

MARKING SCHEME: LEAVING CERTIFICATE GERMAN 2006

Higher Level

Final Version

Reasonable Accommodations

For those who have been granted a spelling and grammar waiver, errors in spelling and in certain grammatical elements, as explained at conference, are not penalised. In assessing the work of these candidates, a modified marking scheme will apply.

LISTENING COMPREHENSION TEST: (80 marks) (26, 13, 14, 27)

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

1. (2 marks: 2x1)

*Johanna Schiller works as a caretaker. Give **two** details about her workplace.*

(Any two: 2 x1)

1. In a high-rise (building) / apartment/flat block / skyscraper / multi-storey building
2. In Berlin
3. It has 20 storeys/ floors
4. Six apartments per floor (High house = 0)
5. It has 120 apartments in total (120 tenants/ people/rooms = 0)
6. Many / different people (live there)

2. (6 marks: 2 + 2 + 2)

*Frau Schiller has to do a lot of repairs in the apartment block. Give **two** examples.*

(2+2+2)

Light (2) in stairwell/on stairs (2)

Heating (2)

(Radiators/heaters=1)

(electricity=0)

3. (6 marks: 3x2)

*Describe the interior of the elevator in Frau Schiller's workplace. Give **three** details.*

(Any three : 3 x 2)

- | | |
|---------------|--------------------|
| 1. Impersonal | 2. Narrow/confined |
| 3. Grey | 4. Mirror (s) |
| 5. Not nice | 6. Metal |
| 7. Small | 8. Graffiti |
| 9. Speakers | |

4. (3 marks: 1+1+1) *What is now special about this elevator? Give details.*

(3 x 1 marks)

Music (1)

(Love) songs (1)

from 30 countries/ international (1)

5. (9 marks: (i) 3marks (ii) 6 marks)

(i) *Suzanne Bosch was responsible for the change in the elevator. Mention **three** details about Suzanne.*

(Any three: 3 x 1 marks)

1. She is 37
2. Artist
3. From Munich/München
4. She arranges music installations // She installed a CD player in the house/building / speakers in the elevator

(ii) *How do the tenants in the apartment block react to the recent change in the elevator? Give details.*

(They should) modernise / renovate (the lift) (2) instead

More (2) German music/ hits (2)

Second Part (13)

The *secretary* of the Humboldt Gymnasium takes a message

1. (10 marks:)

Anruf von: (Herrn) Wendt (2) (all or nothing)

Das Problem (Was, wo...: (Answer in English/Irish: half marks)

Schüler/16 Jähriger/blonder/ mit Augenbrauenpiercing/ junger Mann (1)
gesucht (1)

Sohn gerettet/ half Sohn (1)

(Er will/ Sie wollen) sich bedanken/dankbar (1)

Der Anrufer: erhält morgen Vormittag einen Rückruf (2)

Telefonnummer: 37 02 95 (all or nothing) (2)

2. (3 marks) Write down **three** examples of the **language** (= expressions and phrases) used by the caller to express his **gratitude**. (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 1 marks**)

1. Wir möchten uns ... bedanken (We would like to thank him)
2. Und wie wir uns bedanken wollen! (Indeed we do wish to thank him)
3. Wir werden ihm dankbar sein bis ans Ende unserer Tage (we will be grateful to him until the end of our days/Forever)
4. Unendlich dankbar (Eternally grateful)
5. Dem Himmel sei Dank dafür! (Thank heavens)
6. Unser Sohn verdankt diesem Schüler sein Leben (Our son owes his life to this student/ pupil)
7. (Wir können Gott) auf Knien danken... (We can get down on our knees and thank God...)
8. (Wir sind diesem Schüler zu) tiefer Dankbarkeit verpflichtet (We owe him a debt of gratitude)
9. Vielen Dank (he thanks her for her help)

(“Verpflichtet” on its own = 0)

Third Part (Dialog) (14 marks)

Conversation between Ingo and Salome

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*
(d) (1)

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

1. Ferien/ holidays (holidays abroad=0)
2. Keinen Bock mehr auf Schule
3. Klassenarbeiten/ class test(s) / exam(s)
4. (Am Ende des) Schuljahres/ (at the end of the) school year
5. Abitur / Leaving Cert
6. (Aus) unserer Klasse/ (from) our class

2. (3 marks: 1+1+1) (Accept apt German quotation)

- (i) *Which adjective best describes Salome's reaction during the conversation?*
(a) or (d) (1)

(ii) Two details to support choice (Any two: 1+1 mark)

Angry/Fed up

1. I: ... schlechte Laune (..... bad mood)
2. S: wenn mein kleiner Bruder nur nicht mitfahren würde (If only my little brother wouldn't come along)
3. S: (Ich bin) genervt (annoyed)/ fed up of/with my brother
4. S: um 6 Uhr wach/und weckt alle! (up at 6 o'clock /wakens everybody) // she has to get up at 6/early
5. S: Das nervt mich (total)(That (really) gets on my nerves)
6. S: Ich musste auf ihn aufpassen/ ihm Frühstück machen ... (I had to mind him/ make breakfast for him)
7. S: den ganzen Tag am Strand (On beach all day)
8. S: Wir waren schon um sechs Uhr im Restaurant, weil er früh ins Bett musste (In restaurant at 6 because he had to go to bed early)
9. S: Alles dreht sich um meinen kleinen Bruder (Everything is centred around my little brother) She has to spend a lot of time with her brother / she has no time to herself because of her brother

Additional supports for (d) fed up

10. I: ein langes Gesicht (a long face?)
11. S: Keinen Bock mehr auf Schule (fed up of school)
12. S: Mir reicht's... (I've had enough)
13. S: Ich bin froh..., aber... (I'm glad to ... but)
14. S. Ich fahre wieder / wie jedes Jahr nach Dänemark. (I'm going again/like always.....) // same thing every year.
15. I: Wie du das schon sagst! (That doesn't sound good)
16. I: Das klingt alles andere als begeistert (That sounds anything but enthusiastic)

3. (6 marks: (i) = 4 marks; (ii) = 2 marks)

(i) (4 marks: 2 x 2 mark)

What practical advice does Ingo give Salome as a possible solution to her problem? Give details.

(Any two: 2 x 2 mark)

1. Speak with parents
2. Sleep in every second day
3. Don't go to beach every day
4. Go away/ abroad / on holidays without her family / on her own / alone
5. Go to Greece
6. Go to Copenhagen

(ii) (2 marks: Any two : 1+1)

What is Salome's plan for next year's holiday?

Go to Turkey **(1)**

With Felicitas/a classmate/a friend **(1)** (Insist on singular)

Get cheap holiday/flight/ticket/deal/offer on the Internet **(1)**

Fourth Part (News): (27 marks)

(Answers in German: half marks)

1. (6 marks: i = 3 marks; ii = 3 marks)

- (i) *Germans spend more and more money booking travel tickets online. How much money did they spend in 2005 and in 2003?*
2005: €6.9 (1) billion (1)
2003: €4 (1) billion (Penalise billion only once)
(If no years given, numbers must be in the right order)
- (ii) *Who profits mainly from this new trend?*
Cheap/budget (1) Airlines (1)
German Rail /DB/ (Deutsche) Bundesbahn (1)

2. (11 marks: i = 3 marks; ii = 8 marks)

- (i) *Give the date and place at which Goleo, the 2006 World cup mascot, will next appear.*
25th June (2) (all or nothing)
Stuttgart (1) (Accept phonetically correct spelling)
- (ii) *What Goleo souvenirs are available for the fans to buy (Any four: 4 x 2 marks)*
1. Furry animal(s)/ Soft/ cuddly/stuffed toy (s) /teddy (ies) (toys = 0)
2. Keyring(s) (Keychains=0)
3. Cup(s)
4. Pencil case(s)
5. Photo frame/holder(s)

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

- (i) *In what public places in Bremen will smoking be prohibited?*
Schoolyard(s)/ School(s) (1)
Hospital(s)(1)
Creche(s)/ Kindergarden(s)/ nurseries / play schools(1) (Children's play places= 0)
- (ii) *How many 17-18 year olds smoke, according to Rolf Günther? (2 marks)*
(About) half (2)

4. (3 marks: 1+1+1)

What is the weather outlook for the following week in Germany?
35 (1) – 45 (1) (degrees)
(High) humidity/ humid // no change// heatwave (1)

5. (2 marks: any two 1+1)

- Mention the consequences of the current weather conditions.*
1. 10 people died
2. Avoid sun
3. and drinks lots of water

(Ten old people died in a fire = 0)

TEXT I: LESEVERSTÄNDNIS (60 marks) (18, 15, 15, 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 (18 marks: 2, 6, 6, 4)

(a) (2 marks)

Warum sitzt Martins Großvater den ganzen Tag am Fenster? (Zeile 1-13)

(Any one: 2 marks)

Er will sehen/ wissen, was auf der Straße passiert// Er kann alles sehen/er sieht alles

Er will sehen, was die Nachbarn machen

Er ist neugierig

Er interessiert sich für das Leben auf der Straße

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

*Geben Sie **drei** Beispiele dafür, was in der Akazienstraße alles passiert?(Zeile 1-23)*

(Any three: 3 x 2 marks)

1. Eine Hochzeit / one relevant detail of Hochzeit
 - die Tochter trägt ein elegantes Brautkleid
 - Herr Schmidt trägt einen viel zu engen Anzug
 - Frau Schmidt trägt ein viel zu kurzes Kleid
 - Autos parken vor der / ihrer Haustür
 - Er sieht die Nummernschilder der Autos der Hochzeitsgäste
2. Eine Familie bekommt Heizöl // Heizöl wird geliefert/ gebracht
3. Bruno Schischke geht zur Deutschen Bank/ Arbeit
4. Die Bäume werden grün/ schlagen aus
5. Die Müllabfuhr kommt
6. Der Briefträger und Herr Kruse trinken Bier // Der Briefträger bleibt länger bei Herrn Kruse

(c) (6 marks: 3 x 2 marks)

*Warum sitzt Martins Großmutter immer vor dem Fernseher? Nennen Sie **drei** Gründe? (Zeile 38-52) (Any three: 3 x 2 marks)*

1. Der Fernseher bringt die Nachrichten(Or one manipulated example) / die Welt/ das Leben direkt ins Haus // Sie findet Fernsehen interessant
2. Sie erfährt viel // sie lernt viel
3. Sie will lachen
4. Sie will etwas Trauriges sehen
5. Sie will alte Filme sehen // Sie will sich an ihre Jugend erinnern/ an ihre Jugend erinnert werden
6. Es gibt Programme für jede Gemütsstimmung/jede Laune // immer etwas passendes
7. Sie hat/ haben 20 Sender // sind verkabelt

(d) (4 marks: 2x2 marks)

*Worüber sprechen die Großmutter und Frau Fuchs? Geben Sie **zwei** Details. (Zeile 53-60)*

(Any two: 2 x 2 marks)

1. Übers Fernsehprogramm
2. Sabine Christiansen// wie elegant sie aussieht//Leute in der Sendung/Serie
3. Fernsehserien/ Lindenstraße

(Ihr sprecht das Fernsehprogramm = 0)

Question 2: (15 marks: a = 9 marks; b= 6 marks)

(a) (9 marks)

*What does Martin's grandfather do in reaction to what he sees through the window? Give **three** examples. (lines 14-23)*

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

1. Trees budding (1): - he rings Martin's parents (to tell them) (2)
2. Refuse collection late (1): - he writes down the exact time//he writes a letter(s) of complaint // he write to authorities(2)
(He writes down what he sees = 0)
3. Postman is late /delays (1): - he says that they are having a few beers//he says they will have to wait for their post (2)

(If linked incorrectly don't give mark for reaction)

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

Martin's grandfather does not always draw the correct conclusion from what he sees through the window. Support your answer with reference to the text. (lines 24-31)

1. A man/Mrs Papenthin's husband / a neighbour climbed in through a window (2) (Mrs Papenthin=0)
2. He had forgotten his key(s) (2)
3. Martin's grandfather thought he was a burglar/ breaking in // reported to police (2)

Question 3: (15 marks: (a) 9 marks: (b)6 marks)

(a) (9 marks)

*Explain how the grandmother uses the television to suit her **moods**. (lines 42-52)*

Laugh (1) she selects s funny/ humorous programme (2)

Sad (1), she selects something suitable/ a sad programme/20 channels to choose from (2)

To reminisce/ remind herself of her youth/nostalgic (1) she watches old films (2)

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

*Martin's grandmother and Frau Fuchs have a lot in common. Support your answer with reference to the text. (lines 53-70) (Any **three: 3 x 2 marks**)*

1. They are neighbours //live in the same street
2. They watch/love TV // They watch soaps/ serials/ the same programmes/Lindenstraße // They could sit for hours and months watching TV
3. They like to talk about the programmes/soaps/serials/Lindenstr.
4. Interest in Tanja Schildknecht/ the same characters
5. They even ring each other during the programme.
6. They both like/have coffee and cake

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

*In the story, the author depicts two main characters, grandfather and grandmother. Compare and contrast the two characters making **three** references to the content and / or language of the story.*

(Any **three**: 3 x 4 marks) **Content and Language use:**

Contrast

- a. Grandfather always looking out window, grandmother never does.
- b. Grandmother always watching TV, grandfather never does
Combination of both TV /Window 4 marks only.
- c. Grandfather complains about grandmother but grandmother does not complain about him.
- d. Contrasting attitudes to what life is (das Leben versus das richtige Leben)
- e. Grandfather interested in local events, grandmother in world events// They observe day to day lives in different ways
- f. Grandfather interested in real people / real lives / reality/Akazienstr./ grandmother interested in “soap” people/ “soap” lives /fiction/Lindenstr.
- g. The Grandfather passes judgement on the neighbours, while she doesn't.
- h. Grandfather doesn't seem to have friends, grandmother does

Compare

- i. Both sit a lot
- j. Both use the phone to communicate their reactions to events
- k. Both look at life from a distance, from a window or on television
- l. Both talk about/ react to what they see
- m. Both are preoccupied with other people's lives
- n. Both are devoted to one thing// enjoy what they are doing (looking out window/TV)
- o. Both believe their way is better than the other.

Language/Content

- p. Use of opposites: immer (always) / nie (never) liebt(loves) / hasst(hates)
- q. Das Gegenteil (Z.43)
- r. Grandfather associated with negatives (hassen, wütend, am schlimmsten, complaining), the grandmother with positives (lachen, mehr vom Leben, lustig, elegant)
- s. Grandmother says things in a normal tone of voice (meint, sagt, unterhielten sich), grandfather shouts (rief x 2)

TEXT I: 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) Fernsehen

- 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 A/B/C +1 in body of script at relevant spot.
- Bracket (A/B/C+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 Bild sehen.

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

B. (4 marks)

Ist ein Buch, Ihrer Meinung nach, eine gute Alternative zum Fernsehen? (1)

Zählen Sie *drei* Gründe für Ihre Meinung auf.

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

C: (4 marks)

Welche Fernsehserie ist in Irland besonders beliebt und warum?

- Serie (1): warum beliebt (1)

Nennen Sie *zwei* weitere Gründe, warum sich Leute gerne vor den Fernseher setzen

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

Dis. 2 x 1 mark

Have you awarded the two discretionary marks?

(b) Foto Handys

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 **A/B/C +1** in body of script at relevant spot.
- Bracket (**A/B/C+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**)

B (4 marks)

*Warum wollen immer mehr Menschen ein **Foto** Handy? Nennen Sie **drei** Beispiele.*

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

C (4 marks)

***Foto** Handys haben nicht nur positive Seiten. Geben Sie **drei** Beispiele für den **negativen Gebrauch** von **Foto** Handys.*

- Beispiel 1 (**1**)
- Beispiel 2 (**1**)
- 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, tense formation and word order elements only, and not on spelling and spelling-related grammar.

Lower E
Short or C_≤8

Full scale

<i>Lower E if content is ≤ 8</i>	<i>12</i>	CATEGORY DESCRIPTION
<i>0 – 2</i>	<i>0 – 3</i>	<i>Vocabulary very inadequate, possibly with English words and interference from English syntax; word order, esp. verb position, frequently wrong; verb forms/tense generally incorrect.</i> <i>Many spelling mistakes, serious grammar errors: cases generally incorrect; few correct agreements.</i>
<i>3 – 4</i>	<i>4 – 6</i>	<i>Vocabulary use limited – at times inadequate and inappropriate – with some interference from English; word order mistakes evident. Verb forms/tense occasionally incorrect.</i> <i>Frequent spelling mistakes. Occasional serious grammar errors: Cases, agreements, incorrect endings.</i>
<i>5 – 6</i>	<i>7 – 9</i>	<i>Vocabulary use quite good – generally adequate and appropriate. With perhaps some German idiom. Only occasional word order mistakes. Few errors in verb forms/tenses.</i> <i>Not too many spelling mistakes. Few serious/frequent minor grammar errors: Cases, agreements, endings correct <u>more often than not</u>.</i>
<i>7</i>	<i>10 – 12</i>	<i>Vocabulary use good – rich, idiomatic and appropriate. Few word order mistakes. Good verb forms/tense formation.</i> <i>Spelling mistakes rare, grammar generally correct: Good level of accuracy in cases, verb endings, agreements...</i>

TEXT II: LESEVERSTÄNDNIS (60 marks) (15, 10, 17, 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: (15 marks: (a) 10 marks: (b) 5 marks)

(a) (10 marks: 4 + 6 marks)

Im Artikel findet der Leser einige Informationen über „Wassertreten“. Was machen die Jugendlichen genau beim Wassertreten? (Z. 9-15, 58-82)

(4 marks: 2+2)

(Sie gehen) ohne Schuhe/ barfuß **(2)**

Sie stapfen/gehen durch die Ostsee/ Wasser **(2)**

Wozu ist Wassertreten gut? **(Any three: 3 x 2 marks)**

1. Teil einer Therapie/gegen Computerspielsucht/ Es ist eine Alternative zum Computer(spielen)
2. Sie gewinnen das Gefühl für ihren Körper zurück
3. Es hält sie von der virtuellen Welt fern
4. Es führt sie in das reale Leben zurück

(b) (5 marks: 5 x 1 marks)

*Schreiben Sie **fünf** kurze informative Sätze über das Wichernhaus. (Wo man es findet? Wie es aussieht? Was man dort machen kann?) (Z. 17-29, 44-57)(Any five: 5 x 1 marks)*

1. Es ist ein Kurheim
2. Es hat eine Betreuerin
3. Es ist für Kinder/Jugendliche/ junge Leute
4. Es ist rot / schön
5. Es ist ein Backsteinhaus
6. Es hat 60 Betten
7. Es ist in der Nähe vom Ostseestrand
8. Es erinnert nicht an eine Klinik
9. Es erinnert an / sieht aus/ ist wie eine Jugendherberge
10. Es bietet/hat ein Programm/ eine Therapie gegen Computersucht an// Man kann lernen, einen Tag ohne Computer zu verbringen
11. Die Medien auf der ganzen Welt berichten darüber
12. Computerspiele sind erlaubt/ nicht verboten // man kann am Computer spielen

Answer Question 2 and Question 3 in English.

Question 2: (10 marks)

(10 marks: any five: 5 x 2 marks)

*The article starts with a snapshot of the beach at Boltenhagen. Give **five** details about the beach. (lines 1-15)*

1. Not much happening
2. in Mecklenburg
3. (There is) an elderly couple there
4. Dog owner(s) /walkers (dog minders/sitters=0)
5. A jogger(s)
6. A dull/ grey/ drab/ dreary day
7. A group of children

Question 3: (17 marks: a = 3 marks ; b = 8 marks; c = 6 marks)

(a) (6 marks: (3 x 1 mark)

*What factual information does the article provide in relation to computer addiction? Mention **three** issues. (lines 32-43)*

(Any three: 3 x 1 mark)

1. 9.3 % of pupils are addicted to computer
2. (More and more) are suffering from headaches
3. Posture damage/ problems
4. Concentration problems/ lapses
5. Sleep problems
6. Obesity
7. Undernourishment

(b) (8 marks)

Simone Trautsch, psychologist at Wichernhaus, developed a ground-breaking therapy.

- (i) *What is the goal of her therapy programme?*
- (ii) *Give **three** practical examples of how this goal is achieved. (lines 44-82)*

(i) Goal of therapy programme:

Computer kids learn that they can spend their time/day without computer// to wean them from the virtual world// return them to the real world **(2)**

(ii) Three examples of how this goal is achieved

(Any three: 3 x 2 marks)

1. Computer games are only allowed/ limited for half an hour.
2. Regain a feeling for their bodies
3. Walking through water in the morning
4. Walking the “feeling” path // Walking barefooted and blindfolded
5. Work in the “Therapy garden”
6. Sport
7. Food/eating/ nutrition
8. Drama/ Theatre

(c) (6 marks)

How has Christian's attitude to computers changed after two weeks of therapy at Wichernhaus? Explain your answer with reference to the text. (lines 83-130)

(3 x 2 mark)

1. He is no longer addicted// Spends less time at the computer// Doesn't feel the need to get to the next level of a game **(2)**
2. He now plays table tennis (with other boys/ lads) / Considering joining a table tennis club **(2)**
3. He is learning/ has learned to cook //Given up crisps and coke.//he is eating healthier **(2)**

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. **grau** (3)
2. **schwerfällig gehen** (3)
3. **Aufsichtsperson** (3)
4. **Übergewicht** (3)
5. **zu viel** (3)
6. **zusammen** (3)

TEXT II : ANGEWANDTE GRAMMATIK (25 marks)

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

1. (15 marks)

Sie sehen unten fünf Sätze aus **Text II**, in denen **bestimmte / unbestimmte Artikel unterstrichen** sind. Sehen Sie sich das Beispiel an. Geben Sie nun für die anderen fünf bestimmten / unbestimmten Artikel an:

- ob singular oder plural
- bei singular das Geschlecht (Maskulin, feminin oder neutrum)
- den Fall (Nominativ, Akkusativ, Genitiv, Dativ)

(1) Ein einsames Ehepaar (Z. 4-6)

ein: Singular (1); Neutrum (1) Nominativ (1);

(2) Durch das Wassertreten. (Z.65-66)

das: Singular (1); Neutrum (1) Akkusativ (1)

(3) ...erinnert nicht an eine Klinik. (Z. 20-24)

eine: Singular (1); Feminin (1) Akkusativ (1)

(4) Am Anfang konnten die Eltern ... (Z. 92-94)

die: Plural (1) ; Nominativ (2);

(5) Das ist Teil einer Therapie... (Z. 13-15)

einer: Singular (1); Feminin (1) Genitiv (1)

2. (10 marks: 5 x 2) Sie sehen unten sechs Sätze, in denen ein Wort / eine Wortgruppe **unterstrichen** ist. Welches **Fragewort** würden Sie benutzen, um nach den unterstrichenen Wörtern / Wortgruppen zu fragen?

- | | |
|--|-----|
| 1. Wer/ Welche Person | (2) |
| 2. (Für) Wie lange/ Wie viele Wochen | (2) |
| 3. Was | (2) |
| 4. Mit wem/ Mit welcher Person/ Mit welchem Sohn | (2) |
| 5. Wo / worin/ In wessen Gehirn/ Im Gehirn von wem | (2) |

SCHRIFTLICHE PRODUKTION (50)

Bearbeiten Sie (a) oder (b)

(a) Letter

Your German penfriend, Sven(ja)a, has written to you about getting driving lessons, etc. 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. (5)

....Fahrschulunterricht begonnen. Findest du Autofahren auch so toll wie ich? (1)

....mit 17 Jahren hinterm Steuer sitzen! Aber nur wenn ein Erwachsener mitfährt. Wie ist es eigentlich bei euch in Irland? (1)

Willst du auch deinen Führerschein machen? Wenn ja, wann?// Wenn nicht, warum nicht? (1)
(Two elaborations of any of above points: (1+1))

B. (3)

Benefiz-Konzert über 2000 Euro gesammelt.

Schreib...davon, was ihr gemacht habt, um Menschen im Not zu helfen? (1)

(Two elaborations:1+1)

C. (3)

.... die großen Ferien los.

Jede Menge Verkehrsprobleme auf den Autobahnen.

Keine Staus wie wir hier in Deutschland.

Ihr habt doch nur romantische Landstraßen, oder? (1+1+1)

D. (5)

Gibt es bei euch eigentlich gute Fahrradwege? (1)

Eine Radtour 2 x Tipps (1+1)

Beste Gegend in Irland für eine Radtour? Mach mal einen Vorschlag (1)

(One elaboration of any of above points: 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 das Foto 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 auf dem Foto sehen.*

Satz 1 **(1)**

Satz 2 **(1)**

Satz 3 **(1)**

B. (5)

*In der heutigen Konsumgesellschaft sind Jugendliche eine wichtige Zielgruppe für Werbung in den Medien. Nennen Sie **drei** Gründe, warum das so ist. **(2+2+1)***

C. (4)

*Jugendliche geben heute sehr viel Geld aus. Sollten die Jugendlichen das Geld nicht besser sparen und auf ein Bankkonto tun? **(1)***

*Begründen Sie Ihre Meinung. **(1+1)***

(One elaboration of any of above points: **1**)

D. (5)

*Was ist Ihre persönliche Meinung zu Nebenjobs während der Schulzeit?**(1)***

*Welche Vorteile **(1+1)** und Nachteile gibt es? **(1+1)***

E. (3)

*Wie wichtig ist es für Sie, später einen Beruf zu haben, in dem Sie viel Geld verdienen? **(1)***

*Begründen Sie Ihre Antwort. **(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 re-penalise.

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

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

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, tense formation and word order** elements only and not on spelling and spelling-related grammar