

MARKING SCHEME: LEAVING CERTIFICATE GERMAN 2006

Ordinary 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.

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

(27, 27, 16, 30)

First Part ... Radio Interview with Johanna Schiller

(27 marks: 7, 2, 15, 2, 1)

1. (7 marks)

Give TWO details about Johanna's workplace (7 marks: 4, 3)

Any TWO of the following details: 4, 3

- it is in Berlin
- (she works in/it is) an apartment building
- the building/it has 20 storeys/floors **N.B. Correct number only: 2 marks**
- there are 6 apartments on each floor **N.B. Correct number only: 2 marks**
- there are 120 apartments in all/total **N.B. Correct number only: 2 marks**
- many (different types of) people live there

2. (2 marks)

Give TWO ways in which Johanna gets to know the tenants (2 marks: 1, 1)

Any TWO of the following details: 1, 1

- through the work/her job
- (they come to her when they need) to have something repaired
- (they come to her when there is) no light in the stairwell
- (they come to her) when some thing isn't working
- (they come to her) when the heating isn't working
- the people ask her for help/she helps people with their problems
- many of the young people use the entrance as a meeting place
- she meets them/the tenants on the elevator

3. (15 marks: (i) 4; (ii) 11;)

(i) How often does Johanna use the elevator? (4 marks)

- 10 (1) 20 (1) times a day (2)

(ii) Give TWO details about the interior of the elevator. (11 marks: 6, 5)

Any TWO of the following details: 6, 5

- impersonal
- not nice/beautiful/attractive
- small
- narrow/confined
- grey
- a mirror
- metal (walls)
- graffiti
- music is playing

4. (2 marks)

What is now special about this elevator? (2 marks)

Any ONE of the following details: 2 marks

- music
- songs
- from over 30 countries/many countries/international
- if one stops on every one of the 20 floors, one can hear two full songs
- the more often the elevator stops, the more music one hears
- By/from (Susanne) Bosch/an artist from Munich came up with the idea
- the loudspeakers are in the ceiling of the elevator

5. (1 mark)

How do the tenants react to the recent change in the elevator? (1 mark)

Any ONE of the following details: 1 mark

- (they) should have modernised the elevator instead
- (they) should play more German songs/music

Second Part ... Telephone Call

(27 marks: 15, 2, 7, 3)

1. (15 marks)

Give THREE details about the person the caller wishes to locate (15 marks: 6, 5, 4)

- a young man/boy
- attending the school/pupil/student
- 16 years old
- has long
- blond hair
- has a pierced eyebrow

2. (2 marks)

Why does the caller want to meet up with this person? (2 marks)

Any ONE detail: 2 marks

- to thank him
- their son got into difficulties while swimming/got a cramp while swimming
- their son/he almost drowned
- the boy saved/rescued him
- their son owes this boy his life

N.B. Candidates must show clearly that it was the son who almost drowned/ was rescued. If not: 1 mark only.

- the boy acted like a professional lifeguard

3. (7 marks)

What is the NAME and the PHONE NUMBER of the caller? (7 marks: 5, 2)

NAME (5 marks)

- WENDT (5 marks: Deduct 1 mark for each incorrect letter)

PHONE NUMBER (2 marks)

- 370295 (2)

N.B. All or nothing

4. (3 marks)

- (c) (3)

Third Part ... Conversation

(16 marks: 8, 4, 1, 3)

1. (8 marks; (i): 4; (ii): 4)

What are Ingo and Salome's plans for their school holidays? (8 marks: (i) 4; (ii) 4;)

(i) INGO'S PLANS (4 marks)

Any ONE of the following details: 4 marks

- Spain
- lie on the beach
- (be) with his friends
- he will be surrounded by thousands/loads of girls

(ii) SALOME'S PLANS (4 marks)

Any ONE of the following details: 4 marks

- doing the same as every year
- going/travelling with her family
- Denmark
- going to the sea side

2. (4 marks)

Why is Salome not happy with her holiday arrangements? (4 marks: 2, 1, 1)

Any THREE of the following details: 4 marks: 2, 1, 1

- they did/do the same/went/go to the same place last/every year
- her brother is travelling with them
- her brother/he gets on her nerves
- her brother/he wakes up/gets up every morning at 6 o'clock
- her brother/he charges/runs around the house
- her brother/he wakes up everybody
- she has to mind her brother/him
- she has to make breakfast
- they spend the whole day at the beach so her brother/he can play in the sand
- they go to the restaurant early/at 6 o'clock
- her brother/he has to go to bed early
- everything revolves around her brother/him

3. (1 mark)

What does Ingo suggest Salome should do to improve her holiday situation? (1 mark)

Any ONE of the following details: 1 mark

- she should talk to/ask her parents (about it)
- she can sleep in
- maybe she doesn't have to go to the beach with them all the time
- she could go/travel to Copenhagen
- she should ask her parents if she can go on her own (next year)
- go to Greece with a friend

4. (3 marks)

- (b) (3)

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

(i) How much money did Germans spend booking travel tickets on-line in 2005? (3 marks: 1. 1. 1)

- 6.9 (1) billion (1) Euro (1)

(ii) Give ONE example of who profits from this new trend. (1 mark)

Any ONE of the following details: 1 mark:

- (low-cost) airline(s)
- the German/Federal railway (company)/die (Deutsche) Bundesbahn

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

(i) Give the date on which Goleo will next appear in a stadium. (6 marks)

- 25th. (3) of June (3) N.B. Juni: 1 mark only

(ii) Explain the origin of the mascot's name. (4 marks: 2, 2)

- (a mixture of) goal (2) and Leo/lion(2)

3. (11 marks: (i):6 , (ii):5)

(i) When will the anti-smoking law come into effect in Bremen? (6 marks: 3, 3)

- 1st (3) of August (3)

(ii) Mention TWO public places in Bremen where smoking will be prohibited. (5 marks: 4, 1)

Any TWO of the following details: 4, 1

- School(s)
- Hospital(s)
- Crèche(s)

4. (2 marks)

What are the present weather conditions in Germany? (2 marks)

Any ONE of the following weather details: 2 marks

- 35 (1) and 45 (1) (degrees)
- no change (2)
- humidity (2)
- high temperatures/hot/very warm (2)

N.B. very sunny: 0 marks

5. (3 marks)

What advice has been given to people? (3 marks)

Any ONE of the following details: 3 marks

- avoid/stay out of the sun
- drink (2) water (1)

TEXT I: LESEVERSTÄNDNIS: 60 marks

(18, 21, 16, 5)

1. (18 marks: (a) 14; (b) 4)

(a) 14 marks: 6, 6, 2

What do we learn about the new boy?

Give THREE details. (6, 6, 2 marks)

Any THREE of the following details: 6, 6, 2

- He is carrying a rucksack/schoolbag
- It is on/over his shoulder
- He has cigarettes/he smokes/is a smoker **BUT N.B. He is smoking on the bus: 0 marks**
- He refuses to sit beside Niklas
- He is chewing gum/He blows/bursts a chewing gum bubble
- He doesn't sit down/he stands (wide-legged/like a sailor)
- He thinks/feels he is cool/acts confidently **N.B. He is cool: 1 mark only**

(b) 4 marks: 2, 2

Give TWO examples of the boy's lack of respect.

Any TWO of the following details: 4 marks: 2, 2

- He ignores the (old) woman
- He doesn't move to one side
- He remains standing
- He puts his elbow in the door/blocks the door with his elbow
N.B. He blocks the door: 1 mark only
N.B. He puts out his elbow: 1 mark only
N.B. He elbows the door: 1 mark only
- He slowly raises his hand/elbow when the driver asks him to leave
- He ignores the driver **N.B. Penalise driver once only**
- He blows a chewing gum bubble

2. (21 marks (a) : 6; (b): 12; (c): 3)

(a) 6 marks: 1, 5

Mention ONE suggestion the teacher makes to the class .

Give ONE of the following details: 6 marks: 1, 5

- He/The new boy/Karl and Niklas **(1)** could travel on the same bus/together **(5)**
- He/The new boy/Karl and Niklas **(1)** could work together **(5)**

(b) 12 marks: 6, 4, 1, 1

Mention **FOUR** things Niklas does in preparation for Karl's visit.

Any **FOUR** of the following details: 6, 4, 1, 1 marks

- He tidies/cleans his room
- He picks up underpants
- He picks up socks
- He picks up sweat shirts
- He puts them/clothes in the washing machine
- He pushes books and magazines to one side/he tidies/puts away books and magazines
- He throws a banana skin in the dustbin
- He clears/tidies his desk

(c) 3 marks

Describe how Niklas feels about Karl's visit.

Any **ONE** of the following details: 3 marks

- He has a small hard/nervous feeling in his stomach
- He is afraid/worried/nervous/anxious

N.B. He is not looking forward to/not happy/feels terrible about it: 2 marks only

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

2. *Der Neue macht Ärger* (2)
The new boy causes trouble. (2)
3. *Karl wird vorgestellt* (2)
Karl is introduced. (2)
4. *Wer kommt zu wem?* (2)
Karl and Niklas discuss who will visit whom (2)
5. *Aufräumen für Karl* (2)
Niklas tidies up his room/prepares for Karl's visit (2)

4. (5 marks; 5 x 1 mark)

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

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) Zigaretten + Schachtel; | (1) | cigarette packet (1) |
| (iii) breit + beinig | (1) | wide-legged (1) |
| (iv) Partner + Arbeit; | (1) | partner work/group work/pair work (1) |
| (v) auf + räumen | (1) | to tidy up (1) |
| (vi) Bananen + Schale; | (1) | banana skin (1) |

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

Der Neue will nicht *aus* / *unter* (*neben*) / *über* Niklas sitzen.

Er bleibt *auf* / *mit* / *für* / (*in*) in der Bustür stehen .

Frau Römer stellt Karl (*nach*) / *in* / *vor* / *während* den Ferien vor.

Niklas möchte nicht gern *von* / (*mit*) / *gegen* / *zu* Karl arbeiten.

Bevor Karl kommt, hat Niklas kein gutes Gefühl *am* / *vor* / (*im*) / *beim* Magen.

TEXT II: LESEVERSTÄNDNIS (60 marks)

(18, 8, 12, 12, 10)

1. (18 marks: 8, 10)

	Khouzi	Dmitry
Age (2 marks:1,1)	17 (1)	16 (1)
Home country? (2 marks:1,1)	Iraq (1)	Russia (1)
Number of brothers /sisters? (2 marks:1,1)	7 (1)	0 /only child (1)
In Germany since? (2 marks:1,1)	Ten years /1996 (1)	1996 (1)
Name/location of school? (4 marks: 1,1; 1,1;)	International/Comprehensive School (1) in Heidelberg (1) OR Internationale Gesamtschule (1) in Heidelberg (1)	Bilingual/Secondary/Grammar School (1) in Freiburg (1) OR Bilinguales Gymnasium (1) in Freiburg (1)
Gets Euro per month (2 marks:1,1)	150 Euro (1)	100 Euro (1)
Spends money on? (4 marks: 1; 1,1,1)	Books (1) OR Language trip/trip to France (1) N.B. Only ONE detail needed here.	Books (1) Magazines (1) Software (1) N.B. All THREE details needed here.

TOTAL: 8 marks

TOTAL: 10 Marks

2. (8 marks)

(a) 5 marks: 3, 2

What problem did Khouzi experience when she first came to Germany?

Any TWO of the following details: 3, 2

- She couldn't speak German
- She just learnt the words she heard in school
- She/her family didn't speak German at home

(b) 3 marks

How did she overcome the problem? (3 marks: 1, 1, 1)

- She improved her vocabulary (1) by reading books (1) from the school library. (1)

3. (12 marks; (a): 7; (b): 5)

**(a) Khouzi talks about differences between school in Iraq and Germany.
Mention THREE differences. (3, 2, 2)**

Any THREE of the following details: (3, 2, 2)

- School in Iraq was stricter than in Germany
- They had to wear a uniform in Iraq
- They had to wear a uniform in P.E. class in Iraq
- Girls and boys were not allowed to sit together in Iraq
- In Iraq one was slapped by the teacher (if one didn't listen/pay attention)
- In Germany the pupils do not have respect for the teachers
- In Iraq there was no heating (in the school)/(the school) was cold in winter

N.B. If the correct country is not indicated or implied: 1 mark only

(b) (i) What does she want to do after she has finished school? (3 marks)

- study medicine (3)

(b) (ii) Why does she want to do this? (2 marks)

Any ONE of the following details: 2 marks

- She has great respect for doctors
- She wants to be able to work all over the world
- She wants to help people who had to flee their homeland/like herself

4. (12 marks; (a): 7; (b): 5)

(a) What helped Dmitry to learn to speak German? (7 marks: 3, 2, 2)

Any THREE of the following details: 3, 2, 2

- He had to use the language/speak German in school
N.B. He learnt it in school: 1 mark only
- He learnt a lot of German from the television
- The fact that he was still so young (helped him to learn the language quickly)
- His German teacher gave him grinds after school N.B His German teacher: 1 mark only
N.B. He got grinds: 1 mark only

(b) (i) What are his future plans? (3 marks)

- become an engineer

(b) (ii) Why does he want to do this? (2 marks)

Any ONE of the following details: 2 marks

- He is interested in alternative energy
- He is interested in solar energy
- He is interested in wind turbines

5. Sentences (10 marks)

5 x 2 marks

1. B

2. C

3. A

4. B

5. D

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 Khouzi. (25-30 words)

Du: *Hallo, Khouzi, hier ist Pat aus Irland. Hast du einen Moment Zeit?*

A. (1) Khouzi: (Hallo, Pat.) Ja, (natürlich habe ich Zeit!)

Du: *Prima! Ich wollte dich gestern schon fragen: Woher kommst du eigentlich?*

B. (1) Khouzi: Ich komme aus dem Irak

Du: Bist du schon lange in Deutschland?

**C. (2) Khouzi: Ich bin seit zehn Jahren hier./
Ich bin vor zehn Jahren aus dem Irak (nach Deutschland) gekommen.**

Du: Du sprichst so toll Deutsch. Wie hast du so gut Deutsch gelernt?

**D. (2) Khouzi: Ich habe die Wörter gelernt, die ich in der Schule gehört habe.
Ich habe Bücher aus der Schulbücherei mit nach Hause genommen. /
Ich habe den ganzen Nachmittag/viel gelesen. /
Ich habe es in der Schule gelernt.**

N..B. If past tense is not attempted, then award D1 only.

Du: Und wie findest du die Schule hier in Heidelberg?

**(E) (2) Khouzi: Ich finde die Schule nicht so streng. /
Ich finde die Schule sehr gut./viel besser als in Iraq.
Wir müssen keine Uniform tragen/
Die Schüler haben nicht viel Respekt vor den Lehrern./
Wir dürfen neben Jungen sitzen.
Im Winter ist es wärmer.**

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. (2) *Say who you are (name, age, town ...):*

Ich heiße Sean O'Brien. Ich bin achtzehn Jahre alt. Ich wohne in Carlow.
(Plural verb form also acceptable: Wir heißen ...etc.)

N.B. Look for three pieces of information for the full A2.
One or two details get A1 only

B. (1) *Say you want to improve your German..*

Ich möchte/will mein Deutsch verbessern.
(Plural verb form also acceptable: Wir möchten ...etc.)

C. (1) *Mention how long you have learned German in school.*

Ich lerne Deutsch seit sechs/fünf/vier/drei Jahren.
(Plural verb form also acceptable: Wir lernen ...etc.)

D. (2) *Say which type of accommodation, if any, you need..*

Ich brauche/Ich möchte/Ich mag (1) ein Doppelzimmer (mit Bad).(1) /
Ich brauche/Ich möchte/Ich mag (1) ein Einzelzimmer (mit Bad). (1) /
Ich brauche/Ich möchte/Ich mag (1) keine Unterkunft. (1)
(Plural verb form also acceptable: Wir brauchen ... etc)

E. (2) *Mention which sport activities interest you.*

Ich spiele gern Fußball und Tennis./
Ich spiele gern Basketball und Tischtennis.
(Plural verb form also acceptable: Wir spielen ... etc.)

N.B. Two sporting activities must be mentioned for full E1 + E1

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.)

1. (3 marks)

HOW has the attitude of young people changed towards sport? (3 marks)

Any ONE of the following details: 3 marks

- They are looking for fun/enjoyment/excitement from sport
- They don't want to play tennis/cycle
- Bungee – Jumping/Sandboarding is/are the new trend/cult events/sports

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

(a) 6 marks

Where can courageous people go for an exciting bungee jump? (6 marks; 3,3)

- The Europa/Europe bridge (3) Austria (3)

(b) 6 marks: 3, 2, 1

Describe the jump.

Any THREE of the following details: (6 marks: 3, 2, 1)

- It is 192 metres high/It is the highest/maximum jump possible
- One flies through the air/head first
- The first phase/The (free) fall lasts 5/6 seconds
- The first phase/The (free) fall is at a speed of 120km.(per hour)
- At/After 170 metres comes the rebound/upwards pull (like in express lift)
- One falls like a stone/suddenly
- One gets sweaty palms/shaking knees/an adrenalin rush/kick
- It is brilliant/fantastic/mad/spectacular

3. (15 marks; a: 6, b: 9)

(a) 6 marks: 3, 3

(i) What is the big event for people involved in sand boarding? (3 marks: 2, 1)

- The world (2) championship/cup (1)

(ii) Where does this event take place? (3 marks; 1,2)

- In Hirschau (1) in Germany (2)

(b) 9 marks: 4, 3, 1, 1

Give FOUR details about the event.

Any FOUR of the following details: (9 marks: 4, 3, 1, 1)

- It takes place every year
- It takes place in June
- 200 sand boarders go/attend/participate/are there
- Sand-boarders/competitors come from Namibia/Lybia/South America/New Zealand/Brazil/ from all over the world
- Winning is not so important
- Having fun is the most important
- The slope/piste/track/course is 220 metres long
- The sand mountain is 115 metres high
- The sandboarders/they jump on to a pile/mountain of sand
- The boards are made go faster by using a special wax
- The sandboarders/they achieve speeds of up to 65 Km. per hour
- They party until the early morning

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

	True	False
1. Der Bungee-Sprung von der Europabrücke ist der zweithöchste Sprung Österreichs.		✓ (2)
2. Ein kompletter Sprung dauert 5 bis 6 Sekunden.		✓ (2)
3. An Wochenenden kommen bis zu 160 Enthusiasten.	✓ (2)	
4. Sandboarding macht man im Schnee.		✓ (2)
5. Mit einem Spezial-Wachs werden die Sandboards sehr schnell.	✓ (2)	

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	<i>Vocabulary very inadequate, possibly with English words and interference from English syntax; word order, especially verb position, very frequently wrong; verb forms/tense generally incorrect</i> Many spelling mistakes, serious grammar errors; cases generally incorrect; few correct agreements
3 - 5	5 - 7	<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> , especially at upper end of category.
6 - 7	8 - 10	<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 and 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.

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)**

- bin ich mit meiner Klasse **(1)**
- bei einer Gastfamilie **(1)**
- Hier ist vieles ganz anders **(1)**
- eine internationale Schule ist. **(1)**
- es gibt hier **(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. (2) Describe where some of the students in your class come from.
(**TWO** different places where the students come from
are required for **A1, A1**)

B. (1) Say that they all get on well with each other.
(**ONE** sentence required.)

C (3) Say that the school day is different than in Ireland.
(times, subjects, clothes, teachers ...).
(**THREE** different statements are required for **C1, C1, C1**)
N.B. Award no content marks if statements relate to Ireland only.

D (2) Mention some of the rules in school.
(mobile phones, chewing gum, smoking ...)
(**TWO** different school rules are required for **D1, D1**)
N.B. Alternative rules to the three given on the exam paper are acceptable.

E. (4) Write about your exchange partner.
(name, age, appearance, personality...)
(**FOUR** different details on the exchange partner
are required for **E1, E1, E1, E1**)
N.B. Alternative details to the four given on the exam paper are acceptable.

F. (2) Describe the town of Heidelberg.
(tourist attractions: castle, old bridge, student pubs)
(**TWO different details on the city's tourist attractions**
are required for **F1, F1**)
N.B. Alternative details to the three given on the exam paper are acceptable.

Cl. (1) Write a suitable closing sentence for your letter.

Ex. (10) Use the grid on Page 18 to calculate **expression mark** in relation to C (Content)
Add St., C and Ex. to give overall mark

(b) Picture Story

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

- muss unbedingt bei einem Spiel dabei sein! **(1)**
- für Eintrittskarten **(1)**
- nach München **(1)**
- ihre Freundin Babsi **(1)**
- holt sie Babsi ab. **(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) Aine, Babsi and Babsi's family are having breakfast at 8.30.
They are drinking coffee and eating rolls. Babsi's family have lots of magazines and posters about the World Cup.
They are discussing/excited about the World Cup.

B. (3) Later that day Aine goes to the football stadium.
She is wearing her Ireland t-shirt.
She wants to buy tickets for a World Cup match.
She gets there late and she is the last person in the queue.

C. (3) When she gets to the ticket office she asks for a ticket for the match on the 20th of June.
Unfortunately all the tickets are sold out.
Aine is very disappointed.

D. (3) The next day is Aine birthday. Babsi and her family have a party for Aine. They have a cake with candles for her and they also give her an envelope/a present. She is very surprised to find a ticket for the match on next day in the envelope. She says “thank you” to Babsi.

E. (3) On the 20th of June Aine and Babsi go to the match. There are lots of people at the game. Every one is shouting “Deutschland, Deutschland”.
Babsi is waving a flag and Aine is holding the mascot, Goleo
Aine is delighted and excited.

Ex. (10) Use the grid on Page 18 to calculate **expression mark** in relation to C (Content)

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