



Coimisiún na Scrúduithe Stáit State Examinations Commission

Scéimeanna Marcála
Gearmáinis

Scrúduithe Ardteistiméireachta, 2007
Ardleibhéal

Marking Scheme
German

Leaving Certificate Examination, 2007
Higher Level

MARKING SCHEME

LEAVING CERTIFICATE GERMAN 2007

Higher Level

Reasonable Accommodations

For those who have been granted a spelling and grammar waiver, errors in spelling and in certain grammatical elements, as explained at conference, are not penalised. In assessing the work of these candidates, a modified marking scheme will apply as outlined on pages 16 and 20 of the marking scheme.

LISTENING COMPREHENSION TEST: (80 marks) (25, 15, 17, 23)

First Part: (25 marks: 4, 5, 6, 4, 6) (Answers in German: half marks)

1. (4 marks: 4x1)

*The woman shows great interest in a badge on the dog's collar. What is written on the badge? Give **four** details. (Any **four**: 4 x 1 marks)*

- Therapie/ therapy
- Hund/ dog
- Verein/club/society.
- Leben mit Tieren/ life/living/live with animals
- Berlin
- 2005

2. (5 marks: (i) (a) = 1 mark, (b) = 1 mark (ii) = 3 marks)

(i) The man tells the woman about a special service.

(a) What is the service?

- A visiting (service with dogs) **(1)**
- (b) Since when is the service available?*
- (Since) 1988 **(1)**

(ii) What institutions is the service for?

(Any three: 3 x 1 marks) Accept singular

- Old people's homes/Nursing Homes
- Hospitals
- Kindergartens / nurseries / playschools/Creches
- Primary schools

3. (6 marks: Any three: 3x2 marks)

*Why is the contact between people and dogs so important? Give **three** reasons.*

(Any three: 3 x 2 marks)

- It opens doors
- Sick people get better quickly
- Old people are not so lonely/alone
- A diversion/change/break
- Dogs bring people joy/ Happiness/fun/ It's/they have fun..... (to people's lives)

4. (4 marks: 4x1)

*The dog owner had to complete a questionnaire in order for his dog to be accepted for the service. List **four** questions he had to answer.*

(Any four : 4 x 1)

- Is the dog quiet / placid?
- Is he lively / hyper /excitable?
- Is the dog anxious/nervous/fearful?
- Does the dog like playing / playful?
- Was dog at dog school/training?

- How does dog react to strangers? *Other people = 0*

5. (6 marks: (i) = (2 marks: 1+1) (ii) = (4 marks 2+2)

*(i) The dog had to undergo a test. Mention **two** professional people involved in the test.*

- A vet (1)
- A trainer / coach (1)

(ii) What exactly were the professionals checking for?

- Is dog 100 %/ completely healthy? (2)
- Obedience/reaction to owner // does dog do what he wants?(2)

Second Part (15)

The secretary of a Youth Event takes a message

1. (9 marks:)

Anruf von: (Joachim) Merz (2) (All or nothing) (check both places for answer)

Das Problem: (Answer in English/Irish: half marks)

(3x1 marks)

- Zu wenig/nicht genug/ keine Würstchen/ sind alle weg (1)
- Er/man braucht/will // sie brauchen/wollen 1000 Bratwürste (1)
- (bis/für heute) Mittag (1)

Der Anrufer: erhält so schnell wie möglich einen Rückruf (2)

Handynummer: 1135490 (all or nothing) (2)

2. (6 marks) Write down **three** examples of the **language** (= expressions and phrases) used by the caller to express his **enthusiasm**.

No marks for tone of voice/ intonation without reference to specific expressions and phrases.

Accept: accurate/ exact phrase or accurate paraphrase of expressions in translation.

(Any **three: 3 x 2 marks**)

1. Super
2. Atmosphäre wahnsinnig (atmosphere crazy/ brilliant/ amazing)
3. (Ich bin hellauf) begeistert (totally thrilled)
4. (Der Jugendevent ist) supertoller Erfolg (a brilliant/total success)
5. Auf der ganzen Linie! (in every way)
6. (Einfach) unbeschreiblich. (Simply indescribable) *Unbeschreiblich = 0*
7. scheint die Sonne wie verrückt! (The sun is beating down)
8. (Spaß) den werde ich haben. (sure thing/ will do)
9. tolle Erfahrung. (A super/ amazing experience) *erfahren=0*
10. (So) klasse (it's class / (so) fantastic)
11. Ich bin ganz aus dem Häuschen. (I'm thrilled to bits)

Third Part (Dialog) (17 marks)

Conversation between Christian and Frau Hoppe

Award marks under 1(ii) and 2(ii) only if correct option is given.

1. (5 marks: 1+2+2) (Accept apt German quotation)

(i) *The conversation is between*

(d) (1)

(ii) **Two** indications to support choice (Any two: 2+2 marks)

- Ich habe dich seit dem Abi nicht gesehen (Haven't seen you since the LC) // She / they mentions his/the LC/ Abi/ final exams *seine frühere Englischlehrerin=0*
- Ihr/ihr Englischunterricht (your/her English lessons/class)
- Reference to his / your old school

2. (5 marks: 1+2+2) (Accept apt German quotation)

(i) *Which adjective best describes Christian's attitude during the conversation?*

(b) (content) (1)

(ii) **Two** details to support choice (Any two: 2+2 marks)

1. Ich bin froh, (I am / he is glad / happy)
2. Etwas Sinnvolles (something worthwhile)
3. hat sich gelohnt (worth it) *(it is profitable = 0)*
4. viel gelernt (learnt a lot)
5. profitiert (benefited)
6. Ich würde jedem raten, so etwas zu machen (I would advise anybody to do this)
7. wie gut wir/sie es haben (how well off we/they are)
8. wichtig für meine Zukunft (important for my future)
9. ... ich weiß jetzt, dass ich Menschen helfen... möchte. (because I now know that I would like to help people)
10. (ich weiß)... und im Ausland arbeiten möchte (That I'd like to work abroad)

3. (7 marks: (i) = 5 marks; (ii) = 2 marks)

(i) (5 marks: 5x1)

What exactly did Christian do in India? (Any five: 5x1 marks)

1. He worked in a home for children
2. Worked with / helped orphans / children of AIDS victims.
3. Worked with / helped orphans / children with AIDS people = 0
4. Played
5. Sang
6. Painted / did art
7. Cooked
8. with children/them to doctor // brought children/them to doctor
9. Gave lessons / taught

(ii) (2 marks: 1+1)

What does the teacher suggest to Christian at the end of the conversation?

- come into school (1) and talk about his experience / India / trip / work abroad (1)

Fourth Part (News): (23 marks)

(Answers in German: half marks)

1. (7 marks: (i) = 1 marks, (ii) = 6 marks)

- (i) *What exactly has been declared by the United Nations?*
The year of the dolphin **(1)**.
- (ii) *What are the reasons for this declaration? Give **three** details.*
(Any three: 3x2 marks)
- Dolphins could soon face extinction / could die out
 - They drown/die in nets
 - Lack of food (due to over fishing)
 - Pollution of the sea(s) *Waters=0*
 - Increase in shipping *too much shipping = 0*

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

(i) *Mention **three** details about the study carried out by the Egmont Publishing Company*
(Any three: 3 x 1 marks)

1. 1600 children / young people
2. Children are richer than ever
3. (6 to 13 year olds) have/get/spend more than 1000 Euro a year
4. They are important / big consumers
5. They want well-known brands / labels
6. Their appearance is important to them
7. 30% of girls buy lotion
8. 14% of boys buy lotion

(ii) *Mention **three** priority items on the shopping list of the people who were surveyed.*
(Any three: 3x1 marks)

- Clothing
- Electronic items / electrical goods / electronics
- Cosmetics / make-up
- Body lotion / body cream

3. (4 marks: (i) = 1 ; (ii) = 3)

(i) *Why is August 1st a special day in Switzerland?*

- It is the National Holiday / National day **(1)** *Bank Holiday= 0*

(ii) *How is the day celebrated. Give details.*

(Any three: 3x1 marks)

- Meeting/ Gathering is held at Rütliwiese/ field/meadow / Vierwaldstättersee/
lake
- Speeches.
- Fireworks.
- Public holiday // Work-free day // bank holiday

4. (3 marks)

When can a change in the weather be expected and what will this change entail?

When

- Tomorrow / next day (1) **In the morning= 0**

What will this change entail?

(Any **two: 2x1 marks**)

1. Rain
2. A low/ cyclone/ depression
3. Temperatures drop/get cooler // 21 – 24 degrees.
4. Fresh wind
5. Northwest wind

5. (3 marks)

What is the reason for an increase in traffic? Give details about one particular tailback.

Reason for increase in traffic: (1 mark)

- Holidays (1)

Tailback: (Any two: 2 x 1)

1. On Saturday
2. approaching/ entrance/before to (Gotthard) tunnel
3. in Switzerland
4. heading South
5. 11 km
6. three hours

TEXT I: LESEVERSTÄNDNIS (60 marks) (14, 14, 14, 18)

(Evidence needed that candidates have understood the text; **quotation** without manipulation where manipulation **required**/containing **extraneous** material: **half marks. Full marks for manipulated parts. Answers in language not specified = half marks**)

Erzähler = sie / she Penalise only first occurrence e.g. 5-1 (sie) = 4 in margin

Frage 1 (14 marks: 5, 5, 2, 2)

(a) (5 marks: 5x1 marks) (Z. 1- 6)

*Was erfahren Sie über den Erzähler am Anfang der Geschichte? Nennen Sie **fünf** Details.*

1. Seit einem Jahr in Deutschland / wohnt in Deutschland
2. In Damaskus geboren
3. In Damaskus aufgewachsen
4. hat eine Mutter
5. hat drei Geschwister
6. Mutter / Geschwister wohnen in Damaskus / Syrien
7. hat seine Familie neulich besucht
8. Vater tot
9. Vater war Musiker / spielte Musik

(b) (5 marks: 1,1+ 1, 1, 1, marks) (Z. 8-17)

Wer ist Molly?

- deutsche (1) Freundin (1)

Was nimmt ihr der Erzähler aus Damaskus mit?

(3 x 1 marks)

- Silberschmuck
 - Süßigkeiten
 - Kardamom
 - Ein Abendkleid
- (*Kleine Geschenke only: 1 mark*)

(c) (2 marks: 2 x 1 marks) (Z. 18-25)

*Was erfährt die Leserin/der Leser über Elisabeth in der Geschichte? Nennen Sie **zwei** Details.*

(Any two: 2 x 1 marks)

1. Freundin von Molly
2. eine junge Frau
3. hat einen Sohn
4. hat den Erzähler / Molly zum Essen eingeladen // isst mit Erzähler/Molly
5. Streit mit Sohn

(d) (2 marks) (Z. 28-37)

Warum muss Molly für den Erzähler übersetzen?

- Er kann nicht gut Deutsch (sprechen) (2)

Question 2: (14 marks: a = 4 marks; b= 10 marks)

(a) (4 marks: 2 + 2) (Z. 21 – 28)

*Why is Elisabeth annoyed with her son? Give **two** details.*

Wrong instrument- penalise once

- He wanted to perform/do tricks/magic // didn't want to practice/play violin/ instrument (2)
- Violin teacher gave out / was unhappy with him twice (2) *play tricks on = 0*

(b) (10 marks: 3x2 + 2x2marks) (Z. 28-56)

*The narrator takes positive action to turn the situation around. **What** does the narrator do and **how** does the boy react? Give **five** details.*

What does the narrator do? (Any three 3 x2)

1. Intervenes
2. He praises the violin / music // any example of universality of music
3. asks the boy to get violin / music book / copy / exercise copy
4. Acts as if in silent movie
5. takes violin/ music book
6. stares with big eyes/ goggle-eyed at book/copy
7. holds violin wrong way 'round
8. flicks aimlessly through the book
9. selects/ plays a song by Beethoven / plays violin
10. tells boy he would be a good violin player// praises boy//motivates boy

How does the boy react? (Any two 2x 2)

11. laughs
12. wants to play
13. messes at first / imitates what narrator did
14. then plays properly / wonderfully / brilliantly
15. face radiant/ beams/ smiles from ear to ear

Question 3: (14 marks: (a) 10 marks: (b) 4 marks)

(a) (14 marks)

Describe the circumstances under which the narrator begins to learn the violin.(lines 57–66)

(Any five: 5x2 marks)

1. 8 years old.
2. His mother had met his father's violin teacher .
3. Teacher willing to take him on provided he had talent
4. Perspiring / excited / nervous / anxious /
5. Washed twice
6. Wore / mother put him in Sunday suit / clothes
7. Long distance
8. hard / tough / arduous journey

(b) (4 marks: 4x1 marks)

Describe Alfred Meißner in detail. (lines 66–76)

(Any four: 4x1 marks)

1. A foreigner/ Austrian
2. Refined / gentleman / decent
3. Sensitive
4. Spoke Arabic (badly)
5. Had a terrible / bad accent / spoke it badly
6. Very old/ ancient
7. Busy / lots of students
8. Gave (violin) lessons / is a teacher / taught

Question 4: (18)

Language is a central topic in this story. How is this topic first raised? Give details. What insights does the narrator offer about music as a language?

(18 marks 3,3,3 + 3,3,3)

How is the topic first raised:

(Any three: 3x 3 marks)

- At Elizabeth's // at table / dinner with Elizabeth
- dispute between Elisabeth and son
- He intervenes
- Molly translates/ narrator doesn't speak good German // language barrier between narrator and Elizabeth's son

Insights

(Any three: 3x3 marks)

1. Language of music understood worldwide // Notes can be transformed into sounds by any nationality/ Japanese/ Chinese/ Arab
2. Learning music for the narrator/ boy was wonderful// compared to nothing else in life.
3. Uses only 7 letters / notes
4. It has nuances / variations.
5. It is a mysterious language / It's a brilliant invention
6. One can speak language badly but be good at music / be able to communicate through music (or examples)

TEXT I : ANGEWANDTE GRAMMATIK (25 marks)

Where more than one answer is given, mark the first one.

1. (15 marks)

Sehen Sie sich die **Pronomen** in den folgenden **fünf** Sätzen an. Geben Sie für die Pronomen an:

- ob Singular oder Plural
- ob Nominativ, Akkusativ oder Dativ)

Lesen Sie dann noch einmal die relevanten Zeilen für jeden Satz und schreiben Sie auf, worauf sich das Pronomen bezieht.

Accept English equivalent of pronoun

- (1) **uns** (l. 20-21): Plural (1) Akkusativ (1) Molly und Erzähler (1)
- (2) **ihm** (l. 30-31): Singular (1) Dativ (1) Jungen/Sohn/Kleinen (1)
- (3) **Er** (l. 70-72): Singular (1) Nominativ (1) Alfred Meißner/Musiklehrer (1)
- (4) **ich** (l. 88-89): Singular (1) Nominativ (1) Erzähler (1)
- (5) **sie** (l. 85-87): Plural (1) Akkusativ (1) Buchstaben/Noten (1) Spellings=0

2. (10 marks: 5 x 2)

Schreiben Sie die folgenden unterstrichenen Verben im **Präsens**. (All or nothing)

- (1) bitte
- (2) tue
- (3) glotze
- (4) nehme
- (5) will

TEXT II: LESEVERSTÄNDNIS (60 marks) (9, 15, 21, 15)

NB: Evidence needed that candidates have **understood** the text.

Quotation without manipulation **where** manipulation **required**/containing **extraneous** material: **half marks. Full marks for manipulated parts.**)

Answers in language not specified = half marks

Question 1: (9 marks: (a): 6 (b): 3)

(a) (6 marks: any three 3x2)

Warum werden Urwälder Schatzkammern der Erde genannt? (Z. 1–9)

- Zwei Drittel der Tiere, die am Land leben, leben dort
- Zwei Drittel der Pflanzenarten sind dort
- (Ungefähr) 150 Millionen (indigener) Menschen // indigene Völker wohnen dort

(b) (3 marks: 3x1 marks)

*Mit ihrer Fahrradtour engagieren sich die Jugendlichen für den Schutz des Urwaldes. Was tun sie noch? Nennen Sie **drei** andere Beispiele für das Engagement der Jugendlichen.* (l. 53-64)

(Any three: 3x1 marks)

- Sie sammeln Unterschriften
- Sie schreiben (Briefe) an Regierungen
- Sie ermutigen/ fordern Schulen/ Gemeinden auf, urwaldfreundlich zu sein/werden
- Sie machen (Leute) auf die Urwaldzerstörung / Umweltschutz / Urwaldschutz / Problem aufmerksam. *Sie machen Aktionen=0*

Answer Question 2 and Question 3 in English.

Question 2: (15 marks: 3x5)

*According to the text, what are the consequences of the rapid destruction of rainforests worldwide? Mention **three** consequences. (lines 19–38)*

- Living space / area / places lost// habitats // homes lost
- climate changes / affects climate *Weather=0*
- Disturbs / upsets / unbalances /damages / affects / threatens (the earth's) water resources / balance / supply / reserves /cycle

Destroys /loss of = 0

Water Shortages=0

Global Warming=0

Water / sea levels rise = 0

Question 3: (18 marks: a = 3 marks ; b = 12 marks; c = 6 marks)

(a) (3 marks: (3 x 1 marks)

Give details about the «VeloToUrwald» 2006 initiative. (lines 65– 84)

(Any three: 3 x1 marks)

1. Started in/ from Bern
2. In March
3. To protect rainforests
4. Participants were 14 – 20 years old
5. Went by bicycle / cycled
6. To Cham (via Lucerne and Schwyz)
7. Visited parishes / communities in Switzerland who had declared themselves in favour of the protection of rainforests
8. Wanted to congratulate them

(b) (12 marks: 4 x 3 marks)

According to Johannes Bühler, what are the objectives of the tour? (lines 85–95)

- To inform/ educate people // raise awareness // give information
- To emphasise/ stress / show importance of / protection of the (rain)forests
destruction=0
- (To show) that our future is at stake / importance for future
- (To show) they want to live with, not against nature

(6 marks: 3+3 marks)

(c) Explain Ilona Hunkeler's message to the people of Switzerland. (109–121)

- Protection of (rain)forests begins in industrialised countries /states /lands
(3) *protection/destruction of environment = 0*
Pollution of forests = 0
- There are alternatives to timber products/wood **(3)**

Question 4 (15 marks: 5 x 3 marks)

Was passt zusammen?

*Unten sehen Sie zwei Reihen von Satzhälften, die zusammen Sätze bilden, die auf dem Inhalt von **TEXT II** basieren. Welche Satzhälften passen zusammen? Tragen Sie die passenden Buchstaben zu den Zahlen im Kasten ganz unten ein. Jeder Buchstabe passt nur ein Mal!*

1	E	2	C	3	F	4	B	5	A / C	6	D
---	---	---	---	---	---	---	---	---	-------	---	---

TEXT II: ÄUßERUNG ZUM THEMA (25 Marks) Choice of (a) or (b)

Content = 13 (A = 3; B = 4; C = 4; Dis. 2);
Bearbeiten Sie (a) oder (b):

Expression = 12

(a) Umweltschutz

- Award **content** marks first;
- Two *discretionary* marks (1, 1) are available to be awarded under any of the points A-C for additional **relevant content, elaboration or comment**.
- Indicate discretionary marks with +1 in margin i.e. A = 3+1
- Show as (A,B,C +1) in body of script at relevant spot.
- Bracket (A,B,C+1) the **first additional** discretionary mark only.
- Put irrelevant content in square brackets [...]; exclude when judging the expression mark.

A. (3 marks)

Beschreiben Sie mit eigenen Wörtern die Aktion »Kids for Forests« in **drei bis vier** Sätzen.
(1,1,1)

B. (4 marks)

Welche Probleme beim Umweltschutz gibt es in Irland? Warum?
Nennen Sie **drei** Beispiele.

Four relevant statements (4 x 1):

One Global (1 mark)

Three Probleme / Beispiele (1,1,1)

C: (4 marks)

Was können Sie selbst für den Umweltschutz tun? (Accept man / wir)

Global statement or fourth Suggestion / elaboration (1)

Machen Sie drei Vorschläge. (1,1,1)

Dis. 2 marks

Have you awarded the discretionary marks?

(b) Menschen werden aktiv

Content = 13 (A = 3; B = 4; C = 4; Dis. 2); Expression = 12

- Award **content** marks first;
- Two *discretionary* marks (**1, 1**) are available to be awarded under any of the points A-C for additional **relevant content, elaboration or comment**.
- Indicate discretionary marks with **+1** in margin i.e. **A = 3+1**
- Show as **(A,B,C+1** in body of script at relevant spot.
- Bracket **(A,B,C+1)** the **first additional** discretionary mark only.
- Put irrelevant content in square brackets [..]; exclude when judging the expression mark.

A (3 marks) 3 relevant statements (3 x 1)

Viele Menschen engagieren sich für etwas in der Gesellschaft.

- *Geben Sie **zwei** Beispiele, die Sie kennen.*
- *Erklären Sie bei einem der Beispiele kurz, worum es geht.*

B (4 marks) Any four relevant statements (4 x1) Accept one global comment

*Warum werden viele Menschen aktiv für etwas in der Gesellschaft?
Nennen Sie **drei** Gründe.*

C (4 marks)

Auch Prominente, zum Beispiel Bono, engagieren sich für ein Projekt. Wie finden Sie das?

(1)

*Geben Sie **drei** Gründe für Ihre Antwort.*

Grund 1: (1)

Grund 2: (1)

Grund 3: (1)

Dis. 2 marks

Have you awarded the discretionary marks?

Marking Written Expression in Äußerung zum Thema (a) or (b)

Content *Marked out of 13*

Expression: Marked out of **12** or **7**. If the content mark is **8** or less, or the question is too short (less than **60** words), mark expression out of **7** and write ‘lower E’ to indicate this.

N.B. Take a global view of the language use (**E = Expression**) to locate the candidate’s work in the most appropriate category, including over- reliance on stimuli.

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 (e.g. adjectival endings etc.). Refer only to italicised upper sections of category descriptors in the case of these candidates.

Lower E
Short or **C≤8**

Full scale

<i>Lower E if content is ≤ 8</i>	<i>12</i>	<i>CATEGORY DESCRIPTION</i>
<i>0 – 2</i>	<i>0 – 3</i>	<i>Vocabulary very inadequate, possibly with English words and interference from English syntax; word order, esp. verb position, frequently wrong; verb usage/forms/tense generally incorrect.</i> ***** Many spelling mistakes, serious grammar errors: cases generally incorrect; few correct agreements.
<i>3 – 4</i>	<i>4 – 6</i>	<i>Vocabulary use limited – at times inadequate and inappropriate – with some interference from English; word order mistakes evident. Verb usage/forms/tense occasionally incorrect.</i> ***** Frequent spelling mistakes. Occasional serious grammar errors: Cases, agreements, incorrect endings.
<i>5 – 6</i>	<i>7 – 9</i>	<i>Vocabulary use quite good – generally adequate and appropriate With perhaps some German idiom. Only occasional word order mistakes. Few errors in verb usage/forms/tenses.</i> ***** Not too many spelling mistakes. Few serious/frequent minor grammar errors: Cases, agreements, endings correct <u>more often than not</u> .
<i>7</i>	<i>10 –12</i>	<i>Vocabulary use good – rich, idiomatic and appropriate. Few word order mistakes. Good verb usage/forms/tense formation.</i> ***** Spelling mistakes rare, grammar generally correct: Good level of accuracy in cases, verb endings, agreements...

SCHRIFTLICHE PRODUKTION (50)

Bearbeiten Sie (a) oder (b)

(a) Letter

Your German penfriend, Martin(a), has written to you about a voluntary year abroad. Reply in German to the letter, giving detailed answers to the four topic areas asked about and expressing your personal opinion (Write approximately 160 words)

Content = 25 marks

Expression = 25 marks

Five discretionary marks (1+1+1+1+1) are available to be awarded under any of A, B, C or D for additional relevant elaboration or comment.

Follow rules as per Äußerung.

Op. (2)

Suitable opening:

Bare minimum (1 mark)

Appropriate elaboration OR reference to contents of letter. (1 mark)

A. (5)

Wie findest du die Idee von so einem sozialen Jahr? (1)

Warum? (1)

Welche Rolle spielt soziales Engagement bei euch in Irland? (1)

Elaborations / Examples of any of the above (1,1)

B. (4)

In welchem Fach hast du die Präsentation/ das Referat gemacht?(1)

Über welches Thema? (1)

Wie hast du dich/ habt ihr euch vorbereitet? (1,1)

C. (4) (4 x 1)

Wie feiert ihr euren Abi Ball?

Was für ein Programm habt ihr für den Abi Ball? Schreib mal darüber!

Allow one mark of content only for Organisation / Komitee

D. (3)

Wie findest du Reality TV? (1)

Siehst du auch so gern fern wie ich? (1) Warum/nicht? (1)

Cl. (2)

Suitable transition to ending/reference to letter (1)

Appropriate closing formula (1)

Dis.: (5 marks: 5x1) Have you awarded the five discretionary marks?

OR

(b) Sehen Sie sich das Foto genau an.

Content = 25 marks

Expression = 25 marks

* Five *discretionary* marks (1+1+1+1+1) are available to be awarded under any of **A, B, C or D** for additional **relevant elaboration or comment**. Follow rules as per Äußerung.



A. (3)

*Beschreiben Sie in **drei bis vier** Sätzen, was Sie auf dem Foto sehen.*

Satz 1 (1)

Satz 2 (1)

Satz 3 (1)

B. (5)

Die Europäische Union (EU) hat das Jahr 2007 zum *Europäischen Jahr der Chancengleichheit* gemacht.

Passt das Bild oben heutzutage gut zu dieser Initiative?(1)

Warum/ nicht? Nennen Sie zwei Gründe! (2, 2)

C. (4) Any four relevant sentences (4 x 1)

*Gleiche Chancen für alle sind wichtig. Für welche Menschen/Gruppen in der Bevölkerung muss noch mehr getan werden? Geben Sie **drei** Beispiele.*

D. (4)

Die EU-Bevölkerung wird immer multikultureller. Wie sieht das in Irland aus? (1)

Wie wichtig ist Toleranz für das Zusammenleben von Menschen? (1)

2 elaborations on any of above (1,1)

E. (4)

Vergleichen Sie das Irland von heute mit dem Irland Ihrer Großeltern **in Bezug auf Chancengleichheit.**

Geben Sie **zwei** verschiedene Beispiele. (2+2)

Dis.: (5 marks: 5x1)

Have you awarded the five discretionary marks?

Marking Written Expression in Schriftliche Produktion (a) or (b)

Errors:

Mark in red, circle repeated errors, do not repenalise.

Put circled **T** for errors in tense usage, **R** for register mistakes.

Use **wavy** line for spelling mistakes, Groß- and Kleinschreibung, inaccurate vocab. use.

Underline other mistakes, putting **double** line under mistakes in word order.

In the case of word order mistakes, also put w.o. in the left margin.

Where good points of language use occur put a tick in a circle in the left margin (✓)

N.B. Use square brackets to bracket off irrelevant material [.....]
Content (C) and Expression (E) to be marked consecutively.

Content: Marked out of **25**.

Expression: Marked out of **25** or **18**.

If the content mark is **12** or less, or the question is too short (less than **100** words), mark expression out of **18** and write ‘lower E’ to indicate this.

Use the abbreviations (**Op, A, B** etc.) when showing individual content points, display total content points (**C = ...**) and add **E/ lower E** to give the total marks for the question.

Lower E
Short or **C≤12**

Full scale

18	25	CATEGORY DESCRIPTION
0 – 4	0 – 6	<i>Vocabulary very inadequate, possibly with English words and interference from English syntax; word order, esp. verb position, frequently wrong; verb usage/forms/tense generally incorrect.</i> ***** Many spelling mistakes, serious grammar errors: cases generally incorrect; few correct agreements.
5 – 10	7 – 14	<i>Vocabulary use limited – at times inadequate and inappropriate – with some interference from English; word order mistakes evident. Verb usage/forms/tense frequently incorrect.</i> ***** Frequent spelling mistakes. Occasional serious grammar errors: Cases, agreements, incorrect endings.
11 – 13	15 – 19	<i>Vocabulary use quite good – generally adequate and appropriate With perhaps some German idiom. Only occasional word order mistakes. Few errors in verb usage/forms/tenses.</i> ***** Not too many spelling mistakes. Few serious/frequent minor grammar errors: Cases, agreements, endings correct <u>more often than not.</u>
14 – 18	20 – 25	<i>Vocabulary use good – rich, idiomatic and appropriate. Few word order mistakes. Good verb usage/forms/tense formation.</i> ***** Spelling mistakes rare, grammar generally correct: Good level of accuracy in cases, verb endings, agreements...

N.B. Take a global view of the language use (**E = Expression**) to locate the candidate’s work in the most appropriate category, including over reliance on stimuli.

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 (e.g. adjectival endings etc.). Refer to italicised sections of category descriptors only when allocating the expression mark to these candidates.

