

Mark Scheme for January 2013

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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
	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
<u>—</u>	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

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)	B	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)	preiswerte	1	Gap-fill The elements are scanned by the page. Use ticks for correct sentences. Insert mark out of 10.
	(b)	nötig	1	
	(c)	einfach	1	
	(d)	unzuverlässige	1	
	(e)	ausgelaufen	1	
	(f)	mehreren	1	
	(g)	inklusive	1	
	(h)	gleichen	1	
	(i)	positive	1	
	(j)	authentisch	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)	because he ruined the family holiday last year	1	... last family holiday	
	(b)	(i) earn money	1		
		(ii) experience (for a career)	1		
		(iii) responsibility (for a task)	1		for your actions
	(c)	(i) relations	1		people in relation to you
		(ii) acquaintances / friends	1		
		(iii) because relationships / networking / contacts can be very useful / helpful	1		addition of 'in later life'
	(d)	kitchen assistant	1		
	(e)	(i) ice cream seller	1		ice tc
		(ii) the more you sell the more you earn	1		
	(f)	accompanying / helping out on canoe tours	1	canoe tour leader/instructor/guide	canoe tours tc

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(g) (i)	like working with people	1	with others	good at
	(ii)	used to life in nature / in open air	1	ok	
	(iii)	feel at home on the water	1		with water sports
	(h)	you get trained on the job / by the firm	1		
		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		My friend and I would like to work for (about) a month	1		
	2		and earn some money this summer	1		
	3		We enjoy working with people	1	Leute	
	4		and want to gain experience abroad	1		
	5		We have (both) organised sporting activities	1	Sport	
	6		during the holidays at the youth centre in our town	1		lokal
	7		However, as there may be some language difficulties	1		
	8		we would be happy to help in a kitchen, for example.	1		Kuchen
	9		We have no personal contacts in Germany	1		
	10		so could you help us find a suitable job	1		gut tc for suitable Beruf
			Total	10		

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		(b)	1	<p>1 mark for each correct answer.</p> <p>This task is scanned in by the page. The marks are awarded individually. Tick the correct answers and enter the total. There is no need to annotate incorrect answers.</p> <p>If the candidate has put more than 10 ticks add up the total number of correct marks and deduct 1 mark for each tick over 10.</p> <p>Mark the answer given in the box. If several answers are given outside the box – only mark the answer in the box. If the answer in the box is crossed out and another answer given outside the box, mark this.</p> <p>If the answer in the box is crossed out and several answers are given outside the box, mark only the answer nearest to the box.</p>
		(e)	1	
		(f)	1	
		(h)	1	
		(i)	1	
		(k)	1	
		(l)	1	
		(n)	1	
		(o)	1	
		(p)	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)	junge (Leute) kulinarisch interessierte Leute Leute, die sich für Slowfood interessieren	2		
	(b)	frische rationale	2	lokales Essen	
	(c)	weil sie (gegen Fast Food) protestieren wollen / um zu protestieren	1		
	(d)	(i) Es ist künstlich.	1		
		(ii) Es wird in einer Fabrik hergestellt.	1		
	(e)	mit dem Rad	1		
	(f)	(die) Vögel	1	Niemand	
	(g)	am / auf dem Biobauernhof	1	vom Biobauernhof (<i>communication only</i>)	
	(h)	in der Küche von dem <i>Restaurant am Markt</i>	2		
	(i)	der Pflaumenkuchen	1		
	(j)	lecker / nachhaltig	1		
	(k)	weil sie alles in Gemeinschaft gemacht haben	1		
		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.

The following list may be useful in applying Grid C2 for this task, but is not exhaustive:

- change of person (b, j)
- subordinate clauses with **weil, um** etc. (c, j)
- adding preposition requiring change of case (g)
- changing case (b,d,f,,h)
- changing adjective endings (a,b,d,i)
- manipulating language – changing nouns to adjectives, verbs to nouns etc (a,c,e)
- use of original, appropriate vocabulary or structures not given in the text (any question).

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 dot ● 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)

Point			Indicative content	Marks	Content	Guidance
						Levels of Response
7	(a)	1	accepted that children enrich life			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	parents less happy than childless people			
		3	must like children before becoming a parent			
		4	Money is a significant factor			
		5	Lack of money induces (parental) stress			
		6	age of parents important			
		7	parents under 30 unhappier than childless peers			
		8	parents over 40 happier than childless peers			
		9	independence / age of children a factor			
		10	Children are a long-term investment (in happiness)			
		11	aid to parents in old age			
		12	No children means no grandchildren			
		13	Grandchildren can give real enjoyment			
			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 development / example. 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 – ie 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

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

**Aufgabe 1
Floorball**

F: Ich berichte aus Berkersheim, einer Gemeinde von 3400 Einwohnern. Vor allem eine sportliche Gemeinde, denn 700 davon sind Mitglieder des Berkersheimer Sportvereins, und man kann nur schwer einen Termin finden, wenn die Sporthalle frei ist. Warum? Laut Karl Meyer, dem Vorsitzenden des Vereins, ist Floorball dafür verantwortlich. Herr Meyer, was ist Floorball?

M: Floorball ist dem Hallenhockey ähnlich – allerdings sind die Regeln einfacher. Es wird mit Plastikschlägern gespielt und einem Ball, der leichter ist als ein konventioneller Hockeyball. Das reduziert das Verletzungsrisiko, und deshalb kann man Floorball ohne spezielle Ausrüstung spielen.

F: Wie viele Personen spielen in einem Team?

M: Je Mannschaft sind das 5 Feldspieler und **ein** Torwart. Das Spiel ist übrigens sehr leicht zu erlernen und macht großen Spaß.

F: Die Berkersheimer scheinen Ihre Meinung zu teilen, Herr Meyer– die Zahl der Mitglieder, die Floorball spielen, nimmt jede Woche zu ... und wird wahrscheinlich weiter wachsen. Denn die Herrenmannschaft hat neulich den deutschen Meistertitel gewonnen. Eine echte Erfolgsgeschichte, würde ich sagen!

**Aufgabe 2
Online Preisvergleich**

F: Wo ist meine Traum-Digitalkamera am billigsten? Wie viel muss ich für das neue Handy zahlen? Wenn wir heutzutage einkaufen wollen, brauchen wir nicht mehr in jedem Laden zu gucken. Das Internet spart uns viel Zeit und Geld: Mit wenigen Klicks finden wir den besten Preis.

M: Bei Online-Preisvergleichen sollten wir kritisch sein und uns auf manche Informationen überhaupt nicht verlassen. Die Vergleichswebseiten benutzen verschiedene Methoden, und manchmal zeigen sie ein Produkt, das nur für so kurze Zeit im Sonderangebot ist, dass man es unmöglich kaufen kann. Verbraucher sollten die Preise deshalb immer auf mindestens drei Portalen nachchecken.

F: Und wie ist es mit Versandkosten? **Ein** Hersteller zeigt mir den Preis **ohne** Versandkosten, was deutlich billiger aussieht, und **ein anderer** den Preis, wo Post und Verpackung inbegriffen sind. Die Preis-Suchmaschinen zeigen oft diese Informationen nicht.

M: Und dann gibt es die Kundenbewertungen. Wenn die meisten Käufer mit einem Produkt zufrieden sind, dann will man es selber kaufen. Aber passen Sie auf! Man sieht oft gefälschte Bewertungen.

Task 3**Holiday Job**

M: Im kommenden Sommer will mein Sohn einen Ferienjob finden. Und ich bin 100-prozentig dafür - letztes Jahr hat er unseren Familienurlaub total ruiniert! Sind Ferienjobs für Schüler eine gute Idee, denken Sie?

F: Ja, es gibt viele Vorteile: Erstens natürlich Geld verdienen und vielleicht Erfahrungen für das spätere Berufsleben sammeln. Auch wenn die Tätigkeiten einfach sind, übernimmt man Verantwortung für eine Aufgabe und das ist wichtig.

M: Und was mache ich, um ihm bei der Jobsuche zu helfen?

F: Der erste Schritt sollte ein Gespräch mit Verwandten und Bekannten sein. Denn wie auch im späteren Leben sind Beziehungen sehr hilfreich. Was sucht Ihr Sohn eigentlich als Ferienjob?

M: Etwas Praktisches, würde ich sagen.

F: Okay, wenn er Urlaub und Job kombinieren will, dann gibt's mehrere Möglichkeiten. Zum Beispiel werden Küchenhilfen in einem Jugendcamp auf der Insel Sylt gesucht. Wenn er in der frischen Luft arbeiten will, Eisverkäufer am Strand – je mehr Eis verkauft wird, desto mehr kann man verdienen! Oder vielleicht etwas Sportliches: Kanutouren-Begleiter, zum Beispiel. Dafür muss er aber die Lust an der Arbeit mit Menschen haben, das Leben in der Natur gewohnt sein und vor allem sich auf dem Wasser wohl fühlen.

M: Muss man schon für solche Arbeit qualifiziert sein?

F: Nein, die meisten Firmen bilden ihre Mitarbeiter aus.

M: So was wäre perfekt!

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