

**GCE**

**German**

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

Advanced GCE

**Mark Scheme for June 2017**

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











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

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

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

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## Annotations

Annotation	Meaning
	Tick
	incorrect
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
( )	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

**Subject-specific Marking Instructions**

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting. The texts will not appear automatically on your marking screen.

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 know their petrol/fuel consumption/use (car must be implied)	1		How much fuel their car is wasting energy
		But do not know how much <u>electricity is used at home</u>	1		
	(b)	If people/the Germans use(d) 10-35% less energy	1		
	(c)	<u>Energy that is not consumed/needed/used</u> does not have to be...	1		
		produced transported and paid for	1 1	<i>any two</i>	
	(d)	He doesn't think it is possible to save so much (more)	1		
	(e)	Might stop a few wind turbines being built	1	<i>only answers that imply an insignificant number</i>	Windmills/ wind farms
	(f)	(i) Renewable/alternative energy sources not yet sufficiently <u>developed</u> (or synonym)	1	regenerative the technology is not yet...	
		(ii) there might be power cuts / ensuring a supply is the most important thing / a reliable energy source is the most important thing	1	<i>answers in either order</i>	
		<b>Total</b>	<b>10</b>		

**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)	Weil das Datenlimit überschritten war / weil sie das Datenlimit überschritten	1		
(b)	den Handynutzer/Kunden warnen / eine Warnung schicken wenn er / der Nutzer sich dem Datenlimit nähert	1 1		nähren / nähern
(c)	eine Warnung	1	<u>Es gibt</u> keine Warnung	keine Warnung (on its own)
(d)	junge Leute / Jugendliche weil sie ein größeres Kommunikationsbedürfnis haben	1 1	weil sie mehr/viele SMS schicken	Jungen
(e)	8 Euro <u>monatlich</u>	1		
(f)	(weit) unter 1000 / (ca.) 700	1		
(g)	Er muss viel bezahlen Er muss 35 Cent pro SMS bezahlen Er muss <u>mehr als/über</u> 3 Euro für 10 SMS bezahlen (= €3,50)	2	<i>Any two, clearly expressed</i>	
(h)	im April Weil er ein (neues) Mädchen kennenlernte / eine neue Freundin hatte	1 1	Als er eine neue Freundin kennenlernte Er hat mehr/viele SMS geschickt	nach April
(i)	(Er hat) (zufällig) im Internet (nachgeschaut)	1		
(j)	Seinen (SMS)verbrauch gesenkt / weniger SMS geschickt	1		
(k)	Dass die Rechnung (schon) 129 Euro war/ Die hohe Rechnung OR dass er keine Frei-SMS mehr hat  weil er dachte, er würde eine Warnung bekommen	1  1		
(l)	Sie sagen, es sei die (Eigen)verantwortung des Kunden/Benutzers	1	Es ist die Verantwortung des Kunden	
(m)	(aktiv) checken,	1		

		ob die Grenze (bald) erreicht ist	1	
	(n)	automatische Warnungen	1	<i>singular</i>
		<b>Total</b>	<b>20</b>	

**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.

<b>GRID C.1</b>	<b>ACCURACY OF LANGUAGE (ACCURACY)</b> <b>5 marks AO3</b>
<b>5</b>	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
<b>4</b>	<b>Language generally accurate.</b> Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there <b>may be some inconsistency and errors in more complex areas.</b>
<b>3</b>	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
<b>2</b>	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>0–1</b>	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (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 (see page 16).

Question		Correct answers	Marks	Guidance
3	a	dauerhaft	1	<b>Non-verbal</b> Tick correct answers and put total as mark. Ignore spelling errors
	b	steigt	1	
	c	Einwanderungsland	1	
	d	starke	1	
	e	Arbeitsmarkt	1	
	f	schwache	1	
	g	anziehen	1	
		<b>Total</b>	<b>7</b>	



**Task 4****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
4	(a)	dass Zuwanderung das Sozialsystem belastet	1	Zuwanderung belastet das Sozialsystem	
	(b)	einen wirtschaftlichen	1	Jeder Ausländer zahlt dem Staat mehr als er kostet  TOLERATE 22 Milliarden Euro	
	(c)	Es gab einen Überschuss von 22 Milliarden Euro	1		22 Milliarden Euro if credited for 4b
	(d)	(i) Arbeitslosengeld (ii) Kindergeld	1 1	<i>either way round</i>	
	(e)	durch / sie zahlen Steuern / soziale Abgaben  Arbeitslosenversicherung Krankenversicherung	1  1 1	Further mark for soziale Abgaben if no specific examples given  Award 1 mark for the concept of paying in more than they take out	Steuern etc. t.c. (answer must directly answer the question)
	(f)	Der Gewinn (für Deutschland) wird (weiter) zunehmen/steigen	1	<i>answers implying future</i>	
	(g)	Ihre Rente zu bekommen	1		Ihre Renten t.c.
<b>Total</b>			<b>10</b>		

## Task 5

Question		Answer	Marks	Guidance	
				Accept	Do not accept
5	(a)	<i>e.g. die Leute, die schon lange in einem Land wohnen</i>	1		
	(b)	<i>e.g. das Geld, das man dem Staat zahlt</i>	1		
	(c)	<i>e.g wenn man im richtigen Alter ist, um arbeiten zu können</i>	1		
<b>Total</b>			<b>3</b>		

## Task 6

Grammatically correct answers expected but minor errors tolerated

Question		Answer	Marks	Guidance	
				Accept	Do not accept
6	(a)	Gutqualifizierte	1		Qualifizierte
	(b)	erfasst	1	eingeschlossen / umfasst	
	(c)	(sie) besser integriert sind gut verdienen	1 1		
	(d)	(die) Bildung	1	Ausbildung / das Bildungssystem / Schulen	
<b>Total</b>			<b>5</b>		

## Task 7 Transfer of Meaning

Question		Answer	Marks	Guidance	
				Content	Levels of response
7	1	<i>(Eine so unpolitische Studentengeneration hat es seit langem nicht gegeben.)</i>  There hasn't been such an apolitical generation of students for a long time.	2	Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors.  Exceptional responses and marks to award:  1. Candidates may answer in <b>faultless English but may not transfer meaning accurately. Award either 0 or 1 mark</b> , depending on level of inaccuracy in meaning.  2. The <b>transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark</b> , depending on level of inaccuracy of English.	<b>GRID H.2 TRANSFER OF MEANING 2</b> Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
	2	<i>(Nur ein Viertel der Studenten zeigt Interesse an aktuellen Ereignissen.)</i>  Only a quarter of students show any interest in current affairs.	2		<b>1</b> Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
	3	<i>(Vor 20 Jahren war es noch fast die Hälfte.)</i>  Twenty years ago it was almost half.	2		<b>0</b> Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.
	4	<i>(29 Prozent halten Politik sogar für unwichtig.)</i>  29% even think that politics are unimportant.	2		
	5	<i>(Dieses Ergebnis einer neuen Studie finden Politiker bedauerlich.)</i>  Politicians find this result of a new/recent study regrettable/a pity/saddening/upsetting.	2		
<b>Total</b>			<b>10</b>		

## Task 8

Must be a one-word answer and totally correct including capitalisation and umlauts

Question		Answer	Marks	Guidance	
				Accept	Do not accept
8	(a)	apathischer		<i>either way round</i>	Lack of comparative
		passiver	2		Lack of comparative
	(b)	älter	1		Lack of comparative
	(c)	Jugendliche	1	junge Leute, Engagement	
	(d)	inaktiv		<i>either way round</i>	
		desinteressiert	2	apathisch, uninteressiert	
		<b>Total</b>	<b>6</b>		

**Task 9****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
9	(a)	(i)	(sie haben) wenig/keine Zeit	1		
		(ii)	(mehr) Druck im Studium	1		
	(b)	weil sie Praktika haben	1			
	(c)	sie wollen (any 2 of the following): einen interessanten Arbeitsplatz ein gutes Gehalt eine gute Ausbildung	2		ihre Zukunft ihre Karriere (not aims)	
	(d)	Familie (persönliches) Glück	1	<i>either</i>	Giving two answers invalidates a correct answer <u>der Familie</u>	
	(e)	weil sie sich für andere Sachen interessieren / weil die Politik die Interessen von älteren Menschen vertritt	1	weil sie sich nicht damit identifizieren		
	(f)	(i)	<u>sich</u> festzulegen	1	sie wollen <u>sich</u> nicht festlegen	Beware double negatives
		(ii)	Kompromisse zu akzeptieren	1	<i>(as a possible alternative)</i> was die ältere Generation unter Politik versteht	
		(iii)	einer einzigen Partei gegenüber loyal zu sein/ sich einer einzigen Partei anzuschließen	1	<i>answers in any order</i>	inclusion of können
				<b>Total</b>	<b>10</b>	

## Task 10

Question		Answer	Marks	Guidance	
				Accept	Do not accept
10	(a)	e.g. <i>das Geld, das Studenten der Universität zahlen müssen</i>	1	Bundesausbildungsförderungsgesetz (BAFöG)	
	(b)	e.g. <i>wenn man obdachlos ist / wenn es nicht genug Wohnungen gibt</i>	1		
	(c)	e.g. <i>Leute, die aus einem anderen Land geflohen/geflüchtet sind</i>	1		
	(d)	e.g. <i>aktiv werden / politisch tätig werden</i>	1	sich einsetzen, enthusiastisch mitmachen / teilnehmen	mitmachen / teilnehmen on its own
<b>Total</b>			<b>4</b>		



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

## Task 11 - 18

## Task specific guidance

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

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

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

## Task 11 - 18 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><b>Grid C.2 guidance</b></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><b>Grid F.2 guidance</b></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	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant <b>information</b> that <b>responds to the requirements</b> of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are <b>linked in a logical sequence</b> . <b>Able to develop an argument</b> , analyse and evaluate, and draw conclusions.
5–6	The <b>information</b> given is <b>mainly relevant</b> to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are <b>mostly linked in a logical sequence</b> . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes <b>some relevant information</b> but does <b>not always address the requirements</b> of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows <b>some ability to structure</b> and organise the response. <b>Limited ability to develop an argument</b> , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.

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

## APPENDIX 2

## Transcripts of Listening Texts

## Task 1

## DISCUSSION ABOUT ENERGY EFFICIENCY

**M:** Frau Herzog, wie realistisch sind unsere Energieziele? Was meinen Sie?

**F:** Viele Leute haben überhaupt keine Ahnung, wie hoch ihr eigener Energieverbrauch ist, davon bin ich überzeugt. Obwohl wir eigentlich alle wissen, wie viel Liter Sprit unser Auto verbraucht, wissen wir nicht, wie hoch der Stromverbrauch im Haushalt ist. Die generelle Meinung ist, dass die Wende zu erneuerbaren Energien zu teuer ist. Aber wenn wir konsequenter einsparen würden, müsste Energie gar nicht so viel kosten. Wenn die Deutschen in den kommenden Jahren 10 bis 35 Prozent weniger Energie verbrauchen würden, wären jährliche Einsparungen bis zu 20 Milliarden Euro möglich. Die Logik ist einfach - Energie, die nicht verbraucht wird, muss nicht produziert, transportiert und bezahlt werden.

1. **M:** Da bin ich eher skeptisch. Ist es überhaupt möglich, so viel mehr einzusparen? Ich persönlich lebe schon seit Jahren äußerst energiebewusst. Ich komme sogar ohne Fernseher aus und lese lieber Zeitung. Wenn jeder effizienter ist, brauchen wir vielleicht ein paar Windräder weniger. Aber das ist alles. Die Energiewende kommt aber zu früh. Die regenerativen Energien sind einfach noch zu unausgereift. Und man muss natürlich darauf schauen, dass keine Stromausfälle entstehen. Letztendlich ist eine sichere Energieversorgung das Wichtigste. Finden Sie nicht?
2. **F:** Ja sicher, aber gemeinsam können wir es schaffen, davon bin ich überzeugt!

**Task 2****RADIOBERICHT**

**F:** Früher bekamen einige Leute extrem hohe Handyrechnungen, weil das Datenlimit überschritten wurde. Das ist aber seltener geworden. Denn der Handynutzer muss jetzt vom Telefonanbieter gewarnt werden, wenn er sich dem Datenlimit nähert. Jedoch existiert für SMS-Dienste keine entsprechende Warnung. Und so kommt es, dass gerade junge Menschen mit größerem Kommunikationsbedürfnis immer wieder ihre SMS-Quote überschreiten und teuer dafür bezahlen müssen. Das sehen wir am Beispiel des 18-jährigen Sebastian.

**M:** Der Tarif, den ich gewählt habe, enthält 1000 SMS und 1000 Gesprächsminuten für 8 Euro monatlich und damit bin ich bisher auch gut ausgekommen. Normalerweise schreibe ich im Monat weit unter tausend SMS, also um die 700 zirka, was für mich dann sehr billig käme. Aber wenn ich das überschreite, zahle ich enorm viel, und zwar 35 Cent pro SMS, was bei zehn SMS dann schon über drei Euro sind. Bis zum April kam ich mit meiner SMS-Quote gut aus, aber dann ist ein neues Mädchen in mein Leben getreten, und da hab ich ein paar mehr SMS geschrieben als sonst.

Ich habe keine Warnung bekommen, sondern ich habe ganz zufällig im Internet nachgeschaut, wie viele SMS ich diesen Monat schon geschickt habe. Und da stand, dass ich über 1000 SMS geschrieben habe.

Sofort beschränkte ich meinen SMS-Verbrauch, doch zu dem Zeitpunkt war die Rechnung schon von acht auf 129 Euro angewachsen – eine sehr unangenehme Überraschung, denn ich dachte immer, dass ich eine Nachricht bekomme, dass ich eben keine Frei-SMS mehr habe.

**F:** Diese Warnung vor Erreichen der Tarifgrenze gibt es aber nur bei Datendiensten. Bei verbrauchten Gesprächsminuten und SMS verweisen die Telefonanbieter auf die "Eigenverantwortung des Kunden". Ich meine aber, es ist gerade bei Jugendlichen nicht realistisch anzunehmen, dass sie regelmäßig aktiv checken, ob die SMS-Grenze bald erreicht ist. Daher vertrete ich den Standpunkt, dass die Anbieter automatische Warnungen verschicken sollten.

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