



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2015**

**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 18.

**LISTENING COMPREHENSION TEST: (100 marks: 16, 31, 15, 38)**

**First Part: Interview with Elyas M'Barek**

**(16 marks: 5, 2, 1, 6, 2)**

**Where all answers are in German: Award half marks.**

**1. (5 marks)**

*Describe Elyas's part as Cem in the TV series "Türkisch für Anfänger".*

**Any ONE of the following details: 5 marks**

- (a) It was his first/a big/main role.
- (b) He played a Turkish boy.
- (c) 17 (years old)
- (d) (Started in) 2006

**2. (2 marks: (i) 1 mark; (ii) 1 mark)**

**(i)** *What is a Patchwork-Familie, according to Elyas?*

**Any ONE of the following details: 1 mark**

- (a) Children have different parents.
- (b) The parents may have been married before.

**(ii)** *What issues can cause problems in Patchwork-Familien? Give details.*

**Any ONE of the following details: 1 mark**

- (a) Living together
- (b) Lack of harmony/conflict/fighting
- (c) One must get to know the others.
- (d) Cultural (difficulties/problems)
- (e) Religious (difficulties/problems)

**3. (1 mark)**

*Elyas gives tips to future actors. Give one detail.*

**Any ONE of the following details: 1 mark**

- (a) Go to acting school/train as an actor.
- (b) Don't drop out of school/finish school
- (c) One needs to be lucky.

**4. (6 marks)**

*How was Elyas able to combine school and acting?*

**Any ONE of the following details: (6 marks)**

- (a) The producer **(3)** understood/was understanding. **(3)**
- (b) They filmed/acted **(3)** in the afternoons. **(3)**
- (c) They filmed/acted **(3)** at weekends. **(3)**
- (d) They filmed/acted **(3)** during the holidays. **(3)**

**5. (2 marks)**

*What does Elyas say about his recent films?*

**Any ONE of the following details: 2 marks**

- (a) He was in “Die Welle” / “Die Welle” was a career highlight.
- (b) He is grateful.
- (c) He plays different roles.
- (d) He works with fantastic actors.
- (e) He works in Germany.
- (f) He works abroad.

**Second Part: Telephone Call**  
**Where all answers are in German: Award half marks.**

**(31 marks: 8, 13, 7, 3)**

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

**(i)** *Who is the programme for?*

- Primary school (2) children/pupils. (4)

**(ii)** *How long does the programme last?*

- Two weeks. (2)

**2. (13 marks: 6, 4, 3)**

*What activities are on offer?*

**Any THREE of the following details: 13 marks: 6, 4, 3**

- (a) They will learn English/ It is through/in English *N.B. English classes/course: 0 marks*
- (b) They will go to the beach.
- (c) They will play games.
- (d) They will play sport(s).
- (e) They will go hiking.
- (f) They will have camp fires.

**3. (7 marks: 4, 3)**

*What is the **name** and **phone number** of the person receiving the call?*

**Deduct 1 mark for each incorrect/missing letter:**

**Name:** HEMMECKE (4)

**All or nothing:**

**PHONE NUMBER:** 0177 – 2130 892 (3)

**4. (3 marks)**

*The phone call is from*

- (a) a children's language club (3)

### Third Part: Conversation

(15 marks: 4, 3, 5, 3)

Where all answers are in German: Award half marks.

**1. (4 marks)**

*What plans does Andreas's mother have for the afternoon?*

**Any ONE of the following details: 4 marks**

- (a) She is planning a BBQ (3) (in the) garden. (1)
- (b) The grandparents (3) are visiting. (1)
- (c) He can tell (them) (3) about his job. (1)

**2. (3 marks)**

*What news does Andreas have for his mother? Give details.*

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

- (a) He has turned down the job in the hotel.
- (b) He has got a job.
- (c) He will be starting in three weeks.
- (d) He will work on a liner/ship.
- (e) He will work as a receptionist.
- (f) He will be away/abroad for five months.
- (g) He will travel/the cruise will go around the world/as far as Antarctica.

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

**(i)** *What is his mother's reaction to this news? Give details.*

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

- (a) She asks him questions.
- (b) She is shocked/She isn't happy/She thinks it's not a good idea.
- (c) She says she has to sit down.
- (d) The job in the hotel would have been ideal.
- (e) He could have continued to live/stay with them/at home/be nearby.
- (f) His three year training as a hotel manager is wasted.
- (g) She says she needs time to get used to the idea.

**(ii)** *Andreas believes he has made the right decision. Give details.*

**Any ONE of the following details: 2 marks**

- (a) He wanted to/will go abroad/travel the world.
- (b) He was offered the position (1) because of his training (1).
- (c) He was offered the position (1) because of his good knowledge of English (1).
- (d) It will be a fantastic experience / it will be fantastic.
- (e) The job will look good on his CV.

**4. (3 marks)**

*What does Andreas's girlfriend plan to do?*

- (d) get work experience with the EU (3)

**Fourth Part: News Bulletin**  
**Where all answers are in German: Award half marks.**

**(38 marks: 6, 18, 2, 12)**

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

**(i)** *What does this special 2-euro coin commemorate?*

25 years **(2)** of German re-unification/unity **(1)**

**(ii)** *How many of these coins has Germany produced in total?*

30 million **(3)**

**2. (18 marks: (i) 8 marks; (ii) 10 marks: chores 2 x 4 marks; percentages 2 x 1 mark)**

**(i)** *Name one country that participated in this survey.*

**Any ONE of the following countries: 8 marks**

- (a) Germany
- (b) Austria
- (c) Switzerland

**(ii)** *The percentage of men who like to do household chores has increased. Name two chores and give the percentages.*

**4 marks each for any TWO correct household chores AND  
1 mark each for the correctly corresponding percentages.**

Household chore	Percentage
Go shopping	77%
Cook/Prepare food	71%
Take out the rubbish	59%
Laundry/washing	35%
Clean/tidy	29%

**3. (2 marks)**

*An engagement ring was the cause of an incident. Give details.*

**Any ONE of the following details: 2 marks**

- (a) (It happened at Speyer) train station.
- (b) A man had an argument with his fiancée/girlfriend.
- (c) He was angry.
- (d) He threw his ring onto the tracks.
- (e) He regretted this.
- (f) The pair/the couple started to search (the tracks).
- (g) An employee **(1)** stopped (two) train(s). **(1)**
- (h) The ring was found.
- (i) The couple was fined/had to pay **(1)** €300. **(1)**



**4. (12 marks: (i) 4 marks (ii) 8 marks: 4, 4)**

**(i)** *Describe the weather on Wednesday evening. Give details.*

**Any ONE of the following details: 4 marks**

- (a) The heatwave came to an end.
- (b) Thunder(storms)
- (c) Rain/shower(s)
- (d) Flooding
- (e) Lightning

**(ii)** *What is the weather outlook for the weekend?*

**8 marks: 4 + 4**

- (a) Cool(er) **(4)**
- (b) 17 degrees **(4)**

**TEXT I: LESEVERSTÄNDNIS: (60 marks)**

**(12, 27, 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. (12 marks: (a) 8; (b) 4)**

**(a) 8 marks: 4, 3, 1**

**(a)** *What do we learn about Conny from the form she has to complete? (lines 1 – 6)*

**Any THREE of the following details: 4, 3, 1**

1. Her second name/her surname / She is (Conny) Lebermann.
2. Her age/ She is 16.
3. The type of school she attends/ She attends a Hauptschule/a secondary school.
4. She would like to be a shop/sales assistant/ to work in a shop.
5. She likes listening to music / likes hanging around.

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

*Conny's visit to the state employment agency is a negative experience for her. Give details. (lines 13 – 27)*

**Any TWO of the following details: 3, 1**

1. The woman there gets on her nerves.
2. The woman believes/people believe she is a foreigner.
3. The woman calls her neighbourhood/estate "Ameisensiedlung" / "Little Chicago" / the woman has a negative opinion about/insults her neighbourhood / estate.

**N.B. Accept "racist attitude" as a global description of the woman's comments/behaviour.**

4. The woman is arrogant.
5. She jumps up angrily/violently/abruptly.
6. The woman's coffee mug is knocked over.
7. Conny storms out of the room.
8. She (only) wants to go home.
9. She doesn't want to go for pizza.

**2. (27 marks (a) 10; (b) 8; (c) 9)**

**(a) 10 marks: 4, 3, 2, 1**

*What details are given about Conny's neighbourhood, the Ameisensiedlung? Mention four. (lines 28 – 40)*

**Any FOUR of the following details: 10 marks: 4, 3, 2, 1**

1. It is half an hour (by tram) from the city centre.
2. It consists of high-rise buildings / apartment blocks/complex.
3. Poor people live there / people living here can't afford to live in a better area.
4. It was planned/started/built twelve years ago/it is twelve years old.
5. It was planned as a modern neighbourhood/estate/part of the city.
6. There were supposed to be green fields/areas./There are no green areas.
7. There were supposed to be play grounds.
8. There are no play grounds.
9. Many children live there.
10. Nobody wants the people who live here./The people who live here are unwanted by anyone else.

**(b) 8 marks: (i) 4 marks; (ii) 4 marks**

(i) Describe Conny's building and flat.

(ii) Give details about her family. (lines 41 – 53)

**(i) Her building and flat: 4 marks: 3, 1**

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

1. It's grey
2. On the fifth floor
3. A two-roomed (apartment) (Allow: 'two-bedroomed')
4. The elevator/lift doesn't work / never works.
5. The stairs/steps are dirty.
6. There is graffiti.

**(ii) Her family: 4 marks: 3, 1**

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

1. There are four in her family.
2. Her mother is thirty years old.
3. Her mother is unemployed.
4. She has two brothers.
5. Her brothers are in school / go to school.

**(c) 9 marks: 3, 3, 3**

Describe Conny's three closest friends. (lines 54 – 68)

**Andi: 3 marks: 2, 1**

**Any TWO of the following details: 2, 1**

1. He is cool/the coolest.
2. He is her best mate.
3. He does great graffiti.
4. The police greet him / call him by his name / know him well.

**Benni: 3 marks: 2, 1**

**Any TWO of the following details: 2, 1**

1. Benni is tall/big.
2. He is strong.
3. He is a softie/sensitive.
4. He tries to help others/everyone.
5. He sees that she is hungry.
6. He gives her half of/some of/a piece of his pizza.

**Michi: 3 marks: 2, 1**

**Any TWO of the following details: 2, 1**

1. He is intelligent.
2. He discusses politics.
3. He goes to the theatre.
4. He reads the papers.
5. He has dreadlocks.
6. He wears a Che Guevara T-Shirt.

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

2. **Connys Stadtteil (2)**

Conny describes her neighbourhood/estate/part/area of the city/where she lives (2)

3. **Kein Essen im Haus (2)**

There is nothing to eat in the fridge/at home (2)

4. **Jungs – keine Mädchen (2)**

Only boys – no girls/She has just boys as friends/she doesn't have any girls as friends (2)

5. **Gute Freunde teilen alles (2)**

Good friends share everything (2)

4. (5 marks; 5 x 1 mark)

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

**TEXT 1: ANGEWANDTE GRAMMATIK (15 marks)**

**(10, 5)**

**1. (10 marks: 10 x 1 mark)**

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

- (i) Kaffee + Tasse **(1)** coffee cup / mug **(1)** **N.B.** Cup of coffee: 0 marks
- (ii) Innen + Stadt **(1)** inner city **(1)**
- (iii) Spiel + Plätze **(1)** play ground(s)/area/place **(1)**
- (iv) arbeit(s) + los **(1)** unemployed **(1)**
- (v) Einkauf(s) + Zentrum **(1)** shopping centre **(1)**

**2. (5 marks: 5 x 1 mark)**

Sie will lieber zu / in / nach / auf Hause gehen, als Pizza zu essen.

In der Ameisensiedlung wohnen viele Menschen ohne / zu / für / an Geld oder Arbeit.

Conny kann nicht bei / an / zu / mit dem Lift fahren, weil er kaputt ist.

Sie trifft ihre Freunde aus / am / von / über Einkaufszentrum.

Conny bekommt eine halbe Pizza neben / mit / von / gegenüber Michi.

**TEXT II: LESEVERSTÄNDNIS (60 marks)**

**(6, 14, 30, 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. (6 marks)**

*What information does the **introduction** give about the people leaving Germany?*

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

1. The number (of emigrants) has reached new records.
2. More Germans are going abroad.
3. (They are) young people
4. (They are) highly qualified people
5. (They are) looking for good / better paid jobs
6. They emigrate to: Switzerland, North America, Great Britain.

**N.B. Two of the three countries must be correct for the available mark(s)**

**2. (14 marks: (a) 6; (b) 6; (c) 2)**

**(a) 6 marks**

*What type of person is choosing to emigrate? (Par. 1)*

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

1. People who want a university career in the US.
2. People who want a manager job in Switzerland.
3. Under 35
4. (Most of them are) childless
5. (65 % of them) have a university diploma
6. (60 % of them) are men
7. Doctors
8. Computer specialists
9. Scientists

**(b) 6 marks**

*What are their reasons for this decision? (Par. 2)*

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

1. They want to get/make/have a career.
2. They see/there are better chances abroad.
3. Taxes are high.
4. Too much bureaucracy
5. Working day is long.
6. They want to see new things/something new.
7. They want to earn a lot of money.
8. They want to take advantage of the global market.

**(c) 2 marks**

*What effect will ongoing emigration have on Germany's job market? (Par. 3)*

**Any ONE of the following details: 2 marks**

1. By / In 2016, **(1)** 70 000 scientists / 85 000 engineers will be missing/be needed. **(1)**
2. German companies/Germany/ will recruit **(1)** from abroad / from Ireland. **(1)**

**3. (30 marks: 3 x 10)**

Fill in the grid below, using the information from paragraphs 4, 5 and 6.

Name:	Julia Saathoff (10 marks: 2, 2, 6)	Hans Latta (10 marks: 2, 2, 6)	Mark Rehker (10 marks: 2, 2, 6)
Working where?	London (2)	Austria / Graz (2)	Denmark (2)
Profession:	Project manager / architect (2)	Business man / Started own business (2)	Engineer (2)
Reason for/ advantages of leaving Germany:	<b>Any 1 detail: 6 marks</b> 1. Couldn't find a job where she is <u>happy</u> 2. Loves her work/job 3. Friendly atmosphere / lots of friends 4. Colleagues call each other by first name	<b>Any 1 detail: 6 marks</b> 1. <u>Easy</u> to start your own business/company 2. Got kindergarten places for children 3. Can go skiing /can go to the Alps	<b>Any 1 detail: 6 marks</b> 1. More flexible work conditions/job/hours 2. Family friendly 3. Can go home at 3/ 3:30 to (mind) his <u>daughter</u>

**4. (10 marks: 5 x 2)**

Based on **TEXT II**, indicate whether the following statements are **true** or **false**:

**10 marks: 5 x 2**

- True (2 marks)
- False (2 marks)
- False (2 marks)
- True (2 marks)
- False (2 marks)

**TEXT II: ÄUßERUNG ZUM THEMA (15 marks)**

**(Content = 8, expression = 7)**

Content (C) and Expression (Ex) to be marked consecutively.

(a) Complete Julia's part of the dialogue below based on the information given in TEXT II  
(Write 25-30 words)

*Sie: Hallo, Julia. Sagen Sie bitte, was haben Sie in Deutschland gemacht?*

**A: 2 Julia: Ich habe Architektur studiert. / Ich habe in zwei Büros gearbeitet. (A2)**

*Sie: Und seit wann arbeiten Sie in London?*

**B: 1 Julia: Seit drei Jahren. (B1)**

*Sie: Was machen Sie in Ihrem Job?*

**C: 2 Julia: Ich arbeite als Projektmanagerin. (C1)      UND**

**Ich arbeite am Design eines Privathauses. (C1)**

*Sie: Gibt es Probleme an Ihrem Arbeitsplatz?*

**D: 1 Julia: Any ONE of the following for D1**

**Nein./ Es gibt keine Probleme./ Ich liebe die Arbeit/das Arbeitsklima. / Die Atmosphäre ist sehr freundlich. / Ich habe viele Freunde. / Ich bin glücklich. / Ich habe einen tollen Job. / Alle sprechen sich mit Vornamen an. (D1)**

*Sie: Kommen Sie gut mit den Kollegen aus?*

**E2: Julia: Any TWO of the following for E1 + E1:**

**Ja. / Ich komme gut mit den Kollegen aus. / Ich habe viele Freunde hier. / Alle sprechen sich mit Vornamen an. / Die Atmosphäre ist sehr freundlich. / Ich liebe das Arbeitsklima.**

**N.B. For the points which are common to D and E, award ONCE only**

**Guidelines for marking expression in Äußerung**

**N.B.** Bracket off irrelevant content [.....] and 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.

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

**See page 18: use the left-hand scale (0-7) to award expression mark (Ex.)**



## OR

### (b) E-mail schreiben (25-30 words)

Content (C) and Expression (Ex) to be marked consecutively.

Write an e-mail in **German**, using the following points:

A. (1) *Say you want to go on a ski trip to Austria*

Any ONE of the following for A1:

**Ich möchte Skiferien / Skiurlaub in Österreich machen.**

**Ich möchte in Österreich skifahren.**

**Ich möchte/werde nach Österreich fahren.**

B. (2) *State for how many people you want to book and what ages you are*

**Ich möchte für .... Personen buchen / für ... Jungen/Mädchen buchen (B1).**

**Wir sind ... Jahre alt. (B1)**

C. (1) *Say you want to stay for a week*

**Ich möchte/Wir möchten eine Woche bleiben. (C1) ODER**

**Ich möchte/Wir möchten (für) eine Woche buchen (C1)**

D. (2) *Ask which is better for skiing: Christmas or Easter*

**Ist Weihnachten oder Ostern (D1) besser (zum Skifahren) (D1) ODER**

**Wann kann man besser skifahren? (D1) (Zu) Weihnachten oder Ostern? (D1)**

E. (2) *Ask whether you can hire skis there*

**Können wir / Kann ich (E1) Ski(er) leihen / bekommen? (E1) ODER**

**Muss ich/ müssen wir (E1) Ski(er) mitbringen/ leihen? (E1)**

### Guidelines for marking expression in Äußerung

**N.B.** Bracket off irrelevant content [.....] and 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 a double line under mistakes in verb endings and word order. Write W.O. in the left-hand margin.

**See page 18: use the left-hand scale (0-7) to award expression mark (Ex.)**

**TEXT III: LESEVERSTÄNDNIS (40 marks)**

**(6, 12, 7, 5, 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. 6 marks: (i): 2; (ii) 4 marks: 3, 1**

*Benedikt wants to take time out before he starts college. What does he want to do?  
How does he prepare for this? (Par. 1)*

**What? Any ONE of the following details: 2 marks**

1. To travel
2. A social project

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

1. He searches the internet/on *ausland.org*.
2. (He wonders) where he should travel to.
3. (He wonders) what kind of a project he wants to do.
4. (He wonders) how long he wants to stay.  
*Allow global "he asks himself questions" = 1 mark*

**2. (12 marks) (a) 6; (b) 6**

**(a) 6 marks: 2, 2, 2**

*Describe the project he chooses. (Par. 2)*

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

1. Teaching (1) English (1)
2. From first class (1) up to eighth class (1)
3. At a primary (1) and secondary school (1)
4. In Mombasa/Kenya (1) for 8 weeks (1)
5. He has to pay/it costs (1) 400 Euro. (1)

**(b) Upon arrival in Kenya he gets a surprise. Give details. (Par. 3)**

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

1. He stays with a German host.
2. At a beautiful beach.
3. His work/He starts in the second week.
4. He goes on trips.
5. He gets to know/sees a lot of Mombasa/the (surrounding) area.

**3. (7 marks: 3, 2, 1, 1)**

*Give details about the school and his first day there. (Par. 4)*

**Any FOUR of the following details: 7 marks: 3, 2, 1, 1**

**N.B. The four details cannot all come from the same category (a) and (b) i.e. only a maximum of three details is allowed from one category, the fourth detail must come from the other category.**

**(a) The school:**

1. The school consists of three buildings.
2. Eight classrooms / two buildings contain classrooms.
3. A room for teachers
4. 37 in his class / his class is much bigger than in his school in Stuttgart.

**N.B. Point 4 above can be accepted as a “first day” detail**

**(b) The first day:**

1. He is shocked.
2. The students all smile at him/are friendly to him.
3. They want to know where he is from.
4. They sing a Kenyan song for him.
5. They say ‘welcome’ in German//he feels /is made welcome.

**4. 5 marks: 3, 2**

*During his time as a teacher, Benedikt learns a lot from his pupils.  
Give two examples. (Par. 6)*

**Any TWO of the following details: 5 marks: 3, 2**

1. He learns about the country.
2. He learns about the people / the population.
3. He learns about the lifestyle of the Kenyans/the European immigrants.
4. He learns about problems. **N.B. Problem = 1 mark only**
5. He learns about the discrepancy between poverty and wealth.
6. He gets a new impression of Kenya.
7. He has learned to say ‘thank you’ in the local language.

**5. 10 marks: 5x 2 marks**

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

**Guidelines for marking Expression in *Äußerung zum Thema* (a) and (b) and *Schriftliche Produktion* (a) and (b)**

**N.B.** Bracket off irrelevant content [.....] and 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 a 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 scale (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)** Completing the first paragraph. Insertion of appropriate sentences. **(5 x 1mark)**

- eine fantastische Sache **(1)**
- für Freiwilligenarbeit **(1)**
- nach dem Abi studieren **(1)**
- einen tollen Job **(1)**
- was ich wollte **(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 that you want to start college/university next September **(1)**  
and mention what **(1)** you are going to study **(1)**

**B. (5)** Tell Luis/Luise why you want to take a year out (*eine Auszeit*):  
Say you want to travel/see a new country/meet new people/learn a new language... **(5)**  
**N.B. Any THREE details for B2 + B2 + B1**

**C. (3)** Give **two** details about the job you found on the internet  
(what you are going to do/for how long/where/...).  
**N.B. Any TWO details for C2 + C1**

**D. (1)** Describe your parents' reaction to your decision. **(1)**

**E. (2)** Mention that you already did voluntary work **(1)** and say how you liked it. **(1)**

**CL. (1)** Write a suitable closing sentence.

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

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

**(b) Picture Story**

**(Start = 5, Content = 15, Expression = 10)**

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

- und in New York arbeiten **(1)**
- zu Hause im Wohnzimmer **(1)**
- auf das Jahr im Ausland **(1)**
- ihr Flugticket in der Hand **(1)**
- ein Reiseführer und ihr iPad **(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.**

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

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

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

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

5. **(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 18 to calculate **expression mark** in relation to **C (Content)**.  
**Add St., C and Ex. to give overall total.**

## Teil 1

### ***(Interview mit Elyas M'Barek)***

Moderator: Elyas, du hast mit der Verfilmung des amerikanischen Jugendbuchs "City of Bones" gerade den internationalen Durchbruch geschafft. Aber angefangen hat alles mit der TV-Jugendserie "Türkisch für Anfänger", wo du den 17-jährigen Türken Cem gespielt hast – deine erste große Rolle. Wie hast du damals diese Rolle bekommen?

Elyas: Das Schauspielern hat mich schon immer interessiert. Ich habe schon in der Schule Theater gespielt, und später kleine Nebenrollen im Fernsehen. 2006 habe ich dann das Casting für "Türkisch für Anfänger" gemacht und die Rolle bekommen.

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Moderator: In "Türkisch für Anfänger" lebt Cem mit seiner Schwester Yagmur und seinen beiden Halbgeschwistern Lena und Nils in einer so genannten "Patchwork-Familie", wie fast jedes siebte Kind in Deutschland. Wie ist es, in einer Patchwork-Familie zu leben?

Elyas: Eine Patchwork-Familie ist ja eine Familie, wo die Kinder unterschiedliche Eltern haben, weil vielleicht der Vater oder die Mutter schon einmal verheiratet waren. Und für diese neue Familie ist das Zusammenleben nicht immer harmonisch. Erstens muss man die anderen erst kennen lernen. In der Fernsehserie zum Beispiel glauben alle, dass Cem ein typischer Macho ist, aber eigentlich ist er sehr romantisch und gar nicht so doof. Zweitens gibt es manchmal kulturelle oder auch religiöse Schwierigkeiten, wie in der Serie zwischen Lena und Yagmur.

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Moderator: In der Serie gibt es viele junge Schauspieler. Kannst du uns Tipps geben, wie man Schauspieler wird?

Elyas: Ich glaube, da gibt es kein "Grundrezept". Das Beste ist natürlich, wenn man eine Schauspielschule besucht und den Beruf richtig erlernt. Man muss aber auch sehr viel Glück haben. Aber bevor man eine Schauspielkarriere beginnt, ist es wichtig, einen Schulabschluss zu machen. So hat man mehr Sicherheit, wenn man als Schauspieler keinen Job bekommt.

Moderator: Du hast selbst schon sehr jung angefangen, als Schauspieler zu arbeiten. Wie hast du Beruf und Schule kombiniert?

Elyas: Als ich noch in der Schule war, war der Produzent sehr verständnisvoll. Wir haben die meisten Szenen nachmittags, am Wochenende oder in den Ferien gefilmt. Ich habe erst nach dem Abitur begonnen, Vollzeit als Schauspieler zu arbeiten.

---

Moderator: Und seitdem hast du in vielen Filmen mitgespielt – bei "City of Bones" natürlich, in Komödien, aber auch bei dem Bestseller "Die Welle".

Elyas: Ja, "Die Welle" war für mich ein besonderes Karrierehighlight. Ich bin dankbar, dass ich die Möglichkeit habe, so unterschiedliche Rollen zu spielen und mit tollen Schauspielern, hier in Deutschland und im Ausland, zusammenzuarbeiten.

Moderator: Elyas, vielen Dank für das Gespräch und weiterhin viel Erfolg mit der Schauspielkunst!

## Teil 2

### **(Telefonanruf)**

A: Hemmecke, guten Tag.

B: Guten Tag, Herr Hemmecke. Hier ist Anita Lüpke vom Kindersprachclub Greifswald.

A: Ah, guten Tag.

B: Herr Hemmecke, Ihre Zwillinge Lara und Moritz haben doch letzten Monat bei uns im Kindersprachclub an einem Englischkurs teilgenommen.

A: Ja, stimmt.

B: Und der Grund, warum ich Sie heute anrufe, ist, dass wir Ihnen unser englischsprachiges Sommercamp für ältere Grundschulkinder vorstellen möchten. Das Konzept ist, dass die Kinder zwei Wochen im Ferienlager wohnen und dort mit Spiel und Spaß Englisch lernen. Die Betreuer sind junge Leute aus Großbritannien und Irland, die Englisch und Pädagogik studiert haben. Im Sommercamp gehen sie gemeinsam mit den Kindern an den Strand, sie machen Spiele, treiben zusammen Sport, gehen wandern und machen Lagerfeuer. Und das natürlich alles auf Englisch!

A: Oh, das hört sich interessant an. Meine Frau und ich waren vom Kindersprachclub ziemlich beeindruckt – wir haben Ihren Kurs sogar schon anderen Eltern weiterempfohlen. Das Singen, die Spiele, die Sketche – das hat unseren Kindern wirklich viel Spaß gemacht!

B: Ach, Herr Hemmecke, das freut mich zu hören! Dann schauen Sie doch mal auf unsere Webseite – da ist das Camp mit allen Aktivitäten und Details genau beschrieben.

A: Das machen wir. Ich bin schon so gut wie überzeugt, aber ich muss das natürlich mit meiner Frau und den Kindern besprechen. Meine Frau ist leider bis morgen Abend auf Dienstreise.

B: Dann könnte ich Sie ja zurückrufen, wenn Sie Zeit hätten, darüber zu sprechen. Wie wäre es mit übermorgen Nachmittag?

A: Ja, das passt gut. Am besten rufen Sie uns dann auf dem Handy unter 0177–21 30 892 an.

B: Kleinen Moment. 0177–21 30 892, richtig?

A: Ja, genau.

B: Wunderbar. Und das ist Familie Hemmecke, H-E-M-M-E-C-K-E. Dann also bis übermorgen.

A: Ok, dann vielen Dank für Ihren Anruf. Auf Wiederhören!



### Teil 3

#### **(Gespräch)**

Mutter: Andreas, denkst du daran, dass heute Nachmittag Oma und Opa zu Besuch kommen?

Sohn: Ja doch, Mama.

Mutter: Das Wetter ist heute so schön, da können wir im Garten grillen. Und du kannst Oma und Opa erzählen, dass du eine Arbeitsstelle im Hotel Bayerischer Hof bekommen hast.

Sohn: Wo du gerade das Thema erwähnst – aus der Stelle im Hotel wird übrigens nichts. Ich habe mich nämlich anders entschieden.

Mutter: Wie „du hast dich anders entschieden“?! Was meinst du damit, Andreas?

Sohn: So wie ich's sage, Mama, ich habe die Arbeit abgelehnt. Dafür habe ich aber eine andere Stelle angenommen. In drei Wochen fange ich auf einem Schiff – was sage ich, einem exklusiven Luxusliner mit 500 Gästen! – an der Rezeption an zu arbeiten. Ich wollte schon immer ins Ausland gehen und etwas von der Welt sehen. Die Kreuzfahrt dauert fünf Monate und geht rund um die Welt. Wir steuern sogar die Antarktis an!

Mutter: Jetzt muss ich mich erstmal hinsetzen – ein Kreuzfahrtschiff?! Das ist ja ein Schock! Aber der Bayerische Hof ist doch ganz bei uns in der Nähe. Du hättest weiter bei uns wohnen können. Das wäre doch ideal gewesen, Andreas! Und deine dreijährige Ausbildung zum Hotelfachmann, die hast du jetzt ganz umsonst gemacht!

Sohn: Nicht wirklich. Die Agentur hat mich nämlich gerade wegen meiner Ausbildung und wegen meiner super Englischkenntnisse sofort genommen. Du kannst eigentlich stolz auf mich sein, Mama! Freu dich doch für mich! Das wird eine supertolle Erfahrung, und so eine Arbeit sieht auch auf dem Lebenslauf gut aus!

Mutter: Ich glaube, ich muss mich erst an diesen Gedanken gewöhnen. Was sagt denn deine Freundin Lisa dazu?

Sohn: Die freut sich natürlich. In der Zeit, wo ich auf dem Kreuzfahrtschiff bin, wird sie bei der EU in Brüssel ein Praktikum machen!

#### Teil 4

**Sprecher 1: Die Nachrichten. Berlin.** Heute wurden weitere 10 Millionen der Sondermünze "25 Jahre Deutsche Einheit" von der Bundesbank freigegeben. Die spezielle Zwei-Euro-Münze feiert die Wiedervereinigung Deutschlands, die sich in diesem Jahr zum 25. Mal jährt. Auf der einen Seite der Münze steht das normale Zwei-Euro-Zeichen, auf der Rückseite der Slogan der Friedlichen Revolution „Wir sind ein Volk“ über dem Brandenburger Tor mit jubelnden Menschen. Insgesamt wurden 30 Millionen dieser Sondermünzen geprägt.

**Sprecher 2: Stuttgart.** Wie eine repräsentative Umfrage in Deutschland, Österreich und der Schweiz bestätigt, ist der Haushalt nach wie vor hauptsächlich Frauensache. Achtzig Prozent aller Frauen erledigen in ihren Familien die Hausarbeit allein. Allerdings hat sich der Anteil der Männer, die Hausarbeit übernehmen, in den letzten zehn Jahren deutlich erhöht. Dabei erledigen die Männer mit 77% am liebsten den Einkauf, während 71% der Männer gern kochen. Die Mehrheit der Männer (59%) bringt auch den Müll freiwillig weg. An letzter Stelle stehen Wäsche waschen und putzen mit 35% bzw. 29%.

**Sprecher 1: Speyer.** Die Suche nach einem Verlobungsring hat auf dem Bahnhof Speyer heute kurzzeitig den Zugverkehr gestört. Ein 26-jähriger Mann hatte bei einem Streit mit seiner Verlobten seinen Ring wütend auf die Gleise geworfen. Danach tat es ihm sofort Leid. Das Pärchen startete nun auf den Gleisen eine lebensgefährliche Suchaktion. Dank eines aufmerksamen Bahnangestellten konnten zwei Züge rechtzeitig gestoppt werden. Der Ring sei gefunden worden, so ein Sprecher der Deutschen Bahn, das Paar aber habe wegen Behinderung des Bahnverkehrs eine Geldstrafe von €300 erhalten.

**Sprecher 2: Und nun zum Wetter.** Die Hitzewelle in Norddeutschland endete in schweren Gewittern. Am Mittwochabend prasselten heftige Regenschauer vom Himmel und überfluteten örtlich Straßen und Gärten. Vielerorts gab es am Nachthimmel ein regelrechtes Blitzfeuerwerk. Das Wettervideo zur Unwetternacht im Norden kann unter [www.wetteronline.de](http://www.wetteronline.de) abgerufen werden. Die Aussichten zum Wochenende: deutlich kühler mit Temperaturen um 17 Grad.



