



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2016

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 17.

LISTENING COMPREHENSION TEST:

(100 marks: 24, 21, 17, 38)

First Part: Gespräch mit Sven Asendorf

(24 marks: 10, 6, 6, 2)

Where all answers are in German: Award half marks.

1. (10 marks: (i) 6 marks: 4, 2; (ii) 4 marks)

(i) *Sven Asendorf has been a blood donor for many years. What does he say about himself?*

Any TWO details: 6 marks: 4, 2

- (a) He doesn't consider himself a hero/he is a normal person.
- (b) He is 54.
- (c) He lives near Munich.
- (d) He is married.
- (e) He has two daughters. **N.B.: He has 2 children = 1 mark only**
- (f) He works in a factory

(ii) *How many times has he given blood?*

- 200 **(4)**

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

(i) *Why, in his opinion, is it important to give blood? Give details.*

Any ONE detail: 2 marks

- (a) Some people's lives depend on /it saves lives.
- (b) Blood is needed for people who were in accidents.
- (c) Sick people depend on it/need blood/helps sick people.
- (d) People with blood problems/anaemia/blood deficiency need it.
- (e) Blood is needed for cancer treatment/patients.
- (f) One in three people require blood (at some time).

(ii) *What percentage of people in Bavaria give blood?*

- 8 (%) **(4)**

3. (6 marks: 4, 2)

What advice does he give to potential blood donors? Give details.

Any TWO details: 6 marks: 4, 2

- (a) Anyone who is sick may not give blood. // be healthy
- (b) No (recent) operation(s)
- (c) No (recent) vaccination(s)
- (d) Anyone who has travelled to particular countries may not give blood.
- (e) Eat (before/after the donation)
- (f) Drink water (before/after the donation)
- (g) It takes one hour in total.
- (h) The blood donation/it takes 10 minutes.
- (i) One must rest.
- (j) One should not exercise/do sport on that day.

4. (2 marks)

What does he say about Felix Brunner? Give details.

Any ONE detail: 2 marks

- (a) He is 26.
- (b) He told the blood donors about his current life.
- (c) He had an accident.
- (d) He received 800 blood transfusions.
- (e) He is in a wheelchair/ a wheelchair user.
- (f) He is a sportsman.
- (g) He is an ambassador for the blood transfusion service.
- (h) He is grateful for the transfusions he received.

Second Part: Telephone Call

(21 marks: 8, 3, 7, 3)

Where all answers are in German: Award half marks.

1. (8 marks: 4, 4 marks)

The caller reports an incident. Give details.

Any TWO details: 8 marks: 4, 4

- (a) Pupils had brought Schnapps/alcohol in lemonade bottles
- (b) Pupils got drunk/were drinking (alcohol)
- (c) (During) a school trip/on the bus
- (d) They felt very ill.
- (e) They couldn't stand up.
- (f) They couldn't speak.
- (g) An ambulance was called.
- (h) They were brought to hospital.
- (i) Everything is okay/under control/ the panic is over.

2. (3 marks)

What did he and his colleague do to solve the problem? Give details.

Any ONE detail: 3 marks

- (a) They called an ambulance / they arranged for them to be brought to the hospital.
- (b) They called the parents.

3. (7 marks: 4 marks; 3 marks)

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

Deduct 1 mark for each incorrect/missing letter:

Name: SCHUMANN (4)

All or nothing:

Phone number: 18 47 294 (3)

4. (3 marks)

The phone call is to:

- (d) A school secretary (3)

Third Part: Conversation

(17 marks: 4, 2, 8, 3)

Where all answers are in German: Award half marks.

1. (4 marks)

Alfred tells Wilma about the phone call he received from their son Felix. What was the call about? Give details.

Any ONE detail: 4 marks

- (a) Felix/He is delayed/late/not on time.
- (b) Felix is stuck in traffic/on the motorway/Autobahn.
- (c) There was an accident (on the motorway). **N.B. He had an accident = 0 marks**
- (d) He cannot collect the flowers/the wedding bouquet.

2. (2 marks)

What problem does this cause for the wedding?

Any ONE detail: 2 marks

- (a) They can't finish decorating/preparing the church.
- (b) They won't have flowers.
- (c) The guests are on their way/will be arriving soon.
- (d) It's 12 (noon), and the wedding starts at 2 o'clock.

N.B.: One of the time elements missing = 1 mark only

3. (8 marks: (i) 4 marks; (ii) 4 marks)

(i) *What solution does Wilma propose?*

Any ONE detail: 4 marks

- (a) Call/get a taxi
- (b) Go to the florist/collect the flowers.

(ii) *What has Alfred done instead?*

Any ONE detail: 4 marks

- (a) Rang/Asked the florist
- (b) (Rang/Asked/the florist) to deliver the flowers.

4. (3 marks)

Where does the conversation take place?

- (a) In a church **(3)**

Fourth Part: News

(38 marks: 10, 13, 7, 8)

Where all answers are in German: Award half marks.

1. (10 marks: (i) 6 marks: 4, 2 marks; (ii) 4 marks)

(i) *What means of transport are affected by the strike?*

Any TWO details: 6 marks: 4, 2

- (a) The railway/train(s)
- (b) S-Bahn/commuter trains
- (c) U-Bahn/underground

(ii) *How long is the strike to last?*

4 marks: 2, 2

Two (2) days (2)

N.B.: On Tuesday: 2 marks only

2. (13 marks: (i) 4 marks; (ii) 9 marks: 4, 4, 1 marks)

(i) *What percentage of young people in the EU regularly drink energy drinks?*

70% (4)

(ii) *Why does Foodwatch want to ban energy drinks? Give details.*

Any THREE details: 9 marks: 4, 4, 1

- (a) They contain caffeine.
- (b) They contain sugar.
- (c) Can lead to heart problems.
- (d) Can lead to diabetes.
- (e) Can lead to obesity/weight problems.

3. (7 marks: (i) 3 marks; (ii) 4 marks: 3, 1)

(i) *Why do Swiss animal rights activists argue against the use of cow bells? Give **one** detail.*

The bells are too loud/cruel/inhumane. (3)

(ii) *According to farmers, what advantages do cow bells have? Give **two** details.*

TWO details: 4 marks: 3, 1

- (a) The bells help to keep the cows together.
- (b) They help to find the cows.

4. (8 marks: 4, 4)

What is the weather forecast for the coming days? Give details.

Any TWO details: 8 marks: 4, 4

- (a) Fine weather is coming to an end.
- (b) Rain/showers
- (c) 15 degrees
- (d) Low pressure
- (e) Cloudy
- (f) Wind (from the north-west)

TEXT I: LESEVERSTÄNDNIS: (60 marks)

(16, 23, 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. (16 marks: (a) 8; (b) 8)

(a) 8 marks: 3, 2, 2, 1

(a) *The text begins with a self-description of Maik, the narrator. Give details.* (lines 1 – 15)

(Any FOUR of the following details: 8 marks: 3, 2, 2, 1)

1. His (sur)name is Klingenberg/ His name is not *Maiki* / *Klingi*.
2. He has no nickname.
3. He is boring/ he describes himself as boring.
4. He has no friends.
5. He is in 8th class.
6. He attends a secondary school/ *Gymnasium*. (He goes to the gym = 0)
7. He is good at mathematics.
8. He is good at sports.
9. He is the high jump record holder.
10. He is not good at getting to know/meeting people.
11. He did not see that as a problem.

(b) 8 marks: 3, 2, 2, 1

What does the reader learn about Tatjana? Give details. (lines 16 – 28)

(Any FOUR of the following details: 8 marks: 3, 2, 2, 1)

1. She is in the narrator's/Maik's class.
2. He doesn't know much about her.
3. She is good at English.
4. She is as tall as the narrator/him/Maik.
5. She has long hair/dark blonde hair.
6. She is fourteen years old.
7. Her second name is Cosic.
8. The name (Cosic) originates from Serbia or Croatia.
9. Her parents are from there/ from Serbia or Croatia.
10. Maik knows where she lives/ knows her address.
11. She looks gorgeous./ She is extremely good looking.
12. Her voice is lovely./ She has a super voice.
13. She is not interested in Maik./ Maik does not exist for Tatjana.

2. (23 marks (a) 6; (b) 11; (c) 6)

(a) 6 marks: 3, 3

Maik's summer holidays bring a big disappointment. Give details. (lines 34 – 44)

He is not invited (3) to Tatjana's (1) birthday (1) party (1)

N.B.: He is not going (1) to Tatjana's (1) birthday (1) party (1)

(b) 11 marks: (i) 6 marks; (ii) 5 marks

(i) How does Maik spend the second day of the holidays?

(ii) What takes him by surprise? (lines 51 – 67)

(i) How does Maik spend the second day of the holidays? 6 marks: 3, 2, 1

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

1. He gets up/wakes up at 7 o'clock.
2. He is alone.
3. He brings/takes/carries his stereo and his CDs to the sitting room.
4. He turns on/plays the music/ White Stripes full volume/ loudly.
5. He opens the door to the terrace/patio.
6. He takes three bags of crisps.
7. He goes to the pool.
8. He puts his feet into the water.
9. He puts his sun glasses in his hair/on his head.
10. He gets a (bottle of) coke.
11. He looks out the window.

(ii) What takes him by surprise?: 5 marks: 3, 2

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

1. An old/(light)blue car/ banger/Lada comes up the road/approaches/stops at the house.
2. Tschick gets out of the car.
3. Nobody else is getting out of the car/ Tschick has been driving the car/ Tschick has a car.
4. Tschick is fourteen.

(c) 6 marks: 3, 3

(i) What does Tschick say to Maik?

(ii) What is his plan for the following day? (lines 68 – 83)

(i) What does Tschick say to Maik?

(Any ONE of the following details: 3 marks)

1. He tells him to get in.
2. He asks where he should drive him.
3. He says he didn't steal the car. / He says he only borrowed the car./ He says he'll bring it back later.
4. He tells Maik they'll go for a drive around the block.

(ii) What is his plan for the following day? (3 marks: 1, 1, 1)

To visit (1) his grandfather (1) in the Walachei (1).

3. (16 marks: 2 marks per heading, 2 marks for correct explanation)
2. **Kein Interesse an Maik (2)**
No interest in Maik (2)
3. **Eine Party ohne Maik (2)**
Maik has not been invited to Tatjana's party/A party without Maik (2)
4. **Ferientag bei 30 Grad (2)**
It's 30 degrees during the holidays (2)
5. **Tschicks Plan (2)**
Tschick's plan /Tschick is planning a trip to his grandfather (2)

4. (5 marks; 5 x 1 mark)

	(1)	(1)	(1)	(1)	(1)
1 E	2 F	3 A	4 B	5 C	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) | Telefon + Buch (1) | telephone directory/book (1) |
| (ii) | Schlaf + Säcke (1) | sleeping bag(s) (1) |
| (iii) | Kühl + Schrank (1) | fridge (1) |
| (iv) | hell + blau (1) | light/bright blue (1) |
| (v) | Straßen + Karte (1) | road/street map (1) |

2. (5 marks: 5 x 1 mark)

- (i) in (1)
- (ii) für (1)
- (iii) zur (1)
- (iv) bei (1)
- (v) mit (1)

TEXT II: LESEVERSTÄNDNIS (60 marks)

(22, 10, 6, 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. (22 marks)

	Cynthia (10 marks: 1, 1, 1, 2, 2, 3)	Mahdi (12 marks: 1, 1, 1, 2, 2, 5)
Age?	19 (1)	17 (1)
Comes from?	Syria (1)	Afghanistan (1)
Currently lives where?	Hamburg (1)	Bremen (1)
Number of brothers and sisters?	one brother (2)	two brothers (2)
Father's profession?	business man (2)	electrician (2)
Future plans?	<p>Any ONE detail: 3 marks</p> <ol style="list-style-type: none"> 1. She wants to be a doctor/to study medicine 2. To work (in Germany) 	<p>Any TWO details: 5 marks: 3, 2</p> <ol style="list-style-type: none"> 1. To do his (German) Leaving Certificate/Abitur 2. To study (IT) 3. To find work (in Bremen/in the city) 4. To live with his family 5. To start a new life 6. To stay (in Germany)

2. (10 marks: (a) 5; (b) 5)

(a) 5 marks: 3, 2

What motivates Cynthia to embark on a professional career in Germany? Give details.

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

1. She always/as a child she wanted to be a doctor.
2. She likes a challenge.
3. She wants people to say: You did well, Cynthia!
4. In Syria it is not normal that women get the job they want.
5. There are rules for what women and men can do in Syria.
6. In Germany things are different than in Syria.
7. A woman has to be able to do everything in Germany.
8. Her mother wasn't allowed to / couldn't work in Syria.

N.B. : Mother had no job = 1 mark only

(b) 5 marks: 3, 2

Cynthia has to learn new things in Germany. Mention two.

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

1. To go to the bank.
2. To go to (the) office(s).
3. To go to the job centre.
4. She has to learn to take matters/things in her own hands/to be independent.

3. (6 marks: (i) 3; (ii) 3)

What does Cynthia say about her mother's situation in her home country?

What might change for her mother now? Give details.

Home country: 3 marks

Any ONE of the following details: 3 marks

1. Her mother was not allowed to / couldn't / didn't work.
2. She stayed at home.
3. She looked after Cynthia and her brother/ after her children.

Germany: 3 marks

Her mother wants to get a job/ wants to work. **(3)**

4. (12 marks: (a) 3, (b) 9)

(a) Mahdi's mother wanted the family to flee from Afghanistan. What were her reasons?

Any TWO of the following details: 3 marks: 2, 1

1. She/ the parents wanted him to study.
2. Her husband had died.
3. She believed Mahdi and his brother would have a better life/ better chances (in Germany).
4. She herself never went to school.

(b) *Mahdi describes the family's escape to Germany. Give **four** details.*

Any FOUR of the following details: 9 marks: 3, 3, 2, 1

1. The distance was/they travelled/fled/went 3700 km
2. Through/to Iran
3. To(wards) Europe
4. To Turkey/Bulgaria
5. They got separated (at the border).
6. Mahdi and his (older) brother got through/ across (the border).
7. They waited five months/for their mother and brother.
8. Mahdi and his brother/they did not know where their mother and brother were/
how they were.

5. (10 marks: 5 x 2)

1. C
2. B
3. A
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) Complete Mahdi's part of the dialogue below based on the information given.

(Write 25 – 30 words)

Sie: Mahdi, sag mal, wie alt bist du und woher kommst du?

(A2) Mahdi: Ich bin siebzehn Jahre alt (A1) und komme aus Afghanistan (A1).

Sie: Bist du allein hier oder mit deiner Familie?

(B1) Mahdi: Ich bin nicht allein. / Ich bin mit meiner Familie hier/ mit meiner Mutter und zwei Brüdern.

Sie: Und wie seid ihr nach Deutschland gekommen?

(C2) Mahdi: Any TWO of the following for C1 + C1

Wir sind 3.700 km geflohen./ Wir sind durch den Iran gekommen./ Wir sind Richtung Europa geflohen /Wir sind durch die Türkei / Bulgarien gekommen.

Sie: Warum denkst du, Deutschland ist das richtige Land für dich?

(D1) Mahdi: Any ONE of the following for D1

Ich habe hier bessere Chancen. / Meine Eltern wollten, dass ich studiere. / Ich fühle mich/ wir fühlen uns (hier) endlich sicher. / Wir sind (hier) wieder alle zusammen. /Man kann eine Arbeit finden.

Sie: Was sind deine Pläne, Mahdi? Was wünschst du dir?

(E2) Mahdi: Any TWO of the following for E1 + E1

Ich möchte das Abitur machen. / Ich möchte IT studieren./ Ich möchte hier/ in Bremen arbeiten. / Ich möchte mit meiner Familie zusammenbleiben. /Ich hoffe wirklich, wir können für immer hierbleiben.

Sie: Oh cool, Mahdi – ich hoffe, du schaffst das! Viel Glück!

OR

(b) E-Mail schreiben (25 – 30 words)

(Content = 8, expression = 7)

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

You are looking for a holiday job in Germany. You would like to help young refugees to learn German. Apply by e-mail and include the following points:

(A3) *Give your personal details (name, age, where you are from)*

Ich heiße..... (A1)

Ich bin..... Jahre alt. (A1)

Ich komme aus/ wohne in.... (A1)

(B1) *Mention how good your German is*

Ich spreche/ kann sehr/ ziemlich gut Deutsch. / Mein Deutsch ist sehr gut... (B1)

(C1) *Say you would like to help young refugees*

Ich möchte gern jungen Flüchtlingen helfen. (C1)

(D2) *Ask when and where the project will start*

Wann beginnt das Projekt? (D1)

Wo findet es statt?/ Wo soll das Projekt beginnen? Wo beginnt das Projekt? (D1)

(E1) *Explain for how long you can work*

Ich kann Tage/ Wochen/ Monat(e)/für den Sommer arbeiten. (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 double line under mistakes in verb endings and word order. Write W.O. in the left-hand margin.

See page 17: use the left-hand scale (0-7) to award expression mark (Ex.)

TEXT III: LESEVERSTÄNDNIS (40 marks)

(10, 8, 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) (a) 6; (b) 4

(a) *What did Antonia Mandel decide to do and what were her reasons? (Par. 1)*

Decision: 2 marks

She wanted to get away from home/ leave home/She moved out **(2)**

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

1. She knows everybody/everything in her home town/in Mülheim
2. She did not want to be at home every weekend.
3. She did not want to see her old school friends.
4. She wanted to meet new people.

(b) *How does she stay in contact with her old friends? Give **two** details. (Par. 2)*

Two details: 4 marks: 2, 2

1. She contacts them via WhatsApp/ Facebook. **(2)**
2. They ring each other/ she rings them/by telephone. **(2)**

2. (8 marks) (a) 4; (b) 4

(a) 4 marks: 2, 2

Describe Antonia's thoughts and feelings regarding the step she has just taken. (Par. 3)

Any TWO of the following details: 2, 2

1. It was not difficult to say 'Goodbye'/'Tschüss' to her home/ her parents / leave home.

N.B.: It was not difficult = 1 mark only

2. On the last night she felt/said/thought: I won't live here anymore.
3. She would become only a visitor (in her parent's house).

(b) 4 marks: 2, 2

How does Antonia's mother feel about the decision Antonia has made? (Par. 3)

Any TWO of the following details: 2, 2

1. Her mother misses her.
2. She misses Antonia's singing.
3. She misses Sunday breakfast.

3. (12 marks) (a) 6; (b) 6

(a) 6 marks: 2, 2, 2

Where does Safak live? Mention reasons why he chooses to live there. (Par. 4)

Where:

Any ONE of the following details: 2 marks

1. He lives in Bischofsheim.
2. He lives with his parents/ at home.

Reasons:

Any TWO of the following details: 2, 2

1. He does not have to pay rent.
2. He can save 300 to 400 Euro (every month).
3. (After his Leaving Cert/ Abitur) he was not ready to do everything on his own.
4. He did not want to be stressed when starting university.
5. He did not want to look for a room.
6. He did not want to organize moving (to a new place).

(b) 6 marks: 2, 2, 2

Describe how Safak's relationship with his parents has changed. (Par. 4 and 5)

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

1. He has a bigger say in things.
2. He can decide who is coming to visit.
3. He can decide when the visits take place.
4. He has the same rights as his parents.
5. He has the same duties as his parents.
6. They share the shopping / His parents do the big shopping; Safak does the small shopping.
N.B. he does/they do the shopping = 1 mark only
7. They live like in a 'WG'/ living community/ They share everything.
8. He lives a (relatively) independent life.
9. His parents respect him/treat him like an adult.
10. They give him space (when he is studying).
11. His parents accept that he sleeps longer (when he was out in the evening).
12. His parents see/accept/understand that he wants to take on responsibility.
13. He looks after his own affairs/ He looks after himself/ They used to do everything for him.
14. He has his own bank account.
15. He does his own washing.
16. He cooks.

4. 10 marks: 5 x 2 marks

1. True (2 marks)
2. False (2 marks)
3. False (2 marks)
4. True (2 marks)
5. False (2 marks)

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

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.

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/
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 (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 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 1 mark)*

- schreibst immer so witzig (1)
- Spaß gemacht hat (1)
- keinen Schüleraustausch (1)
- bin ich mit dem Abitur fertig (1)
- meine Freunde und ich (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 you are flying (A1) from Dublin to Vienna (Wien) (A1) and give details about your booking (airline / date / time you are arriving)

N.B.: Any TWO of the details in the brackets for A1 + A1

B. (3) Tell Stefan / Stefanie who is coming with you (two friends are coming with you/ their names / their ages... Any TWO details in the brackets for B1 + B1 and describe their personalities (funny / not boring...) (B1) (*Allow details on one friend*)

C. (2) Explain why they are your friends (same class / hobbies .../ live near you ...)

N.B.: Any TWO details for C1 + C1

D. (3) Say that you have already booked (online) (D1) accommodation (Airbnb room / hostel...) (D1) and describe the location (city centre / near ...) (D1)

E. (2) Ask Stefan / Stefanie whether you can visit him / her (E1) and ask what you could do together (go sightseeing / shopping / to a concert...?) (E1)

Cl. (1) Write a suitable closing sentence

Ex. (10) Use grid on page 17 to calculate **expression mark** in relation to **C (Content)**.

Add Start, Content and Expression 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)**

- im Übergangsjahr **(1)**
- gern verbessern **(1)**
- trifft er **(1)**
- und Schülerinnen **(1)**
- beginnt um 8 Uhr **(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 content:

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

- 1. Picture 2: three relevant points of information: 3 x 1 mark**
- 2. Picture 3: three relevant points of information: 3 x 1 mark**
- 3. Picture 4: three relevant points of information: 3 x 1 mark**
- 4. Picture 5: three relevant points of information: 3 x 1 mark**
- 5. 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 17 to calculate **expression mark** in relation to **C (Content)**.

Add Start, Content and Expression to give overall total.

Teil 1

(Gespräch mit Sven Asendorf)

Moderatorin: In unserer Reihe "Helden im Alltag" unterhalten wir uns heute mit Herrn Asendorf, der mit regelmäßigen Blutspenden schon vielen Menschen das Leben gerettet hat. Herr Asendorf, sind Sie wirklich ein Held?

Asendorf: Nein, das kann man nicht sagen. Ich bin eigentlich ganz normal. Ich bin 54 Jahre alt. Ich wohne in der Nähe von München. Ich bin verheiratet und habe zwei Töchter. Ich arbeite in einer Fabrik, die Autoteile produziert.

Moderatorin: Sie haben in Ihrem Leben schon 200 Mal Blut gespendet und haben deshalb einen Preis vom Bayerischen Roten Kreuz erhalten. Warum machen Sie das?

Asendorf: Blut ist für viele Menschen überlebenswichtig. Natürlich wird ein großer Teil des gespendeten Bluts für Leute benötigt, die einen Unfall hatten. Aber auch vielen kranken Menschen helfen die Blutspenden. Eine Person mit chronischer Blutarmut z. B. braucht etwa alle drei Wochen neues Blut, um zu überleben. Das meiste Blut – etwa 19 Prozent – kommt übrigens bei der Krebstherapie zum Einsatz. Durchschnittlich jeder dritte Mensch braucht irgendwann in seinem Leben eine Blutspende, doch in Bayern spenden nur etwa 8 Prozent der Bevölkerung Blut.

Moderatorin: Wie viele Blutspenden braucht man denn im Jahr?

Asendorf: In Bayern allein werden täglich ungefähr 2.000 Blutspenden für kranke und verletzte Patienten benötigt, das macht 730.000 Blutspenden im Jahr. Ich persönlich spende so häufig wie möglich Blut, also bis zu sechsmal im Jahr.

Moderatorin: Was muss man beachten, wenn man Blut spenden will?

Asendorf: Man muss zum Zeitpunkt der Blutspende gesund sein und darf in den Wochen vor der Spende keine Operationen, Impfungen oder Auslandsaufenthalte in bestimmten Ländern gemacht haben. Am Tag der Spende soll man vorher ausreichend essen und vor allem viel Wasser trinken. Man muss ungefähr eine Stunde Zeit einplanen; die Spende selbst dauert etwa 10 Minuten. Anschließend ruht man sich etwas aus und isst und trinkt wieder viel Wasser,

um den Flüssigkeitsverlust auszugleichen. Am Tag der Spende sollte man keinen Sport treiben.

Moderatorin: Wissen Sie, wo Ihr Blut zum Einsatz kommt?

Asendorf: Im Allgemeinen nicht, aber zu der Preisverleihung des Bayrischen Roten Kreuzes war ein besonderer Gast eingeladen. Der 26-jährige Felix Brunner, der nach einem schweren Unfall in den Bergen im Jahr 2009 rund 800 Blutkonserven erhielt und seither im Rollstuhl sitzt, ist jetzt Behindertensportler und Botschafter des Blutspendediensts. Als er sich bei uns Blutspendern bedankte und von seinem heutigen Leben erzählte, war ich sehr stolz.

Moderatorin: Herr Asendorf, wir danken Ihnen für das Gespräch und hoffen, dass sich zukünftig viele Leute für das Blutspenden entscheiden.

Teil 2

(Telefonanruf)

- A: Hansa-Schule, Sekretariat, Frau Willing, guten Tag.
- B: Schumann hier, guten Tag. Kann ich bitte mit der Schulleitung sprechen?
- A: Ach, Sie sind es, Herr Schumann! Tut mir leid, Frau Krause hat gerade einen Besucher. Worum geht es denn?
- B: Frau Senniger und ich sind doch mit der zehnten Klasse auf Klassenfahrt nach Münster. Wir sind mit dem Bus unterwegs und ...
- A: Ist etwas passiert?
- B: Naja, jetzt ist wieder alles unter Kontrolle. Aber wir hatten ein Problem: zwei unserer Schüler hatten zu Hause Schnaps in Limonadenflaschen gefüllt und dann auf der Fahrt hinten im Bus den ganzen Alkohol getrunken. Sie waren völlig betrunken. Wir haben es erst bei unserer Pause in Lippstadt gemerkt.
- A: Unsere Schüler machen Komatrinken?! Das darf doch nicht wahr sein!
- B: Ja, es ging den beiden Jungen auch richtig schlecht – sie konnten weder aufstehen noch etwas sagen. Glücklicherweise besteht kein Grund zur Panik mehr. Es ist wieder alles in Ordnung.
- A: Was haben Sie denn gemacht, Herr Schumann?
- B: Wir haben natürlich sofort einen Krankenwagen gerufen. Der kam innerhalb von zehn Minuten und hat die Jungen ins Krankenhaus gebracht. Wir haben auch gleich die Eltern informiert, die jetzt auch auf dem Weg ins Krankenhaus sind. Die beiden Schüler müssen bis morgen dort bleiben. Aber wir brauchen uns keine Sorgen zu machen – es geht ihnen schon wieder besser.
- A: Was für ein Glück, Herr Schumann. Ok, ich werde umgehend Frau Krause informieren, und sie ruft Sie so schnell wie möglich zurück. Das wird sicher Konsequenzen für die beiden haben!
- B: Alles klar, vielen Dank. Ich bin auf meinem Handy erreichbar. Das ist die 0163–18 47 294.
- A: Die 0163–18 47 294, Schumann, S-C-H-U-M-A-Doppel-N. Viel Spaß noch auf der Klassenfahrt!

Teil 3

(Gespräch in der Kirche)

Wilma: Alfred-Liebling, wo warst du denn gerade? Immer, wenn ich meinen Mann brauche, kann ich ihn nicht finden!

Alfred: Ich habe telefoniert. Unser Sohn Felix hat angerufen.

Wilma: Ach, wie gut. Hoffentlich kommt er bald mit den Blumen, damit wir die Kirche für die Hochzeit vorbereiten können. Sie soll so schön sein wie bei unserer Hochzeit!

Alfred: Hm, das ist ja gerade das Problem. Unser Sohn ist, wie immer, zu spät losgefahren, um den Hochzeitsstrauß und den Blumenschmuck aus dem Laden abzuholen. Und jetzt steht er im Stau – es hat auf der Autobahn einen Unfall gegeben.

Wilma: Ach nein, das ist ja ein Riesenschreck! Wie sollen wir denn da rechtzeitig fertig werden?! Jetzt ist es doch schon 12 Uhr, und die Hochzeit ist um 14 Uhr!

Alfred: Und er sagt, es dauert mindestens eine Stunde, bis er weiterfahren kann.

Wilma: Was sollen wir nur machen? Die Besucher sind bestimmt schon auf dem Weg, und wir haben keine Blumen! Das ist eine Tragödie!

Alfred: Übertreib doch nicht immer – so schlimm ist es doch nicht.

Wilma: Und ob das schlimm ist – eine Hochzeit ohne Blumen! – Ich hab's – Du musst sofort ein Taxi rufen und selbst zum Blumenladen fahren!

Alfred: Das habe ich schon versucht, aber die Taxis kommen auch nicht durch den Stau durch.

Wilma: Oh nein, jetzt sind wir wirklich verloren! Hast du denn keine Idee?!

Alfred: Doch, habe ich, das Problem ist schon lange gelöst. Ich habe nämlich inzwischen den Blumenladen angerufen, und sie bringen die Blumen ganz einfach. Vom Laden hierher sind es ja nur zehn Minuten auf der Landstraße, und sie liefern sogar kostenlos.

Wilma: Alfred-Schatz, Du hast wieder mal die Situation gerettet. Dann schaffen wir es doch noch, die Kirche fertigzuschmücken, bevor die Gäste kommen.

Alfred: Tja, Ende gut, alles gut.

Teil 4

Sprecher 1: Die Nachrichten. München. Wer in den nächsten Tagen mit dem Zug, der S-Bahn oder der U-Bahn fahren möchte, wird Probleme bekommen. Grund dafür ist ein Streik der Lokomotivführer. Ab nächsten Dienstag hat die Gewerkschaft der Eisenbahner in Deutschland zu einem totalen Streik aufgerufen. Der Streik soll zwei Tage dauern. Die Lokführer wollen höhere Löhne und bessere Arbeitsbedingungen, aber die Deutsche Bahn bleibt hart. "Höhere Löhne bedeuten weniger Jobs", so ein Sprecher der Deutschen Bahn.

Sprecher 2: Bochum. Keine Energiegetränke für Kinder und Jugendliche. Das fordert die Organisation Foodwatch, die sich für gesunde Ernährung engagiert. Immer mehr Kinder und Jugendliche greifen zu Energydrinks, weil sie glauben, dass diese Getränke Müdigkeit vertreiben und fit machen. In der EU trinken etwa 70% der Jugendlichen regelmäßig diese Getränke. Foodwatch warnt aber davor, dass diese Getränke zuviel Koffein und Zucker enthalten, was zu Herzproblemen, Diabetes und Übergewicht führen kann. Foodwatch will deshalb ein Verbot von Energiegetränken für Jugendliche unter 18 Jahren.

Sprecher 1: Zürich. Die Kontroverse um die Kuhglocken in der Schweiz geht weiter. Tierschützerin Erika Schönbächler hatte eine Kampagne gestartet, weil die Glocken die Kühe angeblich quälen: sie seien zu laut. Frau Schönbächler behauptet, dass die Glocken für die Ohren der Kühe genauso laut wären wie ein startendes Flugzeug für Menschen. Die Bauern sind anderer Meinung und argumentieren, dass die Glocken aber die Herde zusammenhalten und helfen, die Kühe bei Nebel zu finden.

Sprecher 2: Und nun zum Wetter. Die Schönwetterperiode geht leider zu Ende. Morgen gegen Abend besonders in Alpennähe Regenschauer, die Temperaturen fallen auf 15 Grad. Die weiteren Aussichten: Ein atlantisches Tiefdruckgebiet bestimmt das Wetter auch in den nächsten Tagen. Stark bewölkt, dazu weht ein frischer Wind aus Nordwest.

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