

German

Advanced Subsidiary GCE

Unit: **F712**: Listening, Reading and Writing 1

Mark Scheme for June 2013

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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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1. Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot (Key point attempted)
	Caret sign to show omission
	Unclear
	Extendable horizontal line
	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
<u>—</u>	Underlined words must be included to gain the mark

2. Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C.2 and F.2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

Section A: Listening and Writing

Task 1

Question		Answer	Marks	Guidance
1	(a)	A	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	A	1	
	(c)	B	1	
	(d)	C	1	
	(e)	B	1	
	(f)	C	1	
	(g)	A	1	
	(h)	A	1	
	(i)	C	1	
	(j)	C	1	
Total			10	

Task 2

Question		Answer	Marks	Guidance
2	(a)	spielsüchtig	1	Sentence identification This task is scanned in by the page. Ticks correct answers and enter mark out of 10. It is not necessary to put crosses against incorrect answers. Ignore mis-spellings.
	(b)	zahlreiche	1	
	(c)	männlich	1	
	(d)	gefährlich	1	
	(e)	lustig	1	
	(f)	dritten	1	
	(g)	vergeblich	1	
	(h)	offen	1	
	(i)	schlechte	1	
	(j)	online	1	
Total			10	

Task 3

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
- Answers in German get no marks
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question			Answer	Marks	Guidance	
					Accept	Do not accept
3	(a)	(i)	relatively cheap	1		
		(ii)	environmentally friendly	1	good for / better for environment	
		(iii)	get to know (nice) people	1		<i>addition of who live nearby</i>
	(b)		He has done it <u>at least</u> 10 times. It's <u>almost always</u> worked well.	1 1	more than	
	(c)		anyone	1	everyone	
	(d)	(i)	click on offers	1	there are firms which organise lifts /go on a lift sharing website	Website without reference to lifts Click on <u>the / an</u> offer, Opportunities
		(ii)	look for someone who is making your trip	1		
	(e)	(i)	the person offering the lift / the driver	1	Vehicle / car owner	
		(ii)	It's <u>mostly</u> free.	1	normally free / usually nothing	
	(f)		Any two of: (full cost) 75 Euros (1) cost divided between everyone in car (1) three people in car 25 Euros <u>each</u> (1)	2	driver and / with two passengers costs €25 <u>each</u> (1)	

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(g)	(i)	know where and when you will <u>arrive</u>	1	are going / coming / travelling
		(ii)	know who the driver is	1	know more about the driver
	(h)		the day after tomorrow	1	in 2 days
			Total	15	

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.

Annotations:

- In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed
- If an element of the point has been omitted, use the caret sign (λ)
- Use **BOD** with the tick (**BOD** ✓), if you had some doubt about awarding the point but decided to in the end
- Use **NBOD** if you considered awarding the point but decided not to in the end
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (×), either in the margin or in the body of text
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used **BOD** or **NBOD** you may adjust the marks up or down.

Task 4 Communication points

Question			Answer	Marks	Guidance	
					Accept	Do not accept
4	1		I saw on the website	1	present tense im Internet	
	2		that you are offering a lift to Hamburg on the 15th June.	1	a recognisable attempt at lift: Mitfahr, Fahrt etc + offer	Lift gehen /fahren tc
	3		I hope you <u>still</u> have a place in your car.	1	im Auto	
	4		I will have a small suitcase (with me).	1	Tasche, Rucksack, Gepäck present tense	Brieftasche, Packung
	5		(Could you tell me) what time you want to leave	1	fahren	wenn gehen lassen verlassen
	6		and where the meeting point is?	1		
	7		Do I have to pay you beforehand	1		
	8		or when we reach our destination?	1		
	9		I would be grateful for a quick answer	1		
	10		so that I can plan my visit.	1		Reise Fahrt
			Total	10		

GRID H.1	COMMUNICATION 10 marks AO2
9–10	Most or all of the information successfully conveyed.
7–8	Three quarters of the points conveyed.
5–6	Half of the information successfully conveyed.
3–4	Only a quarter of the points conveyed.
0–2	Very little or no information conveyed.

QoL: Read response again and assess for language.

- **Annotations:** you may use the red slash (/) or the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 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.
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.
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.
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.
0-2	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

Task 5

Question		Answer	Marks	Guidance
5		(a)	1	The task is scanned in as one screen.
		(d)	1	Identifying correct sentences <i>1 mark for each correct answer</i>
		(f)	1	
		(g)	1	If the candidate has put more than 6 ticks add up the total number of correct marks and deduct 1 mark for each tick over 6.
		(j)	1	
		(k)	1	Mark the answer given in the box. If several answers are given outside the box – only mark the answer in the box. If the answer in the box is crossed out and another answer given outside the box, mark this.
	(l)	abgeschickt	1	If the answer in the box is crossed out and several answers are given outside the box, mark only the answer nearest to the box.
	(m)	Chance	1	
	(n)	Leidenschaft	1	Identifying words Use ticks for correct answers.
	(o)	Eigenheim	1	
Total			10	

Task 6**Task Specific Guidance**

The entire page appears on the screen twice: once for comprehension, once for you to assess to the QoL.

1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
2. 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) Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) 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 C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. The ticks add up automatically and you insert the total out of 15 in the box on the right.

- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 6

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	(Es hat) traditionelle Kultur / wenige Touristen.	1	Mit	eine traditionelle Stadt
	(b)	Nachteil: Man kann das Klo nicht spülen. / Es gibt kein Waschbecken. Vorteil: Es gibt eine passable Dusche.	1 1	<i>Beware answers the wrong way round!</i> Die Dusche funktioniert.	
	(c)	wegen der Hitze / weil das Wetter so heiß ist	1	bei der Hitze ist er ganz nützlich.	nützlich tc
	(d)	gut / Sie findet sie nett / lustig.	1		nett und lustig tc sie sind nett und lustig
	(e)	wie sie unterrichten soll	1	lehren	
	(f) (i)	Sie ist kleiner als ein deutsches Klassenzimmer.	1	sehr klein (needs a qualifier)	klein tc Schule
	(ii)	Sie ist eine Bambushütte /umgeben von Palmen.	1		von Bambushütte gemacht
	(g)	auf / mit dem Mofa	1	Motorrad	mit der Mofafahrt
	(h) (i)	eine Kamera mitnehmen	1		
	(ii)	um (ihren Freunden) Bilder zu schicken	1	senden	damit sie Fotos machen kann
	(i)	<u>mit den Kindern</u> zu kommunizieren	1	reden sprechen	indonesisch zu sprechen
	(j)	vor ein paar Monaten	1	ein paar Monate früher / vorher	für ein paar Monaten seit ein paar Monaten tc
	(k)	Sie hat sie lieb.	1	sie liebt die Kinder sie findet die Kinder + positive adjective. Die Kinder sind lieb	leib
	(l)	Sie freuen sich, wenn Steffi sie lobt.	1		direct lift with "ich"
		Total	15		

3. Assessing Quality of Language

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool () for serious errors, but it is not essential.
- b) Apply Grid C.2 and enter the mark.
- c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band.
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 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.
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.
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.
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.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

The following list may be useful in applying Grid C2 for this task, but is not exhaustive:

- change of case (a)
- use of seit in (j)
- change of word order, subordinate clauses with weil, dass etc. (b, c, i, j)
- adding preposition requiring change of case (g)
- manipulating language – changing nouns to adjectives, verbs to nouns, 1st person to 3rd person (e, h, k, l).

Task 7**Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I (10 marks)**a) Annotations:**

- In the body of text, use a green dot ● to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b) **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- c) **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3–4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Task 7(a)

Point			Indicative content	Marks	Guidance	
					Content	Levels of Response
7	(a)	1	Leonie on internet / Facebook			Grid I COMPREHENSION OF TEXT 9–10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text 7–8 Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage. 5–6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. 3–4 Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage. 0–2 No relevant information or supplies one or two relevant points from the original passage.
		2	mother on phone			
		3	Leonie has grown up with computer / internet.			
		4	Facebook like a hobby			
		5	spends a lot of time on Facebook / constantly writing on or checking Facebook			
		6	Facebook practical for sharing photos / organising events (<i>one detail</i>)			
		7	mother takes an interest in Leonie's friends			
		8	mother concerned about personal detail on internet			
		9	daughter could be storing up problems for future			
		10	telephoning creates better relationship			
		11	can gauge mood of other person better			
		12	writing is less spontaneous / phoning more spontaneous			
Total				10		

Task 7(b) Response Grid J (20 marks)

Question		Answer	Marks	Guidance	
				Content	Levels of Response
7	(b)	No Indicative Content – personal response	20	<p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> Use the green tick (✓) in the body of the text to show each opinion / personal response and development / example. NB: one opinion may have several extensions. 	<p>GRID J RESPONSE TO TEXT</p> <p>16–20 Responds with well developed points of view which show insight, originality and imagination.</p> <p>12–15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.</p> <p>8–11 Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p>4–7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.</p> <p>0–3 Very short. May not go beyond points of view already expressed in the original text.</p>

Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3–4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. 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>b. Ignore language lifted from the text when assessing language (See Task 7a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

APPENDIX 1

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****Aufgabe 1****Ferien im Freien**

M: Laut der Reiseorganisation ADAC sind 1,7 Millionen Deutsche überzeugte Camper. Urlaub im Zelt oder im Wohnwagen ist ihre erste Wahl. In Europa gibt es insgesamt 23 000 Campingplätze, wo die Camper bequem und günstig unterkommen können.

F: Wer aber sein Zelt nicht in ordentlichen Reihen aufbauen will, könnte vielleicht wildes Camping ausprobieren. In vielen Ländern ist das aber verboten. Allerdings wenn man mit dem Wohnwagen unterwegs ist, kommt das gar nicht in Frage: Wohnwagen gehören auf den Campingplatz.

M: Wenn man Lust hat, wild zu campen, fährt man am besten nach Skandinavien. In Schweden zum Beispiel gibt es ein sehr altes Gesetz - das ‚Jedermannsrecht‘. Laut diesem Gesetz hat jeder das Recht zu zelten, wo es ihm gefällt - ob privat, am Meer oder im Wald – und das ohne den Grundstücksbesitzer zu fragen.

F: Einige Bedingungen gibt es schon – man darf nicht von Häusern sichtbar sein, und man darf nur für eine Nacht bleiben. Außerdem gilt das Jedermannsrecht nur für Touristen, die zu Fuß oder mit dem Fahrrad unterwegs sind.

Aufgabe 2**Spielautomaten**

M: Frau Esche, Sie beraten spielsüchtige Jugendliche. Wieso brauchen junge Leute in einer Kleinstadt solche Beratung?

F: Es gibt hier jede Menge Spielhallen mit Automaten und daher viele spielsüchtige Menschen. Die meisten sind junge Männer. Besonders Jugendliche gehen das Risiko ein, in wenigen Monaten Tausende von Euro zu verlieren, weil sie so schnell spielen. Experten sagen, die Spielsucht hat drei Phasen: Am Anfang spielt man aus Spaß und wenn man Geld gewinnt, dann spielt man einfach weiter. In der zweiten Phase gibt es Verluste und in der dritten Phase muss man das verlorene Geld unbedingt zurückgewinnen.

M: Wie viele befreien sich von der Abhängigkeit?

F: Es gibt keine sicheren Statistiken, aber aus eigener Erfahrung würde ich sagen, dass nur ein Drittel den Schritt aus der Sucht schafft. Ich glaube, die Verkürzung der Öffnungszeiten von Spielhallen wäre ein vernünftiger Schritt. Ein totales Verbot würde ich nicht vorschlagen, denn Verbote werden oft umgangen. Außerdem gibt es immer mehr solche Spiele im Internet.

Task 3**Lift sharing**

F: So, Christoph, wie reist man als Student am besten?

M: Wenn es klappt, ist eine Mitfahrgelegenheit eben die beste Möglichkeit. Es ist relativ billig, die Umwelt wird dabei geschont, und man lernt nebenbei nette Leute kennen. Ich habe das selbst mindestens zehn Mal gemacht, und es hat fast jedesmal gut funktioniert.

F: Muss man Student sein, um so was zu machen?

M: Nee, gar nicht. Jeder darf mitmachen. Da sind Firmen im Internet, die Mitfahrgelegenheiten organisieren. Du musst auf ‚Angebote‘ klicken. Da suchst du dir jemand aus, der deine Strecke fährt. Ganz einfach. Als Passagier brauchst du dich nicht zu registrieren. Aber wenn man eine Fahrt anbieten will, muss man das machen. Doch meistens ist das kostenlos.

F: Wie funktioniert das mit dem Geld für die Fahrt?

M: Von München nach Köln, zum Beispiel, sind die Benzinkosten ungefähr 75 Euro. Wenn der Fahrer 2 Passagiere mitnimmt, dann bezahlt jeder nur 25 Euro. Es ist ein bisschen wie Trampen. Trampen ist zwar kostenlos, aber eine Mitfahrgelegenheit hat schon Vorteile: Erstens weiß man, wo und wann man ankommen wird, und zweitens, wer der Fahrer oder die Fahrerin überhaupt ist!

F: Und deine nächste Mitfahrgelegenheit?

M: Ich fahre übermorgen nach Berlin, um meine Freundin zu besuchen.

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