



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2020

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 21.

LISTENING COMPREHENSION TEST

(100 marks: 31, 14, 15, 40)

First Part: Interview

(31 marks: 6, 4, 2, 9, 10)

Where all answers are in German, award half marks.

1. 6 marks: (i) 3 marks; (ii) 3 marks

(i) *What kind of school does Herr Hees run?*

a dance school **(3)**

(ii) *How old is the school?*

27 years old / It opened in 1993 **(3)**

2. 4 marks

Why did Herr Hees decide to open this type of school? Give details.

Any TWO details: 4 marks: 2, 2

(a) He grew up with dance.

(b) His parents were dancers.

(c) He did his first dance course **(1)** when he was 8 years old. **(1)** //
He learned to dance **(1)** when he was 8 years old. **(1)**

(d) He has taken part in competitions.

(e) He has won competitions.

(f) The lifestyle interested him.

3. 2 marks

What did Herr Hees do after finishing his Abitur?

Any ONE detail: 2 marks

(a) He trained as a nurse / He became a nurse / He worked as a nurse.

(b) He studied **(1)** for three years. **(1)**

(c) He worked **(1)** in a hospital. **(1)**

4. 9 marks: 4, 4, 1

Who can attend classes in the school?

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

- (a) Disabled people/people with special needs
- (b) Children
- (c) Old people/senior citizens
- (d) Everyone
- (e) Men
- (f) Women
- (g) Good (dancers)
- (h) Not so good (dancers)
- (i) Beginners
- (j) Advanced

5. 10 marks: (i) 6 marks: 2, 2, 2; (ii) 4 marks

- (i) *Herr Hees is planning a world record attempt. **When** and **where** will this attempt take place?*

When: 5th (2) of August (2)

N.B: Next month: 2 marks

Where: Cologne (2)

- (ii) *Where can listeners get more information about this event?*

On internet / online / website / tanzschulehees.de (4)

Second Part: Telephone call

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

Where all answers are in German, award half marks.

1. 2 marks

How long had the caller planned to stay in the holiday home?

Two weeks **(2)**

2. 2 marks: 1, 1

What problems does the caller have with the holiday home?

Any TWO details: 2 marks: 1, 1

- (a) He is very disappointed/dissatisfied/unhappy/not impressed with it
- (b) It's different to the photos online
- (c) Kitchen is small
- (d) Living room is small
- (e) There are not enough chairs / four chairs for six people // They can't sit together at the table.
- (f) It's far from the shops
- (g) It's far from the hiking trails
- (h) It's not central
- (i) They have to drive everywhere // They have to always use the car
- (j) They can't sleep
- (k) Dogs bark all night

3. 7 marks: 4, 3

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

Name: M-E-I-N-H-A-R-D-T **(4)**

N.B. Deduct 1 mark for each incorrect/missing letter.

Phone number: 17 28 493 **(3)**

N.B. All or nothing

4. 3 marks

The phone call is to

(c) the owner of a holiday home **(3)**

Third Part: Conversation

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

Where all answers are in German, award half marks.

1. 2 marks

The man reports a theft to the woman. What was stolen?

(his rental) bike **(2)**

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

(i) *Where was the man when the theft occurred?*

Any ONE detail: 2 marks

- (a) In Zell an der Mosel
- (b) 30 Km. **(1)** away **(1)**
- (c) In a souvenir **(1)** shop **(1)**

(ii) *Describe the thief. Give details.*

Any TWO details: 6 marks: 3, 3

- (a) Blonde
- (b) Male/man
- (c) (wearing) a jacket
- (d) (wearing) jeans
- (e) (wearing) a baseball cap
- (f) (driving) a van

3. 2 marks

What does the woman tell the man to do in the end?

report the theft / go to the police **(2)**

4. 3 marks

The conversation takes place in

(a) a bike rental shop **(3)**

Fourth Part: News

(40 marks: 5, 8, 11, 16)

Where answers are in German, award half marks.

1. 5 marks: (i) 3 marks; (ii) 2 marks

(i) *The EU has launched an Interrail project. What age group will benefit from this?*

18-year olds **(3)**

(ii) *How many people will benefit from the free Interrail tickets?*

20,000 **(2)**

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

(i) *What did the boy throw out the window of his room? Give details.*

Any TWO details: 6 marks: 4, 2

N.B. Allow singular/plural in points (a) – (e)

- (a) Toys
- (b) Books
- (c) A lamp
- (d) Shoes
- (e) Furry/cuddly/soft toys
- (f) Everything except his bed and wardrobe

(ii) *What was the cost of the damage?*

4,500 Euro **(2)**

3. 11 marks: (i) 6 marks: 4, 2; (ii) 5 marks: 3, 2

(i) *When will the trio of blind musicians perform on TV?*

Saturday **(4)** evening/night **(2)**

(ii) *For what events can the trio be booked?*

Any TWO details: 5 marks: 3, 2

- (a) Concerts
- (b) Weddings
- (c) Birthdays
- (d) (Family) celebrations/parties/gatherings

4. 16 marks: (i) 8 marks: 4, 4; (ii) 8 marks: 4, 4

(i) *What is the weather forecast for Northern Germany? Give details.*

Any TWO details: 8 marks: 4, 4

- (a) Showers
- (b) (between) 5 degrees **(2)** (and) 9 degrees **(2)**
- (c) Night **(2)** 0 degrees **(2)**
- (d) Ice/icy

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

Any TWO details: 8 marks: 4, 4

- (a) Dry
- (b) Cool
- (c) Snow
- (d) Wind

TEXT I: 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.

1. 21 marks: (a) 6; (b) 4; (c) 9; (d) 2

(a) 6 marks: 4, 2

What do you learn about the narrator's parents? (lines 1 – 5)

Any TWO details: 6 marks: 4, 2

1. Her mother is a nurse.
2. Her father is an electrician.
3. They/Her parents work in a hospital.

(b) 4 marks: 3, 1

Why do the narrator's parents think their life is perfect? Give details. (lines 5 – 20)

Any TWO details: 4 marks: 3, 1

1. The/Their house is only five minutes away from work/their workplace/the hospital//work is nearby.
2. They live in a small house.
3. It has a small garden.
4. ... with strawberries/a lawn.
5. The narrator/She played there/in the garden.
6. The area/it is quiet.
7. The area/it is green.
8. Their child/The narrator/Luise/She can cycle to school.
9. It only takes her fifteen minutes/quarter of an hour (to get to school).
10. A bus goes every ten minutes.
11. The narrator/Luise /She is able go into town. // She can go out with her friends.
12. Luise is a big girl now/is grown up.

(c) 9 marks: 4, 3, 2

Give details about Luise, the narrator. (lines 21 – 29)

Any THREE details: 9 marks: 4, 3, 2

1. Her name/She is Luise Helene Waldmann.
2. Her grandmother calls her 'Luischen'.
3. Her friends call her Lu/Lulu.
4. She is in 10th class.
5. She has no siblings. // She is an only child.
6. She is seventeen years old.
7. She is old enough to get a driving licence / take driving lessons.
8. She does not know who is going to pay for the driving licence/lessons.
9. She does not want to ask her parents.

(d) 2 marks: 1, 1

Describe in detail Luise's home life. (lines 29 – 40)

Any TWO details: 2 marks: 1, 1

1. Her parents do shift work.
2. They are occasionally/rarely/sometimes at home.
3. They are tired (most of the time).
4. Sometimes one of them lies down on the sofa/on bed.
5. When one of them comes back from shopping he/she has to go back to work again.
6. The bathroom is cleaned once a week.
7. The kitchen is cleaned once a week.
8. Sometimes/rarely somebody cleans the windows.
9. Somebody cuts the grass/mows the lawn.
10. They don't talk a lot.

2. 18 marks (a) 5; (b) 5; (c) 6; (d) 2

(a) 5 marks: 3, 2

What questions do Luise's friends ask her in school? (lines 41 – 46)

Any TWO details: 3, 2

N.B. Allow use of past tense

1. (Questions) about the summer holidays / her holiday plans.
2. How about you?
3. Are you going away?
4. ... to the sea?
5. ... to see / stay with friends?
6. ... to do a language course?
7. ... hang around the swimming pool?
8. ... to a festival?

(b) 5 marks: (i) 1 mark; (ii) 4 marks

(i) What does Luise want to do this summer? (lines 47 – 48)

Any ONE detail: 1 mark

1. None of these/of the above.
2. She wants to earn money.
3. She wants to take driving classes/lessons.

(ii) Luise's grandmother offers her a job. Give details. (lines 48 – 55)

Any TWO details: 4 marks: 2, 2

1. To look after her dog.
2. She will pay 50% / half the cost of the driving licence.
3. (The job/It lasts) for four weeks.
4. (The job/It) starts on Monday.

(c) 6 marks: 4, 2

*Luise gets a **second** job. Describe this job. (lines 56 – 70)*

Any TWO details: 6 marks: 4, 2

1. (It's) in a bakery
2. (It's) part-time
3. (It's) for the summer
4. (It) starts at 5.30 am
5. She has to put away/stack bread/bread rolls/shelves
6. She will work until 1 pm
7. She will work five times a week
8. She will earn 6 Euro per hour
9. She will begin work on Monday

(d) 2 marks: 1, 1

*At the end of the text Luise has three jobs. How does she try to do all three?
Give details. (lines 81 – 96)*

Any TWO details: 2 marks: 1, 1

1. She has a plan
2. She gets up at 3.30 am
3. She puts Bonnie on a leash
4. She goes out onto the street
5. She collects / picks up the newspapers
6. She has a list with names/ house numbers
7. She drags/brings Bonnie home
8. She gives food and water to the dog// She feeds the dog
9. She washes her hands
10. She cycles to work/the bakery

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

2. **Bei uns zu Hause (2)**
At home/our house (2)
3. **Sommer und Ferienpläne (2)**
Summer and holiday plans (2)
4. **Der zweite Job (2)**
The second job (2)
5. **Kein guter Anfang (2)**
Not a good start (2)

4. (5 marks: 5 x 1 mark)

	(1)	(1)	(1)	(1)	(1)
1 d	2 e	3 b	4 a	5 f	6 c

TEXT 1: ANGEWANDTE GRAMMATIK (15 marks)

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) | Innen + Stadt (1) | inner city/city centre (1) |
| (ii) | Einkauf(s) + Tüte(n) (1) | shopping bag(s) (1) |
| (iii) | Sprach(e) + Kurs (1) | <u>language</u> course (1) |
| (iv) | Haus + Nummer(n) (1) | house number(s) (1) |
| (v) | Hunde + Futter (1) | dog food (1) |

2. (5 marks: 5 x 1 mark)

- (i) zur (1)
- (ii) nach (1)
- (iii) in (1)
- (iv) bei (1)
- (v) um (1)

TEXT II: LESEVERSTÄNDNIS (60 marks)

(18, 18, 5, 9, 10)

1. 18 marks

Who is Jan Kammann? Give details. (Introduction)

Any THREE details: 18 marks: 6, 6, 6

1. He is a teacher
2. ... of English and Geography. **N.B.** Only one subject correct: **3 marks**
3. He is 37 years old.
4. He teaches at the 'Europaschule' in Hamburg.
5. He teaches 30 students.
6. His students come from many/different nations (*Allow: countries*)
7. He wants to understand them better.
8. He visited 14 of his students' (home) countries.

2. 18 marks

Give details about the pupils in Jan Kammann's international class. (Par. 1)

Any THREE details: 18 marks: 6, 6, 6

1. (They/His students) are from 22 different nations. (*Allow: countries*)
2. (Some) came to Hamburg to study.
3. (Some) came because their parents work there.
4. (Others) came as refugees of war/terror.
5. (Most of them) have little/no German.
6. They have been living in Germany for a few months.
7. They learn German.
8. They'll get a diploma. **N.B.** Use of past tense: 0 marks

3. 5 marks: (a) 1; (b) 4

(a) 1 mark

Why did Jan decide to go on an unusual trip? (Par. 2)

Any ONE detail: 1 mark

1. He found it exciting when his students talked about their (home) countries. // He liked hearing his students talk about their (home) countries.
2. To see their/the countries.
3. To experience / to learn about the cultures (of these countries).

(b) 4 marks: 3, 1

How do his pupils help him to prepare for this trip? (Par. 2)

Any TWO details: 4 marks: 3, 1

1. They draw/drew maps for him.
2. They write/wrote travel guides.
3. (They gave him) tips about tourist attractions.
4. (They gave him) tips about food.
5. (They gave him) tips about accommodation.
6. They gave him vocabulary.
7. (They gave him vocabulary) for restaurants.
8. (They gave him vocabulary) for buses/trains.
9. (All these tips) make/made it easy for him to contact the locals.

4. 9 marks: (a) 5; (b) 4

(a) 5 marks: 3, 2

What does Jan learn during his trip? (Par. 3)

Any TWO details: 5 marks: 3, 2

1. (He learns about) languages (in his students' countries).
2. (He learns) how schools operate (there).
3. (He learns about) the weather.
4. (He learns that) people are welcoming/friendly.
5. (He learns that) we can learn a lot from the world.
6. (He learns that) we should be open to other people/cultures.

(b) 4 marks

At the end of his trip Jan sees his pupils differently. Give details. (Par. 4)

Any TWO details: 4 marks: 3, 1

1. He understands them/their situation (better).
2. Many of his students cannot return home/ to their (home) countries.
3. (He understands) they have to settle in Germany.
4. (He understands) they have to learn the language.
5. (He understands) they have to accept the culture.
6. He has (an even greater) respect for them now.

5. 10 marks: 5 x 2 marks

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

TEXT II: ÄUSSERUNG ZUM THEMA (15 marks)

(Content = 8, expression = 7)

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

(a) *Imagine that you are interviewing Jan Kammann before he goes on his trip. Complete his part of the dialogue below based on the information given in **TEXT II**. (Write 25 – 30 words)*

Sie: *Herr Kammann, was sind Sie von Beruf?*

(A2) Jan Kammann: **Ich bin Lehrer (A1) für Englisch und Erdkunde. (A1)**

Sie: *Warum kommen Ihre Schüler und Schülerinnen nach Hamburg?*

(B2) Jan Kammann: **Any TWO of the following for B1 + B1**

Sie wollen in Hamburg/hier studieren.

Ihre Eltern arbeiten in Hamburg/hier.

Sie fliehen vor Krieg/Terror.

Sie sind Flüchtlinge.

Es gibt in ihren Ländern Krieg und Terror.

Sie: *Herr Kammann, Sie wollen die Heimatländer Ihrer Schüler besuchen. Warum?*

(C1) Jan Kammann: **Any ONE of the following for C1**

**Ich fand es spannend, wenn die jungen Leute von ihren
Heimatländern erzählten.**

Ich möchte ihre Länder/ihre Heimat sehen.

Ich möchte ihre/die Kulturen erleben.

Sie: *Wie helfen Ihnen die Schüler bei der Vorbereitung der Reise?*

(D2)..Jan Kammann: Any TWO of the following for D1 + D1

Sie zeichnen Landkarten.

Sie schreiben Reiseführer.

**Sie schreiben/geben mir Tipps für Sehenswürdigkeiten/typisches
Essen/Unterkunft.**

**Sie schreiben Vokabeln auf/geben mir Vokabeln, die in
Büssen/Zügen/Restaurants wichtig sind.**

Sie: *Was möchten Sie nach der Reise machen?*

(E1) Jan Kammann: **(Ich möchte/werde) ein Buch schreiben/veröffentlichen.**

Sie: *Gute Reise, Herr Kammann! Und danke für das Interview!*

(b) E-Mail schreiben (25 – 30 words) (15 marks)

(Content = 8, expression = 7)

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

*While in Berlin you find an advertisement looking for a dog sitter. Apply for the job, **in German**, using the following points:*

A. (2) *Introduce yourself (name/age/where you are from ...)*

Any two: A1+A1

Ich heiße ...

Ich bin ... (Jahre alt)

Ich komme aus ...

B. (1) *Mention why you are in Berlin (Erasmus year/on exchange/...)*

Any reason: (B1)

Ich mache ein Erasmus-Jahr.

Ich mache einen Austausch.

C. (1) *Explain why you would like the job (you like dogs very much/you have two dogs yourself...)*

Any reason: (C1)

Ich mag Hunde sehr/ich liebe Hunde.

Ich habe zwei Hunde.

D. (2) *Ask how much you will earn*

Wie viel/Was (D1) werde ich verdienen (D1)? N.B. Allow present tense

E. (2) *Say when you can work (evenings/at weekends...)*

Ich kann ... arbeiten. (E1)

morgens/abends/am Wochenende/zweimal ... pro Woche/ ... (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- und Kleinschreibung*: underline wrongly written letter. Underline other mistakes, putting double line under mistakes in verb endings and word order. Write W.O. in left-hand margin.

See page 21: use the left-hand scale (0-7) to award expression mark (Ex.)

TEXT III: LESEVERSTÄNDNIS (40 marks)

(8, 5, 5, 12, 10)

1. 8 marks: (a) 1 (b) 7

(a) 1 mark

Why did a German school make headlines in 2019? (Introduction)

Any ONE detail: 1 mark

1. Students rated their school.
2. The Puschkin Secondary School in Brandenburg got marks/grades from 1 to 6.
3. The school got a report/grades from their students.

(b) 7 marks: 5, 2

*What does Christian rate highest **and** why? Give details. (Par. 1)*

What: 5 marks

The teachers.

Why: Any ONE detail: 2 marks

1. They are helpful/willing to help.
2. Students can go to them with problems.
3. Students can talk to them.
4. When a maths test is unfair they resolve the problem.
5. Teachers give advice on private matters/questions/problems. // Christian got good advice from teachers on private matters/problems.
6. The door to the principal's office is always open.

2. 5 marks: (a) 4; (b) 1

(a) 4 marks:

Why does the Student Council get a good report? Give details. (Par. 2)

Any TWO details: 4 marks: 3, 1

1. They organised a project week.
2. They organised the 'Abi-Ball'/graduation ball/ the Debs/Grads.
3. They set up an Instagram account.
4. They inform (the students) about important events.
5. They collect ideas (from students).
6. They want to improve their school.

(b) 1 mark

Why does Neda only give a '3' for organisation and planning? (Par. 3)

Any ONE detail: 1 mark

1. (Students sometimes have) three foreign languages on the same day.
2. Planning/organising a festival is done too quickly.
3. Planning a class trip is done too quickly.
4. Many things are forgotten.
5. (These) things could improve/be better.

3. 5 marks: 3, 2

Brandon is not happy with the changing rooms. What are his reasons? (Par. 4)

Any TWO details: 5 marks: 3, 2

1. (They are) too small.
2. Jumpers/trousers/rucksacks are all over the place.
3. The hair dryer is broken.
4. Toilets should be cleaned.
5. The door of the girl's cubicle/changing room cannot be locked.

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

(a) 2 marks: (i) 1 mark (ii) 1 mark

(i) 1 mark

Why does the school's courtyard get a bad rating? (Par. 5)

Any ONE detail: 1 mark

1. There are only three trees.
2. There are only two benches.
3. There are no tables.
4. There is no shade.
5. There is no roof/shelter from rain.

(ii) 1 mark

How could it be improved? (Par. 5)

Any ONE detail: 1 mark

1. The students could help.
2. (They would like more) colour.
3. (They would like more/a few) flowers.
4. (They would like) covered seats.

(b) 10 marks: 4, 4, 2

The cafeteria fails completely. Give reasons. (Par. 6)

Any THREE details: 10 marks: 4, 4, 2

1. The cafeteria/it is too small.
2. There are queues.
3. Students have (only) 15 minutes to eat.
4. Food is fatty.
5. Food is salty.
6. Food is sweet.
7. They want healthier food.
8. They want more salads.
9. They want more fruit.
10. Desserts would be nice // Desserts are not served.

5. 10 marks: 5 x 2 marks

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

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. (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 (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

(St. = 5, C = 15, Ex. = 10)

(a) Letter

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

- eine super Idee **(1)**
- haben wir sehr viele **(1)**
- fast jede Stadt **(1)**
- für die Ferien **(1)**
- nach Irland **(1)**

A. (3) Tell your friend about a summer festival in Ireland:

- its name **(A1)**
- its location **(A1)**
- when it is on **(A1)**

B. (2) Say what bandss are playing **(B1)**
and that you are going to camp **(B1)**

C. (2) Tell your friend how much the tickets are **(C1)**
and how you are going to pay for them **(C1)**

D. (3) Say what the weather is like (**D1**)
and say what clothes to bring (**D1 + D1**) **D1 for use of a suitable verb**
D1 for two items of clothing

E. (4) Tell your friend what else you can do in the summer

E2 + E2 for two different activities

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

Ex. (10) Use the grid on page 21 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 1 mark)**

- seiner Klasse **(1)**
- Globale Küche 2020 **(1)**
- die gerne kochen **(1)**
- interessieren sich sehr **(1)**
- 500 Euro gewinnen **(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. **(A3)** Picture 2: **three** relevant points of information **3 x 1 mark**

2. **(B3)** Picture 3: **three** relevant points of information **3 x 1 mark**

3. **(C3)** Picture 4: **three** relevant points of information **3 x 1 mark**

4. **(D3)** Picture 5: **three** relevant points of information **3 x 1 mark**

5. **(E3)** 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 21 to calculate **expression mark** in relation to **C (Content)**.
Add St., C and Ex. to give overall total.

Teil 1: Interview mit Herrn Hees

Moderatorin: Heute sprechen wir mit Herrn Hees über seine besondere Schule. Herr Hees, wie lange gibt es Ihre Schule schon?

Herr Hees: Dieses Jahr ist meine Tanzschule siebenundzwanzig Jahre alt. Am 12. Juli 1993 eröffnete ich in der Stadt Aachen meine eigene Tanzschule. Als ich mit meiner Ausbildung zum Tanzlehrer fertig war, mietete ich in der Trierer Straße in Aachen die Räume einer ehemaligen Autowerkstatt als Studio.

Moderatorin: Warum haben Sie gerade diese Art von Schule gegründet?

Herr Hees: Nun ja, ich bin mit dem Tanzen groß geworden. Meine Eltern waren beide weltberühmte professionelle Tänzer, die überall in Deutschland und im Ausland gearbeitet haben. Ich habe schon mit acht Jahren meinen ersten Tanzkurs gemacht. Ich habe an vielen Tanzwettbewerben teilgenommen und auch oft gewonnen. Dieser Lebensstil hat mich schon immer interessiert.

Moderatorin: Wollten Sie schon immer Tanzlehrer werden?

Herr Hees: Nein. Tanzlehrer war nicht meine erste Berufswahl. Nach dem Abitur wollte ich zunächst Krankenpfleger werden. Ich habe meine 3-jährige Ausbildung als Krankenpfleger an der Uniklinik in Aachen abgeschlossen. Danach habe ich ein halbes Jahr in einem Krankenhaus in Dortmund gearbeitet. Aber Tanzen war und bleibt immer noch meine Leidenschaft.

Moderatorin: Oh, Krankenpfleger und Tanzlehrer – sind das nicht zwei sehr unterschiedliche Berufe?

Herr Hees: Ja schon. Sehr unterschiedlich. Aber darin liegt der Erfolg meiner Schule. Mit meiner Tanzschule schlage ich eine Brücke zwischen den beiden Berufen. Die Berufe Krankenpfleger und Tanzlehrer passen wunderbar zusammen, denn in meiner Schule ist Tanzen ja auch Therapie. Ich arbeite gern mit Menschen zusammen, die körperlich oder geistig behindert sind. Die Menschen stellen in der Gruppe soziale Kontakte her und die Tanzbewegungen helfen mit der Mobilität.

Moderatorin: Das ist ja wunderbar. Wer kann bei Ihnen sonst noch einen Tanzkurs belegen?

Herr Hees: Wir bieten ein vielseitiges Kursprogramm an, das von Kinder- und Seniorentanz bis hin zu Spezialkursen in lateinamerikanischen Tänzen reicht. Bei unseren Kursen ist jeder willkommen: Männer und Frauen, jung und alt, gut und nicht so gut. Wir bieten sowohl Kurse für Anfänger als auch für Fortgeschrittene an.

Moderatorin: Und Herr Hees, Sie haben für nächsten Monat etwas Aufregendes geplant, oder?

Herr Hees: Ja! Für nächsten Monat haben ich und ein paar Kollegen ein ganz tolles Ereignis geplant. Wir wollen mit der größten Walzer-Tanzveranstaltung der Welt ins Guinness Buch der Rekorde kommen. Wir möchten den Rekord brechen, der 2018 in Triest in Italien aufgestellt wurde. Damals haben 1600 Paare getanzt und das wollen wir übertreffen. Das Ganze findet am 5. August am Kölner Flughafen statt. Mehr Informationen gibt es im Internet auf der Webseite meiner Tanzschule: tanzschulehees.de.

Moderatorin: Herr Hees, vielen Dank!

Teil 2: Telefonanruf

(phone rings)

Christine: Guten Tag, hier Christine Röster.

Herr Meinhardt: Guten Tag, hier Meinhardt. Ich habe ein Problem mit unserem Ferienhaus und ich möchte mich beschweren.

Christine: Oh, meine Eltern sind im Moment nicht da. Kann ich Ihnen vielleicht helfen?

Herr Meinhardt: Nun ja, die Sache ist Folgende. Vor drei Monaten habe ich das Ferienhaus von Ihren Eltern reserviert. Ich wollte mit meiner Familie zwei Wochen Urlaub hier machen. Aber leider muss ich sagen, dass wir sehr enttäuscht sind. Wir sind wirklich gar nicht beeindruckt und überhaupt nicht zufrieden.

Christine: Ach ja? Warum denn?

Herr Meinhardt: Ich habe mir im Internet die Profile von ein paar anderen Ferienhäusern angesehen und Ihr Haus war das schönste. Aber das Haus ist ganz anders als auf den Fotos. Die Küche und das Wohnzimmer sind winzig klein. Wir sind sechs Personen und es gibt nur vier Stühle in der Küche. Also können wir nicht einmal zusammen am Tisch sitzen. Das geht doch nicht!

Christine: Ich kann Ihnen sofort zwei Stühle bringen.

Herr Meinhardt: Zwei Stühle bringen!? Ist das Ihr Ernst? Sie wollen mich wohl zum Narren halten!?

Christine: Oh Entschuldigung, so habe ich das nicht gemeint.

Herr Meinhardt: Im Internet heißt es auch, dass das Haus zentral liegt. Aber zum Wandern und zum Einkaufen müssen wir mindestens zwanzig Minuten mit dem Auto fahren. Wir haben uns das wirklich anders vorgestellt.

Christine: Aber alle anderen Gäste waren immer zufrieden mit...

Herr Meinhardt: Lassen Sie mich bitte ausreden. Nachts können wir nicht schlafen, denn die Nachbarn haben zwei große Hunde, die die ganze Nacht bellen. Unser Urlaub ist einfach die Hölle. Das ist eine Unverschämtheit. Wir sind so unzufrieden, dass wir unsere Koffer schon gepackt haben und noch heute abreisen wollen.

Christine: Warten Sie bitte kurz mal. Geben Sie mir bitte Ihre Telefonnummer? Meine Eltern rufen Sie dann in ein paar Minuten zurück.

Herr Meinhardt: Na gut...meine Handynummer ist 0162 – 17 28 4-9-3. Und der Name: Meinhardt mit "dt": M-E-I-N-H-A-R-D-T.

Christine: Gut, Herr Meinhardt. Bis gleich.

Teil 3: Gespräch

(doorbell in a shop)

- Ralf Bäcker: Guten Tag. Mein Name ist Ralf Bäcker. Ich habe heute morgen um acht hier bei Ihnen ein Fahrrad gemietet.
- Angestellte: Ach ja, Herr Bäcker. Und Sie wollen das Fahrrad schon zurückbringen?
- Ralf Bäcker: Naja, leider nicht. Ich weiß gar nicht, wie ich das jetzt sagen soll. Ich habe echt Angst, Ihnen sagen zu müssen...also, das Fahrrad ist weg. Ich fürchte, es ist gestohlen worden. Ich bin total verzweifelt. Ein echter Albtraum!
- Angestellte: Wie bitte? Eines unserer besten Fahrräder wurde gestohlen? Aber wir haben doch nur 10 Fahrräder zu vermieten. Wann und wo ist das denn passiert?
- Ralf Bäcker: Das war vor einer Stunde. Ich bin mit dem Fahrrad 30 Kilometer bis Zell an der Mosel gefahren. Dort bin ich kurz in einen Souvenirladen gegangen. Selbstverständlich habe ich das Fahrrad draußen abgeschlossen. Ich bin immer noch ganz durcheinander.
- Angestellte: Ach du liebe Güte. Haben Sie den Dieb gesehen?
- Ralf Bäcker: Ja. Als ich im Souvenirladen war, habe ich plötzlich draußen einen blauen Lieferwagen gesehen. Der Fahrer war ein blonder Mann mit einer dunklen Jacke, einer blauen Jeanshose und einer schwarzen Baseballmütze. Er ist auf einmal aus dem Lieferwagen gesprungen und hat das Fahrrad in den Lieferwagen geworfen. Dann ist er schnell weggefahren. Ich bin aus dem Laden gelaufen, aber der Mann im Lieferwagen war weg – so wie das Fahrrad. Was soll ich jetzt nur machen? Ich habe nicht genug Geld, um für das Fahrrad zu bezahlen.
- Angestellte: Nein, darüber müssen Sie sich keine Sorgen machen, Herr Bäcker. Wir sind gegen Fahrraddiebstahl versichert.
- Ralf Bäcker: Oh, da bin ich aber erleichtert.
- Angestellte: Aber Sie müssen den Diebstahl sofort bei der Polizei melden.
- Ralf Bäcker: Ja. Das mache ich sofort.

Teil 4

Die Nachrichten: Brüssel. Die EU verschenkt Interrail Fahrkarten an Achtzehnjährige. 20.000 Jugendliche in ganz Europa sollen zu ihrem achtzehnten Geburtstag als Geschenk eine kostenlose Fahrkarte erhalten. Die Fahrkarten werden im Losverfahren vergeben. Mit diesen kostenlosen Fahrkarten können die Jugendlichen drei Wochen lang unbegrenzt in der ganzen EU reisen. Jugendliche sollen so die Chance haben, die unterschiedlichen Kulturen Europas zu entdecken. Eine Interrail Fahrkarte kostet normalerweise 398 Euro.

Eschwege. Ganz ohne Wissen seiner Eltern hat ein achtjähriger Junge in Eschwege sein Zimmer aufgeräumt. Was aber eigentlich eine nette Überraschung für die Eltern sein sollte, endete mit der Polizei. Während die Eltern nämlich im Wohnzimmer fernsahen, warf der Junge alle Gegenstände aus dem Fenster der Wohnung im dritten Stock. Spielzeug, Bücher, eine Schreibtischlampe, Schuhe und Kuscheltiere aus dem Kinderzimmer landeten so auf zwei Autos, die vor dem Wohnblock geparkt waren. Es entstand ein Schaden von 4.500 Euro. Im Zimmer des Jungen blieben nur das Bett und der Kleiderschrank zurück.

Frankfurt/Main. Das Ensemble Blinder Musiker Frankfurt wird am Samstag Abend bei einer Fernsehsendung auftreten. Das Ensemble, das aus drei blinden und sehbehinderten Musikern besteht, ist eines der wenigen in Deutschland, das blinden Musikern die Möglichkeit gibt, von ihrer Musik zu leben. Die Mitglieder wollen außerdem zeigen, dass es auch Blinden möglich ist, Musik zu machen. Die Gruppe ist bereits einige Male in Deutschland und im Ausland aufgetreten und hat für das kommende Jahr viele Konzerte geplant. Auch für Hochzeiten, Geburtstage und Familienfeiern kann man die Gruppe buchen.

Und nun zum Wetter. Im Norden Deutschlands gibt es morgen vereinzelt Schauer bei 5 bis 9 Grad. Nachts sinken die Temperaturen auf null Grad. Es ist also mit Glatteis zu rechnen. Im Süden bleibt es trocken und kühl; in den Bergen über 700 Meter starker Schneefall. Leichter Wind aus Nordwest.

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