

GCE

German

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

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	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 in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C.2 and F.2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

Section A: Listening and Writing

Task 1

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

Task 2

Question		Answer	Marks	Guidance
2	(a)	verreist	1	Gap-fill The elements are scanned by the page. Use ticks for correct sentences. Insert mark out of 10.
	(b)	durfte	1	
	(c)	möbliert	1	
	(d)	überraschte	1	
	(e)	wussten	1	
	(f)	geworfen	1	
	(g)	alarmiert	1	
	(h)	musste	1	
	(i)	veröffentlichte	1	
	(j)	identifizieren	1	
Total			10	

Task 3

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary, just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in German get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
3	(a)	spokesman / spokesperson	1	representative	speaker
	(b)	huge/big dormitories / bedrooms or noisy/ loud schoolchildren	1	big sleeping room(s)	not cool
	(c)	(i) tourist areas / places	1	holiday locations	
		(ii) resorts on the Baltic coast (popular)	1		East sea coast
	(d)	youth hotels not <u>comfortable</u> enough for adults	1		
	(e)	(i) houses modernised	1	They have been modernised	
		(ii) toilet and showers added <u>to rooms/en suite</u>	1		bathroom
		(iii) bunk beds replaced by normal beds	1		installed new beds
	(f)	some are (of) historical (interest)	1	may / can be to express 'some' their historic interest	Most, many of the buildings
	(g)	value for money / cost to value relationship	1	worth the money	price t.c., that it is cheap, getting a good deal on the price
	(h)	(i) more relaxed/relaxing <u>than hotel</u>	1	no longer closed during the day	
		(ii) They can easily make friends.	1	get into / make contact with each other	make contacts, people, get on with
		(iii) children's programme / things to do in bad weather	1		
	(i)	They use it to get there. / They arrive by car.	1		
		but prefer not to use it during their stay	1	don't use it while there	
		Total	15		

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

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

Annotations:

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

Task 4 Communication points

Question			Answer	Marks	Guidance	
					Accept	Do not accept
4	1		A friend has recommended		vorschlagen, meinen/denken/sagen+sollten	gesagt, rekommeniert, sich empfehlen
	2		(that) we visit the northern coast of Germany this summer.			Koste Strand
	3		I have looked at your website		Website, die Webseite	ihre
	4		and have found some very attractive youth hostels.			interessante nette
	5		Could you send (me) further details			Details tc
	6		of the children's programmes that you offer?		that you offer = Ihre Kinderprogramme, die Kinderprogramme der Jugendherberge	
	7		We would like to have the use of a kitchen		haben =use of	Kuche, Kuchen, Kochzimmer
	8		so that we can prepare our <u>own</u> food.		preparieren	
	9		Do you have a central booking system		Buchensystem. Kann ich durch die Webseite buchen? Hauptsystem	Buchsystem, Zentrum
	10		Or is it better to contact each hostel directly? <i>Either each or directly needs to be conveyed</i>		kontaktieren, anmelden	kontakten
			Total	10		

Accept any form of 'you' in verbs for Communication but penalize inconsistency in the Language mark. No candidate mixing du/Sie/ihr within the task gets more than 6 for Language.

English words lose the mark for Communication (apart from Website)

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

QoL: Read response again and assess for language.

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

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

Task 5

Question		Answer	Marks	Guidance
5	(a)	D	1	Matching beginnings and ends of sentences This task is scanned in by the page. Tick the correct answers and insert a mark out of 10.
	(b)	I	1	
	(c)	L	1	
	(d)	A	1	
	(e)	H	1	
	(f)	J	1	
	(g)	B	1	
	(h)	M	1	
	(i)	E	1	
	(j)	F	1	
		Total	10	

Task 6**Task specific guidance**

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

1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
2. Go through all the responses and assess every question for **comprehension**.
 - a) Marks are awarded on a point by point basis, according to the mark scheme.
 - b) Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
 - c) For comprehension / content, remember that you are a 'sympathetic native speaker / sympathetic examiner'. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

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

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

Task 6

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	Er hat einen kahlen Kopf / eine Glatze.	1	(Er ist) nicht besonders cool.	keinen coolen Eindruck
	(b)	(i) Sie hat ihn für den deutschen Lehrpreis nominiert.	1	für einen Lehrpreis	<u>er</u> hat ihn nominiert sich nominiert
		(ii) weil sie ihn cool findet / weil <u>er</u> die Literatur liebt / weil er ein engagierter Lehrer ist (any 2)	2	wegen seiner Liebe zur Literatur eigenartiger Lehrer	ihr liebt
	(c)	Er war erstaunt / überrascht. mit Erstaunen	1		zu seinem großen Erstaunen
	(d)	Er hat im Museumsbereich gearbeitet. (needs a verb)	1		Er hat Kunstgeschichte studiert.tc Er hat Kunstgeschichte studiert (first)+ correct answer without danach/nachdem etc direct lift in einem Museum tc
	(e)	Er wollte nicht Lehrer werden. / (den) Lehrer(beruf)	1		
	(f)	Er hat jungen Leuten Judo beigebracht. Es hat ihm Spaß gemacht / Freude bereitet.	2		present tense
	(g)	10 Jahre / seit 10 Jahren	1		vor / für zehn Jahren
	(h)	Er lernt immer noch und bleibt frisch.	1 1	lift with inverted commas	lift without inverted commas
	(i)	Sie hat ihr Interesse für Deutsch durch Herrn Ritter entdeckt. Er hat sie inspiriert.	1 1	<u>Früher</u> hat sie sich für Wissenschaften interessiert + inspiriert. (2)	inspiriert sich
	(j)	Sie ist ruhig / Sie benimmt sich gut.	1	Man merkt nicht, dass die Klasse normalerweise schwierig ist.	
		Total	15		

3. Assessing Quality of Language

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

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Grammar points to look out for:

- (b) (d) (e) (h) (i) change from 1st to 3rd person
 (a) (g) change of case
 (b) (f) introduction of subordinate clause
 (c) noun to adjective

Task 7**Task specific guidance**

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

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

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

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

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

c Copying / lifting: If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Task 7(a) * only penalize for tense once per paragraph (of original text)

Point			Indicative content	Marks	Content	Guidance
						Levels of Response
7	(a)	1	Thorsten grew up without TV		needs a past tense	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	parental choice			
		3	Thorsten couldn't afford own TV		needs a past tense*	
		4	average TV time in Germany more than 3 hours per day			
		5	no TV = lots of free time			
		6	Thorsten was mostly bored		past tense or remembers being bored*	
		7	Thorsten was picked on at school		past tense*	
		8	everyday conversation was difficult		past tense*	
		9	left out of football debates			
		10	feels like an alien			
		11	still has no TV			
		12	agrees with father / other activities more important			
			Total	10		

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

Question		Answer	Marks	Guidance	
				Content	Levels of Response
7	(b)	No Indicative Content – personal response	20	<p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> Use the green tick (✓) in the body of the text to show each opinion / personal response and a green plus (+) in body of text to show a development / extension of the 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.

APPENDIX 2

Transcripts of Listening Texts

Aufgabe 1: Die südliche Lebensart

F: Bei sommerlichem Wetter sitze ich am Strand. Nicht etwa an der Küste sondern mitten in der Stadt am Fluss. Sand wurde importiert und Strandbars wurden konstruiert. Überall in der Stadt stehen vor jedem Café und jeder Kneipe Tische und Stühle. In den Parks wird gegrillt. Die südliche Lebensart hat sich im Norden ausgebreitet. Sogar Berlin hat sich „mediterranisiert“. Wie ist das denn passiert?

Seit den sechziger Jahren fahren wir Deutschen massenweise in den Urlaub nach Spanien und Italien. Ganz früh haben wir Geschmack an Spagetti und Knoblauch gefunden, und heutzutage wollen wir das ganze Strandgefühl gleich vor der Haustür haben.

Diese Draußen-Kultur wurde weiter durch die Fußballweltmeisterschaft 2006 gestärkt. Sie trieb uns in die frische Luft, wo wir an riesigen Leinwänden die Spiele sahen, und uns gemeinsam gefreut haben – und manchmal gelitten. Jetzt ist es fast selbstverständlich, dass wir uns draußen treffen, um große Ereignisse zusammen zu erleben - und nicht nur die großen Ereignisse: Den Fernsehkrimi *Tatort* am Sonntagabend genießen wir regelmäßig mit einem kollektiven Bier im Freien.

Wenn wir vor dem Straßencafé sitzen, trinken wir nicht nur Kaffee. Die Menschen, die vorbei gehen, gehören zum Cafébesuch dazu: Man ist für jeden zu sehen – und man kann jeden sehen.

Und noch ein Grund warum ich meistens draußen sitze: das Rauchverbot!

Aufgabe 2: Eier zu Ostern

M: Mutter und Vater waren über Ostern im Urlaub, hatten aber der 16-jährigen Tochter Anja die Erlaubnis für eine Party gegeben. Sie hatte zwanzig Freunde und Bekannte eingeladen, mit ihr im sehr stilvoll eingerichteten Elternhaus ihren Geburtstag zu feiern.

Kurz vor Mitternacht kamen aber unerwartet noch 130 Gäste an. Sie hatten über das Internet von der Party erfahren. Als einige dieser ungebetenen Gäste begannen, rohe Eier gegen die Wände zu schmeißen, bekam Anja Angst und rief die Polizei an. Die Polizisten schickten schnell alle Gäste aus dem Haus und bestanden darauf, dass Anja, die leicht betrunken war, die Nacht bei den Nachbarn verbrachte.

Ob das Mädchen selbst über Facebook Leute zu ihrer Party eingeladen hatte, oder ob es andere Nutzer waren, die die Veranstaltung in dem digitalen Netzwerk publik machten, ist nicht klar. Und wer die Reparaturen bezahlen wird, ist auch unklar, weil weder Anja noch ihre Freunde die randalierenden Gäste nennen können.

Task 3: Youth hostelling today

F Sie sind Sprecher des Deutschen Jugendherbergswerks, Herr Tempel. Wer übernachtet heutzutage in Jugendherbergen? Das Image ist nicht sehr cool, oder?

M Wenn man sich an riesige Schlafräume und lärmende Schulkinder erinnert, ist das sicherlich der Fall, aber in den letzten 20 Jahren hat sich vieles verändert. Jetzt kommen immer mehr Familien zu uns – besonders in touristischen Gebieten: Die Ferienorte der Ostseeküste sind sehr beliebt, zum Beispiel.

F Sind Jugendherbergen für die meisten Erwachsenen bequem genug?

M Viele Jugendherbergen haben ihre Häuser modernisiert: Zimmer wurden mit WC und Dusche ausgestattet und die Doppelstockbetten durch normale Betten ersetzt. Außerdem sind manche Gebäude von historischem Interesse. Und natürlich spielt das gute Preis-Leistungsverhältnis eine wichtige Rolle.

F Die traditionelle Jugendherberge war aber tagsüber geschlossen - was gar nicht praktisch für Eltern mit Kindern ist.

M Heutzutage ist die Einstellung ganz anders. Kinder fühlen sich hier wohl, denn die Atmosphäre ist viel entspannter als in einem Hotel und sie finden zu einander leicht Kontakt – man kann sogar ein Kinderprogramm buchen, damit die Kinder auch bei schlechtem Wetter beschäftigt sind.

F Die Zeiten, wo die Gäste alle per Fahrrad oder zu Fuß unterwegs waren, sind auch längst vorbei, oder?

M Ja, die meisten Familien kommen zwar mit dem Auto an aber einmal hier sind sie nur froh, ihr Fahrzeug stehen zu lassen.

F Vielen Dank für das Gespräch, Herr Tempel.

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