



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2021

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: 28, 20, 20, 32)

First Part: Interview

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

Where answers are in German, award half marks.

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

Cuckoo clocks are an important part of Frau Faller's life. Give details.

Any three details: 6 marks: 3, 2, 1

- (a) She is a clock maker
- (b) She grew up with them
- (c) (They are part of/belong to) family tradition//Clock making is in her family
- (d) (They are part of) history
- (e) (They are part of) home
- (f) Her great-great-grandmother / her granny's granny: clock maker
- (g) Her grandfather: clock maker
- (h) Her father: clock maker
- (i) Her uncle: clock maker
- (j) She's proud of this family tradition//She wants to continue this family tradition

2. (2 marks)

What did Frau Faller do in the workshop as a child? Give details.

Any one detail: 2 marks

- (a) She played
- (b) She painted

3. (4 marks: 3, 1)

Why are Frau Faller's cuckoo clocks so special? Give details.

Any two details: 4 marks: 3, 1

- (a) They are not mass-produced/ not produced industrially / not produced by machines
- (b) A person makes every clock// They are handmade
- (c) She takes her time (with the clocks)
- (d) Her heart's blood is in them / it
- (e) (Each clock is) unique

4. (4 marks: 3, 1)

Describe Frau Faller's cuckoo clocks. Give details.

Any two details: 4 marks: 3, 1

- (a) (They come in) different sizes
- (b) They run for one day / for eight days
- (c) They have to be wound up
- (d) A cuckoo calls every hour/on the hour
- (e) (There are also clocks) with music
- (f) (There are clocks with) a dance group/ with (four) dancing figurines/figures
- (g) (There are clocks with) a Black Forest house/ forest animals
- (h) People can make individual requests
- (i) A client wanted a clock with dinosaurs

N.B. Allow points (a), (b) and (e) from Q.3 if marks not already awarded for these points in Q. 3.

5. (12 marks: (i) 8 marks: 4, 4; (ii) 4 marks)

(i) Where can Frau Faller's cuckoo clocks be purchased? Give details.

Any two details: 8 marks: 4, 4

- (a) In her/their **(2)** shop **(2)**
- (b) In the clock **(2)** museum **(2)**
- (c) On their/her website // falleruhren.de **N.B.** Fully correct web address must be given
N.B. Website/online: **2 marks**

(ii) How much do they cost?

400 Euro **(4)**

Second part: Telephone call

(20 marks: 8, 2, 7, 3)

Where answers are in German, award half marks.

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

(i) What is the caller looking for **and** why?

What: 4 marks: 1, 3

His **(1)** car **(3)**

Why: Any one detail: 2 marks

(a) (He needs) to go to the airport // He has a flight

(b) He's going on holidays/ on a trip

(ii) The business closes at 5 pm.

True **(2 marks)**

2. (2 marks)

What solution does the woman offer the caller?

Any one detail: 2 marks

(a) (Markus / someone) can pick him/them up

(b) (Markus/someone) can take him/them to the airport

(c) (Markus / someone) can collect him/them from the airport

3. (7 marks: 4, 3 marks)

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

Deduct 1 mark for each incorrect/missing letter:

Name: W-E-B-E-R (4 marks)

All or nothing

Phone number: 83 47 6 9 0 (3 marks)

4. (3 marks)

The phone call is to

(c) a garage **(3 marks)**

Third Part: Conversation

(20 marks: 3, 4, 10, 3)

Where answers are in German, award half marks.

1. (3 marks)

What job is the man applying for?

Any one detail: 3 marks

- (a) Group/youth leader **N.B.** Camp leader: 0 marks
- (b) (A job) in a youth camp
- (c) (A job) in a national park

2. (4 marks: 3, 1)

What do you learn about the man? Give details.

Any two details: 4 marks: 3, 1

- (a) He has completed the Leaving Cert / *Abitur*
- (b) He is going to study at university/ he plans on going to college
- (c) He wants to take a year out (first)
- (d) He wants to work in the ecology / environmental sector / field
- (e) He wants to study ecology / tourism
- (f) He thinks this job is perfect (for him).
- (g) He is interested in the environment
- (h) He is interested in nature
- (i) He is interested in animal welfare
- (j) He has researched their camps on the internet
- (k) He thinks their camps are great

3. (10 marks: (i) 2 marks, (ii) 8 marks)

(i) What outdoor activities are already organised for young people in the summer camp?

Any one detail: 2 marks

- (a) Clean-up(s)
- (b) Hike(s) / walk(s)
- (c) A visit to the weather station

(ii) What evening activities does the man suggest for young people?

Any two details: 8 marks: 4, 4

- (a) Games
- (b) Talent show(s)
- (c) Concert(s)
- (d) A fashion show

4. (3 marks)

How does the man feel about the environment?

(b) passionate (3 marks)

Fourth part: News

(32 marks: 6, 7, 5, 14)

Where answers are in German, award half marks.

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

(i) Women earn less than men in Germany. What percentage (%) figure is given?

20 (%) **(4 marks)**

(ii) Give **one** reason for this inequality.

(One reason: 2 marks)

- (a) Men (often) have better (paid) jobs
- (b) (More) men are managers / in leadership roles
- (c) Women (often) are unable to work fulltime
- (d) Women have family commitments
- (e) Women have reduced career opportunities

2. (7 marks: (i) 4 marks, (ii) 3 marks)

(i) How many days before the wedding was the dress stolen?

2 **(4 marks)**

(ii) How did the bride-to-be react?

Any one reaction: 3 marks

- (a) She was raging / angry /annoyed// She exploded
- (b) She threw clothes on the floor
- (c) She threatened staff
- (d) She borrowed a dress **N.B.** She got a (new/another) dress: **1 mark**

3. (5 marks: (i) 3 marks, (ii) 2 marks)

(i) What are some German people afraid of, according to the survey?

Cybercrime // Online data misused/stolen **(3 marks)**

N.B. Crime: **1 mark**

(ii) Which age group is **least** afraid of this?

(d) **(2 marks)**

4. (14 marks: (i) 7 marks: 4, 3 (ii) 7 marks: 4, 3)

(i) What is the weather forecast for tomorrow? Give details.

(Any two details: 7 marks: 4, 3)

- (a) Little change
- (b) Wet
- (c) Cold
- (d) Rain
- (e) Snow
- (f) 5 degrees
- (g) -3 degrees

(ii) What is the weather forecast for the weekend? Give details.

(Any two details: 7 marks: 4, 3)

- (a) High pressure
- (b) Icy/Very cold
- (c) Below zero
- (d) -12 degrees
- (e) Dry
- (f) Sunny
- (g) Wind(y)

TEXT I: LESEVERSTÄNDNIS: (60 marks)

(20, 19, 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. (20 marks: (a) 2; (b) 3; (c) 7; (d) 8)

(a) 2 marks

According to Leonora, the narrator, people have different ways of showing their emotions. Give details. (lines 1 – 4)

(Any ONE detail: 2 marks)

1. In their facial expression
2. In their clothing

(b) 3 marks: 2, 1

The narrator has found her own way of showing how she feels. Give details. (lines 4 – 13)

(Any TWO details: 3 marks: 2, 1)

1. (Through) the colour of her fingernails/nail polish //By painting her fingernails.
2. She has 150 nail polish bottles in different colours// She has 150 nail polish bottles in any 2 of these colours: red, yellow, green, brown
3. She has a colour for every emotion/mood
4. She has a colour for every situation
5. She has a colour for every weather.

(c) 7 marks: 3, 2, 2

The narrator describes one particular day. Give details. (lines 14 – 29)

(Any THREE details: 7 marks: 3, 2, 2 marks)

N.B. Allow both past and present tense in all points

1. It is boring.
2. It is a Tuesday.
3. It is raining.
4. She argues with her friend/Doro.
5. She has a lot of homework// She has homework for maths, English and history
N.B. Any two of these subjects needed.
6. She does not know where to start.
7. It is a grey day.
8. She paints her nails green/the colour of spring/the colour of hope.
9. She hopes her homework will take care of itself.

(d) 8 marks: (i) 4 marks: 3, 1; (ii) 4 marks: 3, 1

(i) This day is suddenly disrupted. What happens? Give details. (lines 30 – 43)

(Any TWO details: 4 marks: 3, 1)

1. Her mother screams/shouts.
2. (Leonora) thinks her mother has seen a mouse/ is hysterical
3. She looks for her mother.
4. Her mother is at the kitchen table. **N.B.** on the kitchen table: 0 marks
5. Her mother has a letter / got a letter.
6. Her mother looks as if she had won the lotto.
7. Her mother is very happy.
8. Her parents got jobs as exchange teachers/ in Texas.
9. They are all going for a year
10. They are going after the holidays.

(ii) How does Leonora feel about the news? (lines 43 – 48)

(Any TWO details: 4 marks: 3, 1)

1. She is shocked
2. She falls on to/into the nearest chair // she sits down.
3. She closes her eyes.
4. She is not happy. //She doesn't like it.
5. The letter/It is a disaster.
6. Her life is ruined.

2. (19 marks (a) 8; (b) 4; (c) 7)

(a) 8 marks: (i) 4 marks: 3, 1; (ii) 4 marks: 3, 1)

(i) What is Leonora's dream? Give details. (lines 54 – 60)

(Any TWO details: 4 marks: 3, 1)

1. New York/San Francisco/a big American city/big American cities.
2. Cool cafés.
3. Crazy clothes shops.
4. Crowded streets.
5. Herself in the middle of it all.

(ii) How does she react to her parents' plan? Give details. (lines 60 – 72)

(Any TWO details: 4 marks: 3, 1)

1. She does not want to live in a small town / in the hinterland/in the middle of nowhere.
2. She does not want to live among cowboys / cattle / oil millionaires.
3. She takes a deep breath.
4. (She tells her parents that) she is not going / she is staying.
5. She runs to her room.
6. She slams the door.
7. She throws herself onto her bed.
8. She cries into the pillow.
9. (She thinks) what a crappy day!
10. She reacts negatively// She doesn't like it

(b) 4 marks: 2, 2

*What happens on Easter Sunday **and** how might this help Leonora? (lines 73 – 84)*

What: Any ONE detail: 2 marks

1. Her aunt/Inge and uncle/Gerhard visit **N.B.** Only 1 person mentioned: 1 mark
2. Her aunt/Inge asks Leonora what she thinks about Texas / her parents' plan.
3. Leonora says she is staying / not going to Texas with her parents.

Allow:

4. Her mother decorated the table with small chocolate eggs.
5. She baked an Easter cake. / They have an Easter cake.

How: 2 marks

(Her aunt suggests) Leonora could move in with Sabine.

(c) 7 marks: 3, 3, 1

What do we learn about Sabine? Give details. (lines 85 – 95)

(Any THREE details: 7 marks: 3, 3, 1)

1. She is Leonora's cousin.
2. She is 19 years old.
3. She studies medicine.
4. She is in first semester
5. She is at university
6. ... in Leipzig.
7. She has not seen Leonora for a long time
8. She does not like to come to family meetings/gatherings.
9. She never let Leonora play with her Barbie dolls.
10. She stole Leonora's gummy bears
11. She got on Leonora's nerves.
12. She always knew everything better.

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

2. **Ein grauer Tag (2)**
A grey day. (2)
3. **Mama ist glücklich – ich nicht (2)**
Mum is happy – I am not (2)
4. **Texas? Ohne mich! (2)**
Texas? Without me! (2)
5. **Ist das die Alternative? (2)**
Is this/that the alternative? (2)

4. (5 marks: 5 x 1 mark)

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

TEXT 1: ANGEWANDTE GRAMMATIK (15 marks)

Answer question 1 OR question 2

1. (15 marks: 15 x 1 mark)

*Say which **two words** each compound word is made up of and what the **underlined words mean**.*

(i)	Vampirrot	(Abschnitt 1)	Vampir (1) + rot (1)	vampire red/ dark red (1)
(ii)	Hausaufgaben	(Abschnitt 2)	Haus (1) + Aufgaben (1)	homework (1)
(iii)	Großstadt	(Abschnitt 4)	groß (1) + Stadt (1)	(big) city (1)
(iv)	Osterkuchen	(Abschnitt 5)	Oster(n) (1) + Kuchen (1)	Easter cake (1)
(v)	zusammenwohnen	(Abschnitt 5)	zusammen (1) + wohnen (1)	to live together (1)

OR

2. (15 marks: 5 x 3 marks)

- (i) in **(3)**
- (ii) am **(3)**
- (iii) für **(3)**
- (iv) an **(3)**
- (v) aus **(3)**

TEXT II: LESEVERSTÄNDNIS (60 marks)

(9, 18, 8, 15, 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. (9 marks: 4, 3, 2)

What do German students spend their money on? (Introduction)

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

1. Cinema
2. Books
3. Health insurance
4. Rent
5. Food
6. Travel
7. Going to clubs
8. Phone
9. Clothes

2. (18 marks: (a) 9; (b) 9)

(a) 9 marks: 4, 3, 2

When should students ask for a discount? Give examples. (Tipp 1)

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

1. When taking out a phone contract.
2. When opening a bank account.
3. When buying a new laptop.
4. When booking a holiday/trip.
5. When buying shoes.
6. When buying glasses.
7. When buying magazines.

(b) 9 marks: 4, 3, 2

Where should they show their student ID card? Give details. (Tipp 1)

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

1. (When going to) (a) park(s)
2. (When going to) (a) museum(s)
3. (When going to) (a) theatre(s)
4. (When going to) (a) concert(s)

3. (8 marks: (a) 5 marks (b) 3 marks)

(a) 5 marks: 3, 2

What information is given about public transport? Give details. (Tipp 2)

Any TWO details: 5 marks: 3, 2

1. (Students can get) cheap travel with semester tickets.
2. The bus is cheaper than the train.
3. One can travel from Hamburg to Berlin for 6 Euro (with a student ticket).
4. One can travel from Dortmund to Amsterdam for 13 Euro (with a student ticket).
5. WLAN/Wifi/Internet is included (in tickets for intercity busses).

(b) 3 marks

What makes car sharing an attractive option? (Tipp 2)

Any ONE detail: 3 marks

1. One can share petrol expenses.
2. One can find/meet new friends.
3. One can meet interesting people.

4. (15 marks: (a) 9; (b) 6)

(a) 9 marks: 4, 3, 2

How can you keep fit and save money? Give details. (Tipp 3)

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

1. Don't go to the gym/a fitness centre.
2. Play sport/exercise outside.
3. Go running/jogging.
4. Universities/colleges offer free sport programmes.
5. Play in a team.
6. Try out a new sport.
7. Eat healthy food.
8. You don't need expensive protein shakes.
9. Eat meat/vegetables/fruit/tofu/nuts. **N.B. TWO** correct items needed

(b) 6 marks: 4, 2

How can students save money on food? Give details. (Tipp 4)

Any TWO details: 6 marks: 4, 2

1. Cook (your own food)
2. Bring food from home.
3. Use recipe apps/ online recipes
4. Don't meet your friends at McDonald's // Don't go to McDonalds.
5. Cook with friends.
6. Cook spaghetti Bolognese for 4 people for only 5 Euro.
7. Get free food on *foodsharing.de*. // Get free expired food from supermarkets.
8. Eat in the university canteen. // Food in the university's canteen is cheaper/healthier (than fast food).

5. (10 marks (5 x 2 marks))

- False (2 marks)
True (2 marks)
True (2 marks)
False (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 the dialogue below based on the information given.
(Write 25 – 30 words)*

Sie: Hallo Jens, was machst du hier in Hamburg?

(A1) Jens: **Any ONE of the following for A1**
Ich studiere (Journalismus) / Ich bin an der Uni.
Ich blogge Tipps für Studenten.

Sie: Wofür geben deutsche Studenten ihr Geld aus?

(B1) Jens: **Any TWO of the following items for B1**

**Für Kino/ Bücher/Krankenkasse/ Miete /Essen/ Fahrtkosten/ Clubbesuche/
Handykosten/ Klamotten**

Sie: Wann kann ein Studentenausweis beim Geldsparen helfen?

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

Bei einem Handyvertrag.
Wenn man ein Bankkonto eröffnet.
Wenn man einen Laptop kauft.
Wenn man eine Ferienreise bucht.
Wenn man Schuhe/ Brillen/Zeitschriften kauft.
Wenn man zum Park/zum Museum/ins Theater/auf Konzerte geht.

Sie: Ich möchte meine Freundin in Berlin besuchen. Wie komme ich am billigsten dahin?

(D1) Jens: **Mit dem Bus./ Mit einem Studententicket. (D1)**

Sie: Wie kann ich mich hier an der Uni fit halten, ohne viel Geld auszugeben?

(E2) Jens: **Any TWO of the following details for E1 + E1**
Du kannst draußen Sport treiben.
Du kannst laufen/joggen gehen.
Du kannst ein Sportprogramm machen.
Du kannst in einer Mannschaft mitspielen
Du kannst eine neue Sportart ausprobieren.
Du kannst dich gesund ernähren.
Du kannst Fleisch/Gemüse/Obst/Tofu/Nüsse essen.

Sie: Und wie kann ich beim Essen Geld sparen?

(F1) Jens: **Any ONE of the following details for F1**
Du kannst selbst kochen.
Du kannst dein Essen von zu Hause mitbringen.
Es gibt Apps mit einfachen Rezepten.
Du kannst deine Freunde zu einem Kochabend /zum Kochen einladen.
Du kannst für 5 Euro Spaghetti Bolognese kochen.
Du kannst über *foodsharing.de* kostenlos Lebensmittel bekommen.
Du kannst in der Uni-Kantine essen.

Sie: Vielen Dank für deine Hilfe, Jens!

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.)

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

(Content = 8, Expression = 7)

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

Write an e-mail, **in German**, to the seller using the following points to guide you:

A. (2) Give your name and say where you are living.

Ich heiße (A1)

Ich wohne (A1)

B. (1) Say you would like to buy the bike

Ich möchte das Fahrrad kaufen. (B1)

C. (2) Give **two** reasons why (train travel expensive/like cycling/good for health/environment...)

Any TWO of the following for C1 + C1

Die Bahn / der Zug ist teuer.

Ich fahre gern Rad.

Radfahren ist gesund / gut für die Gesundheit.

Radfahren ist gut für die Umwelt.

D. (2) Say **when** you could meet (tomorrow/ afternoon) and **why** (you have to go to college in the mornings / work in a restaurant at night...)

Wir können uns morgen/ am Nachmittag treffen. (D1)

Ich muss morgens/am Morgen in die Uni gehen. / Ich arbeite abends in einem Restaurant. (D1)

E. (1) Say where you could meet Conny (in café in university / in university canteen...).

Wir können uns im Café in der Uni / in der Uni-Kantine treffen. (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)

(11, 12, 2, 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. (11 marks: (a) 9 marks, (b) 2 marks)

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

*What do you learn about Nele **and** her way of life? Give details. (Introduction)*

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

1. She is 20 (years old).
2. She studies music / geography.
3. ... in Hannover.
4. She wants to become a teacher.
5. She lives in a van/ a car **N.B.** lived: 0 marks
6. ... for two years.
7. She gave an interview to the *Hannoversche Allgemeine* / a newspaper.

(b) 2 marks

Why did she choose this lifestyle? Give details. (Par. 1)

Any ONE detail: 2 marks

1. She dreamed of travelling through Europe by car/in a van.
2. After her *Abitur* she travelled for a year in a van/ a car
3. She fell in love with it // She couldn't give it up.
4. Life in a van/ in a car is great.

2. (12 marks: (a) 9 marks; (b) 3 marks)

(a) 9 marks: 4, 3, 1, 1

Nele lists the contents of the van. Give details. (Par. 2)

Any FOUR details: 9 marks: 4, 3, 1, 1

1. A cooker/stove
2. A sink
3. A fridge
4. A folding table
5. Camping chair(s)
6. A bed
7. A toilet
8. A box/bed for her dog.
9. A desk

(b) 3 marks: 2, 1

What does she like about her lifestyle? Give details. (Par. 3)

Any TWO details: 3 marks: 2, 1

1. Freedom / being free. **N.B.** Free time: 0 marks
2. Flexibility/being flexible.
3. Independence/being independent.
4. She can park at the university.
5. She can park in front of/at her friends' house.
6. She can leave town (when she doesn't feel like meeting people).
7. She can stay overnight/sleep surrounded by/in nature.
8. She uses solar energy.
9. She saves water.
10. She doesn't pay rent.

3. 2 marks

Nele describes her parents' reaction. Give details. (Par. 4)

Any ONE detail: 2 marks

1. They were not enthusiastic/not excited/not in favour of it/not happy/not supportive.
2. They were frightened/worried
3. Now they think of her 'mobile life' / way of living as normal.
4. They tolerate her lifestyle / way of living
5. They know that she will settle down eventually / sometime.

4. (5 marks: (a) 3 marks; (b) 2 marks)

(a) 3 marks: 2, 1

What problems does Nele mention? Give details. (Par. 5)

Any TWO details: 3 marks: 2, 1

1. It is not winter proof. // Cold weather/frost causes problems
2. The water freezes.
3. She can't have a shower
4. She can't wash up
5. She can't cook.
6. She has to eat in the canteen.
7. She has to shower at her friends' house.
8. She needs better insulation// Van is not well insulated
9. She needs good heating

(b) 2 marks

What is her overall feeling about where she lives? (Par. 5)

She feels at home. **N.B.** She likes it: **1 mark**

5. (10 marks: 5 x 2 marks)

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

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

(a) Letter (St.= 4, C = 16, Ex. = 10)

Candidates to answer any FIVE points from points A - F below.

Where a candidate has answered more than five, mark all and pick the best five for the final content mark.

St. (4) Completing the first paragraph. Insertion of appropriate sentences. (4 x 1 mark)

- beginnt das Abitur (1)
- die Nerven (1)
- Deutschprüfung (1)
- die Sommerferien (1)

A. (3) Say that your cousin Daniel (A1) is coming (A1) in July (A1)

**B. (3) Say that your family will go (B1) to the airport (B1)
and say how far the airport is (B1)**

**C. (3) Say that he wants to do a surf course (C1) and give TWO details about the course:
(every morning / at the beach / what time / how much ...) (TWO details: C1 + C1)**

**D. (3) Say what you will do in the afternoon / evening (D1)
(meet your friends / play sports / go out / ...) (TWO details: D1 + D1)**

**E. (3) Say that Daniel is a nice guy (E1) and you would like to visit him (E1)
in America next year (E1)**

**F. (3) Say why you want to go to America (great shopping / big cities ...)
(THREE details: F1 + F1 + F1)**

Cl (1) Write a suitable closing sentence (1)

Ex. (10) Use the grid on page 21 to calculate **expression mark in relation to **C (Content)**.**

NB: Where a candidate has answered more than five, mark all and pick the best five for final content mark.

Add St, C and Ex to give overall total.

(b) Picture Story: 30 marks (St. = 8, C = 12, Ex. = 10)

St. (8) Completing the first paragraph. Insertion of appropriate sentences. **(4 x 2 marks)**

- 18. Geburtstag **(2)**
- eine große Überraschung **(2)**
- ganz Europa **(2)**
- auf die Reise **(2)**

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

C (12) (pictures 2 – 6) ... **12 marks** as indicated below.

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

Guidelines for marking of content:

(i) THREE relevant points of information for any TWO pictures.

AND

TWO relevant points of information for remaining THREE pictures.

(ii) Each relevant point of information = 1 mark
Each point of information must contain a verb.

N.B. Where a candidate has answered in excess of what is required:
Mark all and pick the best i.e. the best 3 sentences on any 2 of the pictures AND
the best 2 sentences on any 3 of the pictures for final content 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 I: Interview mit Frau Faller

Moderator: Heute im Studio haben wir Frau Faller, eine Kuckucksuhrenmacherin aus Gütenbach im Schwarzwald. Frau Faller, Sie haben einen recht ungewöhnlichen Beruf gewählt. Uhren sind für Sie persönlich sehr wichtig, oder?

Faller: Ja. Ich bin mit Kuckucksuhren aufgewachsen. Für mich bedeutet die Kuckucksuhr Familientradition, Geschichte und Heimat. Omas Großmutter legte 1868 die Prüfung als Uhrenmachermeisterin ab. Mein Großvater, mein Vater und mein Onkel waren alle Uhrenmacher. Man kann also sagen, dass das Uhrenbauen in meiner Familie liegt. Und ich bin stolz, diese Familientradition weiterzuführen.

Moderator: War Uhrenmacherin denn schon immer Ihr Traumberuf?

Faller: Ja, eigentlich schon. Ich wusste schon als kleines Mädchen, dass ich im Uhrenhandwerk arbeiten will. Ich habe immer gern in der Werkstatt gespielt und dort schon seit meiner Kindheit gern gemalt. Deshalb war das Bauen und die Restaurierung von Kuckucksuhren eine leichte Berufswahl für mich.

Moderator: Und was ist das Besondere an Ihren Kuckucksuhren?

Faller: Heute werden viele Uhren leider industriell mit Maschinen produziert. Bei uns aber natürlich nicht. Bei uns wird jede Uhr von einer Person gemacht. Von Anfang bis Ende. Ich nehme mir für meine Uhren alle Zeit der Welt. In jedem Stück, das ich mache, ist mein Herzblut mit drin. Jede unserer Kuckucksuhren ist 100% Handarbeit, also ein Unikat.

Moderator: Wunderbar! Beschreiben Sie für uns die Uhren selbst.

Faller: Wir haben unterschiedlich große Uhren. Sie laufen entweder einen Tag lang oder acht Tage am Stück, bevor die Zeit stehenbleibt. Dann muss man sie wieder aufziehen, damit sie wieder weiterlaufen. Der Kuckuck ruft zu jeder vollen Stunde. Es gibt auch Uhren mit Musik. Dazu dreht sich eine Tanzgruppe von vier Tanzfiguren in der Uhr. Das ist eigentlich ganz nett.

Moderator: Ja, das ist nett. Das ist dann die traditionelle Kuckucksuhr, oder?

Faller: Ja. Das traditionelle Motiv der Kuckucksuhr ist weltbekannt: das Schwarzwaldhaus mit Tieren aus dem Wald und natürlich dem Kuckuck. Manchmal haben Leute aber auch ganz individuelle Wünsche. Einmal musste ich für einen Kunden Dinosaurier vor das Schwarzwaldhaus setzen.

Moderator: Das ist ja witzig. Und Frau Faller, wie kann man Ihre Uhren kaufen?

Faller: Unsere Uhren kann man in unserem Geschäft kaufen. Außerdem machen wir im Uhrenmuseum live Vorführungen, wo man unsere Uhren kaufen kann. Natürlich verkaufen wir sie auch auf unserer Webseite falleruhren.de. Eine Uhr kostet rund 400 Euro.

Teil 2: Telefonanruf

Susanne Funk: Autowerkstatt Funk. Susanne am Aparat.

Herr Weber: Guten Tag, hier Manfred Weber. Ich rufe wegen meines Autos an. Ich habe heute morgen mein Auto zur Reparatur gebracht. Ich wollte wissen, wann ich es abholen kann.

Susanne Funk: Guten Tag. Sie wollte ich gerade anrufen. Es tut mir Leid, aber Ihr Auto wird erst morgen fertig sein.

Weber: Was?! Das kann doch nicht wahr sein!

Susanne Funk: Verstehen Sie, einer unserer Mechaniker ist heute krank und konnte leider nicht zur Arbeit kommen. Deshalb haben wir Ihr Auto noch nicht repariert. Aber keine Sorge. Morgen früh wird es pünktlich um 10 Uhr fertig sein.

Weber: Ich habe Ihnen doch erklärt, dass ich das Auto unbedingt heute noch brauche, weil ich morgen mit meiner Familie in Urlaub fliege. Und Sie haben versprochen, dass das kein Problem

ist. Wie sollen wir denn zum Flughafen kommen? Unser Flug geht morgen früh schon um sieben Uhr!

Susanne Funk: Ach ja, stimmt. Das habe ich ganz vergessen...

Weber: Ja. Das ist eine absolute Katastrophe. Was sollen wir jetzt nur tun? Gibt es denn gar keine Möglichkeit, das Auto doch noch heute zu reparieren?

Susanne Funk: Nein, das ist unmöglich. Wir schließen um 17 Uhr und jetzt ist es schon 16 Uhr 15. Das schaffen wir nie.

Weber: Aber ich brauche das Auto dringend. Mit dem Bus zum Flughafen fahren ... mit all unserem Gepäck...nein, das geht einfach nicht.

Susanne Funk: Ich habe eine Idee! Markus, einer unserer Arbeiter, könnte Sie morgen von zuhause abholen und zum Flughafen bringen. Wie wäre das?

Weber: Ja, das ginge vielleicht. Aber was machen wir, wenn wir aus dem Urlaub zurückkommen?

Susanne Funk: Markus wird Sie vom Flughafen abholen und zur Werkstatt bringen. Und dann können Sie mit Ihrem Auto nach Hause fahren.

Weber: Aber unser Flug landet um 3 Uhr morgens. Ist das ein Problem?

Susanne Funk: Oh...das ist sehr früh, aber das wird schon gehen. Ich notiere kurz nochmal Ihre Telefonnummer für Markus, der Sie morgen abholt. Er wird Sie in einer halben Stunde anrufen. Ihr Name: Weber. W-E-B-E-R. Und Ihre Telefonnummer?

Weber: Vorwahl 0511 / 83 47 6 9 0.

Susanne Funk: 0511 / 83 47 6 9 0. Und bitte entschuldigen Sie noch einmal.

Teil 3: Vorstellungsgespräch

Managerin: Guten Tag, Herr Krämer. Sie haben sich um den Job als Gruppenleiter in unserem Jugendcamp hier im Nationalpark Wattenmeer beworben. Erzählen Sie ein bisschen über sich.

Krämer: Wie ich in meiner Bewerbung schon geschrieben habe, habe ich dieses Jahr mein Abitur gemacht. Aber bevor ich mit dem Studium beginne, will ich ein Jahr Auszeit nehmen und im ökologischen Bereich arbeiten. Deshalb habe ich mich um diese Stelle beworben. Ich will Ökologie und Tourismus an der Hochschule studieren. Ich glaube, dass dieser Job perfekt für mich ist.

Managerin: Ich verstehe. Und warum möchten Sie gerade hier mit uns arbeiten?

Krämer: Ich interessiere mich sehr für die Umwelt. Natur- und Tierschutz sind sehr wichtig für mich. Ich habe mich im Internet schon über Ihre Sommercamps informiert und ich finde sie toll.

Managerin: Ach ja?

Krämer: Ja! Außerdem organisieren Sie im Sommercamp Saubermachaktionen, bei denen die Jugendlichen sehen, wie viel Müll im Meer ist. Sie machen Wanderungen am Wattenmeer und besuchen die Wetterstation hier. Das finde ich beeindruckend und da will ich mitmachen.

Managerin: Schön. Wissen Sie, Herr Krämer, als Gruppenleiter werden Sie nicht nur während des Tages sondern auch abends für die Teilnehmer da sein. Welche Freizeitmöglichkeiten würden Sie für die Jugendlichen abends vorschlagen?

Krämer: Ich finde, dass Jugendliche gern an Spieleabenden teilnehmen. Talentshows und Konzerte sind natürlich auch immer populär. Wir könnten eine kreative Modenschau mit Müll vom Meer organisieren.

Managerin: Oh, diese Idee finde ich toll! ... Haben Sie vielleicht Fragen an mich?

Krämer: Muss ich als Gruppenleiter Unterkunft und Verpflegung selbst organisieren und bezahlen?

Managerin: Nein, Sie müssen natürlich nichts bezahlen. Sie sind kostenlos in einer Jugendherberge untergebracht. Sie bekommen auch alle Mahlzeiten gratis. Also, Herr Krämer, ich werde Ihnen noch heute Nachmittag Bescheid sagen, ob Sie die Stelle bekommen.

Teil 4

Die Nachrichten. Frankfurt. Frauen verdienen in Deutschland 20% weniger als Männer, so ein Sprecher des deutschen Gewerkschaftsbundes zum internationalen Equal Pay Day. Damit ist Deutschland im Vergleich zu anderen europäischen Ländern auf dem vorletzten Platz. Die Gründe dafür sind zahlreich. Männer haben oft Berufe, die besser bezahlt sind. Mehr Männer arbeiten in Führungspositionen und als Manager. Oft haben Frauen auch aus Familiengründen nicht die Möglichkeit, vollzeit zu arbeiten, was ihre Karrierechancen reduziert.

Bielefeld. Kleid weg – Braut wird wütend. Als sie zwei Tage vor ihrer Hochzeit herausfand, dass ihr Brautkleid gestohlen wurde, ist eine Kundin in einer Reinigung vor Wut explodiert. Die Frau wurde so ärgerlich, dass sie andere Kleidungsstücke auf den Boden warf und das Personal bedrohte. Sie beruhigte sich erst, nachdem der Besitzer die Polizei rief. Für ihre Hochzeit musste sich die Frau dann ein Kleid leihen.

Berlin. Rund jeder fünfte Deutsche hat einer Umfrage zufolge Angst vor Cyberkriminalität. Sie fürchten sich vor Datenmissbrauch im Internet. Im Osten ist die Sorge davor größer als im Westen. Sehr entspannt sind aber ältere Menschen ab 60 Jahren: Nur 15 Prozent von ihnen fürchten sich davor, dass ihre Daten gestohlen werden. Der Grund dafür ist, dass Menschen ab sechzig nicht oft online aktiv sind.

Und nun zum Wetter. Auch morgen gibt es wenig Wetteränderung. Es bleibt nass und kalt. Es kommt zu lang anhaltendem Regen, in den Bergen fällt Schnee. Die Tageshöchsttemperaturen liegen bei 5 Grad. Nachts sinken die Temperaturen auf minus 3 Grad.

Die Aussichten fürs Wochenende: Ein Hochdruckgebiet verursacht eisige Temperaturen.

Tagsüber bleiben die Temperaturen unter null Grad, nachts fallen sie bis auf minus 12 Grad. Es wird trocken und sonnig bei mäßigem Wind aus Nordost.

