie den richtigen Buchstaben.

Beispiel: M2 Hans: Ich heiße Hans. Ich spare mein Taschengeld.

(Pause 00 05")

SIGNAL

16 (Teenager) M1: Ich heiße Burckhardt. Ich kaufe Filme für meinen Fotoapparat.

(Pause 00 05")

17 F2: Mein Name ist Petra. Ich kaufe mir gern Taschenbücher.

(Pause 00 05")

18 M2: Ich bin der Torsten. So viel Geld bekomme ich nicht.

Manchmal kaufe ich eine Tafel Schokolade.

(Pause 00 05")

19 (Teenager) F1: Claudia ist mein Name. Ich brauche mein Taschengeld für Geschenke.

(Pause 00 05")

20 (Teenager) M1: Ich heiße Thomas. Ich kaufe nichts, denn ich möchte später ein
Motorrad haben.

(Pause 00 05")

SIGNAL

REPEAT EXERCISE

M1: Aufgabe 5: Fragen 21-25

M1: Samstagsjobs

Für jede Person schreiben Sie den richtigen Buchstaben.

Beispiel: Interviewer(M 1): Was machst du samstags Karsten?M2 (Karsten): Ich arbeite jeden Samstag an einer Tankstelle.

(Pause 00 10")

SIGNAL

21 Interviewer: Und du, Gisela?

(Teenager) F1 (Gisela): Meine Stelle im Krankenhaus gefällt mir gut.

(Pause 00 10")

22 Interviewer: Jürgen, hast du einen Job?

M2 (Jürgen): Samstags stehe ich immer früh auf und verkaufe Zeitungen.

(Pause 00 10")

23 Interviewer: Gudrun, du arbeitest doch in der Drogerie?

F2 (Gudrun): Ja, ich **arbeite** samstags an der Kasse. Das ist so langweilig!

(Pause 00 10")

24 Interviewer: Hast du einen Job, Dieter?

M2 (Dieter): Mein **Samstagsjob** als Kellner ist recht interessant und ich verdiene auch gut.

(Pause 00 10")

25 Interviewer: Und du, Ulrike?

F1 (Ulrike): Ich arbeite als Verkäuferin im Modegeschäft. Nachher bin ich total müde.

(Pause 00 10")

SIGNAL

REPEAT EXERCISE

with pauses 00 05" replacing previous pauses indicated

F1: Aufgabe 6: Fragen 26-30

Im Verkehrsamt

Kreuzen Sie das richtige Kästchen an.

Beispiel: M1: Wann machen Sie heute zu?F1: Um zwanzig Uhr.

(PAUSE 00 05")

SIGNAL

M1: Haben Sie bitte einen Stadtplan?

F1: Ja, natürlich. Kann ich Ihnen helfen?

M1: Ich gehe heute Nachmittag zum Museum. Ist es in der Nähe?

(PAUSE 00 10")

SIGNAL

F1: Das Museum liegt ziemlich weit weg. Am besten fahren Sie mit der Straßenbahn dahin.

M1: Und wo steige ich aus?

F1: Das ist ganz einfach. Die Haltestelle fürs Museum ist direkt vor dem großen Parkplatz.

M1: Und was kostet der Eintritt zum Museum?

F1: Drei Euro sechzig.

(PAUSE 00 15")

SIGNAL

REPEAT EXERCISE

with pauses 00 05" replacing previous pauses indicated

E: SECTION 2**E: Exercise 1: Questions 1-5**

E: What's on TV?

Answer the questions in English.

Example: F1: Das waren die Nachrichten.

(Pause 00 05")

SIGNAL

M1: Es ist 14h 10. Es folgt jetzt das Programm für dieses Wochenende.

F1: In fünf Minuten sehen Sie die Wettervorhersage.

M1: Wenn Sie Katzen, Kaninchen oder Kanarienvögel haben, sollten Sie um 14.20 weiterschauen, denn unsere Gäste im Studio sprechen über ihre Haustiere.

(Pause 00 10")

F1: Um 15.00 Uhr wird Gerhardt Stein seine Kochtipps für ein leckeres Abendessen geben.

M1: Unsere heutige Sendung für Sportfans ist das Fußballspiel in München.

(Pause 00 10")

F1: Und schließlich liebe Zuschauer, schauen Sie sich das Konzert am Sonntagvormittag an.

(Pause 00 05")

SIGNAL

REPEAT EXERCISE

with pauses 00 05" replacing previous pauses indicated

M1: Aufgabe 2: Fragen 6-10

M1: Freizeit

Für jede Person kreuzen Sie das richtige Kästchen an.

Beispiel: M1: Marianne, hast du ein Lieblingshobby?F1 (Marianne): Ja, ich spiele besonders gern Schach.

(Pause 00 05")

SIGNAL

M1 (Michael): Aber Sonja, wie findest du die Wassertemperatur im Oktober?

F1 (Sonja): Ach, das Wasser im Freibad ist immer schön warm.

M1 (Michael): Sag mal Veronika, du hast ein Pferd, oder?

F2 (Veronika): Ja, ich reite dreimal in der Woche.

(Pause 00 10")

M2 (Christoph): Und du, Michael? Deine Familie ist ganz aktiv, nicht wahr?

M1 (Michael): Na ja. Letzten Samstagabend sind meine Eltern kegeln gegangen und haben am Sonntag getanzt. Ich gehe nicht mit. Ich interessiere mich mehr für Kunst.

(Pause 00 05")

- M1 (Michael): Wie ist es mit dir, Christoph?
 M2 (Christoph): Sonntags macht es mir Spaß, den ganzen Tag am Fluß zu sitzen.
 Angeln gefällt mir gut.
 M1 (Michael): Und du, Katharina?
 F1 (Katharina): Ich sehe am liebsten fern.

(Pause 00 10")
 SIGNAL

REPEAT EXERCISE
 with pauses 00 05" replacing previous pauses indicated

F1: Aufgabe 3: Fragen 11-15

- F1: Claudia und Alexander gehen einkaufen.
 Welches Bild passt am Besten? Kreuzen Sie das richtige Kästchen an.

Beispiel: F1: Wo treffen wir uns?

M1: Am Kaufhaus.
 (Pause 00 05")
 SIGNAL

- F1: Ich wollte ein Geschenk für meinen Sohn kaufen.
 M1: Was kaufst du ihm?
 F1: Eine neue Brieftasche.
 M1: Ist das ein Geburtstagsgeschenk?
 F1: Nein, er hat eine gute Note in seiner Musikprüfung bekommen und das Geigenspielen ist *nicht* so leicht! **Ich** spiele Klavier - aber nicht gut.

(Pause 00 10")

- M1: Ach so! Gehen wir also zuerst die Rolltreppe hinauf. Eine Brieftasche finden wir bestimmt im dritten Stock.
 F1: Gerne! Hoffentlich wird es nicht so teuer sein, denn im Herbst gibt es viele Sonderangebote.
 M1: Wollen wir vielleicht nachher ins Restaurant gehen? Ich habe ein bißchen Hunger und möchte ein Stück Kuchen mit Sahne essen.
 F1: Gute Idee! Ich habe auch Durst und möchte ein kaltes Getränk.

(Pause 00 15")
 SIGNAL

REPEAT EXERCISE
 with pauses 00 05" replacing previous pauses indicated

M1: Aufgabe 4: Fragen 16-20

M1: Fluginformationen

Welches Bild passt am besten? Schreiben Sie den richtigen Buchstaben.

Beispiel: M1:Fluginformationen für heute Donnerstag, den 8ten Februar.

(Pause 00 05")

SIGNAL

F1: Am Flughafen in der österreichischen Hauptstadt Wien läuft alles jetzt wieder normal.

Der Lufthansaflug Nummer 165 aus Paris hat eine halbe Stunde Verspätung.

(Pause 00 10")

Heute können Sie nicht mehr nach Moskau fliegen: Der ganze Flughafen in Moskau liegt unter zwei Meter Schnee.

Für den Rest des Tages gibt es wegen schlechten Wetters keine weiteren Flüge nach Finnland.

(Pause 00 10")

Und wenn Sie ins Ausland fahren, vergessen Sie nicht: Ohne Personalausweis oder gültigen Reisepass kommen Sie nicht weit!

(Pause 00 05")

SIGNAL

REPEAT EXERCISE

with pauses 00 05" replacing previous pauses indicated

E: SECTION 3**M1: Aufgabe 1: Fragen 1-5**

M1: Man hört Radio im Auto.

Welches Bild passt am Besten? Schreiben Sie den richtigen Buchstaben.

Beispiel: M1: Guten Tag, liebe Zuhörer. Es ist genau vierzehn Uhr.

(Pause 00 05")

SIGNAL

M1: Meine Kollegin bringt Ihnen jetzt die Verkehrsinformationen.
Heike, wie sieht es aus?

(Pause 00 05")

F1: Es gibt einige Probleme auf den Straßen im Südwesten von Deutschland, wo es immer noch schneit. Wenn Sie Richtung Stuttgart-Bodensee fahren, vermeiden Sie die Autobahn. Dort gibt es einen Unfall.

(Pause 00 10")

Im Stadtzentrum in Reutlingen funktioniert die Ampel an der Hauptkreuzung seit heute Morgen nicht. Fahren Sie also sehr langsam und vorsichtig.

Auf einer Brücke in Stuttgart ist viel Holz von einem LKW gefallen. In der Stadtmitte finden Sie eine Umleitung.

(Pause 00 10")

SIGNAL

REPEAT EXERCISE

with pauses 00 05" replacing previous pauses indicated

M1: Aufgabe 2: Fragen 3-7

M1: Ein Gespräch im Bus.

Kreuzen Sie das richtige Kästchen an.

Beispiel: F1: Wo steigen Sie aus, Frau Mohr?

F2: Vor dem Rathaus, Frau Stern.

(Pause 00 05")

SIGNAL

F1 (Frau Stern): Na ja, unsere Welt heute ist ganz anders als früher.
Es gibt so viele Fahrzeuge auf unseren Straßen und viele Fahrer scheinen
Geschwindigkeitsbegrenzungen gar nicht zu erkennen!

(Pause 00 05")

F2 (Frau Mohr): Ja, das stimmt, Frau Stern. Aber unsere Fußgängerzone ist prima, nicht
wahr? **Da** kann man wenigstens in aller Ruhe einkaufen.

F1 (Frau Stern): Na ja, aber dort habe ich Angst vor Taschendieben; und in der Stadtmitte
sind die Bürgersteige und Wegweiser immer so schmutzig.

(Pause 00 10")

F2 (Frau Mohr): Ja, das stimmt, Frau Stern. Doch man kann sich trotzdem gut amüsieren,
weil es heutzutage so viele Klubs für ältere Leute gibt, oder?

F1 (Frau Stern): Na ja, aber abends gehe ich nicht aus, weil man so viele Betrunkene in der
Stadtmitte sieht. Tja, unsere Welt heute ist wirklich schlimm!

F2 (Frau Mohr): Aber Frau Stern, Sie können sich doch auf Ihren Geburtstag freuen, nicht
wahr? Wenn Sie sechzig Jahre werden, dürfen Sie mit dem Bus umsonst
fahren.

(Pause 00 10")

SIGNAL

REPEAT EXERCISE

with pauses 00 05" replacing previous pauses indicated

M1: Aufgabe 3 (Teil 1): Fragen 8-12

M1: Gabriele's Familie

Kreuzen Sie das richtige Kästchen an.

Beispiel: M1: Heute erzählt Gabriele über ihre Familie.

(Pause 00 05")

SIGNAL

F1 (Gabi): Ich heiße Gabriele Schäfer, aber meine Eltern und meine zwei jüngeren
Schwestern nennen mich Gabi. Mein Vater ist sehr fit und er hat sich früher
fast jedes Wochenende als Schiedsrichter für die Jugendliga beschäftigt.
Während der Woche hat er in einer Firma gearbeitet. Aber im Moment ist er
arbeitslos.

(Pause 00 15")

Deswegen haben wir unser großes Haus im Gebirge verkauft. Wir sind vor
zwei Monaten nach Berlin umgezogen und jetzt mieten wir eine Wohnung.

(Pause 00 10")

SIGNAL

REPEAT PART 1

with pauses 00 05"

Aufgabe 3 (Teil 2): Fragen 13-17

Gabriele spricht weiter.

SIGNAL

F1 (Gabi): Meine Mutter war Sekretärin in einem Büro - musste aber diese Stellung aufgeben, als wir umgezogen sind. Morgen früh fängt sie eine neue Stelle an. Glücklicherweise hat sie etwas in einer gemischten Gesamtschule gefunden.

(Pause 00 10")

Da sie aber an der Uni Mathematik studiert hat, wird sie auch zweimal die Woche ein paar Unterrichtsstunden abends geben - das heißt, privat bei uns. Ihre Schüler werden die Stunden genießen, weil Mutti als Lehrerin immer lustig ist und alles sehr gut erklärt.

(Pause 00 10")

Trotz unserer Schwierigkeiten gefällt es mir tatsächlich besser hier in Berlin, weil ich sehr aktiv bin. In der Stadtmitte Berlins ist immer viel los.

(Pause 00 05")

SIGNAL

REPEAT PART 2
with pauses 00 05"

F1: Aufgabe 4 (Teil 1): Fragen 18-22

F1: Familie Beck besichtigt ein Theater in München.
Ergänzen Sie die Sätze auf Deutsch.

Beispiel: M1 (Klaus): Das Theater befindet sich in einer schmalen Straße.

(Pause 00 05")

SIGNAL

F1 (Frau Beck): Guck mal, Klaus! Die nächste Führung findet in zehn Minuten statt.

M1 (Klaus): Ja, und glücklicherweise ist alles auf Deutsch, obwohl es sehr viele Besucher aus den Vereinigten Staaten gibt.

F2 (Birgit): Guck mal! Da steht der Mann, der die Führung macht! Mit der Glatze und dem komischen grauen Schnurrbart, der sieht so **alt** aus!

M1 (Klaus): Ja! So alt wie das Theater vielleicht, das 1841 gebaut wurde!

(Pause 00 15")

F1 (Frau Beck): Na, Kinder! Geht mit Vati nach unten. Dort müsst ihr zuerst eure Mäntel und Rucksäcke abgeben. Und vergesst auch nicht, dass man während der Führung keine Aufnahmen machen darf. Ich kaufe inzwischen die Eintrittskarten und wir treffen uns in fünf Minuten vor dem Notausgang da drüben.

(Pause 00 10")
SIGNAL

REPEAT PART 1
with pauses 00 05"

E: Exercise 4 (Part 2): Questions 23-27
E: The theatre guide speaks to the visitors.
Answer the questions **in English**.

Example: M2: Das Theater ist eins der interessantesten in München von der Geschichte her.

(Pause 00 05")
SIGNAL

M2 (Führung): Also, guten Tag meine Damen und Herren. Willkommen in diesem herrlichen Theater. Während der Führung werde ich versuchen, alle Fragen zu beantworten.....

Also – das Theater wurde im 19. Jahrhundert gebaut, aber Anfang des zwanzigsten Jahrhunderts hat leider ein Brand das Dach zum Teil zerstört.

F2 (Birgit): Wie ist der Brand denn ausgebrochen?

M2 (Führung): Niemand ist ganz sicher. Wahrscheinlich wurde es bei einem Gewitter von einem Blitz getroffen.

(Pause 00 15")

M1 (Klaus): Und haben berühmte Schauspieler in diesem Theater gespielt?

M2 (Führung): Jawohl! Aber für einen berühmten englischen Schauspieler endete dies ganz böse.

M1 (Klaus): Was ist denn passiert?

M2 (Führung): Kurz vor dem Beginn einer Aufführung hat man ihn in seinem Zimmer gefunden – mit einem scharfen Messer in der Brust.

F2 (Birgit): Wer hat das gemacht?

M2 (Führung): Niemand weiß es. Aber seit dem Mord an dem Schauspieler bleibt das Zimmer fest verschlossen.

(Pause 00 10")
SIGNAL

REPEAT PART 2
with pauses 00 05"

**Mark Scheme 2362 & 2365
June 2007**

1.1 Scheme of Assessment

Foundation Tier		Marks
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
Total		50

Higher Tier		Marks
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
Total		50

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

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

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

2	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.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 3 Narrative Role Play

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7/6	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.
5/4	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.
3/2	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.
1/0	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**

4	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
3	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
2	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
1	Performance needs considerable examiner assistance to elicit material.
0	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**

10	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.
9/8	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.
7/6	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.
5/4	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.
3/2	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.
1/0	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**

20/19	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.
18/17/16	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.
15/14	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.
13/12/11	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.
10/9	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.
8/7	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.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3/2	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.
1/0	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 2007**

SECTION 1 – Foundation Tier

Exercise 1		Comments	
1	A		[1]
2	B		[1]
3	B		[1]
4	C		[1]
5	A		[1]
[Total: 5 marks]			
Aufgabe 2			
6	B		[1]
7	C		[1]
8	D		[1]
9	E		[1]
10	A		[1]
[Total: 5 marks]			
Aufgabe 3			
11	Pullover		
Ticks for	Trainers	Tick/cross every answer. Mark in centre. Beware over-ticking	
	Sandals		
	Short trousers		
	Book		
[Total: 5 marks]			
Aufgabe 4			
12	F		[1]
13	A		[1]
14	H		[1]
15	B		[1]
16	C		[1]
17	E		[1]
18	G		[1]
[Total: 7 marks]			

Aufgabe 5: Frage 19

Icons for	football	swim	walk	table tennis	music	partying	church	homework	shopping	
Fr Abend				✓	✓					[2]
Sa Morgen									✓	[1]
Nachmittag	✓									[1]
Abend						✓				[1]
Sonn Morgen							✓	✓		[2]
Nachmittag			✓							[1]

[Total: 8 marks]

[Total for Section 1: 30 marks]

SECTION 2 – Foundation and Higher Tiers

Ignore plurals

Exercise 1

		Comment	
1	Plan / map		[1]
2	ONE of dept stores / big stores / big shops pedestrian zone, walking zone no cars / traffic	Reject 'shops', 'shopping centre' Ignore 'footpath / walkway' Reject 'few cars'	[1]
3	ONE of clothes, toys, playthings, games	no specifics	[1]
4	TWO from theatre, cinema, places to eat	Guest houses	[2]

[Total: 5 marks]

Aufgabe 2: Frage 5

	Montag	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag
1. Stunde	Beispiel: M	Mathe	Physik	Kunst	Deutsch	Informatik
2. Stunde	Religion	Deutsch	Deutsch		Biologie	Geschichte
Große Pause						
3. Stunde	Englisch	Englisch	Mathe	Englisch	Englisch	Kochen
4. Stunde	Erdkunde	Geschichte	Latein	Chemie	Latein	
Kleine Pause						
5. Stunde	Sozialkunde	Turnen	Technik	Erdkunde	Informatik	
6. Stunde	Deutsch	Musik		Deutsch	Mathe	
MITTAG						
7/8 Stunde	Sport					

[Total: 7 marks]

Tick and cross in the answers.

Accept 'English' and 'Latin' and 'Tech', but no other translations.

If TWO answers are written in one gap, the answer is invalidated.

Aufgabe 3: Frage 6

Bernd muss am Wochenende Salz und Pfeffer kaufen.	
Keiner mag Tee und Kaffee.	
Tee und Kaffee haben sie schon.	✓
Bernd hat Gemüse mitgebracht.	✓
Im Geschäft auf dem Campingplatz kann man Gemüse kaufen.	✓
Im Geschäft verkauft man immer frisches Obst.	
Die Familie ist morgens losgefahren.	
Alle essen gern Pasta.	✓
Die Familie hat Chips im Wagen mitgenommen.	
Man kann Milch auf dem Campingplatz kaufen.	✓
Die Metzgerei ist samstags geschlossen.	
Bernd vergisst den Aufschnitt.	
Am Samstag kocht die Familie selber.	✓
Am Sonntag kann man immer eine Zeitung kaufen.	✓
Bernd plant am Sonntag, in einer Gaststätte zu essen.	✓
Bernd findet es teuer, im Restaurant zu essen.	

[Total: 8 marks]

[Total for Section 2: 20 marks]

SECTION 3 – Higher Tier

Aufgabe 1: Fragen 1-8

1	C	weniger spielen	[1]
2	B	kommt jetzt besser aus	[1]
3	A	er Freunde zu Besuch hat	[1]
4	B	keinen Job	[1]
5	C	die gleiche Meinung haben	[1]
6	B	ihr Zimmer	[1]
7	A	keine Geschwister	[1]
8	C	selbst eine Tochter	[1]

[Total: 8 marks]

Aufgabe 2: Fragen 9-17

9	Einkaufszentrum		[1]
10	Läden		[1]
11	mochte		[1]
12	viel		[1]
13	Innenstadt		[1]
14	verkehrsfrei		[1]
15	Tiefgarage		[1]
16	teuer		[1]
17	weit		[1]

[Total: 9 marks]

Aufgabe 3: Frage 18

Teil A

Tick correct sentences

Michael steht nicht gern auf.	
Das Haus hat eine tolle Aussicht.	✓
Der Bodensee ist weit von seinem Haus.	
Michael arbeitet für sich allein.	✓
Michael hat sich mit dem Lehrer gut verstanden.	
Michael arbeitet in einer Berufsschule.	
Michael mag seine Arbeit.	✓
Michael hat gelernt, Holztische zu bauen.	✓
Michael macht viel Hausarbeit.	
Michael lernte viele Leute kennen.	
Michael hat gesehen, wie andere Leute auf der Baustelle arbeiten.	✓
Michael wollte schon immer sein eigenes Haus bauen.	
Michael und Ingrid sind verheiratet.	✓
Das Haus gehörte dem Onkel eines Freundes.	
Die Tante lebte nicht mehr.	✓
Onkel Hans reparierte nur die Sachen, die absolut notwendig waren.	✓
Onkel Hans bastelte gern.	

[Total: 8 marks]

Exercise 3: Questions 19-21
Part B

No.	Accept	Reject	Mark
19	(a) Michael has almost given up work for other people / doing less work for other people is doing less other work / less work elsewhere or 'no children'	reject 'works less'	[1]
	(b) Ingrid ... teaches part-time / less works part-time or 'no children'	reject 'works less' reject 'time off'	[1]
20	TWO from: <ul style="list-style-type: none"> • attraction / sight / landmark • people drive to see it • cars slow down • people like to walk past it • look at progress / what's going on / are curious / come to see it 	reject 'site' reject 'distance' reject 'stop' reject 'town' reject direct speech, questions	[2]
21	Having a family / children		[1]

[Total: 5 marks]

[Total for Section 3: 30 marks]

**Mark Scheme 2364
June 2007**

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
Total for Section 1	30 marks

Section 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks
Total for Section 2	20 marks

Total for Foundation Tier **50 marks**

SECTION 1**Communication****Exercise 1 List****[8 marks]**

8 items each marked 1 for communication

Mark for communication using the principle "if in doubt, sound it out".
Allow cognates. Do not allow languages other than the target language.

Exercise 2 Manipulation of language in response to verbal or visual stimuli**[Total 9 marks]**

Communication 6 marks
(one mark per recognisable lexical item)

Accuracy 3 marks

3 marks at least 5 items written accurately
2 marks at least 3 items written accurately
1 mark at least 1 item written accurately

Exercise 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**[7 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**

Communication 10 marks

Quality of Language 6 marks

Accuracy 4 marks

Total for Section 2 20 marks**Section 3**

Communication 10 marks

Quality of Language 14 marks

Accuracy 6 marks

Total for Section 3 30 marks**Total for Higher Tier 50 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**

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, eg 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

Total for Section 3 **30 marks**

Total for Higher Tier **50 marks**

EXAMPLES OF ACCEPTABLE ANSWERS

The responses below do not list the required answers for the paper but are exemplars which illustrate the principles of the Mark Scheme.

SECTION 1
Exercise 1

ACCEPTABLE**UNACCEPTABLE**

1. Words must be in German...
- | | |
|----------------|-------------|
| Tisch | titch, tich |
| Kommode | commode |
| Kleiderschrank | |
| Garderobe | |
| Bett | Bed |
| Fernseher | TV |
| Lampe | lamp, Licht |
| | Dusche |
- ... or may be identically spelt English words, having the same meaning in German...
- Sofa
MP3 Player
Computer
PC
Playstation
2. Words must be relevant within the meaning of the question, i.e. they must be **furniture** or **electrical items** (and they do not need to be confined to those illustrated on the question paper)...
- | | |
|---------|------------|
| Sessel | Wohnzimmer |
| Schrank | Schranke |
| Lampe | Ruhe |
- ... but they must **not** be those used as examples...
- Bücherregal
Stereanlage, Stereo
3. Words must be written such that they would be comprehensible to a sympathetic native speaker of German...
- | | |
|-----------|----------|
| Stühl | schtool |
| Fernsehe | Versehen |
| Fernsehen | fern |
- ... or, if not immediately comprehensible on the page, if they would **sound** like a German word on being read aloud by the sympathetic native speaker...
- | | |
|--------------|-------------|
| Bedt, Bet | Beet, Beete |
| Sofar, Stule | sorfra |
- Tolerate **ei** for **ie** and vice versa unless the meaning is traduced by it
- | | |
|-----------|--------|
| Mien Bild | lieder |
|-----------|--------|
4. Words are not invalidated by erroneous additional material...
- old Sessel
PC Computer
Trag-Regal
5. Words are not invalidated by erroneous accentuation...
- Stühl
Sëssel
Cömputer
6. Up to two variations of the same concept are accepted in the list...
- | | | |
|------------|-----|----------------|
| Bett | (✓) | |
| Doppelbett | (✓) | |
| | | Etagenbett (X) |

Exercise 2

COMMUNICATION

ACCEPTABLE

UNACCEPTABLE

7. Nouns, verbs and phrases must be relevant within the meaning of the question, i.e. they must capture the idea of the picture – respond to the spirit of the **visual** stimulus – but do not have to respond to the grammatical stimulus...

No. 1	schlafe, faulenze, schnarche müde	sitze, schalfe Pyjama
No. 2	Bett, Schlafzimmer	Hocker, Bücherregal Wohnzimmer, Bettzimmer
No. 3	wasche, putze, poliere	fahre Mechaniker, repariere
No. 4	Haus(e), Garten, Garage	Wochenende, Ferien, people, Verkauf
No. 5	höre, liebe, lerne, hören, lieben, lernen	lese, spiele gern
No. 6	Wohnzimmer, guten Stube Familienzimmer, Zimmer Kamin, Sofa	Küche Fernzimmer, Esszimmer, Wohnung, Schlafzimmer

8. Words are not invalidated by erroneous additional material, provided it does not obscure the meaning...

No. 1	schlafe gern, gehen schlafen	
No. 2	Bett im Wohnzimmer	Schlafwagen
No. 3	wäscht den Kadilliac	wäscht nie
No. 4	newen Haus	Parkhaus
No. 5	höre oft	klassische
No. 6	Wohnzimmer unten	Wohnzimmer in Afrika

9. Repetition of words or phrases is not acceptable. When the same word is used more than once, it is credited only on its first appearance.

QUALITY

ACCEPTABLE

UNACCEPTABLE

10. "Plus" marks for Quality are awarded for spelling. They are awarded when the main word (usually the noun or the verb) in the candidate's response is spelt correctly...

schlafe girn
Bett

slaffe girn
Bet

Exercise 3

COMMUNICATION

ACCEPTABLE

UNACCEPTABLE

11. The Candidate must convey fully the meaning cued by each stimulus, using a note, phrase or sentence, i.e. the idea(s)/concept(s) of the stimulus must be communicated (without having to show grammatical accuracy). However, a plausible preposition is needed for No. 1...
- | | | |
|-------|-------------------------------|----------------------------------|
| No. 1 | Ich bin nach Amerika gefahren | Ich habe eine Familie in Amerika |
| No. 2 | Das Wetter war sehr heiß | viel |
| No. 3 | Ich habe ein T-Shirt gekauft | Ich Shop |
| No. 4 | Ich esse Chips | Ich kein |
| No. 5 | Ich gehe ins Kino | ich Mittagessen |
| No. 6 | Ich fahre mit dem Flugzeug | Zugflug |
12. Answers are not invalidated by erroneous additional material, provided it does not obscure the meaning...
- | | | |
|-------|--|-----------------------------------|
| No. 1 | Ich bin mit dem Schiffe
nach Amerika gefahren | Ich bin nie nach Amerika gefahren |
| No. 2 | Das Wetter war
heiß und Donner | Das Wetter war 50 Grad mit Schnee |
13. Repetitions are acceptable. For example, most of the tasks could begin with: *Jetzt*. However, because the demands of the different tasks are varied, provided the Candidate conveys the different meanings, such a repetition would not matter.
14. Combining tasks using the same initial verb is acceptable. For example, Tasks 4 and 5 could be run together: *Am Abend esse im Restaurant und gehe ins Kino*.

QUALITY

15. IN THE 6-7 BAND Candidate responses would be expected to be sentences, and some of the verbs will be correct...
- Ich bin an der Küste
- The word order will tend to be correct...
- Das Wetter ist sehr warm
- Spelling errors will be unlikely to affect the basic communication...
- Ich gehe oft im Einkaufszentrum zum Supermarkt
- There may be attempts at linkages...
- Ich habe Cola getrunken und Pizza gegessen
16. IN THE 4-5 BAND some responses may be sentences, and a few of the verbs will be correct...
- Das Gasthaus ist bei dem See
- The word order will tend to be uncertain...
- Um 6 Uhr ich habe gegessen Pizza
- Spelling errors will affect the communication...
- Ich Geschäfte gern
17. IN THE 2-3 BAND responses will tend to be notes or phrases...
- Mit dem Flug
- The word order will be anglicised...
- Ich oft stehe See
- Spelling errors will seriously affect the communication...
- Ich flogte mit em Fluzug

SECTION 2

COMMUNICATION

The Candidate must try to respond relevantly and successfully in German to each of the tasks set.

The Examiner places a capital letter T in the left-hand margin of the script to indicate the point where the Candidate has recognisably attempted to address each task. The Examiner then assesses the degree of success in the Candidate's communication and indicates it on a four-point scale as follows:

- **To** shows that the Candidate has failed to communicate anything relevant (or has omitted the task altogether),
e.g. (Question 2, Task 4): *Nächste Woche ich habe in die Stadt Fußball gehen muss.*
- **T-** The Candidate has achieved partial communication (see below),
e.g. *Nächste Wochenende ich gehe in die Stadt für Fußball.*
- **T** The Candidate has achieved acceptable communication (see below),
e.g. *Nächste Wochenende ich gehe in der Stadt um Fußball zu sehen.*
- **T+** The Candidate has achieved acceptable communication and has been able to provide further relevant material,
e.g. *Nächstes Wochenende gehe ich in der Stadt um Fußball zu sehen. Ich gehe mit meinen Freunden, weil es Spaß macht.*

**ACCEPTABLE
COMMUNICATION**

**PARTIAL
COMMUNICATION**

18. Where the task is in two parts, both must be addressed...
Q1t4 *Nächstes Jahr zum Geburtstag will ich nach Amerika fahren* *Ich will nach Amerika fahren*
19. The tense of the verb must be logical as required by the task...
Q1t1 *Letzte Woche habe ich Geburtstag gehabt* *Letzte Woche habe ich Geburtstag*
20. Provided the other information in a task is correct, a task is acceptably completed when it contains a verb that indicates an appropriate tense...
Q2t2 *Ich ist Kino gegangen* *Ich bin Kino gehen*
Q1t2 *Ich bin Hockey im Park gespielt* *Ich am Hockey im Park spielen*
Q2t4 *Nächstes Wochenende ich fahre nach London* *Ich fahre nach London*
Nächstes Wochenende ich fahre nach London
NOT acceptable: *Wochede, nachtes, nechstes*
21. Future time frames or time references are acceptable in a variety of forms...
Nächsten Monat fahre ich nach Spanien *Ich fahre nach Spanien*
Nächsten Monat werde ich nach Spanien fahren
Ich habe vor, nächsten Monat nach Spanien zu fahren
Nexten Monat ...

22. An important element in the Communication criteria (top band) is the Candidate's ability to express an opinion. Opinions, as Tasks, can be classified. The Examiner places a letter "O" in the right-hand margin and, as before, "O+" would represent a fuller, more complex opinion, e.g. Q2t3: *Meiner Meinung nach ist Ambridge eine recht interessante und lebhaft Stadt mit tollen Geschäften*. But the other classifications are different in that "O" represents successful communication and "O-" unsuccessful...

**SUCCESSFUL
COMMUNICATION**

Q1t3 *Das hat Spaß gemacht*
Q1t2 *Ich finde einkaufen fantastisch*

**ATTEMPTED BUT
UNSUCCESSFUL COMMUNICATION**

Dat was Spaß
Einkaufen ist mein Lieblingsfach

23. Note: town name alone is insufficient for Q2t1.

QUALITY

24. A vital element in the Quality criteria is the Candidate's ability to use verb tense. In order to qualify for the top band (5-6 marks) the Candidate must include at least one **correct** example of each of the three time frames: past, present and future. **THE CANDIDATE WHO DOES NOT DO THIS MAY NOT SCORE MORE THAN 4 MARKS FOR "QUALITY"**. This hurdle does **not** also apply to the Candidate's score in "Communication". Tenses are classified in the same way as Opinions (See 22 above): the Examiner places a "P", "P-", "F" or "F-" in the right-hand margin...

SUCCESSFUL

Q2t2 *Letzte Woche haben wir einen Pullover gekauft*
Q1t4 *Wir werden an die See fahren*

**ATTEMPTED BUT
UNSUCCESSFUL**

Letzte Woche haben wir einen Pullover kaufen
Wir an die See fahren

NOTE that such examples may be acceptable for **Communication** (see 20 and 21 above) but they are not correct and so are not successful in terms of the **Quality** criteria.

SECTION 3

The Examiner further annotates scripts in the right-hand margin to record other features relevant to "Quality". These are a guide when choosing the appropriate mark-band for a piece of work. Some effective, acceptable examples are...

25. **C** Subordinate clause. This is where the Candidate uses clauses introduced by words such as ...
als, bevor, bis, da, damit, nachdem, obgleich, obwohl, seitdem, sobald, sodass, während, was, was für, wann, weil, wenn, wie etc
26. **J** Justification. The Candidate explains the reason for an opinion, feeling or point of view...
Das Essen hat mir nicht geschmeckt, aus dem Grund dass ich Vegetarierin bin.
Ich war sehr sauer – mein Handy war im Koffer, und ich brauche mein Handy!
Das Schlimmste an dem Tag war, als mein Koffer nicht da war, da ich alle meine Kleider verloren habe. Das war sehr ärgerlich.

27. **L** “Lovely” lexical item. The Candidate relevantly uses a word which is effective and out of the ordinary.
28. **T** Tense. The Candidate shows the ability to employ more complex tense usage...
Ich habe gemerkt, dass ich mein Handy verloren hatte.
Am Abend habe ich in die Disko gehen können.
Ich habe das Auto nicht kommen sehen.
29. **V** Verbal construction. The Candidate uses more than the simple form of the verb...
Nachdem ich angekommen war, ...
Wir fahren seit zwei Jahren oft nach Berlin.
Ich habe Lust, immer bei der Firma zu arbeiten.

**GCSE German 1926
June 2007 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	35	30	26	22	18	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2361/02	Raw	50	37	33	27	22	17	14	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	34	29	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	39	35	31	27	23	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2363/02	Raw	50	39	34	30	26	21	18	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	33	26	20	14	8	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2364/02	Raw	50	43	34	24	14	6	2	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	34	29	25	18	14	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2366	Raw	90	82	76	67	59	48	37	26	15	0
	UMS	90	80	70	60	50	40	30	20	10	0

Specification 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
1926	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
1926	10.8	25.3	45.5	75.3	91.6	97.3	99.2	99.8	100.0	13 186

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication.

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