

# MARKING SCHEME: LEAVING CERTIFICATE GERMAN 2003

## FINAL VERSION

### (Higher 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 the Angewandte Grammatik section (25 marks) is not attempted in conjunction with the circumstances covered by the circular, the total mark gained for the paper will be divided by 11 and the result added to the total.**

**LISTENING COMPREHENSION TEST: (80 marks)**

**(21, 17, 18, 24)**

**First Part** (Interview mit Frau Grundmann ) **(21 marks)**

(Answers in German: half marks)

**1. (4 marks: i = 2 ; ii =2)**

(i) *What kind of people benefit from the work of Frau Grundmann's organisation?*

- Old (people)/ pensioners (1)
- (People) with a disability/ handicap/ invalids (1)

(ii) *What is the main service the organisation provides for these people?*

Deliver / bring (1) a (warm) meal/dinner/lunch (1)/ Meals (1) on wheels (1)

**2. (3 marks: i = 1 ii = 2)**

(i) *Where did the concept of 'Essen auf Rädern' come from?*

From England (1)

(ii) *How many people in Bonn city centre benefit from the service?*

More than/ over/ + (1) 270 (1)

**3. (6 marks: 3 x 2 marks )**

*Many people work with the organisation in Bonn. Give **three** details about these workers.*

(N.B.: Parts of bullets are not interchangeable)

(Any three: **3 x 2 marks**)

- There are 80 of them (2)
- Some (1) are employed/ are paid (1)
- There is a full-time/ permanent (1) psychologist (1)
- Some drivers (1) are full-time/ permanent (1)
- Most (1) are voluntary/unpaid (1)
- (Some are) housewives (2)
- (Some are) pensioners/ retired (2)
- People with time on their hands (2)

**4. (4 marks: 4 x 1 )**

*Where does the money for the organisation's work come from? Give details.*

- (The city of) Bonn (State of Bonn = 0)
- Donations / the people/citizens (give money)
- Doctors
- Professors

**5. (4 marks: 2 + 2)**

*What other services does 'Essen auf Rädern' provide for its clients? Give **two** details.*

(Any two: **2 + 2 marks**)

- House cleaning
- Brings library books
- Visits old people when in hospital

**Second Part (Anruf in der Stunt-Schule) (17 marks)**

**1. (11 marks:) If in English, half marks**

*Anruf von:* Werner/ Herr (1) Rauhbein/Rhaubein (2)  
(Accept 'Raubein'/Rau(h)bain/ Rau(h)bayn/ Rau(h)beyn)

*Problem:* Tochter (1) Stunt-Frau/ in der Stunt-Schule (1)  
macht sich Sorgen/ hat Angst(1) gefährlich (1)

*Der Anrufer:* wird morgen zurückgerufen (2)

*Telefonnummer:* 83 47 12 (2 marks: all or nothing)

**2. (6 marks) Pick out *three* examples of the **language** (= expressions and phrases) used by the caller to express how **worried** he is. Accept in translation.**

**No marks for tone of voice/ intonation without the reference to specific expressions and phrases.**

**Accept :** accurate paraphrase of expressions.

**(Any three: 3 x 2 marks)**

1. Um Gottes Willen (Oh my God...)
2. Also stimmt es doch (So it is true)
3. Ich habe (die ganze Nacht) kein Auge zugemacht (I didn't sleep a wink all night)
4. Beruhigen? Wenn ich mir vorstelle ... (Calm down? How can I when I imagine / he says "beruhigen" in a worried/ questioning voice)
5. Ich mache mir (solche) Sorgen. (I'm ... worried.)
6. Was Gefährlicheres gibt's doch gar nicht. (There's nothing more dangerous than that)
7. Ich soll mir keine Sorgen machen? Sie sind gut. (I shouldn't be worried? It's easy for you to say)
8. ... da passieren die schrecklichsten Dinge (The most awful things happen)
9. Ich habe (ganz) furchtbare Szenen vor Augen. (I can visualise terrible scenes)
10. Any one example of a stunt: fällt von Motorrädern/ springt von Brücken und aus Fenstern/ wird von Autos überfahren/ muss durch Feuerflammen rennen/ Ein Autocrash nach dem anderen (one car crash after the other)/ Ein Flammeninferno (an inferno)/ Explosionen
11. Wenn Tanja sich (nun) verletzt ... (If Tanya gets injured ...)
12. Das könnte ihr (ganzes) Leben ruinieren (Her whole life could be ruined)
13. Sie ist doch erst achtzehn (She's only 18)
14. Der Gedanke ist (einfach) zu schrecklich (It doesn't bear thinking)
15. Ich weiß (vor Sorge) weder ein noch aus. (I'm so worried I don't know if I'm coming or going)
16. Vielleicht kann Herr Scholz mich beruhigen (Maybe he can put my mind to rest/ calm me)

**Third Part (Dialog) (18 marks)**

**1. (5 marks: 1+2+2) (Accept apt German quotation) Do not combine global comment and details!**

- (i) *The conversation is between:* (C) twin sisters (1)
- (ii) **Two indications to support choice: Award marks here only if correct option chosen at (i).**  
(Any two: 2+2)
- We will look (completely) identical (völlig identisch)
  - As twins (we can't be told apart anyway). (Als Zwillinge)
  - We look like two peas in a pod (or equivalent) (Wir gleichen uns wie ein Ei dem anderen)
  - Mama und Papa haben uns doch nur als Babys die gleichen Klamotten angezogen.
  - If we dress the same nobody will be able to tell us apart/ know whether it is you or I/ which of us is which (niemand wird wissen ob du es bist oder ich)
  - Nobody will notice that we have swapped places/you are doing my exam and I yours (Das merkt niemand...)
  - Even their boy-friends will not be able to tell them apart

**2. (5 marks: 1+2+2) (Accept apt German quotation)**

*Which adjective best describes Stephanie's reactions to Martina's suggestion during the course of the conversation? (1 mark)*

**Two details from the conversation to support your choice. (Any two: 2+2): Award only if correct option chosen.**

**(b) doubtful (1 mark):**

**Two** details from this list (2+2)

1. Are you out of your mind? (Spinnst du?)
2. People can't tell us apart as it is. (Als Zwillinge kann man uns ja so schon nicht unterscheiden.)
3. You don't seriously think ... (Du meinst doch nicht etwa...)
4. I don't know/I'm not so sure. (Also ich weiß nicht) She repeats "I'm not so sure" (Also ich weiß nicht.)
5. Isn't that a bit risky/dangerous? (Ist das nicht ein bisschen riskant?)
6. But that's not fair. (Mensch, Martina, das ist doch unfair)
7. „Meinst du?“ (do you think so?“)
8. It's our Leaving Certificate, it's not a joke/not to be taken lightly etc. (Es geht um unsere Abiturprüfung. Das ist doch kein Spaß)

**3. (8 marks: (i) = 2+2 ; (ii) = 2+2 )**

(i) *Why does Stephanie not agree to Martina's plan? (Any two: 2+2 marks)*

- It is risky / They might get caught
- It is unfair
- Their/our Leaving Certificate/Abitur is at stake/important
- It is a serious matter/no joke

(ii) *What idea does Stephanie come up with for the following week? (4 marks: 2+2)*

- Buy/ Wear the clothes to a party (2)
- Go with each other's boy friends (2)

(If "They will play a trick on their boyfriends" is the **only** answer: award **2 marks**)

**Fourth Part (News): (24 marks)**

(Answers in German: half marks)

**1. (5 marks: i = 3; ii =2)**

(i) *What disaster is happening around Danish coasts at present, according to the news?* (3 marks)

(Number of ) seals/ sea-lions (1) dying (1) is increasing (1) / 230 (1) seals (1) have died (1)

(ii) *What is the cause of the disaster?* (2)

A virus (2)

**2. (4 marks: 2+2 )**

*With the legislation of cannabis for limited medical use in Germany, in what types of product will it be made available?*

- Capsules/ pills/ tablets (2)
- Drops (1) for inhaling (1) (Inhalers = 0)

**3. (7 marks: i = 4; ii = 3)**

(i) *What is the theme of the new competition?* (4 marks)

How (different) cultures (2) (in Germany) get on/coexist/live together (2)

Allow exact German title (4)

(ii) *What forms can the competition entries take? Mention three forms. (Any three: 3 x 1 marks)*

- Film
- Photographs
- Cassette/tapes
- Internet pages or sites / web pages or sites

**4. (5 marks)**

*What is the forecast for the weekend? Give three details. (5 marks: 1+2+2 marks)*

- 2 degrees (1)
- (Becoming) increasingly cloudy/ cloudier (2) (NB: cloudy = 0)
- (Becoming) winterish/wintery/ much colder/ cooler (2)

**5. (3 marks) (Any three: 3 x 1 mark)**

(i) *What is happening in the Alps?*

(ii) *What result will this have?*

- A cold front (1)
- Extremely low/ cold temperatures (1)
- Lots of/ new/ heavy snow (1)
- Ideal skiing conditions (1)

**TEXT I: LESEVERSTÄNDNIS (60 marks)****(16, 11, 18, 15)**

(Evidence needed that candidates have understood the text; **quotation** without manipulation **where** manipulation **required**/containing **extraneous material: half marks**)

**Frage 1 (16 marks)****(a) (4 marks: 4 x 1)**

*Warum sind die Erzählerin und ihr Mann seit einiger Zeit glücklichere Menschen? Nennen Sie vier Gründe.* **(Zeile 1-10)**

**(Any 4: 4 x 1 marks)**

1. Sie haben ein (eigenes) Haus / Es ist ein altes Bauernhaus.
2. Es liegt im Alpenvorland/in einer hügeligen Gegend/ es liegt in den Alpen/ Die Landschaft/die Umgebung ist schön/ die Aussicht ist schön
3. Freitags verlassen sie die Stadt, (um zum Haus zu fahren)
4. Sie betrachten das Dorf als ihr (eigenes) Dorf (unser...unser...)
5. Die Bauern begrüßen sie, als gehörten sie dazu./ Sie haben das Gefühl, dass sie zum Dorf gehören/ Die Bauern (er-)kennen sie.
6. Das Essen im Dorfgasthaus schmeckt ihnen. / Sie essen gern im Dorfgasthaus

**(b) (3 marks: 2 + 1)**

*Was für Leute werden im Gasthaus untergebracht?* **(Zeile 10 – 17)**

- Sie sind Fremde/ Ausländer/ Flüchtlinge/ Asylanten **(2)**

*Woher kommen sie? (Any one nationality : 1 mark)*

- Jugoslawien / Jugoslawen
- Afghanistan / Afghanen
- Afrika / Afrikaner
- Vietnam / Vietnamesen

**(c) (2 marks)**

*Warum macht Frau Hung ein mitleidiges Gesicht?* **(Zeile 23 - 32)**

Die Erzählerin und ihr Mann sind kinderlos/ haben keine Kinder **(2)**

**(d) (7 marks: 1+3+3)**

*Die Erzählerin will neue Schuhe kaufen. Für wen und warum ? (Zeile 37 – 44)*

*Für wen:* - Frau Hung **(1)**

*Warum:* Ihre Sandalen sind abgetreten/alt/ kaputt/nicht warm/nicht schick/ nicht passend genug/ Sie hat keine Schuhe/ nur Sandalen/ sie braucht Schuhe**(3)**

Sie möchte etwas für sie tun / sie möchte warme Schuhe für sie kaufen/Sie hat Mitleid mit ihr **(3)**

**Question 2: (11 marks: a = 2 ; b = 9 )****(a) (2 marks)**

- *How does the narrator know the size of shoe to buy?*

**(lines 43 – 50)**

She traces/draws the outline of Frau Hung's foot on a piece of paper **(2)** **(NB measures foot = 0)**

**(b) (9 marks: 3 x 3 marks)**

*What factors does the narrator consider in buying the shoes? Mention **three**. (lines 55-68)*

- Which shoes would Mrs Hung like best/ prefer.
- Special offer/ Price
- Style/ fashion/ looks/ materials
- Her own preferences? (als ginge es ...)
- The Hungs were likely to be deported (so she won't need something too warm/lined)/ Suitability for Vietnam
- As a child she'd have given anything for boots like that

**Question 3: (18 marks: a: 11 (2+9) b: 7: 4+3)**

**(a)** *What new light do the photos shed on the Hung family's former life? Support your answer with **three** details. (lines 72 – 78)*

*What:* They used to be well off/ wealthy/ rich/ Were not always poor/ it was good **(2 marks)**

*Three details: (Any **three: 3 x 3 marks**)*

1. They had a big TV,radio,video/everything/They had a high-tech tower/lots of hi-fi equipment/electronic equipment
2. Mrs Hung wore/had a shiny/ gold /cocktail dress
3. Mr Hung wore/had a (stylish fashionable) suit
4. The baby's clothes were white/ lacy.
5. Herr Hung is proud in showing the photos

**(b)** *Do the narrator and her husband get the reaction they expect to their gift? Explain, giving at least **two** details. (Accept: Yes/ No/ Yes and No) (lines 79 – 84)*

If No:

*Explain giving at least two details: (Any **two: 4 + 3marks**)*

- Mrs Hung examines/scrutinizes/looks closely/for a long time at the boots
- She does not say thank you/ anything/a word
- She returns them to their box
- She looks as if she is about to cry.

**OR**

If Yes:

*Explain giving at least **two** details (4+3)*

- Mrs Hung is speechless
- Mrs Hung is on the verge of tears ...

**Question 4: (15 marks: 5+5+5)**

*The author creates in this story a sense of **belonging and not belonging**. Mention **three** ways (can be language use or content) in which this is achieved, referring to the story.*

(Must have **one** example of **each**.)

**Belonging:**

1. Living in the country /having a house in the country/having a farmhouse makes them happy /makes their heart sing / is paradise
2. Farmers at their “Stammtisch” /special table for regulars
3. The narrator and her husband are welcomed/recognised/greeted as if they belonged.
4. Repetition of/emphasis on the word “unser” (unser Dorf, unsere Straße/unsere Herzen/ unsere Seele)
5. They like the food
6. The couple invite the Vietnamese into their home
7. The couple buy Frau Hung shoes/ask what Hungs need to create a sense of belonging
8. The photo shows they have a sense of belonging in Vietnam

**Not belonging:**

1. The narrator and her husband do not belong in the city regarding it as smelly and noisy.
2. The foreigners are in a separate room from the natives
3. The Yugoslavs/foreigners throw bottles into the pond – (behaviour not engaged in by locals)
4. Example of people not belonging linguistically: Africans/Afghans/foreigners whom nobody can understand /Mrs Hung pointing/gesticulating
5. Vietnamese/foreigners don't like/don't want to eat the (local) food / have lost their appetite...
6. The foreigners wander/walk/go up and down the street (aimlessly)
7. Contrast between life in Vietnam for Hungs and current situation / contrast between life of natives and foreigners/ strangers in paradise/ Repeated reference to the foreigners
8. Mrs Hung's shoe size – not adult size in Germany
9. The Hungs' deportation – they do not belong
10. Mrs Hung's sandals are inappropriate for Germany
11. Buying shoes for Frau Hung in a discount store/where she wouldn't normally shop herself
12. Reference by narrator to Hungs on (her) designer couch
13. Narrator in own house contrasted with foreigners in guesthouse



## TEXT I: ANGEWANDTE GRAMMATIK (25 marks)

**Reasonable Accommodations:** The applied grammar section represents 1/12 of the 300 marks available for the full Aural/Written paper.

Where a waiver has been granted as per circumstances covered in circular S70/00 and the section has not been attempted, the total mark gained overall on the paper will be divided by 11 and multiplied by 12.

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 1/12 should also be calculated as if the section had not been attempted, and the candidate should be awarded whichever overall result is higher.

**Where more than one answer is given, mark the first one.**

### 1. Grammatische Strukturen erkennen (11 marks)

*Geben Sie für die Substantive an:*

- (i) *ob singular oder plural*
- (ii) *bei Singular das Geschlecht*
- (iii) *den Fall*

(2) <i>Stadt:</i>	singular	(1)	feminin	(1)	Dativ	(1)
(3) <i>Gesicht:</i>	singular	(1)	neutrum	(1)	Akkusativ	(1)
(4) <i>Überraschung:</i>	singular	(1)	feminin	(1)	Nominativ	(1)
(5) <i>Lackstiefeln:</i>	plural	(1)			Dativ	(1)

### 2. (14 marks: 4+4+3+3 )

*Unten sehen Sie fünf Sätze, in denen ein Wort/ eine Wortgruppe unterstrichen ist. Wie lautet jeweils die **Frage** auf die diese Sätze eine Antwort geben? (**Welches Fragewort** würden Sie benutzen, um nach den unterstrichenen Wörtern/ Wortgruppen zu fragen?)*

*(3 marks for the correct Interrogative in (2) and (3), 2 marks for (4) and (5); 1 mark for the remainder.)*

**NB** Award marks **only** if the interrogative is **totally** correct

- (2) Wem gehört der Fuß? / Wessen Fuß ist das? / Wer besitzt den Fuß? / Was für einer Person/Frau gehört der Fuß? (Der Fuß gehört wem?)(3+1)
- (3) Worauf/ Auf was zeigt die Verkäuferin? / Auf welchen Gegenstand zeigt die Verkäuferin? / Wohin zeigt die Verkäuferin? (3+1)
- (4) Wer hält die Fotos? / Welche Person hält die Fotos? (2+1)
- (5) Was trägt Frau Hung? / Was für ein Kleid trägt Frau Hung? / Welche Farbe hat Frau Hungs Kleid? / Welches Kleid trägt Frau Hung? (Frau Hung trägt was? Was wird von Frau Hung getragen?) (2+1)

**TEXT II: LESEVERSTÄNDNIS (60 marks)**

(12, 23, 15, 10)

(Evidence needed that candidates have understood the text; **quotation** without manipulation **where** manipulation **required**/containing **extraneous material: half marks. Full marks for manipulated parts**)  
**Answers in language not specified = half marks!**

**Question 1: (12 marks: a = 4 ; b = 8 )****(a) (4 marks: 2+2)**

*Im ersten Paragraph gibt es zwei Tipps für Schüler, die daran denken, ein Jahr im Ausland zu verbringen. Was soll man tun, bevor man die Entscheidung trifft? (Zeile 1-15)*

(Any two: 2 x 2 marks)

- sich (eineinhalb Jahre) vorher informieren
- es selber wollen/ auf eigenen Wunsch
- wissen/sich im klaren sein, dass man auch Probleme haben wird/ dass es nicht einfach sein wird/ dass es kein Vollkornbrot gibt/ dass das Essen anders ist.

**(b) (8 marks: 4x2)**

*Geben Sie vier Beispiele, was in der Familie und in der Schule für deutsche Schüler im Ausland anders sein kann. (NB: Must have one example of each)*

(lines 16-39)

*Familie*

- Sitten/Gebräuche
- Extreme Ansichten
- Die Sperrstunde /curfew

*Schule*

- Der Tagesablauf
- Längere Unterrichtszeiten
- Das Verhältnis zu den Lehrern
- Viele Hausaufgaben
- Strengere Vorschriften
- Die Sprache

**Question 2: (23 marks: a= 8; b= 15)****(a) (8 marks: 4x2)**

*Having made the decision to go abroad, what steps must one take?*

(Any four: 4x2 marks)

(lines 40-53, 103-107)

- Get permission/ approval of parents
- Get information/ read books on exchanges
- Talk to/get tips from exchange students / students who have gone abroad/travelled.
- Return the application forms by October
- Choose an organisation (that arranges exchanges)

**(b) (15 marks: 5x3)**

*In addition to placement in a family and arranging the flight, what other services should one expect a good homestay organisation to provide?*

**(15 marks 5 x 3)**

**(lines 53-72)**

- Arrange insurance
- Organise an induction/ information/ preparation seminar
- Provide information on host country
- Discuss problems (such as jealous siblings)
- Provide information on behaviour/ how to behave in host country

**Question 3: (15 marks: 5x3)**

*What financial factors play a part in reaching a final decision?*

**(lines 73-94)**

- Children's allowance/ Child benefit continues to be paid
- The cost of the homestay programme /expensive/ 8000 – 9000 Euro)
- Need about 3000 Euro pocket money
- Price difference between shorter / longer stay
- Price of flight

**Question 4: Was passt zusammen? (10 marks: 5 x 2 marks)**

1	c	2	e	3	d	4	f	5	a	6	b
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## TEXT II: ÄUßERUNG ZUM THEMA (25 marks) Choice of (a) or (b)

Content = 13 (A=3; B= 4; C=4; Dis. 2); Expression = 12.

### (a) Auslandsaufenthalt:

- Award **content** marks first:
- **Two discretionary marks (1,1)** are available to be awarded under any of the points A - C for additional **relevant content, elaboration or comment**.
- Indicate discretionary marks with **+1** in margin i.e. **A = 3+1**.
- Show as **Dis.+1** in body of script at relevant spot.
- Bracket (**Dis. +1**) the first additional discretionary mark only.
- Put irrelevant content in square brackets [ ... ]; exclude when judging the expression mark.

### A (3 marks)

*Beschreiben Sie in drei bis vier Sätzen, was Sie auf dem Foto sehen.?*

- Satz 1 (1)
- Satz 2 (1)
- Satz 3 (1)
- (Satz 4 may attract Dis. mark)

### B (4 marks)

*Stellen Sie sich vor, dass Sie für ein Jahr in die Schweiz gehen. Was sind die drei wichtigsten Sachen, die Sie mitnehmen, und warum:*

**(If „Sie“ is misunderstood as girl in picture deduct 1 point from expression)**

- Statement of the „drei wichtigsten Sachen (1)
  - Grund (1)
  - Grund (1)
  - Grund (1)
- Gründe can refer to any or all of the „Sachen“**

### C (4 marks)

*„Ein Jahr im Ausland bringt mehr als ein Monat.“ Was ist Ihre Meinung zu dieser Aussage? Geben Sie drei Gründe für Ihre Meinung an.*

- Meinung (1)
- Grund 1: (1)
- Grund 2: (1)
- Grund 3: (1)

**Dis. 2 x 1 mark**

**Have you awarded the two discretionary marks?**

**OR**

**(b) „Reisen bildet“**

**Content 13 marks (A=3; B=4; C=4; Dis.=2)      Expression: 12 marks**

- Award **content** marks first:
- Two *discretionary* marks (**1,1**) are available to be awarded under any of A, B or C for additional **relevant content, elaboration or comment**.
- Indicate discretionary marks with **+1** in margin i.e. **B = 3+1**.
- Show as **Dis. 1** in body of script at relevant spot.
- Bracket (**Dis. +1**) the first additional discretionary mark only.
- Put irrelevant content in square brackets [ ... ]; exclude when judging the expression mark.

**A (3 marks)**

*Jugendliche verbringen immer mehr Zeit im Ausland. Nennen Sie drei bis vier Gründe, warum das möglich ist.*

- Grund 1: **(1)**
- Grund 2: **(1)**
- Grund 3: **(1)**

(Any other reason may attract discretionary mark)

**B (4 marks)**

*Welches sind, Ihrer Meinung nach, die drei beliebtesten Reiseziele für irische Jugendliche, und warum?*

- Mentioning the three Reiseziele in a sentence **(1)**
- Warum: **(1)**
- Warum: **(1)**
- Warum: **(1)**

**Gründe can refer to any or all of the „Ziele“**

**C (4 marks)**

*Andere Länder, andere Sitten:* Was ist Ihre Meinung zu dieser Redewendung? Begründen Sie Ihre Meinung mit drei Argumenten.

- Meinung: **(1)**
- Argument 1: **(1)**
- Argument 2: **(1)**
- Argument 3: **(1)**

**Dis. 2x1 mark**

**Have you awarded the two discretionary marks?**

### Marking Written Expression in Äußerung zum Thema (a) or (b)

<p><b>0 – 4</b></p>	<p><b>Vocabulary</b> <u>very</u> inadequate, word order very poor.</p> <p><b>Spelling</b> very poor, serious <b>grammar</b> mistakes. Sentence structure very basic.</p>
<p><b>5– 9</b></p>	<p><b>Vocabulary:</b> limited to adequate range – may still contain some English. Quite a few word order mistakes to fewer word order mistakes.</p> <p><b>Spelling</b> inadequate to quite good, frequent to less frequent minor <b>grammar</b> mistakes/ some serious <b>grammar</b> mistakes. Limited to adequate range of structures used.</p>
<p><b>10 – 12</b></p>	<p><b>Vocabulary:</b> very appropriate, even rich/adventurous. Few word order mistakes.</p> <p><b>Spelling</b> good on the whole. <b>Grammar</b> correct on the whole. Evidence of competence in use of good range of structures.</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.

## SCHRIFTLICHE PRODUKTION (50)

**Bearbeiten Sie (a) oder (b)**

**(a) Letter**

*Your German penfriend, Karl(a), has written to you to enlist your help in sourcing material for a paper (Referat) he/she has to present in school. Reply in German to the letter, giving detailed answers to the **four topic areas** asked about and expressing your personal opinion. (Write approx. 160 words)*

**Content = 20 + 5 discretionary marks**

**Expression = 25 marks**

- Five *discretionary* marks (1+1+1+1+1) are available to be awarded under any of **A, B,C or D** for additional **relevant elaboration or comment**. Follow rules as per Äußerung.

**Op. (2)**

Suitable opening:

Bare minimum **(1 mark)**

Elaboration /reference to *Referat über Musik aus Irland*/comment: *Tolles Thema, oder?* **(1 mark)**

**A. (2)** *Was gibt es sonst noch (an Musik)? Was kannst du mir schicken? (2 marks: 1+1)*

**B. (4)**

*Hast du auch ein Referat/Projekt für die Schule gemacht? Wenn ja, worüber? (1)*

*Erzähl mir darüber! (1,1,1)*

**OR**

*Hast du auch ein Referat/Projekt für die Schule gemacht? Wenn nicht, warum, nicht? (1)*

*Erzähl mir darüber! (1,1,1)*

**C. (6)**

*Mein Leistungskurs Englisch ist dieses Jahr super*

**The Dead School** – kennst du das Buch? **(1)**

*Wie ist es bei euch im Deutschunterricht? (1,1)*

*Sprecht ihr viel Deutsch? (1,1)*

*Was habt ihr zuletzt gelesen? (1)*

**D. (4)**

*In Irland scheint Alkohol eine wichtige Rolle, besonders bei Jugendlichen, zu spielen.*

*Wie siehst du das? (1,1)*

*Woher kommt das, deiner Meinung nach? (1,1)*

**Cl. (2)**

Summing up with a reference to Karl(a)'s Referat/Projekt/ questions/information provided **(1)**

Appropriate closing formula **(1)**

**Dis.: (5 marks: 5x1)**

**Have you awarded the five discretionary marks?**

OR

**(b) Anzeige:**

*Sehen Sie sich diese Anzeige aus einer deutschen Tageszeitung an und lesen Sie den Anzeigetext genau durch. Beantworten Sie dann die unten stehenden Fragen, indem Sie etwa **160 Wörter** schreiben.*

**Content = 20 + 5 discretionary marks**

**Expression = 25 marks**

- Five *discretionary* marks (1+1+1+1+1) are available to be awarded under any of **A, B,C, D or E** for additional **relevant elaboration or comment**. Follow rules as per Äußerung.

**A. (2)**

*Warum erscheint diese Anzeige in der Zeitung? (1)*

*Wer hat die Anzeige in die Zeitung gesetzt? (1)*

**B. (4)**

*Was hat Thomas oft genervt? Geben Sie mehrere Beispiele aus der Anzeige! (2,1,1)*

**C. (5)**

*In Deutschland sind solche Anzeigen sehr beliebt:*

*Wie finden Sie diese Anzeige? (1)*

*Begründen Sie Ihre Meinung! (2,2)*

**D. (4)**

*In Deutschland wird der 18. Geburtstag groß gefeiert:*

*Wie sieht es in Irland aus? (1,1)*

*Was macht man, um die Volljährigkeit zu feiern? (1,1)*

**E. (5)**

*Die Vollendung des 18. Lebensjahres bedeutet, volljährig zu sein, erwachsen zu sein, kein Kind mehr zu sein:*

*Was bedeutet das konkret für Jugendliche in Irland? Was können sie tun, was sie vorher nicht tun konnten? Geben Sie mehrere Beispiele! (2,1,1,1)*

**Dis.: (5 marks: 5x1)**

**Have you awarded the five discretionary marks?**



## Marking Written Expression in Schriftliche Produktion (a) or (b)

**Errors:** Mark in red, circle repeated errors, do not repenalise.  
 Put circled **T** for errors in tense usage, **R** for register mistakes.  
 Use wavy line for spelling mistakes, Groß- and Kleinschreibung, inaccurate vocab. use.  
Underline other mistakes, putting **double** line under mistakes in word order.  
 In the case of word order mistakes, also put **w.o.** in the left margin.

N.B. Use square brackets to bracket off irrelevant material [ ..... ]  
 Content (C) and Expression (E) to be marked consecutively.

**Content:** Marked out of **25**.

**Expression:** Marked out of **25** or **18**. If the content mark is 12 or less, or the question is too short (less than **100** words), mark expression out of **18** and write 'lower E' to indicate this.  
 Use the abbreviations (**Op, A, B** etc.) when showing individual content points, display total content points (C = ...) and add **E/ lower E** to give the total marks for the question.

**Lower E**      **Full scale**  
 Short or C<12

18	25	CATEGORY DESCRIPTION
0 – 4	0 – 6	<b>Vocabulary</b> very inadequate, possibly with English words and interference from English syntax; <b>word order</b> , esp. verb position, very frequently wrong.  Many <b>spelling</b> mistakes, serious <b>grammar</b> errors: Verb forms generally incorrect, tense inconsistent, inappropriate; few correct agreements
5 – 13 (5 – 10, 11 – 13)	7 – 19 (7 – 14, 15 – 19)	<b>Vocabulary</b> use quite good – generally adequate and appropriate, with perhaps some German idiom. Only occasional <b>word order</b> mistakes.  Not too many <b>spelling</b> mistakes. Few serious/frequent minor <b>grammar</b> errors: Verb forms, tense, agreements, endings correct <u>more often than not</u> , esp. at upper end of category.
14 – 18	20 – 25	<b>Vocabulary</b> use good – rich, idiomatic and appropriate. Few <b>word order</b> mistakes.  <b>Spelling</b> mistakes rare, <b>grammar</b> generally correct: Good level of accuracy in verb endings, agreements; correct use of tense...

**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.