OCR
Oxford Cambridge and RSA

GCE

German

Unit **F714:** Listening, Reading and Writing 2

Advanced GCE

Mark Scheme for June 2018

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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.

Annotations

Annotation	Meaning
✔	Tick
✚	Development of point
✘	incorrect
●	Large dot (Key point attempted)
λ	Caret sign to show omission
?	Unclear
▭	Extendable horizontal line
L	Good language
/	Slash
⬇	Language better than mark implies
⬆	Language not as good as mark implies
BOD	Benefit of doubt
NBOD	Benefit of doubt not given
-1	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

Task 1
- 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**.**

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
1	(a)		to escape from the war	1		
	(b)		She spends most of her time with fellow countrymen/ Syrians,	1		
			both at school and in her free time.	1		
	(c)		By giving (targeted) language support.	1		
	(d)		Every child in Germany has a right to them.	1		
	(e)		socially disadvantaged class immigrant background	2		Social layer
	(f)		2,430	1		
	(g)		every sixth pupil/ one in six	1		15.8%
	(h)		Twice as many immigrant children leave school with no qualifications.	1		They don't have a fair chance
			Total	**10**		

Task 2

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**.**

Question			Answer	Marks	Guidance	
Erster Ausschnitt:					Accept	Do not accept
2	(a)	(i)	Sie können unsere körperliche Bewegung analysieren.	1		
		(ii)	Sie können unser Essen analysieren. / Sie helfen uns zu wissen, was wir essen.	1		
	(b)		sicherzustellen/zu kontrollieren, dass man gesund lebt/isst	1		
	(c)		Sie hat ihm Kontrolle über seine persönliche Daten gegeben.	1		
	(d)		Jetzt nutzt jeder dritte Mensch einen Fitness-Tracker.	1		
	(e)		von einer Telefon-Umfrage	1		Telephone
	(f)		Blutdruck, Blutzucker, Körpertemperatur (3 examples = 1 mark; 1 or 2 examples = 0 marks)	1		Answers preceded by "sowohl" & "als auch"
	(g)	(i)	Sportler	1		nicht nur Sportler
		(ii)	Übergewichtige	1		sondern auch Übergewichtige
		(iii)	chronisch Kranke	1		sogar chronisch Kranke Kranke ON ITS OWN
	(h)		Es könnte Tabletten geben, die dem Smartphone melden, dass man sie genommen hat.	1		

Question			Answer	Marks	Guidance	
Zweiter Ausschnitt:						
	(i)	(i)	Krankenkassen könnten ihre Tarife von den Daten abhängig machen.	1		
		(ii)	Krankenkassen könnten dem Bürger einen bestimmten Lebensstil vorschreiben wollen.	1		
	(j)		der Einsatz/die Benutzung von Fitness-Apps	1	Daten von Fitness-Apps	Fitness-Apps ON ITS OWN
	(k)		Man muss mit Daten nachweisen, dass man etwas für die Gesundheit tut.	1		
	(l)		Weil man Krankheiten früher erkennt / erkennen würde/kann/könnte.	1		
	(m)	(i)	Die Apps könnten falsch messen. / Die Messwerte der Apps könnten falsch sein.	1	Falsche Messungen Nur 2 von 12 Apps überzeugen	
		(ii)	Das könnte zu falschen Tipps führen.	1	Falsche Tipps	
	(n)		Er muss seine Erlaubnis geben.	1		
	(o)		Er muss jede Datenübertragung mit einem Passwort sichern.	1	Er könnte	
			Total	**20**		

QoL: Read response again and assess for language.

- **Annotations:** 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.

- **Grid C.1**: Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at AS. Identify the band which best matches the performance.

GRID C.1	ACCURACY 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 th**ere 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.

Section B: Reading and Writing

In Section B there are 5 marks for Quality of Language.

Task 3

Question			Answers	Marks	Guidance
3	(a)		Wer einen arbeitslosen Vater hat, wird oft selbst arbeitslos.	1	
	(b)		Es gilt nicht für Migranten.	1	
	(c)		Sie haben Daten über Jugendliche analysiert.	1	
	(d)		Ob sein Vater selber arbeitslos war.	1	
	(e)		Es gibt keinen Zusammenhang zwischen der Arbeitslosigkeit der Väter und der Kinder/Söhne.	1	
	(f)		Der Zusammenhang (zwischen Arbeitslosigkeit der Väter und Söhne) ist weit schwächer ausgeprägt.	1	
	(g)		Er hat einen starken Einfluss auf die Erfolgschancen der Jugendlichen.	1	
	(h)	(i)	Nicht sehr erfolgreich	1	
		(ii)	weil sie die Erfolgschancen der Jugendlichen nicht ausgleichen können.	1	
	(i)		Es gibt dort eine größere soziale Mobilität zwischen den Generationen.	1	
			Total	**10**	

Task 4

Question			Answer	Marks	Guidance
4	(a)		ticked	1	
	(c)		ticked	1	
	(g)		ticked	1	
	(i)		ticked	1	
	(j)		ticked	1	
	(m)		ticked	1	
	(n)		ticked	1	
			Total	**7**	

Task 5

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).

- Familiarize 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.

- 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:
- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- 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.

Question			Answer	Marks	Guidance
5	(a)		der Wiedervereinigung	1	
	(b)		die Forscher	1	
	(c)		geändert	1	
	(d)		bei den Jugendlichen und ihren Milieufaktoren anfangen	1	
	(e)		nicht möglich sein / unmöglich sein	1	
	(f)		die Jugendlichen zu unterstützen	1	
			und auf den Arbeitsmarkt vorzubereiten	1	
	(g)		eine Arbeit zu finden	1	
			Total	**8**	

Task 6: Transfer of Meaning

Award two marks per translated section according to the grid below. The grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2 Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately**. **Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors**. **Award 0 or 1 mark**, depending on level of inaccuracy of English.

Task 6   Transfer of Meaning

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
6	1		*(Ist der Begriff "Heimat")*	1 + 1		
			(nur ein zuckersüßer Ausdruck für Oma und Opa)			
			Is the concept of „home"			
			just a sugar-sweet expression for granny and grandpa			
	2		*(mit Bildern von Kuckucksuhren?)*	1		
			with pictures of cuckoo clocks?			
	3		*(Oder vielleicht ein kleines Haus mit Strohdach mitten in einem ruhigen Dorf)*	1 + 1		
			(mit Apfelbäumen und einem Hühnerstall im Garten?)			
			Or perhaps a small house with a thatched roof in the middle of a peaceful village			
			with apple trees and a hen coop in the garden?			
	4		(*Anscheinend nicht.)*	1		
			Apparently not.			
	5		*(In einer globalisierten Welt,)*	1 + 1		
			(in der man mit jungen Leuten aus aller Welt kommunizieren kann,)			
			In a globalised world			
			where you can communicate with young people from all over the world,			

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
	6		*(bedeutet „Heimat" auch etwas Besonderes)* *(für die jüngere Generation.)* "home" has a special meaning for the younger generation as well.	1 + 1		
			Total	**10**		

Task 7

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).

- Familiarize 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.

- 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:
- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- 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.

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
7	(a)		Weil sie über die „Heimat" singen.	1		
	(b)		Man findet ihn in der neuen Literatur/in neuen Büchern.	1		
	(c)		Wir leben in einer Welt, die globalisiert ist/wo man leicht verloren geht.	1		
	(d)		ein Gefühl der Sicherheit/ des Wohlseins/ einen Ort, wo man hingehört	2		
	(e)		Obwohl sie gerne ins Ausland fahren, sind sie lieber/gerne zu Hause.	2		
	(f)		Gefühle und persönliche Assoziationen/ Erinnerungen an seine Kindheit	2		
	(g)		Man hört jetzt mehr Dialekte/regionale Mundarten.	1		
			Total	**10**		

Task 8

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
8	(a)		bestätigt/ beteuert/ bekräftigt	1		
	(b)		in ein fremdes/anderes Land	1		
	(c)		bedeutet/ umfasst/ schließt ein	1		
	(d)		ein Haus, wo man leben kann / ein Gebäude, in dem man wohnen kann	1		
	(e)		beteiligt sind/ eine Rolle spielen/ wichtig sind	1		
			Total	5		

Task 9

Question			Answer	Marks	Guidance	
					Accept	**Do not accept**
9	(a)		zu singen und zu schreiben	2		
	(b)		denkt man an die Heimat/ braucht man sich nicht zu schämen	1		
	(c)		immer noch einen (großen) Einfluss auf die deutsche Sprache	1		
	(d)		was sich in der (aktuellen) Gesellschaft ändert/ wie sich die Gesellschaft ändert	1		
			Total	**5**		

Assessing **Quality of Language** across Section B

a.   You will get a separate screen which will be the whole page for exercise 3, 5, 6, 7, 9 and 10 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.1. but it is not essential.
b.   Apply Grid C.1 and enter the mark.
c.   *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.1	ACCURACY 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.

Task 10-17

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 10 - 17	No Indicative Content – personal response	25	**Grid N guidance** 3–4 – No specific example from TL = cap 4 5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative 7–8 – Imaginative and/or original response to task – applies mainly to imaginative **Grid O guidance** 6–9 – Straight narration = more 6/7 Evidence of some argument = more 8/9

Task 10-17 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance

Task 10 - 17	Assess for Quality of Language using Grids C.2 and F.2
	
	Appendix 1
		20	Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. 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.
			
			Grid C.2 guidance
			
			0–2 Errors ([*e.g.*] endings, verb forms, gender of common nouns).
			       Frequent first [= *other*] language interference.
			
			3–4 Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements).
			       Candidate's first [= *other*] language.
			       Meaning may be unclear; more wrong than right.
			
			5–6 Wrong/right = 50/50
			
			7–8 More right than wrong.
			
			Grid F.2 guidance
			
			5–6 [A range of] syntax and sentence structures appropriate to the [register of the] task.
			
			7–8 Effective = *good*.
			       Reads easily.
			
			9–10 idiom ≠ *idioms*.

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	**Consistently relevant information** that supports points of view and opinions. Shows **genuine insight** in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant **information** that **responds to the requirements** of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are **linked in a logical sequence**. **Able to develop an argument**, analyse and evaluate, and draw conclusions.
5–6	The **information** given is **mainly relevant** to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are **mostly linked in a logical sequence**. Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes **some relevant information** but does **not always address the requirements** of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows **some ability to structure** and organise the response. **Limited ability to develop an argument**, analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	**Random organisation** of the response. **Limited attempt to develop an argument**, analyse and evaluate, and draw conclusions.

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

Task 1

LANGUAGE AND INTEGRATION

Amena, 14, kommt aus Syrien. Sie ist vor anderthalb Jahren mit ihrer Familie nach Deutschland gekommen, um dem Krieg in Syrien zu entkommen. Inzwischen hat sie sich in Berlin ganz gut eingelebt, obgleich sie sowohl in der Schule als auch in ihrer Freizeit die meiste Zeit mit ihren Landsleuten zusammenbleibt. Das hat zur Folge, dass sie die deutsche Sprache bis jetzt nur mäßig gut beherrscht.

Die Stiftung Fairchance hat sich zum Ziel gesetzt, die Sprachkenntnisse von Kindern wie Amena durch gezielte Sprachförderung zu unterstützen, denn jedes Kind in Deutschland hat ein Recht auf Bildung und Integration verdient.

Der Zusammenhang zwischen sozialer Schicht, Migrationshintergrund und begrenztem Lernerfolg ist sehr deutlich. Dies zeigt sich unter anderem auch in den Angaben der Berliner Schulstatistiken bezüglich der Anzahl der Jugendlichen ohne Schulabschluss. 2014 haben beispielsweise 9,8 % aller Schulabgänger in Berlin keinen Schulabschluss erreicht; das sind 2.430 Jugendliche. In Berlin verlässt damit fast jeder Zehnte die Schule ohne einen Abschluss. Betrachtet man nur die Jugendlichen nichtdeutscher Herkunftssprache, sind es sogar 15,8 %, was 1.217 Jugendliche bedeutet. In Berlin hat damit fast jeder sechste Schulabgänger nichtdeutscher Herkunftssprache keinen Abschluss.

Der bundesweite Durchschnitt von Jugendlichen ohne Schulabschluss lag in diesem Jahr bei 5,5 Prozent. Migrationskinder wie Amena haben keine faire Chance im deutschen Schulsystem. Solche Kinder verlassen eine allgemeinbildende Schule nach wie vor doppelt so häufig ohne Abschluss wie Schülerinnen und Schüler ohne Migrationshintergrund.

Aufgabe 2

Erster Ausschnitt:

Es gibt eine Menge Fitness und Gesundheits-Apps für das Handy oder das Tablet, und sie werden immer beliebter. Diese digitalen Überwacher sind weit verbreitet. Man kann damit seine körperliche Bewegung analysieren und auch die Lebensmittel, die man jeden Tag zu sich nimmt. Auf diese Weise kann man sicherstellen, dass man gesund lebt und isst. Doch sind diese Apps wirklich eine gute Sache?

Eine gute Nachricht zuerst: Die Regierung hat alles getan, um dem Verbraucher Kontrolle über seine persönlichen Daten zu geben. Letzten Dienstag eröffnete Justizminister Heiko Maas den „Internet Safer Day" in Berlin. Dieser beschäftigt sich in diesem Jahr mit Gesundheits-Apps. Diese Anwendungen haben sich schnell verbreitet. Obwohl sie erst seit drei Jahren auf dem Markt sind, nutzt nun schon jeder dritte Mensch einen Fitness-Tracker - entweder ein Armband, eine Smartwatch oder ein Smartphone mit Fitness-App. Das ergab eine Telefon-Umfrage.

Gemessen werden, zum Beispiel, sowohl Blutdruck als auch Blutzucker und Körpertemperatur. Drei Gruppen gehören zu den Hauptanwendern – nicht nur Sportler, sondern auch Übergewichtige und sogar chronisch Kranke. 62 Prozent der über 65-Jährigen gehören zu den sogenannten multimorbiden Menschen - also Menschen mit mehr als drei Krankheiten. In Deutschland sind das 11,2 Millionen Menschen. Für diesen Teil der Bevölkerung werden in der Zukunft viele neue Anwendungen auf den Markt kommen. Wie zum Beispiel Tabletten, die dem Smartphone melden, dass man sie genommen hat.

Zweiter Ausschnitt:

Doch die schöne neue Welt könnte auch zum Alptraum werden. Wenn Krankenkassen Zugriff auf die Daten bekämen, könnten sie ihre Tarife von diesen abhängig machen oder dem Bürger einen bestimmten Lebensstil vorschreiben wollen. Um das zu verhindern, lehnt der Justizminister jede Kopplung von Krankenhaus-Tarifen an den Einsatz von Fitness-Apps ab. Aber in Deutschland bieten bereits erste Kassen Vergünstigungen an, wenn man - mit Daten - nachweist, etwas für die Gesundheit zu tun. Bis jetzt weigert sich eine Mehrheit der deutschen Verbraucher, ihre Daten an die Krankenkassen weiterzugeben.

Eine erste Krankenkasse hat schon angemeldet, dass sie Fitness-Tracker-Daten verwalten will. Einige sehen hier „große Chancen" für die Früherkennung von Krankheiten. Es gibt aber eine technologische Schwachstelle. Eine Untersuchung hat ergeben, dass nur zwei von zwölf Apps wirklich überzeugen. Denn falsche Messwerte und die davon abgeleiteten falschen Tipps sind ein weit verbreitetes Problem. Hier besteht Gesundheitsgefahr.

Zuletzt noch einige Tipps: Um seine Daten weiterzugeben, muss der App-Besitzer seine Erlaubnis dafür geben. Jede Datenübertragung muss mit einem Passwort gesichert sein.

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