



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2011

MARKING SCHEME

GERMAN

ORDINARY LEVEL

In reading the marking scheme the following points should be noted:

- In all sections of the examination the answers given on the marking scheme should not be considered as the only possible answers that may be accepted. Alternative expressions, phrases and words which convey a similar meaning to those on the published marking scheme are also acceptable.
- The detail required in any answer is determined by the context and the manner in which the question is asked, and by the number of marks assigned to the answer in the examination paper. Requirements and mark allocations may, therefore, vary from year to year.
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.
- **A forward slash /** before an answer indicates that the answer is synonymous with that which preceded it or is an alternative answer. Answers separated by a forward slash cannot therefore be taken as different answers.
- **Rounded brackets ()** indicate material which is not considered to be essential in order to gain full marks.
- **Underlined** information is essential in order to gain the mark.
- **Reasonable Accommodations**
For those who have been granted a spelling and grammar waiver, errors in spelling and in certain grammatical elements are not penalised. In assessing the work of these candidates, a modified marking scheme will apply as outlined in the marking scheme on page 18.

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

Where all answers are in German: Award half marks.

LISTENING COMPREHENSION TEST: (100 marks)

(28, 23, 23, 26)

Where all answers are in German: Award half marks.

First Part ... Interview

(28 marks: 7, 5, 7, 3, 6)

1. (7 marks: Any two details: 5, 2 marks)

*According to Herr Holler, why are social network sites so popular in Germany? Give **two** reasons.*

Any TWO of the following details: 5, 2

1. American
2. Modern
3. A way for people to communicate/ connect/ stay in contact with friends
4. One knows what is going on in their lives
5. One can get to know/meet new people

2. (5 marks: Any one detail: 5 marks)

*According to Herr Holler, what problems are associated with social network sites? Give **one** detail.*

Any ONE of the following details: 5 marks

1. Young people are naïve/ Young people don't realise/think
2. Strangers can see/read what is written (on facebook)
3. (Cyber) bullying

3. (7 marks: Any two details: 5, 2 marks)

How can facebook users protect themselves, according to Herr Holler. Give details.

Any TWO of the following details: 5, 2

1. They should only allow friends access to their profile/ keep page private/ Don't accept anyone you don't know
2. Don't/Never give details of their location
3. Give very little/not much personal information
4. Don't/Never give their telephone number
5. Don't/Never give their address

4. (3 marks: Any one detail: 3 marks)

*According to the interview, what should one keep in mind when choosing photos for facebook. Give **one** detail.*

Any ONE of the following details: 3 marks

1. Only put up photos that they would show their parents
2. Never put up embarrassing photos
3. Never put up photos of others **(2)** without permission **(1)**

5. (6 marks: Any one detail: 6 marks)

*How can social network sites become problematic when looking for work. Give **one** detail.*

Any ONE of the following details: 6 marks

1. Employers **(3)** use/see them to find out about people **(3)**
2. Photos **(3)** of parties **(3)**

Second Part ... Telephone Call

(23 marks: 6, 8, 6, 3)

Where all answers are in German: Award half marks.

1. (6 marks)

*What problem is the caller concerned about? Give **two** details.*

Any TWO details: 6 marks: 4, 2

1. She is not taking the job
2. Waitress/ beer garden
3. She got another job/ She got a job in a supermarket

2. (8 marks)

*What is the **NAME** and the **PHONE NUMBER** of the caller? (8 marks: 4, 4)*

NAME (4 marks)

- **(4 marks: Deduct 1 mark for each incorrect/missing letter)**
SCHUSTER

PHONE NUMBER (4 marks)

- 83 00 42 5

NB. All or nothing

3. (6 marks: 4, 2)

*What solution does the caller offer? Give **TWO** details.*

Any TWO details: 6 marks: 4, 2

1. She has a friend
2. with waitressing experience
3. who is interested in /looking for work

4. (3 marks)

The phone call is to **(a) a restaurant**

- **(a) (3)**

Third Part ... Conversation

(23 marks: 8, 6, 6, 3)

Where all answers are in German: Award half marks.

1. (8 marks: 4, 4)

*Where does Gabi want to do her work experience? Give **two** details.*

8 marks: 4, 4

1. (In) software
2. In Melbourne/ in Australia

2. (6 marks: 4, 2)

Why does Gabi think she will benefit from work experience there? Give details.

6 marks: 4, 2

Any TWO of the following details: 6 marks: 4, 2

1. She will earn money
2. She can improve/learn her English
3. She can get practical experience

3. (6 marks: 4, 2)

*The man is sceptical. Explain why. Give **two** details.*

Any TWO of the following details: 6 marks: 4, 2

1. They had other plans
2. They wanted to go to university in Munich
3. They had decided to study English and Business
4. Australia is far away
5. He will miss her
6. He will worry about her
7. He can't afford to visit her/flights to Australia are expensive

N.B. Australia not required if mentioned in question 1.

4. (3 marks)

- **(b) (3)**

Fourth Part ... News

(26 marks: 4, 12, 6, 2, 2)

Where all answers are in German: Award half marks.

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

(i) *How many cities were involved in total in a recent world ranking?*

(2 marks)

- 215 cities

(ii) *Which city was ranked first in the world?*

(2 marks)

- Zürich **Accept phonetically correct spelling**

2. (12 marks: (i) = 6; (ii) = 6)

(i) *What led to dramatic scenes in several of the German Intercity Express trains?
Give two details.*

Any TWO of the following details: 6 marks: 4, 2

1. Hot weather/ High temperatures
2. Air conditioning not working
3. 50 degrees
4. Windows can't be opened
5. No drinks
6. Passengers collapsed

(ii) *A bad incident happened on one particular train. Give details.*

Any TWO of the following details: 6 marks: 4, 2

1. (From) Berlin (to) Bielefeld
2. 27 pupils/a class
3. old people
4. brought to hospital/ go to hospital
5. rescued by the fire brigade

3. (6 marks: Any TWO details: 4, 2 marks)

Give a description of Melanie Schreiner

Any TWO of the following details: 4, 2

1. She is 14
2. From Wiesbaden
3. In Guinness Book of Records
4. 2,06 Meters tall
5. Tallest
6. Thin
7. Beautiful
8. Wants to be a model
9. Her legs are cramped on public transport
10. Hotel beds are too short for her

4. (2 marks: 1, 1)

What happened yesterday as a consequence of bad weather?

2 marks: 1, 1

Frankfurt Airport **(1)** closed **(1)**

5. (2 marks: Any TWO details: 1, 1 marks)

What is the weather outlook for today and tomorrow? Give details.

Any TWO of the following details: 1, 1 marks

1. Thunderstorms
2. Storms/ hurricanes
3. Winds of 120km per hour
4. Tornados
5. 10 degrees

TEXT I: LESEVERSTÄNDNIS: 60 marks

(18, 21, 16, 5)

Where all answers are in German: Award half marks only if manipulation of relevant information is attempted. Evidence needed that candidates have understood the text.

1. **(18 marks: (a) 4; (b) 6; (c) 8;)**
(a) 4 marks: 1, 1, 1, 1

*The text starts with a self- description of the narrator. List **four** details about her. (lines 1 – 19)*

Any FOUR of the following details: 1, 1, 1, 1

1. Melda is a strange name/ a Turkish name
2. The name means young/ fine/fresh
3. She thinks the name suits her
4. Mother wanted her to have a Turkish name
5. Her mother wanted her to have a name which was easy to say in German.
6. She is 18
7. She is Turkish
8. She wears a head scarf
9. She goes to the mosque
10. She could be/looks South American/ Spanish
11. She has dark eyes
12. She has black hair
13. She could be/looks like the daughter of Penelope Cruz
14. She is the daughter of/she has a Turkish mother/father

- (b) 6 marks: 2, 2, 2**

*In paragraph 2 she gives more information about herself. Mention **three** details (lines 20 - 31)*

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

1. She is Turkish
2. She has a German passport / is a German citizen
3. She was born in Berlin
4. She lives in Berlin
5. She attends school in Berlin
6. She speaks German without an accent
7. She doesn't have problems with German any different to her German classmates
8. She doesn't speak Turkish well
9. Her English is better

(c) 8 marks: 4, 2, 2

*Melda talks about school and her future plans. Give **three** details. (lines 32 – 42)*

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

1. She attends a Gymnasium/ a secondary school
2. She gets good grades
3. She is the class representative/speaker
4. She writes for the school newspaper/ magazine
5. She hopes to do/she is doing the Abitur this year
6. She wants to study at third-level/university/ after Abitur
7. She wants to go abroad/ go to England /France
8. It would improve her French
9. She would like to study politics/sociology

2. (21 marks (a) 9; (b): 8; (c): 4)

(a) 9 marks: 5, 4

*Melda describes a problem she has with her parents. Give **two** details. (lines 49 – 55)*

Any TWO of the following details: 9 marks: 5, 4

1. She likes miniskirts/short dresses/sexy shorts/clothes that are in fashion
2. She is not allowed dress like German girls
3. German girls can wear what they like, but she can't
4. She goes against Turkish values/traditions
5. Her parents are conservative

(b) 8 marks: (4) + (4)

In the last section, Melda describes an argument she has with her father. Describe the opposing points of view which they have. (lines 56 – 81)

Melda: Any ONE of the following details: 4 marks

1. She wants to go out dressed in jeans/a short top/ a black jacket
2. She can't see anything wrong with the way she is dressed
3. She is 18 and she can do what she wants/wear what she wants
4. It's normal to dress the way she does / to dress/ wear clothes like everyone else
5. They are living in Germany, not Turkey

Father: Any ONE of the following details: 4 marks

1. He tells her she is not leaving the house dressed like that
2. He tells her to change
3. Her father tells her she looks like a hippie
4. He tells her girls don't go out dressed like that
5. He has no interest in what other girls do/wear
6. He tells her that she is from a Turkish family/she is his daughter

(c) 4 marks

Describe Melda's feelings at the end. (lines 82 – 88)

Any ONE of the following details: 4 marks

1. She is furious/annoyed/cross/upset
2. She storms into her room
3. She throws herself on her bed
4. She cries
5. She hates fighting
6. It is always about old traditions/customs
7. They don't live in Turkey/they are living in Germany

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

2. *Offiziell deutsch* (2)
Melda gets a German passport/ officially German (2)
3. *Dieses Jahr und die Pläne für später* (2)
This year/in school/doing Abitur and her plans for the future/later (2)
4. *Zwischen Minirock und Tradition* (2)
Between mini skirt(s) and tradition
OR Melda loves mini skirts but her parents favour tradition/
OR Melda describes the conflict between her clothes/miniskirts and tradition (2)
5. *Streit mit dem Vater* (2)
A row with her father (2)

4. (5 marks; 5 x 1 mark)

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

TEXT 1: ANGEWANDTE GRAMMATIK (15 marks)

(10, 5)

1. (10 marks)

Compound words ... say what words each compound word is made up of (5 marks) and what the underlined words mean. (5 marks)

(ii) Deutsch + Unterricht **(1)** German class/lesson **(1)**

(iii) Schüler + Zeitung **(1)** school/ student/pupil newspaper/magazine/newsletter **(1)**

(iv) Wohnung (s) + Tür **(1)** apartment door **(1)**

(v) hoch + rot **(1)** bright/ highly red/scarlet **(1)**

(vi) Kopf + Kissen **(1)** pillow **(1)**

2. (5 marks: 1 x 5)

Circle the correct preposition

Sampla/Example: Melda, die Autorin, sieht *ohne/ bei/ mit/trotz* ihren schwarzen Haaren wie eine Südamerikanerin aus.

Sie ist aber die Tochter von Eltern, die *zu/ aus/bei/ in* der Türkei nach Deutschland gekommen sind.

Bis/ vor / nach / seit ihrer Geburt lebt sie in Berlin.

Sie geht dort *aufs im / in die / zur* Gymnasium und ist so gut wie ihre deutschen Mitschüler .

Sie wird oft *bei / an / zu* zum Parties eingeladen.

Sie hat oft Streit mit ihrem Vater, weil er sie nicht in Jeans *von / durch / nach / aus* dem Haus gehen läßt.

TEXT II: LESEVERSTÄNDNIS (60 marks)

(10, 12, 16, 12, 10)

Where all answers are in German: Award half marks only if manipulation of relevant information is attempted. Evidence needed that candidates have understood the text.

1. (10 marks)

*The introductory paragraph gives information about a special award. Give **four** details about it.*

10 marks: Any FOUR of the following details: 3, 3, 2, 2

1. For the best school (in Germany)
2. It was given on Wednesday
3. Given in Berlin
4. Given for the fourth time
5. Won by Sophie-Scholl school
6. It was won by a school for ill children
7. 162 schools applied
8. 15 schools were nominated for the prize
9. Jury of 12 experts/ jury of scientists, school principals and teachers (**two out of three required**)
10. Prize was 100.000 Euro

2. (12 marks)

*Paragraph 1 describes the school in more detail. Mention **three** facts. (Par. 1)*

12 marks: Any THREE of the following details: 4, 4, 4,

1. Situated in the Alps/ 1200 meters high
2. Beside/near a hospital
3. It's for children with asthma/skin problems/ allergies against eggs/nuts/pollen
4. Children from 1st year to year 13 attend the school
5. They come from all school types
6. They come from all/16 German states
7. They stay for 6 to 8 weeks

3. (16 marks: (a) 8; (b) 8)

(a) 8 marks: 4, 4

*In which way is the school similar to other schools? Give **two** details. (Par. 3)*

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

1. Looks the same from outside
2. Grey building
3. Green windows
4. Same as other schools at break time
5. Pupils play in the corridor
6. Pupils (stand) in groups (2) in front of the students' café (2)

(b) 8 marks: 2, 2, 2, 2

*In which way is it different? Give **four** details. (Par.4)*

8 marks: Any FOUR of the following details: 2, 2, 2, 2

1. The lessons are different
2. No bell
3. Classroom doors open
4. The atmosphere is quiet/ concentrated
5. On Monday each pupil/ pupils get(s) a weekly plan/tasks for each subject
6. The students work on their own in the mornings
7. The students check the answers themselves
8. They help each other

4. (12marks) (a) = 10; (b) = 2

(a) What is Arthur's opinion about the school? Give details. (Par. 6)

10 marks: 5, 5

10 marks: Any TWO of the following details: 5, 5

1. The school is very modern
2. They do projects **N.B. Mention of teacher involvement = 0**
3. They work on their own/independently/ without teachers
4. This will help him later when he is a student/ in college

(b) What do his parents think? (Par. 7)

Any ONE of the following details: 2 marks

1. There should be more schools like the Sophie – Scholl school
2. This is what makes school fun for children

5. Sentences (10 marks)

5 x 2 marks

1. **B**
2. **C**
3. **D**
4. **A**
5. **C**

TEXT II: ÄUßERUNG ZUM THEMA (15 marks)

(Content = 8, expression = 7) Content (C) and Expression (Ex) to be marked consecutively.

(a) Completing the dialogue for Frau Rahm. (25-30 words)

Sie: Frau Rahm, Sie sind Direktorin der Sophie-Scholl-Schule, der besten Schule Deutschlands. Wo genau liegt Ihre Schule?

**A. (2) Frau Rahm: Any TWO of the following details: 1 + 1 mark
Die Schule ist/liegt in Oberjoch/ im Allgäu/1.200 Meter hoch/
in den Alpen**

Sie: Welche speziellen Probleme haben Ihre Schüler?

**B. (2) Frau Rahm: Any TWO of the following details: 1 + 1 mark
Sie sind krank/ Sie haben Allergien/ Asthma/Neurodermitis**

Sie: Und woher kommen Ihre Schüler ?

**C. (1) Frau Rahm: Sie kommen aus allen Schulformen/Sie kommen aus allen
Bundesländern (1)**

Sie: Was ist anders am Unterricht in Ihrer Schule?

**D. (2) Frau Rahm: Es gibt keine Klingel./Die Türen zu den Klassenzimmern sind offen./
Die Atmosphäre ist ruhig und konzentriert /...**

N.B. Look for any TWO elements from the text: 1 + 1 mark

*Sie: Das hört sich sehr interessant an! Und wie finden Schüler und Eltern
Ihre Schule?*

**(E) (1) Frau Rahm: Die Eltern finden die Schule sehr gut/ macht Spaß./Es sollte
mehr Schulen wie die Sophie-Scholl Schule geben.**

N.B. Accept positive statement about the school from either parents or pupils

Sie: Herzlichen Dank für die Informationen, Frau Rahm! Auf Wiederhören!

N.B. Bracket off irrelevant content [.....], do not include for judging Expression.

GUIDELINES for marking expression in Äußerung

Errors: Mark in red, (circle) repeated errors, do not re-penalise.

Put circled T for errors in tense usage.

Gross- and Kleinschreibung: underline wrongly written letter.

Underline other mistakes, putting double line under mistakes in verb endings and word-order.

(And write W.O. in the left-hand margin.)

See page 19: 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) E-mail schreiben (25-30 words)

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

Ich heiße ... Ich bin siebzehn/achtzehn. Ich wohne in Ich komme aus

**N.B. Look for THREE pieces of information for the full A2.
ONE or TWO details get A1 only**

B. (2) Say *that you have good German (1) where/ for how long you have learned it (1)*

**Ich spreche gut Deutsch (1) Ich habe es in der Schule gelernt/ Ich lerne
seit 5 Jahren Deutsch (1)**

C. (2) Say *you would like to do work experience at the school (1) and that you like working with
children(1)*

**Ich möchte/ will ein Praktikum in der Sophie-Scholl Schule machen (1)
Ich mag mit Kindern arbeiten/ich arbeite gern mit Kindern (1)**

D. (2) Ask *if they have a place for you (1) and how to get there (1)*

**Gibt es/Haben Sie eine Stelle in der Schule/ einen Arbeitsplatz für mich? (1)
Wie kann ich zur Schule kommen?/Gibt es einen Bahnhof/ einen Flughafen
in der Nähe? (1)**

N.B. Bracket off irrelevant content [.....] , do not include for judging Expression.

GUIDELINES for marking expression in Äußerung

Errors: Mark in red, circle repeated errors, do not re-penalise.
Put circled 0 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 19: use the left-hand scale (0-7) to award expression mark (Ex.)

TEXT III: LESEVERSTÄNDNIS (40 marks)**(10, 8, 6, 6,10)**

Where all answers are in German: Award half marks only if manipulation of relevant information is attempted. Evidence needed that candidates have understood the text.

1. (10 marks) Text III is a newspaper article, in which the career of a young German, Max Kepler-Rozycki, is described. Fill in the information required in the box below:

	Max Kepler Rozycki
Why in the news?	Any TWO of the following details: 4 marks: 2, 2 1. He is a German/from Berlin/17year old (1) baseball talent/player (1) 2. He is Europe's most expensive player 3. He plays with an American club/Minnesota Twins 4. He got 800.000 dollars
Lived in...?	Berlin (1)
Name of school?	John F. Kennedy School/ Schule (1)
When young, he tried out which sports?	Football (1) Basketball (1) Athletics (1)
Now lives in...?	Fort Meyers/ Florida (1)

10 marks

2. (8 marks: 3, 3, 2)

Paragraph 2 describes Max's new life in America.

Give **three** details.

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

1. He is there since the 24th August 2010
2. He is living in Fort Meyers/Florida
3. He has a lot of friends
4. His mother is with him
5. He goes to High School
6. His mother organized classes
7. She co-ordinates his appointments
8. He can see the baseball field/pitch from his classroom
9. He can be at training in one minute
10. He trains every day
11. He has four games a week

3. (6 marks: 2, 2, 2)
*Training conditions are tough in the USA. Give **three** details. (Par.4)*

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

1. Military-style discipline
2. Long hair is forbidden
3. A beard is forbidden
4. In bed by/ at 11p.m.
5. Parties/ alcohol/ cigarettes are not allowed
6. Training camps are extremely hard/ like in the army
7. It is hot in Florida
8. He was often tired

4. (6 marks: 3, 3)
Things are going well for Max in Florida. Give details (Par.6)

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

1. He has done/passed his driving test
2. He is doing his high school diploma
3. He is one of the best(1) under 18 players(2)
4. He gives interviews on television
5. Newspapers (1) write about him/ describe him as the German (1) baseball child prodigy (1)

5. 10 marks: 5 x 2

	True/ Fíor	False/ Bréagach
Max war früher ziemlich klein.		✓
In den USA hat er Probleme, sich zu motivieren.		✓
Baseball ist eine Kombination aus Fußball und Basketball.	✓	
Die Eltern von Max sind Yogalehrer.		✓
Die Zeitungen schreiben Artikel über Max.	✓	

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 $C \leq 7$

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 such as adjectival endings etc.*

N.B. When marking the work of candidates with spelling and grammar waiver follow the descriptors in italics above only. The complete descriptors above apply in the case of all other candidates.

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)**

- ich endlich wieder Zeit **(1)**
- Zum Glück **(1)**
- im Sport- und Jugendzentrum **(1)**
- auf die Arbeit **(1)**
- was ich brauche **(1)**

Put St. mark in right hand margin, at the bottom of the letter.

C (15) The body of the letter ... **15 marks** as indicated below.

A. (3) Say how far away the sports centre is **(1)**
Say it is situated near lake/ in mountains **(1)**
Say how you get there **(1)**

B. (5) Say how long you are going to work there **(1)**
Explain how many hours you work **(1)**
Explain that you have two breaks/two days off **(1)**
Say how much you earn per hour **(1)**
Say what you think of that **(1)**

C. (3) Say who is staying in the sports centre (boys/girls/young people) **(1)**
Say what age group they are **(1)**
Explain where they are from **(1)**

D. (1) Explain the centre runs training camps for football/basketball/athletics **(1)**

E. (2) The rules of the sports centre
Any TWO of the following details: 1, 1
Say the centre is very strict
Say there is no alcohol/no smoking
Say you must be in bed at 11 o'clock
Say what you think of the rules

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

Ex. (10) Use the grid on Page 19 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)**

- ihre Schultour nach Deutschland **(1)**
- aus Irland **(1)**
- Dort wohnen sie **(1)**
- sind mitgefahren **(1)**
- die vielen Sehenswürdigkeiten **(1)**

Put St. mark in right hand margin, at the bottom of the picture story.

C (15) Pictures 2 – 6: 15 marks: 3 marks per picture

Possible details: Look for relevant details, usually **3 points per picture.**

Picture 2: It is 7 o'clock.

The girls are in their room.
They are unpacking their clothes/bags.
The boys are in their room.
They are also unpacking.

Picture 3: It is 8 o'clock.

They are in a restaurant.
The waiter tells them about the menus.
One menu costs 12.50, the other costs 9 90.
The girls order fish.
The boys order hamburgers.

Picture 4: The boys are pleased with their hamburgers.

The girls begin to eat the fish.
They both are unhappy with it.
The fish tastes terrible.

Picture 5: Shauna calls the waiter.

She tells the waiter the fish tastes bad and she cannot eat it.
She gives it back to him.
She orders steak.
The waiter looks puzzled/annoyed.
He takes the fish away.

Picture 6: The manager, Herr Adler, and the waiter come back with steaks for the girls.

The girls look very happy.
The boys are amazed/ envious/shocked.

Ex. (10) Use the grid on Page 19 to calculate **expression mark** in relation to C (Content)

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

Stroke [/] indicates alternatives, any one sufficing.



Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ar chóir a bhronnadh ar iarrthóirí a ghnóthaíonn thar 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ghnóthaíonn thar 75% d'iomlán na marcanna. Ba chóir freisin an marc bónais sin a shlánú **síos**.

Tábla C

Bain úsáid as an tábla seo i gcás na hábhair a leanas:

- **Modern Languages – French, German, Spanish & Italian – Ordinary Level Only**

Iomlán: 320 Gnathráta: 5%

Bain úsáid as an ngnáthráta i gcás marcanna suas go 240. Thar an marc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
241 - 246	11
247 - 253	10
254 - 260	9
261 - 266	8
267 - 273	7
274 - 280	6

Bunmharc	Marc Bónais
281 - 286	5
287 - 293	4
294 - 300	3
301 - 306	2
307 - 313	1
314 - 320	0

Leaving Certificate German 2011 Transcript

Teil Eins

Teil eins: Interview mit Jörg Holler über soziale Netzwerke

- M: In der heutigen Sendung spreche ich mit Jörg Holler vom Jugendamt in München. Guten Morgen, Herr Holler.
- H: Guten Morgen.
- M: Wir wollen heute über ein ganz aktuelles Thema sprechen, Herr Holler, über soziale Netzwerke. Warum sind soziale Netzwerke wie *Facebook* so attraktiv für Jugendliche?
- H: Soziale Netzwerke wie *Facebook* kommen aus Amerika. In Deutschland haben die meisten Jugendlichen ein *Facebook* Profil. Es ist modern und es ist die neue Art für Jugendliche, miteinander zu kommunizieren. So kann man leicht mit Freunden und Bekannten in Kontakt bleiben. Man weiß immer, was in ihrem Leben passiert. Schließlich kann man auch neue Leute kennen lernen.
- M: Das klingt ja toll! Gibt es auch Probleme?
- H: Ja, leider. Viele Jugendliche sind naiv und denken nicht daran, dass alles, was sie auf *Facebook* schreiben, auch von fremden Menschen gelesen werden kann. Auch Cybermobbing wird ein immer größeres Problem.
- M: Und was können Jugendliche tun, damit das nicht passiert?
- H: Grundsätzlich sollten Jugendliche nur Freunde und Bekannte auf ihr eigenes Profil zulassen. Nur Freunde sollten alle Daten sehen können. Jugendliche sollten in Statusupdates nie sagen, wann sie gerade an welchem Ort sind. Aber am wichtigsten ist es, nur wenige persönliche Daten in das Profil zu stellen. Die Telefonnummer soll auf keinen Fall in dem Profil angegeben sein. Auch die Adresse nicht!
- M: Und wie ist das mit Fotos?
- H: Jugendliche sollten nur Fotos auf ihrer Profil-Seite haben, die sie auch ihren Eltern zeigen würden. Sie sollten nie peinliche Fotos einstellen. Sie sollten auch nie Fotos von anderen Leuten in das Profil stellen, ohne sie vorher zu fragen.
- M: Ja, denn nicht nur Freunde sehen die Fotos...
- H: Genau! Immer mehr Arbeitgeber benutzen soziale Netzwerke, um mehr über Jugendliche herauszufinden, die sich bei ihrer Firma bewerben. So kann es bei einem Bewerbungsgespräch ein Problem sein, wenn Kandidaten in ihrem *Facebook* Profil Fotos von wilden Partys haben.
- M: Das war Jörg Holler vom Jugendamt München. Vielen Dank für die Tipps, Herr Holler.

Teil Zwei

(Anruf bei einer Gaststätte)

A: Gaststätte Am Schönberg, Herr Heisterkamp am Apparat.

B: Hier ist Tanja Schuster.

A: Guten Tag, was kann ich für Sie tun?

B: Ich habe vorletzte Woche Ihre Frau wegen des Ferienjobs getroffen. Ich wollte als Kellnerin in Ihrem Biergarten arbeiten.

A: Ja, ja meine Frau hat mir davon erzählt. Prima, dass Sie bei uns arbeiten wollen. Bei diesem heißen Sommerwetter ist bei uns im Biergarten die Hölle los! Sie fangen diesen Samstag bei uns an, ja?

B: Nun ja.... es tut mir unheimlich leid. Ich habe mich jetzt doch für einen anderen Ferienjob entschieden...

A: Was? Sie kommen nicht? Und das sagen Sie zwei Tage vorher?! Wir haben fest damit gerechnet, dass Sie ab nächsten Samstag bei uns im Biergarten bedienen!

B: Es tut mir wirklich sehr leid, dass ich nicht für Sie arbeiten kann...

A: Aber Sie haben doch mit meiner Frau abgemacht, dass Sie kommen!

B: Ich bedaure die Situation auch sehr, Herr Heisterkamp. Aber ich kann jetzt in einem klimatisierten Supermarkt arbeiten. Der Job wird gut bezahlt und am Wochenende habe ich frei. Es fällt mir jetzt auch nicht leicht, Sie anzurufen. Glauben Sie mir das bitte!

A: Hätten Sie sich das bitteschön nicht vorher überlegen können?

B: Das mit dem Job im Supermarkt hat sich erst heute Morgen ergeben. Also ich bitte Sie nochmals tausendmal um Entschuldigung.

A: Und wo sollen wir so schnell eine neue Kellnerin herbekommen?

B: Ich habe da eine Freundin, die Interesse hätte. Sie hat schon einmal als Kellnerin gearbeitet und sucht einen Job.

A: Das muss ich erst mit meiner Frau besprechen. Wir rufen Sie dann zurück. Ich notiere mir noch mal Ihren Namen und Ihre Telefonnummer ...

B: Schuster, S-c-h-u-s-t-e-r Tanja. Am besten bin ich über Handy erreichbar. Das ist die 0179 – 8300425.

A: In Ordnung. Sie hören noch heute Nachmittag von uns, denn wir brauchen dringend einen Ersatz für Sie!

Teil Drei

Gespräch über Zukunftspläne

Gabi: Hey, stell dir vor, das mit dem Berufspraktikum hat geklappt! Ich kann für ein Jahr bei einer Softwarefirma in Melbourne in Australien arbeiten. Ich habe die Stelle im Internet gefunden. Ist das nicht super?

Paul: (*zögernd*) Meinst du wirklich?

Gabi: Ja! Das Praktikum dauert 10 Monate und ich bekomme sogar Geld! Echter Wahnsinn, oder?

Paul: Aber..., aber wir hatten doch andere Pläne. Du wolltest doch mit mir an die Uni in München gehen. Wir hatten doch entschieden, beide Englisch und Betriebswirtschaft zuzustudieren....

Gabi: Ja, das will ich ja auch immer noch. Für Englisch ist Australien doch perfekt. Da kann ich meine Sprachkenntnisse verbessern. Wenn ich das Praktikum mache, kann ich gleichzeitig Arbeitserfahrung sammeln. Und wenn ich wieder zurückkomme, gehe ich an die Uni und beginne mein Studium ein Jahr später.

Paul: Also, ich weiß wirklich nicht. Australien ist doch so weit weg. Ich werde dich total vermissen. Und dann kann ich dich nicht einmal besuchen, weil der Flug so teuer ist. Wie soll ich mir das denn leisten können? Außerdem hätte ich auch Angst um dich.

Gabi: Aber mein Schatz, mach dir doch keine Sorgen. Meine Cousine war schon dort. Sie sagt, dass Melbourne eine sichere Stadt ist. Ich werde dich sicher auch vermissen, aber es gibt doch Skype. Wir können jeden Tag über das Internet telefonieren und es kostet nichts.

Paul: Nein Gabi, ich glaube nicht, dass das eine gute Idee ist. Wenn du dein Englisch verbessern willst, dann mach doch ein Praktikum in England oder Irland. Mein Cousin arbeitet bei einer Firma in Cork. Ich werde ihn fragen, ob du in seiner Firma ein Praktikum machen kannst. Und die Flüge nach Irland sind auch nicht so teuer. Da können wir uns zwischendurch leichter sehen.

Gabi: Na ja, dann ruf deinen Cousin doch mal an. Wenn das mit Cork klappt, denke ich noch einmal darüber nach.

Teil Vier

- Sprecher 1:** Es ist acht Uhr. Sie hören die Nachrichten.
Berlin. In welcher Stadt auf der Welt lässt es sich am besten leben? Experten haben jetzt eine Liste der Städte mit der höchsten Lebensqualität aufgestellt. Von 215 untersuchten Großstädten kam die Schweizer Metropole Zürich auf Platz eins. Bei den deutschen Städten belegt Düsseldorf den 6. Platz. Kriterien für die Platzierung der Städte waren unter anderem: die Höhe der Arbeitslosigkeit, die Kriminalitätsrate, die Sauberkeit von Luft und Wasser sowie die medizinische Versorgung.
- Sprecher 2:** **Bielefeld.** In mehreren ICE-Schnellzügen der Deutschen Bahn spielten sich am Wochenende dramatische Szenen ab. Die Klimaanlage in den Zügen funktionierten nicht wegen des heißen Sommerwetters. Da sich die Fenster in den Zugwaggons nicht öffnen lassen, herrschten Temperaturen von 50 Grad Celsius. Bald gab es keine Getränke mehr und viele Fahrgäste brachen zusammen. Besonders schlimm war es im ICE von Berlin nach Bielefeld. 27 Schüler einer Schulklasse und viele ältere Menschen mussten von der Feuerwehr ins Bielefelder Krankenhaus gebracht werden.
- Sprecher 1:** **Wiesbaden.** Die 14-jährige Melanie Schreiner aus Wiesbaden steht im Guinness Buch der Rekorde. Obwohl Melanie erst 14 Jahre alt ist, ist sie 2,06 Meter groß und ist damit die größte Jugendliche der Welt. Da sie auch schlank und hübsch ist, will Melanie eine Karriere als Model machen. Sie glaubt, dass ihre Größe in der Modewelt ein Bonus ist. Aber im täglichen Leben hat sie einige Probleme: in öffentlichen Verkehrsmitteln hat sie nie Platz für ihre Beine und in Hotels ist das Bett immer viel zu kurz.
- Sprecher 2:** **Und nun zum Wetter:**
In vielen Teilen Deutschlands wütet zur Zeit Unwetter. Gestern musste wegen einer Gewitterfront sogar der Frankfurter Flughafen geschlossen werden. Heute und morgen drohen wieder schwere Gewitter in Hessen und Rheinland-Pfalz. Das Wetteramt warnt vor orkanartigen Stürmen von 120 Kilometern pro Stunde und Tornados. Die Temperaturen liegen heute tagsüber bei 10 Grad.

