

Mark Scheme for June 2011

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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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General advice to Assistant Examiners on the procedures to be used**YOU WILL BE REQUIRED TO UNDERTAKE 10 PRACTICE SCRIPTS AND 10 STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS.**

You should print out a copy of the paper and work through it yourself (using the audio file for the Listening activities) 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

- 1 The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader without delay.
- 2 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 e-mail.
- 3 Quality of Language marks: these are shown on the marking screen as QL and assessed separately (Grids C.2 and F.2) See guidance in the detailed sheets below.
- 4 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 5 In addition to the award of 0 marks, there is a NR (No Response) option on SCORIS.

Award 0 marks

- if there is any attempt that earns no credit.

Award NR (No Response)

- if there is nothing written at all in the answer space
- if there is any comment which does not in any way relate to the question being asked

6 Abbreviations, annotations and conventions used in the detailed Mark Scheme.

| | |
|------------------|--|
| / | alternative and acceptable answers for the same marking point |
| NOT | answers which are not worthy of credit |
| Allow | answers that can be accepted |
| INV | element of an answer which invalidates an otherwise valid answer |
| Principle | general guidance to the key idea |
| () | words which are not essential to gain credit |
| — | underlined words must be present in answer to score a mark |

7 **Annotations:** the following **annotations** are **available on SCORIS**.

- ✓ tick to show correct answer.
Use in the body of text to show personal response in T7(b).
- ✗ cross to show incorrect answer
- λ caret sign to show omission
- green dot to show content points in T7(a)
- 1 minus 1 to show deduction of 1 mark (eg if more ticks than maximum required)
- BOD Benefit of the doubt given (when used with a tick)
- NBOD Answer considered but benefit of the doubt not given
- L L in a box may be used to show good language.
- Highlighting can to be used when assessing language in T7 to show language lifted from the text and which is to be ignored when applying Grids C.2 and F.2
- Highlighting is available to indicate a harmless addition which does not distort the meaning (T3, T6, T7) The colour of the highlight can be changed in scoris (tools > Options > Annotations and Marking Tools)
- Underline may be used to show language errors
- ↓ arrow going down to show that mark has been allocated elsewhere or that language is not quite as good as mark awarded would imply
- ↑ arrow going up to show that mark has been allocated elsewhere or that language is a little better than mark awarded but not good enough for next mark up

8 The Comments box

You should only type in the comments box yourself when you have an additional object of the type described in [Appendix B of the Instructions for On-Screen Marking from Home - 2011](#). **Please do not use the comments box for any other reason.**

Any questions or comments you have for your Team Leader should be communicated by phone, SCORIS messaging system or e-mail.

9 Please send a **report** on the performance of the candidates to your Team Leader by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the Cambridge Assessment Support Portal. This should contain notes on particular strengths displayed, as well as common errors or weaknesses. Constructive criticisms of the question paper/mark scheme are also appreciated.

| Section A: Listening and Writing | | | |
|----------------------------------|---------|---------------|---|
| Task 1: | | | |
| | Answers | Marks [10] | Guidance |
| (a) | B | [1] | Multiple choice The marks are awarded individually. There is a circle to denote the correct answer. Enter 1, 0 or NR for each part of task 1. No annotations are necessary. |
| (b) | C | [1] | |
| (c) | B | [1] | |
| (d) | B | [1] | |
| (e) | B | [1] | |
| (f) | C | [1] | |
| (g) | A | [1] | |
| (h) | B | [1] | |
| (i) | C | [1] | |
| (j) | C | [1] | |

| Task 2: | | | |
|---------|------------------|---------------|---|
| Q | Answers | Marks [10] | Guidance |
| (a) | geeignetes | [1] | Gap-fill The exercise is scanned in as a page. Tick correct answers and enter total. It is not necessary to put crosses on incorrect answers. Ignore mis-spellings. |
| (b) | geistig | [1] | |
| (c) | eingeführt | [1] | |
| (d) | begeistert | [1] | |
| (e) | verbessert | [1] | |
| (f) | verschiedenen | [1] | |
| (g) | englischsprachig | [1] | |
| (h) | Selbstvertrauen | [1] | |
| (i) | gewonnen | [1] | |
| (j) | erfolgreiche | [1] | |

Task 3

Task specific guidance:

- Each question will be scanned in individually
- 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 | |
|----------|--|------------|---|--|
| | | | Allow | Do not allow |
| | | [15] | | |
| (a) | At exchange students / foreign students | [1] | | students to partners |
| (b) | (easy) to get into contact with other students cheap(er) (than other accommodation) | [1] [1] | spend time with/socialise with good value, reasonable | get to see other students worth the price |
| (c) | furniture | [1] | | |
| (d) | bedding, cushions / pillows, crockery (any 2) | [2] | duvet,(bed) sheets, 2 examples of crockery | bed cover utensils |
| (e) | register (as a student) / fill in a form / open a bank account (any 2) | [2] | | |
| (f) (i) | free travel | [1] | All answers on one line, disregard incorrect answers In Berlin, around Berlin | |
| (ii) | within Berlin | [1] | | |
| (iii) | on <u>public</u> transport | [1] | | |
| (g) | get to know Berlin (thoroughly) | [1] | capital city, place | area |
| (h) | 2 weeks | [1] | | |

| Question | Answer | Marks | Guidance | |
|----------|---|------------|----------|--------------|
| | | [15] | Allow | Do not allow |
| (i) | they (try) to answer / help with all the (important) questions about student life (in Berlin) | [1] [1] | | |

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QL) (Grid C2)**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 QL.
- **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 (or the entire point) has been omitted, use the caret sign (^).
 - 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.
 - 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 | |
|----------|---|-------|--|--------------------------------------|
| | | [10] | Allow | Do not allow |
| 1. | I've heard about the opportunities for an exchange student in Berlin. | 1 | Programm, Möglichkeiten | |
| 2. | I would like more details. | 1 | Information | |
| 3. | I want to study in another country. | 1 | | |
| 4. | Berlin offers a lot of advantages. | 1 | | |
| 5. | What courses can you recommend? | 1 | Unterricht mache ich am besten | Fächer |
| 6 | Will I have to pay fees? | 1 | das Studium bezahlen | Muss ich bezahlen tc es to mean fees |
| 7 | You say that the accommodation in the hostel is (quite) cheap. | 1 | Any rendering of You say eg Ich weiß, ich glaube | Jugendherberge |
| 8 | What is the average (rent) per month? | 1 | Normal for average eg was bezahlt man normalerweise pro Monat? | |
| 9 | Are there any language courses during the introductory programme | 1 | | Fächer |
| 10 | so that I can improve my German? | 1 | | |

| 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. |

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.2:** Key words are **bold** 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:

| Q | Answer | Marks [10] | Guidance |
|-----|--------|---------------|---|
| (a) | J | [1] | Matching This task is scanned in by the page. Tick the correct answers and enter the total. There is no need to annotate incorrect answers. |
| (b) | G | [1] | |
| (c) | M | [1] | |
| (d) | H | [1] | |
| (e) | A | [1] | |
| (f) | C | [1] | |
| (g) | K | [1] | |
| (h) | E | [1] | |
| (i) | I | [1] | |
| (j) | D | [1] | |

Task 6 15 marks for Communication, 10 marks for Quality of Language (Grid C2)**Task specific guidance**

1. The questions are scanned in individually to be marked for comprehension. Then the entire page is scanned in for you to assess the QL.
2. 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.
3. 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 QL.
 - 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:

1. 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 in the box on the right.
2. 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.
3. Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
4. Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark.

Task 6: Comprehension of text

| | Answers | Marks [15] | Allow | Do not Allow |
|-----|--|---------------|--|---|
| (a) | (Nach) <u>ein(em)</u> Computerspiel (im Internet) | 1 | (Nach) <i>Counterstrike</i> (comprehension only) | Computerspiele |
| (b) | das Studium war schwieriger als erwartet | 1 | Er fand das Studium / es schwierig | |
| (c) | Er ist nicht zur Arbeit gegangen, weil er gespielt hat. Er hat den Job verloren. | 3 | Es war mit dem Job aus | |
| (d) | weil er zu müde war / um zu schlafen wenn er nichts zu essen hatte / um zu essen | 2 | (Vor) Müdigkeit | |
| (e) | Sie haben sich (um ihn) Sorgen gemacht Sie hatten mit ihm kein Kontakt | 2 | | Wir Present tense unless with <i>seit</i> eg sie können nicht mit ihm sprechen |
| (f) | Sie war voller Abfall / schrecklich / sehr unordentlich | 1 | Any negative adjective (without a verb) | “umgeben von...Computerbild-schirm.” Mullberge tc |
| (g) | die Mutter | 1 | | ihre Mutter |
| (h) | Er war drei Wochen mit seinen Eltern im Ausland (2 of 3) | 2 | Familie | An incorrect element which invalidates eg 8 Wochen (-1 mark). Answer with no verb |
| (i) | (Er spielt nicht mehr) Computerspiele | 1 | Er benutzt seinen Laptop nicht | |
| (j) | einen Rückfall / dass er noch nicht geheilt ist | 1 | direct quote from text | |

Assessing **Quality of Language**

- a. You will get a separate screen which will be the whole page (unannotated). Read all the answers again. Highlight language lifted from the text and exclude from Quality of Language assessment. 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, j)
- use of seit in (e) or conversion to past tense
- change of word order, subordinate clauses with **weil, dass** etc. (b, f, i, j)
- adding preposition requiring change of case (f)
- manipulating language – changing nouns to adjectives, verbs to nouns, 1st person to 3rd person (c,d ,e, h)
- use of original, appropriate vocabulary or structures not given in the text (any question)

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 QL.

Task 7a Comprehension. Grid I [10 marks]**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.

Grid I: Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.

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.

| Point | Indicative content | Guidance | | Marks[10] |
|-------|--|----------|--|---|
| | | Content | Levels of Response | |
| 1 | Lloret has good nightlife | | Accept examples: bright lights, discos. | 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 | Not very exciting in daylight | | Accept examples: grey/concrete, sun, beach Some idea of contrast between day and night necessary | |
| 3 | Discovered in the nineties | | | |
| 4 | As destination for package tours / party holidays for young people | | | |
| 5 | Lloret offers cheap all inclusive deals | | Accept details | |
| 6 | School leavers from Germany head for Costa Brava | | fliegen invalidates. Accept Abiturienten (implies Germany) | |
| 7 | They want a taste of freedom after A Levels | | | |
| 8 | Lloret earns well from these tourists | | | |
| 9 | Lloret's image being ruined | | | |
| 10 | Police chief blames tour brochures | | | |
| 11 | Young people believe there are no boundaries | | Accept: Young people only interested in sex and alcohol | |
| 12 | Lloret is getting fed up | | | |

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

| Question | Answer | Marks | Guidance | |
|----------|---|-------------|---|--|
| | | [20] | Content | Levels of Response |
| | No Indicative Content – personal response | | <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 to show a development / extension of this opinion. 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 – i.e. 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. |

Transcripts of Listening Texts**Aufgabe 1****Hörtext : Wenn der Deutsche ins Ausland fährt**

M: Die deutschen Autofahrer haben es gut: Für sie gibt es keine Maut, also brauchen sie nicht extra zu bezahlen, wenn sie auf der Autobahn fahren. Tempolimit gibt es auch nicht. Aber wenn sie in Urlaub in die Nachbarländer fahren, kann es anders sein.

F: In Österreich, zum Beispiel, ist das Tempolimit 130 Stundenkilometer und nachts sogar 110 Stundenkilometer auf manchen Autobahnen. Wenn man angehalten wird, kann das 2180 Euro kosten.

M: Wer in Italien mit mehr als 1,5 Promille Alkohol im Blut fährt, bezahlt mindestens 540 Euro. In Frankreich ist die Strafe 135 Euro. In Dänemark bezahlt man das, was man im Monat verdient.

F: Telefonieren am Steuer sollte man eigentlich nie, aber wenn man dabei in Italien erwischt wird, ist es viel teurer als anderswo.

M: In Österreich kauft man eine Vignette für eine Woche oder länger, damit man die Autobahnen benutzen kann. In Frankreich kostet das Fahren auch Geld, wenn man die Autobahn benutzen will, und es gibt auch manchmal in Frankreich City-Mautgebühren.

F: Allerdings wenn der Deutsche seine Strafe im Ausland ignoriert, passiert meistens gar nichts. Aber er sollte aufpassen: Es ist schon vorgekommen, dass deutsche Autofahrer bei ihrer nächsten Einreise in die Schweiz verhaftet wurden.

Aufgabe 2**Hörtext : Rugby für Mädchen**

M: Marianne, du bist Mitglied der Stuttgarter Rugby Frauenmannschaft. Rugby ist doch kein Spiel für Mädchen!

F: Warum nicht? Männer sind zwar stärker aber erstens spielen wir nicht zusammen mit den Männern und zweitens geht es genau so viel um Taktik wie um körperliche Stärke. Wie du siehst: Ich bin nicht besonders groß.

M: Wie hast du angefangen, Rugby zu spielen?

F: Vor drei Jahren kam unser Sportlehrer auf die Idee, Rugby mal im Unterricht auszuprobieren. Meine Mitschülerinnen meinten: Was? Rugby? Nein, das ist ja viel zu hart, aber mir hat es gefallen.

M: Was bringt dir also Rugby?

F: Beim Schulsport bin ich um ein bis zwei Noten besser geworden, gerade in Ausdauer. Auch in Englisch kriege ich bessere Noten – unser Trainer kommt nämlich aus Neuseeland. Mit neun Nationen in der Mannschaft ist Englisch die Arbeitssprache. Und zweimal in der Woche Englisch reden – das hilft schon. Außerdem bin ich irgendwie selbstbewusster geworden.

M: Und gewinnt ihr oft?

F: Beim letzten Spiel haben wir leider verloren, aber das war gegen St. Pauli aus Hamburg, und die waren schon achtmal deutsche Meisterinnen in der Frauenbundesliga.

Task 3**Listening : Welcome to Berlin!**

M: Warum kommen Sie nicht als Austauschstudent nach Berlin? Austauschstudentinnen sind natürlich genauso willkommen. So viele schöne Erfahrungen warten hier auf Sie.

F: Zunächst einige praktische Aspekte eines solchen Aufenthalts. Zum Beispiel, wo wohnt man am besten? Ein Zimmer in einem Wohnheim ist eine gute Lösung. Da bekommen Sie leicht Kontakt zu den anderen Studenten. Außerdem finden Sie auf dem freien Wohnungsmarkt in Berlin nur schwer eine preiswertere Unterkunft. Die Zimmer sind möbliert, aber solche Sachen wie Bettdecken, Kissen und Geschirr müssen Sie selber mitbringen.

M: Wussten Sie, dass jeder Student, der sich erstmals in Berlin anmeldet, ein Begrüßungsgeld von 100 Euro erhält? Bei Ihrer Anreise geben wir Ihnen ein Formular zum Ausfüllen. Zuerst müssen Sie aber ein deutsches Bankkonto eröffnen, damit das Geld überwiesen werden kann.

F: Und noch ein Vorteil des Austauschstudiums in Berlin: Sie erhalten ein so genanntes Semesterticket. Es gibt Ihnen das Recht, die öffentlichen Verkehrsmittel innerhalb Berlins kostenlos zu benutzen. So können Sie unsere Hauptstadt ausführlich kennenlernen!

M: Wir bieten auch während der ersten zwei Wochen ein Einführungsprogramm, wo wir versuchen, alle wichtigen Fragen zu klären, die Ihr Leben und Ihr Studium in Berlin betreffen.

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