



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

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.

Annotations used in the marking

Not all responses are annotated

[]	Irrelevant Material
+	Good point of language
P	Half mark penalty for answers in language not specified/extraneous material/quotation without manipulation where manipulation required
L	Lower Expression
	Grammar mistakes, tenses, inaccurate vocabulary use, spelling mistakes, omissions ...
0	0 marks awarded
 etc...	1, 2, 3, ... etc. mark(s) awarded
	Content marks for parts a, b, c, ... etc. in written sections
	Blank page
WO	Word order mistake
st/CL1	Start/Closing sentence
MMS	Modified Marking Scheme

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 14.

TEXT I: LESEVERSTÄNDNIS: (60 marks)

(17, 22, 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. (17 marks: (a) 4; (b) 4; (c) 5; (d) 4)

(a) 4 marks: 2, 2

Give details about the narrator's first encounter with Ludwig. (lines 1 – 8)

(Any TWO details: 2, 2)

1. The narrator met Ludwig seven years ago.
2. (Ludwig arrived) into German class.
3. The School Principal brought Ludwig into class / he came in behind the Principal.
4. The Principal had his (big) hand on Ludwig's shoulder.
5. The Principal introduced Ludwig.

(b) 4 marks: 2, 2

How do new students normally react in Ludwig's situation? Give details. (lines 8 – 12)

(Any TWO details: 4 marks: 2, 2)

1. They would blush / get a red face.
2. They would be full of fear / anxious.
3. They would (nearly) cry. / Their eyes would be wet.
4. They would be shy.

(c) 5 marks: 2, 2, 1

The narrator describes Ludwig. Give details. (lines 15 – 24)

(Any THREE details: 2, 2, 1 marks)

1. He is/was of medium height/same height as the narrator.
2. ... round face
3. ... flat nose
4. ... thin lips
5. ... blonde hair / (nearly) white hair
6. His hair is/was hanging over his ears / looked like an earflap cap.
7. He was wearing a red / rain / light jacket. / He didn't take off his red / rain / thin jacket.
8. His rain jacket had a hood.
9. Rain was dripping from his jacket.
10. Ludwig was laughing. / He was shaking with laughter.

(d) 4 marks: 2, 2

*Ludwig seems to be disrespectful. How do the principal **and** the teacher react to Ludwig's behaviour? Give details. (lines 27 – 31)*

Principal: (1 x 2 marks)

1. He took his hand off Ludwig's shoulder.
2. He rushed to the door.
3. He banged the door behind him.

Teacher: (1 x 2 marks)

1. He sent Ludwig to a free seat.
2. ... to the last row.

2. (22 marks (a) 8; (b) 9; (c) 5)

(a) 8 marks: (i) 4 marks; (ii) 4 marks)

(i) The narrator describes his life seven years ago. Give details. (lines 32 – 39)

(Any TWO details: 4 marks: 2, 2)

1. He was eleven years old.
2. He (urgently) needed / wanted a friend / a friend is important.
3. He asked everybody (in his class) for their mobile number.
4. He counted the number of contacts every evening.
5. He believed / thought a good friend would ring three times (in a row).

(ii) What did Ludwig do to become the narrator's friend? Give details. (lines 40 – 45)

(Any TWO details: 4 marks: 2, 2)

1. He rang the narrator after two weeks (after arriving in his class).
2. ... three times during one day.
3. He invites / asks the narrator ...
4. ... to come to his house / to stay overnight (at his house).

(b) 9 marks: (i) 5 marks; (ii) 4 marks)

*(i) How do the two boys get to Ludwig's house **and** what do they see and hear on their journey? Give details. (lines 50 – 63)*

How?

(Any TWO details: 1, 1)

1. They cycle / by bike.
2. They take a (small white) boat / ship.

What?

(Any THREE details: 1, 1, 1)

1. (They see) the weir / river
2. ... green meadows/fields
3. ... horses
4. ... cattle
5. ... sheep
6. ... the bridge
7. ... the pillar(s)
8. (They hear) cars/motor bikes/lorries (racing along the motor way)

(ii) Ludwig's house is in an unusual location. Give details. (lines 64 – 74)

(Any TWO details: 2, 2)

1. It is two minutes away (from the jetty).
2. ... at the river
3. ... under the bridge / under the motorway
4. ... beside / at the last (big) pillar.
5. (To the boys) it is the highest bridge in the world / one hundred meters high.

(c) 5 marks: (i) 3 marks; (ii) 2 marks)

(i) How do the two boys spend the afternoon? Give details. (lines 80 – 87)

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

1. (They sit) on motor bikes.
2. (They pretend to be / play at being) police men
3. ... motor bike racers
4. ... gangsters
5. ... soldiers
6. They forget that the bikes don't function any more.

(ii) Why was that summer so special for the two boys? (lines 88 – 90)

(Any ONE detail: 2 marks)

1. They never played like that again.
2. It was the end of their childhood.

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

2. **Das war Ludwig** (2)
That was Ludwig (2)
3. **Was ist ein guter Freund?** (2)
What is/makes a good friend? (2)
4. **Auf dem Weg zu Ludwigs Haus** (2)
On the way to Ludwig's house (2)
5. **Ein besonderer Nachmittag** (2)
A special / amazing afternoon (2)

4. (5 marks: 5 x 1 mark)

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

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)	mittelgroß	(Abschnitt 2)	mittel (1) + groß (1)	middle-sized/medium (1)
(ii)	Regenjacke	(Abschnitt 2)	Regen (1) + Jacke (1)	rain jacket/coat (1)
(iii)	Deutschlehrer	(Abschnitt 2)	Deutsch (1) + Lehrer (1)	German teacher (1)
(iv)	dreimal	(Abschnitt 3)	drei (1) + mal (1)	three times (1)
(v)	Motorräder	(Abschnitt 4)	Motor (1) + Räder (1)	motor bikes (1)

OR

2. (15 marks: 5 x 3 marks)

- (i) vor **(3)**
- (ii) über **(3)**
- (iii) nach **(3)**
- (iv) bei **(3)**
- (v) mit **(3)**

TEXT II: LESEVERSTÄNDNIS (60 marks)

(8, 21, 12, 9, 10)

1. (8 marks: (a) 2, (b) 6)

(a) 2 marks

What can be difficult when organising a family holiday? (Introduction)

(to combine/to deal with) the different interests of children and parents

(b) 6 marks: 3, 3

How can problems be avoided? Give details. (Par. 1)

Any TWO details: 3, 3 marks

1. One should make a deal (beforehand) / should plan to compromise / give equal time to different interests of adults and children
2. A museum (day) for adults ...
3. ... (a day in) a Theme/amusement/fun park for the children.
4. (One hour) sightseeing for adults.
5. ... an hour/ something for children's interest.

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

(a) 9 marks

Berlin has something for everyone. Give details. (Par. 2)

Any 3 details: 3, 3, 3 marks

1. There are museums for adults / adults can have a museum day.
2. There are parent-children coffee shops (to finish an adult/museum day).
3. (Children can choose between/there are) farms for children
4. ... Legoland
5. ... swimming (pools)
6. ... gyms/sport halls/sport centres
7. ... comic shops (with the newest mangas)

(b) 6 marks

How can young people discover Berlin from a different perspective? Give details. (Par. 3)

Any THREE details: 2, 2, 2 marks

1. (They can go on / there are) canoe trips/rides
2. ... underground tours
3. ... underground tunnels / labyrinths
4. ...escape tunnels
5. (So/there) they can learn about Berlin's (exciting) history.
6. (There is / they can go to an) interactive / espionage museum
7. (The whole family / they can) learn how to break a code / crack a safe.

(c) 6 marks

How can visitors finish their day in Berlin? Give details. (Par. 4)

Any TWO details: 3, 3 marks

1. Go to / take the lift up the TV tower / 200m high ...
2. to the rotating restaurant
3. have / eat a curry sausage (Allow: Currywurst)
4. enjoy the view (across Berlin/the German capital)

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

(a) 6 marks

What attractions does Munich offer to families? Give details. (Par. 5)

Any TWO details: 3, 3 marks

1. 625 breweries / the beer capital/metropolis (of Bavaria).
2. (over) 1,000 beer gardens
3. ... with a playground (nearby)
4. ... with sandpits
5. Parents/adults can watch them
6. eat (*Weißwurst*) and drink (beer)

(b) 6 marks: 4, 1, 1

*Give **three** details about the Hellabrunn Zoo. (Par. 6)*

Any THREE details: 4, 1, 1 marks

1. Parents and children can have great fun there.
2. It is the first Geo-Zoo in the world.
3. The zoo is/animals are organised/arranged/sorted by continents.
4. There are 750 different animal species.
5. The animals live in their natural communities.
6. They have lots of space.
7. You can meet your favourite animal.
8. You can look into a kangaroo's pouch.
9. You can feed a penguin.

4. (9 marks: 4, 4, 1)

What makes the Biotopia Lab attractive for all visitors? Give details. (Par. 7)

Any THREE details: 4, 4, 1 marks

1. It is interactive/Visitors can take part in experiments themselves.
2. (Everybody can work with) microscopes
3. (... can) cultivate
4. (... can do) experiments
5. There are Pop-Up exhibitions
6. ... workshops
7. ... laboratory kitchens
8. (There is something) for all age groups.
9. Young scientists/families/adults young at heart can learn new things about the natural phenomena in everyday life
10. ... about climate change
11. ... bio diversity
12. It is free! / Free entrance!

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

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

TEXT II: Äußerung zum Thema (15 marks)

(Content = 8, expression = 7)

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

(a) *Complete Otto's part of the dialogue below based on the information given.
(Write 25 – 30 words)*

Sie: Hallo, Otto! Ich soll eine Berlinreise organisieren.
 Wie findest du das?

(A1) Otto: **Das finde ich ... /Ich finde das ... (A1)**

Sie: Warum ist Berlin eine gute Stadt für die ganze Familie?

(B1) Otto: **In Berlin gibt es etwas für alle. / Berlin ist für Kleine und Große. ... (B1)**

Sie: Was können meine Eltern in Berlin machen?

(C2) Otto: **Any TWO attractions (C1 + C1)**

Sie: Und meine kleine Schwester? Was sollte sie machen?

(D1) Otto: **Sie kann... Any ONE activity (D1)**

Sie: Welchen Tipp hast du für mich?

Any ONE tip

(E1) Otto: **Du kannst eine Untergrund-Tour machen.
Du kannst (E1)**

Sie: Was sollten wir in Berlin essen? Und wo?

(F2) Otto: **Was? (F1) Wo? (F1)**

Sie: Oh, danke, Otto! Das hilft mir bei der Planung! Wir sehen uns bald!

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

(Content = 8, expression = 7)

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

(b) *You want to spend the summer in Austria. You find the advertisement below and want to apply for the job by email, **in German**, using the following points to guide you:*

A. (2) *Introduce yourself (name/age)*

Ich heiße (A1)

Ich bin (A1)

B. (1) *Say you would like to work in Vienna.*

Ich möchte/würde gern in Wien arbeiten. (B1)

C. (2) *Say that you have experience as a babysitter*

***and* that you speak German.**

Ich habe Erfahrung mit Babysitten/als Babysitter. (C1)

Ich spreche (gut) Deutsch. (C1)

D. (1) *Ask if you have to work at weekends.*

Muss ich am Wochenende arbeiten/babysitten? (D1)

E. (2) *Say what you would like to do in your free time (cinema/sport...).*

Any TWO activities (E1 + E1)

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

Errors: Annotate all errors. For word-order errors use the annotation WO.

N.B. If the content mark in the *Schriftliche Produktion* is 7 or less, use the reduced “Lower Ex.”

scale (0-7) for expression. Annotate using the green L: L

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 (Exp = 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.

TEXT III: LESEVERSTÄNDNIS (40 marks)

(4, 8, 8, 10, 10)

1. (4 marks)

4 marks: 2, 2 marks

According to paragraph 1 what are the benefits of many sports? Give details.

Any TWO details: 2, 2

1. (One is) meeting people
2. ... getting fresh air
3. ... building up muscles
4. ... action
5. ... adrenalin
6. ... relaxation
7. ... fun

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

(a) 4 marks

What makes Trail-Running different from jogging? (Par. 2)

Any TWO details: 2, 2

1. It is trendy.
2. ... in nature / cross country
3. ... up and down mountain
4. ... along lakes
5. ... along rivers
6. ... not in towns/cities
7. Jogging is out of fashion/is out of date/is not trendy any more.
8. Jogging happens on hard surface.
9. Jogging happens in towns/cities.

(b) 4 marks

What makes Trail-Running an attractive sport? (Par. 2)

Any TWO details: 2, 2 marks

1. It is more spontaneous. // One can/has to decide spontaneously (where to go/run).
One has to make spontaneous decisions.
2. It clears the head.
3. ... from stress/from stressful thoughts.
4. It is ideal to switch off after (stressful) exams.
5. You only need good runners.
6. ... saves money/not expensive
7. ... is challenging.
8. ... learns/helps coordination.
9. ... to react quickly.

3. (8 marks: (a) 2 marks; (b) 6 marks)

(a) *Describe the origin of Bike-Polo. Give details. (Par. 3)*

Any ONE detail: 2 marks

1. from 19th century / from Ireland
2. was played at the Olympic Games in London / in 1908.
3. Ireland beat Germany (by 3:1).

(b) 6 marks

Give details about the game. (Par. 3)

Any THREE details: 2, 2, 2 marks

1. It is played in 30 countries.
2. ... between two teams of three players/six players in two teams.
3. ... with a small ball.
4. ... a polo stick.
5. Winner is the first team scoring 5 goals.
6. It is played in mixed teams/all gender teams.
7. Team spirit (is important).
8. Friendship (is important).
9. (One learns to) react quickly.
10. ... (perfect) bike control.

4. (10 marks: (a) 6 marks; (b) 4 marks)

(a) *The Hula-Hoop is making a comeback. Give details. (Par. 4)*

Any THREE details: 2, 2, 2 marks

1. It is very popular/a trend/on social media.
2. ... for fitness.
3. One only needs a hoop.
4. The hoop costs €30.
5. ... can be used anywhere.
6. ... in parks.
7. ... in fresh air/out in the open.
8. ... in the living room. (*Allow: at home*)
9. ... when watching Netflix.
10. Training (session) should last 30 minutes.

(b) 4 marks

What are the training benefits? Give details. (Par. 4)

Any TWO details: 2, 2 marks

1. Can burn 200 calories (in 30 minutes).
2. Trains/strengthens tummy/stomach/core muscles.//Muscles will get strong/hard like diamonds.
3. It improves balance/co-ordination.
4. It is great fun.

5. (10 marks: 5 x 2 marks)

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

SCHRIFTLICHE PRODUKTION: 30 marks (St. = 4, C = 16, Ex. = 10)

(a) Letter (Candidates to answer any FIVE points)

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

- Ich habe nur noch **(1)**
 - Physik und Musik **(1)**
 - ein Jahr lang **(1)**
 - diese Idee **(1)**
- A. (3)** Say you have a job for the summer **(A1)**
and where you are going to work (restaurant/office/sport centre...) **(A2)**
- B. (3)** Say how much you are going to earn **(B1)**
and that you want to save/spend the money **(B1)** to travel **(B1)**
- C. (3)** Say where **(C1)** you want to go **(C1)** (countries/towns...)
and how you want to travel **(C1)**
- D. (3)** Mention **three** things you would like to do on your trip (sightseeing/ learn a language/make new friends ...) **(D1 + D1 + D1)**
- E. (3)** Say you want to travel with a friend/on your own **(E1)**
and explain why (**one** reason) **(E2)**
- F. (3)** Say where you are going to stay (camp sites/hostels/hotels ...) **(F1)**
and what you need to pack (**two** details) **(F1 + F1)**
- CI (1)** Write a suitable closing sentence **(1)**
- Ex. (10)** Use the grid on page 14 to calculate **expression mark** in relation to **C (Content)**.

(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)**

- sind zwei **(2)**
- Im August **(2)**
- gibt es **(2)**
- aus aller Welt **(2)**

*Write 3 sentences on two of the pictures and 2 sentences on three of the pictures
(total 12 sentences)*

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

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:

Choose 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.

Exp. (10) Use the grid on page 14 to calculate **expression mark** in relation to **C (Content)**.

LISTENING COMPREHENSION TEST:

(100 marks: 28, 20, 21, 31)

First Part: Interview

(28 marks: 9, 6, 4, 6, 3)

Where answers are all in German, award half marks.

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

- (i)** *Frau Imhof organises stays for overseas students in Germany. When did she start doing this?*

2013 **(3)**

- (ii)** *Where do the students come from?*

Any TWO details: 3 + 3 marks

- (a) South / Central America
- (b) Ecuador
- (c) Argentina
- (d) Chile
- (e) Mexico

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

- (i)** *Where do the students stay while living in Germany?*

A (host / German) family **(3)**

- (ii)** *What do the students do at the weekend?*

Any ONE detail: 3 marks

- (a) They do an activity / something with their host family
- (b) They go on trips // They go to Berlin / Cologne / Dresden

3. 4 marks

How many months do the students normally stay in Germany?

(Between) 3 months **(2 marks)** and 12 months **(2 marks)**

4. **6 marks: (i) 3 marks, (ii) 3 marks**

(i) *What did Frau Imhof study in university?*

German **(3 marks)**

(ii) *After finishing her studies, Frau Imhof moved to Germany.*

True **(3 marks)**

5. **3 marks**

How did Frau Imhof stay in touch with the son of her German host family?

By email / phone **(3 marks)**

Second part: Telephone call

Where answers are all in German, award half marks.

(20 marks: 6, 4, 7, 3)

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

(i) *The caller reports a problem. What has caused the problem?*

(A broken) water (pipe) **(2 marks)**

(ii) *What has been damaged?*

Any TWO details: 2 x 2 marks

(a) Apartment / flat

(b) Bed

(c) Carpets / rugs

(d) Sofa

(e) Books

(f) Furniture

(g) Electronic devices

2. 4 marks: 1 x 4 marks

The woman is convinced her husband can solve the problem.

True **(4 marks)**

3. 7 marks: 4, 3

Name: L-E-H-M-A-N-N **(4)**

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

Phone number: (0512) 37 48 9 6 5 **(3)** **N.B. All or nothing**

4. 3 marks

When the problem began, the man was:

at his parents' house **(3)**

Third Part: Conversation

(21 marks: 3, 9, 6, 3)

Where answers are all in German, award half marks.

1. 3 marks

Where is Sven's grandfather?

In a (nursing) home. **(3)**

2. 9 marks: 5, 4 marks

What does Sven's grandfather like about being there? Give details.

Any TWO details: 5, 4 marks

- (a) He has got to know other residents (Allow: making friends)
- (b) He's always busy / he does lots of activities
- (c) ... the book club
- (d) ... the dance group / learns Salsa
- (e) ... the trips
- (f) ... visits to theatre
- (g) ... visits to restaurant
- (h) ... going to the swimming pool
- (i) ... games nights
- (j) ... movie nights
- (k) They bake together
- (l) They cook together
- (m) They eat together

3. 6 marks: 2 x 3 marks

What do we learn about Peter? Give details.

Any TWO details: 2 x 3 marks

- (a) He is Saskia's brother/a classmate's brother
- (b) He did the Leaving Cert/Abitur 3 years ago
- (c) He is doing work experience at the nursing home
- (d) He is interested in history
- (e) He is a friend of Sven's grandfather

4. (3 marks)

At the end of the conversation, Tina suggests

getting the school choir to sing **(3)**

Fourth Part: News

(31 marks: 9, 6, 8, 8)

Where answers are all in German, award half marks.

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

(i) *Describe the situation in German airports.*

Any ONE detail: 6 marks

- (a) Chaotic
- (b) There are problems at check-in
- (c) There are problems at arrivals
- (d) There are (30,000) bags/suitcases missing
- (e) Luggage often lands at the wrong airport
- (f) Luggage not loaded on to planes
- (g) Luggage is left behind
- (h) There is a staff shortage
- (i) (Passengers are affected by) strikes in France/Italy
- (j) (Lufthansa has) cancelled flights

(ii) *What are passengers advised to do?*

Get information / check online / on the internet **(3 marks)**

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

(i) *How many years has the TV show Deutschland sucht den Superstar been running?*

20 years **(3)**

(ii) *The winner receives*

100,000 Euro **(3)**

3. 8 marks: (i) 4 marks (2 x 2 marks); (ii) 4 marks

(i) *Who is Elias Macke? Give details.*

Any TWO details: 2 x 2 marks

- (a) He is 33 years old
- (b) He is an engineer
- (c) From Dresden
- (d) He built a submarine during lockdown / between March 2020 and January 2021

(ii) *Describe the submarine he built*

Any ONE detail: 4 marks

- (a) It's made of an (old) gas tank
- (b) It's made of rubbish
- (c) It is 2.5 meters long
- (d) It is 1.25 metres high
- (e) It has eight windows
- (f) It weighs 1.5 tons
- (g) It cost €25,000

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

(i) *What is the weather forecast for the coming days? Give details.*

Any TWO details: 3, 1 marks

- (a) Sunny
- (b) No clouds/clear skies
- (c) hot
- (d) (Up to) 40 degrees
- (e) Night: cooler

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

Any TWO details: 3, 1 marks

- (a) Little change
- (b) Warm
- (c) (Heavy) thunderstorms
- (d) (Heavy) rain/showers
- (e) Flooding

Teil 1: Interview mit Elena Imhof

Moderator: Heute sprechen wir mit Frau Elena Imhof. Frau Imhof, Sie haben ein tolles Projekt ins Leben gerufen.

Imhof: Ja, ich organisiere Aufenthalte für Schüler aus Süd- und Zentralamerika in Deutschland. Ich habe vor 10 Jahren, also 2013, mit zwei Schülern aus Brasilien begonnen. Mittlerweile vermitteln wir ungefähr 50 Schüler pro Jahr. Sie kommen aus Ecuador, Argentinien, Chile, Mexiko und so weiter.

Moderator: Und kommen die Schüler hierher nach Deutschland, um Urlaub zu machen?

Imhof: Nein, ganz bestimmt nicht. Die Schüler kommen hierher, um ihr Deutsch zu verbessern und die deutsche Kultur hautnah zu erfahren. Wir haben immer großen Erfolg, denn die Schüler leben bei deutschen Gastfamilien. Von Montag bis Freitag besuchen sie deutsche Schulen. Am Wochenende unternehmen sie etwas mit ihren Gastfamilien. Manchmal organisieren wir auch Ausflüge zum Beispiel nach Berlin, Köln und Dresden.

Moderator: Und wie lange bleiben die Schüler normalerweise in Deutschland?

Imhof: Das kommt darauf an, wie alt sie sind und wie gut sie schon Deutsch können. Normalerweise bleiben sie drei bis zwölf Monate.

Moderator: Warum arbeiten Sie ausgerechnet mit Schülern aus Süd- und Zentralamerika?

Imhof: Also, ich selbst komme aus Ecuador. Vor 25 Jahren, als ich 15 Jahre alt war, kam ich als Gastschülerin nach Deutschland. Die Reise hat mich wirklich inspiriert. Ich war sechs Monate an einem Gymnasium in Stuttgart. Ich war sehr begeistert von Deutschland und wollte unbedingt eines Tages hier wohnen. Ich bin nach Ecuador zurückgekehrt, habe dort an der Uni Deutsch studiert und bin dann nach meinem Studium nach Deutschland ausgewandert. Daraufhin hatte ich die Idee, meine Firma zu gründen.

Moderator: Sind Sie eigentlich mit Ihrer deutschen Gastfamilie in Kontakt geblieben?

Imhof: *(lacht)* Ja, das ist gerade das Lustige. Der Sohn meiner Gastfamilie war genauso alt wie ich. Wir haben uns sofort super verstanden. An den Wochenenden haben wir immer viel unternommen und sind per E-Mail und Telefon in Kontakt geblieben. Während des Studiums haben wir uns auch oft gegenseitig besucht. Als ich nach Deutschland gezogen bin, haben wir uns öfter gesehen. Und...seit acht Jahren sind wir jetzt verheiratet und haben zwei Kinder.

Moderator: Ach, das ist ja romantisch. Und Frau Imhof, was sind Ihre Pläne für die Zukunft?

Imhof: Ich möchte mehr ausländischen Schülern die Gelegenheit geben, nach Deutschland zu kommen und die deutsche Kultur zu erfahren. Aber ich möchte auch deutschen Schülern die Chance geben, Süd- und Zentralamerika zu besuchen, um Spanisch oder Portugiesisch zu lernen.

Moderator: Frau Imhof, ich bedanke mich.

Teil 2: Telefonanruf

Giessler: Guten Morgen. Hausmeister-Betrieb Giessler.

Lehmann: Guten Morgen. Hier Jan Lehmann. Ich miete eine Wohnung im zweiten Stock hier in der Amselstraße. Ich habe ein riesiges Problem. Alles ist voller Wasser! Sie müssen sofort kommen!

Giessler: Nun beruhigen Sie sich erstmal, Herr Lehmann. Was ist denn genau passiert?

Lehmann: Ich war übers Wochenende nicht zu Hause. Ich war bei meinen Eltern in Bremen und bin gerade eben zurückgekommen. Meine ganze Wohnung ist überflutet. Wasser überall! Das Wasser kommt von oben durch die Zimmerdecke. Ich glaube, in der Wohnung über mir ist ein Wasserrohr gebrochen.

Giessler: Keine Panik, Herr Lehmann. Mein Mann ist der Hausmeister. Aber er ist im Moment nicht hier. Er kommt in einer Stunde wieder.

Lehmann: Oh Gott! Was soll ich denn jetzt machen? Alles in der Wohnung ist nass: das Bett, die Teppiche, das Sofa, meine Bücher...alles!

Giessler: Bleiben Sie ganz ruhig. Ist oben in der Wohnung jemand zu Hause?

Lehmann: Nein. Ich habe schon nachgesehen. Da ist niemand. Ich kann das Wasser in meiner Wohnung nicht abschalten. Nichts kann das Wasser stoppen. Meine Möbel sind alle zerstört! Und die Elektrogeräte sind kaputt. Der Schaden ist jetzt schon katastrophal!

Giessler: Oh je! Ich helfe Ihnen natürlich, Herr Lehmann. Geben Sie mir bitte Ihre Telefonnummer. Ich werde sofort meinen Mann anrufen und ihm die Situation beschreiben. Er wird Sie innerhalb der nächsten Viertelstunde zurückrufen.

Lehmann: Gut. Meine Nummer ist 0512 – 37 48 9 6 5.

Giessler: Das habe ich mir notiert. Und Ihr Name war Lehmann mit ,h', ja?

Lehmann: Ja. L-E-H-M-A-N-N.

Giessler: Gut, Herr Lehmann. Machen Sie sich keine Sorgen. Mein Mann kennt sich gut mit Wasserinstallation aus. Er wird das Problem bestimmt schnell lösen.

Teil 3: Gespräch

Tina: Hi Sven.

Sven: Ach hallo, Tina. Na, hast du die Hausaufgaben für Mathe gemacht?

Tina: Ja. Ich hoffe nur, dass unsere Matheklassenarbeit morgen einfacher sein wird. ...Du sag mal, ist das nicht das Seniorenheim, in dem dein Opa seit letzter Woche wohnt? Wie geht's ihm?

Sven: Sehr gut. Er ist total glücklich. Er hat schon viele der anderen Bewohner kennengelernt und immer, wenn wir anrufen, ist er beschäftigt.

Tina: Echt? Toll! Und was für Aktivitäten kann man dort im Seniorenheim machen?

Sven: Also, es gibt echt viel. Aber was Opa am besten findet, ist der Buchklub jeden Dienstag. Außerdem ist er auch in der Tanzgruppe, wo die Senioren Salsa lernen. Und es gibt Ausflüge, Theater- und Restaurantbesuche und dreimal pro Woche gehen sie ins Hallenbad. Im Seniorenheim werden Spiele- sowie Filmabende angeboten. Die Bewohner backen und kochen und essen alle zusammen. Das findet Opa ganz super.

Tina: Wow, ich wusste nicht, dass das Angebot an Aktivitäten so toll ist.

Sven: Und das Beste ist, dass Opa den Peter kennengelernt hat.

Tina: Peter? Wer ist das denn?

Sven: Peter ist der große Bruder von Saskia aus unserer Klasse. Er hat vor drei Jahren das Abi an unserer Schule gemacht. Er macht im Moment ein Praktikum im Seniorenheim.

Tina: Und die beiden verstehen sich gut, ja?

Sven: Ja. Peter interessiert sich sehr für Geschichte und Opa erzählt gern Geschichten aus seiner Kindheit und Jugend. Opa freut sich sehr, dass er einen jungen Menschen hat, mit dem er befreundet sein kann.

Tina: Weißt du was? Wir könnten mit unserem Schulchor im Seniorenheim singen. Sprechen wir doch heute in der großen Pause mit der Chorleiterin Frau Vogelsang.

Sven: Diese Idee finde ich super. Das würde Opa sicher gut gefallen.

Teil 4

Die Nachrichten: Frankfurt am Main. Das Chaos an den deutschen Flughäfen geht weiter. Seit Wochen gibt es nicht nur Probleme beim Einchecken, sondern auch bei der Ankunft. Allein am Frankfurter Flughafen werden zirka 30.000 Taschen und Koffer vermisst. Oft landet das Gepäck am falschen Flughafen oder wird erst gar nicht ins Flugzeug geladen und bleibt zurück. Grund dafür ist der Mangel an Personal. Dazu kommen Streiks in Italien und Frankreich. Für das Wochenende hat die deutsche Lufthansa mehrere Flüge gestrichen. Passagiere werden gebeten, sich im Internet zu informieren.

Köln. Ab morgen beginnt zum letzten Mal die Suche nach Kandidaten für die erfolgreiche Musik-Castingshow ‚Deutschland sucht den Superstar‘, und das nach 20 Jahren. Die Show, die schon Superstars aus allen deutschen Regionen und mit verschiedensten Musikstilen hervorgebracht hat, endet 2023. Teilnehmen dürfen alle Personen, die zwischen 16 und 30 Jahren alt sind und in Deutschland leben und arbeiten. Für das Casting muss man zwei Lieder vorbereiten. Der Prozess von Casting bis Finale dauert 15 Wochen. Der Gewinner bekommt einen Musikvertrag und einen Geldpreis von 100.000 Euro.

Dresden. U-Boot selbst gebaut. Elias Macke, ein 33-jähriger Ingenieur aus Dresden hat den Lockdown dafür benutzt, ein U-Boot zu bauen. Von März 2020 bis Januar 2021 hat er aus einem alten Gastank und anderem Müll das U-Boot gebaut. Das U-Boot ist 2 Meter 50 lang und 1 Meter 25 hoch, hat acht Fenster und wiegt 1,5 Tonnen. Auf die Frage, warum er das gemacht hat, sagt er, er hätte während des Lockdowns viel Zeit gehabt. Er wollte etwas Schönes machen ohne den Leistungsdruck der Arbeitswelt. Ganz billig war das Projekt allerdings nicht. Insgesamt hat das U-Boot 25.000 Euro gekostet.

Und nun zum Wetter. Während der nächsten Tage scheint die Sonne von morgens bis abends von einem wolkenlosen Himmel. Es wird dabei extrem heiß mit Temperaturen bis zu 40 Grad. Nachts kühlt es nur leicht ab. Zum Wochenende ändert sich das Wetter wenig. Es bleibt sehr warm. Abends kommt es zu heftigen Gewittern mit starken Regenschauern. Örtlich sind Überschwemmungen möglich.

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