



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2018

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 16.

LISTENING COMPREHENSION TEST

(100 marks: 29, 17, 20, 34)

First Part: Interview: 29 marks: 7, 10, 7, 5

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

Frau Dietsch has chosen an interesting occupation. Give details.

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

- (a) She works in / visits schools
- (b) (She works as a school) radio coach
- (c) (She has been working) for 10 years
- (d) (She works) for the Bavarian State Centre/Headquarters for new media /*Bayrische Landeszentrale für neue Medien* / BLM.
- (e) (She provides) support
- (f) (She provides) information
- (g) She often spends a year in a school(s)
- (h) (She gives pupils/teachers/them) knowledge/expertise in journalism.
- (i) (She gives) technical help.
- (j) (She gives) practical advice/tips.

2. (10 marks: (i) 5 marks: 3, 2; (ii) 5 marks: 3, 2)

(i) *Why does Frau Dietsch like her work? Give details.*

(Any two details: 5 marks: 3, 2 marks)

- (a) Students are highly/very motivated.
- (b) They have fun /It is fun.
- (c) They have lots of ideas
- (d) They have new ideas
- (e) They have creative ideas/they are creative
- (f) They have exciting ideas
- (g) It is never/not boring.

(ii) *How can people access her work? Give details.*

(Any two details: 5 marks: 3, 2 marks)

- (a) (Through) the school's loudspeaker/ sound system
- (b) (At) audio/listening stations using headphones
- (c) On the internet/Online
- (d) On the school (home)page/website
- (e) On the BLM homepage/website /'schulradiobayern.de'

3. **(7 marks: 3, 2, 2)**
What types of programmes does Frau Dietsch mention? Give details.

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

- (a) School news
- (b) Quiz(zes)
- (c) Today's music / The latest music / New music
- (d) Interviews with band(s)
- (e) (Interviews about) climate change
- (f) (Interviews about) learning/study (strategies)
- (g) (Interviews about) mental/psychological health
- (h) Cooking

4. **(5 marks: 3, 2 marks)**
What do the students learn by working with Frau Dietsch? Give details.

(Any two details: 5 marks: 3, 2)

- (a) To work as a team
- (b) (To do) research
- (c) To write texts
- (d) To interview
- (e) To speak clearly/properly
- (f) To listen

Second Part: Telephone call

(17 marks: 4, 3, 7, 3)

1. **(4 marks)**
How much was deducted from the caller's credit card account?

3000(€) **(4 marks)**

2. **(3 marks)**
Which word best describes the caller's reaction to her credit card statement?

(d) shocked **(3 marks)**

3. **(7 marks: 4, 3)**
Name: N-E-U-M-A-N-N **(4 marks)**

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

Number: 6428175 **(3 marks, all or nothing)**

4. **(3 marks)**

The phone call is to a

(a) bank **(3 marks)**

Third Part: Conversation

(20 marks: 5, 9, 3, 3)

1. (5 marks: 3, 2)

Why is Hanna angry with Max? Give details.

(Any two details: 5 marks: 3, 2)

- (a) He stood her up/He didn't show up
- (b) She waited for (over) an hour
- (c) He didn't answer her call/She couldn't contact him
- (d) She saw him/He was with another girl/Lena
- (e) He doesn't love her (anymore)

2. (9 marks: (i) 3 marks; (ii) 6 marks: 3, 3)

(i) *Who is Lena?*

His/Max's cousin **(3 marks)**

(ii) *Where had Lena been living and for how long?*

(6 marks: 3, 3 marks)

Where: In Brazil **(3 marks)**

How long: For two years **(3 marks)**

3. (3 marks)

Max was not able to phone Hanna yesterday. Explain why.

(Any one detail: 3 marks)

- (a) He dropped his phone
- (b) The screen/display/phone is broken

4. (3 marks)

Hanna wants to resolve the misunderstanding by:

- (b) going with him to their favourite restaurant **(3 marks)**

Fourth Part:

(34 marks: 5, 11, 10, 8)

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

(i) *What age was the boy driving the car?*

11 **(3 marks)**

(ii) *How did the boy learn to drive?*

On YouTube **(2 marks)**

2. (11 marks: (i) 8 marks: 3, 3, 2; (ii) 3 marks)

(i) *What rubbish items did the students find while cleaning up their school?*

(Any three details: 8 marks: 3, 3, 2)

- (a) A bike
- (b) Footballs
- (c) A laptop
- (d) A globe
- (e) A typewriter

(ii) *What did the students win?*

(Any one detail: 3 marks)

- (a) They won the award “Germany’s cleanest school”
- (b) 10,000 Euro
- (c) A trophy

3. (10 marks: (i) 6 marks: 3, 3; (ii) 4 marks: 3, 1)

(i) *A painting was stolen from the Belvedere in Vienna. When did this happen?*

Tuesday **(3)** last (week) **(3)**

(ii) *How much was the painting worth?*

120 **(3)** million **(1)** (Euro)

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

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

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

- (a) Heat wave
- (b) 38 degrees
- (c) Clear sky/no cloud(s)
- (d) Light wind
- (e) East wind

N.B. Wind(y): 1 mark. Award only once

(ii) *What is the weather outlook for northern Germany?*

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

- (a) Cloudy
- (b) Rain(y)
- (c) Cool(er)
- (d) 20 degrees
- (e) Thunderstorm(s)

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) 7; (b) 7; (c) 7)

(a) 7 marks: 2, 1, 1, 1, 1, 1

What do you learn out about Gilgi at the beginning of the text? (lines 1 – 9 and 27)

(Any SIX of the following details: 2, 1, 1, 1, 1, 1)

1. She/Gilgi is a girl
2. She is in control of her life.
3. Her real/proper name is Gisela
4. She believes a name with two 'I's / the name Gilgi is more suitable
5. When she is 25 she will call herself Gisela
6. She has short hair
7. She has big eyes
8. She has dark eyes
9. She is 20 years old
10. She is pretty

(b) 7 marks: 2, 1, 1, 1, 1, 1

Gilgi follows a certain morning routine. Give details. (lines 10 – 27)

(Any SIX of the following details: 2, 1, 1, 1, 1, 1)

1. She gets up at 7 am
2. She stands in front of/at the window
3. She exercises
4. She takes a towel
5. She runs/goes to the bathroom
6. She has a shower/ she doesn't have a warm shower
7. She presses her lips together
8. She counts to 30
9. She goes to her room
10. She gets dressed.
11. She puts on a black belt
12. She puts on grey/woolen jumper
13. She puts on a red skirt
14. She puts cream on her face
15. She puts powder on her nose
16. She looks in the mirror

(c) 7 marks: 2, 1, 1, 1, 1, 1

Describe Gilgi's room? Give details. (lines 28 – 35)

(Any SIX of the following details: 2, 1, 1, 1, 1, 1)

1. Her room is small
2. There isn't much in her room
3. A white bed
4. A white wardrobe
5. A table
6. Two chairs
7. Books
8. No photos
9. No decorations
10. A picture
11. It is impersonal

2. (18 marks (a) 4; (b) 4; (c) 7; (d) 3;

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

Describe the breakfast scene in Gilgi's home. Give details. (lines 45 – 54)

(Any FOUR of the following details: 4 marks: 1, 1, 1, 1)

1. She / Gilgi, her father and mother
2. They have coffee
3. Her mother makes coffee
4. The coffee is thin/weak /The coffee is brown/The coffee is hot/The coffee tastes horrible
5. They eat a bread roll with butter
6. The father has an egg
7. No one says anything
8. The father reads the newspaper
9. Mother reads the ad section

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

What does Gilgi do after leaving the breakfast table? Give details. (lines 55 – 67)

(Any FOUR of the following details: 4 marks: 1, 1, 1, 1)

1. She drinks the coffee quickly
2. She eats the roll
3. She says 'Bye'
4. She goes to the door
5. She says she has no time (for coffee in the afternoon/ with the Geißlers)
6. She closes the door
7. She goes to work/She needs to work/Her day is filled with work
8. She jumps onto the tram/she takes the tram
9. She leaves her parents' boring life

(c) 7 marks: 3, 4

(i) 3 marks: 2, 1

Gilgi works at Reuter&Weber. What does she do there? (lines 68 – 71)

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

1. She works as a secretary
2. She works quickly
3. She works properly/well
4. She doesn't make mistakes

(ii) 4 marks: 2, 1, 1

What does she do after work? Give details. (lines 74 – 79)

(Any THREE of the following details: 4 marks: 2, 1, 1)

1. She learns English/Spanish/French
2. She goes to a language school
3. She goes three times a week / to three hours / classes
4. She reads books in English
5. She translates them into German

(d) **3 marks: 2, 1**

What are her future plans? (lines 84 – 91)

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

1. She wants to get out into the world/She wants to travel
2. She wants to go to London/Paris/Madrid
3. She wants to own/open/have a fashion salon in Berlin

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

2. *Ein einfaches Zimmer* (2)

Gilgi's room is very simple/A simple/plain room (2)

3. *Ein wortloses Frühstück* (2)

No one says anything at breakfast / Breakfast in silence/A silent breakfast (2)

4. *Gilgi hat keine Zeit zu verlieren* (2)

Gilgi doesn't want to lose any time /Gilgi is in a hurry/Gilgi has no time (to lose) (2)

5. *Hinaus in die Welt!* (2)

Gilgi wants to get out into the world / wants to explore the world (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)

(10, 5)

1. (10 marks: 10 x 1 mark)

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

- | | | | | |
|-------|------------------|-----|---------------------------------------|-----------------------------------|
| (i) | Winter + kalt | (1) | bitterly cold (1) | N.B. Allow: winter(y) cold |
| (ii) | Bad(e) + Zimmer | (1) | bathroom (1) | |
| (iii) | Viertel + Stunde | (1) | quarter (of an) hour / 15 minutes (1) | |
| (iv) | Sprach + Schule | (1) | language school (1) | |
| (v) | drei + mal | (1) | three times (1) | |

2. (5 marks: 5 x 1 mark)

- (i) vor
- (ii) in
- (iii) am
- (iv) mit
- (v) in

TEXT II: LESEVERSTÄNDNIS (60 marks)**(24, 13, 8, 15)**

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. (24 marks: 7, 6, 6, 5)

Fill in the information required in the box below.

	Julien Bam (7 marks: 1,1,1,1,1,1,1)	Dagi Bee (6 marks: 1,1,1,1,1,1)	MrWissen2go (6 marks: 1,1,1,1,1,1)	Lisa Sophie (5 marks: 1,1,1,1,1)
Age?	28 (1)	23 (1)	31 (1)	20 (1)
Born in?	Singapore (1)	Düsseldorf (1)	Near (1) Karlsruhe (1)	
Lives in?	Köln / Cologne (1)			Berlin (1)
How long a YouTuber?	6 years (1)	5 years (1)	Since 2012/ 6 years (1)	7 years (1)
Details about his/her followers:	<ul style="list-style-type: none"> • 4 million (1) • Europe (1) • 600 million views/clicks (1) 	<ul style="list-style-type: none"> • 3 ½ million (1) • aged 12 – 17(1) • 750 million views/clicks (1) 	<ul style="list-style-type: none"> • Half a million/ 500,000 (1) • Students/pupils (1) 	<ul style="list-style-type: none"> • 70% are girls/young women (1) • aged 18 to 24 (1)

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

What type of video clips do these YouTubers produce? Give details.

Julien:

(Any FOUR of the following details: 4 marks: 1, 1, 1, 1)

1. singing
2. dancing/breakdance
3. funny
4. well planned
5. music
6. acting
7. he answers questions
8. games/contests

Dagi Bee:

(Any TWO of the following details: 2 marks: 1, 1)

1. Make up tutorials
2. Problems with siblings/brothers and sisters
3. Vlogs for 12 to 17 year olds
4. Travel vlogs /vlogs about trips (to Dubai/Bali)

MrWissen2go:

(Any THREE of the following details: 4 marks: 2, 1, 1)

1. 11 minutes long
2. Answers questions
3. Political (videos/topics) / politics
4. 'Why is Africa so poor?'
5. 'Who is Donald Trump?'
6. 'Why are we sleepless?'
7. Interview with Angela Merkel

Lisa Sophie:

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

1. Personal stories
2. Tips for everyday life
3. How to deal with problems
4. Take your mistakes with humour/have a sense of humour
5. Nobody is perfect!

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

(a) 3 marks (1, 2 marks)

- (i) *What did Mirko do after his Abitur? Give one detail.*

(Any ONE detail: 1 mark)

1. He studied history
2. He studied politics

- (ii) *What does he do apart from vlogging? Give details.*

(Any TWO of the following details: 2 marks: 1, 1)

1. He writes books *Allow: wrote books*
2. He works for television / is a TV presenter
3. Works as a journalist

(b) 5 marks (1, 4 marks)

- (i) *What does Lisa Sophie study?*

(Any ONE of the following details: 1 mark)

1. Sociology
2. Psychology

(ii) *Which languages does she speak?*

(4 marks: 1, 1, 1, 1)

1. German
2. English
3. French
4. Arabic

4. (15 marks: 5 x 3)

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

Put a tick (✓) in the appropriate boxes.

15 marks: 5 x 3 marks

False (3 marks)

True (3 marks)

False (3 marks)

False (3 marks)

True (3 marks)

TEXT II: ÄUSSERUNG ZUM THEMA (15 marks)

(Content = 8, expression = 7)

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

(a) Complete Dagi Bee's and Mirko's part of the dialogue below based on the information given in TEXT II (Write 25 – 30 words)

Sie: Hallo, Dagi, was hast du vor deiner Karriere als Youtube-Star gemacht?

A 2: Dagi Bee: (Ich habe) das/mein Abitur (A2) (gemacht.) ODER

(Ich habe) eine Lehre (A2) (gemacht).

Sie: Wie lange hast du schon deinen eigenen Videokanal?

B 2: Dagi Bee: Seit fünf Jahren/ Fünf Jahre (B2)

Sie: Ich streite mich immer mit meinem kleinen Bruder. Was soll ich tun?

C 1: Dagi Bee: Accept any suggestion e.g. Du sollst das Problem mit deinen Eltern besprechen. (C1)

Sie: Dagi, sag mal, was machst du, wenn du nicht gerade vlogst?

D 2: Dagi Bee: Any TWO of the following details: D1 + D1

Ich mache Kinofilme.

Ich spiele in Fernsehproduktionen mit.

Ich gehe schwimmen.

Ich gehe ins Fitnessstudio.

Sie: Mirko, letztes Jahr hast du Bundeskanzlerin Angela Merkel interviewt. Wie war sie denn so?

E 1 Mirko: Accept any adjective e.g. (Sie war) nett/gut/schlecht/interessant/langweilig... (E1)

Sie: Echt? Tolle Info! Danke!

OR

E-mail schreiben (25 – 30 words)

(Content = 8, expression = 7)

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

*While in Germany, you find this online advertisement looking for people who want to become YouTubers. Write a short email, **in German**, using the following points to guide you:*

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

Ich heiße..... (A1)

Ich bin Jahre alt. (A1)

B. (1) *State that you have great potential (you have lots of ideas)*

Ich habe gutes/viel Potenzial./Ich habe jede Menge/viele ... Ideen. (B1)

C. (2) *Mention how creative you are: (you are a great artist/actor/footballer/singer/...)*

Any TWO of the following details: C1 + C1

Ich bin (sehr) kreativ.

Ich bin ein(e) tolle(r) / gute(r) Künstler(in).

Ich bin ein(e) tolle(r)/ gute(r)/ Schauspieler(in).

Ich bin ein(e) tolle(r)/ gute(r)/ Fußballer(in).

Ich bin ein(e) tolle(r)/ gute(r) Sänger(in).

Ich bin ein(e) tolle(r) gute(r)

D. (1) *Explain what equipment you have (iPhone/camera...)*

Ich habe ein iPhone /eine Kamera.... (D1)

E. (2) *Say that you and your friends make great videos/have a YouTube channel*

Meine Freunde und ich (E1) machen tolle / gute / Videos /Vlogs (E1) ODER

Meine Freunde und ich (E1)/ haben einen / unseren eigenen Youtube-Kanal. (E1)

Guidelines for marking Expression in:

Äußerung zum Thema (a) and (b)
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/
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.

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)

(9, 3, 8, 10, 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: (a) 6 marks, (b) 3 marks)

(a) 6 marks: 2, 2, 2

The life of German phone boxes has changed dramatically in recent years. Give details. (Par. 1)

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

1. They used to be in every village/town/on every street corner.
2. Not anymore/they cannot be found in every village/town anymore.
3. There used to be 110,000 (phone boxes). **Past must be implied.**
4. There are 30,000 (phone boxes). **Present must be implied.**
5. People have (mobile) phones.
6. They don't need phone boxes.

(b) 3 marks: 2, 1

What is Deutsche Telekom doing as a consequence? (Par.1)

(3 marks)

It is selling **(2)** phone boxes/models/them **(1)**

2. 3 marks: 1, 1, 1

Many old phone boxes have begun a 'second' life. How are they used now? (Par.2)

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

1. In gardens as decoration/As garden decorations
2. As saunas.
3. As showers.
4. For film productions/ as props
5. Designers/DIY specialists use them
6. Artists use them/ Used in installations/performances

3. 8 marks: 2, 2, 2, 2

Paragraph 3 describes how phone boxes have been turned into mini-libraries. Give details.

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

1. They can be found in the countryside.
2. They can be found in cities /in Stuttgart/Bremen/Hamburg/Heidelberg.
3. (Children can take out/borrow) books/games/DVDs.
4. A youth club has painted a phone box red.
5. Phone boxes can use solar energy.
6. Lamps are installed.
7. It is easy to find books.
8. It is easy to read books when it's dark outside.
9. Vandalism is not a problem.

4. 10 marks: 2, 2, 2, 2, 2

Nele and Benjamin are using phone boxes for their start-up idea. Give details. (Par. 4)

(Any FIVE of the following details: 10 marks: 2, 2, 2, 2, 2)

1. They use phone boxes as discos.
2. They invented the smallest disco in the world.
3. (Young people can) dance in them.
4. They measure only one square meter/ 1m².
5. They have disco balls/dry ice machines. (*Allow: fog machines*)
6. One disco/dance costs 2 Euro.
7. For 4 Euro one gets a photo/video.
8. Their first mini-disco was in 2014.
9. They now have three mini discos.
10. Two mini discos are based in Berlin.
11. One mini disco is mobile/can be rented out.
12. A mini disco went on a world tour / to London / Vienna / Mexico City.
13. They are planning 100 more mini discos.

5. 10 marks: 5 x 2 marks

Complete the following sentences which are based on the article (TEXT III). Indicate your answer in all cases by writing the correct letter (a), (b), (c) or (d) in the box provided.

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

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)*

- ... bin mitten im **(1)**
- ... vierzehn Jahren Schulzeit **(1)**
- ... meine Freunde vermissen **(1)**
- ... ziemlich cool **(1)**
- ... nach den Prüfungen **(1)**

Put **ST.** Mark in right hand margin and at bottom of the letter.

C (15) The body of the letter... **15 marks** as indicated below.

A. (4) Tell Hannes/Hanna you are going to Dublin **(1)** with your class **(1)** to a jobs' exhibition **(1)** for young people **(1)**

B. (2) Say **when** you are going **(1)** and **how** you are getting there **(1)**

C. (3) Say that your teacher **(1)** is going (with you) **(1)** **and** what you think about him/her **(1)**

D. (3) Mention you would like to **(1)**
Award **D1** and **D1** for any **TWO** of the following details:
- do work experience
- with a German company
- for four weeks in July...

E. (2) Give **two** reasons (**E1** and **E1**) why you would like to work for that company (you like to speak German / have an interest in...)

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

Put **C.** mark in right hand margin, at the bottom of the letter.

Ex. (10) Use the grid on page 16 to calculate **expression mark** in relation to **C (Content)**.
Add St., C and Ex. to give overall total.

(b) Picture Story

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

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

- möchten Amy und Adam **(1)**
- nach Lanzarote fliegen **(1)**
- einen Aktivurlaub **(1)**
- sehr sportlich sind **(1)**
- wollen in Jugendherbergen **(1)**

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

C (15) (pictures 2 – 6) ... **15 marks** as indicated below.

Guidelines for marking of content:

(i) THREE relevant points of information per picture.

(ii) Each point of information must contain a verb.

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

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

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

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

5. (3) Picture 6: three relevant points of information 3 x 1 mark

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

Ex. (10) Use the grid on page 16 to calculate **expression mark** in relation to **C (Content)**.
Add St., C and Ex. to give overall total.

Teil 1

(Interview mit Frau Dietsch)

Moderator: Frau Dietsch, Sie haben sich einen interessanten Beruf ausgesucht. Sie arbeiten an Schulen, sind aber keine Lehrerin.

Frau Dietsch: Ja, das stimmt. Ich bin Schulradiocoach und das schon seit zehn Jahren. Ich arbeite für die Bayrische Landeszentrale für neue Medien, die BLM. Wenn eine Schule mit ihren Schülern Radioarbeit ausprobieren will, Unterstützung dabei braucht oder einfach Informationen möchte, dann komme ich als Schulradiocoach und bleibe sogar oft ein ganzes Schuljahr dort. Ich gebe Schülern und auch Lehrern journalistisches Wissen, technische Hilfe und viele, viele praktische Tipps.

Moderator: Was gefällt Ihnen besonders an Ihrem Beruf?

Frau Dietsch: Puh, so viel und eigentlich alles! Es macht mir einfach Freude zu sehen, wie hochmotiviert die Schüler sind und wie viel Spaß es ihnen macht, ihre eigene professionelle Radiosendung zu produzieren. Junge Leute haben immer so viele neue, kreative und spannende Ideen für Themen, Umfragen und Interviews! Die Arbeit mit Jugendlichen ist einfach nie langweilig.

Moderator: Wo und wann kann man Ihre Radiosendungen anhören?

Frau Dietsch: Das ist von Schule zu Schule verschieden. In manchen Schulen wird die Sendung in den Pausen über die Lautsprecheranlage direkt in den Klassen gespielt. In anderen haben die Schüler spezielle Hörstationen, an denen sie mit Kopfhörern zuhören können. Die Sendungen sind aber immer online auf der Schulhomepage oder auf der BLM-Webseite *schulradiobayern.de* verfügbar.

Moderator: Und was wird so auf dem Schulradio gesendet?

Frau Dietsch: Nachrichten rund um die Schule, Live-Quiz mit Lehrern, die neueste Musik, Interviews mit Bands oder auch mit Experten zu Themen wie Klimawandel, Lernstrategien oder psychische Gesundheit. Letzte Woche haben Schüler einer bayrischen Schule eine ganz besondere und etwas ungewöhnliche Sendung gemacht: eine akustische Kochshow nach dem Motto *Wie hört sich Kochen an?* Da wurde kochendes Wasser aufgenommen, eine Spaghetti-Packung aufgemacht, Fleisch gebraten und Zwiebeln geschält.

Moderator: Das hört sich sehr kreativ an! Die Schüler profitieren sicher viel von Ihrem Input als Radiocoach, oder?

Frau Dietsch: Natürlich! Die Schüler lernen im Team zu arbeiten, zu recherchieren und interessante Texte zu schreiben. Sie lernen auch, Interviews zu führen und dabei auch klar und deutlich zu sprechen. Außerdem lernen sie, ihren Interviewpartnern richtig zuzuhören. Aber auch ich lerne sehr viel bei meiner Arbeit mit den Jugendlichen. Schulradio bereichert einfach jedes Leben!

Teil 2

(Telefonanruf)

- Bank: Herzlich willkommen bei der Deutschen Bank, Sie sprechen mit Felix Springer, wie kann ich Ihnen helfen?
- Janina: Guten Tag. Mein Name ist Janina Neumann. Ich rufe wegen meiner Kreditkarte an. Ich möchte sie sperren lassen.
- Bank: Oh, ... Und haben Sie einen besonderen Grund dafür?
- Janina: Ja, ich habe gerade meine Kreditkartenabrechnung bekommen. 3000 Euro wurden von meinem Konto abgebucht! Und das von einer Webseite, die ich überhaupt nicht kenne!! Mich hat fast der Schlag getroffen.
- Bank: Ja, das kann ich mir vorstellen. Und von wem wurde diese Summe abgezogen?
- Janina: Hier steht, ich hätte eine Reise gebucht. Ich habe aber doch gar keinen Urlaub geplant! Ich weiß wirklich nicht, wie das passieren konnte. Ich bin aus allen Wolken gefallen! Jemand muss meine Daten gestohlen haben! Und dabei bin ich doch immer so vorsichtig mit meinen persönlichen Daten! Ich habe noch nie in meinem Leben einen solchen Schreck bekommen.
- Bank: Ach, Frau Neumann, machen Sie sich keine Vorwürfe. So was passiert heute leider öfter als man denkt. Haben Sie Ihre Karte vielleicht irgendwo unbeobachtet liegen lassen?
- Janina: Nein, ganz sicher nicht, ich habe sie immer in meinem Portemonnaie und zwar hinter allen anderen Karten versteckt. Deswegen bin ich so schockiert!
- Bank: Machen Sie sich keine Sorgen, wir werden Ihre Kreditkarte sofort sperren lassen. Haben Sie eine Versicherung für Ihre Kreditkarte abgeschlossen?
- Janina: Ja, das habe ich.
- Bank: Dann bekommen Sie das Geld wieder zurück. Wir werden den Fall auch an die Polizei weiterleiten. Könnten Sie mir Ihre Handynummer geben, falls wir Sie für weitere Fragen zurückrufen müssen?
- Janina: Ja, meine Handynummer ist 0173 64 28 1 7 5.
- Bank: Und Ihren Namen schreibt man mit „eu“?
- Janina: Genau. N-E-U-M-A-N-N.
- Bank: Gut, Frau Neumann.
- Janina: Vielen Dank für Ihre Hilfe.

Teil 3

(Gespräch)

Hanna: Hallo?

Max: Hallo Hanna, leg bitte nicht auf. Ich kann alles erklären...

Hanna: Ach, Max, du bist es. Was willst du denn jetzt von mir, nach dem, was gestern passiert ist. Ich bin so wütend auf dich.

Max: Es ist nicht so, wie du glaubst, mein Schatz, wie gesagt, lass mich bitte erklären. Du weißt doch, du kannst mir vertrauen. Wir sind doch schon seit zwei Jahren zusammen!

Hanna: Was gibt es da noch zu erklären? Wo warst du denn gestern bloß? Ich habe über eine Stunde auf dich gewartet! Du warst nicht auf dem Handy erreichbar und dann, als ich zu dir ging, habe ich dich zusammen mit einem anderen Mädchen gesehen. Da musst du mir nichts mehr erklären. Für mich ist das ganz klar! Du hast eine andere Freundin und du liebst mich nicht mehr. Lass mich einfach in Ruhe!

Max: Hanna, Liebling, bitte hör mir doch zu. Nur 5 Minuten. Mehr brauche ich nicht. Das Mädchen war meine Kusine Lena. Sie hat uns gestern besucht.

Hanna: Ja genau, deine Kusine also. Und warum wusste ich nicht, dass dich deine Kusine besucht? Ich dachte, ich kann dir vertrauen...

Max: Kannst du ja auch! Lena war die letzten zwei Jahre in Brasilien. Sie hat dort als Deutschlehrerin gearbeitet. Ich habe sie lange nicht gesehen und gestern stand sie überraschenderweise vor der Tür.

Hanna: Und warum hast du mich gestern nicht einfach angerufen?

Max: Ich habe blöderweise mein Handy fallen lassen und das Display ist zerbrochen. Es ist total kaputt. Erst heute konnte ich das Handy von meinem Vater leihen.

Hanna: Ach, deshalb habe ich die Nummer nicht erkannt...

Max: Genau. Bitte Hanna, du musst mir das glauben, es ist die Wahrheit.

Hanna: Natürlich glaube ich dir, Max. Das war alles nur ein dummes Missverständnis. Wollen wir dafür heute Abend etwas Schönes unternehmen? Wie wäre es mit Abendessen in unserem Lieblingsrestaurant?

Max: Ja, super Idee!

Teil 4

Sprecher 1: Die Nachrichten. Köln. Am Stadtrand Kölns wurden letzten Mittwoch ein elfjähriger Junge und seine fünfjährige Schwester von der Polizei im Auto ihres Vaters 20 km von ihrem Zuhause gestoppt. Angehalten wurde das Auto, weil es zu langsam auf der Autobahn fuhr. Auf die Frage, wie der Junge gelernt hatte, Auto zu fahren, sagte er, dass er Videos auf YouTube gesehen hatte. Angeblich wollte der Junge mit seiner Schwester in die Stadt fahren, um in einem Fastfood-Restaurant zu essen.

Sprecher 2: Berlin. Die Otto-Hahn-Schule ist Deutschlands sauberste Schule. Das ist das Ergebnis des großen Umweltwettbewerbs. Die Schülerinnen und Schüler aus Neukölln konnten die Jury auf voller Linie überzeugen. Sie haben dafür gesorgt, dass die ganze Schule und die Umgebung „müll-frei“ wurden. Dabei gab es auch besonders kuriosen Müll: Neben einem Fahrrad fanden sie auch mehrere Fußbälle, einen Laptop, einen Globus und sogar eine Schreibmaschine. Insgesamt sammelten die Schüler Müll im Gesamtgewicht von 350 Kilogramm. Die Jury überreichte der Schule das Preisgeld von 10.000 Euro und die Trophäe am Montag bei einer großen Feier.

Sprecher 1: Wien. Aus der Wiener Kunstgalerie *Belvedere* wurde letzte Woche Dienstag ein weltbekanntes Bild von Gustav Klimt gestohlen. Das Bild des österreichischen Malers hat einen Wert von etwa 120 Millionen Euro und gilt als einer der größten Schätze der österreichischen Staatssammlung. Drei Personen wurden von der Videokamera in der Galerie gefilmt und sind immer noch auf der Flucht. Die drei Verdächtigen gehören einer internationalen Kunstbande an. Hinweise zur Tat sollen an die Wiener Polizei weitergegeben werden.

Sprecher 2: Und nun zum Wetter. Deutschland ist immer noch zweigeteilt: Die Hitzewelle im Süden des Landes reißt nicht ab. Temperaturen erreichen wieder bis zu 38 Grad bei klarem Himmel und leichtem Ostwind. Im Norden bleibt es hingegen weiterhin bewölkt, regnerisch und deutlich kühler. Die Temperaturen bleiben zwar stabil bei 20 Grad, es ist aber vereinzelt mit Gewittern zu rechnen.

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