

GCE

German

Unit: **F712**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

Mark Scheme for June 2016

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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.

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1. 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
—	Underlined words must be included to gain the mark

2. 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

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)	C	1	
	(c)	B	1	
	(d)	C	1	
	(e)	A	1	
	(f)	A	1	
	(g)	B	1	
	(h)	C	1	
	(i)	B	1	
	(j)	C	1	
		Total	10	

Task 2

Question	Answer		Marks	Guidance
2	a	1	Identifying correct sentences The elements are scanned by the page. Use ticks for correct sentences. Insert mark out of 10.	
	b	1		
	d	1		
	e	1		
	h	1		
	i	1		
	j	1		
	l	1		
	o	1		
	p	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 *{insert Target language}* 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)	music tournament / competition	1		art tour
	(b)	(i) the number of bands at the start of the competition	1	1000 bands are performing in the competition / enter	students applied
		(ii) the number of bands in the final	1	8 bands are performing in the final	finale students (unless penalised in (i))
	(c)	(i) well known / prominent musicians	1	music artists / celebrity musicians	
		(ii) producers	1		
	(d)	(i) can call themselves best school / pupil band in Germany	1	get the title	
		(ii) perform all over the world	1	give shows / gigs	world tour / trip
	(e)	(i) a <u>bigger</u> audience	1		big, large publicity public
		(ii) (more) media interest	1		
	(f)	(i) <u>plan</u> gigs	1		
		(ii) build / make / seek out contacts / network	1	cultivate contacts	making contact
		(iii) <u>group</u> mentality / work as a team	1	team spirit	
	(g)	(i) with enjoyment / with <u>heart and soul</u>	1	put everything into it	heart (on its own)
		(ii) both the audience and the jury / judges	1	watchers, viewers, spectators	fans
		will be convinced	1	won over	notice / be impressed
		Total	15		

The words underlined above MUST be included for a mark

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	We would like to congratulate your school band		Studentenband / Musikgruppe / Schulband ihre	congratulieren / kongratulieren seine
	2	which has reached the finals of <i>SchoolJam</i> .			Finals
	3	The exchange programme is <u>always</u> very popular			geliebt
	4	and has a positive effect on school life.		Effekt / an	Effect / von
	5	A <u>mixed</u> group of <u>older</u> pupils		Studenten / Jungen und Mädchen	verschieden unterschiedlich
	6	has done a project about the competition.			Tournament Tournee Project
	7	They are very pleased about the band's success		erfolgreich (as noun) Gefällt ihnen	zufrieden
	8	and would love to see them in Frankfurt.		würden lieben	schauen mochten
	9	Is it <u>still</u> possible to get tickets		Tickets pässe	
	10	and <u>if so</u> , what would they cost?		Wie viel kostet es?	Wie viele
		Total	10		

The words underlined above **MUST** be included for a mark.

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	(a)	B	1	Multi-choice (a) – (g) is scanned in as one screen. Tick the correct answers. Insert a mark out of 7
	(b)	A	1	
	(c)	B	1	
	(d)	C	1	
	(e)	A	1	
	(f)	B	1	
	(g)	C	1	
		Total	7	Items of vocabulary (h) – (j) is scanned in as one screen. Tick the correct answers. Insert a mark out of 3
	(h)	eine (unbesetzte) Nische	1	
	(i)	(jährliches) Einkommen	1	
	(j)	Holzbuden (accept Buden)	1	
		Total	3	

In part 2, no marks to be awarded for an answer which contains extra German

e.g. eine Nische gab = 0

Holzbude mit ihren Lichterketten = 0

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)	seit einem Vierteljahrhundert / 25 Jahren	1		vor für
	(b)	Er war jung. / Er hatte Pläne für die Zukunft.	2		ihre
	(c)	Er wurde schwer krank. / Er fiel in ein Koma.	1		
	(d)	(sehr) schlecht	1	Er glaubte, er würde sterben / es würde sein letzter Geburtstag sein sehr kurz	
	(e)	Es gab nur Studien darüber. Es existierten in der Praxis noch keine Erfahrungen.	1 1	Sie waren noch nicht geprüft / getestet.	Obwohl Die Pillen waren neu (in question)
	(f)	Sie haben ihm das Leben gerettet / eine gute Wirkung.	1		
	(g)	(i) Er trägt noch den HIV Virus. / Er muss täglich Medikamente schlucken. (ii) Er führt ein (ganz) normales Leben.	1 1		
	(h)	(i) dass fast 15 000 infizierte Menschen dort leben (ii) dass sich ein weiterer Mensch jeden Tag ansteckt	1 1		(i) damit
	(i)	Er will die Angst <u>vor</u> HIV-infizierten Menschen reduzieren.	1		mit dem Ziel von
	(j)	(i) nach Osteuropa (ii) weil die Vorurteile gegen Leute mit AIDS dort (besonders) stark sind	1 1	um die Vorurteile dort abzubauen um die Leute über AIDS aufzuklären expression of negative feeling	(i) (er war) in Osteuropa (ii) wo
		Total	15		

In (d) accept "wurde" but penalise under language

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.

Grammar points to look out for:

- (a) (j) change of preposition
- (b) (c) (f) (g) (i) change from 1st to 3rd person
- (e) (h) (j) word order
- (i) modal and infinitive construction
- (j) change of conjunction

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 tick ✓ 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	Tanja: career in IT			<p>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</p> <p>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.</p> <p>5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.</p> <p>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.</p> <p>0-2 No relevant information or supplies one or two relevant points from the original passage.</p>
		2	develop important software			
		3	prove girls are good at IT better than boys			
		4	security and career more important than a family			
		5	seeks <u>right</u> partner			
		6	romantic <u>despite interests</u>			
		7	Markus: (30 years old,) married with (2) children		Do not award this point if the age is given but is incorrect (e.g. 13)	
		8	based in Berlin			
		9	wife clothes designer with shop			
		10	he (successful) artist with gallery			
		11	no ambition to be very rich		He does <u>not</u> need to own a yacht / watch Do not award point if ideas negate one another	
		12	wants to remain true to principles / wants to enjoy life		sich treu bleiben accept ihm do not accept: treu bleiben without sich or ihm NB: enjoy life can ONLY be credited if it stands alone or if sich treu bleiben is correct.	
			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>	<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 – i.e. 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

F: Aufgabe 1: Der Volleyball-Spieler

M: Zu den drei besten Mannschaften der Volleyball-Bundesliga gehört das Team *Berlin Volleys* und laut den Experten ist ihr wertvollster Spieler kein Deutscher sondern ein Australier. Der zwei Meter große Paul Carroll ist für den Sport ideal gebaut. Deswegen hat er sich entschieden, die typischen australischen Sportarten Cricket und Rugby aufzugeben, um sich auf Volleyball zu konzentrieren.

Nach der Schule ist er in die USA umgezogen, um Betriebswirtschaft zu studieren - und natürlich hat er sich eine Universität mit einem besonderen Ruf für ihre Volleyball-Mannschaft ausgesucht. Seine Karriere als Profispieler hat er in Italien begonnen, aber er ist dort nicht lange geblieben, da der Trainer aggressiv war und das Gehalt oft unpünktlich kam. Danach ist er in Berlin gelandet und hat sich dort gut eingelebt. Jedoch tut es ihm leid, dass er keinen richtigen Sommer erleben kann. Die europäische Volleyball-Saison läuft im Winter; wenn er also Zeit hat, sein Heimatland zu besuchen, ist es dort auch Winter.

Punkten im Volleyball ist wie Tore schießen im Fußball. Als Hauptangreifer für sein Team ist es Pauls Aufgabe zu punkten. Wenn es gegen Ende des Spiels zum Beispiel 13:13 steht, dann motiviert es Paul besonders. Je größer die Herausforderung, desto besser sein Spiel. Um gut zu spielen, meint er, braucht man Vertrauen zu sich selbst – man muss einfach glauben, dass man gut ist!

F:Aufgabe 2: Das Familienleben

M: Frau Maier, Sie sind Familienministerin. Wir hören, dass heutzutage viele Eltern in Deutschland unter Stress leiden. Stimmt das?

F: Ja – die Kinder versorgen, dann zur Arbeit, dazu noch der Haushalt: Kein Wunder also, dass 37 Prozent der Mütter und 60 Prozent der Väter meinen, dass sie zu wenig Zeit für ihre Kinder haben.

M: Was könnte gemacht werden, um das Leben der Eltern zu erleichtern?

F: Kinderbetreuung ist für viele ein Problem: Schulen sind oft nachmittags geschlossen, aber die Eltern müssen noch arbeiten. Eine Lösung wäre, mehr und bessere Ganztagschulen zu schaffen.

M: Und Sie glauben, dass die Großeltern eine Rolle spielen könnten?

F: Ja, im Allgemeinen haben die Großeltern mehr Zeit zur Verfügung als die jüngere Generation. Außerdem brauchen sie sich nicht mehr so sehr auf ihre Karriere zu konzentrieren. Wenn sie bei der Erziehung ihrer Enkelkinder mithelfen wollen, sollten sie künftig auch Anspruch auf eine Jobpause oder Teilzeitarbeit haben.

M: Haben Sie sonst noch Ideen?

F: Im Moment hat ein Elternteil das Recht, eine Zeit lang halbtags zu arbeiten oder eine Berufspause zu machen, ohne den Job zu verlieren. Diese so genannte ‚Elternzeit‘ sollte flexibler gestaltet werden. Das heißt: Es sollte erlaubt sein, diese Zeit zu benutzen, wie man will, bis das Kind 14 Jahre alt ist. Eines ist klar: Wenn wir die Situation für Eltern nicht verbessern, dann werden zu wenig Leute Kinder haben, und das wollen wir nicht.

Task 3: SchoolJam

F: *SchoolJam* ist eine Art Musikturnier. Seit zwölf Jahren schon nehmen Schülerbands an diesem Wettbewerb teil. Dieses Jahr waren anfangs über 1000 Schülerbands dabei, aber nur acht davon dürfen beim Finale in Frankfurt auftreten. Dort entscheidet eine Jury, die aus prominenten Musikern und Produzenten besteht, wer gewinnt.

Und der Preis? Erstens darf der Gewinner für ein Jahr den Titel *Beste Schülerband Deutschlands* benutzen. Und zweitens werden für sie Auftritte in der ganzen Welt organisiert.

Alex, als erfolgreicher Gitarrist und Mitglied der Jury von *SchoolJam*, haben Sie einige Tipps für die Finalisten?

M: Diese acht Bands werden sofort ein größeres Publikum und mehr Interesse von den Medien bekommen. Aber diese Berühmtheit bedeutet auch, dass man Gigs planen und Kontakte aufbauen muss. Außerdem ist Gruppenmentalität absolut nötig. Das heißt, wenn jeder vorne stehen will, dann funktioniert die Band eben nicht. Letztendlich muss man immer Spaß haben und mit Herz und Seele spielen. Sobald die Zuschauer das merken, werden sie überzeugt und die Jury auch!

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