



AN ROINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS EOLAÍOCHTA | AND SCIENCE

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Scrúduithe Ardteistiméireachta, 2001

Gearmáinis

Gnáthleibhéal

Marking Scheme

Leaving Certificate Examination, 2001

German

Ordinary Level

MARKING SCHEME: LEAVING CERTIFICATE GERMAN 2001

(Ordinary Level)

Reasonable Accommodations

Candidates presenting for examination with the aid of a scribe or tape-recorder, and other candidates who have been granted an exemption ('waiver') in accordance with Circular S70/00 will have all parts of their examination answers in German assessed *except* spelling and certain elements of grammar.

In assessing the work of these candidates, a modified marking scheme will apply as follows:

Spelling and elements of grammar such as verb and adjective endings will not be taken into account. Syntactical elements such as word order will still be assessed.

If however, in the case of taped answering, these elements of grammar have been demonstrated, the normal marking scheme may favour the candidate, and the usual rule about giving the candidate the benefit of the more favourable of two sets of marks will apply. Where use of a tape-recorder was granted but where it was not used at all or not for the sections covered by the modified marking scheme (*Angewandte Grammatik, Äußerung zum Thema, Schriftliche Produktion*) the normal marking scheme will apply.

Where the *Angewandte Grammatik* section (15 marks, $\frac{1}{20}$ of overall total for papers) is not attempted, in conjunction with the circumstances covered by the circular, the total mark gained for the paper will be divided by 20 and the result added to the total. Candidates with a waiver attempting this section will be given the benefit of the more favourable scheme – modified or normal.

These provisions will be reviewed in light of the evidence from the scripts and the approach to marking may be varied next year.

Stroke [/] indicates alternatives, any one sufficing.
Round brackets () enclose information which is valid but not essential for marks.
Underlined information must be there to gain the mark.

Listening Comprehension: 100 marks

(31, 19, 19, 31)

First Part ... Interview with Herr Saris

(31 marks: 4, 9, 8, 6, 4)

1. (4 marks: a: 2; b: 2)

(a) What does he work at?

Any ONE: (2)

- As a toolmaker
- Makes parts for machines
- Works with machines
- Works in a machine firm

(b) How many foreigners work in the firm?

- 760 (2)

2. (9 marks: a: 2; b: 7)

(a) How many hours per week does he work?

- 38 (2)

(b) (i) How much holidays does he get?

- 30 (days) (3)

(ii) Where does he spend them?

- at home/in Zagreb/in Yugoslavia (2)

(iii) When does he go there?

- In the summer / at Christmas / twice a year (2)

3. (8 marks: a: 2; b: 6)

(a) On what day of the week did he work in the personnel section?

- On Monday (2)

(b) Any TWO problems he dealt with (4+2)

- holidays/leave
- money/pay
- trouble with their boss/foreman/manager (master = 0)
- (they) could not find an apartment/flat/place to live
- (His Yugoslavian colleagues were) unable to speak/communicate in German

4. (6 marks: 4+2)

Any TWO things he says about the Germans (4 +2)

- Like to talk / Talk for hours
- Talk about/think about/concerned with money/pay
- Not so hardworking
- Not (always) punctual
- More easy-going
- Free-time/leisure-time important to them
- Do a lot / Engage in many activities / Are very active
- (Like) cycling
- Play sport (mostly in clubs)/are athletic
- Like celebrating/partying/going out drinking

5. (4 marks: ONE positive aspect: 2; ONE negative aspect: 2)

Any ONE positive aspect (2)

- Further away the countryside is lovely
- One can go on outings
- One can go on a boat trip on the Rhine
- (They are) getting on well in Germany/They have a good life in Germany
- (They are) earning good money
- His wife also has a job
- His children are happy / His son is doing the Abitur next year
- (They have been) able to save some money
- (They are) planning to buy a house in Yugoslavia

Any ONE negative aspect (2)

- They don't particularly like where they are living
- (The local area is) very industrialised / a lot of industry
- Climate is not so good / there is no winter / the summers are very hot
- The water/Rhine has become polluted/dirty
- You can't swim in the Rhine anymore

Second Part ... Telephone Call

(19 marks: 6, 4, 3, 6)

1. (6 marks: 3+3)

TWO details showing why is Angela so happy

- She won (first) prize
- a trip / a holiday / a flight / two people
- to/in Bali

2. (4 marks: (i) 2; (ii) 2)

(i) When will Peter meet Mark?

- This evening/this afternoon/today/tonight (2)

(ii) Where will he meet him?

- At volleyball (2)

3. (3 marks: 2 + 1)

Any TWO details of what Angela says he should say to Mark (2 + 1)

- He met Angela in town
- There is a problem
- She cannot go
- on the cycling trip (with him)

4. (6 marks: a: 3; b: 3)

(a) Where will Angela be?

- At her grandmother's (3) (with Oma **only: 1 mark**)

(b) What is her telephone number there?

- 48 17 23 (3) **N.B. All or nothing!**

Third Part ... Conversation

(19 marks: 6, 3, 6, 4)

1. (6 marks: a: 3; b: 3)

(a) How did she hear about Dirk's plans?

- His father told her mother / her mother told her (3)

But: at a parents' evening only: 1 mark

(b) What is Dirk seemingly planning to do? Any ONE: (3)

- Leave (the island)
- Go to Hamburg
- Do an apprenticeship
- Work in a bank

2. (3 marks)

Any ONE reason as to why she is upset: (3)

- He didn't tell her
- She is his girlfriend / she should have been the first to know
- She'll miss him
- She'll be left alone
- He is leaving

3. (6 marks: 3 + 3)

Any TWO reasons why young people want to leave the island (3 + 3)

- Better (educational/training) opportunities in Hamburg/off the island
- Their island/Helgoland/it is very small /is only 2 square Km. in size
- It is not a large city/ a metropolis
- It has only 1,600 inhabitants
- School (on the island) ends at 10th Class
- To do the Abitur one must go to (school on) the mainland
- Not much (for young people) to do
- No cinema
- A disco only in the summer (**but: no disco = 2 marks**)

4. (4 marks)

- (b) (4)

1. (3 marks)

Any ONE reason why it was easy for the thieves to rob the house (3)

- The owner was out/gone shopping // house was empty
- The dogs (2) were tied up / were in the kitchen (1)
- The neighbours did not react (2) to the (dogs') barking (1)

2. (6 marks: a: 3; b: 3)

(a) How many schools are linked up to the internet?

- 36,000 / 90% (3)

(b) When will the remaining schools be linked up to it?

- In the next (three to) four months (3)

3. (3 marks)

Any ONE reason why the police have to keep the bridges under close watch (3)

- People throw stones/objects/things
- (Car) windows broken
- (People) injured

4. (3 marks)

How many incidents were registered in 2000?

- 29 (3)

5. (16 marks: a: 12; b: 4)

(a) 12 marks: (i) = 6: 4+2; (ii) = 6: 4+2)

(i) What kind of weather is expected from Wednesday?

Any TWO of the following weather details (4 + 2)

- Change
- Cold front (approaching)
- Rain
- Low(er) temperatures/13 degrees/cold(er)

(ii) What kind of weather is expected for the weekend?

Any TWO of the following weather details (4 + 2)

- Rain in/to the east
- Mix(ed)
- Sun(ny)
- Cloud(y)
- Pleasant ("freundlich")

(b) (4 marks)

- pollen (2) bad/ high / concentration/ warning / alert / in the west (2)

1. (21 marks: a: 8, b: 13)

(a) 8 marks: (i) = 4; (ii) = 4

- (i) What is the special occasion? (4 marks)
- Sarah's /Her/Their daughter's (1) birthday (3)
- (ii) What present have they given their daughter? (4 marks)
- A weekend in/ a trip to (2) Holland/Amsterdam.(2)

(b) 13 marks: 5, 4, 2, 2

Any FOUR things Sarah's parents decided on without asking her

- To take a taxi / not to walk (to their hotel)
- To go to the hotel
- To freshen up/ have a rest/ shower / sleep (first)
- To have something to eat
- To have a (birthday) coffee
- To go to the hotel garden
- Where to sit
- That Sarah could have ice-cream/ lemonade/ cake OR what Sarah would have
- To go to the wax museum
- Visiting the canals would have to wait

2. (18 marks: a: 10; b: 8)

(a) (10 marks: 5, 4, 1)

Any THREE experiences she had after venturing off on her own

- She walked along with/joined in with a group of tourists
- She crossed the street at the junction
- She became alert/ curious/ interested/excited
- She realised she wasn't a small child anymore
- She looked forward to the new/colourful/fascinating aspects of the city
- She came to (the theatre) square (but: went into theatre = 0)
- She saw musician(s)/ acrobat(s)/ comedian(s)(performing for the passers-by)
- She saw vagrants/vagabonds
- She saw an acrobat walking a tightrope
- She saw friendly faces
- She looked in shop windows
- She saw apple tarts (on display)
- She saw a (tall, thin) man (in a dark suit) playing/with a violin
- She gave him money/her (last two) coins
- He asked her what type of music she liked
- He played beautiful melodies/canal melodies/water music
- She arrived at a bridge
- She walked along by a canal/went to the canal
- She saw moonlight reflected on the water

(b) (8 marks: (i) = 4; (ii) = 4)

(i) Where does Sarah meet her parents again?

- On (1) a bridge (3)

OR

- (at a) canal (4)

(ii) How do they react when they see her?

- They are not angry/They are glad/delighted/happy/relieved (to have found her) (4)

**3. (16 marks: 2 marks per heading,
2 marks for correct explanation)**

2. *Die Eltern haben alles geplant* (2)...

Sarah's parents planned everything/did not consult S. about what she wanted to do. (2)

3. *Weg von den Eltern* (2) ...

Sarah slips away/gets separated from her parents/leaves her parents/goes off on her own/goes off with a group of tourists (2)

4. *Sarah genoss den Spaziergang durch die Stadt* (2)...

Sarah enjoyed her walk through the city/ Sarah walked alone through the city. (2)

5. *Die Familie findet sich wieder* (2) ...

Sarah and her parents are reunited/ they meet again/ they find each other (2)

4. (5 marks; 5x 1 mark)

1 E	2 D	3 F	4 B	5 A	6 C
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TEXT 1: ANGEWANDTE GRAMMATIK (15 marks)**(10, 5)**

Reasonable Accommodations: The applied grammar section represents approx. 4.7% ($\frac{1}{21}$) of the 320 marks available for the full Aural/Written paper, so for a candidate exempted from grammar, their potential 100% will be scored out of 95.3% of the potential total for other candidates.

Therefore, where a waiver has been granted as per circumstances covered in circular S70/00 and this section has not been attempted, the total mark gained overall on the paper, excluding this section, will be **divided by 20 and the result added to the total gained**. Where a waiver has been granted but the section has been attempted, it should be corrected. When all other sections of the paper have been marked, the $\frac{1}{20}$ should also be calculated as if the section had not been attempted, and the candidate should be awarded whichever overall result is higher.

**1. (10 marks: 5 x 2 marks 1 mark for identifying the two components,
1 mark for correct meaning)**

Compound words ... say what two words each compound word is made up of and what the underlined words mean.

- | | |
|-------------------------------------|--------------------------------|
| (ii) aus + ruhen; (1) | to relax/rest/take it easy (1) |
| (iii) Geburtstag(s) + Programm; (1) | birthday programme (1) |
| OR | |
| Geburt(s) + Tag(s) + Programm; (1) | birthday programme (1) |
| (iv) Taschen + Geld; (1) | pocket money (1) |
| (v) Instrument(en) + Kasten; (1) | <u>instrument</u> case/box (1) |
| (vi) Geld + Stücke; (1) | coins/change (1) |

2. (5 marks; 1 mark for each correctly circled preposition)

Sarah freute sich auf das Wochenende gegenüber/an/ mit/ in Holland, als sie

und ihre Eltern durch/mit/unter/zum dem Flugzeug nach Amsterdam

flogen Vor/Für/ Auf/Hinter dem Bahnhof stiegen sie in ein Taxi ein. Zuerst

sollten sie sich vorm/im/hintern/am Hotelzimmer ausruhen. Der

Geburtstagskaffee sollte am/ im/vom/ in Garten des Hotels stattfinden.

TEXT II: LESEVERSTÄNDNIS (60 marks)

(23, 22, 15)

1. (23 marks: a: 18; b: 5)

(a) 18 marks (i) = 6; (ii) = 6, 6.

(i) What is the most popular pet for Germans to own? (6)

- a dog (6)

(ii) What statistics prove this? Any TWO of the following statistics (6, 6)

- There are 5.1 million dogs in Germany
- 14% of German households have a dog (as a pet)
- Only 8% of German households have birds (as pets)
- There are 25 000 dogs in the city of Cologne
- 1.6 million DM is spent annually on dog food

(b) (5 marks; 4 + 1)

Give TWO reasons why Europeans have pets (4 + 1)

- as a friend/companion
- as a substitute/replacement for child(ren) / when children gone

2. (22 marks; a: 10, b: 12)

(a) 10 marks; 2x 5

Any ONE detail for Nicky AND Bianca's problems with their pets: 5 + 5

Nicky: Any ONE problem: 5 marks

- Her dog played with a dead fish
- The dog smelled badly/of fish
- The dog didn't like being washed

Bianca: Any ONE problem: 5 marks

- Her budgie was lonely
- She had to buy a second one (pet/budgie)
- The (two) budgie/budgies/pet(s) make a lot of noise/wake her (in the morning)

(b) 12 marks; 6, 6

Any ONE detail explaining why Heidemarie and Tobias enjoy their pets so much

Heidemarie: Any ONE of the following details: 5 marks

- Company since the children left
- The house is not so quiet/empty
- He barks/wags his tail when the doorbell rings
- The dog is so cute/sweet/good/well-behaved
- He sits by the table when they are eating
- He waits for scraps

Tobias: Any ONE of the following details: 5 marks

- He likes (watching) cats a lot
- He thinks cats are able to relax (totally)
- Cats have a very relaxing effect
- He finds it relaxing to look at his cat

3. 15 marks (5 x 3)

Write in the correct letter

- (i) Viele Deutsche haben
Wellensittiche, Katzen, und Hunde / (C) (3)
- (ii) Die Deutschen geben viel Geld für aus:
Hundefutter / (D) (3)
- (iii) Viele Paare kaufen sich einen Hund,
wenn die Kinder von zu Hause weggezogen sind. / (B) (3)
- (iv) Menschen, die gerne lange schlafen, haben Vögel morgens
nicht so gerne / (B) (3)
- (v) Katzenfreunde finden es sehr beruhigend,
wenn sie ihrer Katze zuschauen / (D) (3)

TEXT II: ÄUßERUNG ZUM THEMA (15 marks) (Content = 8, expression = 7)

Content (C) and Expression (Ex) to be marked consecutively.

(a) Completing the dialogue as Heidemarie (25-30 words)

Marie: *Hallo Heidemarie! Wie geht es dir und was machen eure Kinder?*

- A. (2) Heidemarie: Es geht mir gut!/ Tag Marie! (1)
Unsere Kinder studieren./Sie wohnen nicht mehr bei uns/ (1)

Marie: *Und was macht ihr so alleine zu Hause?*

- B. (1) Heidemarie: Wir haben uns einen Hund geholt./gekauft./
Wir haben einen Hund. (1)

Marie: *Und was ist das für ein Hund und wie heisst er?*

- C. (2) Heidemarie: Er ist ein kleiner Hund, (1)
und er heisst Stups. (1) *(Accept different dog name!)*

Marie: *Na, das ist doch hoffentlich ein Hund, der nicht viel bellt, oder?*

- D. (1) Heidemarie: Doch, er bellt schon/
Er bellt jedesmal, wenn es an der Haustür klingelt/
Er bellt nicht viel/ (1)
Nur wenn es an der Haustür klingelt.

Marie: *Ist der Hund draussen, wenn ihr esst?*

- E. (2) Heidemarie: Nein, er sitzt (1)
immer mit uns am Tisch/ unter dem Tisch (1)

N.B. Bracket off irrelevant content [.....] , do not include for judging Expression.

GUIDELINES for marking expression in Äußerung

Errors: Mark in red, circle repeated errors, do not re-penalise.
Put circled T for errors in tense usage.
Gross- and Kleinschreibung: underline wrongly written letter.
Underline other mistakes, putting double line under mistakes in verb endings and word-order.
(And write W.O. in the left-hand margin.)

See page 16: use the left-hand scale (0-7) to award expression mark (Ex.)

OR

TEXT II: ÄUßERUNG ZUM THEMA (15 marks) (Content = 8, expression = 7)

Content (C) and Expression (Ex) to be marked consecutively.

(b) Eine Katze zu Hause (25-30 words)

A. (2) *Kannst du dem Kätzchen ein gutes Zuhause geben?*

statement (1) ... development/explanation (1)

B. (2) *Eine Katze kostet Geld!*

statement (2)

C. (2) *Hast du genug Zeit, um dich jeden Tag um die Katze zu kümmern?*

statement (1) ... explanation/development (1)

D. (2) *Was machst du mit der Katze, wenn du mit deiner Familie in Urlaub fährst?*

statement (2)

N.B. Bracket off irrelevant content [.....] , do not include for judging Expression.

GUIDELINES for marking expression in Äußerung

Errors: Mark in red, circle repeated errors, do not re-penalise.
Put circled **U** for errors in tense usage.
Gross- and Kleinschreibung: underline wrongly written letter.
Underline other mistakes, putting double line under mistakes in verb endings and word-order.
(And write W.O. in the left-hand margin.)

See page 16: use the left-hand scale (0-7) to award expression mark (Ex.)

TEXT III: LESEVERSTÄNDNIS (40 marks)**(12, 14, 14)****1. True or false? (12 marks: 6x 2)**

	True	False	
1. Edvando und Manessés leben auf der Strasse.		✓	(2)
2. Brasilien ist das drittgrösste Land der Erde.		✓	(2)
3. Edvando nimmt manchmal Drogen.	✓		(2)
4. Die CCP- Organisation gibt Strassenkindern ein Bett und Essen.	✓		(2)
5. Manessés hat fünf ältere Brüder.		✓	(2)
6. Von seinem Haus kann Manessés die Slums sehen.		✓	(2)

2. (14 marks: Edvando: 7 marks: 5 + 2; Manessés: 7 marks: 5 + 2)**Edvando: Any TWO of the following details: 5 + 2**

- Lives in Brasil/comes from Brasil/is Brazilian
- Lives on the street / is a street child/ street boy
- He lives from hand to mouth
- He has no future / no hope

Manessés: Any TWO of the following details: 5 + 2

- Lives in Brasil/comes from Brasil/is Brazilian
- Has everything (he needs)/ is well-off/ is rich
- (Has/lives) a privileged life

3. (14 marks;

Edvando: 7 marks

Manessés: 7 marks

	Edvando	Manessés
Age (1 mark x 2)	<ul style="list-style-type: none"> • 15 (1) 	<ul style="list-style-type: none"> • 25 (1)
Brothers and sisters (1 mark x 2)	<ul style="list-style-type: none"> • 5 brothers (1) 	<ul style="list-style-type: none"> • 1 brother (1)
Name of city he lives in (1 mark x 2)	<ul style="list-style-type: none"> • Recife (1) 	<ul style="list-style-type: none"> • Rio de Janeiro (1)
Living conditions Any TWO details (1 + 1) x 2	<ul style="list-style-type: none"> • Lives on the street/is a street child • Living on a farm • Gets food/bed there • Is often hungry • His life on the street is dangerous • He sniffs glue/takes drugs <p>Any TWO details: 1 + 1</p>	<ul style="list-style-type: none"> • Lives in a quiet (part of the) city • Lives with his family • Comes from <u>privileged</u> class/background • Has no experience of the slums/poverty • (Attended a) private school • Comes from a wealthy background <p>Any TWO details: 1 + 1</p>
TWO details of Education (1 + 1) x 2	<ul style="list-style-type: none"> • Has no education • Is (now) learning to read • Must get off drugs first <p>Any TWO details: 1 + 1</p>	<ul style="list-style-type: none"> • Is doing law/ finishing law degree • Is at university • Has languages/ English/Spanish/Dutch • <u>Attended</u> a private school <p>Any TWO details: 1 + 1</p>

**Marking Expression in Schriftliche Produktion (marked out of 10 or 7);
in Äußerung (marked out of 7).**

Start (St.), Content (C) and Expression (Ex.) to be marked consecutively.

N.B. Bracket off irrelevant content [...], do not include for judging Expression.

Errors: Mark in red ~~circle~~ repeated errors, do not re-penalise.
Put circled **U** for errors in tense usage.
Gross- and Kleinschreibung: underline wrongly written letter.
Underline other mistakes, putting double line under mistakes in verb endings and word-order.
(And write W.O. in the left-hand margin.)

N.B. If the content mark is **7 or less**, use the **reduced (0-7) scale** for expression and write "lower Ex." To indicate this. Use this scale also to mark the Äußerung expression.

Äußerung
Or Schr. Prd. Schr. Prd.
Lower Ex. Full scale
(if C < 8)

Total = 7 Total = 10

7	10	Category Descriptions
0 – 2	0 – 4	<p>Vocabulary very inadequate, possibly with English words and interference from English syntax; word order, esp. verb position, very frequently wrong.</p> <p>Many spelling mistakes, serious grammar errors: Verb forms generally incorrect, tense inconsistent, inappropriate; few correct agreements</p>
3 – 5	5 – 7	<p>Vocabulary use quite good – generally adequate and appropriate, with perhaps some German idiom. Only occasional word order mistakes.</p> <p>Not too many spelling mistakes. Few serious/frequent minor grammar errors: Verb forms, tense, agreements, endings correct <u>more often than not</u>, esp. at upper end of category.</p>
6 – 7	8 – 10	<p>Vocabulary use good – rich, idiomatic and appropriate. Few word order mistakes.</p> <p>Spelling mistakes rare, grammar generally correct: Good level of accuracy in verb endings, agreements; correct use of tense...</p>

N.B. Take a **global** view of the language use (E = Expression) to locate the candidate's work in the most appropriate category.

Reasonable Accommodations: Where a spelling/grammar waiver has been granted, the mark awarded within a category will be based on the vocabulary and word order elements only and not on spelling and grammar.

(a) Letter

St. (5) Completing the first paragraph. Insertion of appropriate sentences. **(5 x 1mark)**

- , dass ich schon länger nicht mehr geschrieben habe.(1)
- , du bist mir nicht böse. (1)
- vier Klassenarbeiten geschrieben. (1)
- der ganze Stress vorbei. (1)
- das Neuste aus der Schule. (1)

Put St. mark in right hand margin, at the bottom of the letter.

C (15) The body of the letter ... **15 marks** as indicated below.

A. (3) Tell Uli your class is organising (1)
a school concert next week (1)
for the Third World (die Dritte Welt) (1)

B. (1) Ask whether pupils in German schools do anything like that. (1)

C. (3) Say you went to two other classes (1)
And asked the pupils (1)
to take part in/to come to the concert. (1)

D. (2) Say you and your friends made posters (1)
in art class for the concert. (1)

E. (2) Say what a ticket costs for pupils and for adults, (1)
and how much money you hope to collect. (1)

F. (3) Give THREE examples of what pupils will do in the concert.
Example 1 (1)
Example 2 (1)
Example 3 (1)

Cl. (1) Write a suitable closing sentence for your letter.

Ex. (10) Calculate **expression mark** in relation to C (Content)

Add St., C and Ex. to give overall mark

OR:

(b) Picture Story

St. (5) Completing the first paragraph. Insertion of appropriate sentences. **(5 x 1mark)**

- kurz vor Schulbeginn (1)
- frühstückt noch langsam (1)
- die Autoschlüssel in der Hand (1)
- schneit es heftig (1)
- ruft ungeduldig nach seinem Sohn (1)

Put St. mark in right hand margin, at the bottom of the picture story.

C (15) (pictures 2 –6) ... **15 marks** as indicated below.

Possible details: Look for relevant details, usually **3 points per picture**.

NOTE: One of the 3 content marks in A, B and D (pictures 2, 3 and 5) is in each case reserved for the point of information underlined.

- A. (3)** father and son outside house ...
the father is in a hurry/says "hurry up."
car covered with snow/father and son clear the snow off the car
[car won't start OR father leaves for work in the car?]
- B. (3)** boy and girl at the bus stop
it's snowing heavily
they are wearing jackets, gloves and scarves/ they feel cold
there is no one else at the bus stop
girl says: "Der Bus ist weg".
- C. (3)** boy and girl walk to school
the street is covered with snow/ it is (still) snowing
there are no cars /no people on the road
[They are annoyed that they have to walk to school?]
- D. (3)** they arrive at the school
there is nobody there
they see a sign on the gate OR they have no school
they are delighted
- E. (3)** sometime later they build a snowman
others throw snowballs
they have great fun in the snow.

Ex. (10) Calculate **expression mark** in relation to C (Content)

Add St., C and Ex. to give overall mark