

GCE

German

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

Advanced Subsidiary 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
	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

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

Aufgabe 1: JUGENDWORT DES JAHRES

Question		Answer	Marks	Guidance
1	(a)	C	1	Multi-choice either Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	B	1	
	(c)	B	1	
	(d)	B	1	
	(e)	B	1	
	(f)	A	1	
	(g)	C	1	
	(h)	B	1	
	(i)	B	1	
	(j)	C	1	
		Total	10	

Aufgabe 2: FAST FOOD JOB

Question		Answer	Marks	Guidance
2	(a)	Serviererin	1	Gap-fill The elements are scanned by the page. Use ticks for correct sentences. Insert mark out of 10.
	(b)	Umgang	1	
	(c)	Wochenenden	1	
	(d)	Karriere	1	
	(e)	Systemgastronomie	1	
	(f)	Gerichte	1	
	(g)	Kasse	1	
	(h)	Lehre	1	
	(i)	Lohn	1	
	(j)	Aussicht	1	
Total			10	

Task 3: WINTER SPORTS**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)	(i)	Do something together/ go on a skiing holiday	1		
		(ii)	They will all be 18 (this year)	1		
	(b)		None	1		
	(c)		(Risk of) being injured	1	Risk of injury	
	(d)		Whether to snowboard or ski (traditionally)	1		
	(e)	(i)	She went to a ski school	1		
		(ii)	Could ski (well) after a week / after a week could do the difficult runs	1		
	(f)	(i)	Snowboarding more exciting	1		
		(ii)	Looks cool(er)	1		
	(g)	(i)	Make the correct movements	1		
		(ii)	Learn how to balance	1		
	(h)	(i)	Snowboarding only has one board to keep control of	1	You need two skis but only one snowboard	
		(ii)	No ski sticks/poles	1		
	(i)		To learn how to brake	1	How to stop / how to slow down	
	(j)		Advice / to know what experiences the listeners have had	1		
			Total	15		

Aufgabe 4: Schreiben**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.

Aufgabe 4: Schreiben Communication points

Question			Answer	Marks	Guidance	
					Accept	Do not accept
4	1		I also went skiing for the first time			
	2		when I was 18 years old.			
	3		If you can roller skate,			
	4		That will help with balance.			
	5		I recommend that for at least three days			
	6		you take part in a course.			
	7		In my opinion snowboarding is more fun			
	8		but you must try skiing as well.			
	9		As a beginner it is better			
	10		to hire the equipment and clothing			
			Total	10		

Aufgabe 4: Schreiben Grid H.1

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.

Aufgabe 4: Quality of Language Grid C.2

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

Aufgabe 5: Helene Fischer

Question		Answer	Marks	Guidance
5	(a)		1	Identifying correct statements This task is scanned in by the page. Tick the correct answers and insert a mark out of 10.
	(b)		1	
	(e)		1	
	(g)		1	
	(h)		1	
	(j)		1	
	(n)		1	
	(q)		1	
	(r)		1	
	(s)		1	
		Total	10	

Aufgabe 6: Lesen**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.

Aufgabe 6.: Lesen

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	Die Kollegen <u>von Anne</u> / <u>Annes</u> Kollegen	1	Der Kollegenkreis von Anne	Im Kollegenkreis
	(b)	Sie hat keine Lust, ihre Ferien im Ausland zu verbringen	1		
	(c)	(i) Sie sind mit Stress verbunden Man muss planen	1	Nicht so bequem wie zu Hause/ bequemer zu Hause	
		(ii) Man muss so viel Geld ausgeben (<i>any 2</i>)	1		
	(d)	Sie kann (in einem fremden Bett) nicht gut schlafen	1	Schwierigkeiten beim Schlafen	
	(e)	Sie muss jemanden finden, der sich um Haustiere und Garten kümmert	1 1		
	(f)	Sie unternehmen exotische Reisen Sie wollen andere beeindrucken	1 1		uns
	(g)	Sie macht (gern) Tagesausflüge Sie unternimmt viel mit Familie und Bekannten	1 1		
	(h)	(i) Man kann viele Länder kennenlernen (ii) (Man hat) keine Verständigungsprobleme (iii) Kein Risiko, krank zu werden (iv) Man /sie schadet der Umwelt nicht (v) Man braucht sich nicht unter Druck zu setzen (any 4 examples for 4 marks)	1 1 1 1 1		Ohne Verständigungsprobleme tc Ohne das Risiko krank zu sein tc Kein schlechtes Gewissen

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 C.2 for this task but is not exhaustive:

- (b) (c) (d) (e) (f) (g) (h) change from 1st to 3rd person, subsequent verb and pronoun manipulation
 (a) change of case

Aufgabe 7: Lesen und Schreiben**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	Overland trip Berlin-Rheinland tiresome in the 80s/ when Germany was divided			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	Werner flew when he could afford it			
		3	Ticket booked early cost 150 Euros/299 Marks			
		4	Price today similar (despite increase in price of oil)			
		5	Early booking would be even cheaper			
		6	Flying now cheapest way to travel			
		7	Flying no fun / treated like sardines in a tin			
		8	Queues for security / no seats in the waiting areas / dirty cabin / turnaround time too tight /staff in a bad mood (<i>any 2 examples for 2 points</i>)			
		9				
		10	Every corner cut			
		11	Costs next to nothing to fly abroad / Venice / Riga			
		12	Not surprising flying is no fun			

	Total	10		
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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>Use the green tick (✓) in the body of the text to show each opinion / personal response and each development / extension of the opinion. NB: one opinion may have several extensions.</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. Lifted language (phrases of more than 5 consecutive words) 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: JUGENDWORT DES JAHRES

M: Ob Deutsch oder Englisch, Sprachen ändern sich dauernd: Neue Wörter werden erfunden und alte Wörter sterben aus. Manchmal müssen wir neue Wörter für neue Sachen erfinden, zum Beispiel in der Welt der Technik. Viele neue Wörter und Ausdrücke werden von Jugendlichen entwickelt. Manche werden allmählich in die normale Sprache aufgenommen. Ein gutes Beispiel ist das Wort „Selfie“. Inzwischen weiß auch jeder Erwachsene, dass es um ein Foto geht.

Seit 2008 sammelt der Langenscheidt-Verlag neue Wörter aus der Jugendsprache, und jedes Jahr wählt er das Jugendwort des Jahres. Wie diese Wörter entstehen bleibt zum großen Teil ungewiss. Bei dem Wort „Babo“, das 2013 zum Jugendwort des Jahres gewählt wurde, ist die Sache klar: Es stammt aus dem Songtext eines deutsch-türkischen Rappers und bedeutet Boss.

Die Wahl geht so: Jugendliche nominieren ihre Lieblingswörter, danach wird im Internet abgestimmt. Die 15 Wörter, die in der Internet-Umfrage am häufigsten erscheinen, kommen vor die Jury. Diese Leute entscheiden, welches Wort den Titel „Jugendwort des Jahres“ bekommt.

Letztes Jahr ist aber das Voting im Internet schief gegangen. Das Wort „Hayvan“, das auf Türkisch „Tier“ bedeutet, schien ganz hoch in den Listen zu sein. Damit ein türkisches Wort nicht zum zweiten Mal den Wettbewerb gewinnt, hat ein Webforum seine Nutzer aufgerufen, eine obszöne Alternative vorzuschlagen. Dieses Wort konnte die Jury natürlich nicht erlauben. Nächstes Jahr muss laut Langenscheidt das Konzept gründlich überarbeitet werden.

F: Aufgabe 2: FAST FOOD JOB

M: So, Jasmin, du servierst hier in einem Fast-Food-Restaurant. Gefällt dir die Arbeit?

F: Ja, meistens. Das Beste daran sind die Leute: die Kollegen und die Gäste. Was mir nicht so sehr gefällt ist die Schichtarbeit, aber Nacht- und Wochenendarbeit gehören eben zur Gastronomie. Außerdem muss man viel stehen.

M: Ist das für dich ein Freizeitjob oder willst du einen Beruf in der Fast-Food-Branche?

F: Ich mache zur Zeit eine Lehre zur Fachfrau für Systemgastronomie.

M: Systemgastronomie? Was ist das?

F: In allen Filialen einer Restaurant-Kette gibt es die gleichen Produkte mit dem gleichen Standard. Egal, ob man zu einem McDonald's in Berlin, Madrid oder Los Angeles geht, gibt es dort Cheeseburger. Alles ist standardisiert. Aber auch Restaurants, die nicht sofort nach Fast Food aussehen, arbeiten inzwischen oft nach System.

M: Was gibt es da zu lernen? Du brauchst nur die Bestellung aufzunehmen, zu kassieren und dann die geordneten Sachen auf das Tablett zu legen!

F: Das stimmt, aber wir bekommen auch eine breite kaufmännische Ausbildung: Wir lernen Kostenanalyse und klassische Büroaufgaben. Damit kann man Restaurant-Manager werden, zum

Beispiel. Ich verdiene gar nicht schlecht und man sagt, es sei ein Bereich mit Zukunft, weil die Systemgastronomie in Restaurants immer mehr zunimmt.

M: Task 3: WINTER SPORTS

F: Hallo, ich bin die Heidi. Dieses Jahr werden ich und meine Freunde alle 18 Jahre alt und wollen etwas gemeinsam machen. Tobi hat einen Skiurlaub vorgeschlagen. Als Kind bin ich ab und zu Rollschuh gelaufen, aber bis jetzt habe ich nie die Möglichkeit gehabt, Ski zu fahren und, um ehrlich zu sein, hab' ich ein bisschen Angst vor einer Verletzung.

Die Diskussion unter den Freunden geht so: Snowboarden oder das traditionelle Skifahren? Anja ist letztes Jahr zum ersten Mal Ski gefahren, hat sich einer Skischule angeschlossen und konnte nach einer Woche problemlos auch die schwierigen Pisten fahren. Philip ist der Meinung, dass Snowboarden spannender ist und außerdem cooler aussieht. Aber welche der Wintersportarten ist am leichtesten für Anfänger? Allerdings muss man bei beiden die richtigen Bewegungen und das Gleichgewicht meistern. Beim Snowboarden muss man nur ein Brett kontrollieren, statt der beiden Skier, ... und Skistöcke gibt's auch nicht. Für mich wäre vielleicht das Wichtigste, dass ich Bremsen lerne!

So liebe Hörer und Hörerinnen, welche Erfahrungen habt ihr gemacht? Ich brauche dringend Rat!

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