



Coimisiún na Scrúduithe Stáit State Examinations Commission

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Scrúduithe Ardteistiméireachta, 2004

Gearmáinis

Ardleibhéal

Marking Scheme

Leaving Certificate Examination, 2004

German

Higher level

MARKING SCHEME: LEAVING CERTIFICATE GERMAN 2004

Higher Level

Final Version

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) (22, 14, 16, 28)

First Part: Interview mit Johannes (22 marks) (Answers in German: half marks)

1. (8 marks: i = 2; ii = 3+3)

- (i) *How long has the school been involved in Third World projects?*
1979/ (For 25) years (2)
- (ii) *Two of the reasons given why the use of solar energy for cooking has become necessary. (Any two: 3+3 marks)*
Not enough/no wood/timber/trees/nothing to make fires
People have no/not enough money for/ cannot afford oil
People have no/not enough money for/ cannot afford gas

2. (6 marks: i = 1+1marks; ii= 2,1,1 marks)

- (i) *What does a solar cooker look like, as described by Johannes?*
(Any two: 1+1 marks)

mirror
metal
satellite dish
umbrella opened upwards
(Sturdy/ robust) (Award only if not given in 2. (ii)!)

- (ii) *List three advantages of the solar cooker.*
(Any three: 2,1,1 marks)

Sturdy/ robust
Light
Easy to construct/make/assemble/ build
Inexpensive/cheap
Uses sunlight/works as long as sun shines

3. (2 marks) How did the solar cooker project begin?

An engineer/ a pupil's father (had the idea) (2)

4. (2 marks:) How many solar cookers have been made so far in Uganda?

5000 (2)

5. (4 marks)

Workshop in Uganda. Give three details. (Any three: 2,1,1 marks)

1. Held workshop with a fellow-pupil/class mate/class friend
2. Two-weeks
3. (Held in a) camp for street children
4. For young people/ children/ young Ugandans
5. They showed/ taught/ (children learn) how to build/make the cookers
6. They made (over) 40 (solar cookers)

Second Part (Anruf beim IKEA Möbelhaus) (14 marks)

1. (8 marks:)

Anruf von: Daniel (1) Jansen (all or nothing)(1)

Das Problem: (Any two: 1+1) (Answer in English/Irish: half marks)

Pakete/Möbel/Kartons / (list two or more items)

vor der Haustür / Wohnung

von Nachbarin angenommen

hat nicht(s) bestellt

kann nicht in die Wohnung

Der Anrufer: erhält in einer halben Stunde einen Rückruf (2)

Telefonnummer: 0179-432 84 67 (all or nothing)(2)

2. (6 marks) Pick out **three** examples of the **language** (= expressions and phrases) used by the caller to explain his **confusion**. Accept in translation.

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

Accept: accurate paraphrase of expressions in translation.

(Any **three: 3+2+1marks**)

1. Das müssen Sie (mir aber mal) erklären! (I'm afraid you are going to have to explain that to me)
2. Ich verstehe (überhaupt) nicht(s mehr). (I don't understand anything any more)
3. Ich habe nicht die blasseste/ keine Ahnung, (woher diese Pakete auf einmal kommen.) (I haven't the slightest/ a clue, (where the parcels appeared from)
4. (Mir ist aber völlig) unklar,..... (It is a complete mystery to me/ unclear)
5.,wieso sie vor meiner Haustür stehen. (why they landed outside my front door)
6. Das muss ein Irrtum sein. (It must be a mistake)
7. Ich tappe (da völlig) im Dunkeln. (I'm at a (complete) loss/ I am in the dark)
8. (Es ist mir ein totales) Rätsel,.....(It is a complete mystery/puzzle to me ...)
9. (Können Sie mir sagen,) wo ich sie hinstellen soll? (Can you tell me) where I'm supposed to put them?)
10., wenn Sie das bald klären könnten. (..... if you could clarify that for me)

Third Part (Dialog) (16 marks)

Conversation between Angela and Ulf.

Award marks under 1(ii) and 2(ii) only if correct option is given.

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

- (i) *The conversation is between*
(c) two classmates (1)

(ii) **Two indications to support choice** (Any two: 2+2 marks)

- They talk about the/a (maths) test (class work/ homework=0)
She knows he is better at maths than she
She tells him to go to their/our teacher // the class teacher (a teacher = 0)
He agrees to go to their/our teacher // the class teacher (a teacher = 0)

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

- (i) *Which adjective best describes Ulf's state of mind?*
(a) Uneasy (1)

(ii) **Two details to support choice** (Any two: 2+2 marks)

1. He says "Oh no/not again"
2. The message is a threat/ "We are following you"
3. Angela asks him what is the matter.
4. He says: "I can't stand this much longer".
5. He says it is strange/ odd/ weird (funny = 0)
6. He does not know who is sending the messages
7. He says/thinks it is not a joke/not funny//the joke/fun has to stop somewhere
8. He has received at least 20 of these/such messages (He does not like these messages=0)
9. He is getting frightened/ He is afraid/ worried /anxious
10. He keeps looking around him (on the way to school/during break)

3. (6 marks)

- (i) (2 marks) *How does Angela interpret Ulf's situation? Give details*
(Any two details: 1+1 marks)

She thinks it is stupid/messing/nonsense/a trick/joke/prank/
She thinks someone might be trying to annoy him
She regards it as terror/ She takes it very seriously

- (ii) (4 marks) *Angela comes up with a number of practical steps for Ulf to deal with the situation. What are they? (Any two: 2+2 marks)*

He should turn off his mobile
She can lend him her/a (second) mobile
He should tell his parents
He should go to tell their/our teacher// the class teacher/Frau Krause

Fourth Part (News): (28 marks)

(Answers in German: half marks)

1. (10 marks: i= 4; ii=6)

(i) *More and more young Germans smoke. What are the latest findings?*

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

(Especially) in the new states/ East Germany (2)

(Especially) girls aged 12-15 (2)

21% of all girls in this age group (2) smoke

18% of boys (2)

(ii) *What demands is the Minister for Health making? Give details (2,2,2)*

(She demands) more information/education (2) for pupils/students/young people (2) regarding the (negative) consequences/ risk/ dangers (2) (of smoking) (accept schools)

2. (7 marks: i = 1; ii=2,2,2)

(i) *What percentage of German internet users chooses not to shop online?*

54% (1)

(ii) *Mention **three** reasons why this is the case. (3 marks: any three: 2,2,2)*

The buyer cannot view/ look at/see (the goods)

The buyer cannot hold/touch (the goods)

The buyer cannot examine (the goods)

Lack of service

Personal details/address/ credit card could be misused

3. (3 marks:i= 1,1; ii=1)

1. *In what circumstances and for whom can cars easily become a death trap?*

Circumstances: Overheating/High temperatures/ 70 degrees (Celsius) (1)

For whom: Dogs (1)

2. *What advice is given to avoid this happening?*

Leave dogs at home (1)

4. (4 marks: 2+2 marks)

What weather conditions still prevail in Germany?

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

Heat wave/ very hot/ 40 degrees (in the shade)(2)

Thunder-storms (2)

Ultra-violet radiation is higher than 8 (2)

5. (4 marks: 2+2)

What is the good and the bad news for Wednesday and Thursday?

(Any **two: 4 marks: 2,2**)

A low/cyclone/depression

Cooler /colder air / weather/ lower temperatures

28 degrees

No rain

TEXT I: LESEVERSTÄNDNIS (60 marks) (19, 17, 12, 12)

(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)**

Frage 1 (19 marks)

(a) (6 marks: 3x2 marks)

Die **Personen** der Geschichte sind sehr unterschiedlich. Nennen Sie **drei** Unterschiede zwischen Mutter und Tochter. (Any **three: 3x2 marks**) (Zeile 1-9)

Mutter

Tochter

- | | | |
|-------------------------------|---|------------------------------|
| 1. Alt/80 | | Im mittleren Alter/45 |
| 2. Energisch/aktiv | ← | Fühlte sich alt /unzufrieden |
| 3. Ging gerade | → | hatte Rückenschmerzen |
| 4. Ordentlich | | Unordentlich |
| 5. Wohnte in einer Kleinstadt | | Wohnte in einer Großstadt |
| 6. Wohnte im Süden | | Wohnte im Norden |

(b) (4 marks: 1,1,2)

Wo sind Tochter und Mutter abends und was machen sie? (Zeile 33-49)

Wo: Mutter in ihrer Wohnung (1)

Tochter im Hotel (1)

Was machen sie: Mutter sieht fern (1)

Tochter sieht fern (1) OR Sie sehen fern/fernsehen (2 marks)

(c) (6 marks: 3x2 marks)

Was würde die Tochter abends lieber mit ihrer Mutter machen? (Zeile 49-52)

(Any **three: 3x2 marks**)

1. Einen netten Abend (mit der Mutter) verbringen
2. Mit ihr lachen/ zusammen lachen
3. Sich an früher erinnern/ „Weißt du noch...“ sagen
4. Sachen erzählen/ mit ihr reden

(d) (3 marks: 3x1 marks)

Was erfährt der Leser über den Geburtstag der Mutter? **Drei** Details (Zeile 66-79)

(Any **three: 3 x 1 marks**)

1. Sie wurde achtzig (Jahre alt)
2. Sie hatte Gäste /eingeladen
3. Die Gäste waren alles ältere Damen.
4. Die Gäste waren sehr beeindruckt
5. Sie erzählte viel über ihre Tochter/ sie war stolz auf ihre Tochter/ Nina war eine Vorzeigetochter
6. Die Tochter schenkte ihr einen blauen Schal
7. Die Mutter gibt das Geschenk zurück/ wollte das Geschenk nicht haben

Question 2: (17 marks: a =13 marks; b=4 marks)

(a) (13 marks)

Nina does chores for her mother. What are they? How does the narrator feel about doing them?

Chores: (Any four: 4x2 marks) (lines 10-23)

Shopping (at Aldi)/ going to Aldi

Climb ladder

Take down curtains

Wash curtains

Plant plants or flowers on balcony/ planting on balcony

Carry/bring flowerpots to basement

Feelings about doing chores: Any two: (3+2 marks)

She feels it is her duty/obliged

She does not do them out of love

She is the one getting weaker/ more forgetful

(b) (4marks: 2+2 marks)

How does Nina feel her mother treats her? Support your answer with references from the text.

(lines 24-32)

How does she feel: References to text: (Any two: 2+2 marks)

1. She never thanked her
2. She never said well done/paid her a compliment/ She never praised her/ No praise at home
3. The best she came up with was “See, it can be done./ It’s OK/ It’s fine”
4. Even as a child she did not get praise for good grades

Question 3: (12 marks: (a) 6 marks: (b) 6 marks)

(a) (6 marks)

*What exactly are the arguments about? **Three** details.*

(Any three: 3 x 2 marks) (lines 53-59)

1. Clothes
2. The things she wrote (in the paper) (Accept “writes”)
3. Health
4. Money
5. Comparing her with her father

(b) (6 marks: 3x2 marks)

*The mother boasts about her daughter. **Three** details.*

(Any three: 3x2 marks)

1. She works/writes for the paper
2. Her husband is a dentist (man = 0)
3. He is a high-earner
4. She wrote (a whole page) about/on Greenpeace
5. She was going to Italy/ abroad to work

Question 4: (12 marks: 3 x 4marks)

*Throughout the story, the author creates a sense of **distance** between mother and daughter. Mention **three** examples of how this distance is achieved, referring to the story. (Can be language use or content) (Any three: 3x4 marks)*

1. The narrator stresses that she only went on holidays/a trip once with her mother (lines 1-2)
2. The geographical distance between them (North-South) (8-9)
3. Through the use of opposites/contrasts/differences/ **OR one** example of same (lines 6-9)
4. She states that they did not get on (lines 10-11) (They did not understand one another=0)
5. She helped her mother out of a sense of obligation/duty (line 21)/ not because she loved her (line 21)
6. She mentions that her mother never thanked her for her help (lines 24-26)
7. Her mother never praised her – not even as a child (lines 27-32)
8. She stays in a hotel rather than at her mother's apartment (lines 33-34)
9. The contrast between the way the daughter would like to spend the evenings and the reality/ They don't even spend their evenings together (46-51)
10. There were constant quarrels (when she used to visit her mother) (lines 53-59)
11. The mother compares her with father/ Nina leaves when compared with father (58-59)
12. She did not like/was shattered to hear that she was becoming more and more like her mother (lines 63-64)
13. She had to take a bath when she heard this/she was like her mother (lines 64-65)
14. Use of word 'Vorzeigetochter' ('trophy' daughter) (lines 64-65)
15. The mother returns her present (lines 73-74)
16. The mother calls her "Child"/ "Kind", (even though she is 45) (line 76)
17. Nina is unaware that mother does not wear blue any more (79)
18. Nina is unaware that the mother has lots of scarves (79)
19. The mother refers to the present as stuff / "Zeug"(line 79)
20. On departing they kiss the air (lines 80-81)
21. They do not touch/ make contact (lines 81-82)
22. The way the mother boasts about the daughter to others but does not praise her directly.

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. (15 marks)

Bilden Sie aus dem unterstrichenen Teil des Satzes **einen neuen Satz im Imperfekt.**

(5x3 marks)

(Verb correct: 2 marks; rest of sentence: 1 mark, if correct)

- (1) Sie nahm die Gardinen ab
- (2) Sie bepflanzte im Frühling den Balkon
- (3) Sie trug im Herbst die Blumentöpfe in den Keller
- (4) Sie schenkte ihr zum Geburtstag einen Schal
- (5) Sie kümmerte sich um sie.

2. (10 marks) Setzen Sie jeweils das richtige Relativpronomen ein.

(5 x 2 marks)

- (2) die
- (3) der
- (4) den
- (5) dem
- (6) den

TEXT II: LESEVERSTÄNDNIS (60 marks)

(18, 14, 16, 12)

NB: 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: (18 marks: (a) 12 marks: (b) 6 marks)

(a) (12 marks: 4x3 marks)

Was erfährt der Leser über die Leute, die wegen der Braunkohle umsiedeln müssen? Nennen Sie vier Details. (Any four: 4 x 3 marks) (Zeile 4-23)

1. Sie/ Die Leute wohnen in einem (alten) Dorf/ Ein Dorf ist ihre Heimat
2. Sie werden/ wohnen in einem neuen Dorf / Legoland-Dorf wohnen
3. Sie identifizieren sich mit ihrem Dorf
4. Sie müssen (über Jahre) auf einer Baustelle leben
5. Sie sind wütend (wegen der Umsiedlung)/ Braunkohle ist wichtiger als sie
6. Sie sind traurig / es ist traurig (für sie)

(b) (6 marks: 3+3 marks)

Warum will die Firma Rheinbraun einen neuen Tagebau eröffnen? Geben Sie zwei Gründe an. (3+3 marks) (Zeile 26-43)

Es gibt dort so viel Braunkohle. (3)

Es gibt bald keine Kohle mehr in Garzweiler I/ im alten Tagebau (3)

Answer Question 2 and Question 3 in English.

Question 2: (14 marks: a = 6 marks; b = 8 marks)

(a) (6 marks: 3x2 marks)

The company Rheinbraun is planning a new mining project. Mention three consequences of the project. (Any three: 3 x 2 marks) (lines 44-55)

1. The earth/sand has to be removed
2. Vegetation is removed/ destroyed/ gotten rid of
3. Streets/roads disappear
4. Houses are removed
5. Churches disappear
6. 7600 people / people from 11 villages have to be resettled
7. 11 villages disappear

(b) (8 marks: 2+3+3 marks)

The project sparked a lot of controversy. What were the arguments for and against the project? (One argument for: any two against) (lines 56-68)

For: Germany needs the energy (2)

Against: (Any two: 3+3)

- People will lose/ must leave their homes/native place// their homes/native place will be destroyed (**country = 0**)
- Nature will be destroyed/ ruined (**Damaged = 0**)
- The environment will be destroyed/ ruined

Question 3: (16 marks: a = 10 marks ; b = 6 marks)

(a) (10 marks:)

Explain the role of Erich Heckelmann.

(lines 89-100)

Person with responsibility/ manager/ coordinator/in charge/ **(1)** in NRW **(1)**

He helps **(1)** those affected/ the villagers **(1)** **(People only = 0)**

Acts as mediator/go-between/ liaison **(2)** between the inhabitants **(1)** and the state/ regional/ local/ NRW government **(2)** and Rheinbraun/ the company **(1)** **(Land government = 0)**

(b) (6 marks)

How does resettlement affect Anna K. and her family?

(6 marks: Any **two: 3+3** marks)

(lines 109-122)

1. They are one of the last families left in the village/ Many/ most neighbours gone
2. Hardly any shops left
3. Her grandmother does not want to leave
4. Anna K. finds it easier to leave (than her grandmother)

Question 4 (12 marks: 6 x 2)

1. **Zuhause (2)**
2. **den Wohnort wechseln (2)**
3. **wegkommen (2)**
4. **wieder (2)**
5. **dringend (2)**
6. **sind verlassen (2)**

TEXT II: ÄUßERUNG ZUM THEMA (25 Marks) Choice of (a) or (b)

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

Bearbeiten Sie (a) oder (b):

(a) Kohle, Energie und Natur

- 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. (4 marks)

In Irland produziert das Kohlenkraftwerk in Moneypoint fast 25% der Elektrizität. Die Kohle kommt aus dem Ausland. Wie finden Sie das? Begründen Sie Ihre Antwort

- *Wie finden Sie das?* (**1**) (Can refer to either Moneypoint or „Kohle aus dem Ausland“)
- Begründung/ Ergänzung (**1**)
- Begründung/ Ergänzung (**1**)
- Begründung/ Ergänzung (**1**)

B. (3 marks)

*Der Abbau von Kohle hat nicht nur Vorteile. Welche Nachteile hat er? Nennen Sie **drei** negative Folgen.*

- Negative Folge 1 (**1**)
- Negative Folge 2 (**1**)
- Negative Folge 3 (**1**)

C: (4 marks)

*Geben Sie **drei** konkrete Beispiele, wie Sie persönlich Energie sparen können.*

- Beispiel 1 (**1**)
- Beispiel 2 (**1**)
- Beispiel 3 (**2**)

Dis. 2 x 1 mark

Have you awarded the two discretionary marks?

(b) Äußern Sie sich zum Thema “Meine Heimat – wo fühle ich mich zu Hause?”

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

- 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 (4 marks)

*Wo ist Heimat? Ist Heimat dort, wo man geboren ist oder kann Heimat auch woanders sein? Geben Sie **drei** Beispiele, was Sie persönlich mit Heimat assoziieren. (List = 2 marks; list + elaboration = 2, 1)*

- Wo ist Heimat? (**1**)
- Assoziation 1 (**1**)
- Assoziation 2 (**1**)
- Assoziation 3 (**1**)

B (3 marks)

*Warum verlassen Menschen ihre Heimat? Geben Sie **drei** Gründe an! (List = 2 marks; list + elaboration: 2+1)*

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

C (4 marks)

Irland – das Land der tausend Willkommen: Stimmt das? Was glauben Sie? Begründen Sie Ihre Antwort.

- Stimmt das? Was glauben Sie? (**1**)
- Begründung 1 (**1**)
- Begründung 2 (**2**)

Dis. 2 x 1 mark

Have you awarded the two discretionary marks?

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

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

*Franz(iska), your new German penfriend, has written to you for the very first time. Reply in German to the letter, giving detailed answers to the **four topic areas** asked about and expressing your personal opinion. (Write approximately 160 words)*

Content = 25 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)**

Appropriate elaboration/reference to new penpal **(1 mark)**

A. (2)

Irland war doch letztes Jahr Gastgeberland für die Special Olympics, die sonst immer in den USA stattfinden. Das muss ja toll gewesen sein! Schreib mir mal, wie das war!

(2 marks: 1,1)

B. (4)

*Wirst du auch im Sommer die Olympischen Spiele in Athen im Fernsehen anschauen? (1)
Welche Sportarten interessieren dich am meisten? Was für Sport treibst du selbst?/Machst du lieber was ganz anderes? (1,1,1)*

C. (5)

Wir hier in Leipzig bewerben uns für die Olympischen Spiele. Das wäre gut für unsere Region. Sogar viele Westdeutsche haben den Osten noch nicht besucht.

Comment: **(1 mark)**

Gibt es Gegenden in deinem Land, die du noch nicht besucht hast und gerne kennen lernen möchtest? (1,1)

Wie gut kennst du zum Beispiel Nordirland? (any two sentences on Nordirland) (1,1)

D. (5)

*Wie ist das eigentlich so, auf einer Insel zu leben? Ich stelle mir das sehr romantisch vor. (1)
Oder gibt es auch Nachteile?(Can be answered in the positive **or** negative and elaborated) (1,1)
Würdest du lieber auf dem Kontinent leben, so wie ich?(Clear statement needed before Begründung can be awarded) (1) Begründung (1)*

Cl. (2)

Suitable ending/reference to letter **(1)**

Appropriate closing formula **(1)**

Dis.: (5 marks: 5x1)

Have you awarded the five discretionary marks?

OR

(b) Karikatur

Content = 25 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.

A. (3)

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

Satz 1 (1)

Satz 2 (1)

Satz 3 (1)

B. (4)

*Nennen Sie **drei** mögliche Gründe, warum es dem Jungen zu Hause nicht mehr gefällt*

Grund 1 (2)

Grund 2 (1)

Grund 3 (1)

C. (3)

Was für Pläne hat der Junge wohl? Wo wird er wohnen? Was wird er tun?

*Machen Sie **drei** Vorschläge!*

Vorschlag 1 (1)

Vorschlag 2 (1)

Vorschlag 3 (1)

D. (4)

Was würden Sie selbst im Alter von zwanzig Jahren vorziehen –

im Elternhaus zu wohnen oder auszuziehen und Ihre eigene Wohnung zu haben?(1)

Begründen Sie Ihre Wahl! (1,1,1)

E. (6)

Wie lernt man, Ihrer Meinung nach, am besten selbstständig zu sein? (2,1)

Was bedeutet „frei sein/ Freiheit haben“ für Sie in Ihrem persönlichen Leben?

Geben Sie mehrere Beispiele. (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

<i>18</i>	<i>25</i>	<i>CATEGORY DESCRIPTION</i>
<i>0 – 4</i>	<i>0 – 6</i>	Vocabulary very inadequate, possibly with English words and interference from English syntax; word order , esp. verb position, very frequently wrong. Many spelling mistakes, serious grammar errors: Verb forms generally incorrect, tense inconsistent, inappropriate; few correct agreements
<i>5 – 13</i> <i>(5 – 10, 11 – 13)</i>	<i>7 – 19</i> <i>(7 – 14, 15 – 19)</i>	Vocabulary use quite good – generally adequate and appropriate, with perhaps some German idiom. Only occasional word order mistakes. 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.
<i>14 – 18</i>	<i>20 – 25</i>	Vocabulary use good – rich, idiomatic and appropriate. Few word order mistakes. Spelling mistakes rare, grammar 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