

GCE

German

Unit **F714**: Listening, Reading and Writing 2

Advanced GCE

Mark Scheme for June 2015

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2015

Annotations

Annotation	Meaning
	Tick
	incorrect
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	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.
- 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 C1,C2 and F2 – 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

- 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
1	(a)	We use them <u>for a short time /briefly</u> and/but they pollute (the environment) <u>for centuries</u> / hundreds of years	1		a very long time
	(b)	reduce/limit the use of plastic bags/their use/ the number of plastic bags <u>used</u>	1	restrict consumption	number t.c. reduce the <u>need</u> for
	(c)	a ban or a tax	1	stop completely/forbid	<u>increase</u> taxes fee; fine
	(d)	In Germany cost a small amount/ (approx.) 10 cents whereas in other countries they are free	1	In Germany you have to pay for plastic bags (free in other countries implied)	
	(e)	Reuse bags/plastic items/things (several times) / having reusable bags	1	A good recycling system and... (ignore the fact that it is in the question if they have the right answer)	Bag for life
	(f)	(after a long time) disintegrate into micro-particles Fish eat them/confuse them with food <u>Toxins/poisons</u> (thus) get into the (human) food chain	1 1 1		change into/become intoxicated
	(g)	6 <u>billion</u> fewer <u>a year</u> would be thrown away	1		
	(h)	Older (people)	1		
Total			10		

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
2	(a)	In einem Obdachlosenheim (des Donauhauses)	1	In Linz	er war obdachlos obdachlos
	(b)	Wohnungslose/obdachlose Menschen zu unterstützen / es soll Wohnungslose unterstützen	1	Es unterstützt/hilft wohnungslose Menschen	unconvincing spellings
	(c)	In einer Gemeindewohnung.	1	Gemeinde Wohnung Omission of ‚in einer‘	Ditto gemeinde Wohnung in Linz
	(d)	(Er ist) Assistent / Er hilft in der Tierklinik (des Donauhauses) unbezahlt OR er ist (eigentlich) arbeitslos	1 1 1	In einer Tierklinik t.c.	Misspelling of Assistent in <u>einer</u> Tierklinik des Donauhauses
	(e)	Weil er etwas tun will / weil er nicht (immer) zu Hause sitzen will	1		Er wollte etwas anderes machen t.c. Weil es ihm Spaß macht
	(f)	Dreimal die Woche / Montag, Mittwoch, Freitag	1		
	(g)	(ausschließlich) durch Spenden	1	omission of durch	Durch ausschließlic Spenden Bei Spenden Schpenden
	(h)	Er war nicht so einsam / hat sich nicht allein gefühlt	1		gefüllt
	(i)	Hunde, Katzen, Ratten / Hund, Katze, Ratte	1	<i>answers in any order</i>	any omission or confusion (eg Hunt, Katse, Rate, Zahmeratte)
	(j)	abrutschen/verzweifelt werden/aufgeben	1	reasonable interpretations of abrutschen Answer to k if given here, but can only be credited once.	wrong spellings of abrutschen sich töten, etc.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(k)	Sie müssten/würden zu einem normalen Tierarzt gehen (müssen) und viel Geld ausgeben	1 1	In eine normale Klinik gehen	mussten (omission of umlaut) müssen
	(l)	Sie / Obdachlose sind (viel) besorgter <u>um ihre Tiere</u>	1		omission of verb
	(m)	Sie wollen sich um sich selbst kümmern	1	omission of first sich if meaning quite clear	omission of um
	(n)	i die Obdachlosen bekommen/man bekommt (zum ersten Mal) <u>Kontakt mit</u> der Wohnungslosenhilfe	1	Slightly odd spellings of medizinisch	
		ii das Vertrauen der Menschen	1		
		iii sie akzeptieren / suchen medizinische Hilfe	1		
	(o)	(zum) Zahnarzt und Arzt (both needed)	1	slightly odd spellings of Arzt.	Praxis Es gibt ... (not a direct answer)
Total			20		

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.2, 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 AS. Identify the band which best matches the performance.

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
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.

Question		Correct answers	Marks	Guidance
3		b	1	Non-verbal Tick correct answers and put total as mark. Deduct a mark for any ticks over 8. Overlay will guide you.
		c	1	
		d	1	
		g	1	
		i	1	
		l	1	
		m	1	
		o	1	
Total			8	

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. 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:

- 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 and exclude from Quality of Language assessment.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
4	(a)	Diskriminierung	1	Rassismus inclusion of himself and friends/their colour etc.	
	(b)	in einen/zu einem Keller-Club t.c.	1		Singular verb Any answer that implies they got in
	(c)	(in den Club) hineingehen/den Club betreten	1	Sie durften nicht in den Club gehen	hereinlassen Sie wurden nicht hereingelassen/ Man wollte sie nicht hereinlassen (not a direct answer)
	(d)	(i) ihre Kleidung/was sie an hatten	1		sie with singular verb ending (confusion of meaning)
		(ii) weil sie ähnliche Kleidung <u>wie die anderen</u> trugen	1	diesselbe	ihr Aussehen
	(e)	Er war wütend	1	Es ärgerte ihn	
	(f)	den Club zu verklagen/vor Gericht zu bringen	1		Answers starting with also...
	(g)	damit sie Beweise haben/um Beweise zu bekommen	1		Answers starting with doch...
	(h)	Gruppe 1: helle Haut/hellhäutig/wie Deutsche	1	<i>Either way round</i>	Sie <u>sind</u> Ausländer/Deutsche
		Gruppe 2: dunkle Haut/wie Ausländer	1	Omission of wie	
		Total	10		

Task 5

Question		Answer	Marks	Guidance	
				Accept	Do not accept
5	(a)	teilgenommen	1	mitgemacht / sich beteiligt / sich ruhig verhalten etc.	beteiligt
	(b)	Unterschied	1		Änderung /invented words
	(c)	hereinlassen	1	akzeptieren	
	(d)	zur Seite gehen	1		
	(e)	sein Club etwas Falsches gemacht hat OR er Schuld hat/hatte/ gehabt hatte OR es ein Problem gibt diese Anklage stimmt	1	er gegen Ausländer diskriminiert answers expressing similar sentiments	sie schuldig sind (unclear who sie refers to) Answers that imply that it happened but that this was not discrimination
	(f)	in <u>seinem Club/bei ihm/ihnen</u> das gleiche Recht für alle gilt	1	ditto Er keine Schuld hat (but only credit once)	use of first person
	(g)	sie (ständig) hereinlassen	1	(ständig) Ausländer hereinkommen	ditto
Total			7		

Task 6 Transfer of Meaning

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	1	<i>(Überwachungskameras gibt es in öffentlichen Parks und in der U-Bahn,)</i> There are security/CCTV/surveillance cameras in public parks and in/on the underground/subway/tube	2	Award two marks per translated section according to the grid below. 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	<i>(an Geldautomaten und Brücken, bei Demonstrationen und auf Schultoiletten,)</i> At/by/on ATMs, on/at/by bridges, at demos/protests and in school toilets	2		
	3	<i>(in Bahnhöfen und an den Eingängen diverser Gebäude. Kameras sind überall.)</i> in stations/train stations and in/at/on the entrance(s) to/of various/different/a variety of buildings. Cameras are everywhere.	2		
	4	<i>(Polizisten und Politiker sehen sie oft als Allheilmittel)</i> Police and politicians often think they will solve/cure everything /view/see them as the answer to everything / miracle cure	2		
	5	<i>(und wollen, dass immer mehr Kameras aufgehängt werden.)</i> and want more and more cameras to be installed / put up.	2		
Total			10		

Task 7

Question		Answer	Marks	Guidance	
				Accept	Do not accept
7	(a)	Kameras es gibt	1		
	(b)	Kriminalität und Terrorismus zu bekämpfen	1	kämpfen / reduzieren	
	(c)	Sicherheit (gewinnen)	1	bringen and other suitable verbs sicherer sein / sich sicherer fühlen	Sicherheit zunehmen
	(d)	den Einfluss von Kameras <u>auf die Kriminalität</u>	1		über ob ... omission of ref to cameras
	(e)	Überwachung nichts verändert	1	Kameras keinen Einfluss auf Kriminalität haben	
	(f)	Verbrechen/Kriminalität	1	Delikte	Verbrecher Verbrechensrate
		Total	6		

Task 8

Question		Answer	Marks	Guidance	
				Accept	Do not accept
8	(a)	e.g. <i>außerhalb der Stadtmitte/Orte am Stadtrand/in der Vorstadt</i>	1		Orte in der Nähe von Städten
	(b)	e.g. <i>das Ergebnis/die Schlussfolgerung</i>	1		
	(c)	e.g. <i>wenn man wie andere Leute sein will / wenn man so tun will, wie die anderen / man will nicht auffallen / man will normal sein</i>	1	Idea of being forced into conforming	man ist wie andere Leute etc. (ignores idea of Hang)
	(d)	e.g. <i>(es gibt sie) überall / sie sind immer da</i>	1		
		Total	4		

Task 9**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. 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:

- 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 and exclude from Quality of Language assessment.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
9	(a)	(als) das Gefühl, vom <u>Staat</u> in Ruhe gelassen zu werden	1		addition of zum Beispiel
	(b)	wir ermorden / zerstören die <u>freie</u> Gesellschaft	1	wir lassen uns unsere Freiheit nehmen perfect tense	passives
	(c)	durch die Groß <u>stadt</u> gehen / uns in einer Großstadt bewegen ohne gefilmt zu werden / anonym	1 1		rambling indirect answers <u>sich</u> ... bewegen uns <u>dort</u> bewegen lifts of ohne <u>dabei</u> gefilmt zu werden unless beginning is correct
	(d)	jeden/alle erkennen (können)	1		Leute erkennen (too weak) kennen
	(e)	Sie sind billig / sie sind die billigste Weise, <u>ihr Ziel zu erreichen</u>	1	Es zu erreichen (if previous answer correct)	<u>dieses</u> Ziel (straight lift)
	(f)	die Identität eines <u>Menschen</u>	1	Man kann Menschen identifizieren	
	(g)	(i) eine Maske tragen (ii) einen Stein in den Schuh legen / den Gang verändern (iii) (immer) neue Sachen/Kleidung anziehen	1 1 1	answers in any order	inclusion of zu (straight lifting). Penalise once only Mask Omission of verbs
Total			10		

Assessing **Quality of Language** across Section B

- a. You will get a separate screen which will be the whole page for exercise 3, 5, 6, 7, 9 and 10 (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.*

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
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>Grid N guidance</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>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 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 PROBLEM WITH PLASTIC BAGS

M. Jeder EU-Bürger verbraucht etwa 200 Plastiktüten im Jahr. Dieses Symbol unserer Wegwerfgesellschaft wird nur kurz benutzt, aber belastet die Umwelt über Jahrhunderte. Und deshalb will die EU den Verbrauch von Tüten einschränken. Den einzelnen Staaten steht es aber offen, ob sie ein Verbot erlassen oder eine Steuer erheben.

F. In Deutschland gibt es seit den siebziger Jahren Plastiktüten in Supermärkten nicht mehr gratis. Heute kosten sie oft etwa 10 Cent. Doch in vielen EU-Ländern werden Tüten umsonst abgegeben. Gerade in Osteuropa und in Portugal liegt der Verbrauch bei mehr als 500 Tüten pro Bürger und Jahr.

M. Wichtige Elemente im Kampf gegen die Plastikflut sind eine Mehrfachbenutzung und ein gutes Wiederverwertungssystem. Sonst landen Tüten oft in Flüssen oder Meeren. Sie zersetzen sich nach sehr langer Zeit in Mikropartikel. Fische verwechseln das Plastik mit Nahrung, und so landen Giftstoffe in der menschlichen Nahrungskette.

F. Jeder Deutsche verbraucht im Jahr im Durchschnitt 71 Tüten. Bei einem Verbot nur hierzulande würden jährlich sechs Milliarden weniger weggeworfen. Bei einer Umfrage sagten drei Viertel der Befragten, sie würden ein Verbot von Plastiktüten befürworten. Am stärksten sprachen sich ältere Bürger für ein Plastiktüten-Verbot aus. Am schwächsten war der Anteil der Befürworter eines Verbots in der Altersgruppe der 18- bis 29-Jährigen.

Task Aufgabe 2**RADIOINTERVIEW**

Christian – erzählen Sie uns bitte von Ihrem Leben und Ihrer Arbeit.

Ich war früher obdachlos und habe in einem Obdachlosenheim des Donauhauses gewohnt. Das Donauhaus ist ein Verein in Linz, der wohnungslose Menschen unterstützt. Heute lebe ich nicht mehr dort, sondern in einer Gemeindewohnung. Ich bin leider immer noch arbeitslos. Aber ich habe eine unbezahlte Tätigkeit, die mir richtig Spaß macht – ich bin Assistent in der Tierklinik des Donauhauses. Ich bin froh, etwas anderes machen zu können, als zu Hause zu sitzen. Die Klinik hat am Montag, Mittwoch und Freitag geöffnet und es gibt 14 Tierärzte, die ehrenamtlich dort arbeiten. Die Klinik wird ausschließlich durch Spenden finanziert.

Warum sind gerade Tiere so wichtig?

Tiere sind ja für alle Menschen enorm wichtig. Während meiner Zeit als Wohnungsloser hat mir mein Hund Charlie sehr geholfen, denn mit Charlie habe ich mich nicht allein gefühlt. Ich meine, der Hund, die Katze oder die zahme Ratte sind oft der letzte Halt, der obdachlose Menschen vor dem Abrutschen bewahrt. Und ohne diese Klinik für ihre Tiere müssten die Obdachlosen zu einem normalen Tierarzt gehen und dann dort viel Geld ausgeben. Außerdem sind diese obdachlosen Tierbesitzer oft viel besorgter um ihre Tiere als andere Besitzer.

Aber viele obdachlose Menschen brauchen selbst medizinische Hilfe. Ist das nicht wichtiger als Hilfe für die Tiere?

Ja eben! Diese Tierklinik soll nicht nur den Tieren, sondern auch den Besitzern helfen. Wenn Obdachlose sehen, jemand kümmert sich um ihr Tier, dann sind sie oft motiviert, sich um sich selbst zu kümmern. Durch die Tierklinik kommen Obdachlose oft zum ersten Mal mit der Wohnungslosenhilfe in Kontakt. Durch die Tiere soll das Vertrauen der Menschen gewonnen werden, damit sie auch für sich selbst medizinische Hilfe akzeptieren. Im selben Gebäude gibt es außerdem eine Zahnarzt- und Arztpraxis. Das ist eine sehr gute Sache.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2015

