

# **Mark Scheme for January 2012**

---

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, OCR Nationals, 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 2012

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

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)	(i) (Some are) orphans (ii) Street children (iii) (Some are) sent by their families	1 1 1		Homeless Sent by their <u>parents</u> Street children in their home <u>town</u>
(b)	They charge/are paid a lot of money; (1) use illegal methods/bring them illegally; (1) tell lies / mislead them (eg about asylum procedure) (1)	3	Ignore reference to Schlepper (any spelling)	Confusion of children with traffickers
(c)	To pay their debts / to pay for their transportation	1		To make money
(d)	(They are) fearful and suspicious (BOTH ASPECTS NEEDED)	1	nouns and synonyms, eg nervous, mistrust etc.	
(e)	(Have to) move in / live with <u>adults</u>	1		An adult
(f)	Because they have no papers (to prove their age) OR because the authorities think they are older than they are / have to guess their age	1	No ID / documents t.c.	

## 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)	(in) München	1		Munich; Münchener
(b)	einen (Geschäfts)mann totgetreten / getötet	1		gestorben
(c)	(i) ihm helfen / dem Mann zu Hilfe kommen	1	Sie sollen / sollten helfen t.c.	Sie haben nicht geholfen
	(ii) weggeschaut / zugesehen / nichts	1	Sie haben nicht geholfen	weck
(d)	(i) weil man damals auch weggeschaut hat / weil Wegschauen der einzige Weg war, sich nicht in Gefahr zu bringen	1	weil man sich selbst schützen musste	
	(ii) <u>Zivil</u> courage gezeigt / Leuten geholfen	1		weil man Aktivitäten gegen die Nazis machte
(e)	(i) (übernehmen / haben) soziale Verantwortung	1	As one word, if correctly spelt /	Sie haben klare Persönlichkeitsmerkmale Mitgefühle
	(ii) (haben) Mitgefühl	1	Sozialverantwortung	
	(iii) (haben) Selbstvertrauen	1	answers in any order	
(f)	(i) wenn sie eine Situation als ungerecht empfinden /eine ungerechte Situation	1	Ungerechtigkeit	ungericht / umgerecht
	(ii) (wenn sie) Mitleid (mit dem Opfer haben)	1	answers in either order weil ...	

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		20		
(g)	(i) Jugendlichen	1	answers in any order	
	(ii) Homosexuellen	1		
	(iii) Obdachlosen	1		
	(iv) Behinderten	1		
(h)	Personen, denen man ähnlich ist / Leute, die uns ähnlich sind / ähnlichen Personen	1		Frauen / eine Frau
(i)	(Weil) sie glauben, dass die Jugendlichen selber verantwortlich / schuld sind / frech waren	1	weil sie ihnen fremd / unähnlich sind	frecht
(j)	den Täter anfassen	1		sich in Gefahr bringen
(k)	(ihm) die Hand reichen „Kommen Sie mit“ sagen Hilfe holen (ANY TWO OF THREE)	2	sich auf das Opfer konzentrieren	

**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.

<b>GRID C.1</b>	<b>ACCURACY OF LANGUAGE (ACCURACY)</b> 5 marks AO3
-----------------	---

<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>0–1</b>	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****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)	<u>bei der Bundestagswahl</u> wählen	1		wählen as a verb
(b)	Weil sie zu jung / jünger als 18 sind	1		
(c)	Er hat das (Mindest-)Wahlalter von 21 (1) auf 18 reduziert (1)	2	Man durfte mit 18 wählen. Vorher war es 21.	
(d)	(in) Österreich	1	Östereich	
(e)	bei Kommunalwahlen wählen	1		
(f)	das <u>Mindestwahlalter</u> (ganz) abschaffen	1	dass Kinder wählen dürfen	Copying out of sie / diese „meinen, etc...“
(g)	dass das ganze Volk das Recht hat, politische Entscheidungen zu treffen.	1	... das Recht zu wählen	
(h)	(i) Jugendliche von demokratischen Prozessen auszuschließen / (die Tatsache), dass Jugendliche nicht wählen dürfen	1		use of 'sie' without specifying to whom it refers
	(ii) weil sie / Jugendliche (auch) zum Volk gehören	1		inclusion of 'nicht'

## Task 4

Question	Answer	Marks	Guidance
		7	
(a)	zur Zeit	1	<b>Non-verbal</b> Do not accept a word too few or a word too many. Ignore spelling errors. Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
(b)	ausgerechnet	1	
(c)	Mitbestimmung	1	
(d)	(die) Interessen von Jugendlichen	1	
(e)	zu wenig	1	
(f)	wählen	1	
(g)	nicht in Betracht ziehen	1	

## Task 5

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		8		
(a)	Jugendliche (zu) leicht zu beeinflussen sind	1		
(b)	Erwachsene	1		
(c)	<u>seine</u> Interessen (am besten) vertritt	1		ihre
(d)	sie <u>kein zweites Mal</u> gewählt wird / man sie nicht <u>noch einmal</u> wählt	1		
(e)	vierzehn / 14	1		
(f)	tragen / übernehmen	1	nehmen haben	
(g)	abschätzen	1		
(h)	man (mit 14) (auch) das Wahlrecht haben sollte	1		the inclusion of 'nicht'

## Task 6

## Transfer of Meaning

Question	Answer	Marks	Guidance	
		10	Content	Levels of response
1	Nowadays (very) many everyday products contain nano-particles.	2	<p>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.</p> <p>Exceptional responses and marks to award:</p> <ol style="list-style-type: none"> <li>Candidates may answer in <b>faultless English but may not transfer meaning accurately. Award either 0 or 1 mark</b>, depending on level of inaccuracy in meaning.</li> <li>The <b>transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark</b>, depending on level of inaccuracy of English.</li> </ol>	<p><b>GRID H.2</b></p> <p><b>TRANSFER OF MEANING</b></p> <p><b>2</b> Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.</p> <p><b>1</b> 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.</p> <p><b>0</b> Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.</p>
2	These are tiny / small particles produced in industrial processes.	2		
3	Their characteristics / properties are so revolutionary that an increasing number of nano products are coming onto the market.	2		
4	By using / through / with the help of nano-technology a material can <u>suddenly</u> have / get completely different characteristics / properties / a completely new character	2		
5	such as / e.g. changing colour or becoming liquid.	2		

## Task 7 ü

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		5		
(a)	anything that implies something right across the country, eg <i>im ganzen Land / in ganz Österreich / Deutschland</i>	1	Das ganze Land	
(b)	manufacturers, eg <i>Firmen, die etwas produzieren</i>	1	<u>Firmen</u> , die etwas herstellen	
crème	sun cream, eg <i>etwas, was man benutzt, um sich / die Haut vor Sonne zu schützen / ein Produkt, das vor Sonnenbrand schützt</i>	1	using the word 'Creme' if the concept is fully explained Creme, die man im Sonnenschein benutzt	
(d)	idea of wet or cold weather <u>garments</u> , eg <i>Jacken, die man trägt, wenn es regnet;</i>	1	singular	
(e)	idea of cleaning agents, eg <i>etwas, was man benutzt, um verschiedene Sachen zu reinigen / sauber zu machen</i>	1	'putzen' if the concept is fully explained	Bodenpflegemitteln (lifted)

**Task 8****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)	(i) ob ein Produkt Nanoteilchen enthält	1	answers in either order	Wenn (for ob) Was diese Produkte enthalten
	(ii) was die Risiken sind	1		
(b)	Die Wirkung von Nano-Produkten	1	Sie sollen Nano-Produkte in ihrer Wirkung untersuchen	
(c)	Ein Label / eine Kennzeichnung OR Information, ob es ein Nano-Produkt ist	1	Kennzeichen	Kennzeichnungspflicht
(d)	Weil die Hersteller / sie damit Werbung machen / (nur) durch die Werbung	1		
(e)	(i) (Sie können zu) Lungenentzündungen (führen)	1	answers in either order Probleme in der Lunge 'schädigende Wirkungen für die Gene' but highlight as lift	simply copying out what is in the text, eg Sie können beim Einatmen bis tief in die Lunge vordringen und dort zu Entzündungen führen
	(ii) sie könnten die Gene schädigen	1		
(f)	Sie belasten die ganze Umwelt	1	Es gibt Probleme für die Umwelt Sie machen die Umwelt schmutzig	
(g)	Man wäscht Anoraks <u>weniger</u> (als Socken) (1) Daher kommen <u>weniger</u> Teilchen ins Abwasser (1)	2	There are many ways of expressing this, but the <u>comparison</u> is needed. (anoraks washed less, therefore fewer particles; socks washed more, therefore more particles) The inclusion of a word such as 'wohingegen'	



## Task 9

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		5		
(a)	Ökologen	1	adverbial constructions that fit	
(b)	bringen kann / bringt	1	gibt	plural verb
(c)	verbrauchen / benutzen	1	verbraucht brauchen	
(d)	Nanotechnik / Nanotechnologie / Nanoteilchen	1		Photovoltaik - Modulen
(e)	verwandelt werden	1		verwandeln

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, 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.*

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

<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>0-1</b>	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><b>General</b></p> <ul style="list-style-type: none"> <li>• Have the <b>question sheet</b> in front of you and refer to it as you read <b>every</b> essay.</li> <li>• Have the <b>assessment grids (Appendix 1)</b> in front of you and refer to them to award marks for <b>every</b> essay</li> <li>• Identify what the <b>title</b> asks the candidate to do and check that the candidate has fulfilled <b>all sections</b> of the task.</li> <li>• With <b>non-discursive</b> titles has the candidate taken on the <b>exact role</b> required? Does it read as a letter etc.? If they are asked to be against something, are they?</li> </ul> <p><b>Grid N guidance</b></p> <p><b>1. Have they answered the question</b> – fully, partially, incidentally (ie 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"> <li>• If fully, could be 9/10.</li> <li>• If partially, mark cannot be more than 3/4 or possibly 5/6, depending on the amount of irrelevant material.</li> <li>• If a tiny amount is relevant then it cannot be more than 2/3</li> <li>• If parts are incidentally relevant then 1/2</li> <li>• If totally irrelevant, even if on the general topic area, then 0</li> </ul> <p><b>2. How much relevant information have they included?</b></p> <ul style="list-style-type: none"> <li>• Even if they include a lot of facts, the mark cannot be higher than the band you have already decided on.</li> <li>• 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 <b>relevant to the response to the question</b>, used to support points of view.</li> </ul>

Question	Indicative Content	Marks	Guidance
			<ul style="list-style-type: none"> <li>• Less is often better than more.</li> <li>• Do not have a fixed idea of what you would expect them to include. Be open-minded about how they will answer the question.</li> </ul> <p><b>3. Is there a specific example from the TL country?</b> If there is not <b>at least one concrete example</b> 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><b>Grid O guidance</b></p> <ol style="list-style-type: none"> <li>1. Is the essay totally irrelevant (ie a prelearnt essay that is not a response to the question) If so, award 0/2.</li> <li>2. If it is partially relevant, then you may award marks 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.</li> </ol> <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 – ie 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><b>Grid C.2 guidance</b>  0–2 – Errors ([eg] endings, verb forms, gender of common nouns).  Frequent first [= <i>other</i>] language interference.  3–4 – Errors ([eg] endings, verb forms, gender of common nouns, adjectival agreements).  Candidate's first [= <i>other</i>] language.  Meaning may be unclear; more wrong than right.  5–6 – Wrong/right = 50/50  7–8 – More right than wrong.</p> <p><b>Grid F.2 guidance</b>  5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.  7–8 – Effective = <i>good</i>.  Reads easily.  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	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> 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 <b>information</b> that <b>responds to the requirements</b> 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 <b>linked in a logical sequence</b> . <b>Able to develop an argument</b> , analyse and evaluate, and draw conclusions.
5–6	The <b>information</b> given is <b>mainly relevant</b> 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 <b>mostly linked in a logical sequence</b> . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes <b>some relevant information</b> but does <b>not always address the requirements</b> of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows <b>some ability to structure</b> and organise the response. <b>Limited ability to develop an argument</b> , 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	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , 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 <b>high and consistent level of accuracy</b> in use of complex structures, although there <b>may be some errors</b> .	9–10	Effective and confident use of a <b>wide range of vocabulary and idiom</b> with a <b>variety of complex sentence structures</b> .
7–8	Language <b>generally accurate</b> . Shows a sound grasp of AS and/or A2 structures, as appropriate. <b>Generally correct use of complex</b> 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. <b>Generally accurate use of simple</b> sentence structures. <b>Some correct use of complex</b> sentence structures. The performance is likely to be <b>patchy</b> and <b>inconsistent</b> .	5–6	<b>Attempts to extend the range of vocabulary</b> , though still rather repetitive. <b>Attempts to use more complex language</b> with <b>some success</b> 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 <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .

## APPENDIX 2

## Transcripts of Listening Texts

## Task 1

## Interview with Frau Fehrenbach from the Child Refugee Society.

**M:** *Jedes Jahr flüchten zwischen 5 000 und 10 000 Kinder und Jugendliche ohne ihre Eltern aus anderen Staaten nach Deutschland. Diese Kinder kennen hier niemanden und müssen sich furchtbar einsam und verloren fühlen. Warum kommen sie überhaupt?*

**F:** Das ist nicht leicht zu beantworten. Einige Flüchtlinge sind Waisen. Oft haben sie als Straßenkinder in großen Städten ihres Heimatlandes gelebt. Manchmal werden Kinder auch von ihren Familien hierher geschickt.

**M:** *Wie können die eigenen Familien den Kindern so etwas antun?*

**F:** Weil sie eine falsche Vorstellung davon haben, wie das Leben hier ist. So genannte Schlepper bringen die jungen Flüchtlinge für viel Geld auf illegalen Wegen hierher und erzählen ihnen nur Lügen, zum Beispiel über das Asylverfahren. Wenn die Jugendlichen dann in Deutschland sind, fangen sie an, Drogen zu verkaufen, um die Schulden abzutun, die sie für ihre Flucht machen mussten. Auch wenn Menschen ihnen helfen wollen, sind die jungen Flüchtlinge meist sehr ängstlich und misstrauisch.

**M:** *Und wie versucht man, ihnen zu helfen?*

**F:** Es gibt spezielle Einrichtungen für Minderjährige, und als Kinder kommen sie natürlich dahin. Sie müssen aber umziehen, sobald sie 16 Jahre alt geworden sind. Das heißt, sie wohnen dann mit den erwachsenen Asylbewerbern zusammen. Übrigens kann es vorkommen, dass sogar jüngere Kinder in Unterkünfte für Erwachsene eingewiesen werden. Sie haben keine Papiere, die beweisen, dass sie eigentlich noch zu jung sind. Ihr Alter wird oft von den Behörden falsch geschätzt. Ihnen zu helfen ist eine sehr große Herausforderung.



**Aufgabe 2****Gespräch über Zivilcourage mit Herrn Weber von der Polizei**

**F:** Als auf einem Münchener S-Bahnhof ein Geschäftsmann von Jugendlichen totgetreten wurde, ging ein Aufschrei durch die Bundesrepublik. Kritisiert wurde das Verhalten der anderen Fahrgäste, die nicht geholfen, sondern weggeschaut haben. Niemand kam dem Mann zu Hilfe, viele haben einfach zugesehen. Herr Weber, was sagen Sie dazu?

**M:** *Zivilcourage zu zeigen ist nicht immer einfach, denn das kann auch gefährlich sein, wenn man sich einmischt. Wegschauen ist eine Art Selbstschutz.*

**F:** Ja, das wissen wir Deutschen sehr gut aus unseren Erfahrungen in der Nazi-Zeit. Wegschauen war der einzige Weg, sich nicht in Gefahr zu bringen. Trotzdem zeigten einige Leute Zivilcourage, zum Beispiel die Geschwister Scholl und Dietrich Bonhoeffer. Und die vielen namenlosen Menschen, die ihren Nachbarn halfen, sollte man auch nicht vergessen.

**M:** *Leute mit Zivilcourage haben klare Persönlichkeitsmerkmale: Sie übernehmen soziale Verantwortung, haben Mitgefühl und auch Selbstvertrauen. Solche Menschen greifen ein, weil sie eine Situation als extrem ungerecht empfinden oder weil sie Mitleid mit dem Opfer haben. Studien zeigen, dass die Bereitschaft, Opfern zu helfen, stark variiert: Jugendliche, Homosexuelle, Obdachlose und Behinderte bekommen besonders selten Hilfe. Weil Ähnlichkeit mit dem Opfer ein ganz wichtiger Einflussfaktor ist: Eine Frau würde zum Beispiel wahrscheinlich einer Frau in ihrem Alter helfen, die von einem Mann bedrängt wird, weil sie weiss: Auch ich könnte in dieser Situation sein. Bei Jugendlichen denken aber ältere Leute häufig: Die sind selber verantwortlich, vielleicht waren die frech.*

**F:** Das heißt also, dem Opfer wird die Schuld zugeschoben?

**M:** *Genau.*

**F:** Wer hat beim Eingreifen eigentlich die besten Erfolgschancen?

**M:** *Wichtig ist, bestimmte Grundregeln zu befolgen. Regel Nummer eins heißt: Sich nie selbst in Gefahr bringen. Oft fassen Helfer ja den Täter an. Das ist das Schlimmste, was man tun kann. Man sollte sich immer auf das Opfer konzentrieren, nicht auf den Täter. Sie können zum Beispiel dem Opfer die Hand reichen und sagen: "Kommen Sie mit mir." Wer ganz einfach Hilfe holt, macht wirklich schon viel.*

**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](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://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 2012

