



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2014

Marking Scheme

German

Ordinary Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

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.
- Cancelled answers should be considered where no other answer has been given. Where the candidate answers a question more than once, accept the first answer only. Where answers are in the language other than specified: award half marks.
- **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 19.

LISTENING COMPREHENSION TEST

(100 marks: 28, 15, 19, 38)

First Part: Interview with Yasmin

(28 marks: 8, 6, 6, 6, 2)

Where all answers are in German: Award half marks.

1. (8 marks: (i) 6 marks: 4, 2; (ii) 2 marks: 1, 1)

(i) *Why does Yasmin spend her free time working with the German Youth Fire Brigade? Give details.*

Any two: 6 marks: 4, 2

1. Fun.
2. Meets new people.
3. Makes friends.
4. You learn a lot.
5. Teamwork.
6. Goes camping.
7. Cycling (trips).

(ii) *According to Yasmin, the Youth Fire Brigade is very popular. Give **one** detail.*

Any one: 2 marks: 1, 1

1. 18 000 (1) groups (1)
2. 260 000 (1) members/11-18 years (1)

2. (6 marks: 4, 2)

Youth Fire Brigade members carry out many tasks. Give details.

Any two: 6 marks: 4, 2

1. Practical exercises/work // practicals
2. Get to know/learn about the fire engine.
3. Putting out a fire.
4. Pumping water from a lake/river.
5. First aid.

3. (6 marks: 4, 2)

Describe the uniform. Give details.

Any two: 6 marks: 4, 2

1. Orange helmet
2. Blue trousers
3. Blue and orange jacket
4. Heavy boots/shoes
5. Gloves
6. They don't have to pay for it.

4. (6 marks: 4, 2)

According to Yasmin, what is the cause of many forest fires? Give details.

Any two: 6 marks; 4, 2

1. Smoking.
2. Lighting fires.
3. Barbecues.
4. Glass.

5. (2 marks)

*What are Yasmin's future plans? Give **one** detail.*

Any one: 2 marks

1. Volunteer
2. Do a training course
3. Become a fire-fighter

Second Part: Telephone Call

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

Where all answers are in German: Award half marks.

1. (3 marks: 2, 1 marks)

What problem is the caller concerned about? Give details.

1. She won't be able to fly/go/travel /home/from Ibiza /to Germany/Düsseldorf.
2. Pilots/Lufthansa are going on strike.

2. (2 marks)

How does the male speaker try to help the caller? Give details.

Any one: 2 marks

1. Organise a flight.
2. He will ring back within the hour.

3. (7 marks: 4, 3)

*What is the **name** and **phone number** of the caller?*

Deduct 1 mark for each incorrect/missing letter:

Name: SCHOLLHAUS (4)

All or nothing:

PHONE NUMBER: 36 92 017 (3)

4. (3 marks)

The phone call is to:

(b) a travel agent (3)

Third Part: Conversation

(19 marks: 6, 4, 6, 3)

Where all answers are in German: Award half marks.

1. (6 marks: 4, 2)

*Herr Köhler has a conversation with his boss. What problems does she mention?
Give details.*

Any two: 6 marks: 4, 2

1. Customers have to wait.
2. He is on his mobile phone/He always has his mobile phone in his hand.
3. He has been late for work.
4. Others are delayed leaving work/going home.

2. (4 marks: (i) 1 mark; (ii) 3 marks: 2, 1)

(i) *How does Herr Köhler react to these comments? Give **one** detail.*

Any one: 1 mark

1. He apologises.
2. He's embarrassed.
3. He says the job is important to him.
4. He makes excuses. **N.B.** Accept any of the reasons given below in part (ii).
5. He agrees with her.

(ii) *What reasons does Herr Köhler give to explain the situation? Give **two** details.*

Any two: 3 marks: 2, 1

N.B. Award mark in (ii) only if not awarded in [(i) 4].

1. He is studying./He is at university.
2. They have a new timetable every day.
3. Sometimes he had to go to class when he was meant to go to work.
4. Sometimes the shop isn't busy.
5. He reads/looks at friends' tweets.
6. He looks at friends' photos.
7. He reads/looks at friends' stories.

3. (6 marks: 4, 2)

What does he promise to do to resolve the issues? Give details.

Any one: 6 marks: 4, 2

1. During the breaks **(4)** use the Internet. **(2)**
2. He will phone **(4)** if his timetable changes. **(2)**

4. (3 marks)

Where does Herr Köhler work?

(d) In a clothes shop **(3)**

Fourth Part: News Bulletin

(38 marks: 9, 9, 12, 8)

Where all answers are in German: Award half marks.

1. (9 marks: (i) 3 marks; (ii) 6 marks: 4, 2)

(i) *What event is taking place in Munich this weekend?*

Any one: 3 marks

1. ISPO (3)
2. An international (1) sports (1) exposition /exhibition / trade fair. (1)
3. Sports gear manufacturers / Nike and Adidas (1) are demonstrating/showing(1) the new products/trends. (1)

(ii) *What types of sport are the most profitable for sports manufacturers?*

Any two: 6 marks: 4, 2

1. Winter sport
2. Outdoor
3. Jogging/running

2. (9 marks: 4, 2, 3 marks)

A knitting project aims at saving penguins in the event of an oil spill. Give details about the project.

Item knitted: Jumper(s) (4)

Number of items sent: 40,000 (2)

Destination of items: Australia (3)

3. (12 marks: (i) 6 marks: 4, 2; (ii) 6 marks: 4, 2)

(i) *What resources are available on a new website commemorating World War I? Give details.*

Any two: 6 marks: 4, 2

1. Information
2. Exhibitions
3. Talks/lectures
4. Films
5. Documents/documentation
6. Materials for schools/classes

(ii) *Where do these resources come from?*

Any two: 6 marks: 4, 2

1. Germany/German regions
2. France
3. England

4. (8 marks: (i) 2 marks; (ii) 6 marks: 4, 2)

(i) *Severe weather conditions are expected for the German North Sea coast region? Give details.*

Any one: 2 marks

1. Thunderstorms
2. Cold front
3. Warm air
4. Hail

(ii) *What is the weather forecast for the rest of Germany? Give details.*

Any two: 6 marks: 4, 2

1. Warm
2. Summer weather/it's summery.
3. 35 degrees

TEXT 1: LESEVERSTÄNDNIS: (60 marks)

(21, 18, 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.

Question 1: (21 marks: (a) 9; (b) 6; (c) 6)

1. (a) *Describe the hotel manager. Give **three** details. (lines 1 – 8)*

Any THREE of the following details: 9 marks (4, 3, 2)

1. He greets Aschenbach like an old friend/he is friendly.
2. Small/short
3. Polite
4. Black beard
5. Black hair
6. Elegant/dark uniform /jacket

- (b) *Describe Aschenbach's room. Mention **three** details. (lines 8 – 16)*

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

1. On the second floor
2. Lovely/nice
3. Dark furniture
4. (It contained) a table
5. (It contained) flowers
6. Large/high window(s)
7. You could see the sea
8. Just right for his holiday

- (c) *What does Aschenbach do after unpacking his suitcase? (lines 17 – 30)*

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

1. He takes the lift/he goes down in the lift.
2. He goes out on to the terrace.
3. He has tea.
4. He goes down the steps/on to the prom.
5. He goes for a walk.
6. He walks past/sees salesmen/stalls (for mussels/cakes/fruit).
7. He sees/observes/looks at/watches other people / tourists.
8. He goes back to the hotel.
9. He goes back to his room.
10. He changes/gets ready for dinner/the evening meal.

Question 2: (18 marks: (a) 6; (b) 4; (c) 8)

(a) *Aschenbach is waiting for dinner in the hotel lobby. Whom does he see there? Give details. (lines 31 – 49)*

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

1. Other hotel guests
2. People from all over the world/many nationalities/people speaking many languages
3. English ladies
4. A Russian family
5. German children
6. A French nanny
7. An old American
8. Three Polish girls
9. A Polish boy

(b) *How does Aschenbach spend his first evening? Give details. (lines 50 – 63)*

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

1. He has dinner.
2. He excuses himself.
3. He goes to the park.
4. He goes to his room.
5. He reads a book.
6. He goes to sleep.

(c) *The following day the weather has changed. Give details and explain how this makes Aschenbach feel. (lines 64 – 80)*

Weather changes:

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

1. It was/got worse.
2. The sun was behind clouds //it was overcast/cloudy.
3. There was a cold wind.
4. The sea was grey.
5. The sky was grey.

How he feels:

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

1. He felt lonely.
2. He had a headache.
3. His eyes hurt.
4. He felt sick.
5. He wondered why he came here/why he was here/what he was doing there.
6. He wondered should he return to Germany/go home.
7. He didn't want to cut his holiday short.
8. He loved Venice.
9. He decided to stay.

Question 3: (16 marks):

(2 marks per heading; 2 marks for correct translation/explanation)

Erster Spaziergang am Meer (2)

First walk by the sea (2)

Gäste aus aller Welt (2)

Guests from all over the world (2) **N.B.** Guest from all over the world: **1 mark only.**

Das Abendessen dauert lange (2)

Dinner takes a long time. (2)

Bleiben oder nicht? (2)

(He doesn't know whether) to stay or not/to stay or to leave. (2)

Question 4: (5 marks: 5 x 1 mark)

2 E; 3 F; 4 B; 5 A; 6 C

TEXT 1: ANGEWANDTE GRAMMATIK (15 marks)

(10, 5)

1. (10 marks: 10 x 1 mark)

Compound words ... say which two words each compound is made up of (5 marks) and what the underlined words in the text mean. (5 marks)

- (ii) Zimmer + Schlüssel (1) room key (1)
- (iii) Ferien + Gäste (1) holiday maker(s)/guest(s)/tourist(s) (1)
- (iv) lang + haarig (1) long hair(ed) (1)
- (v) Abend + Essen (1) dinner/evening meal/supper (1)
- (vi) Kopf + Schmerzen (1) headache (1)

2. (5 marks: 5 x 1 mark)

*The sentences below are based on the **content** of **TEXT I**. Each sentence requires a preposition. Four prepositions are given in each case. Circle the correct preposition.*

Er fuhr mit / zu / auf / nach dem Lift in den zweiten Stock.

Viele Menschen gingen in / beim / am / um Abend spazieren.

Die Leute in der Lobby kamen mit / zu / nach / aus verschiedenen Ländern.

Die Hotelgäste warteten bei / nach / auf / zu ihr Abendessen.

Beim Abendessen bleibt Aschenbach nicht lange auf dem / am / neben dem / zu dem Tisch sitzen.

TEXT II: LESEVERSTÄNDNIS (60 marks)

(18, 21, 8, 8, 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.

Question 1: (18 marks: (a) 9 marks; (b) 9 marks)

(a) The article describes a mini-company developed by students. Give details. (Par. 1)

Any THREE of the following details: 9 marks (4, 3, 2 marks)

1. A school in Roding/Bayern.
2. They work before and after school.
3. It's their own company.
4. It is a coffee shop/café for students.
5. It was developed by 21 girls and boys/ Class 10b.
6. They developed the company/it at the beginning of the school year.
7. Their class teacher helped.
8. Their maths teacher helped.
9. They started the mini-company/it two months ago.
10. It is called *Essbar*.

*(b) The mini-company requires a lot of organisation. Give **three** examples of the tasks involved. (Par. 2)*

Any THREE of the following details: 9 marks (4, 3, 2 marks)

1. Business plan
2. Organisation
3. Capital
4. Contracts
5. Insurance
6. Two students were appointed managers.
7. They assign the duties.
8. Kitchen work
9. Waitressing
10. Decoration
11. Advertising
12. Marketing
13. Finances/money
14. A rotation system
15. Everyone in the class must work/ be involved.

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

(a) *How were the students able to minimise the initial costs? (Par. 3)*

Any THREE of the following details: 9 marks (4, 3, 2 marks)

1. Local companies/firms helped them.
2. Local/private people helped them.
3. They didn't have to buy/were given chairs.
4. They didn't have to buy/were given tables.
5. They didn't have to buy/were given electrical appliances.
6. Parents gave them plates.
7. Parents gave them glasses.
8. Parents gave them cutlery.
9. Students/they made the logo in art class.
10. Students/they set/designed their menu in IT class.

(b) *The 'Essbar' has produced an interesting menu. Give examples of the **food** and **drinks** on offer? (Par. 4)*

**8 marks: (4 marks: 2, 1, 1; and
4 marks: 2, 1, 1)**

**Any SIX details: Any three food items: (4 marks: 2, 1, 1) and
Any three drink items: (4 marks: 2, 1, 1)**

Food: Any THREE

1. Breakfast
2. Bread rolls
3. Butter
4. Jam
5. Fruit
6. Pretzels
7. Cake(s)
8. Biscuits

Drinks: Any THREE

1. Tea
2. Coffee
3. Hot chocolate/cocoa
4. Water
5. Banana milk (shake)
6. Strawberry milk (shake)

(c) *What did the students do before they compiled the menu for the “EssBar”?* (Par. 4)

ONE of the following details: 4 marks

1. Market analysis/research
2. A survey/questionnaire
3. They asked students/teachers what they would like to eat/drink.

Question 3: (8 marks: 5, 3 marks)

*The “Essbar” is not just an alternative to the canteen. Name **two** other ways in which it is successful.* (Par. 5)

Any TWO of the following details: 8 marks (5, 3 marks)

1. They deliver/bring coffee to the staff room/teachers during break.
N.B. If “during break” is missing: 2 marks only
2. Catering for parents’ evenings.
3. Catering for school concerts.
4. They had a Christmas market.

Question 4: (8 marks: 5, 3 marks)

How do the students intend to spend the profit they make? (Par. 6)

They will go on a school tour (**5 marks**) to Italy (**3 marks**)

Question 5: (5 marks: 5 x 1 mark)

	True	False
1. 23 Mädchen und Jungen hatten die Idee für die Mini-Firma.		X (1)
2. Die <i>EssBar</i> wurde vor zwei Monaten geöffnet.	X (1)	
3. Die <i>EssBar</i> befindet sich im zweiten Stock der Schule.		X (1)
4. Die Schüler mussten alle Möbel selber kaufen.		X (1)
5. Mit dem Gewinn finanzieren sie eine Klassenreise.	X (1)	

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 Kristina. (25 – 30 words)

*Sie: Hallo Kristina. Ich möchte dir ein paar Fragen über die „Essbar“ stellen.
Wer hatte die Idee, ein Schülercafé zu eröffnen?*

A. (2) Kristina: Die Schüler / Mädchen und Jungen (1) in meiner Klasse / der Klasse 10b (1) ODER Meine Klasse/Die Klasse 10b (2).

N.B. Use of Wir: 1 mark only

Sie: Welche Aufgaben und Jobs gibt es in der „EssBar“?

B. (2) Kristina: (Jobs als) Manager, Bedienung, Dienst in der Küche, Jobs in der Dekoration, Werbung, Marketing und in Finanzen.

(Any two jobs / tasks: 2 x 1 mark)

Sie: Wer hat euch Möbel und Elektrogeräte gegeben?

C. (1) Kristina: Lokale Firmen / Privatpersonen (1)

Sie: Das Schülercafé in der Mittagspause läuft gut. Was für andere Aktivitäten organisiert ihr?

D. (2) Kristina: Die „EssBar“ bringt auch Kaffee auf Bestellung ins Lehrerzimmer/ und macht Catering für Schulveranstaltungen / für Elternabende / für Schulkonzerte / für den Weihnachtsmarkt.

(Any two activities: 2 x 1 mark)

Sie: Und was wollt ihr mit dem Geld machen, das ihr verdient?

E. (1) Kristina: Wir machen eine Klassenfahrt. / Wir fahren nach Italien. (1)

Sie: Vielen Dank für das Interview, Kristina, und alles Gute für euer Cafe!

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. Write W.O. in the left-hand margin.

See page 19: use the left-hand scale (0-7) to award Expression mark (Ex.)

OR

(b) Bewerbung schreiben (25 – 30 words)

A. (2) *Give your name, age and country of origin.*

Ich heiße Ich bin ... Jahre alt. Ich komme aus Irland.

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

B. (1) *State how long you have been learning German.*

Ich lerne seit ... Deutsch. (1)

C. (2) *Say where and what you are studying.*

Ich studiere Deutsch/Geschichte (1) an der Uni / in Tübingen. (1)

D. (2) *Mention your previous experience as a waiter / waitress.*

Ich habe in einem Restaurant/als Kellner(in) gearbeitet. (2)

*N.B. Place of work/Job: D1
Use of past tense/seit: D1*

E. (1) *Write when you could start working.*

Ich kann nächste Woche/am Montag ... beginnen. (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 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. 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)

(8, 8, 6, 8, 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.

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

According to the *introduction* what can you do with a smartphone? Give **three** details.

Any THREE of the following details: 8 marks: 4, 3, 1

1. Make phonecalls
2. Text friends
3. Find out what's new
4. Check status / update/go on Facebook/Twitter
5. Upload / share / post photos

Question 2: (8 marks (a) 4 (b) 4)

(a) *What problems does David have on the **first day** without his phone? Give details.*

(Par. 1)

Any TWO of the following details: 4 marks: 3, 1

1. He has no alarm (clock).
2. His mother has to wake him up.
3. He was nearly late for school.
4. He was nearly late for an English test.
5. It's hard to find someone without texting.
6. He found it difficult to find his girlfriend in the disco.

(b) *How is David's evening different when he goes out without his phone? Give details.*

(Par. 2)

Any ONE of the following details: 4 marks

1. He doesn't send text messages.
2. He doesn't check his Facebook.
3. He talks to his friends.
4. He doesn't type on his mobile.

Question 3: (6 marks: 3, 2, 1 marks)

On the *fifth day* of the experiment David experiences some difficulties. Explain, giving **three** details. *(Par. 3)*

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

1. It was snowing.
2. The road was icy/it was minus 3.
3. The car in front braked.
4. A car had skidded/went off the road/ into a field.
5. His mobile is at home/he doesn't have his mobile/ he has no means of making contact.
6. Another driver has to contact the police.

Question 4: (8 marks)

*What does David realise on the **last day** of his experiment? (Par. 4)*

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

1. He is glad/looking forward to tomorrow.
2. He'll be able to text.
3. He'll be able to go on Twitter.
4. He can survive/manage without his mobile phone.
5. It is difficult without a mobile phone.
6. There is life without a mobile phone.

Question 5: 10 marks: (5 x 2 marks)

1B; 2A; 3C; 4D; 5C

Guidelines for marking Expression in *Äußerung zum Thema (a) and (b) / Schriftliche Produktion (a) and (b)*: Expression (Ex.) marked out of 10 or 7.

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

Errors: Mark in red, circle repeated errors, do not repenalise. 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 in the *Schriftliche Produktion* is 7 or less, use the reduced (0-7) for Expression and write “Lower Ex.” to indicate this.

Expression marks

Äußerung

Or *Schr. Prd.*

Lower Ex. *Schr. Prd.*

If C ≤ 7 **Full Scale**

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 more often than not, 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 (Ex = 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 a 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
(Start = 5, Content = 15, Expression = 10)

(a) Letter

St. (5)

Complete the first paragraph by inserting the appropriate sentence halves. **(5 x 1 mark)**

- das du mir geschickt hast **(1)**
- darüber gefreut **(1)**
- zum Geburtstag bekommen **(1)**
- für ein Auto **(1)**
- Meine Eltern zahlen **(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. (4)** Say that you have a summer job **(1)** and give **ANY THREE details (A1+ A1 + A1)** about it e.g.: pay, working hours, what you do ...
- B. (5)** Tell your friend that you want to buy a car **(1)** with the money. **(1)**
Mention make / model **(1)**
Age **(1)**
Price of the car **(1)**
- C. (2)** Give **ANY TWO details (C1 + C1)** about what you can do when you have your own car.
Look for different details like going to/visiting friends, driving to different places / towns / countries ...
N.B. Other possible answers are allowed
- D. (1)** Tell your friend that you will post a picture of your new car on Facebook. **(1)**
- E. (2)** Say how much time you spend on the internet. **(1)**
Ask Robert/a how many followers (*Follower*) he/she has on Twitter. **(1)**
- Cl. (1)** Write a suitable closing sentence.

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.

(b) Picture Story

St. (5)

Complete the first paragraph by inserting the appropriate sentence halves. **(5 x 1 mark)**

- der fünfte Mai **(1)**
- das Abitur begonnen **(1)**
- gerade die Englischprüfung **(1)**
- ziemlich schwer **(1)**
- er eine gute Note bekommen will **(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.

Guidelines for marking of content:

- (i) THREE relevant points of information per picture.**
- (ii) Each point of information must contain a verb.**

A. (3) Picture 2: **three** relevant points of information: **3 x 1 mark**

B. (3) Picture 3: **three** relevant points of information: **3 x 1 mark**

C. (3) Picture 4: **three** relevant points of information: **3 x 1 mark**

D. (3) Picture 5: **three** relevant points of information: **3 x 1 mark**

E. (3) Picture 6: **three** relevant points of information: **3 x 1 mark**

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

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.

Teil 1

(Interview mit Yasmin)

Sprecher: Heute sprechen wir in unserer Sendung über Freizeit. Wir haben die sechzehnjährige Yasmin bei uns im Studio. Yasmin, du verbringst deine Freizeit in einer Jugendgruppe bei der deutschen Feuerwehr. Warum?

Yasmin: Also, es macht einfach ganz viel Spaß bei der Jugendfeuerwehr. Man lernt viele neue Leute kennen und schließt feste Freundschaften. Außerdem lernt man viel bei der Teamarbeit in der Gruppe, und wir machen auch oft zusammen tolle Camping-Ausflüge oder Fahrradtouren.

Sprecher: Sind solche Feuerwehrgruppen beliebt bei jungen Leuten?

Yasmin: Oh ja! In Deutschland gibt es 18 000 Gruppen, die insgesamt 260 000 Mitglieder im Alter von elf bis achtzehn Jahren haben.

Sprecher: Welche Aufgaben hat die Jugendfeuerwehr?

Yasmin: Also, wir machen viele praktische Übungen im Trainingsraum und draußen in der Natur. Wir lernen auch das Feuerwehrauto mit seinen Geräten genau kennen. Wenn irgendwo ein Feuer ist, fahren aber nur die erwachsenen Feuerwehrleute zum Einsatz. Für uns wäre das zu gefährlich. Wir üben erst einmal, wie man ein Feuer richtig löscht, wie Wasser aus einem See oder Fluss gepumpt wird, und wir lernen, wie man bei einem Unfall erste Hilfe leistet.

Sprecher: Tragt ihr bei den Übungen spezielle Kleidung?

Yasmin: Ja, wir tragen eine Uniform. Sie besteht aus einem orangen Helm mit dem Jugendfeuerwehr-Zeichen, einer blauen Hose und einer blau-orangen Jacke. Dazu noch feste Schuhe mit Stahlkappen, aus Sicherheitsgründen, sowie Handschuhe.

Sprecher: Müsst ihr die Uniform selbst bezahlen, und was kostet die Mitgliedschaft in der Jugendfeuerwehr im Jahr?

Yasmin: Die Uniform ist kostenlos, und wir bezahlen keine Mitgliedsbeiträge.

Sprecher: Im Sommer kommt es oft zu Waldbränden. Welche Gründe gibt es dafür?

Yasmin: Hauptsächlich zwei: erstens gibt es immer wieder Leute, die im Wald rauchen, Feuer machen oder grillen, obwohl das strengstens verboten ist.

Und zweitens werden oft Flaschen aus Glas liegen gelassen. Das Glas wirkt wie ein Brennglas und kann Feuer verursachen!

Sprecher: Kannst du dir vorstellen, Feuerwehrfrau zu werden?

Yasmin: Ja, auf jeden Fall! Meine Freundinnen sagen zwar „Das ist nichts für dich, das ist doch eher was für Jungs“, aber ich habe vor, nach der Schule zur Freiwilligen Feuerwehr zu gehen. Vielleicht mache ich sogar eine zweijährige Berufsausbildung und werde Berufsfeuerwehrfrau!

Sprecher: Na dann, viel Glück, Yasmin, und danke für das Gespräch.

Teil 2

(Telefonanruf)

Angestellter: Reisebüro Göttingen, Schäfer am Apparat. Wie kann ich Ihnen helfen?

Schollhaus: Ja, guten Tag, hier Amelie Schollhaus. Ich bin, ehrlich gesagt, etwas verzweifelt. Und zwar bin ich gerade im Urlaub auf Ibiza und sollte morgen, am Samstag, wieder zurück nach Düsseldorf fliegen. Aber jetzt habe ich gerade erfahren, dass die Piloten der Lufthansa ab morgen streiken! Was für eine Katastrophe! Dann fliegt doch mein Flugzeug nicht, und wie soll ich dann zurück nach Deutschland kommen?!

Angestellter: Frau Schollhaus, beruhigen Sie sich doch bitte erst mal. Müssen Sie denn unbedingt morgen wieder nach Deutschland fliegen?

Schollhaus: Ja, das ist es doch gerade. Ich habe am Montag ein Vorstellungsgespräch bei einer Marketingfirma, das ich auf keinen Fall verpassen darf! Und ich muss mich auch noch vorbereiten. Ach, warum habe ich nur diesen dummen Urlaub gebucht ...!

Angestellter: Nur keine Panik. Wir werden Sie schon rechtzeitig nach Deutschland zurückbringen. Mit welchem Flug wollten Sie denn morgen zurückfliegen?

Schollhaus: Moment, also, ja, der Flug sollte morgen um neun Uhr fünfundzwanzig hier in Ibiza starten und um elf in Düsseldorf landen.

Angestellter: In Ordnung, Frau Schollhaus. Ich werde nachsehen, ob bei einer anderen Fluggesellschaft noch ein Platz frei ist. Geben Sie mir doch bitte Ihre Telefonnummer, und ich werde sehen, ob ich einen früheren Flug für Sie bekommen kann.

Schollhaus: Oh, da wäre ich Ihnen so dankbar! Meine Nummer ist 0175-36 92 017.

Angestellter: 0175-36 92 017. Und Ihren Namen schreibt man mit Doppel-L?

Schollhaus: Ja, genau. S-C-H-O-L-L-H-A-U-S.

Angestellter: Ok, Frau Schollhaus. Ich rufe Sie innerhalb der nächsten Stunde zurück.

Schollhaus: Vielen herzlichen Dank!

Angestellter: Gern geschehen. Dafür sind wir hier im Reisebüro doch da! Auf Wiederhören!

Schollhaus: Auf Wiederhören!

Teil 3

(Gespräch)

Chefin: Herr Köhler, kann ich Sie kurz in meinem Büro sprechen?

Köhler: Worum geht es denn, Frau Pässler?

Chefin: Ja, Herr Köhler, Sie arbeiten ja jetzt schon seit drei Wochen in unserem Modegeschäft, und ich muss Ihnen leider mitteilen, dass ich einige Beschwerden über Sie bekommen habe. Einige Kunden sagen, dass sie lange warten müssen, weil Sie, Herr Köhler, ständig mit Ihrem Handy beschäftigt sind. Außerdem sind Sie jetzt einige Male zu spät zur Arbeit gekommen, weswegen andere Mitarbeiter nicht rechtzeitig nach Hause gehen konnten.

Köhler: Ja, entschuldigen Sie bitte – das mit dem Zuspätkommen ist mir echt peinlich, und mein Teilzeitjob ist mir wichtig! Aber ich studiere jetzt an der Uni, und wir haben jeden Tag einen neuen Stundenplan. Und ein paar Mal hatte ich plötzlich Unterricht, als ich zur Arbeit kommen wollte!

Chefin: Aha, ich verstehe. Aber Sie hätten uns doch informieren können! – Und was ist mit dem Handy, das Sie immer in der Hand haben?

Köhler: Naja ... also, manchmal sind ja nicht so viele Kunden im Geschäft, und ich lese gern die Tweets von meinen Freunden. Sie haben immer so viele lustige Fotos und Geschichten ...

Chefin: Das mag ja sein, Herr Köhler, aber der Laden ist sicher nicht der richtige Ort dafür. Wir sind ein Modehaus mit langer Tradition, und wir wollen unseren Kunden einen guten Service bieten.

Köhler: Ja, ich helfe den Kunden doch auch, wenn sie mich was fragen ...

Chefin: Das ist auch gut. Aber wissen Sie, Herr Köhler, guter Service heißt auch, die Kunden nach ihren Wünschen zu fragen, ihnen bei der Auswahl behilflich zu sein und sich um Ordnung zu kümmern. Eigentlich gibt es immer etwas zu tun.

Köhler: Sie haben ja Recht – es tut mir Leid. Ich werde ab sofort nur noch in der Pause ins Internet gehen. Und wenn sich mein Stundenplan an der Uni nochmal ändert, dann rufe ich Sie an.

Teil 4

Sprecher 1: Die Nachrichten. München. Dieses Wochenende beginnt die internationale Sportausstellung ISPO. 2500 Sportartikelhersteller wie Adidas und Nike sind in München, um die neuesten Trends und Produkte im Sport sowie Freizeit und Fitness zu zeigen. Dazu gehören neue, leichtere Materialien und Produkte, die Sportverletzungen verhindern. Der deutsche Sportfachhandel boomt: allein im letzten Jahr stiegen die Umsätze auf 7,34 Milliarden Euro. Die profitabelsten Bereiche sind Wintersport, Outdoorsportarten und Laufen.

Sprecher 2: Hamburg. Angelika Regenstein aus Hamburg hat ein ungewöhnliches internationales Umweltschutzprojekt mitorganisiert. Tausende Menschen in verschiedenen Ländern haben über 40 000 Pullover für Pinguine auf einer australischen Insel gestrickt. Diese Strickpullover können Pinguinen das Leben retten. Bei Ölkatastrophen werden Pinguine von Öl verschmutzt. Sie verschlucken das Öl, wenn sie sich putzen, und sterben daran. Wenn sie aber einen Pullover tragen, bleibt das giftige Öl in der Wolle, so dass man die Pinguine in Ruhe waschen kann.

Sprecher 1: Berlin. Im Sommer dieses Jahres vor einhundert Jahren begann der Erste Weltkrieg. Aus diesem Anlass haben die Landeszentralen für politische Bildung ein Themenportal im Internet gestartet, auf dem Interessierte viele Informationen zum Ersten Weltkrieg erhalten können. Auf der Seite www.politische-bildung.de werden Ausstellungen, Vorlesungen, Filme, Dokumentationen und Materialien für den Schulunterricht angeboten. Die Beiträge stammen aus verschiedenen deutschen Regionen sowie aus Frankreich und England.

Sprecher 2: Und nun zum Wetter. In den kommenden Tagen wird es an der Nordseeküste zu starken Gewittern kommen. Grund dafür ist der Zusammenstoß von sehr warmer Luft mit einer Kaltfront. Experten warnen, dass an vielen Orten auch mit Hagel zu rechnen ist. Für den Rest Deutschlands bleibt das warme Sommerwetter mit Tageshöchsttemperaturen um 35 Grad weiterhin unverändert.

Blank Page

Blank Page

Blank Page

