



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

*Scéimeanna Marcála*

*Scrúduithe Ardteistiméireachta, 2005*

*Gearmáinis*

*Ardleibhéal*

*Marking Scheme*

*Leaving Certificate Examination, 2005*

*German*

*Higher Level*

## MARKING SCHEME: LEAVING CERTIFICATE GERMAN 2005

### 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) (26, 15, 14, 25)

**First Part: (26 marks)** (Answers in German: half marks)

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

(i) ( 4 marks: 2,2)

*Hannes works in a Children's Hospital. What does his job entail? (Any two 2+2)*

He is a clown

He visits (sick children)

He makes/gets/causes the children/the people to laugh/(brings them)laughter

(ii) *Hannes explains how important his job is to sick children. Give two details (Any two: 2 x 1 mark)*

They feel better

It is healthy to laugh // Laughter is the best medicine

Helps against/ relieves // helps them forget pain

Helps against/ Reduces// helps them forget fear of operation

Helps overcome/ get over// helps them forget homesickness

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

(i) *Give details of Hannes training. (Duration? Name and location of training school)*

Duration: Two years (1)

Name: Schule für Tanz, Clowns und Theater **or**  
School of/for Dance, Clowns and Theatre (1)

Location: Hanover (1) (accept phonetic spelling)

**3. (6marks: i. = 2 x 2 marks ; ii = 2 x 1 mark)**

(i) 4 marks : (2,2)

*What subjects are on the timetable for all students training for the profession?*

(Any two : 2 x 2)

Magic/ tricks

Acrobatics

Acting/ Drama/ Theatre

(ii) (2 marks: 2 x 1 mark)

*Part of the training is specifically geared to dealing with sick children. What does this element of training cover? (Any two: 2 x 1 mark)*

1. How to respond/ react spontaneously

2. How to be warm-hearted/ kind

3. How to be understanding

4. (Knowledge of/ Know about) ailment(s)/ illness(es)

5. Medicine(s)

6. Treatment(s) (methods)

**4. (8 marks: 4 x 2 marks)**

*How does Hannes prepare for his job in the morning? Give **four** details.*

(Any **four**: 4 x 2 marks)

1. Quickly
2. Paints face white
3. Paints lips red
4. Paints cheeks red
5. Puts on a red nose
6. Puts on green hair (Dyes hair green = 0)
7. Puts on colourful/ bright clothes
8. Puts on/ Dons an oversized/ too large shirt
9. Dons a wide/ too large trousers
10. Dons a check waistcoat (striped waistcoat = 0)
11. Puts balloons in his pocket
12. Puts a mouth organ/harmonica in his pocket

**5. (3 marks : 2+1)**

*Hannes visited two children that morning. What did he do in each case that cheered them up? (2+1 marks)*

Selma: (Any one for 2 marks)

Folded newspaper and poured in water

Performed a trick for her

Made her forget the operation

Jakob: Fell into the arms of a nurse (1)

## Second Part (15)

*The secretary of a Party service takes a message*

### 1. (9 marks:)

Anruf von: Buchwal(l)d/ -t /-dt// -tt (1)

Das Problem: (Any **two: 2 x 2**) (Answer in English/Irish: half marks)

Geburtstag / Tochter

(Schokoladen)torte kaputt/ zerquetscht/ zerdrückt

Kerzen zerbrochen/ kaputt

Schokolade / alles verschmiert/ weich

Verlangt/ will neue/ andere Torte

Die Anruferin: wird einen Anruf vom Chef persönlich erhalten (2)

Telefonnummer: 59 63 17 (all or nothing) (2)

**2. (6 marks)** Write down **three** examples of the **language** (= expressions and phrases) used by the caller to express her **dissatisfaction** . (Accept in translation.)

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

**Accept:** accurate/ exact phrase or **accurate paraphrase** of expressions in translation.

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

1. Ich möchte mich beschweren. (I have a complaint)
2. Wie? Begeistert? (What do you mean? Thrilled?)
3. Wir sind überhaupt nicht begeistert (We are not at all thrilled)
4. Die Torte ist kaputt. (The cake is in bits)
5. Glauben Sie, ich mache Spaß? (Do you think I'm joking?)
6. Die Torte ist zerdrückt/ zerquetscht (the cake is completely squashed)
7. Die Kerzen zerbrochen. (The candles are broken) // Alle 18 Kerzen sind kaputt (All 18 candles are broken)
8. Die Schokolade ist ganz weich / Alles verschmiert
9. Es ist eine Schweinerei (It's one big mess) (It is a pig-sty= 0)
10. So ein Flop! (Such a flop)
11. Was ist denn das für ein Partyservice? (You call that a party service?)
12. Ich verlange, dass Sie uns sofort eine neue Torte bringen (I demand/insist on a new cake (be delivered immediately) // I want a new cake immediately)
13. Über den Preis müssen wir auch noch reden (we will have to discuss the price ..)

**Third Part (Dialog) (14 marks)**

Conversation between Lea and Benno

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*

(b) (1)

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

1. Benno says “our Biology project”.
2. He says they can present the project
3. He says “working at our project”
4. He says that the project has to be finished today

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

(i) *Which word best describes Benno’s reaction during the conversation?*

(c) (1)

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

1. He says “What?/Pardon?Bitte?” in a horrified tone
2. “What did you say” he says in a horrified tone
3. He says “Iihh” / Yuck/ He utters sounds of disgust
4. He feels sick at the thought of it
5. Snakes are disgusting (Wrong pet e.g. Hamster: penalise once only)
6. They are slimy
7. Poisonous
8. Are you going to tell me that Chrissie has several of them?
9. And she probably takes the snakes out as well? // she plays with them
10. Oh, nee
11. He imagines the snakes crawling up his leg
12. Not with me
13. If there’s one thing I hate (it’s snakes)
14. I (really) have a thing about snakes. // I really don’t like snakes
15. You and Chrissie will have to come to my house // He refuses to go to Chrissie’s house // he won’t work in a house with snakes

**3. (4 marks: (i) = 2 marks; (ii) = 2 marks)**

(i) **(2 marks: 2 x 1 mark)**

*To Lea, Benno is simply over-reacting. What practical arguments does she use to try to make Benno change his mind?*

(Any two: 2 x 1 mark)

1. (Snakes are) wonderful animals// Not everyone has them
2. (The snakes are) harmless (Accept snake)
3. Chrissie/ She has had them 5 years and nothing has ever happened
4. Benno is interested in Biology/ animals

(ii) **(2 marks: 1+1)**

*Benno is not having any of it. What does he finally arrange with Lea?*

They will meet at his house (1) at 3pm/ that/this/in the afternoon (1)

**Fourth Part (News): (25 marks)**

(Answers in German: half marks)

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

- (i) *Why is Rütlistreet in Berlin famous?*  
(Germany's) first Youth Street/street for young people (2)
- (ii) *Rütlistreet will have changed totally in two years time. Give **four** details*  
**(Any four: 4 x 1)**
1. A track/ area/ course/park/place/bowl for skaters
  2. A wall for graffiti
  3. A stage
  4. A Youth hotel
  5. (Lots of) green areas (Plural)
  6. Trees (Plural)
  7. No cars allowed/ Pedestrianised

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

- (i) *How do the police in Zürich contribute to helping senior citizens each year*  
Collect (old) mobiles (1)  
Give them/ distribute them to/ for senior citizens (1)
- (ii) *In cases of emergency, explain how senior citizens can now act much quicker.*  
They need only dial/ ring/ press/ choose/ use the emergency number (1)  
No PIN number required (1)

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

- (i) *On the eBay website, many items are for sale. Mention the reason why two internet users alerted the police.*  
Woman/mother selling (1) daughter (1)
- (ii) *Give examples of items mentioned which are normally on offer. (3 x 1 marks)*  
Fridge(s) (1) (Accept singular forms)  
Book(s) (1)  
Concert ticket(s) (1)

**4. (6 marks: 3 x 2 marks)**

*What will the weather be like today in the Alpine region of Austria? (Any **three 3 x 2**)*

1. Sunshine
2. Cloudy at times
3. Good visibility
4. (Light) showers/ rain in south
5. Slack/ weak/ light wind
6. north-west wind
7. At 2000 m: 0 - +3
8. At 3000 m: -7 to - 4

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

*What is the weather outlook for Wednesday? (Any **two 2+2**)*

- Sunny  
Clouds  
Showers /Rain

**TEXT I: LESEVERSTÄNDNIS (60 marks) (17, 13, 18, 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 (17 marks)**

**(a) (5 marks: 5 x 1 marks)**

*Wie charakterisiert sich die Erzählerin selbst gleich zu Anfang der Geschichte? Welche Beispiele gibt sie dazu aus ihrer Kindheit? (Zeile 1-9)*

Charakterisierung: (Two marks: 1+1)

Sie ist neugierig (1)

Sie ist skrupellos (1)

Beispiele aus ihrer Kindheit: (Any three: 3x1 marks)

1. Sie hat Briefe von ihrer Mutter an ihren Vater/ von ihren Eltern gelesen.
2. Sie hat im Tagebuch ihrer Schwester gelesen.
3. Sie hat die Schreibtisch-Schubladen ihres Vaters durchsucht
4. Sie hat gesucht, was nicht für sie bestimmt/ gedacht/ geplant... war.

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

*Was passiert, wenn der Briefträger Urlaub hat?(Zeile 10-15)*

Studenten machen seinen Job // ein Student macht seinen Job (2)

(Manchmal) werfen sie die Post in den falschen Briefkasten // (Manchmal) kommt Post für Nr. 9 in den Kasten für Nr. 11. //Sie machen oft Fehler mit der Post (2)

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

*Was macht die Erzählerin, wenn sie in ihrem Briefkasten einen Brief findet, der nicht an sie adressiert ist? Warum macht sie das? (Zeile 15-21)*

Was macht sie? (1+1)

Sie liest ihn/ den Brief (1)

Sie wirft ihn/ den Brief weg // bringt den Brief nicht an die richtige Adresse (1)

Warum macht sie das? (1+1)

Sie will etwas vom Leben anderer Menschen abhaben/ abbekommen. (1)

Sie findet ihr Leben langweilig // Sie denkt, dass andere Menschen ein interessanteres Leben haben (1)

**(d) (4 marks: 4x1 marks)**

*Warum kann die Erzählerin den Kuchen nicht gleich backen? Nennen Sie mehrere Gründe. (Zeile 34-40)*

(Any four: 4 x 1)

1. Sie backt nie Kuchen
2. Sie/die Erzählerin hat keinen/ Cora hat einen Mixer.
3. Sie hat keine/ Cora hat eine Schüssel.
4. Sie hat keine/ Cora hat eine Kuchenform.
5. Sie hat keinen/ Cora hat einen Backofen
6. Sie muss die Zutaten kaufen/ hat die Zutaten nicht.
7. Sie muss zu Cora gehen // Sie will bei Cora Kuchen backen

(Sie hat keine Geräte zum Backen = 2 marks. Only if 2-5 not awarded)



**Question 2: (13 marks: a =7 marks; b= 6 marks)**

**(a) (7 marks)**

*The narrator takes a letter from the postman's mail trolley and opens it at home. Give details in relation to the following: envelope, name and address of recipient, and contents. (lines 28-43)*

Envelope: white (1)  
Name: (Herbert) Socher (1)  
Address: Reberstraße/-street 81/ 81 Reberstraße (1)  
Contents: A recipe (for the best cake in the world) (2)  
(A sachet of) baking powder (2)

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

*The narrator has her suspicions about the letter and its contents. Mention **three** details, which illustrate this. (lines 45-64)*

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

1. No sender on envelope
2. No personal remark/ note/ lines
3. Only a photocopy of a recipe
4. No signature
5. Almost sure that the powder is not baking-powder
6. She tests the powder on the cat // She puts powder in the cat's milk.

**Question 3: (18 marks: (a) 6 marks: (b) 12 marks)**

**(a) (6 marks: 3x2 marks)**

*What is different about the letter the narrator eventually delivers to the rightful recipient? (lines 65-68)*

Envelope (2)

She writes/copies the name and address/ (in writing like the original) (2)

New baking-powder // new packet // new sachet (2)

**(b) (12 marks: 6 x 2marks)**

*Why is Herbert happy to get the letter, and what does he plan to do? (lines 74-92)*

Why is Herbert happy to get the letter: (Any **three**: 3 x 2 marks)

1. Narrator came specially/ in person
2. He says the letter is from Sophie // from his friend
3. It contains a recipe for the best cake in the world
4. He is reminded of an old tradition / cult / tradition/description of tradition
5. He is reminded of his old gang/ of old friends/ childhood
6. Cult/ tradition/baking cake for new neighbours brings luck

What does he plan to do?: (Three points: 3 x 2 marks)

1. Bake a cake
2. Invite fellow tenants/ flatmates/ neighbours/narrator over
3. Ring/ call her when cake is ready / then

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

*In this story, the author explores the power of **curiosity**. Mention **three** examples of how this is achieved, referring to the text. (Can be **language use or content**) (Any **three: 3x4 marks**)*

**Language use:**

1. Opens the story with “I am curious” // Repetition of the word “curious”
2. Repeated use of question form by author makes the reader curious  
(The narrator asks many questions = 0. Must have 2 or more examples)
3. The change of tense/italicisation/emphasis on “My life was/ used to be boring” arouses curiosity
4. The title “Curiosity killed the cat” is linked to the content of the story i.e. the cat is killed
5. At the end of the passage the author creates curiosity in the reader by leaving us in suspense (Must give an example): (Will the narrator answer the phone? Was the powder intended for Herbert? Why is she afraid? ...)

**Content:**

1. Mentions curious and unscrupulous in the same sentence // Curiosity can make you lose your scruples (lines 1-2)
2. She read letter from her mother to her father (lines 2-3) // her sister’s diary. (line 4)/ mail not belonging to her. (line 17)
3. She rummaged through the drawers in her father’s desk (lines 5-7)
4. She went in search of things not intended for her. (lines 7-9)
5. She wants a piece of other people’s lives.(lines 19-20)
6. She stole a letter. (lines 23-24)
7. She threw away the recipe but retrieved it again (lines 29-35)
8. She tried out the cake to see what it was like
9. She wondered whom the recipe was for. (line 44)
10. She wondered about the occasion (birthday maybe?) (line45)
11. She tests the powder out on the cat // her curiosity led to killing the cat (lines 55-56, 58-59, lines 93-94)
12. She wants to be there when Herbert opens the envelope ((line 79)
13. She enters the apartment with Herbert, to see his reaction (line 80)

## 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)

Sehen Sie sich die **Pronomen** in den folgenden **fünf** Sätzen an. Geben Sie für die Pronomen an:

- ob Singular oder Plural
- ob Nominativ, Akkusativ oder Dativ
- ob Maskulin, Feminin oder Neutrum

(1) Wieso **es** nicht mehr langweilig ist?

**es:** Singular (1); Nominativ (1); Neutrum (1)

(2) Ich habe **ihn** ... gezogen. (Z.25)

**ihn:** Singular (1); Akkusativ (1); Maskulin (1)

(3) ... und wollte **es** wegwerfen. (Z.30)

**es:** Singular (1); Akkusativ (1); Neutrum (1)

(4) Die Katze trinkt **sie** ... (Z. 59)

**sie:** Singular (1) ; Akkusativ (1); Feminin (1)

(5) Ich strecke **ihm** den Umschlag hin. (Z. 74)

**ihm:** Singular (1); Dativ (1); Maskulin (1)

### 2. (10 marks: 5 x 2) Schreiben Sie die folgenden Sätze im **Präteritum** wie im Beispiel.

(Must be 100% correct apart from Groß-/Kleinschreibung)

(1) hatte (2)

(2) sah (2)

(3) streckte (2)

(4) wollte (2)

(5) schrie (2)            (shrie = 0)

**TEXT II: LESEVERSTÄNDNIS (60 marks)****(8, 14, 20, 18)****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: (8 marks: (a) 4 marks: (b) 4 marks)****(a) (4 marks: 4 x 1 marks)***Was erfährt der Leser im ersten Absatz über Ella? Geben Sie vier Details an. (Z. 1-18)***(Any four: 4 x 1 marks)**

1. Sie ist blind/ sehbehindert
2. Sie ist Kellnerin
3. Sie arbeitet in dem Restaurant „unsicht-Bar“ // in dem Restaurant/dort seit 2002
4. Sie ist selbstbewusst
5. Sie trägt eine Sonnenbrille
6. Sie ist zierlich
7. Sie ist 33 Jahre alt
8. Sie hatte einen Autounfall // Der/ein Unfall machte sie blind/ löschte ihr Augenlicht // sie ist seit 1991 blind
9. Sie weiß noch/ kann sich erinnern wie die Dinge aussehen

**(b) (4 marks: 2,2)***Warum wird bereits eine dritte “unsicht-Bar” geplant? (Z. 19-37) (Any two : 2+2)*

1. Das Restaurant ist fast jeden Abend ausgebucht / erfolgreich
2. Die Hälfte der Gäste reist über 100 Kilometer an
3. Kinder (ab 8 Jahre) dürfen ins Restaurant / sind willkommen

**Answer Question 2 and Question 3 in English.****Question 2: (14 marks: a = 6 marks; b = 8marks)****(a) (6 marks: (any 3: 3 x 2 marks)***How do diners cope in the “unsicht-Bar”? Explain, supporting your answer with reference to **three** details from the text. (lines 38-61)***(Any three: 3 x 2 marks)**

1. Diners are collected from/ at the reception desk
2. They are brought/ shown/ guided to their tables
3. The waiters/waitresses stay close to them all evening
4. Waiter shows them to the toilet
5. Waiter takes them out if they wish to smoke

**(b) (8 marks)***What procedures did Ella follow in adjusting to her job in the “unsicht-Bar”? (lines 59-73)***(Any four: 4 x 2 marks)**

1. She did seven/ training/ practice runs/ rounds (training courses/sessions = 0)
2. She learned where the tables were
3. She felt her way around
4. She kept to the right (when serving)
5. She communicated with the kitchen by mobile

**Question 3: (20 marks: a = 12 marks ; b = 8 marks)**

**(a) (12 marks: (2+2+2 , 2+2+2)**

*What rules must guests follow when they dine in the Dunkel-Restaurant and why? (lines 89-111) (6 x 2 marks)*

**Rule 1**

No lights/No light sources // No cigarettes // No luminous watches // No mobile (display)  
(2)

**Because (Any two reasons = 2+2)**

1. The evening is intended to be (a) special (experience)
2. They have to realise what total darkness means / is // They have to realise what it is like being blind
3. They must not be able to see hand in front of their eyes / the friend at their table / the food

**Rule 2**

They must not move around unaccompanied (2)

**Because (Two reasons = 2+2)**

They could hit / bump into something / could hurt oneself

They might disturb the service / interfere with the service

**(b) (8 marks)**

*Describe the atmosphere in the restaurant. Give details. (lines 112-135)*

(Any **four**: 4 x 2 marks)

1. Unusual/ different/ alternative
2. Happy/ jolly/ cheerful/ Laughter
3. People are relieved (1) when they didn't drop things (1)
4. Those not blind tend to speak louder than normal  
(People/guests speak louder = 1 mark)
5. Anticipatory regarding / Concentration on / Focused on food // taste of food is more intense

**Question 4 (18 marks: 6 x 3)**

*Im TEXT II sind Wörter unterstrichen. Finden Sie in jeder Reihe unten das passende Synonym für das angegebene Wort. Schreiben Sie das Wort auf, wie im Beispiel.*

(Where two answers given: accept the **first** one, unless it has been crossed out)

1. **schon** (3)
2. **sich orientieren** (3)
3. **nach und nach** (3)
4. **Erfahrung** (3)
5. **verboten** (3)
6. **heiter** (3)

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

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

Bearbeiten Sie (a) oder (b):

### (a) Restaurant-Eröffnung.

- 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 das Pressefoto in drei bis vier Sätzen.*

- Satz 1 (1)
- Satz 2 (1)
- Satz 3 (1)

### B. (4 marks)

*Würden Sie selbst gerne in der „unsicht-Bar“ essen gehen?*

*Warum/ Warum nicht? Geben Sie drei Gründe an:*

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

### C: (4 marks)

*Wird genug für Behinderte in Ihrer Schule gemacht?*

Geben Sie drei Gründe/Beispiele für Ihre Meinung an.

(If candidates answer that there are no Behinderte at their school, accept general statements about what is being done or not being done for them)

- Grund/Beispiel 1 (1)
- Grund/Beispiel 2 (1)
- Grund/Beispiel 3 (2)

**Dis. 2 x 1 mark**

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

**(b) Sport für alle**

**Content = 13 (A = 3; B = 4; 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 (3 marks)**

*Beschreiben Sie **in drei bis vier Sätzen** die Situation auf dem Foto.*

- Satz 1 (**1**)
- Satz 2 (**1**)
- Satz 3 (**1**)

**B (4 marks)**

*Viele Leute treiben Sport, weil sie fit bleiben wollen. Welche **anderen** Gründe gibt es Sport zu treiben? Geben Sie **drei** Beispiele. (NB: Do not award for „fit bleiben“!)*

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

**C (4 marks)**

*Wird genug für Behinderte in Ihrer Schule gemacht?  
Geben Sie **drei** Gründe/Beispiele für Ihre Meinung an.*

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

**Dis. 2 x 1 mark**

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

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

**Content**      *Marked out of 13*

**Expression:** Marked out of **12** or **7**. If the content mark is **8** or less, or the question is too short (less than **60** words), mark expression out of **7** and write 'lower E' to indicate this.

*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.

<i>Lower E if content is <math>\leq 8</math></i>	<i>Full scale</i>	<i>Criteria</i>
<i>0-2</i>	<i>0 – 4</i>	<i><b>Vocabulary</b> very inadequate, word order very poor. <b>Spelling</b> very poor, serious <b>grammar</b> mistakes. Sentence structure very basic.</i>
<i>3-5</i>	<i>5– 9</i>	<i><b>Vocabulary:</b> limited to adequate range – may still contain some English Quite a few word order mistakes to fewer word order mistakes. <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.</i>
<i>6-7</i>	<i>10 – 12</i>	<i><b>Vocabulary:</b> very appropriate, even rich/adventurous. Few word order mistakes. <b>Spelling</b> good on the whole. <b>Grammar</b> correct on the whole. Evidence of competence in use of good range of structures.</i>



## **SCHRIFTLICHE PRODUKTION (50)**

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

### **(a) Letter**

*Your German pen-friend, Karla, has written to you to ask your opinion on a new subject in her school. 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 OR reference to contents of letter. (1 mark)**

### **A. (4)**

*Wir Schüler sollen wieder Höflichkeit und Respekt lernen: Anklopfen, Bitte und Danke sagen, uns entschuldigen, keine Schimpfwörter benutzen.*

*Wie findest du das? (1)*

*Habt ihr auch so ein Fach an eurer Schule? Wenn nicht, wo lernt ihr denn höfliches Benehmen? (1)*

(Two elaborations of any of above points: **1+1**)

### **B. (4)**

*Ein neues Schnellrestaurant um die Ecke: Magst du Hamburger und Pommes auch so gern wie ich? (1)*

*Mich nervt diese ganze Diskussion bei uns über gesundes Essen. Wie ist das bei euch? (1)*

(Two elaboration of any of above points: **1+1**)

### **C. (4)**

*Ich habe gehört, dass man letztes Jahr bei euch sogar ein Rauchverbot in öffentlichen Gebäuden eingeführt hat.*

*Wie haben die Raucher **(1)** und Nichtraucher **(1)** denn darauf reagiert?*

*Klappt das gut? (Can be elaboration of above points! **(1, 1)**)*

### **D. (4)**

*Billige Flugtickets: Könnt ihr von Irland aus auch so billig fliegen? (1)*

*Bist du auch schon mal geflogen? (Wenn ja, wohin?) // Wenn nein, wohin würdest du am liebsten fliegen? (1)*

(Two elaborations of any of above points: **1,1**)

### **Cl. (2)**

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

Appropriate closing formula **(1)**

**Dis.: (5 marks: 5x1) Have you awarded the five discretionary marks?**

**OR**

**(b) Sehen Sie sich die Karikatur genau an**

**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 in der Karikatur sehen.*

Satz 1 (1)

Satz 2 (1)

Satz 3 (1)

**B. (3)**

*Es ist kurz vor Weihnachten und Sie und Ihre Familie kaufen für das Fest ein. Was gehört für Sie auf jeden Fall in den Einkaufswagen (1)*

*Begründen Sie auch, warum? (1,1)*

**C. (5)**

*Schon viele Wochen vor dem Fest beginnt das Geschäft mit Weihnachten. Die Leute sollen so viel wie möglich kaufen. Wie finden Sie das? (1)*

*Könnten Sie sich auch ein Weihnachten ohne Geschenke vorstellen? (1) Begründen Sie Ihre Antwort! (1)*

*Begründen Sie Ihre Antwort (1)*

*(Two elaborations of any of above points: 1,1)*

**D. (3)**

*Gerade an Weihnachten fühlen sich viele Menschen **einsam und allein**. Geben Sie **drei** mögliche Gründe dafür an.*

Grund 1 (1)

Grund 2 (1)

Grund 3 (1)

**E. (6)**

*Feste haben die Menschen schon immer gefeiert. Welches Fest in Ihrem Land gefällt Ihnen besonders gut und warum?*

Gemochtes Fest (1): Grund 1 (1); Grund 2 (1)

*Welches Fest gefällt Ihnen nicht? Warum nicht?*

Nicht gemochtes Fest (1); Grund 1 (1); Grund 2 (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.

**Where good points of language use occur put a tick in a circle 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  
Short or C<12

*Full scale*

<i>18</i>	<i>25</i>	<i>CATEGORY DESCRIPTION</i>
<i>0 – 4</i>	<i>0 – 6</i>	<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
<i>5 – 13</i> <i>(5 – 10,</i> <i>11 – 13)</i>	<i>7 – 19</i> <i>(7 – 14,</i> <i>15 – 19)</i>	<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.
<i>14 – 18</i>	<i>20 – 25</i>	<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*