

Mark Scheme for June 2012

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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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Annotations

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

Abbreviations

- /
- ()
-

Meaning

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

Subject-specific Marking Instructions

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

You will need a copy of the essay title to refer to as you mark each essay.

For all questions and answers in the Target Language and in English, apply the principle that the answer must be a direct response to the question. Spelling and grammar need not be perfect but we must be convinced that a candidate has understood correctly. Unless the task requires it, the actual words used in the markscheme are not necessarily required as long as the spirit of the answer is identical to the answer given in the markscheme.

Section A: Listening and Writing

Task 1:

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

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		10		
(a)	Germany's <u>top</u> (tourist) attraction	1	anything that suggests tourist attraction (not simply 'place') best / most popular	one of the top <u>ten</u> omission of Germany for <u>four</u> years site (with no mention of tourist)
(b)	none	1	a natural one a bad one (if explained)	
(c)	It freezes (over).	1		
(d)	(the decision about) what to wear	1	(The decision about) whether to get one's fur coat out/wear a coat / dress warmly	jumper / jacket
(e)	(i) Outside and inside temperatures differ (a lot) from each other. (ii) The cathedral is built out of stone (1) and this keeps the temperature stable EITHER for a while OR before it starts to change / rise or fall. (1)	1 2		dome
(f)	the cathedral is warmer inside <u>than out</u> / in the city	1	hotter	
(g)	On Monday it was 14 degrees outside and 20 degrees inside / in the cathedral (ALL INFO NEEDED)	1		
(h)	The thermometer / <u>temperature</u> measuring device	1		thermostat / temperature display

Task 2

Task specific guidance:

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

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		20		
(a)	aus Dresden (1) in der (ehemaligen) DDR / im Osten / in Ostdeutschland (1)	2	Sie lebt jetzt in NRW <u>aber</u> früher war sie DDR- Bürgerin und hat in Dresden gewohnt. (for 2 marks) Früher lebte sie in Dresden. wrong sex (for comprehension)	incorrect spelling of Dresden woolly indirect answers that do not clearly show that it is her origin (e.g. straight lifting) answers implying movement / travel, (i.e with dates) Sie kam aus Dresden.
(b)	dass sie (längst) im Westen / in ihrer neuen Heimat akzeptiert sei / ist	1	akzeptiert wird / war	werden würde
(c)	(Arbeit als) Buchhalterin / Sie wollte als Buchhalterin arbeiten.	1	spelling with only one h Buchhälterin	Sie war / ist Buchhalterin.
(d)	Sie könnte entlassen werden / weil Entlassungen drohten	1	Es gab Entlassungen. Sie drohten Entlassungen. Entlassungen drohten	Sie drohte Entlassungen. (ambiguous subject)
(e)	ein kleiner Umschlag	1		
(f)	eine Absage / dass sie den Job nicht bekommen hatte	1		

Question	Answer	Marks	Guidance	
			Accept	Do not accept
(g)	auf dem Rand (1) ihres Lebenslaufs (1)	2	Give just one mark for "auf ihrem Lebenslauf".	
(h)	wütend	1	omission of umlaut geärgert / böse / zornig	other spellings of wütend
(i)	(weil sie meinte), das wäre / ist / war (ein Verstoß) gegen das (Allgemeine) <u>Gleichbehandlungsgesetz</u> (1) und Diskriminierung / weil sie sich diskriminiert fühlte (1)	2	weil sie nicht wusste, was sie tun sollte (1 mark)	
(j)	sie klagt die Fensterbau-Firma an	1	passive construction die Firma anklagen future and past tense	die Firma angeklagt
(k)	(i) Rasse (ii) Religion (iii) Geschlecht (iv) sexuelle Identität ANY ORDER	1 1 1 1	Rassismus	Rase
(l)	ob Ostdeutsche(r) sein als ethnische Herkunft zählt / klassifiziert werden kann / ist	1	ob es in diesem Fall um ethnische Herkunft geht	ethnisch Herkunft wenn
(m)	Geld	1	inclusion of costs, but only if written correctly	einen Geldbetrag zu zahlen
(n)	Gerechtigkeit / dass Ostdeutsche nicht diskriminiert werden	1		Gerechtigkeit Gerichtigkeit

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.1, but it is not essential.
- **Grid C.1:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance.

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
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5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

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

Task 3

Question	Answer	Marks	Guidance
		7	
(a)	Tiere	1	Tick correct responses. Total: 7 NON VERBAL TASK Ignore spelling errors for comprehension
(b)	Bauer	1	
(c)	Kuhstall	1	
(d)	Stadt	1	
(e)	demonstrieren	1	
(f)	empört	1	
(g)	Niebüll	1	

Task 4**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Extensive copying from the text, which will not be a direct answer to the question, results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but **it is clear that the candidate has understood**, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C1.
 - d. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.

Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight extensive copying and exclude from Quality of Language assessment

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		10		
(a)	in Nordfriesland	1	an der dänischen Grenze in der Nähe von Dänemark Nordfriesland	im Norden in Norddeutschland in Friesland
(b)	<u>jeden</u> Montag (1) weil sie das CO2 (End)lager stoppen wollen (1)	2	montags weil sie <u>gegen</u> das CO2-Lager sind / demonstrieren wollen weil es Pläne für ein CO2-Lager in der Nähe gibt Lagerung	am Montag
(c)	Sie hören Jens Recklinghausen (1) und sie sprechen selbst OR sie protestieren gegen das Lager (1)	2	Sie protestieren <u>selbst</u> .	demonstrieren Jeder darf etwas gegen das...
(d)	Man plant es per Pipeline (bis kurz vor die dänische Grenze) zu pumpen (1) und (bei Niebüll) in tiefe Bodenschichten / unter den Boden zu pressen (1)	2	present passive (but note for language mark) omission of pipeline if rest clear sein / lagern / bringen etc.	lack of mention of being underground
(e)	dass es unter ihre Häuser gepresst / gepumpt werden soll	1	gelagert sein wird "unter unsere Häuser" (in inv.commas) gepresst wird	
(f)	(Sie meinen), es könnte es verseuchen (1) und unbrauchbar / untrinkbar machen (1)	2	Das Grundwasser wird verseucht und untrinkbar (2)	answers involving the Giftwolke/ Eruptionen

Task 5

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		8		
(a)	saubere Kohlekraftwerke zu haben	1	Kohlkraftwerke	ermöglichen
(b)	Treibhausgas	1		
(c)	(ab)trennen	1		past participles (incl. abgetrennen)
(d)	Erde	1	Boden Erd	Grund Ird
(e)	gelagert	1	in die Erde ge/verpresst	getestet gepresst / verpresst t.c.
(f)	Brandenburg	1		
(g)	überrascht	1		Überraschung überraschend übergerascht
(h)	es sie treffen würde / das Gas auch bei ihnen gelagert würde	1	dass es ihn treffen wird dass sie betroffen sind dass es sie ge/betroffen hat	dass es er treffen wird answers implying it is a done deed

Task 6

Transfer of Meaning

Question	Answer	Marks	Guidance	
		10	Content	Levels of response
1	In the cycling school in Kreuzberg in the afternoon(s) / every afternoon Turkish women are learning / learn how to ride a bike. <i>NB bike / cycle / bicycle not acceptable for 2</i>	2	Award two marks per translated section according to the grid H2. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors. Exceptional responses and marks to award: 1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark , depending on level of inaccuracy in meaning. 2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark , depending on level of inaccuracy of English.	GRID H.2 TRANSFER OF MEANING 2 Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English. 1 Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English. 0 Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
2	For a month they have been taking part in / doing a cycling course for migrant women / female immigrants.	2		
3	So / Thus there is the rare / unusual sight / spectacle / image of women in headscarves <i>NB View, bizarre, strange not acceptable for 2</i>	2		
4	avidly / keenly / enthusiastically cycling / riding (THIS IMPLIES ON BIKES) / pedalling along / (a)round the test course / route / track / circuit <i>NB biking not acceptable for 2</i> <i>Driving is totally wrong, therefore 0</i>	2		
5	while their children sit at the side / edge of the track / by the track and watch.	2		

Task 7**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Extensive copying from the text, which will not be a direct answer to the question, results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but **it is clear that the candidate has understood**, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C1.
 - d. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.

Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight extensive copying and exclude from Quality of Language assessment

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		10		
(a)	Sport getrieben / sich sportlich betätigt	1	Fahrrad gefahren Sport t.c.	infinitives, e.g. Sport zu treiben
(b)	(mit) Haus (1) und Familie (1)	2	Sie sind normalerweise zu Hause mit ihren Familien / Kindern (2 marks) mit häuslichen Sachen Kochen und Putzen – for housework	mit dem häuslich-familiären Umfeld (anything with häuslich-familiär) Hauswerk mit familiären Sachen
(c)	Sie bekommen / gewinnen Selbstvertrauen	1	different tenses	
(d)	den Frauen das Fahrradfahren beizubringen	1	Sie bringt Migrantinnen das Fahrradfahren bei Migranten	
(e)	(am Vormittag) einen Deutschkurs (machen) / Deutsch lernen / Deutschunterricht haben	1		just “Deutschunterricht” (in context of the question, this conveys the idea of <i>giving</i> German lessons) Deutschunterricht machen
(f)	seit 17 Jahren	1	17 Jahre	vor 17 Jahren
(g)	weil ihr Mann dort lebt(e) / um mit ihrem Mann zu leben / zu ihrem Mann zu ziehen	1		um ihren Mann zu treffen / heiraten wegen ihres Mannes
(h)	weil sie nie die Gelegenheit hatte (1) weil ihre Eltern dachten, es wäre für sie unpassend (1)	2	ihre Eltern haben es nicht erlaubt / wollten es nicht	wrong tenses wrong subject für sich

Task 8

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		4		
(a)	anything that implies something great, e.g. <i>fantastisch, etwas Tolles</i>	1		repeating of Sache gut (too weak)
(b)	anything that implies migrants / immigrants, e.g. <i>Einwanderer, Zuwanderer, Leute die aus einem anderen Land kommen und jetzt hier wohnen, Leute, die in ein anderes Land gezogen sind</i>	1	singular (migrant)	anything just implying foreigners / tourists
(c)	rules of the road, e.g. <i>die Gesetze, die uns sagen wie wir (sicher) fahren sollen / wie man sich auf der Straße verhalten soll</i>	1	explanations including the words 'Verkehr' or 'Regeln' if the concept is fully explained	Straßenregeln specific ref. to just bikes
(d)	Cycling proficiency certificate, e.g. <i>eine Qualifikation für Radfahrer / das ist wie ein Führerschein für Radfahrer</i>	1	eine Prüfung, die ... wenn man kompetent radfahren kann	

Task 9

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		6		
(a)	beraten	1	raten Rat or Beratung geben	other infinitives
(b)	wissen / verstehen / lernen / erfahren (1) fallen / senken sich / sinken die Unfallszahlen / gibt es weniger Unfälle (1)	2	omission of 'sich' können sie sicher(er) radfahren	kennen vertraut werden
(c)	ihre Tochter zur Schule bringen kann	1	mit ihrer Tochter mit dem Rad zur Schule fahren kann ihre Tochter zur Schule fahren kann	
(d)	einer / ihrer Freundin (1) ein Picknick zu machen (1)	2		plural friends seiner Freundin any answers including Fahrradausflug

Assessing **Quality of Language** across Section B

- a. You will get a separate screen which will be the whole page for exercise 4, 5, 7, 8 and 9 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.1. but it is not essential.
- b. Apply Grid C.1 and enter the mark.
- c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*
- ability to manipulate rather than lift, and to answer questions directly
 - weil + VTE 4b
 - zu + infinitive 4d, 7d, 7g, 9dii
 - modals + infinitives 7e, 4f, 9c
 - word order 9c
 - prepositions + cases 7b
 - relative clauses 8b

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
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5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 10-17

Task specific guidance

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

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

Question	Indicative Content	Marks	Guidance
Task 10-17	No Indicative Content – personal response	25	<p>General</p> <ul style="list-style-type: none"> • Have the question sheet in front of you and refer to it as you read every essay. • Have the assessment grids (Appendix 1) in front of you and refer to them to award marks for every essay • Identify what the title asks the candidate to do and check that the candidate has fulfilled all sections of the task. • With non-discursive titles has the candidate taken on the exact role required? Does it read as a letter etc.? If they are asked to be against something, are they? <p>Grid N guidance</p> <p>1. Have they answered the question – fully, partially, incidentally (i.e. perhaps a small amount is relevant, possibly by accident because it is a prelearnt essay), or not at all?</p> <ul style="list-style-type: none"> • If fully, could be 9/10. • If partially, mark cannot be more than 3/4 or possibly 5/6, depending on the amount of irrelevant material. • If a tiny amount is relevant then it cannot be more than 2/3 • If parts are incidentally relevant then 1/2 • If totally irrelevant, even if on the general topic area, then 0 <p>2. How much relevant information have they included?</p> <ul style="list-style-type: none"> • Even if they include a lot of facts, the mark cannot be higher than the band you have already decided on. • Candidates may include a lot because they have learnt it by heart, and are reluctant not to use it. Remember it cannot be credited unless it is relevant to the response to the question, used to

Question	Indicative Content	Marks	Guidance
			<p>support points of view.</p> <ul style="list-style-type: none"> • Less is often better than more. • Do not have a fixed idea of what you would expect them to include. Be open-minded about how they will answer the question. <p>3. Is there a specific example from the TL country? If there is not at least one concrete example you will have to reduce your mark to 4</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>1. Is the essay totally irrelevant (i.e. a prelearnt essay that is not a response to the question) If so, award 0/2.</p> <p>2. If it is partially relevant, then marks may be awarded in the higher bands, but remember that “response” means “response to the question set” and that if there is no clear idea where the essay is going, then the mark cannot be high.</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task 10-17 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 10-17	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	20	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance</p> <p>0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .	9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .	5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

APPENDIX 2

Transcripts of Listening Texts

Task 1

The benefits of technology

M: Der Kölner Dom ist seit vielen Jahren die Nummer Eins unter den Top-Sehenswürdigkeiten Deutschlands. Und das, obwohl die Temperaturen in dem Gebäude durchaus ungemütlich werden können. Der Kölner Dom wird weder im Winter beheizt noch in den Sommermonaten gekühlt. Bei anhaltender Kälte im Winter friert schon mal das Weihwasser ein!

F: Aber damit es den Dombesuchern beim Gottesdienst nicht zu kalt wird, gibt es jetzt eine Online-Temperaturanzeige. Die informiert, genau wie warm oder kalt es gerade in der gotischen Kathedrale ist. Dann kann man notfalls den Pelzmantel aus dem Schrank holen!

M: In dem Dom gibt es häufig das Phänomen, dass Außen- und Innentemperaturen stark voneinander abweichen. Das kommt daher, dass der Dom aus Stein gebaut ist. Das hält die Temperatur eine Weile stabil, bevor sie zu steigen oder zu fallen beginnt. Im Spätsommer kann es durchaus geschehen, dass die Kathedrale eine höhere Innentemperatur hat als draußen in der Kölner City.

F: So war es am Montag mit 14 Grad Celsius draußen schon ziemlich frühherbstlich, wogegen es im Innern der Kathedrale mit 20 Grad noch recht sommerlich war. Im Frühjahr passiert das Gegenteil. Wenn es draußen wärmer wird, bleibt es im Dom noch einige Zeit wesentlich kälter. Das kann für die Dombesucher auch äußerst unangenehm werden.

M: Das Messgerät, das die Temperatur so exakt angibt, befindet sich in drei Meter Höhe an einem Pfeiler. Die Werte kann man dann auf der Webseite des Kölner Doms abrufen: www.koelner-dom.de.

Aufgabe 2**Radiobericht über Diskriminierung**

M: Renate Bachmann lebt seit über zwei Jahrzehnten in Nordrhein-Westfalen. 1988 reiste die DDR-Bürgerin aus Dresden in den Westen aus. Sie ist jetzt fünfundvierzig Jahre alt und längst in ihrer neuen Heimat akzeptiert – dachte sie zumindest. Doch 23 Jahre nach ihrer Ausreise merkte sie, dass das nicht so war. Vergangenes Jahr bewarb sie sich für eine Stelle als Buchhalterin bei einer Fensterbau-Firma in Wuppertal. Renate Bachmann hatte schon langjährige Erfahrungen in diesem Beruf. In ihrer eigenen Firma drohten Entlassungen, und deshalb sah sie sich nach einer neuen Arbeitsstelle um. Frau Bachmann erzählt jetzt, was dann passierte.

F: Eines Morgens bin ich zum Briefkasten gegangen und habe dort einen großen Umschlag gefunden. Bei der Jobsuche ist das immer ein schlechtes Zeichen, denn meistens stecken drin die eigenen Bewerbungspapiere, zusammen mit einer freundlichen Absage. Ich habe den Brief geöffnet und es war mir sofort klar, dass ich recht hatte. Auf dem Rand meines Lebenslaufs fand ich handgeschriebene Notizen. Eine fiel mir besonders auf: „Minus. Ossi“ war da zu lesen. Darüber war ich ziemlich wütend und habe mir übers ganze Wochenende überlegt, was ich jetzt tun werde. Am Montag habe ich mir einen Anwalt genommen. Meines Erachtens ist das ein Verstoß gegen das Allgemeine Gleichbehandlungsgesetz. Das ist reine Diskriminierung.

M: Die Fensterbau-Firma wird jetzt angeklagt. Ziel des Gleichbehandlungsgesetzes ist es, dass niemand zum Beispiel wegen seiner ethnischen Herkunft, seiner Rasse, seines Geschlechts, seiner Religion oder seiner sexuellen Identität benachteiligt werden darf. Kann „Ostdeutscher sein“ als „ethnische Herkunft“ klassifiziert werden? Gerade diese Frage stellt sich im Falle von Frau Bachmann. Ein Gericht muss das jetzt entscheiden. Wir geben Frau Bachmann das letzte Wort:

F: Der Begriff „ethnische Herkunft“ ist ja nirgendwo genau definiert, aber ich finde es geht einfach nicht, dass wir aus der ehemaligen DDR diskriminiert werden. Die Firma hat angeboten, einen Geldbetrag zu zahlen und auch die Kosten des Verfahrens zu übernehmen. Mir geht es aber nicht ums Geld sondern um die Gerechtigkeit.

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