

GCE

German

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

Advanced GCE

Mark Scheme for June 2016

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

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

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

© OCR 2016

Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot (Key point attempted)
	Caret sign to show omission
	Unclear
	Extendable horizontal line
	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 C1,C2 and F2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

Section A: Listening and Writing

Task 1

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

Question		Answer	Marks	Guidance	
				Accept	Do not accept
1	(a)	They are emotionally <u>significant / important / important</u> on an emotional level They have emotional meaning	1	<u>more</u> intimate sentimental worth	They are emotional.
	(b)	(Only) <u>6%</u> of letters (in Germany) are <u>personal/between private individuals</u>	1		
	(c)	We are losing so many things/key skills/competencies through technology/by not writing Computer <u>typed</u> letters / e-mails are (completely) impersonal	2	lack personality	
	(d)	You can read it. / It's legible (1) not <u>suitable</u> for a personal letter (1) She <u>only</u> uses capital letters (1)	3	not good / ideal / pleasant unsatisfactory	not the best Big letters, not clear
	(e)	are expected to use technology (1) to keep in contact <u>with younger people</u> (1)	2	must be reference to communication between the generations	
	(f)	that she will receive a personal letter / that she won't <u>just</u> find bills in her letter box	1	handwritten letter	
Total			10		

Task 2

Task specific guidance:

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

Question		Answer	Marks	Guidance		
				Accept	Do not accept	
2	(a)	Sie hat den Weltfrauentag eingeführt	1	(er)schaffen	diesen Tag	
	(b)	Sie war Sozialdemokratin	1	Sozialistin		
	(c)	ein internationaler sozialistischer Kongress	1			
	(d)	die Einrichtung eines internationalen Frauentags / einen internationalen Frauentag (einzurichten)	1	Einführung / einzuführen	<u>zur</u> Einrichtung Richtung	
	(e)	ein Frauentreffen / Frauen versammelten sich <u>in 5 europäischen Ländern</u>	1			
	(f)		(i) (Frauen)wahlrecht	1	answers in any order	Freiden Vorsorge / Versorge / Fürsorge Lohn
			(ii) Frieden	1		
			(iii) <u>Fürsorge</u> für Mutter und Kind	1		
			(iv) gleichen Lohn (wie Männer)	1		
	(g)		(i) Vereinbarkeit von Familie und Beruf	1	answers in either order	Gleichberechtigung im Arbeitsleben (not new)
			(ii) Gewalt gegen Frauen	1		
	(h)		Er / Der Unterschied ist größer als in anderen Ländern / jedem anderen Land	1	am größten in Deutschland	
			Frauen verdienen <u>21,6% weniger als Männer</u>	1		
	(i)		(Frauen haben nur / kaum) 4% (der Spitzenpositionen)	1	vier von hundert	
(j)		Sie haben eine Frauenquote von 40% eingeführt	1			
(k)		dass <u>mehr</u> Frauen in Spitzen- / Führungspositionen sind	1			
(l)	(i)	viele in der Regierung	1		viele Anhänger Die Regierung ON ITS OWN	
	(ii)	die Wirtschaft / Wirtschaftsleute	1			
(m)		eine nackte Frau	1			
(n)		weil es immer noch nackte Frauen auf einer Innenseite / in der Zeitung / auf anderen Seiten gibt	1			
Total			20			

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.1:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at AS. Identify the band which best matches the performance.

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

In Section B there are 5 marks for Quality of Language.

Task 3

Question		Answers	Marks	Guidance
3	a	eingesetzt	1	Non-verbal Do not penalise spelling errors Tick correct answers and give total out of 8.
	b	abgeschoben	1	
	c	Gefängnis	1	
	d	Verkehrsstrafe	1	
	e	hatte	1	
	f	entschieden	1	
	g	verbringen	1	
	h	auszugeben	1	
Total			8	

Task 4 MUST BE GRAMMATICALLY CORRECT AND FROM THE CORRECT PARAGRAPH OF TEXT

Question		Answer	Marks	Guidance	
				Accept	Do not accept
4	(a)	gekämpft / protestiert	1	bekämpft / gesprochen	kritisiert incorrect past participles
	(b)	als auch mit dem Tod bedroht	1	(for comprehension mark) <u>und</u> mit dem Tod bedroht	bedroht worden
	(c)	festgenommen / verhaftet	1		imperfect tense (must be a past participle)
		gebracht / genommen / geschickt	1		
	(d)	im Gefängnis	1	in der Gefängnis	ins Gefängnis
	(e)	vergessen / aus dem Kopf kriegen	1	im Stich lassen	
(f)	(für Ousmane) Hilfe (bekommen) wollte	1	Hilfe brauchte / um Hilfe bat tolerate möchte	modal verb + zu	
Total			7		

DO NOT WORRY HERE ABOUT THE WRONG WORD ORDER AFTER 'WEIL'

Task 5**Task specific guidance**

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

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.

Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
5	(a)	(i) den Flug aufhalten / die Abschiebung stoppen	1	(i) die Passagiere aufklären. Ousmane helfen, in Österreich zu bleiben	um den Flug aufzuhalten
		(ii) Sie wollten (an Bord gehen und) die Passagiere aufklären	1	(ii) indem sie den Flug aufhielten Sie haben Tickets für den Flug gekauft	
	(b)	Er hat <u>sich</u> an der / die Gangway festgekettet	1		
	(c)	dass sie <u>ihn</u> (must refer to him being sent back) (in seine Heimat / nach Guinea / ein Land) schicken / zurückbringen würden (1) (needs element of compulsion) und dass er dort / wo er getötet (werden) würde (1)	2	dass er sterben würde / vor dem Tod	
	(d)	Ousmane mitnehmen (needs reference to refugee/Ousmane)	1		
	(e)	Er durfte (in Österreich) bleiben	1		er musste bleiben
	(f)	weil es für ihn (in Guinea) zu gefährlich ist / wäre	1	weil sie rechtswidrig / ungerecht wäre	
	(g)	bei Freunden	1		
	(h)	Betriebswirtschaft studiert ein Betriebswirtschaftsstudium begonnen ein Betriebswirtschaftsstudium	1	allow ‚gemacht‘	
Total			10		

Task 6: Transfer of Meaning

Award two marks per translated section according to the grid below. The 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.

Question		Answer	Marks	Guidance	
				Allow	Do not allow
6	1	<i>(Das englische Atomkraftwerk Oldbury war bis vor kurzem das älteste weltweit.)</i> Until recently the English atomic power station Oldbury was the oldest in the world.	2		
	2	<i>(Anfang März 2012 wurde es endgültig abgeschaltet)</i> At the beginning of March 2012 it was closed down / switched off once and for all / finally / decommissioned	2		eventually
	3	<i>(und jetzt ist Beznau 1 in der Schweiz das älteste noch genutzte Kraftwerk.)</i> and now Beznau 1 in Switzerland is the oldest power station still in use.	2		
	4	<i>(Dieser uralte Reaktor, der nur sieben Kilometer von der deutschen Grenze entfernt ist)</i> This ancient reactor that is only 7 kilometres from the German border	2	km aged	boarder
	5	<i>(läuft bereits seit mehr als 44 Jahren).</i> has (now) been running / in operation for <u>more than 44</u> years.	2	already	
Total			10		

Task 7**Task specific guidance**

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

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
7	(a)	Beznau 1 abschalten	1	das Abschalten des Atomkraftwerks	plural power stations_(eg von Atomkraftwerks / e)
	(b)	weil die deutsche Bevölkerung im Grenzgebiet dadurch gefährdet ist / sein könnte	1	weil das Kraftwerk direkt an der deutschen Grenze ist	
	(c)	Terroranschläge <u>mit Flugzeugen</u>	1	via / per	
	(d)	Man hat sie stillgelegt / sie wurden stillgelegt	1		
	(e)	weil die <u>Kriterien</u> (or synonym) anders / nicht so gut / streng sind	1		verschiedene Kriterien
	(f)	50 Jahre	1		
	(g)	Beznau 1 / er soll abgeschaltet werden / wird abgeschaltet / wird nicht mehr laufen	1	soll bis zu diesem Jahr in Betrieb bleiben	
	(h)	Es gibt keine festen Termine zur Stilllegung. / dass sie so lange laufen können, wie sie sicher sind	1		
	(i)	Er weist keine Sicherheitsmängel auf / in einem guten Zustand	1	gut	
	(j)	Sicherheit / Sicherheitsmaßnahmen	1		
Total			10		

Task 8 GRAMMAR EXERCISE - and do not accept references to paragraphs other than 4 here

Question		Answer	Marks	Guidance	
				Accept	Do not accept
8	(a)	<u>das Kraftwerk / Beznau 1</u> (noch) gefährlich ist	1	einen Riss bekommen könne	,es' is not specific enough here plural of Kraftwerk
	(b)	kontaminieren könnte / würde	1		kontaminiert
	(c)	das Kraftwerk (sofort) abschalten	1	es	
	(d)	das zum Super-GAU führen könnte	1		Lack of modal verb with present tense Future tense
	(e)	Deutschland auch betroffen wäre / werden könnte	1	TOLERATE future tense	
	(f)	evakuiert werden	1	evakuieren	
Total			6		

Task 9 NOT GRAMMAR - CONVEYING MEANING

Question		Answer	Marks	Guidance	
				Accept	Do not accept
9	(a)	<i>e.g. Leute, die gegen Atomkraft sind</i>	1		incorrect relative pronouns e.g. wo
	(b)	<i>e.g. dasselbe Datum / derselbe Tag in einem späteren Jahr</i>	1		
	(c)	<i>e.g. demonstrieren / protestieren</i>	1		noun alone - verb needed
	(d)	<i>e.g. Leute, die die Umwelt schützen wollen / wichtig finden / Grüne / Ökologen</i>	1		
Total			4		

Assessing **Quality of Language** across Section B

- a. You will get a separate screen which will be the whole page for exercise 3, 5, 6, 7, 9 and 10 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.1. but it is not essential.
- b. Apply Grid C.1 and enter the mark.
- c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 10-17

Task specific guidance

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

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 10 - 17	No Indicative Content – personal response	25	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task 10-17 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 10 - 17	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	20	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance</p> <p>0–2 Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 Wrong/right = 50/50 7–8 More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5–6 [A range of] syntax and sentence structures appropriate to the [register of the] task. 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	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .	9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures . Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures . Some correct use of complex sentence structures . The performance is likely to be patchy and inconsistent .	5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3–4	Evidence of gaps in basic grammar . Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures . Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Little evidence of grammatical awareness . Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

APPENDIX 2

Transcripts of Listening Texts

Task 1: TOO MANY EMAILS?

M: Schnell mal eine E-Mail in den Computer tippen ist heute selbstverständlich. Aber einen Brief schreiben? Das gibt's vor allem zu besonderen Anlässen. Ob das Liebesbriefe sind, handgeschriebene Grüße zum Geburtstag, Weihnachtsgrüße. Das sind alles Ereignisse, die emotional bedeutend sind.

Die Deutschen schreiben sich immer weniger persönliche Briefe. Nur noch sechs Prozent der Briefe in Deutschland gehen von Privatperson an Privatperson. Die 19-jährige Simone gibt ihre Meinung dazu:

F: Ich bin sehr traurig, dass wir keine Briefe mehr schreiben, denn wir verlieren durch die ganzen technischen Möglichkeiten von heute so viele Dinge. Nicht nur fehlt es Briefen, die auf dem Computer getippt werden, absolut an Persönlichkeit, es gehen auch bei manchen Menschen irgendwie viele Schlüsselkompetenzen auf diesem Weg verloren.

Ich sehe das ja an mir selbst. Wenn man sich meine Handschrift anschaut, kann man sie zwar lesen, aber für einen persönlichen Brief würde sie sich wohl nicht eignen. Ich habe mir nämlich angewöhnt, alles in Großbuchstaben zu schreiben. Schreibschrift, was ist das?

Wir Jugendlichen erwarten von den älteren Generationen, dass sie Technologie benutzen, damit sie mit uns in Kontakt bleiben können. Ich selbst habe ja sogar Briefpapier, nutze es aber nie – aber genau das soll sich nun ändern. So nehme ich mir jetzt einfach vor, einmal im Monat einen persönlichen Brief zu schreiben, und wer weiß, vielleicht befinden sich dann auch bald in meinem Briefkasten nicht mehr nur noch Rechnungen!

Aufgabe 2

Radiobericht über den Weltfrauentag

F: Am 8. März findet jedes Jahr der Weltfrauentag statt. Haben Sie gewusst, dass die deutsche Sozialdemokratin und Feministin Clara Zetkin diesen Tag eingeführt hat? Beim internationalen sozialistischen Kongress, der 1910 in Kopenhagen stattfand, machte sie den Vorschlag zur Einrichtung eines internationalen Frauentags. Auf ihre Idee hin gab es im März 1911 ein Frauentreffen in fünf europäischen Ländern. Das Hauptziel dieser Frauen war natürlich das Frauenwahlrecht, aber sie haben sich auch für den Frieden eingesetzt und für die Fürsorge für Mutter und Kind. Außerdem forderten sie den gleichen Lohn wie ihre männlichen Kollegen.

M: Heute geht es an diesem Tag um wichtige Themen wie Vereinbarkeit von Familie und Beruf sowie Gewalt gegen Frauen. Die Gleichberechtigung im Arbeitsleben bleibt nach wie vor ein ganz wichtiges Thema: In Deutschland ist der Lohnunterschied zwischen Frauen und Männern größer als in jedem anderen Land. Deutsche Frauen verdienen 21,6 Prozent weniger als Männer. Auch was die Anzahl der Frauen in Führungspositionen angeht, liegt Deutschland im internationalen Vergleich weit unten. Auf kaum vier von hundert Vorstandsposten findet man hierzulande eine Frau. Den höchsten Anteil an Führungspositionen haben Frauen in Norwegen, das eine Frauenquote von 40 Prozent eingeführt hat. Die EU-Kommission schlägt jetzt auch dieselbe Lösung vor: Nur dadurch könne der Frauenanteil in Spitzenpositionen erhöht werden. Auch in der Bundesregierung findet eine Frauenquote viele Anhänger. Opposition gibt es hauptsächlich in der Wirtschaft.

F: Gleiche Rechte, gleiche Chancen, gleicher Lohn – alle sind wichtige Themen beim Weltfrauentag. Im Jahr 2012 aber hat die BILD-Zeitung einen besonderen Beitrag zur Frauenemanzipation geleistet, der ziemlich kontrovers war. Die Redaktion beschloss, nach 28 Jahren Schluss zu machen mit der nackten Frau auf der Titelseite. Seitdem gibt es nackte BILD-Girls nur noch im Inneren des Blattes. Ein Teilerfolg für Feministen also!

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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

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

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

© OCR 2016

