



**GCE**

**German**

Unit **F711**: Speaking

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

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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.

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## MARK SCHEME

## Section A: Role Play

Task	Indicative Content	Marks	Guidance
A	<p>Each (1) Total 15                      <b>DAB</b></p> <ol style="list-style-type: none"> <li>1. fantastic audio technology + most stations now digital</li> <li>2. listening enjoyable + super clear</li> <li>3. one-off cost + favourite music free</li> <li>4. excellent reception + better than Granny's old radio</li> <li>5. choose a programme + rock, pop, comedy</li> <li>6. find your favourites + by name</li> <li>7. read radiotext + song titles, news, traffic info (any 2)</li> <li>8. can get all normal stations + many more</li> <li>9. don't pay for/listen for free + a football match, Formula 1 race, (jazz) concert (any 2)</li> <li>10. there are new stations + all the time</li> <li>11. you never know + what you might discover</li> <li>12. visit nearest department store + specialist shop</li> <li>13. try + wide range of models</li> <li>14. find best radio + for you</li> <li>15. your pocket + your lifestyle</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 and C.1 in Appendix 1.</p> <p><b>NOT:</b></p> <ol style="list-style-type: none"> <li>1 Stationen</li> <li>3 frei</li> <li>4 Rezeption</li> <li>7 Neuigkeiten</li> <li>9 Formula</li> <li>10 all(e) die Zeit</li> <li>12 speziell/Spezialist</li> </ol>

Task	Indicative Content	Marks	Guidance
<b>B</b>	<p>Each (1) Total 15      <b>SciQuest</b></p> <ol style="list-style-type: none"> <li>1. visitor attraction + for all ages</li> <li>2. range of activities + for primary and secondary pupils</li> <li>3. teachers bring classes + for science in action</li> <li>4. open door + to world of science</li> <li>5. help understand more + about this fascinating subject</li> <li>6. show importance + in everyday life</li> <li>7. something for every child + lots of interactive experiments</li> <li>8. help and advice + from experts</li> <li>9. learning by doing + better than listening</li> <li>10. endless possibilities + can choose</li> <li>11. (don't do this at home) what not to do + with household objects</li> <li>12. (search for ET) does life exist + on other planets</li> <li>13. school days 09.30-16.30 + need 2 hours or more</li> <li>14. £5 per pupil + group reductions</li> <li>15. accompanying + teachers free</li> </ol>	<p>30</p>	<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></p> <p>3 in Aktion  6 im jeden Tag leben  9 bei Tun  15 frei</p>

Task	Indicative Content	Marks	Guidance
C	<p>Each (1) Total 15      <b>Bonfire Night</b></p> <ol style="list-style-type: none"> <li>1. Bonfire Night celebrated every year + on 5<sup>th</sup> November</li> <li>2. special evening + for young and old</li> <li>3. big fires, fireworks + food, drink</li> <li>4. typically English tradition + lots of fun</li> <li>5. began 1605 + GF and 12 young men</li> <li>6. tried + to destroy Parliament</li> <li>7. were unsuccessful + since that time</li> <li>8. English have burnt + GF figure every year</li> <li>9. unusual tradition + still exists today</li> <li>10. children make (own) GF + (dressed) in old clothes</li> <li>11. in 20<sup>th</sup> century + many family parties in garden</li> <li>12. often accidents + fires/fireworks dangerous for children</li> <li>13. now many organised events + magnificent fireworks in parks</li> <li>14. many people travel far + to see show</li> <li>15. entrance fee + good causes</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></p> <p>3    Feier 6    bomben, stören 8    gebrennt</p>

Task	Indicative Content	Marks	Guidance
D	<p>Each (1) Total 15      <b>E-Bikes</b></p> <ol style="list-style-type: none"> <li>1. bicycles with electric motor + use batteries</li> <li>2. travel up to 25 kph + getting more popular</li> <li>3. as alternative + to traditional bicycles</li> <li>4. not new idea/first seen + in USA in 1895</li> <li>5. number has risen + especially in last 15 years</li> <li>6. nowadays China + (world's) biggest producer</li> <li>7. many manufactured + in Germany as well</li> <li>8. environmentally friendly + no parking problems</li> <li>9. cheap and healthy + means of transport</li> <li>10. if hills + don't have to do all the work</li> <li>11. great for getting to workplace + and leisure</li> <li>12. hire one of + superb e-bikes</li> <li>13. try + for day or week</li> <li>14. all bikes under a year old + excellent condition</li> <li>15. practical, light + comfortable, fun (to ride)</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></p> <p>2    Uhr</p> <p>5    Nummer</p> <p>6    English pronunciation of China</p> <p>14   Kondition</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>Evidence of a candidate making insufficient reference may include:</p> <ul style="list-style-type: none"> <li>○ Wider topics are discussed without specific reference to TL country</li> <li>○ References to the TL country are solely superficial in nature</li> <li>○ Lack of any concrete information relating to the country or culture (which could include relevant statistics, places, people, events etc.)</li> </ul> <p><i>If marks are to be capped, clear evidence is required.</i></p> <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>Evidence of a candidate producing pre-learnt non-spontaneous material may include:</p> <ul style="list-style-type: none"> <li>○ Lack of interruption or challenge from teacher/examiner</li> <li>○ Disconnect between questions and responses</li> <li>○ Very marked variation in delivery</li> </ul> <p><i>If marks are to be capped, clear evidence is required.</i></p> <p><b>Grid C.1 guidance</b></p> <p>Even if there is pre-learnt material, award marks at face value.</p>

NB: Note changes introduced for the June 2015 series in guidance for grids D and E.1

## 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 15 marks AO2</b>	<b>GRID B</b>	<b>RESPONSE TO EXAMINER 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)

GRID C.1	QUALITY 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.

## UNIT 1 SPEAKING – TOPIC DISCUSSION

<b>GRID D</b>	<b>IDEAS, OPINIONS AND RELEVANCE 10 marks AO1</b>	<b>GRID E.1</b>	<b>FLUENCY, SPONTANEITY, RESPONSIVENESS 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) 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.

