



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2017**

**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 all 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: 28, 21, 15, 36)**

**First Part: Interview**

**(28 marks: 5, 11, 8, 4)**

**Where all answers are in German, award half marks.**

**1. (5 marks: 4, 1)**

*Herr Schütz is in charge of a German helpline called 'Nummer gegen Kummer'.  
Give details about the service.*

**Any two details: 5 marks: 4, 1**

- (a) (It is called) "Number against Worries/Problems"
- (b) (It is) nationwide/countrywide
- (c) (It is) free
- (d) (It's a service / helpline) for children
- (e) (It's a service) for teenagers/young people
- (f) who have worries / problems / want to talk
- (g) (It's available) Monday to Saturday
- (h) from 2 to 8 pm
- (i) The (helpline) number is 116 111
- (j) (The helpline) gets one million callers each year.

**2. (11 marks: (i) 2 marks: 1, 1; (ii) 9 marks: 4, 4, 1)**

**(i)** *Why is this service used by so many people? Give **two** details.*

**Any two details: 2 marks: 1, 1**

- (a) (Callers remain) anonymous / (callers are) not obliged to give their names.
- (b) The caller's number can't be seen/identified/remains hidden.
- (c) The information won't be passed on / is confidential.
- (d) Anything/ problem(s) / issue(s) can be discussed.
- (e) They determine the length of the call.
- (f) They decide what is going to happen afterwards.
- (g) They know that there is somebody who listens to them.
- (h) They know that there is someone who makes time for them.

**(ii)** *What issues do users raise? Give details.*

**Any three details: 9 marks: 4, 4, 1**

- (a) Sensitive (issues)
- (b) First love
- (c) Sexuality
- (d) Lovesickness
- (e) Family conflicts
- (f) Arguments with friends
- (g) Drugs
- (h) Pressure to perform in school / get good grades
- (i) Anxiety about the future
- (j) Bullying

**3. (8 marks: (i) 4 marks; (ii) 4 marks)**

**(i)** *What information is given about members of staff?*

**Any two details: 4 marks: 2, 2**

- (a) 4000 (staff)
- (b) (Staff) in 96 **(1)** cities **(1)**
- (c) (Staff are) volunteers
- (d) (Staff are) specially trained
- (e) 300 are young people/300 are aged from 16 to 21.

**(ii)** *How do some callers open the conversation?*

**Any one detail: 4 marks**

- (a) Order a pizza
- (b) Sing loudly

**4. (4 marks: 2, 2)**

*How can users access this service online? Give **two** details.*

**Any two details: 4 marks: 2, 2**

- (a) *nummergegenkummer.de*
- (b) Call/phone
- (c) Set up/open/sign up to an account / create a password/ login
- (d) By email /write
- (e) Use the Live Chat.

**Second Part: Telephone Call**

**(21 marks: 5, 3, 6, 7)**

**Where all answers are in German, award half marks.**

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

**(i)** *What is the occasion of the booking?*

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

- wife's
- 40<sup>th</sup>
- birthday
- surprise party

**(ii)** *What date was the booking for?*

**2 marks: 1, 1**

27<sup>th</sup> (1) July (1)

**2. (3 marks)**

*The problem arose as a result of*

(a) a double booking (3)

**3. (6 marks: 4, 2)**

*What solution does the caller suggest? Give details.*

**Any two details: 6 marks: 4, 2**

- Re-book for/how about Sunday / the 28<sup>th</sup> / the following day
- (Move to) a different venue / (Move to) Hotel 'Zillerberg'
- (With a beautiful) garden / (old) trees/ (magnificent) roses/ perfect for a barbecue
- A private / free bus/transport

**4. (7 marks: 4 marks; 3 marks)**

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

**Deduct 1 mark for each incorrect/missing letter:**

- **Name:** H-A-L-L-H-U-B-E-R (4)

**ALL or NOTHING:**

- **Phone number:** 35 99 722 (3)

**Third Part: Conversation**

**(15 marks: 2, 7, 3, 3)**

**Where all answers are in German, award half marks.**

**1. (2 marks)**

*What topic are Judith and Theo discussing?*

- Holiday(s) (2)

**2. (7 marks: (i) 4 marks: 2, 2; (ii) 3 marks: 2, 1)**

**(i)** *What does Judith suggest?*

**Any two of the following details: 4 marks: 2, 2**

- (a) (To go to) Spain
- (b) (Go to) the beach
- (c) (Go on a) sun (holiday)
- (d) (Drink) Sangria

**(ii)** *What does Theo suggest instead? Give details.*

**Any two details: 3 marks: 2, 1**

- (a) To go on/to have an adventure
- (b) To go hiking / walking
- (c) To go camping
- (d) (A holiday) without luxuries
- (e) (Go to) Poland
- (f) (To walk) from the border to Warsaw

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

*What are Judith's concerns? Give details.*

**Any two details: 3 marks: 2, 1**

- (a) He isn't fit
- (b) (She asks) when did he last do /play sport
- (c) It is too far/It's 500 km
- (d) They will never manage it.
- (e) Camping can be tricky/isn't easy/is not so simple.
- (f) (She asks) does he know how to put up a tent / "Do you know how to put up a tent?"
- (g) (She asks) if he has a tent / "Have you a tent?"
- (h) What will they eat?
- (i) How will they cook?
- (j) He hasn't thought it through.
- (k) Rain

**4. (3 marks)**

*What solution does Theo propose in the case of persistent rain?*

- (c) Take the train (3)

Where all answers are in German, award half marks.

1. (3 marks: 2, 1 marks)

*When exactly did an artist in Hamburg protest against racism? Give details.*

**Either one of the following details: 3 marks: 2, 1**

(a) Wednesday (2) night (1)

**OR**

(b) Thursday (2) morning (1)

2. (9 marks: (i) 6 marks: 1, 2, 3 marks; (ii) 3 marks)

(i) *When and where is the next Quidditch world championship to take place?*

**When:** at the end of (1) June (2)

**Where:** in Germany / Frankfurt (3)

(ii) *How many teams are expected to take part?*

- 25 (3)

3. (8 marks: (i) 6 marks: 4, 2; (ii) 2 marks)

(i) *Mitsou took an unexpected trip. Give details.*

**Any two details: 6 marks 4, 2**

- (a) (Mitsou is) a cat
- (b) (She travelled) in a parcel
- (c) Without food
- (d) Without water
- (e) From Dresden
- (f) To Dortmund
- (g) (The journey lasted) eight days
- (h) (She travelled over) 500 km

(ii) *What happened at her destination?*

**Any one detail: 2 marks**

- (a) (The cat/she) was alive.
- (b) (The cat/she) was weak.
- (c) A doctor/vet examined the cat/her.
- (d) She had a microchip.
- (e) The doctor/vet identified / found the owner.
- (f) She was returned home.



**4. (16 marks: 4 x 4 marks)**

*What is the weather forecast for tomorrow and for the weekend? Give details.*

**Any four details: Two details for tomorrow AND two details for the weekend**

**Tomorrow: Any two details: 8 marks: 4, 4**

- (a) (The weather) won't change much/very little change.
- (b) 26 **(2)** degrees **(2)**
- (c) High humidity/Very humid
- (d) Wind(s) **(2)** from the south-east **(2)** *N.B. in the south-east = 0*

**Weekend: Any two details: 8 marks: 4, 4**

- (e) Cooler
- (f) 23 **(2)** degrees **(2)**
- (g) Showers / Rain
- (h) 16 **(1)** degrees **(1)** at night **(2)**

**TEXT I: LESEVERSTÄNDNIS: 60 marks**

**(16, 23, 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. (16 marks: (a) 8; (b) 3; (c) 5)**

**(a) 8 marks: 3, 3, 2**

*The narrator describes his last day in school. Give details. (lines 1 – 14)*

**(Any THREE of the following details: 8 marks: 3, 3, 2)**

1. (It is) cool (day).
2. (It is a) grey (day).
3. It is cloudy.
4. It is raining.
5. The younger pupils/students are collected by their parents / go home with parents.
6. The older pupils/students go home in groups.
7. The narrator/He stands alone.
8. The narrator/He does not know what to do.
9. His results/grades are not great/(are) middling/mediocre/nothing special.
10. He goes to a shop.
11. He buys ice cream.
12. He takes/gets on the tram.
13. He goes home in the evening.

**(b) 3 marks**

*In the evening the narrator goes to his father's hair dressing salon.*

*What does he tell his father? (lines 15 – 24)*

- (He tells him) he is not going to school anymore / "I'm not going to school anymore." **(3)**

**(c) 5 marks: 3, 2**

*How does his father react to this news? Give details. (lines 24 – 35)*

**(Any TWO of the following details: 5 marks: 3, 2)**

1. The father/He nods.
2. He puts the magazine on the table.
3. He asks the narrator/him what he wants to do / "What do you want to do?"  
**Allow: "What will you do?"**
4. He tells him that he can work with him / He offers him a job / an apprenticeship / "You can work here."
5. He offers him a wage / 400 Euro.
6. Father and son shake hands.

**2. (23 marks (a) 8, (b) 6; (c) 9**

**(a) 8 marks: 3, 3, 2**

*The narrator's apprenticeship involves carrying out many tasks. Give details. (lines 36 – 50)*

**(Any THREE of the following details: 8 marks: 3, 3, 2)**

1. (The tasks were) not difficult/(The tasks were) easy.
2. Sweep (the floor).
3. Clean the window(s).
4. Open/Close the door for customers.
5. Say "Good day"/ "Hello" / Welcoming customers
6. Ask "how are you?"
7. Say "Goodbye".
8. Make coffee.
9. Offer biscuits/cookies.
10. Brush hair off blouses and shirts.
11. Go to the bank.
12. (The tasks were) boring
13. Wash hair.
14. Put a towel around their necks.
15. Ask apple or peach shampoo? / which shampoo?
16. Get the water temperature right. /Ask if the water is warm enough/not too hot.
17. Massage (the customer's hair/head) correctly.

**(b) 6 marks: 3, 3**

*What is the narrator's real interest **and** how does he show this? Give details. (lines 51 – 65)*

**(6 marks: What: 3 marks; How: 3 marks)**

**What:** The theatre / acting / drama **(3)**

**How:** Any **ONE** of the following details: **3 marks**

1. He read/reads after work / for hours / five days a week.
2. He read/reads everything he can get from the library.
3. He read/reads Shakespeare/Goethe/Schiller/Ibsen/Miller.

**(c) 9 marks: Incident: 5 marks: 2, 3; Outcome: 4 marks: 2, 2**

*What incident happens at work? Describe the outcome. (lines 66 – 81)*

**Incident:** He cut Mrs. Pawlik's / a woman's / a customer's hair **(2)** **AND** he ruined/wrecked it/did a bad job. **(3)**

**Outcome: Any TWO of the following details: 4 marks: 2, 2**

1. He and his father / They drank beer.
2. Everything is different.
3. They sit together like two men.
4. His father tells him/says (that) he is not a hair dresser.  
**N.B.** “You are no/not a hairdresser” / “You will never be/become a hairdresser: **1 mark only**
5. His father asks the narrator what he wants to do. / His father asks: “What do you want to do?”  
**N.B.** “What do you want to do?”: **1 mark only**
6. The narrator tells his father that he wants to become an actor/ The narrator says “I want to become an actor.”  
**N.B.** “I want to become an actor.” **1 mark only**
7. His father’s eyes widened / His father’s body slumped.
8. His father said/mumbled “Scheiße”.

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

2. **Vater hat Arbeit für mich (2)**  
 Father has got work for me/him/Father offers me/him a job (2)
3. **Die erste Zeit als Lehrling (2)**  
 The first time as an apprentice/ The start of his apprenticeship. (2)
4. **Mein echtes Interesse (2)**  
 My real interest (2) (*Allow: main*)
5. **Gespräch zwischen Männern (2)**  
 Talk between men/ Father and son talk (as equals) /talk man to man (2)

**4. (5 marks: 5 x 1 mark)**

	(1)	(1)	(1)	(1)	(1)
<b>1 B</b>	<b>2 E</b>	<b>3 F</b>	<b>4 C</b>	<b>5 D</b>	<b>6 A</b>

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)   | Straße(n) + Bahn | (1) | tram (1)                            | <b>street train = 0</b> |
| (ii)  | Friseur + Salon  | (1) | hairdressing salon / hairdresser's  | (1)                     |
| (iii) | Haupt + Rolle(n) | (1) | leading/main role / main character  | (1)                     |
| (iv)  | Stunden + lang   | (1) | for hours / hours-long / long hours | (1)                     |
| (v)   | Eis + kalt       | (1) | ice cold                            | (1)                     |

2. (5 marks: 5 x 1 mark)

- (i) durch
- (ii) nach
- (iii) in
- (iv) mit
- (v) Am

**TEXT II: LESEVERSTÄNDNIS (60 marks)**

**(18, 20, 12, 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. (18 marks: (a) 6; (b) 12)**

**(a) 6 marks: 4, 2**

*What advice is given to festival goers. (Par. 1)*

**(Any TWO of the following details: 6 marks: 4, 2)**

1. Take/bring wellies/rubber boots.
2. Leave your flip-flops at home.
3. Take/bring sturdy/proper shoes.
4. Watch out for/beware of sharp objects on the ground.

**(b) 12 marks: 4, 4, 4**

*Which items of clothing are recommended **and** why? (Par. 2)*

**(Any TWO of the following items: 8 marks: 4, 4)**

- Warm clothing
- Pullover(s)/Jumper(s)
- Woolly hat
- Rain jacket / raincoat
- Sunglasses

**(Any ONE of the following reasons: 4 marks)**

- It can get cold at night/early in the morning
- In case it rains
- You do not want to get a cold in summer.
- To look “cool”/You would not be “cool” without them.

**2. (20 marks) (a) 12; (b) 8**

**(a) 12 marks: 4, 4, 4**

*What hygiene products should festival goers also bring **and** why? (Par. 3)*

**(Any TWO of the following items: 8 marks: 4, 4)**

- Deodorant
- Shower gel
- Toothpaste
- Chewing gum
- Toilet paper

**(Any ONE of the following reasons: 4 marks)**

- You sweat/perspire when you dance.
- You are sharing a tent.
- Use chewing gum when there is no toothpaste.
- There is never enough toilet paper.

**(b) 8 marks: 4, 4**

*Bottled water is a must. Mention **two** reasons. (Par. 4)*

**(Any TWO of the following reasons: 8 marks: 4, 4)**

1. It is important/one should / needs to drink (2) a lot / one and a half litres a day. (2)
2. It can be hot.
3. So you can brush your teeth.
4. So you can wash.
5. It is useful when the showers are occupied/busy / when there are queues for the showers.

**3. (12 marks: (a) 8; (b) 4)**

**(a) 8 marks: 4, 4**

*According to the text, how can sunburn be avoided? Give details. (Par. 5)*

**(Any TWO of the following details: 8 marks: 4, 4)**

1. Bring/use sun screen / cream / protection.
2. Bring/wear a hat.
3. Bring/wear a shirt.
4. Sit in the shade.

**(b) 4 marks**

*Why might earplugs be useful at festivals? (Par. 6)*

**(Any ONE of the following details: 4 marks)**

1. They protect your ears.
2. Extremely loud music can be a problem.
3. Parties on the campsite can be very loud. /They help you sleep.
4. They are small / They are not immediately visible/obvious.

**4. (10 marks: 5 x 2)**

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

**10 marks: 5 x 2**

False (2 marks)

True (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 the dialogue below based on the information given in TEXT II. (Write 25-30 words)

Sie: *Hallo, Florian. Du bist Festival-Experte. Welche Kleidung soll man auf ein Festival mitnehmen?*

A: 2 Florian: **A1 for use of a suitable verb.**

**Pack ... ein!**

**Bring / Nimm ... mit!**

**Vergiß ... nicht!**

**A1 for TWO items from the list below:**

**Gummistiefel / feste Schuhe / warme Kleidung / Pullover / eine Wollmütze / eine Regenjacke/ eine Sonnenbrille**

Sie: *Warum?*

B: 2 Florian: **Any ONE of the following for B2. N.B. The reason given in content point B must correspond to one of the two items awarded marks in content point A.**

**Nachts/Frühmorgens kann es kalt werden/sein. /Falls es regnet. /Du willst doch keine Erkältung im Sommer./ Nur mit Sonnenbrille bist du cool!**

Sie: *Und wieso ist Wasser so wichtig bei Festivals?*

C: 1 Florian: **Any ONE of the following for C1:**

**Es ist wichtig, dass du viel trinkst, wenn es heiß ist. / 1,5 Liter Wasser am Tag solltest du trinken. / Es ist gut Wasser zum Zähneputzen / zum Waschen im Zelt zu haben.**

Sie: *Wie kann man sich am besten gegen Sonne schützen?*

D: 2 Florian: **D1 for suitable use of a verb**

**Nimm ... mit!**

**Du sollst/kannst ... mitbringen.**

**Sitz im Schatten!**

**D1 for any ONE item from the text:**

**Sonnencreme /einen Sonnenhut /eine Sonnenbrille / ein Hemd**

Sie: *Du empfiehlst Ohrstöpsel. Warum soll man sie einpacken?*

E: 1 Florian: **Any ONE of the following for E1:**

**Extrem laute Musik kann zum Problem werden. /**

**Wenn die Campingplatz-Party beginnt und du willst lieber schlafen, stopf deine Ohrstöpsel rein. /**

**Mit Ohrstöpseln kann man besser schlafen. / Sie schützen deine Ohren.**

Sie: *Vielen Dank für die Informationen und viel Spaß beim Festival!*

### Guidelines for marking expression in *Äußerung*

**N.B.** Bracket off irrelevant content and do not include for judging expression.

**Errors:** Mark in red, circle repeated errors, do not re-penalise.

Put circled T for errors in tense usage. *Groß- und Kleinschreibung*: underline wrongly written letter.

Underline other mistakes, putting double line under mistakes in verb endings and word order.

Write W.O. in left-hand margin.

**See page 16: use the left-hand scale (0 – 7) to award expression mark (Ex.)**



(b) **E-Mail schreiben (25 – 30 words)**

Content (C) and Expression (Ex) to be marked consecutively.  
Write an e-mail in **German**, using the following points:

A. (1) *Say you want to go to Rock im Park in Nürnberg*  
**Any ONE of the following for A1:**

**Ich möchte *Rock im Park* in Nürnberg besuchen. /  
Ich möchte zu *Rock im Park* in Nürnberg fahren/gehen.**

B. (1) *Explain why (you have friends there / you can get a cheap flight ...)*  
**Any ONE reason for B1:**

**Meine Freunde wohnen dort/in Nürnberg. / Ich habe Freunde in Nürnberg.  
Ich kann einen billigen Flug bekommen/buchen. / Ich kann billig fliegen. /  
Es gibt einen billigen Flug. / Der Flug (nach Nürnberg) kostet nur ..... Euro.**

C. (1) *Say that all your favourite bands are playing*  
**Alle meine Lieblingsbands spielen. (C1)**

D. (2) *Say you will buy tickets online*

**Ich werde (D1) die Eintrittskarten/Karten/Tickets im Internet/online kaufen. (D1)  
ODER:  
Ich kaufe .... (D1) die Eintrittskarten/Karten/Tickets im Internet/online. (D1)**

E. (3) *Tell your friend what to pack*

**N.B. Award E1 for the use of a suitable verb and E1+ E1 for any two items.  
The item does not have to have appeared in Text II.**

**Bring/nimm ein Zelt/Gummistiefel/feste Schuhe/warme Kleidung/Wasser/eine  
Sonnenbrille/ Ohrstöpsel/.... mit! ODER  
Pack ..... ein! / Du solltest ..... einpacken!**

**Guidelines for marking expression in *Äußerung***

**N.B.** Bracket off irrelevant content and do not include for judging expression.

**Errors:** Mark in red, circle repeated errors, do not re-penalise.

Put circled T for errors in tense usage. *Groß- und Kleinschreibung*: underline wrongly written letter.

Underline other mistakes, putting double line under mistakes in verb endings and word order.

Write W.O. in left-hand margin.

**See page 16: use the left-hand scale (0 – 7) to award expression mark (Ex.)**

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

**Errors:** Mark in red, circle repeated errors, do not re-penalise. Put circled **T** for errors in tense usage. *Groß- und 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**

<b>Total = 7</b>	<b>Total = 10</b>	<b>Category Descriptions</b>
<b>0 - 2</b>	<b>0 - 4</b>	<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.
<b>3 - 5</b>	<b>5 - 7</b>	<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.
<b>6 - 7</b>	<b>8 - 10</b>	<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 (Ex = 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, 6, 10, 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. (4 marks)**

**4 marks: 2, 2**

*Why, according to the introduction, is the summer after the Abitur special. Give details.*

**(Any TWO of the following details: 2, 2)**

1. It is the coolest time in your life.
2. (It is a time) for endless parties/lots of parties.
3. (It is a time for) travelling/travel.
4. (It is a time for) hanging around/hanging out/relaxing.
5. (Months of) freedom.
6. (Months of) excitement.
7. Decisions have to be made/ Does one go to college/do a training course/ take a gap year?

**2. (6 marks)**

**6 marks**

*Nicolas, Merle and Björn are all involved in organising their graduation ball.*

*Describe in detail what each of them is doing for it.*

**Nicolas:**

Food (1) and drink (1)

**Merle:**

Hotel (1) and financing (1)

**Björn:**

He is playing drums (1) in the (school) band. (1)

**3. (10 marks: (a) 4; (b) 6)**

**(a) 4 marks: 2, 2**

*What had Nicolas planned for the summer after his Abitur **and** what is he doing instead? Give details.*

**Planned for the summer: Any ONE detail: 2 marks**

1. (He wanted to have) a lot of free time.
2. (He wanted to) go abroad.
3. (He wanted to) go to New Zealand.

**Doing instead: Any ONE detail: 2 marks**

1. He is working in a restaurant. / He has to earn money.
2. He is going to the South of France /to Northern Italy.
3. He is going away with friends.

**(b) 6 marks: 2, 2, 2**

*Before Merle travels to Australia she wants to go on holidays. Describe her plans.*

**(Any THREE details: 2, 2, 2)**

1. She is going camping.
2. She is going to Denmark
3. She is travelling with friends.
4. She is travelling with her sports club / group.
5. She is going on a kayak trip/going kayaking.
6. She wants to spend twelve days in the wild/surrounded by nature.
7. She wants to relax.
8. She will leave her mobile phone at home.

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

**(a) 4 marks: 2, 2**

*Björn is enjoying taking things easy after his Abitur.  
Give examples of how he spends his time.*

**(Any TWO of the following details: 2, 2)**

1. He does not know how to spend the day/he does not make any specific plans.
2. He does what he wants. /He can do nothing (if he feels like it).
3. He sleeps.
4. He meets his friends.
5. They go shopping in Munich.

**(b) 6 marks: 1, 1, 1, 1, 2**

*What are his holiday plans? **And** what does he want to do after his holidays?*

***(Holiday Plans)***

He is going to Croatia **(1)** for his LC trip/ Abi-tour **(1)** and he is going to Scotland **(1)**  
with his family **(1)**

***(After his holidays)***

Work experience/an internship / become a journalist. **(2)**

**N.B.** Do practical work = **0 marks**

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

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

**SCHRIFTLICHE PRODUKTION: 30 marks**

**(a) Letter**

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

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

- in zwei Wochen **(1)**
- die letzten Prüfungen **(1)**
- Schule mehr **(1)**
- der beste Sommer **(1)**
- Partys, Festivals und Urlaub **(1)**

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

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

**A. (4)** Say that you and your class mates **(1)** are going on a trip (*Abi-Tour*) **(1)**

Give details about the trip: when you are going **(1)** and for how long **(1)**

**B. (3)** Mention how many are going (boys/girls) **(1)**  
where you are going (town/resort/country) **(1)**  
**and** how you are getting there (bus/plane...). **(1)**

**C. (3)** Give **two** reasons why you decided to go there.  
**N.B. Any two details for C2 + C1**

**D. (3)** Tell Anton / Antonia, that you have to organise the trip **(1)**  
**and** what is involved (booking bus/plane tickets/ hotel/hostel/...) **(1 + 1)**

**E. (1)** Ask Anton / Antonia what his/her plans are for the summer. **(1)**

**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 the **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)**

- eine Irlandreise **(1)**
- die Fähre nach **(1)**
- freuen sich **(1)**
- sehen wollen **(1)**
- ein großes Wohnmobil **(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.**

**Content point A** (Picture 2): **three** relevant points of information **3 x 1 mark**

**Content point B** (Picture 3): **three** relevant points of information **3 x 1 mark**

**Content point C** (Picture 4): **three** relevant points of information **3 x 1 mark**

**Content point D** (Picture 5): **three** relevant points of information **3 x 1 mark**

**Content point E** (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 the **Expression mark** in relation to **C (Content)**.

**Add St., C and Ex. to give overall total.**

## Teil 1

### **(Gespräch mit Herrn Schütz)**

Sprecherin: Herr Schütz, Sie sind Geschäftsführer bei der Nummer gegen Kummer. Was für ein Service ist das genau?

Herr Schütz: Die Nummer gegen Kummer ist ein kostenloser bundesweiter Telefonservice für Kinder und Jugendliche, die mit jemandem über ihre Sorgen oder Probleme sprechen möchten. Wir sind montags bis samstags von 14–20 Uhr unter der Telefonnummer 116 111 zu erreichen. Pro Jahr rufen etwa eine Million junger Menschen aus ganz Deutschland bei uns an.

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Sprecherin: Wie erklären Sie sich die hohe Anzahl der Anrufer?

Herr Schütz: Die Kinder und Jugendlichen bleiben bei uns anonym, das heißt, wir können ihre Telefonnummer nicht sehen, und sie müssen uns ihren Namen nicht sagen. Sie können darauf vertrauen, dass wir die Informationen, die sie uns geben, nicht weitererzählen. Die Anrufer entscheiden immer selbst, über welches Problem oder Thema sie reden möchten, wie lange das Gespräch dauert und was danach passiert. Wir geben ihnen das Gefühl: „Da ist jemand, der hört mir zu und nimmt sich Zeit für mich.“

Sprecherin: Welche Probleme sprechen die Jugendlichen an?

Herr Schütz: Oft geht es um sensible Themen wie die erste Liebe, Sexualität oder Liebeskummer, aber auch um Konflikte in der Familie, Streit mit Freunden, Drogenprobleme, Leistungsdruck und Zukunftsangst, Mobbing in der Schule oder in sozialen Netzwerken.

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Sprecherin: Wie viele Berater und Helfer arbeiten bei der Nummer gegen Kummer?

Herr Schütz: Bundesweit rund 4000 ehrenamtliche, speziell ausgebildete Mitarbeiter in 96 Städten. Darunter sind auch 300 Jugendliche im Alter von 16 bis 21 Jahren.

Sprecherin: Finden es die Anrufer leichter, mit anderen Jugendlichen zu sprechen?

Herr Schütz: Ja, manche sprechen lieber mit Gleichaltrigen, aber vielen ist es egal. Sie brauchen einfach jemanden, der ihnen zuhört. Aber einige Anrufer finden es schwer, sofort über ihre Probleme zu sprechen und „testen“ uns, indem sie z. B. erstmal eine Pizza bestellen oder laut am Telefon singen. Wir sind für alle da.

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Sprecherin: Kann man Ihren Service auch online nutzen?

Herr Schütz: Natürlich. Man kann uns direkt über unsere Webseite [nummergegenkummer.de](https://nummergegenkummer.de) anrufen. Wer uns lieber schreiben möchte, kann hier ein Benutzerkonto mit einem sicheren Passwort eröffnen. Von 14–20 Uhr können die Jugendlichen den Live Chat nutzen und uns ansonsten rund um die Uhr mailen. Wir schreiben dann so schnell wie möglich zurück.

## Teil 2

### (40. Geburtstag)

- A: Schüssel hier.
- B: Guten Tag, Herr Schüssel, hier ist Frau Hallhuber, die Besitzerin des Gasthofs „Zum Goldenen Hahn“.
- A: Oh, guten Tag?
- B: Können Sie gerade sprechen – es geht um die Überraschungsparty zum 40. Geburtstag Ihrer Frau?
- A: Kein Problem, ich bin allein zu Hause.
- B: Es tut mir schrecklich Leid, aber ich habe eine schlechte Nachricht für Sie. Wir haben leider für Samstag, den 27. Juli, eine Doppelbuchung. Könnten Sie die Geburtstagsfeier eventuell auf den nächsten Tag verschieben?
- A: Auf gar keinen Fall. Meine Frau hat schließlich am Samstag Geburtstag, und nicht am Sonntag. Wie kann denn sowas passieren?! Ich hatte extra drei Monate im Voraus gebucht!
- B: Der Fehler liegt ganz auf unserer Seite. Wissen Sie, wir haben ein neues Buchungssystem, naja, und da haben wir aus Versehen zwei Feiern reserviert ...
- A: Na prima. Und was schlagen Sie jetzt vor?
- B: Also, wenn es Ihnen Recht wäre, könnten Sie stattdessen am selben Tag im Gasthof „Zillerberg“ feiern. Ich habe schon mit dem Besitzer gesprochen.
- A: Aber das ist 20 km weit weg und auf dem Land!
- B: Ja, aber dafür hat der Gasthof einen wunderschönen Garten mit alten Bäumen und herrlichen Rosen – perfekt für Ihre Grillparty!
- A: Schön und gut, aber wie sollen wir da hinkommen? Wir wollen schließlich mit einem Gläschen Sekt auf das Geburtstagskind anstoßen!
- B: Machen Sie sich darüber keine Sorgen – darum kümmern wir uns selbstverständlich. Wir organisieren einen privaten Bus für Sie, auf Kosten unseres Hauses natürlich.
- A: Also, da muss ich erstmal in Ruhe darüber nachdenken. Ich rufe Sie heute im Laufe des Tages zurück.
- B: Oh, da wäre ich Ihnen dankbar. Am besten erreichen Sie mich unter meiner direkten Nummer 0165–35 99 722.
- A: 0165–35 99 722. Und Ihr Name war nochmal?
- B: Birgit Hallhuber: H–A–L–L–H–U–B–E–R. – Entschuldigen Sie nochmals die Planänderung. Ich freue mich auf Ihren Anruf.



### Teil 3

#### **(Abenteuerurlaub)**

Theo: Na endlich, wo warst du denn?

Judith: Ich war noch schnell im Reisebüro wegen unseres Urlaubs in den Semesterferien. Also, ich glaube, nach den Prüfungen bin ich nur noch für Sonne, Strand und Sangria fit, in einem Wort – Spanien! Und was hast du dir überlegt?

Theo: Also, ich habe Lust auf was Anderes, ein Abenteuer.

Judith: Wie – Abenteuer?

Theo: Also, ich habe da neulich mit einem anderen Studenten gesprochen. Der ist letztes Jahr in acht Wochen von Hamburg nach München gewandert. Mit Hund und Übernachtung in der freien Natur. Ganz ohne Luxus. Sowas würde ich auch versuchen – nur mit Zelt und Rucksack ein paar Wochen durch die Landschaft wandern.

Judith: Wie bitte?! Du bist doch überhaupt nicht fit! Wann hast du das letzte Mal Sport getrieben? Du hängst doch ständig vor deinem PC oder bist auf Partys.

Theo: Irgendwann muss man eben anfangen. Warum wandern wir nicht durch Polen? Da wollte ich schon immer mal hin. Wir nehmen den Zug bis zur Grenze, steigen dort aus und wandern los in Richtung Warschau.

Judith: Ich glaube, du spinnst! Weißt du überhaupt, wie weit das ist? Das sind doch bestimmt 500 Kilometer! Das schaffen wir nie! Und Zelten ist auch nicht so einfach – weißt du z. B., wie man ein Zelt aufbaut? Hast du überhaupt ein Zelt? Was werden wir essen, und wie werden wir kochen? Ich glaube, du hast das nicht bis zum Ende durchdacht.

Theo: Doch – ich borge das Zelt von meinem Bruder, den Gaskocher von Opa, und nächste Woche fängt bei uns an der Uni ein Survival-Kurs an.

Judith: Aber was machen wir, wenn es die ganze Zeit regnet?

Theo: Ich denke, das könnte sehr romantisch sein ;-). Aber im Ernst – im schlimmsten Fall nehmen wir einfach den Zug bis Warschau. Also, was sagst du, machst du mit?

Judith: Wohnt Dein Bruder nicht in Warschau?

Theo: Genau. Am Ende können wir uns bei ihm in seiner Wohnung ausruhen und ein paar Tage die polnische Hauptstadt genießen.

## Teil 4

**Sprecher 1: Die Nachrichten. Hamburg.** In der Nacht von Mittwoch auf Donnerstag hat ein unbekannter Künstler in einem Hamburger Vorort provokative Plakate gegen Rassismus aufgehängt. Dafür tauschte er an mehreren Bushaltestellen die Werbeplakate gegen seine eigenen Poster aus. Mit dieser Aktion wollte der Künstler Solidarität mit Flüchtlingen zeigen, da es in dem Vorort einige rechtsextreme Demonstrationen gegeben hatte. Inzwischen hat die Werbefirma die Poster wieder aus den Plakatkästen entfernt.

**Sprecher 2: Frankfurt.** Die nächste Quidditch-Weltmeisterschaft findet Ende Juni zum ersten Mal in Deutschland statt. Die aus den Harry-Potter-Büchern bekannt gewordene Sportart wird in vielen Ländern der Welt gespielt und ist so populär, dass vor 10 Jahren die erste Quidditch-WM organisiert wurde. Bei dem Spiel tragen die Spieler einen Plastikbesen zwischen den Beinen und versuchen, mit verschiedenen Bällen Tore zu schießen. Wie in den Romanen bestehen die Teams aus Männern und Frauen. Bei der letzten Weltmeisterschaft in Kanada vor zwei Jahren haben nur 7 Nationen teilgenommen, in Frankfurt werden bereits 25 Mannschaften erwartet.

**Sprecher 1: Dortmund.** Eine Siamkatze namens Mitsou hat acht Tage ohne Futter und Wasser in einem Paket überlebt, in dem ihre Besitzerin sie aus Versehen mit der Post verschickt hatte. Julia Blagauf wollte eigentlich nur DVDs von Dresden nach Dortmund schicken, doch die Katze versteckte sich unbemerkt im Paket. Nach acht Tagen und über 500 Kilometern Reise kam Mitsou schwach, aber lebendig in Dortmund an. Ein Arzt untersuchte die Katze und fand dank Mitsous Chip ihre Besitzerin. Diese hatte ihre Katze schon überall gesucht und war überglücklich, als Mitsou wieder zu Hause ankam – diesmal nicht per Post.

**Sprecher 2: Und nun zum Wetter.** Auch morgen ändert sich das Wetter wenig. Die Temperaturen erreichen wieder 26 Grad, und die Luftfeuchtigkeit bleibt hoch. Schwacher Wind aus Südost. Am Wochenende kühlen die Temperaturen leicht auf 23 Grad ab. Abends vereinzelt Regenschauer. Tiefsttemperaturen nachts um 16 Grad.

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