

# **Mark Schemes for the Units**

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**January 2010**

**HX76/MS/R/10J**

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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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## F711 German – Speaking

Examiners allocate marks to candidates' work on a best-fit basis using the following marking grids.

### UNIT 1: SPEAKING – ROLE-PLAY

GRID A	USE OF STIMULUS 15 marks AO2	GRID B	RESPONSE TO EXAMINER 10 marks AO1
0–2	Little or no attempt to use the stimulus material. No relevant information or supplies one or two of the points.	0–2	Has some difficulty in understanding and is hesitant in responding to many of the examiner's questions and comments. Shows very little initiative or imagination.
3–5	Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Shows little initiative or imagination.
6–9	Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.	5–6	Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.
10–12	Good use of the stimulus material. Successfully conveys about three quarters of the points.	7–8	Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers.
13–15	Full use of the stimulus material. Successfully conveys all or nearly all of the points.	9–10	Responds fluently and fully to the examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.

## UNIT 1: SPEAKING – ROLE–PLAY (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

## UNIT 1: SPEAKING – TOPIC DISCUSSION

GRID D	IDEAS, OPINIONS AND RELEVANCE 10 marks AO1	GRID E.1	FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1
0–2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	0–2	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.
3–4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
5–6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	5–6	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
7–8	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	7–8	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
9–10	Well-chosen relevant information to develop a range of ideas and to justify points of view.	9–10	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.

## UNIT 1: SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.
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 simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	2	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
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.	3	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
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.	4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.

**KEY POINTS****ROLE PLAY A: YOUTH THEATRE**

- amateur Youth Theatre group established over 20 years
- meeting dates and times
- do lots of different things connected with drama
- put on 3 plays per year
- types of play
- aim to help young people work together and develop self-confidence
- lots of fun en route
- if aged 13-19 we're interested in you
- September auditions for Christmas show Aladdin
- some boy parts played by girls and vice versa
- this year rewritten by Fred Driffield
- who's written lots for us in recent years
- if you'd like to help in any way
- examples of how to help (2 details)
- e-mail us



**KEY POINTS****ROLE PLAY B: SANDRINGHAM**

- built in 1870
- “the most comfortable house in the whole of England”
- passed down through four generations of British monarchy
- now Queen’s Norfolk country house
- main ground floor rooms open to public
- when the family not in residence
- still regularly used by Royal family
- friendly and informal place to visit
- knowledgeable guides in every room
- after tour wander round superb gardens
- see wonderful trees and plants, delightful in every season
- visitor centre with restaurant (2 details)
- wide range of food
- Farm Shop selling local and organic produce
- opening dates and times

**KEY POINTS****ROLE PLAY C: LAND'S END**

- enjoy romantic beauty of this ancient part of Cornwall
- for centuries people have come to SW corner of England
- to see world-famous views
- experience wild Atlantic Ocean
- visit *The Last Labyrinth*, unforgettable multimedia journey
- back into local history
- see various extraordinary modes of transport
- used by some travelling from Land's End to John O'Groats
- view fascinating exhibition
- telling story of man's relationship with sea
- high quality gifts and souvenirs in shops
- wide range of refreshments
- Visitor Centre open daily from 10am throughout the year
- attractions close at 3pm during winter
- parking charges apply

# F712 German – Listening, Reading and Writing 1

Section A: Listening and Writing			
Task 1:			
Question	Answer	Marks [10]	Guidance
a)	C	[1]	<b>Multi-choice sentence completion</b>
b)	A	[1]	
c)	B	[1]	
d)	B	[1]	
e)	A	[1]	
f)	B	[1]	
g)	B	[1]	
h)	A	[1]	
i)	C	[1]	
j)	A	[1]	

Task 2:			
Question	Answer	Marks [10]	Guidance
a)	schlecht	[1]	Gap-fill
b)	niemand	[1]	
c)	interessiert	[1]	
d)	begleitet	[1]	
e)	billiges	[1]	
f)	verdienen	[1]	
g)	passend	[1]	
h)	aufgegeben	[1]	
i)	andere	[1]	
j)	nicht	[1]	

## Task 3

## Task specific guidance:

- Answers in German get no marks.

Question	Answer	Marks [15]	Guidance: X =reject A = accept
a)	won a (band) competition/prize/contest/award (1) (prize was) as support act for <u>Sex Pistols</u> (1)	[2]	X price (in either part) X performed with/did concert with A supported
b)	Thomas/he has no idea / does not know (1)	[1]	
c)	with money he earned in the holidays / from holiday job (1)	[1]	X part-time job X jobs
d)	in Poland (1)	[1]	X Polen
e) (i)	400 000 (1)	[1]	
(ii)	they enjoyed themselves / had fun / thought it was fun / reacted well / positively (1)	[1]	X went mad/crazy / had more fun / excitement
f)	not this year / not for the rest of the year (1)	[1]	
g) (i)	around Europe (1)	[1]	A answers for g (i) and (ii) in any order
(ii)	German tour (1)	[1]	X again
h)	his dream is (1)	[1]	X would like to
	to go on tour with them (1)	[1]	
i) (i)	Caretaker/postman/waiter/refuse	[1]	A the three answers for (i) in any order
(ii)	collector/electrician <i>any 3</i>	[1]	
(iii)		[1]	

## Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Written Communication (QWC)

## Task 4: Communication points

Question	Answer	Marks [10]	Guidance: X = reject A = accept
1	I heard an interview with <u>a member of</u> the band	[1]	A im Radio / eine Sendung mit X Vorstellung
2	I have listened to some songs on the internet	[1]	A Musik X Leider / Songe(n)
3	I really like your music	[1]	
4	but I haven't seen it in the shops <u>here</u>	[1]	X Shops
5	as you sing mostly in English	[1]	A in English
6	I am surprised you aren't famous here	[1]	A beliebt. A ich verstehe nicht / ich haette nicht gedacht The idea of 'surprise' must be rendered
7	when you go on your tour of Europe	[1]	8 MUST be a question X you should play A can you play?
8	why don't you play at a <u>festival</u> in England?	[1]	
9	can you give me the dates of your <u>future</u> concerts	[1]	A wann?/nächste
10	so that I can hear you <u>live</u> .	[1]	A good attempt at 'live' / ein Konzert / in Person / lebendig

## 'you'

- When 'your' is translated as 'sein', penalise once only under communication (eg, sein Musik does not get the mark in point 3)
- Inconsistency in use of du, sie, ihr, Sie: maximum of 6 QWC marks
- Inconsistency of ihr/euer : maximum of 8 QWC marks
- Use of 'du'/'ihr' is appropriate for the task

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

**QWC:** Read response again and assess for language.

- **Grid C.2:** 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
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.



Section B: Reading and Writing			
Task 5:			
Question	Answer	Marks [10]	Guidance
a)	G	[1]	Matching beginnings and ends of sentences
b)	E	[1]	
c)	D	[1]	
d)	I	[1]	
e)	L	[1]	
f)	H	[1]	
g)	A	[1]	
h)	K	[1]	
i)	C	[1]	
j)	J	[1]	

## Task 6

## Task specific guidance

- 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.
  
- 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	Comprehension points	Marks [15]	Guidance: X =reject A = accept
<b>Task 6:</b>			
<b>a)</b>	Weil es lustig ist (1) mit netten Leuten zu leben (1) Weil man Geld spart (1)	<b>[2]</b>	Any 2 of 3 in any order <b>A</b> Spass haben / es gibt nette Leute / billig / nicht teuer
<b>b)</b>	Die Küche ist nicht aufgeräumt / Das neue T-Shirt ist ‚ausgeliehen‘(1) ( <i>any one</i> )	<b>[1]</b>	<b>A</b> unordentlich, schmutzig <b>A</b> Kleider
<b>c)</b>	Eine WG, wo man nur Hallo im Flur sagt / wo man getrennt lebt (1) Eine WG, wo man Gespräche in der Küche bis spät in die Nacht führt / wo die Mitbewohner Freunde sind (1)	<b>[2]</b>	<b>A</b> eine freundliche/eine unfreundliche
<b>d) (i)</b> <b>(ii)</b>	die Wohnung (1) die Mitbewohner (1)	<b>[1]</b> <b>[1]</b>	Accept answers for d (i) and (ii) in any order <b>X</b> copying out of text without showing understanding: die Wohnung sondern
<b>e) (i)</b> <b>(ii)</b>	Dass sie <u>ähnliche</u> Lebensgewohnheiten haben (1) Weil man Leute nicht ändern kann (1)	<b>[1]</b> <b>[1]</b>	<b>X</b> Interessen und Gewohnheiten <b>A</b> silly to want to change people
<b>f)</b>	Im Internet / im gleichnamigen Internetportal(1)	<b>[1]</b>	Need a preposition
<b>g)</b>	Um passende Leute/Mitbewohner zu finden (1)	<b>[1]</b>	<b>X</b> nette/tolle/neue Leute
<b>h)</b>	Sie ist entspannter (1) / nicht so steif / nicht wie eine normale Vorstellung	<b>[1]</b>	Need element of comparative
<b>i)</b>	Weil das (irgendwann) nervt (1)	<b>[1]</b>	<b>A</b> schlecht für die Nerven
<b>j) (i)</b> <b>(ii)</b>	Den Streit in der Lieblingsbar zu <u>klären</u> (1) Den Ärger herunterschlucken / gar nichts sagen (1)	<b>[1]</b> <b>[1]</b>	<b>X</b> nicht genug

- Assessing **Quality of Written Communication**

- 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	<b>QUALITY OF LANGUAGE – ACCURACY</b> <b>10 marks AO3</b>
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**Tips particular to *Fit für das WG-Leben?*:**

- use of original, appropriate vocabulary not given in the text – any question but especially (c)
- use of prepositions, change of case (f)
- change of word order, subordinate clauses – (a), (e), (i), (j)
- manipulating language – creation of a comparative in (h)

Task 7

- 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. Only phrases of 5 words or more should be counted as lifted language.

Point	Principal Idea	Accept	Do not accept
1	O–A–G have millions of fans <u>worldwide</u>	Many/popular	
2	(Usually) concern the fight (between heroes and) against (evil) monsters		
3	(International) players have developed special language		
4	consists of letters rather than words		
5	Each <u>game</u> has <u>own</u> chatroom		
6	Some people / Julian plays for 8 hours at a time	reference to 'a long time' – den ganzen Tag / viel Zeit	
7	<u>Game</u> not boring as <u>it</u> constantly develops		you develop
8	(Unlike console games,) have contact with other people		
9	Communicate with microphone (and headset)		
10	Create 'guilds' to solve problems		
11	Play regularly with the same people		
12	'Guilds' organized hierarchically		
13	Members of 'guilds' meet in <u>real world/life</u>		
14	They get on well / have real relationships		

GRID I	<b>COMPREHENSION OF TEXT</b> <b>10 marks AO2</b>
0–2	No relevant information or supplies one or two relevant points 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.
5–6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
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.
9–10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.

## Screen 2 7(b) Response Grid J [20 marks]

**Grid J:** 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.

GRID J	RESPONSE TO TEXT 20 marks AO2
0–3	Very short. May not go beyond points of view already expressed in the original text.
4–7	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.
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.
12–15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination
16–20	Responds with well developed points of view which show insight, originality and imagination.

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

- a) Read the whole response again and assess for Range (Grid F2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C2). Note that vocabulary and structures have already been assessed under Grid F2.
- b) Ignore language lifted from the text when assessing language (See **Screen 1** above). Lifted language is not credited for QWC – only content points and/or personal response.



<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE – ACCURACY 10 marks AO3</b>
<b>0–2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3–4</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>5–6</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>7–8</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>9–10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

<b>GRID F.2</b>	<b>QUALITY OF LANGUAGE (RANGE) 10 marks AO3</b>
<b>0–2</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
<b>3–4</b>	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.
<b>5–6</b>	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.
<b>7–8</b>	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).
<b>9–10</b>	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

## Transcripts of Listening Texts

(männliche Stimme/weibliche Stimme)

**Aufgabe 1****Hörtext : Rauchen erlaubt?**

*In Deutschland sterben jedes Jahr bis zu 140.000 Menschen an den Folgen des Rauchens. Jugendliche beginnen immer früher zu rauchen – jetzt schon mit durchschnittlich 11,6 Jahren. Wird also das Rauchverbot von den Deutschen begrüßt?*

Nicht alle sind davon begeistert. Sie akzeptieren natürlich, dass Schulen und Krankenhäuser nun rauchfrei sein müssen aber nur zwei Drittel sind mit einem Rauchverbot am Arbeitsplatz einverstanden, und knapp 44 Prozent der Deutschen sind für ein Rauchverbot in Kneipen und Gaststätten. Es sind vor allem die Inhaber dieser Gaststätten und Kneipen, die dagegen gekämpft haben, weil sie fürchten, dass sie Geld verlieren werden.

*Die Regierung hat zugehört: Die Gaststätten müssen jetzt nur 50% ihrer Plätze in einem separaten Raum für Nichtraucher reservieren. In Bayern, wo das Rauchverbot am strengsten ist, gibt es mittlerweile Tausende von Raucherklubs, die als privat gelten.*

Wollen diese Leute denn nicht gesünder sein? Na, sie sehen es anders und fragen sich, wo bleibt die Freiheit für den Raucher? Was ist der nächste Schritt? Wann wird zum Beispiel der Alkohol verboten? Oder das Auto? Oder sogar die Currywurst?

**Aufgabe 2****Hörtext : Papa Vettel erzählt**

*Formel –1 Pilot Sebastian Vettel triumphierte zum ersten Mal in Monza – und das bei strömendem Regen. Mit 21 Jahren war er der jüngste Sieger der Formel–1 Geschichte. Sein stolzer Vater erzählt wie die Karriere des Riesentalents begann:*

Ich bin selber hobbymäßig Rennen gefahren und da war Sebastian auch mit dabei. Mit dreieinhalb Jahren wollte er dann selbst ein Rennauto. Eine solche Karriere zu finanzieren ist aber nicht leicht. Der Anfang war teuer genug – so ungefähr 7000 Euro im Jahr. Später haben wir Werbung gemacht. Auf dem Auto stand: „Keine Macht den Drogen.“ Damit konnte ich mich identifizieren – ich trinke keinen Alkohol und ich rauche nicht. Nach Sebastians erstem Rennen habe ich mein Rennauto verkauft, um mich auf ihn zu konzentrieren. Ich habe sonst noch drei Kinder: Stefanie, die Älteste, arbeitet jetzt in einem Kindergarten für Behinderte, Melanie hat gerade Abitur gemacht und interessiert sich mehr für Pferde als Autos. Fabian, der Jüngste, spielt gern Fußball. Er möchte auch ganz gern ans Steuer, aber keiner lässt ihn.

## Task 3

Listening : *Beatsteaks****Wie habt ihr es geschafft, berühmt zu werden?***

**Wir haben einen Bandwettbewerb in Berlin gewonnen. Als Belohnung konnten wir einen Supportauftritt mit den Sex Pistols machen und danach ging es schnell bergauf.**

***Woher bekam ihr eure ersten Instrumente, und was für Gitarren hattet ihr ganz am Anfang?***

Keine Ahnung, woher die anderen ihre Gitarren hatten, ich habe auf Eimern angefangen zu trommeln, dann vom ersten Ferienjob ein billiges Schlagzeug gekauft...die ersten Gitarren waren wahrscheinlich die billigsten, die zu haben waren...

***Vor wie viel Leuten habt ihr euer größtes Konzert gespielt? Und wo?***

Das **größte** Konzert war bisher das Woodstock Festival in Polen, da waren 400 000 verrückte Polen und Polinnen und hatten, so wie das von der Bühne aus aussah, jede Menge Spaß.

***Wann spielt ihr das nächste Mal in Berlin?***

In Berlin werden wir dieses Jahr leider nicht mehr spielen, wir gehen jetzt erstmal eine Weile auf Europa-Tournee, machen dann noch eine in Deutschland.

***Mit welcher Band, welchem Musiker würdet ihr am liebsten mal auf Tour gehen?***

Ich persönlich mit *The Good, The Bad & The Queen*, das wäre mein Traum. Aber auch *AC/DC* wären toll!

***Was wäret ihr geworden, wenn das mit der Musik nicht so gut geklappt hätte?***

Hausmeister, Briefträger, Kellner, Müllmann und Elektriker, soweit ich das beurteilen kann.

(männliche Stimme/weibliche Stimme)

## F714 – Listening and Writing

Section A: Listening & Writing				
Task 1: Kurdish demonstrations in Hamburg				
Q	Answer	Notes	Reject	M
(a)	(a lot of) young people (demonstrating) (1)	<b>Accept:</b> youths teenagers		[1]
(b)	she was born in Hamburg / Kurdish parents / she went to school in Hamburg (2)	ANY TWO (Take first two answers) Bracket irrelevant but correct material, e.g. she is 19		[2]
(c)	the fact that she is prepared to die for her country/Kurdistan (1)			[1]
(d)	prejudice (1) felt unwelcome in German society (1)	<b>Accept:</b> “not accepted”	Alternatives to prejudice (the actual word is needed)	[2]
(e)	they need a sense of belonging/looking for an identity / when excluded (from a community) (2)	ANY TWO		[2]
(f)	It is where personalities develop (1)			[1]
(g)	(Some) teachers (1)			[1]

<b>Aufgabe 2: Gespräch mit Frau Fischer, Chefin der Dresdner Stadtreinigungsbetriebe</b>				
<b>Q</b>	<b>Answer</b>	<b>Notes</b>	<b>Reject</b>	<b>M</b>
<b>(a)</b>	weil sie sehen wollte, wie die Müllabfuhr läuft/lief/funktionierte (1)	<b>Accept:</b> Abfur	Abvor Abfor	[1]
<b>(b)</b>	5 Stunden / von 6-11 (1)		5 Uhr	[1]
<b>(c)</b>	(körperlich) anstrengend/schwer (1)			[1]
<b>(d)</b>	weil Frauen nicht stark genug sind / weil sie die Mülltonnen nicht aus dem Keller hochtragen können / weil man stark sein muß (1)	Ref. to <u>physical</u> strength needed		[1]
<b>(e)</b>	<u>um die/etwa</u> 400 Kilo (1)			[1]
<b>(f)</b>	Sie kaufen kaum neue Möbel (1)			[1]
<b>(g)</b>	wenn man mehr Geld hat / wenn die Wirtschaft sich verbessert / wenn es aufwärts geht (1)	Wirtschaft was mentioned in previous question so not absolutely necessary in answer		[1]
<b>(h)</b>	wie reich die Leute sind / wie die Einkommensverhältnisse sind (1)			[1]
<b>(i)</b>	Wohlhabende (Menschen/Leute) (1)			[1]
<b>(j)</b>	Gemüse (1)	Accept Gemuse		[1]
<b>(k)</b>	weil man nicht mehr mit Braunkohle heizt (1)			[1]

Q	Answer	Notes	Reject	M
(l)	(i) Pappbecher (1) (ii) Plastiktüten (1)	(EITHER ORDER)	Bächer / Unconvincing spellings	[2]
(m)	(i) Müllinspekteure (1) (ii) Sie überprüfen, ob der Müll in der richtigen Tonne landet (1)	Be generous on spellings		[2]
(n)	Der Müll wird nicht mitgenommen / Die Tonne wird nicht geleert / Man lässt die Tonne stehen (1)			[1]
(o)	Graffiti (1) Abfälle auf den Grünstreifen (1) Hundehaufen (1)	(ANY ORDER) spelling must be convincing		[3]
(p)	die Stadtreinigung (1)	Accept anything that implies this, e.g. Müllabfuhr	Staat	[1]

<b>20 marks for Comprehension</b>	
<b>5 marks for Quality of Language (Accuracy) – Grid C.1</b>	
<b>Section A Total</b>	<b>[35]</b>

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**Section B – Reading & Writing****Aufgabe 3:**

<b>Q</b>	<b>Answer</b>	<b>Notes</b>	<b>Reject</b>	<b>M</b>
<b>(a)</b>	beliebt (1)			<b>[1]</b>
<b>(b)</b>	schwärmen (1)			<b>[1]</b>
<b>(c)</b>	Deutsch (1)			<b>[1]</b>
<b>(d)</b>	Assoziationen (1)			<b>[1]</b>
<b>(e)</b>	Zeitschrift (1)			<b>[1]</b>
<b>(f)</b>	verlangen (1)			<b>[1]</b>
<b>(g)</b>	Auftritt (1)			<b>[1]</b>



<b>Aufgabe 4:</b>				
<b>Q</b>	<b>Answer</b>	<b>Notes</b>	<b>Reject</b>	<b>M</b>
<b>(a)</b>	gelebt/gewohnt (1)			<b>[1]</b>
<b>(b)</b>	ins Konzert geht (1)			<b>[1]</b>
<b>(c)</b>	Deutsch spricht (1)			<b>[1]</b>
<b>(d)</b>	Streit / Streitereien hat / (sich) streitet (1)			<b>[1]</b>

Aufgabe 5:				
Q	Answer	Notes	Reject	M
(a)	im Internet (1)			[1]
(b)	mit Gefühlen (Liebe usw.) (1)			[1]
(c)	die Texte (1) das bizarre Aussehen des Sängers (1)	Accept wegen if introduced by a phrase which makes sense		[2]
(d)	(Im Sprachunterricht) lernt man kein Deutsch (1) (im Geschichtsunterricht) lernt man über die Nazi-Diktatur (1)			[2]
(e)	Sie waren in Konzentrationslagern (1) Sie sind <u>nach Israel</u> emigriert (1)	Direct answer to question required		[2]
(f)	(Sie boykottieren Veranstaltungen,) weil/wenn Deutsch dort gesprochen wird (1) weil sie Deutsch für die Sprache der Lagerkommandanten <u>halten</u> . (1)	Accept (for one point) wegen der schlechten Erfahrungen in Konzentrationslagern	Statements that German <u>is</u> the language of Lagerkommandanten	[2]

Aufgabe 6:				
Q	Answer	Notes	Reject	M
(a)	<i>bis zum Grundschulalter</i> : until she <u>started</u> primary school / until the age of 7, eg bis sie in die Grundschule kam / bis sie sechs Jahre alt war (1)			[1]
(b)	<i>wandelt sich</i> : is changing, e.g. (ver)ändert sich (1)			[1]
(c)	<i>zwei verschiedene Paar Schuhe</i> : two completely different things, eg zwei ganz verschiedene/andere Sachen (1)			[1]
(d)	<i>Neugier</i> : curiosity / wanting to know about new things, eg wenn man alles wissen will (1)			[1]

**Task 7: Transfer of Meaning**

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 marks AO2
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.

**Notes to Grid H.2**

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.

<b>Task 7:</b>			
	<b>German</b>	<b>English</b>	<b>Notes</b>
1	Seit mehr als 20 Jahren setzt sich München mit dem Thema Armut auseinander.	For more than 20 years Munich has been tackling/confronting the problem/issue of poverty.	Reject: since; present tense If everything correct but the verb mistranslated, one point.
2	1987 präsentierten Sozialwissenschaftler eine Studie darüber.	In 1987 social scientists presented a study about it.	Reject: Omission of "in"; singular of soc. scientists
3	Im Jahr 2000 meldete man einen (leichten) Rückgang bei der Armut.	In 2000 there was (seen to be) / they noted/reported a slight reduction in poverty.	
4	Doch inzwischen hat sie ein Niveau erreicht, das man noch nie erlebt hat.	However since then levels have reached an all-time high / a level that has never been experienced before.	Answer can be split into two halves.
5	Darin spiegelt sich die hohe Arbeitslosigkeit wider.	This reflects the high level of unemployment.	

**Total: 10 marks**

<b>Aufgabe 8:</b>				
<b>Q</b>	<b>Answer</b>	<b>Notes</b>	<b>Reject</b>	<b>M</b>
<b>(a)</b>	Wenn man arm ist, hat man nicht nur finanzielle Probleme sondern Probleme in allen/vielen Lebensbereichen wie Arbeit/Bildung/Gesundheit/Wohnen (2)	ANY TWO or TWO EXAMPLES		<b>[2]</b>
<b>(b)</b>	Armut/nicht genug Geld(1)		Die Hauptursache der Armut	<b>[1]</b>
<b>(c)</b>	(Langzeit-)Arbeitslose (1) und Menschen, die wenig verdienen (1)			<b>[2]</b>
<b>(d)</b>	weil die Stadt teuer ist (1)	Weil alles so teuer ist		<b>[1]</b>
<b>(e)</b>	man schämt sich (1)			<b>[1]</b>
<b>(f) i)</b>	die Mieten/das Wohnen (1)		Mietbelastung	<b>[1]</b>
<b>(f) ii)</b>	Man hat zu wenig Geld (1) zum Leben (1)		Lebensunterhalt (needs explaining)	<b>[2]</b>

<b>Aufgabe 9:</b>				
<b>Q</b>	<b>Answer</b>	<b>Notes</b>	<b>Reject</b>	<b>M</b>
<b>(a)</b>	wirtschaftlich <u>extrem</u> benachteiligt sind / <u>extreme</u> wirtschaftliche Benachteiligung erleben (1)	Accept: <u>sehr</u> arm		[1]
<b>(b)</b>	erben/vererben (1)	Accept: nicht vermeiden	vererbt	[1]
<b>(c)</b>	man keine (gute) Schulbildung hat (1)	Accept: Ausbildung		[1]
<b>(d)</b>	Kinder (1) Ausländer (1)			[2]

<b>Aufgabe 10:</b>				
<b>Q</b>	<b>Answer</b>	<b>Notes</b>	<b>Reject</b>	<b>M</b>
<b>(a)</b>	hat/erlebt/erfährt (1)	For all these, accept, despite verb ending, if it makes sense		<b>[1]</b>
<b>(b)</b>	verdienen (1)		Past tense	<b>[1]</b>
<b>(c)</b>	sind/bleiben (1)		Past tense	<b>[1]</b>
<b>(d)</b>	bekommen/erhalten/erwarten/beziehen (1)	Accept haben		<b>[1]</b>
<b>(e)</b>	findet/denkt/meint/glaubt/behauptet (1)			<b>[1]</b>
			<b>55 marks for Comprehension</b>	
			<b>5 marks for Quality of Language (Accuracy) – Grid C.1</b>	
			<b>Section B Total</b>	<b>[60]</b>



GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**Section C – Writing**

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

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
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.
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.
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.
9–10	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> in responding to the task.

Grid N guidance

3–4 – No specific example from TL = cap 4

5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative

7–8 – Imaginative and/or original response to task – applies mainly to imaginative

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
0–2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.
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.
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.
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.
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.

Grid O guidance

6–9 – Straight narration = more 6/7

Evidence of some argument = more 8/9

10–12 – If it is really “coherent” award 12

GRID C.2		QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2		QUALITY OF LANGUAGE (RANGE) 10 marks AO3
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> .	
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.	
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.	
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).	
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> .	

Total for section C: 45 marks

Total for paper: 140 marks

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Grid C.2 guidance

0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns).  
Frequent first [= *other*] language interference.

3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns,  
adjectival agreements).  
Candidate's first [= *other*] language.  
Meaning may be unclear; more wrong than right.

5–6 – Wrong/right = 50/50

7–8 – More right than wrong.

Grid F.2 guidance

5–6 – [A range of] syntax and sentence structures appropriate to  
the [register of the] task.

7–8 – Effective = *good*.  
Reads easily.

9–10 – idiom ≠ *idioms*.

## Transcripts of Listening texts

**Task 1: Listening****Kurdish demonstrations in Hamburg****Männerstimme:**

In den vergangenen Wochen haben wir hier in Hamburg viele Protestaktionen von Kurden erlebt. Und was merkwürdig war – es waren sehr viele Jugendliche unter den Demonstranten.

Auch eine Freundin von mir hat protestiert. Sie ist neunzehn Jahre alt, hier in Hamburg von kurdischen Eltern geboren und auch zur Schule gegangen. Neuerdings bezeichnet sie Kurdistan als ihre Heimat. Außerdem hat sie in letzter Zeit extremistische Meinungen entwickelt. Sie sagt sogar, dass sie für Kurdistan ihr Leben opfern würde.

Wie kommt es zu einer solchen Entwicklung? Meine Freundin hat in der Schule viele schlechte Erfahrungen mit Vorurteilen gemacht. In der Schule hat sie immer wieder das Gefühl gehabt, in der deutschen Gesellschaft nicht willkommen zu sein.

Jeder braucht das Gefühl von Zugehörigkeit, und es tut weh, wenn man aus einer Gemeinschaft ausgeschlossen wird. Dann sucht man nach anderen Aspekten, die Identität geben können, zum Beispiel die Herkunft der Familie.

Ich möchte Menschen mit extremistischen Ideologien gar nicht in Schutz nehmen. Aber zumindest im Fall meiner Freundin kann ich verstehen, wie es dazu kommen konnte. Ich sehe, wie unheimlich wichtig Integration ist. Die Schulen nehmen eine führende Rolle ein, denn hier entwickeln sich Persönlichkeiten. Ich weiß aber, dass es einige Lehrer gibt, die durch ihre Vorurteile gegenüber Ausländern einen sehr negativen Beitrag für die Zukunft dieser Gesellschaft leisten.

**Aufgabe 2: Hörtext****Gespräch mit Frau Fischer, Chefin der Dresdner Stadtreinigungsbetriebe**

*Männerstimme: **Frau Fischer – Sie wollten sehen, wie die Müllabfuhr so läuft, und haben selbst als Müllfrau gearbeitet. Stimmt das?***

**Frauenstimme:** Ja, ich habe eine komplette Schicht von sechs bis elf Uhr morgens mitgearbeitet, und ich kann Ihnen sagen, nach drei oder vier Stunden habe ich jeden Muskel gefühlt. Manche Sachen konnte ich nicht machen, zum Beispiel die Mülltonnen aus dem Keller hochtragen. Das ist auch der Grund, warum in der Müllabfuhr fast nur Männer arbeiten.

*Männerstimme: **Wie viel Müll verursacht jeder Dresdner im Jahr?***

**Frauenstimme:** Um die 400 Kilogramm. Bei einigen Sachen hängt viel von der Wirtschaftslage ab. Zum Beispiel, wenn es den Leuten schlecht geht, kaufen sie kaum neue Möbel. Sobald die Lage sich verbessert, gibt es auch wieder mehr Sperrmüll. Dann merken wir, dass es aufwärts geht.

*Männerstimme: **Glauben Sie, dass man vom Inhalt der Mülltonne auf den Charakter schließen kann?***

**Frauenstimme:** Auf den Charakter wohl nicht, aber Müll sagt etwas über die Einkommensverhältnisse aus. So können Sie anhand der Rotweinflaschen im Glascontainer erkennen, ob dort viele wohlhabende Menschen wohnen. Und in einem Stadtteil mit vielen jungen Akademikern finden Sie Gemüsereste und nicht so viele Verpackungen von Fertiggerichten.

*Männerstimme: **Gibt es Trends in der Zusammensetzung des Mülls?***

**Frauenstimme:** Sicherlich. Wir haben früher mit Braunkohle geheizt. Daher war immer Asche im Hausmüll. Dafür finden Sie jetzt im Müll eine Flut von Pappbechern für den Kaffee. Früher gab es viele Dosen, etwa für Erbsen und Karotten. Heute kaufen die Menschen eher gefrorenes Gemüse in Plastiktüten.

*Männerstimme: **Man muss ja den Müll sortieren. Gibt es so etwas wie Müllinspekteure?***

**Frauenstimme: Ja, die heißen bei uns „Begeher“. Sie überprüfen zum Beispiel, ob normaler Abfall in der gelben Tonne ist, wo nur Plastik sein sollte.**

*Männerstimme: **Und was passiert dann? Lassen Sie die Mülltonne einfach stehen?***

**Frauenstimme: Nein, das wird zwar in manchen Bundesländern so gemacht. Aber wir nehmen den Müll in jedem Fall mit.**

**Männerstimme:** *Was ärgert Sie am meisten?*

**Frauenstimme:** Wenn ich Graffiti sehe, oder Abfälle auf den Grünstreifen, oder auch Hundehaufen, die die Hundehalter eigentlich selbst wegmachen müssen, ärgert mich das sehr. Die Stadt gehört schließlich uns allen. Und eine Stadtreinigung, die hinter jedem Bürger hergeht und aufräumt, könnte keiner bezahlen.

[END]

# Grade Thresholds

Advanced GCE German (H476)  
 Advanced Subsidiary GCE German (H076)  
 January 2010 Examination Series

Unit		Maximum Mark	A	B	C	D	E	U
F711	Raw	60	47	42	37	32	27	0
	UMS	60	48	42	36	30	24	0
F712	Raw	140	110	99	89	79	69	0
	UMS	140	112	98	84	70	56	0
F714	Raw	140	108	96	84	72	60	0
	UMS	140	112	98	84	70	56	0

## Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>H076</b>	200	160	140	120	100	80	0
<b>H476</b>	400	320	280	240	200	160	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
<b>H076</b>	43.4	63.6	78.3	93	99.2	100	134
<b>H476</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

For a description of how UMS marks are calculated see:

<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.



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