



# Coimisiún na Scrúduithe Stáit State Examinations Commission

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*Scrúduithe Ardteistiméireachta, 2004*

*Gearmáinis*

*Gnáthleibhéal*

*Marking Scheme*

*Leaving Certificate Examination, 2004*

*German*

*Ordinary level*

# MARKING SCHEME: LEAVING CERTIFICATE GERMAN 2004

## Ordinary 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 (15 marks, approx. 5% of overall total) 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 overall total.

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.

Cancelled answers should be disregarded **unless** no other answer has been given.

Where a candidate answers a question more than once, accept the first answer only.

**Listening Comprehension: 100 marks**

**(24, 24, 19, 33)**

**First Part ... Interview with Johannes**

**(24 marks: 6, 10, 2, 3, 3)**

**1. (6 marks; (i): 4; (ii): 2)**

**(i)** *For how long has the Altötting Vocational School been involved in Third World projects?*

**(4 marks)**

- (Since) 1979/25 years **(4)**

**(ii)** *The use of solar energy for cooking has become very necessary in some parts of Africa.*

*Mention ONE of the reasons given. (2 marks)*

- There is no wood/timber/trees/nothing to make fires
- The people have no money for/can't afford oil
- The people have no money for/can't afford gas

**N.B. They have nothing to burn: 1 mark**

**N.B. They have plenty of sunshine: 1 mark**

**N.B. Oil/Gas is expensive: 0 marks**

**2. (10 marks; (i): 4; (ii): 6)**

**(i)** *How many solar cookers are provided per village? (4 marks: 1, 3)*

- one **(1)** per family **(3)**

**(ii)** *List two advantages of the solar cooker. (6 marks: 3, 3)*

**Any TWO details: 3, 3**

- robust
- light
- easy to build/construct/make/assemble
- cheap
- works while/as long as the sun keeps shining

**N.B. sun/sunshine/sunny: 1 mark**

**3. (2 marks)**

*Whose idea was it to produce solar cookers? (2 marks)*

- an engineer/the father of one of the pupil's (2 marks)

**4. (3 marks)**

*How many cookers have been made in Uganda? (3 marks)*

- (over) 5000 (3 marks)

**5. (3 marks)**

*Johannes held a workshop in Uganda. Give TWO details. (3 marks)*

**Any TWO details: 2, 1**

- he gave /held a workshop with a fellow pupil
- (they showed the young people) how to build/make a solar cooker
- (the workshop lasted) two weeks
- (the workshop took place) in a camp for street children
- they built/made 40 (solar) cookers

1. (6 marks)

*Why is the caller making this call? Give TWO details. (6 marks)*

**Any TWO details: 3, 3**

- wants an explanation/making a complaint/the company made a mistake
- he got/ received parcels/boxes/a delivery
- he has no idea why they were delivered to him
- he didn't order anything (from IKEA)

2. (4 marks)

*How does the caller explain that the items cannot be his? Give TWO details. (4 marks)*

**Any TWO details: 4 marks: 2, 2**

- he hasn't ordered anything/kitchen furniture
- he is living in a furnished /one-roomed apartment/flat/ his apartment is too small
- he has just a hot plate for cooking
- he has no room for a kitchen press/kitchen table/ kitchen bench/ kitchen furniture/he has nowhere to put them
- he is a poor student/ he could not afford to pay the bill

3. (10 marks; (i): 4; (ii): 6 )

*What is (i) the NAME and (ii) the PHONE NUMBER of the caller?*

(i) **(Daniel) JANSEN (4 marks)**

**Deduct 1 mark for each incorrect letter up to a maximum deduction of 4.**

(ii) **(6 marks: 2, 4)**

- 0179 (2) 432 84 67 (4)

N.B. Accept: 01794 (2) 32 84 67 (4)

4. (4 marks)

- **(b) (4)**

**Third Part** Conversation

**(19 marks: 7, 4, 5, 3)**

**1. (7 marks; (i): 4; (ii): 3)**

**(i) What do Angela and Ulf talk about at the start of their conversation? (4 marks)**

- a maths (2) test (2)

**N.B. Angela asks if he has a problem/what's the matter with him: 2 marks**  
**(if it's the only answer given)**

**N.B. Angela thinks he is much better than her at maths: 2 marks**  
**(if it's the only answer given)**

**N.B. Class work: 0 marks**

**(ii) All of a sudden, Ulf's attention is drawn to something else. What distracts him? (3 marks)**

**Any ONE detail: 3 marks**

- his mobile phone rings
- he gets a (text) message/someone sends him a (text) message

**2. (4 marks)**

**What does Angela find out? Give details. (4 marks)**

**Any TWO details 2, 2**

- he doesn't want her to tell anyone
- what the message says/ that it says : we are following you/ it's going to happen soon/we'll get you soon!
- that the message is threatening/that he feels threatened/he's being bullied
- he doesn't know who is sending the messages
- that he has received 20/a lot of messages (this week)
- he is looking over his shoulder (on his way to school/during break time)
- he is afraid/uneasy/worried
- he thought it was a joke at first
- he can't take much more

**3. (5 marks)**

**What practical help does Angela offer Ulf?**

**Any TWO reasons: 3, 2**

- she advises him on what he should do/she is sympathetic/she says it's terrible
- (she tells him) he should switch off his mobile phone
- not to read the messages
- she offers to loan/give him her second/a / another mobile phone
- she advises him to tell his parents
- she advises him to go to/tell their class teacher/Frau Krause

**N.B. She advises him to tell someone/his teacher: 1 mark only**

**4. (3 marks)**

- (d) (3)

1. (8 marks: (i): 2; (ii): 6)

(i) *Smoking among young Germans is on the increase. What age group is most affected?* (2 marks)

- 12 to 15 (year olds) (2)

(ii) (a) *Do more boys or girls smoke?* (2 marks)

- girls (2)

(b) *What are the exact percentages given for each group?* (4 marks)

- 21% of girls (2)
- 18% of boys (2)

2. (9 marks)

(i) *What percentage of German internet users chooses not to shop online?* (2 marks)

- 54% (2)

**N.B. Half/50%: 1 mark**

(ii) *Mention two reasons why this is the case?* (7 marks)

**Any TWO details: 4, 3**

- The buyer cannot see (the goods)
- The buyer cannot handle (the goods)
- The buyer cannot check/examine (the goods)
- The lack of service
- The buyer is concerned about their personal details/their address/credit card details

3. (5 marks; (i): 3, (ii): 2)

(i) *When can cars easily become a death trap for dogs?* (3 marks)

- when the dog is left in the car (2) in the sun/in the heat (1)

(ii) *What advice does the radio warning give dog owners?* (2 marks)

- to leave the dog at home/in the house/indoors (2)

4. (5 marks)

*What weather conditions still prevail in Germany? (5 marks)*

Any **TWO** of the following weather details: **3, 2,**

- a heat wave
- high temperatures/hot (**Accept extreme temperatures if heat is indicated**)
- 40 degrees **N.B. 40 only: 1 mark**
- thunder storms
- (the level of) ultraviolet radiation will reach 8 (on the scale)

**N.B. sunny: 1 mark**

**N.B. extreme temperatures on its own: 0 mark**

5. (6 marks)

(a) *When will the weather finally change? (2 marks)*

- Wednesday (1) and Thursday (1)

(b) *How will the weather finally change? (4 marks)*

Any **TWO** details: **2, 2**

- (it will get) cooler/colder/lower temperatures **N.B. cool/cold: 1 mark**
- Low pressure (approaching from the Atlantic)
- (Temperatures will be around) 28 degrees **N.B. 28 only: 1 mark**
- no rain



**TEXT I: LESEVERSTÄNDNIS: 60 marks**

**(27, 12, 16, 5)**

**Questions 1 and 2 to be answered in English. Answers in German = 0 marks.**

**1. (27 marks; a: 15, b: 12)**

**(a) 15 marks: 5, 4, 4, 2**

*Nils, a Swiss boy, has come to Ireland.*

**Give FOUR details about his flight to Sligo. (5 + 4+ 4 + 2 marks)**

**Any FOUR details (5 + 4+ 4 + 2)**

- He/They flew through a big/black cloud
- The cabin became/was dark
- It was stormy
- It was raining
- The wings bobbed/flapped up and down
- The engines roared loudly/were loud
- The plane shook/shuddered violently
- Nils was scared/afraid/nervous/worried
- Other passengers/members of their group were scared
- Jan/ a boy was sitting beside him
- Jan/ a boy was pale
- The plane dived/flew steeply downwards (as it prepared) to land
- The flight was from Zurich to Dublin

**(b) 12 marks: (i) 9 marks: 5 + 4; (ii) 3 marks**

**(i) Why has Nils been sent to Ireland? Give TWO reasons.**

**Any TWO details: 9 marks: 5, 4**

- on an adventure holiday
- His parents thought he had problems **N.B. he had problems: 3 marks**
- His grades were disastrous
- He had got a 5/an E in English
- He had got a 6/an F in Maths
- **N.B. he was doing badly in school/he was getting bad grades: 3 marks**
- He would have to repeat the year/the class
- He had been taking drugs/smoking hash/he had a drug problem

**(ii) How does he feel about this?**

**Any ONE detail: 3 marks**

- He is going against his will/he doesn't like the idea
- He doesn't think he has problems
- He didn't think his poor grades/problems in school were a reason for sending him to Ireland
- He didn't want to be with boys like Jan/people he didn't know
- He didn't want to have an adventure holiday in Ireland
- He didn't want to sit around a campfire in the rain
- He didn't want to cook outdoors
- He didn't want to eat outdoors
- He didn't want to go fishing
- He didn't want to go hiking/walking

**2. (12 marks a: 6; b: 6)**

**(a) 6 marks: 3, 3**

*Give TWO details about the journey to Bundoran. (3 + 3)*

- He travelled by jeep/three jeeps collected/met them
- It was raining
- The road was deserted/ There was no one to be seen
- He saw sheep
- He saw cows
- They reached Sligo
- The houses were painted many different colours/were colourful
- They saw a group of girls (standing at a zebra crossing)
- The girls were wearing a uniform/blue skirts/jackets/blue pullovers/knee stockings
- The girls looked terrible
- The girls waved to them/Nils
- It was (like travelling through) a ghost town
- They stopped at the youth hostel.

**(b) 6 marks**

*Mention ONE positive and ONE negative aspect about the end of the day. (3, 3)*

POSITIVE

**Any ONE detail: 3 marks**

- There was a telephone
- He would be able to call his girlfriend/Katja
- There was something to eat
- The food/Irish stew tasted really good

NEGATIVE:

**Any ONE detail: 3 marks**

- It/Bundoran was a ghost town
- Everyone had to sleep together/in the same room.

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

2. *Abenteuerferien nein danke! (2)*  
Nils didn't want to go on the holiday. (2)
3. *Ankunft in Sligo (2)*  
Nils/They arrive in Sligo. (2)
4. *Auf dem Weg nach Bundoran (2)*  
They/Nils travels to Bundoran. (2)
5. *Am Ende der Reise. (2)*  
They/Nils reaches the end of his journey. (2)

**4. (5 marks; 5 x 1 mark)**

	(1)	(1)	(1)	(1)	(1)
1 B	2 A	3 D	4 E	5 F	6 C

**TEXT 1: ANGEWANDTE GRAMMATIK (15 marks)**

**(10, 5)**

**Reasonable Accommodations:** The applied grammar section represents approx. 4.7% 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 the section has not been attempted, the total mark gained overall on the paper 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 1/20th 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) Droge(n) + Problem; | (1) | drug problem           | (1)                             |
| (iii) Gruppe(n)+ Leiter; | (1) | group leader           | (1)                             |
| (iv) Knie + Strümpf(e);  | (1) | knee stocking          | (1) <b>N.B. tights: 0 marks</b> |
| (v) über + nachten;      | (1) | to stay overnight      | (1)                             |
| (vi) Lamm + Fleisch;     | (1) | lamb meat /lamb/mutton | (1)                             |

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

Das Flugzeug flog nur wenige Meter *an /unter /in/ über* dem Meer.

Es gab drei Jeeps, die die Jungen *neben/ vom /mit/ in* Flughafen abholten.

Sie führen *durch /hinter/ aus/ zu* eine Landschaft mit Schafen und Kühen.

*Mit/ Auf /Nach/ Bei* den Strassen in Bundoran war niemand zu sehen.

Am Abend kam Nils *für/ mit/ in /gegen* der Jugendherberge an.

**TEXT II: LESEVERSTÄNDNIS (40 marks)**

**(6, 24, 10)**

**Questions 1 and 2 to be answered in English. Answers in German = 0 marks.**

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

**(a) 3 marks: 1, 2**

*Give ONE detail about the financial situation of students in Germany (3)*

- Students need (1) €700 a month (2)
- (Two thirds of) students have/need/get (1) a (part time) job (2)

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

*In what way has the job situation for third level students in Germany changed over the last year.*

**Give TWO details. (2, 1)**

- It is not as easy to get a job/there are fewer jobs
- Students get paid less
- The days of getting paid €50 an hour in the IT industry are over

2. (24 marks)

Job No.	Job Title <b>(9 marks: 3 x 3)</b>	Income details <b>(6 marks: 3 x 2)</b>	Training needed? Yes/No? <b>(3 x 1 mark)</b>	<b>ONE</b> other detail  <b>(6 marks: 3 x 2 marks)</b> accept surplus details from 'income details' column
1.	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>waiter/waitress/ bar worker/ restaurant worker</li> </ul>	<p><b>Any ONE detail: 2 marks</b></p> <ul style="list-style-type: none"> <li>wages vary</li> <li>student must negotiate with the boss</li> <li>€7/ €8 <b>(1)</b> per hour <b>(1)</b></li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Yes/No</li> </ul>	<p><b>Any ONE detail: 2 marks</b></p> <ul style="list-style-type: none"> <li>they work in restaurants/pubs</li> <li>15 000 jobs (in Bavaria)</li> <li>(possibility of good) <u>tips</u></li> </ul>
2.	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>bicycle courier</li> </ul>	<p><b>Any ONE detail: 2 marks</b></p> <ul style="list-style-type: none"> <li>wages poor/not great</li> <li>€100 <b>(1)</b> for (a ) 4 hour (day) <b>(1)</b></li> <li>one doesn't get rich from this job</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>No</li> </ul>	<p><b>Any ONE detail: 2 marks</b></p> <ul style="list-style-type: none"> <li>they have to buy their own equipment/bike/ clothing/mobile phone/ walkie-talkie</li> <li>one has to cycle a lot/very fast <b>(1)</b> to earn good money <b>(1)</b></li> </ul>
3.	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>aerobics trainer/ fitness instructor</li> </ul>	<p><b>Any ONE detail: 2 marks</b></p> <ul style="list-style-type: none"> <li>money is good</li> <li>€ 50 <b>(1)</b> per hour/class <b>(1)</b></li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Yes</li> </ul>	<p><b>Any ONE detail: 2 marks</b></p> <ul style="list-style-type: none"> <li>most aerobics trainers work part time</li> <li>the diploma costs € 2000/is expensive</li> <li>one can do the diploma at weekend (seminars)</li> <li>fitness is essential</li> </ul>

**3. True or false? (10 marks: 5 x 2)**

	<b>True</b>	<b>False</b>
1. Studenten brauchen €700 pro Woche zum Leben.		✓ (2)
2. Alle Studenten müssen arbeiten und studieren.		✓ (2)
3. Studenten verdienen nicht mehr so gut.	✓ (2)	
4. In Bayern gibt es keine Jobs für Kellner.		✓ (2)
5. Als Fahrradkurier braucht man ein Handy oder ein Funkgerät.	✓ (2)	

**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 Alex (25-30 words)**

Du: *Sag mal, wieviel Geld hast du denn so im Monat?*

**A. (2)** Alex: Ich habe/bekomme/verdiene **(1)** €700 **(1)**. **(Accept €400 or higher)**

Du: *Wow! Das ist ja cool! Dann hast du bestimmt einen Nebenjob. Was machst du denn?*

**B. (2)** Alex: **Any ONE detail for 2 marks**

- Ich arbeite in der IT –Branche./Ich arbeite mit Computern.
- Ich arbeite als Kellner/in einem Restaurant/einer Gaststätte/in der Gastronomie/an der Theke/im Service
- Ich arbeite als Fahrradkurier/ für eine Kurierfirma
- Ich arbeite als Aerobic-Trainer/in.

Du: *Was verdienst du pro Stunde?*

**C. (2)** Alex: **Any ONE detail**

**N.B. The amount per hour should correspond to the job in the text chosen by the candidate in content point B.**

- Ich verdiene €12 **(2)**
- Ich muss noch mit dem Chef verhandeln. **(2)**
- Ich verdiene €7 /€8 **(2)** **Accept other amounts per hour within reason for waiter job**
- Ich verdiene €100 **(1)** an einem 4-Stunden Tag. **(1)**
- Ich verdiene €50. **(2)**

Du: *Gibt es viele Jobs für Studenten hier in München?*

**D. (1)** Alex: **Any ONE detail for 1 mark**

- Ja!/Doch!/Nein!
- Die Jobsuche ist aber nicht mehr so leicht wie vor einem Jahr.
- Allein in Bayern gibt es 15 000 Jobs in der Gastronomie.

Du: *Sag mal, wie kann ich hier auch einen Job bekommen?*

**(E) (1)** Alex: **Any ONE detail for 1 mark**

- Die Jobsuche ist aber nicht mehr so leicht wie vor einem Jahr.
- Du kannst eine Email an Jobcafe.de/Thomas Schindler/ den Arbeitsvermittler schicken.
- Du kannst ins Restaurant/zur Gaststätte/zur Kurierfirma gehen.
- Du kannst ein Aerobic-Diplom machen.
- Man kann zum Arbeitsamt gehen/ Man kann die Stellenanzeigen lesen.

**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 **V** 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 18: use the left-hand scale (0-7) to award expression mark (Ex.)**

**TEXT II: ÄUßERUNG ZUM THEMA (15 marks) (Content = 8, expression = 7)**  
Content (C) and Expression (Ex) to be marked consecutively.

**(b) Email schreiben (25-30 words)**

**A. (1)** *Say that you want the job:*

Ich möchte/Ich will den Job (als Fahrradkurier bekommen). (1)

**B. (2)** *Say you have a good bike and a mobile phone*

Ich habe ein gutes/neues Rad (1) und ein Handy (1)

**C. (1)** *Mention ONE more reason why you are right for the job.*

**Any ONE of the following details (OR any other relevant detail)**

- Ich kann sehr schnell Rad fahren.
- Ich bin sehr fit./zuverlässig/sportlich. Accept any relevant adjective.
- Ich habe Erfahrung als Fahrradkurier.

**D. (2)** *Ask how much you will earn*

Wieviel/Was (1) werde/könnte ich verdienen (1)? /Wieviel/ Was (1) verdiene ich?(1) /

Wieviel/Was (1) verdient man? (1)

**E. (2)** *Ask when you can start.*

Wann (1) kann/könnte ich anfangen/beginnen (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 18: use the left-hand scale (0-7) to award expression mark (Ex.)**



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

**(6, 24, 15, 15)**

**Questions 1, 2 and 3 to be answered in English. Answers in German = 0 marks.**

**1. (6 marks)**

*What are the specific results of the survey? (6 marks)*

**THREE details: (6 marks: 2, 2, 2)**

- 25% suffer from stress at work and in school (2)
  - 50% find it stressful to keep up with/belonging to /being part of a group (2)
- N.B. peer pressure: 0 marks**
- 42% suffer from self-imposed pressure (2)

**2. (24 marks; a: 8, b: 8, c: 8 marks)**

**(a) 8 marks:**

*Who is putting Karo under pressure?*

**Any TWO details: (8 marks: 4, 4)**

- her parents
- her father
- her sister/Mia
- her best (1) friend (3) // Isabel (4)

**(b) 8 marks:**

*What is Karo expected to do?*

**Any TWO details: (8 marks: 4, 4)**

- to go to America
- go for six months
- to get information on the trip to America
- to stay on in school
- to do her Abitur/Leaving Cert
- to study a proper course
- to study medicine
- to study to be a teacher
- to be like/as good as her sister

**(c) 8 marks:**

*What does Karo want to do?*

**Any TWO details: (8 marks: 4, 4)**

- she would like to leave school (after the 10th class)/not go on and do her Abitur
- not need/do English
- an apprenticeship
- become a goldsmith
- not go abroad
- not move out of home

**3. (15 marks; a:12 ; b: 3)**

**(a) Mention FOUR symptoms which are stress related. ( 12 marks)**

**Any FOUR details: 3, 3, 3, 3 marks**

- illness
- headache
- migrane
- stomach pain/upset stomach
- diahorrea
- bulimia
- drug (addiction)
- alcohol (addiction)

**(b) What compromise solution does Karo intend suggesting to her parents? ( 3 marks)**

**Any TWO details: (3 marks: 2,1)**

- she will not (have to) go abroad
- she will do work experience with a goldsmith
- she will stay in school (until her Abitur)/she will finish school
- she will go abroad/to Antwerp/to Belgium

**3. Sentences (15 marks)**

**5 x 3 marks**

**1. B**

**2. A**

**3. B**

**4. C**

**5. A**

## Guidelines for marking Expression in Schriftliche Produktion (a) and (b)

(Start = 5; Content = 15; expression marked out of 10 or 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 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. (Put W.O. in the left-hand margin)

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

### Expression marks

Äußerung

Or Schr. Prd.    Schr. Prd.

Lower Ex.        Full scale

if C < 8

Total = 7	Total = 10	Category Descriptions
0 - 2	0 - 4	<p><b>Vocabulary</b> very inadequate, possibly with English words and interference from English syntax; <b>word order</b>, esp. verb position, very frequently wrong.</p> <p>Many <b>spelling</b> mistakes, serious <b>grammar</b> errors:                      Verb forms generally incorrect, tense inconsistent, inappropriate; few correct agreements</p>
3 - 5	5 - 7	<p><b>Vocabulary</b> use quite good – generally adequate and appropriate, with perhaps some German idiom. Only occasional <b>word order</b> mistakes.</p> <p>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.</p>
6 - 7	8 - 10	<p><b>Vocabulary</b> use good – rich, idiomatic and appropriate. Few <b>word order</b> mistakes.</p> <p><b>Spelling</b> mistakes rare, <b>grammar</b> 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.

**SCHRIFTLICHE PRODUKTION: 30 marks**

**(St. = 5, C = 15, Ex. = 10)**

**(a) Letter**

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

- in der deutschen Hauptstadt. **(1)**
- bis Anfang August habe ich in Irland gearbeitet. **(1)**
- aber ich habe prima verdient. **(1)**
- um für zwei Wochen nach Berlin fahren zu können. **(1)**
- meinen drei irischen Freunden. **(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)** Describe **(1)** the youth hostel **(1)** you are staying in  
**and** say it is in the city centre. **(1)**

**B. (2)** Mention **ONE** thing you like about the hostel **(1)**  
**and ONE** thing you don't. **(1)**

**C. (3)** Mention **THREE** things you have done in Berlin so far.  
Any **THREE** details: **1 mark each**

**D. (2)** Say what you think of the people of Berlin **(1)**  
**and** what you think of the city itself. **(1)**

**E. (3)** Give **ONE** example of what food **(1)** and what drink **(1)**  
are not so expensive in Berlin **(1)**

**F. (1)** Ask if he/she has been to Berlin yet. **(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)**

- haben begonnen. **(1)**
- Brieffreund Jörg nach Berlin. **(1)**
- Im Dubliner Flughafen **(1)**
- seinen Koffer ein. **(1)**
- neben ihm **(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**.

- A. (3)** Tom arrives in Berlin airport.  
He is very excited as it was his first time to fly alone.  
He is looking forward to meeting his German exchange family.  
He collects a case which he thinks is his.  
Other people, including the very pretty girl from the airport in Dublin, are also collecting their luggage.
- B. (3)** Tom goes to the arrivals hall.  
At the exit he sees Jörg and his family.  
The father has a sign with Tom's name on it.  
They all wave to Tom.  
Tom waves back.  
They greet each other and they welcome him to Germany.
- C. (3)** They drive to the German family's house.  
On the way they ask him questions about his family, his flight and Ireland.  
When they arrive at the house, Jörg shows Tom to his room.  
Tom opens his suitcase because he has presents to give to the family.  
To his great surprise he finds he has the wrong suitcase.  
The suitcase is full of women's clothes!
- D. (3)** Tom suddenly sees the name tag on the suitcase.  
He reads the name "Patricia Kelly" followed by an Irish phone number.  
He realises he has Patricia's case.  
He phones Patricia on his mobile.  
He is delighted to discover that she is also on exchange in Berlin **and** she has his case!  
They arrange to meet.
- E. (3)** Later that day they meet at a café in the city centre and exchange cases.  
Tom is pleasantly surprised to discover that Patricia is the very pretty girl he saw at the airport in Dublin.  
He buys Patricia ice cream, a large slice of cake and a cup of coffee.  
Tom is smiling broadly.  
He thinks he may be in love!

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

**Add St., C and Ex. to give overall total.**