



**GCE**

**German**

Unit **F711**: Speaking

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.

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

| Annotation  | Meaning of annotation  |
|---|--|
|    | Tick   |
|    | Cross  |
|    | Unclear  |
|    | Blank Page – this annotation <b>must</b> 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. |
|    | Benefit of doubt   |
|    | Effective evaluation   |
|    | Level 1  |
|    | Level 2  |
|    | Level 3  |
|    | Level 4  |
|   | Not answered question  |
|  | Own figure rule  |
|  | Noted but no credit given  |
|  | Too vague  |
|  | Omission   |

## Section A: Role Play

| Task | Answer   | Marks | Guidance   |
|------|--|-------|--|
| A    | <p><b>BLACKPOOL</b></p> <ol style="list-style-type: none"> <li>1. vast range of + exciting possibilities (in Blackpool)</li> <li>2. visiting the Zoo + relaxing in fabulous parks</li> <li>3. eating fish and chips + on the long/golden beach</li> <li>4. North Pier famous + cafés and bars</li> <li>5. enjoy drink + in sunshine</li> <li>6. Central Pier is typically English + traditional activities</li> <li>7. from big wheel + to free live entertainment</li> <li>8. world-famous Blackpool Tower + copy of Eiffel Tower</li> <li>9. 160 metres high + opened in 1894</li> <li>10. lift to the top + every 5 minutes</li> <li>11. on a clear day + see <u>as far as</u> (North) Wales</li> <li>12. something for all ages + day and night</li> <li>13. seven attractions + one all-inclusive price</li> <li>14. visit circus + fantastic family show</li> <li>15. won England's Best prize + for last 3 years</li> </ol> | 30    | <p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C.1 in Appendix 1.</p> <p><b>NOT:</b></p> <ol style="list-style-type: none"> <li>2. Parken</li> <li>3. chips</li> <li>7. frei</li> <li>8. tower</li> <li>1. für alle Alten</li> <li>2. (just) cheap</li> <li>15. Vor drei Jahren</li> </ol> |

| Task     | Answer  | Marks | Guidance  |
|----------|---|-------|---|
| <b>B</b> | <p><b>THIS WEEK</b></p> <ol style="list-style-type: none"> <li>1. takes best + of news and comments</li> <li>2. from different British media + to keep you well-informed*</li> <li>3. don't have time + to read 10 million words</li> <li>4. newspapers produce in a week + read This Week</li> <li>5. (magazine) shortened form main stories + of last 7 days</li> <li>6. get information + important world events</li> <li>7. articles on culture + travel/food/sport (any 2)</li> <li>8. (online version) supplies news + from last 24 hours</li> <li>9. keeps you + up-to-date</li> <li>10. make + your <u>own</u> comments</li> <li>11. is ideal for people + with hectic lifestyle</li> <li>12. send + attractive gift card</li> <li>13. write + personal greeting</li> <li>14. get the paper and digital versions + free for 8 weeks</li> <li>15. delivered to home and to inbox + every Friday</li> </ol> | 30    | <p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>2. *need to express intention</p> <p><b>NOT:</b></p> <p>6. events</p> <p>12. Gift</p> <p>14. frei</p> |

| Task     | Answer   | Marks | Guidance  |
|----------|--|-------|---|
| <b>C</b> | <b>LUIGI'S ICES</b><br>1. work in + super ice-cream van<br>2. a good summer job + for a 17 year-old<br>3. Luigi's family came from Italy + 50 years ago<br>4. started ice-cream business + single van<br>5. now 40 vans + <u>all over</u> South West England<br>6. (applicants) communicate with customers + in a friendly manner<br>7. <u>ready to</u> work + long hours and weekends<br>8. prepared + half-day training course<br>9. £6.50 per hour + can earn more<br>10. if you sell lots of + delicious/ Italian ice-cream<br>11. sell more + earn more<br>12. work at least 4 weeks + during July and August<br>13. have favourite locations + seaside and festivals<br>14. always looking for + new opportunities<br>15. send email + by 31st May | 30    | Accept key points from indicative content in any order.<br><br>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.<br><b>NOT:</b><br>5. über<br>7. Uhren (accept muss for ready)<br>8. (accept muss)<br><br>15. am 31. |

| Task | Answer   | Marks | Guidance  |
|------|--|-------|---|
| D    | <p><b>THE GREENHILL CENTRE</b></p> <ol style="list-style-type: none"> <li>1. spend more time on hobby + learn something new</li> <li>2. meet people + with same interests</li> <li>3. variety of activities + tutors are well-qualified</li> <li>4. prices are low + stayed the same for three years</li> <li>5. (take children) to play and learn + through fun</li> <li>6. meets twice a week + mornings</li> <li>7. various badminton groups + from beginner to advanced</li> <li>8. bring own equipment + get fit / lose kilos</li> <li>9. weekly talks + Wednesdays at 8pm</li> <li>10. specialists are invited + to speak for an hour</li> <li>11. on topics + politics / local history / the environment (any 2)</li> <li>12. afterwards chance + ask questions</li> <li>13. book early + 10-week courses</li> <li>14. learn about <u>planets</u> in Astronomy + <u>improve</u> Spanish</li> <li>15. drinks and snacks from local produce + open from 9.30</li> </ol> | 30    | <p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p><b>NOT:</b><br/>3. Leiter</p> |

## Section B: Topic Discussion

| Task | Answer | Marks | Guidance   |
|------|--------|-------|--|
|      |        | 30    | <p>Using Grids D, E.1, C.1 and G in Appendix 1, mark for Ideas, Opinions and Relevance; Fluency, Spontaneity, Responsiveness; Quality of Language (Accuracy); and Pronunciation and Intonation.</p> <p><b>Grid D guidance</b></p> <ul style="list-style-type: none"> <li>• All topics must relate to AS topic / sub-topic areas, otherwise max 4.</li> <li>• Max 4 if insufficient reference to TL country</li> </ul> <p><b>Grid E.1 guidance</b></p> <ul style="list-style-type: none"> <li>• Max 4 for pre-learnt non-spontaneous material</li> </ul> <p><b>Grid C.1 guidance</b></p> <ul style="list-style-type: none"> <li>• Even if there is pre-learnt material, award marks at face value.</li> </ul> |

## APPENDIX 1

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

## UNIT 1: SPEAKING – ROLE-PLAY

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

**UNIT 1: SPEAKING – ROLE-PLAY (Continued)**

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

## UNIT 1: SPEAKING – TOPIC DISCUSSION

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

## UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

| GRID C.1 | QUALITY OF LANGUAGE (ACCURACY)<br>5 marks AO3   | GRID G | PRONUNCIATION AND INTONATION 5 marks AO1   |
|----------|---|--------|--|
| 5        | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.   | 5      | Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.   |
| 4        | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.  | 4      | Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.                             |
| 3        | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.  | 3      | Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds. |
| 2        | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. | 2      | Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.    |
| 0 – 1    | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.  | 0 – 1  | Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.  |

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