



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**LEAVING CERTIFICATE 2008**

**MARKING SCHEME**

**GERMAN**

**HIGHER LEVEL**





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### **HIGHER LEVEL**

## **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) (24, 16, 16, 24)**

**First Part: (24 marks: 3, 5, 2, 6, 8)** (Answers in German: half marks)

**1. (3 marks: 3x1)**

*What do you learn about Frau Koch? Give **three** details.*

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

1. has husband/ is married
2. has two sons / has two children
3. She has a normal family (if 1 and 2 not given: has family = 2)
4. lives in a small town/ Haßloch
5. in Rheinland-Pfalz/ Rhineland Palatinate (Accept phonetic spelling for 4 and 5)

**2. (5 marks: (i) = 2 marks, (ii) = 3 marks 1+1+1)**

(i) *In Frau Koch's hometown, the GfK, a consumer research organisation, carries out tests. Where in Haßloch are the tests carried out?*

- Supermarkets / 2 examples of Lidl /Tschibo/ Aldi (2) (in a supermarket =0).

(ii) *Name the test products mentioned.*

- Toothpaste (1)
- shampoo (1)
- chocolate (1)

**3. (2 marks: Any two: 2x1 marks)**

*What is required of participants during a GfK-test?*

**(Any two: 2x1 marks)**

1. should go shopping as usual/ normal.
2. not know/not think about/ be unaware of/ test products / which products being tested.
3. not know what is important/ what companies are trying to find out.

**4. (6 marks: Any two: 2x3 marks)**

*How does the GfK keep a record of test products bought?*

**(Any two: 2x3 marks)**

1. Shoppers have special/ separate card // card with barcode.
2. Show / present card at checkout/ till/ when buying // cashier takes card
3. card put through a scanner.
4. (Once a year) they have to fill in a questionnaire/ are asked/ answer 30 questions.

**5. ( 8 marks: (i) = (2 marks: 2) (ii) = (6marks: 3 x (1+1) mark)**

*(i) How many families take part in the GfK tests?*

- (about) 3500 families **(2)**

*(ii) The participants get **three** perks. What are they?*

- 1.** Each month **(1)** they get €15 / a voucher **(1)**
- 2.** free/weekly **(1)** TV guide.**(1)**
- 3.** a € 10 / monthly **(1)** reduction for (cable) TV**(1)**

**Second Part (16) (16 marks: 7+9)**

*The secretary at a factory takes a message*

**1. (7 marks:)**

**Anruf von:** Derksen (1) (All or nothing)

**Das Problem: (Answer in English/Irish: half marks)**

**(Any two: 2x1 marks)**

- (Dunkel)grüne (Uniform)jacken / Uniformen bestellt / gewollt / gebraucht
- Falsche Farbe bekommen/ rote bekommen
- Konzert nächste Woche
- Bank / Sponsor besteht auf/ verlangt/ will (dunkel)grün

Der Anrufer: wird noch heute Vormittag einen Rückruf erhalten (2)

Handynummer: 8136747 (all or nothing) (2)

**2. (9 marks)** Write down **three** examples of the **language** (= expressions and phrases) used in the conversation to express that the caller is **worried**. (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 3 marks**)

1. Ich bin ja froh, dass ich Sie erreiche. (...I am glad I got through to you...)
2. Eine Katastrophe! (A disaster / catastrophe!)
3. Ich weiß gar nicht, wie das gehen soll. (I don't know how it's going to work)
4. Ja, was machen wir (denn jetzt? )(Yes but, what will we do (now)?)
5. Ist die Situation noch zu retten? (What can be done to rectify the matter?)
6. Und jetzt dies! (And now this!)
7. Ich bin wirklich ratlos.(...I don't know what to do)
8. (Sie müssen das) Problem lösen. (You must solve this problem)
9. (Secretary says) "keine Panik" ( secretary tells him not to panic)

**Third Part (Dialog) (16 marks:3, 5, 8)**

Conversation between Lars and Frau Bergmann

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

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

(i) *The conversation is between*

(c) two neighbours (1)

(ii) **Two** indications to support choice (Any two: 1+1 marks)

1. Ach, der Lars von nebenan (Lars from next door)
2. als bei uns in der (Lessing)straße (than in our / their street)
3. Unsere Wohnungen (our / their apartments)
4. (Vielleicht) seh' ich Sie auf dem Nachhauseweg (might see each other on their way home)

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

(i) *Which adjective best describes Frau Bergmann's reaction during the conversation?*

(d) (Annoyed) (1)

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

1. Da sieht es ja vielleicht aus.(You should see it!)
2. (Ganz schön) schlimm.(Really bad)
3. (Es ist einfach) unglaublich! (unbelievable/ unthinkable/ incredible)
4. ... Müll/Pizzakartons/ Getränkedosen/Bierflaschen (rubbish/litter/ pizza boxes/ cans/ beer bottles)
5. Warum räumen die dann ihren Müll nicht weg? (Why don't they clean up the rubbish?)
6. Das geht doch nicht! (That's not on!/ it's unacceptable)
7. Wer soll dann den Müll wegmachen ..(who is supposed to clean up..)
8. ... sollten sie nicht den Müll wegwerfen. (... shouldnt just throw rubbish away)
9. (Ich werde) mich beschweren (I'm going to make a complaint)

**3. (8 marks: (i) = 2 marks; (ii) = 6 marks)**

(i) **(2 marks: 2x1)**

*Lars stands up for himself. Describe two of his arguments.*

**(Any two: 2 x 1 marks)**

1. He wasn't there
2. The town cleans/ is supposed to clean park
3. It wasn't his rubbish.
4. They should put more rubbish bins
5. There is not a single one/ no bin near the skate ramp.

(ii) **(6 marks: Any two: 2 x 3 marks)**

*What actions are Frau Bergmann and Lars going to take as a solution to the problem? (Any two: 2 x 3 marks)*

1. Frau Bergmann: will ring up
2. Will complain
3. Lars: will get a (rubbish) bag/sack
4. pick up the rubbish



**Fourth Part (News): (24 marks: 3, 9, 5, 3, 4)**

(Answers in German: half marks)

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

*According to the news bulletin, the future of the cuckoo is under threat. Give **three** reasons why. (Any three: 3 x 1 marks)*

1. Its habitat/ environment // living space/ area/place/ has been reduced/ getting smaller
2. pesticides
3. build/new streets/ roads
4. Global warming/ climate change

**2. (9 marks: 3 x 3)**

*In 2009 a special type of Olympics will take place in Bremen. Give details about the competition and the participants. (Any three: 3 x 3 marks)*

1. Maths
2. since 1959/ 50<sup>th</sup>
3. 4.5 hours long
4. 3 (maths) problems / questions / tasks / exercises
5. started by Romania
6. in different country every year
7. male and female / students / pupils / young people
8. for those who enjoy maths / have interest in maths
9. from five continents / international

**3. (5 marks (a) 2 (b) 3)**

*A robot is the new attraction at Berlin main train station.*

*(a) What exactly does the robot do?*

Cleans glass/ roof (2)

*(b) What effect does the robot have on commuters?*

(3 mark)

Makes waiting time more interesting (3)

**4. (3 marks)**

*In North Rhine Westphalia, what is the weather forecast for the weekend?*

(3 marks: 1+1+1)

1. sunshine
2. temperatures 22 - 27 degrees
3. thunderstorm(s) / thunder and lightning (in the evening)     *Thunder = 0*

**5. (4 marks)**

*What announcement is made about a solar eclipse? Give details.*

(Any two: 2 x 2)

1. 2<sup>nd</sup> of August
2. Total / complete
3. lasting 2 min 27 sec
4. in Europe/ (North) America/ Asia
5. protect eyes / wear special glasses

**TEXT I: LESEVERSTÄNDNIS (60 marks) (18, 14, 16, 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: 6, 4, 4, 4)**

**(a) (6 marks: 6x1 marks)**

*Beschreiben Sie, in Stichworten, den Mann an der Bar im Kulturcafé „Eiszeit“! (Z.1-10)*

Aussehen: (Any **two: 2 x 1**)

1. Dunkelblaues / Sport-Jackett/ Jacke
2. graue Hose
3. so alt wie Tessa/ihr Vater *Er ist / war alt= 0*

Beruf:

- Geschäftsmann / arbeitet in einem Bürohaus **(1)**

Weitere Information: (Any **three: 3 x 1**)

1. so alt wie der Vater von Tessa. *(Do not award twice)*
2. Er rauchte
3. hatte zwei Handys / starrte auf zwei Handys
4. trank Kaffee/ nippte an ... Kaffee
5. ein langweiliger Typ/ war langweilig
6. genau das richtige Opfer

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

*Wie wurde der Mann beim Telefonieren gestört? (Z.28-35)*

- Tessa ließ Tasse / Kaffee fallen. **(2)**
- Kaffee fiel auf Theke/ tropfte auf seine Hose. **(2)**

**(c) (4 marks)**

*Wo genau treffen sich nachher Tessa und Frederika? Nennen Sie **zwei** Details! (Z.65-77)*

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

in der (Städtischen) Kunsthalle

oben/ im ersten Stock

vor dem Picasso Bild/ vor dem Bild „Die Taschenspieler“

**(d) (4 marks)**

*Wie verhält sich der Mann an der Kasse gegenüber Frederika?(Z. 65-74)*

**(any one for 4 marks)**

- Er ist freundlich/ hilfsbereit zu ihr// er spricht mit ihr //sagt ihr, dass die Freundin oben auf sie wartet
- Findet ihr Interesse an Kunst gut

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

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

*What happens when the man's mobile phone suddenly rings? (lines 28-35)*

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

1. The man reaches for mobile
2. Tessa drops cup (intentionally)
3. Coffee drips onto trousers / on him / coffee spills /pours over the counter/ table

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

*Describe the man's reaction to what Tessa did. Give **four** details. (lines 34-43)*

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

1. man shouted 'damn' / "verdammt" / swore
2. apologised to caller // says he doesn't mean caller
3. explained to caller about coffee / what happened // continued with call
4. signalled to Tessa to go away
5. wiped off coffee

**Question 3: (16 marks: (a): 4 marks (b): 12 marks)**

**(a) (6 marks)**

*In order to get what they want, Tessa and Frederika have to work **hand in hand**. Give details. (lines 18-48) (4 marks: 2 x 2 marks)*

1. Both go to bar / approach victim // Frederika behind Tessa beside the man
2. Tessa's eyes / looks calm/ reassure/ communicate with Frederika
3. Tessa distracts while Frederika steals

*(Tells her to stay calm = 0)*

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

*Why do Tessa and Frederika meet in an art gallery? Give **two** reasons.*

*(lines 65 - 82)*

**(Any two: 2 x 6 marks)**

1. nearby
2. to divide money/ booty/ spoils
3. quiet at this time
4. Picasso painting depicts pickpocketing / what they did

**Question 4: (12 marks)**

*In this story, the author creates two main characters, and portrays one as being more confident and forward than the other. How does the author establish this? Give **three** examples. Can be language use or content.*

**(Any three: 3 x 4 marks)**

1. Tessa selected victim // Tessa noticed man/victim first
2. Tessa reassures/ calms/ eyes say “stay calm”/“it is simple”
3. Frederika nervous/ stressed (or 1 example: blood rushing to face/ sweating/ knees knocking/ shaking)
4. Tessa walks calmly/confidently to the bar // Frederika walks hurriedly to the bar
5. Tessa goes first/ leads to the man / bar /gallery // Frederika follows Tessa / Frederika looks for Tessa
6. Tessa initiated/ created “accident”/ diversion/ knocked over coffee // Frederika exploited / used “accident” / diversion / opportunity.
7. Frederika self conscious (or 1 example: feeling watched/ feels that people know what she has done)
8. Frederika afraid police would come
9. Frederika tells herself she needs more courage// would like to be like Tessa
10. Tessa leaves message at art gallery for Frederika.
11. Tessa compares them to characters in picture// grins/ boasts they are as good as or even better than characters

**Language: Use of contrast**

(Tessa): schlendert – (Frederika) beeilte sich/ zu folgen

(Tessa) cool/ einfach – (Frederika) schwitzend/ zitternde Knie/ Aufregung/ Blut schoss ins Gesicht/ Herzflattern

**TEXT I : ANGEWANDTE GRAMMATIK (25 marks)**  
**Where more than one answer is given, mark the first one.**

**1. Substantive: (16 marks)**

- (2) Plural (2) Genitiv (2)
- (3) Singular (2) neutrum(1) Akkusativ (1)
- (4) Singular (2) maskulin (1) Dativ (1)
- (5) Singular (2) neutrum (1) Nominativ (1)

**2. (9 marks: 2+2+1+2+2)**

*Bilden Sie Relativsätze mit dem jeweils richtigen Relativpronomen.*

**(No Relative Pronoun // Noun / pronoun left in: 0 + 0)**

- (1) ..., das (1) aus schwarzem Leder war (1).
- (2) ..., die (1) einen Espresso bestellte (1) , ...
- (3) ..., deren (1) Knie zitterten.
- (4) ..., mit dem / womit (1) er seine Hose reinigte (1).
- (5) ..., das (1) an der Wand hing (1).

**TEXT II: LESEVERSTÄNDNIS (60 marks) (9, 18, 21, 12)**

**NB:** Evidence needed that candidates have **understood** the text.

**Quotation** without manipulation **where** manipulation **required**/containing **extraneous** material: **half marks. Full marks for manipulated parts.**)

**Answers in language not specified = half marks**

**Question 1: (9 marks: a = 2 marks; b = 3 marks; c = 4 marks)**

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

*Wie werden Inline-Skates zu Beginn des Artikels definiert? (Zeile 1-6)*

**(2 marks: any two: 2 x 1 marks)**

- vier bis fünf Rollen
- schnell
- können wehtun/ gefährlich sein

**(b) (3 marks: 3 x 1 marks)**

*Beschreiben Sie wie sich das „Inline-Skaten“ entwickelt hat. (Z. 7 - 17)*

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

1. es begann in Amerika
2. Es begann in den 90ern
3. Es ging schnell / wie ein Lauffeuer um die Welt // es wurde zum Trendsport
4. 1995 skatete jeder sechste Deutsche einmal im Monat
5. Heute skaten über 14 Millionen Deutsche

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

*Wo und wie üben Skater? (Z. 46 – 56)*

Wo:

Üben auf einem/dem Parkplatz (1) eines Supermarktes (1)

Wie:

- Workshop (1)
- in Gruppen (1)

**Answer Question 2 and Question 3 in English.**

**Question 2: (18 marks: a = 12 marks; b = 6 marks)**

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

*What are the advantages of being in a skater club? Mention **four**. (lines 26–56, lines 81–90)*

**(Any four: 4 x 3 marks)**

1. (club is) local
2. hobby skaters can skate together
3. skating in a group is more fun / enjoyable
4. get to know new / nice/ friendly / pleasant people
5. everything is casual / relaxed
6. Everybody is welcome
7. Tips / help (on how to skate)
8. workshops
9. Their homepages / websites / internet forum (provides information)
10. Different levels catered for

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

*There are a variety of exciting events for skaters. Give details. (lines 71 – 81)*

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

- Workshops (Only if not given above)
- Berlin Marathon
- Night Skating
- Skate&Ship holiday / boat trip and skating

**Question 3: (21 marks: a = 12 marks; b = 9 marks)**

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

*Fläming-Skate is renowned as a skaters' paradise. Explain in detail why this is so. (lines 91–121)*

**(Any four: 4 x 3 marks)**

1. track is smoothly tarred / has fine / even / smooth asphalt
2. Germany's nicest / Europe's longest skating course / over 190 kilometres long
3. leads through forests/ meadows/ fields/ landscape/ countryside
4. away from traffic
5. trip of 100 kilometres can be done in a day
6. provides accommodation / guesthouses/ youth hostels/hotels
7. has attractive sights / attractions (along the way)
8. free of charge

**(b) (9 marks: 3 x 3 marks)**

*Advice and Guidelines: Mention **three** pieces of advice.*

**(3 x 3 marks)**

1. wear full/total/complete protective gear **(3)** //  
**or**  
*any three of the following for (3 x 1)*
  - a) wear a helmet
  - b) wrist guard / pads
  - c) elbow guard / pads
  - d) knee guard /pads
2. skaters have same rights/ responsibilities as pedestrians.
3. show consideration / respect (to all the other road users / traffic)

**Question 4 (12 marks: 6 x 2 marks)**

*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.*

- |                         |                                 |
|-------------------------|---------------------------------|
| mittlerweile (Z.14)     | = inzwischen <b>(2)</b>         |
| locker (Z.42)           | = entspannt <b>(2)</b>          |
| Geschicklichkeit (Z.67) | = Körperbeherrschung <b>(2)</b> |
| störend (Z.115)         | = lästig <b>(2)</b>             |
| Benutzung (Z.129)       | = Gebrauch <b>(2)</b>           |
| Rücksicht (im Kasten)   | = Beachtung <b>(2)</b>          |



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

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

**Expression = 12**

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

**(a) Skater-Urlaub**

*Sie loggen sich auf der Homepage des Klever-Skate-Treffs ein und hinterlassen im Forum eine Nachricht für Ihre Skaterfreunde.*

- Award **content** marks first;
- Two *discretionary* marks (**1, 1**) are available to be awarded under any of the points A-C for additional **relevant content, elaboration or comment**.
- Indicate discretionary marks with **+1** in margin i.e. **A = 3+1**
- Show as **Dis. +1** in body of script at relevant spot.
- Bracket (**Dis.+1**) the **first additional** discretionary mark only.
- Put irrelevant content in square brackets [..]; exclude when judging the expression mark.

**A. (4 marks)**

*Schlagen Sie vor die Fläming-Skate zu besuchen (1)*

*Wann? (1) Wie lange? (1) Übernachtung? (1) **Penalise -1 if in PAST tense***

**B. (3 marks)**

*Warum Skater-Urlaub? Nennen Sie **drei** Vorteile eines Skater-Urlaubs.*

**Vorteil 1: 1 mark**

**Vorteil 2: 1 mark**

**Vorteil 3: 1 mark**

**C: (4 marks)**

*Erwähnen Sie zum Schluss **drei** Gründe, warum Ihnen die Skater-Saison bis jetzt so gut gefallen hat.*

**Grund 1: 2 marks**

*If tense is wrong penalise -1*

**Grund 2: 1 mark**

**Grund 3: 1 mark**

**Dis. 2 marks**

**Have you awarded the discretionary marks?**

**(b) Sport und Bewegung**

*Sehen Sie das Bild rechts an*



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

**Expression = 12**

- Award **content** marks first;
- Two *discretionary* marks (**1, 1**) are available to be awarded under any of the points A-C for additional **relevant content, elaboration or comment**.
- Indicate discretionary marks with **+1** in margin i.e. **A = 3+1**
- Show as **Dis. +1** in body of script at relevant spot.
- Bracket (**Dis.+1**) the **first additional** discretionary mark only.
- Put irrelevant content in square brackets [..]; exclude when judging the expression mark.

**A (4 marks)**

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

**(1,1,1,1)**

**B (3 marks)**

*Kinder in Irland sitzen im Durchschnitt neun Stunden am Tag.  
Erklären Sie, warum das so ist. (1)*

*Machen Sie zwei Vorschläge wie Kinder einen aktiveren Lebensstil haben können.*

**Vorschlag 1: (1 mark)**

**Vorschlag 2: (1 mark)**

**C (4 marks)**

*Gesund zu essen ist wichtig, damit man sich fit hält. Nennen Sie drei Dinge, die man bei seiner Ernährung besonders beachten sollte?*

**Three relevant statements: 2, 1, 1**

**Dis. 2 marks**

Have you awarded the 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, including over-reliance on stimuli.

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

## SCHRIFTLICHE PRODUKTION (50)

### Bearbeiten Sie (a) oder (b)

#### (a) Letter

Your German penfriend, Sven(a), has written to you. 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)

*Ticket für Europameisterschaft: ist das nicht super? (1)*

*Was hast du eigentlich im Unterricht in deiner Schule über andere deutschsprachige Länder, wie Österreich und die Schweiz, gelernt? (1,1,1)*

#### B. (4)

**Four relevant statements: (4x1 mark) (Penalise minus 1 for wrong tense)**

*Erzähl mir doch mal über eure Klassenfahrten und Ausflüge, die ihr schon gemacht habt.*

*Wann? (1) Wohin? (1) Warum / was gemacht?... (1,1)*

#### C. (4)

**Four relevant statements: (4x1 mark)**

*Was für nationale Wettbewerbe gibt es für Schüler in Irland? (1)*

*Gibt es auch noch einen besonderen Wettbewerb nur an deiner Schule? (1)*

*Wie findest du Wettbewerbe eigentlich? (1)*

*1 relevant elaborations of any point (1)*

#### D. (4)

*Hier in Deutschland reden alle über Klimaschutz und globale Erwärmung. Wie ist das bei euch in Irland? (1+1)*

*Schreib mir doch mal, was man deiner Meinung nach alles tun könnte, um die Klimakatastrophe zu verhindern. (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 das Foto genau an.



**Content = 25 marks**

**Expression = 25**

\* 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 die Situation auf dem Foto.*

Satz 1 (1)

Satz 2 (1)

Satz 3 (1)

**B. (3)**

*Wasser ist lebenswichtig. Erklären Sie, warum das so ist, indem Sie **drei** Gründe nennen.*

Grund 1 (1)

Grund 2 (1)

Grund 3 (1)

**C. (4)**

*Menschen verschwenden oft Wasser. Geben Sie **zwei** Beispiele für Wasserverschwendung.*

**Beispiel 1: (1)**

**Beispiel 2: (1)**

*Machen Sie auch **zwei** Vorschläge, wie man Wasser sparen könnte.*

**Vorschlag 1: (1)**

**Vorschlag 2: (1)**

**D. (5)**

*Wie trinkbar ist unser Wasser in Irland? (1)*

*Begründen Sie Ihre Meinung mit zwei Beispielen.*

**Beispiel 1: (1)**

**Beispiel 2: (1)**

*Beschreiben Sie auch im Vergleich dazu, wie die Situation in den Ländern der Dritten Welt aussieht. (1,1)*

**E. (5)**

*Ist Wasser eine Ware, für die man bezahlen sollte oder ein Menschenrecht, für das man nicht bezahlen braucht? (1)*

*Begründen Sie Ihre Meinung. (2,2)*

**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*

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

**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











