

## **Mark Scheme for June 2010**

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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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**Foundation Tier Scheme of Assessment****Section 1**

Communication 20 marks

Quality of Language 7 marks

Accuracy 3 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****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 1****Question 1****List****[Total 8 marks]****Communication**

Mark the first 8 answers. Mark all correct answers with **T**.

Mark for communication using the principle "If in doubt, sound it out".

Allow cognates. Do not allow languages other than the target language.

Accept any answer which may refer to places in town, but not vehicles except U-Bahn, rooms, parts of a house or people except Bäcker, Metzger, Fleischer etc.

Reject **Post** (given as the example), but allow Postamt.

Ignore articles, capitalisation, umlauts, ß for "ss" and vice-versa, ie for ei and vice-versa, any use of prepositions

Up to two variations of the same concept are accepted in the list (e.g. Schwimmbad, Freibad but not also Hallenbad)

Where there is a compound noun, choose either part to credit if the spelling is close enough to sound OK and doesn't change the meaning.

Examples (not exhaustive list)

ACCEPTABLE, even if not fully accurate	UNACCEPTABLE
Kirch, Kircher	Kürck, Kurch, Kirsche, Kiche(r),
Must have schw: Schwimmenbad, Schwimbad, Schwimminbad Schwimenbade, Schwimmbecken OR Pool, Hallenbad, Freibad	Schwimmingbad, Schimbad, schwimmen Bad ON ITS OWN
Sport(s)zentrum, Sportcentrum, (Fußball)stadion, Fußballstadium	centrium, Stadium, Fußball
Bahnhof(f), Barnhof, U-Bahn, Banhof, Bähnhof	Barnhott, Zughoff
Tankstelle, Tanksteller, Tankstella, Werkstatt	Gas Stadium, Garage, Gasstelle, Gasstadium
Rathaus, Stadthalle (picture suggestions only), Verwaltungsgebäude	Radhaus, Rathouse, town Halle
Markt, Marktplatz, Marketplatz,	Market, mart, Machtplatz, marché, Marktplace
Burg, Schloss,	Borg, historic Hause, Schulß, Sloss, shlosh
Kino	Cine, ciné
Krankenhaus, Crankenhaus, Krankhaus, Hospital	Krakhaus, Krakenhaus, Hopital, Kranenhaus
Supermarkt, supamarkt	Supermarket, Supermacht, Supermark, Supermäket
Bank, Sparkasse, Banke, Banken, Bänke	Geldung, Geld
Stadtzentrum, Stadtcentrum, Altstadt, Stadtmitte	Stadt
Einkauf(s)zentrum, Kaufhaus, Warenhaus	Kaufenzentrum, Kaufenhaus, Mall, UK brand names
Bibl(i)othek, Bibliotech: Schuhgeschäft, etc	Bibliotheque, Schuhschäft
Theate(r), Rest(a)urant,	theatre
Bushaltestelle, U-Bahnstation,	Busstelle, Zugstation, Station
Museum, Schule(r), Hauptstraße, Bäckerei, Bakeri	musée

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

**Communication** 6 marks (one mark per recognisable lexical item)  
Put **T** next to each answer which achieves communication  
Enter the mark out of 6 in the communication section on the screen

**Accuracy** 3 marks  
Optionally, markers are free to use the tick for this if they wish. It is not compulsory.  
Mark the main word only for accuracy, ignoring any extraneous other words in the answer, eg sehr.

3 marks 5 or 6 items written accurately  
2 marks 3 or 4 items written accurately  
1 mark 1 or 2 items written accurately  
Ignore: gender, capitalisation

<b>Communication Achievement Section 1 Q 2</b>			
<b>Accept</b>	<b>Reject</b>	<b>Accept</b>	<b>Reject</b>
<b>1a</b> heiß, heiss, heis, warm, wärm, schwül	<b>1a</b> heißt, heiße, hieß, heib, heiB warum, schön, schon	<b>3a</b> so(n)nig, sonnig, sonni(s)ch, schön, hell ALLOW answers to 1a which have not already been used.	<b>3a</b> sunnig, sonning, Sonne heißt, heiße, hieß, heib, heiB warum, schon, gut
<b>1b</b> schwimme(n), schwime(n), schwim, schwam(m) spiele, bin, gehe, fahre	<b>1b</b> schimme, swimme, swim, shwimme (needs sch)	<b>3b</b> esse, esser bringe, kaufe ALLOW habe if not already used in 2b	<b>3b</b> ese, ißt, iße trinke, gehe <b>mache</b>
<b>2a</b> windig, wolkig, stürmisch, bewölkt, regnerisch, neblig	<b>2a</b> wonnig, wintig, windy, kalt (example), kühl regnen, regnet, rainig		
<b>2b</b> lese, habe, leihe, studiere schreibe, lerne	<b>2b</b> arbeite (example) lehre, lesse, lesser, lieser		

**Question 3 Simple connected writing (email)****[Total: 13 marks]****Communication****[6 marks]**

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

**Communication annotation**

Put **T** next to each answer which achieves communication (1 mark)

Put **T-** next to each answer which achieves partial communication or is not in a full sentence.

Add up full and partial communication, round up.

Mein Lieblings ist Sport

Mein Lieblingsfach is Sport

Please tolerate ei for ie in Lieblingsfach, -essen.

Use **T-** if there is an item of OK vocabulary, but a nonsense verb (or vice versa)

Ich gern Mathe, Ich esse Freunde

**Quality of Language****[7 marks]**

<b>6-7</b>	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.
<b>4-5</b>	Restricted range of vocabulary. Short sentences succeed in communicating simple points. Despite regular errors, the writing often conveys a clear message.
<b>2-3</b>	Individual vocabulary items or short phrases.
<b>0-1</b>	The language conveys little or no message.

In the 6-7 band all candidate responses are likely to be in sentence form. Some verbs will be correct.

In the 4-5 band responses are a mixture of phrases and sentences,  
or there are one or two blanks

In the 2-3 band responses are generally notes or phrases  
or there are three or four blanks

**SECTION 1**

Communication 20 marks  
Quality of Language & Accuracy 10 marks

**Total for Section 1 30 marks**



**SECTION 2****Communication****[10 marks]**

<b>8-10</b>	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.
<b>5-7</b>	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.
<b>2-4</b>	The main points of the task and occasional additional details are communicated in sentence form.
<b>1</b>	The main points of the task are communicated in short sentences.
<b>0</b>	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]**

<b>5-6</b>	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.
<b>3-4</b>	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.
<b>1-2</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
<b>0</b>	Nothing of merit at this level.

**Accuracy****[4 marks]**

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

If a candidate attempts the wrong combination of questions (rubric error) then you must mark all the questions, awarding marks for the highest correct combination.

Before marking a candidate's work in Section 2 and Section 3, check which question they have attempted.

## Section 2

### Communication

#### Q1 free time activities

Task	T	T-	Tx
1	At weekends, at the weekend + present tense 2 items of information ALLOW two activities for "go"	Past or future or inconsistent tense. Less than 2 items of information	
2	Opinion Mention of weekend activities	One item missing	
3	Last week + different Past activity	Wrong time or no time Present activity	
4	What sport In future time frame + next month (accept July)	"when" missing	Ich mochte Ich wurde

#### Q2 recent birthday

Task	T	T-	Tx
1	2 items of information in past + birthday	1 item of information present or future or inconsistent tense	
2	Opinion + presents (can be in present [sic] tense)	No mention of specific presents	
3	Where + evening + past tense	1 detail only or wrong tense	
4	In future time frame Different things for 18 <sup>th</sup> / next birthday	wrong time frame, unspecific birthday	Ich mochte Ich wurde

**Annotating Section 2**

Tasks – add T or T- or TX in **left hand margin** near the writing which guides your decision (4 items)  
In **right hand margin** add O, P or P-, F or F-. One of each letter group will suffice.

**Communication Evaluation**

4 x T will	normally equal 10
3 x T plus T-	will normally equal 8
2 x T plus 2 x T-	normally in 5-7 band – use discretion as to where
2 x T plus 1 x T- plus TX	normally 5
1 x T plus 3 x T-	normally in 4-2 band – use discretion as to where

**Quality of Language Evaluation** Ignore incorrect subject/verb inversion

Future and Past achieved: in 6-5 band  
If only past is *war* 5

Either future or past achieved 4-3 band  
If only past is *war* 3

Neither future nor past achieved 2-1 band – use discretion as to where

Achieving past: simple past correct  
or perfect correct  
This can include writing which has the past participle in a natural position, and an afterthought  
OK: Ich habe Tennis gespielt, mit Joan.  
Not OK: Ich habe gespielt Tennis mit Joan. (past participle in unnatural position).

Achieving Future: Future linguistic form: ich werde ... essen, ich will .... essen, ich möchte ... essen, ich habe vor ... zu essen etc  
OK: Nächsten Monat ich werde Tennis sehen, in Wimbledon. (afterthought).  
Not OK: Nächsten Monat ich werde sehen Tennis in Wimbledon. (dependent infinitive in unnatural position).  
  
OK: future time reference + present tense. Future time reference must be clear.  
OK: Wenn ich bin 18, ... Im Juli spiele ich Cricket. Nächsten Monat spiele ich Tennis.  
Not OK: Nachtes Monat (must have -chs-) + present tense. Next Geburtstag + present tense.  
Not OK: Next September ... Nachtes Monat.

**SECTION 3****Communication****[10 marks]**

<b>9-10</b>	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.
<b>7-8</b>	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.
<b>5-6</b>	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.
<b>3-4</b>	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.
<b>1-2</b>	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.
<b>0</b>	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]**

<b>12-14</b>	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.
<b>9-11</b>	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.
<b>6-8</b>	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.
<b>3-5</b>	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.
<b>1-2</b>	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.
<b>0</b>	The language conveys little or no message.

**Accuracy****[6 marks]**

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

If a candidate attempts the wrong combination of questions (rubric error) then you must mark all the questions, awarding marks for the highest correct combination.

Before marking a candidate's work in Section 2 and Section 3, check which question they have attempted.

### Section 3 Communication

Q1 a week's really good holiday

Task	T	T-	Tx
1	2 items from: Where to, when, with whom + opinion	Either: 1 item only with an opinion Or: 2 items, no opinion	Mention of one item only No opinion
2	Some notion of <b>preparation</b> , eg buying or packing, including two of the 4 suggested items	Either: mention of at least two of the 4 suggested items without the notion of preparation Or: mention of 1 item and notion of preparation	No idea of preparation or mention of items
3	Mention of at least two of the suggested items plus opinion	Either: mention of at least one of the 4 suggested items with opinion Or: mention of 2 items without opinion	Mention of one item only No opinion
4	Best aspect of the holiday or liked it Reason	Either item missing	Both items missing

Q2 A successful week's work experience

Task	T	T-	Tx
1	2 items from: Where, when, how + opinion	Either: 1 item only with an opinion Or: 2 items, no opinion	Mention of one item only No opinion
2	Some notion of <b>preparation</b> , + two of the 4 suggested items ALLOW Time of starting work	Either: mention of at least two of the 4 suggested items without the notion of preparation Or: mention of 1 item and notion of preparation	No idea of preparation or mention of items
3	Mention of at least two of the suggested items plus opinion	Either: mention of at least one of the 4 suggested items with opinion Or: mention of 2 items without opinion	Mention of one item only No opinion
4	Best aspect of the work experience or liked it Reason	Either item missing	Both items missing



**Annotating Section 3**

Tasks: add **T** or **T-** or **TX** in left hand margin near the writing which guides your decision (4 items)

Constructions: **V** in right hand margin on **first occasion for that construction only**. If constructions are not correct put **X**.  
(Constructions include: subordinate clauses, relatives, infinitives with modals, infinitives with zu, also um ... zu)  
NB reward each different modal verb once only.

Justifications: **J** in right hand margin if comprehensible.

For complex tenses, eg conditional, subjunctive, pluperfect, use **Te**

For lovely lexical items, use **L**

It may be useful, but is **not** mandatory, to use **P-** or **P**, and/or **O**. NB These are particularly relevant for weaker candidates.

Equally, **at your discretion**, highlighting could be used to show English, misleading vocab (eg *also* for also).

(You can change the colour if you don't like yellow.)

<b>Communication Evaluation</b>	Best fit exercise
Evaluate key points from mark scheme	
<b>10-9</b>	Wider range of justifications.
<b>8-7</b>	some justifications, typically 2 or 3.
<b>6-5</b>	more fulsome completion of tasks, more opinions
<b>4-3</b>	past tenses and opinions simple. <i>War</i> only suggests 3
For each omitted Task normally deduct 2, for <b>T-</b> deduct 1	
If there is evidence of good lexis, consider improving final mark by 1 or 2.	

<b>Quality of Language Evaluation</b>	Best fit exercise
Evaluate key points from mark scheme	
<b>14-12</b>	Wide range of <b>Vs</b> . Reads very well. Non-native speakers can still score top marks.
<b>11-9</b>	range of constructions (as a guide 4 <b>Vs</b> for 9)
<b>8-6</b>	some variety of constructions (as a guide, 1 <b>V</b> for 6)
<b>3-5</b>	main clause only. <i>War</i> only = 3
<b>2-1</b>	unsuccessful tenses, repetitive

**Accuracy Evaluation** (same table as on page 16)

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

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