



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

Marking Scheme

German

Ordinary Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

In reading the marking scheme the following points should be noted:

- In all sections of the examination the answers given on the marking scheme should not be considered as the only possible answers that may be accepted. Alternative expressions, phrases and words which convey a similar meaning to those on the published marking scheme are also acceptable.
- The detail required in any answer is determined by the context and the manner in which the question is asked, and by the number of marks assigned to the answer in the examination paper. Requirements and mark allocations may, therefore, vary from year to year.
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.
- **A forward slash /** before an answer indicates that the answer is synonymous with that which preceded it or is an alternative answer. Answers separated by a forward slash cannot therefore be taken as different answers.
- **Rounded brackets ()** indicate material which is not considered to be essential in order to gain full marks.
- **Underlined** information is essential in order to gain the mark.
- Cancelled answers should be considered where no other answer has been given. Where the candidate answers a question more than once, accept the first answer only. Where answers are in the language other than specified: award half marks.

Reasonable Accommodations

For those who have been granted a spelling and grammar waiver, errors in spelling and in certain grammatical elements are not penalised. In assessing the work of these candidates, a modified marking scheme will apply as outlined in the marking scheme on page 21.

LISTENING COMPREHENSION TEST:

(100 marks: 32, 15, 13, 40)

First Part: Interview

(32 marks: 8, 2, 6, 14, 2)

Where all answers are in German, award half marks.

1. 8 marks: (i) 2 marks; (ii) 6 marks: 5, 1

(i) In what year was *Zivildienst*, the alternative to military service, introduced?

(d) 1975 **(2)**

(ii) Where can people work while doing *Zivildienst*?

Any TWO details: 6 marks: 5, 1

(a) In a nursing home / in an old folks' / peoples' home

(b) In a home for asylum seekers

(c) In a hospital

(d) On a farm

(e) In a kindergarten/in a playschool

2. 2 marks: 1, 1

Why did Peter decide to do *Zivildienst*? Give details.

Any TWO details: 2 marks: 1, 1

(a) To do good.

(b) To do something for society. / He wanted to do social work.

(c) To help.

(d) He is against weapons.

(e) He is against violence.

3. 6 marks: 5, 1

Give details about a typical day at Peter's work.

Any TWO details: 6 marks: 5, 1

(a) There was no such thing as a typical day.

(b) (He worked in) a kindergarten / in a playschool.

(c) (They) had breakfast.

(d) (They) sang.

(e) (They) did arts and crafts.

(f) (They) fed ducks.

(g) (They) went to the river.

(h) (They) played.

(i) (They) went hiking / into the woods.

(j) (They) went on trips / outings.

N.B. Allow Present tense.

4. 14 marks: (i) 12 marks: 4, 4, 4; (ii) 2 marks: 1, 1

(i) What languages do the children in the kindergarten speak? Give details.

Any THREE details: 12 marks: 4, 4, 4

- (a) German
- (b) Turkish
- (c) Spanish
- (d) Polish

(ii) What did Peter and the children do together as part of his project? Give details.

Any TWO details: 2 marks: 1, 1

- (a) Languages.
- (b) They read.
- (c) They learned about countries.
- (d) They learned about cultures.
- (e) They cooked.

5. 2 marks: 1, 1

Peter's *Zivildienst* has had many positive effects on him. Give details.

Any TWO details: 2 marks: 1, 1

- (a) He wants to work in a kindergarten.
- (b) It's fun/he enjoys working with children.
- (c) He learned to see life from different perspectives / angles.
- (d) He learned that there are solutions to problems / to solve problems.
- (e) He will become a kindergarten teacher / He knows what he wants to do.
- (f) It has influenced his life / influenced him personally/professionally.

Second part: Telephone call

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

Where all answers are in German, award half marks.

1. 3 marks

The caller reports a problem. Give details.

Any ONE detail: 3 marks

His name is not on the list (3)

OR

He thinks they have forgotten to put his name on the list/there is no record of his name on the list (3)

OR

There is no record of his registration/application (3)

2. 2 marks

What does the lady suggest as a solution to this problem?

Any ONE detail: 2 marks

(a) She will talk to/ask (1 mark) the professor/ teacher/ lecturer (1 mark)

(b) Maybe the professor/teacher/lecturer will allow him to sit the exam.

3. 7 marks: 4, 3

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

Name: W-E-C-K-E-R (4) **N.B. Deduct 1 mark for each incorrect/missing letter.**

Phone number: 29 43 681 (3) **N.B. All or nothing**

4. 3 marks

The phone call is to

(b) a university (3)

Third Part: Conversation

(13 marks: 2, 2, 6, 3)

Where all answers are in German, award half marks.

1. 2 marks

Why does the woman visit the man? Give details.

Any TWO details: 2 marks: 1, 1

- (a) (She) wants to talk to the owner of the shop.
- (b) (She) wants to talk about the festival.
- (c) (She) is a youth worker / (she) works in the youth club.
- (d) The youth club is organising a festival.
- (e) The festival has a big / long tradition / it's the 10th anniversary of the festival.
- (f) (They) want to make the festival bigger.
- (g) The festival takes place in three months.
- (h) (She) needs / is looking for help/support.

2. 2 marks

Why is the man unable to help the woman at first? Give details

Any TWO details: 2 marks: 1, 1

- (a) It's difficult.
- (b) He only has a small shop / business.
- (c) He doesn't have a lot of customers. / Business is bad.
- (d) The budget is getting smaller.
- (e) He doesn't have any money (to give her)/he doesn't have any spare cash (for her.)

3. 6 marks: 5, 1

What does the man offer in the end? Give details.

Any TWO details: 6 marks: 5, 1

- (a) (He offers to lend/give her) benches.
- (b) (He offers to lend/give her) tables.
- (c) (He offers to lend/give her) chairs.
- (d) (He suggests) putting up/having a stand (at the festival)
- (e) (He suggests) selling products from his shop (at the festival).
- (f) The money goes to the youth club.

4. 3 marks

At the end of the conversation, the woman is

- (a) happy **(3)**

Fourth Part: News

(40 marks: 4, 10, 10, 16)

Where all answers are in German, award half marks.

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

(i) How many people participated in this year's German Beard Championship?

163 **(2)**

(ii) What rules apply for this competition?

Any ONE detail: 2 marks

(a) Beards must not be dyed.

(b) No make-up.

2. 10 marks: (i) 4 marks; (ii) 6 marks: 5, 1

(i) What type of addiction has a recent WHO medical study researched?

Computer games/computer gaming **(4)**

(ii) According to this study, how has this addiction affected people? Give details.

Any TWO details: 6 marks: 5, 1

(a) They spend many hours daily playing computer games.

(b) They play (computer games) until late at night.

(c) They neglect/have no/have less social contact(s).

(d) Their performance in school / at university / at work suffers/is affected.

(e) They need medical help/it's an illness/they need to go to hospital/they need therapy.

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

(i) When was the new law in Austria introduced?

January / 2019 **(6)**

(ii) How many homosexual couples have got married since the law was introduced?

(over) 250 **(4)**

4. 16 marks: (i) 8 marks: 4, 4; (ii) 8 marks: 4, 4

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

Any TWO details: 8 marks: 4, 4

- (a) Cold (front)
- (b) -10 (degrees)
- (c) Snow
- (d) Wind(y)
- (e) 2 (degrees)

(ii) What is the weather outlook for western Germany? Give details.

Any TWO details: 8 marks: 4, 4

- (a) Warmer
- (b) 4 (degrees)
- (c) Rain
- (d) Ice/icy
- (e) -5

TEXT I: LESEVERSTÄNDNIS: (60 marks)

(20, 19, 16, 5)

Where all answers are in German: Award half marks only if manipulation of relevant information is attempted. Evidence needed that candidates have understood the text.

1. 20 marks: (a) 5; (b) 7; (c) 8

(a) 5 marks: 2, 2, 1

At the beginning of the story the narrator describes his childhood holidays. Give details. (lines 1 – 14)

Any THREE details: 5 marks: 2, 2, 1

1. He spent the holidays with his grandfather / Karl.
2. He went there in spring, summer and autumn.
3. His grandfather had a nursery.
4. (For him) the nursery/it was a (big) playground.
5. (There was) a wooden shed.
6. (There was) a lot of machinery.
7. (There was) a greenhouse.
8. The greenhouse became a jungle (for him).
9. (There was) a small lake.
10. (There was) an old boat.
11. The boat became a pirate ship (for him).
12. Grandfather / Karl played (the role of) a soldier / a (jungle) monster / The Sheriff of Nottingham.

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

Who is Henriette? What did she do? Give details. (lines 15 – 28)

Who? (2 marks)

(Henriette is) grandfather's / Karl's sister. **(2)**

What? (5 marks: 2, 2, 1)

Any THREE details: 5 marks: 2, 2, 1

N.B. Allow use of Present tense

1. She helped him from April to October in the garden/house.
2. She lived with the grandfather/Karl (on the farm) in the winter.
3. She cooked for his grandfather / Karl / her brother.
4. She did his washing.
5. She treated the narrator like a prince /spoiled the narrator.
6. She made pancakes.
7. She made him a Robin Hood costume.
8. She made him astronaut's helmet(s).

(c) 8 marks: (i) 5 marks; (ii) 3 marks

(i) *What do we learn about the narrator's mother? Give details. (lines 29 – 38)*

Any THREE details: 5 marks: 2, 2, 1

1. His mother does not bake cakes.
2. She is a jazz singer / She is in a jazz quartet/band.
3. She tours/plays in clubs/pubs all over Europe.
4. She wears a long black dress.
5. She wears black gloves.
6. Her real name is Bettina Passlack.
7. Her stage name is Betty Black. / She performs under the name Betty Black.
8. Her career has not been successful.

(ii) *His mother's career has not been very successful. What possible reasons does he give for this? (lines 38 – 43)*

Any TWO details: 3 marks: 2, 1

1. She does not have the right / a good manager.
2. She plays the wrong music.
3. She should do/sing rap instead / rather than jazz.

2. 19 marks (a) 2; (b) 6; (c) 6; (d) 5

(a) 2 marks

Why does the narrator return to his grandfather's nursery? (lines 44 – 46)

Any ONE detail: 2 marks

1. To begin an apprenticeship / to become a gardener / to learn about gardening
2. His mother thought it was a good idea.

(b) 6 marks: 3, 3

The narrator stays with his grandfather. Why does the narrator stay and what does he do? (lines 47 – 54)

Why? Any TWO details: 3 marks: 2, 1

1. Karl / his grandfather is 80.
2. He is not so good on his legs.
3. His head/mind is not good either.
4. Karl / the grandfather needs the narrator's help / can't look after himself.
5. He has forgotten a lot of things / He has problems remembering.

What? Any TWO details: 3 marks: 2, 1

1. He helps him take a shower.
2. He helps him get dressed.
3. He cooks lunch/dinner.

(c) 6 marks: 2, 2, 1, 1

*Paragraph 4 describes a day in the life of Karl and the narrator.
Give FOUR details. (lines 61 – 73)*

Any FOUR details: 6 marks: 2, 2, 1, 1

1. Karl is having a good day.
2. (Karl) is wearing black socks.
3. (Karl) is wearing grey trousers.
4. (Karl) is wearing white shirt.
5. They have leftovers/food from other days for lunch / dinner.
6. They eat schnitzel, carrots, rice and chocolate cake. **N.B. Any 2 food items needed**
7. The narrator tells Karl to ‘enjoy his meal’.
8. The narrator gives Karl his tablets / reminds him of his tablets.
9. He says ‘Thank you’ a lot / ten thousand times a day.
10. The narrator ties his shoes.
11. The narrator butters his bread.
12. The narrator cleans Karl’s glasses.

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

(i) What is the narrator’s plan? (lines 74 – 77)

(i) 2 marks: 1, 1

To travel to Africa (1) when he is 18. (1)

(ii) How is he preparing for this? Give details. (lines 74 – 95)

Any TWO details: 3 marks: 2, 1

1. He goes out to the garage.
2. He is doing up / working on a VW bus.
3. He changes engine parts / electrical parts.
4. He buys parts when he can / every few weeks.
5. He makes drawings of the bus.
6. He considers different paintwork / Zebra or leopard paintwork.
7. He considers a wide / panorama window / space for a tent on the roof.
8. He read books. **N.B. In points 8, 9 and 10, allow singular and present tense.**
9. He watched documentaries.
10. He read travel guides.
11. He learns so much about Africa/He is an expert on Africa.

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

2. **Mutters Karriere (2)**
Mother's career (2)
3. **Nun braucht Großvater Hilfe (2)**
(Now) Grandfather needs help (2)
4. **Es gibt auch gute Tage (2)**
There are good days too (2)
5. **Mein Plan für die Zukunft (2)**
My plan for the future / Planning my future (2)

4. (5 marks: 5 x 1 mark)

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

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)

Example: Holz + Schuppen	(Abschnitt 1)	Holz + Schuppen	wooden shed
(i) Piratenschiff	(Abschnitt 1)	Piraten + Schiff	pirate ship
(ii) Handschuh(e)	(Abschnitt 2)	Hand + Schuh(e)	glove(s)
(iii) Krankenschwester	(Abschnitt 3)	Kranke(n) + Schwester	nurse
(iv) vorgestern	(Abschnitt 4)	vor + gestern	day before yesterday
(v) Panoramafenster	(Abschnitt 5)	Panorama + Fenster	panorama window

2. (5 marks: 5 x 1 mark)

- (i) für (1)
- (ii) am (1)
- (iii) im (1)
- (iv) seit (1)
- (v) an (1)

TEXT II: LESEVERSTÄNDNIS (60 marks)

(16, 16, 18, 10)

1. 16 marks: (a) 8; (b) 8

(a) 8 marks

Many schools in Germany ask students to get involved in a special activity. Give details.

(Introduction)

Any THREE details: 8 marks: 3, 3, 2

1. once a year
2. Students from classes 7 to 10 plan / organize a challenge.
3. They leave / get out of/go away from school.
4. for seventeen days
5. without teachers
6. without parents
7. *Allow:* with an adult companion
8. They have 150 Euro per person for food, drinks and accommodation. **N.B. Allow any 2.**

(b) 8 marks

Par. 1 describes what certain students have decided to do. Give details.

Any THREE details: 8 marks: 3, 3, 2

1. To paddle / go on a kayak trip for 200 km.
2. To cook on a gas camping stove / cooker.
3. To sleep in tents.
4. There are seven of them / seven male and female students.
5. To organise everything / it themselves.
6. To get out of Berlin.
7. They will be accompanied by one adult.

2. 16 marks: (a) 6; (b) 10

(a) 6 marks

Who is Dieter Wulf? Give details. (Par. 2)

Any TWO details: 6 marks: 3, 3

1. The accompanying adult / kayak expert
2. A 50-year old journalist
3. has no children

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

(i) What is Paul's attitude to the challenge. Give details. (Par. 3)

Any TWO details: 5 marks: 3, 2

1. He could not be bothered / he has no interest in it.
2. He is only doing it because he has to.

(ii) Marvin creates problems. What does he do? (Par. 4)

Any TWO details: 5 marks: 3, 2

1. He travels alone.
2. He provokes the girls.
3. He uses macho slang / makes macho remarks.
4. He gets on the nerves of the others. / He annoys the others.
5. He uses his phone / loudspeaker(s) to play gangsta-rap.

3. 18 marks: (a) 6; (b) (i) (6); (ii) (6)

(a) 6 marks 3, 2, 1

On day six, the atmosphere has reached an all-time low. Give details. (Par. 5)

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

1. Nobody wants to paddle.
2. Inga and David are fighting / arguing.
3. Carla wants to go home.
4. Phone batteries are dead. **N.B. Allow singular.**
5. Nobody wants to cook.
6. They have Choco Muesli for dinner / in the evening.

(b) 12 marks: (i) 6 marks; (ii) 6 marks

(i) How is the twelfth day different? Give details. (Par. 6)

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

1. They have breakfast together.
2. They plan the day.
3. They are on the return journey.
4. They make better progress / they paddle faster.
5. They cover 30 to 40 km per day.
6. They sit in one tent.
7. They cook together.
8. They eat pasta with tomato sauce.

(ii) *What do Johanna and David think of the challenge? (Par. 7)*

Johanna: Any ONE detail: 3 marks

1. She thought paddling / kayaking / camping was great.
2. Often things got on her nerves/It was often annoying.
3. The biggest challenge was the group.

David: Any ONE detail: 3 marks

1. The biggest challenge was the group/He agrees with Johanna.
2. He has learned to be more tolerant.

4. 10 marks: 5 x 2

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

TEXT II: ÄUSSERUNG ZUM THEMA

(15 marks)

(Content = 8, expression = 7)

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

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

Sie: Hallo, Johanna! Du bist nicht in der Schule – was machst du?

(A1) Johanna: **(Ich mache) eine Kajak-Tour / eine Herausforderung. (A1).**

Sie: Wer ist in deiner Gruppe?

(B1) Johanna: **Sieben Schüler und Schülerinnen OR:
Vier Jungen und drei Mädchen. OR
Es gibt sieben in meiner / der Gruppe (B1)
N.B. Allow name(s) of students mentioned in the text, apart from
Johanna.**

Sie: Wer nervt am meisten **und** warum?

(C2) Johanna: **Marvin (nervt am meisten). (C1)
Er provoziert die Mädchen./ Er macht Macho-Sprüche. / Er nervt uns
mit Gangsta-Rap (C1)**

Sie: Wo übernachtet ihr?

(D1) Johanna: **(Wir übernachteten / schlafen) in Zelten. / im Wald (D1)
N.B. Allow: (Wir übernachteten) auf Campingplätzen.**

Sie: Was gibt es zu essen?

(E2) Johanna: **N.B. Any TWO of the following food items for E1 + E1
(Es gibt) Pasta mit Ketchup/ Pasta mit Tomatensoße / Schokomüsli**

Sie: Wann kommt ihr wieder zurück?

(F1) Johanna: **Wir kommen in siebzehn Tagen zurück. (F1)
N.B. Allow fewer days than siebzehn/nächste Woche.**

Sie: Oh, cool – dann sehen wir uns in Berlin! Mach's gut und lass dich nicht nerven!

E-Mail schreiben (25-30 words)

(15 marks)

(Content = 8, expression = 7)

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

*You see the advertisement below and want to apply for a job accompanying a challenge group in Germany. Apply by e-mail, **in German**, using the following points to guide you:*

A. (2) *Introduce yourself (name/where you are from/...)*

Ich heiße... (A1)

Ich komme aus ... (A1)

B. (1) *State that you are over 18*

Ich bin (über/älter als) achtzehn Jahre alt / volljährig. (B1)

C. (1) *Mention **two** special qualities you have (sporty/friendly/swimmer/...)*

Ich bin sportlich und freundlich / ein(e) gute(r) Schwimmer(in)...

N.B. TWO qualities needed for C1.

D. (2) *Explain what previous experience you have (worked with youth groups/did a challenge yourself/...)*

Ich habe mit Jugendgruppen gearbeitet / war Begleiter/in / habe eine Herausforderung gemacht.

N.B. Only ONE relevant experience required for D1 + D1:

D1 for use of / reference to the past tense + D1 for activity

E. (2) *Ask for details about the group you would accompany (age/how many girls/boys?...)*

Wie alt (E1) sind die Jugendlichen / Jungen / Mädchen / Kinder? (E1)

Wie viele (E1) Jungen und Mädchen gibt es / sind es / sind in der Gruppe? (E1)

Guidelines for marking expression in Äußerung

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

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

Put circled T for errors in tense usage. *Groß- und Kleinschreibung*: underline wrongly written letter. Underline other mistakes, putting double line under mistakes in verb endings and word order. Write W.O. in left-hand margin.

See page 21: use the left-hand scale (0-7) to award expression mark (Ex.)

TEXT III: LESEVERSTÄNDNIS (40 marks)

(8, 6, 9, 7, 10)

1. 8 marks: (a) 4 marks, (b) 4 marks

(a) 4 marks: 2, 2

The heading gives information about an unusual flying object. Give details.

Any TWO details: 4 marks: 2, 2

1. It is a/the flying bath tub.
2. It flies to the bakery.
3. It is a giant drone.
4. It is the first 'manned' drone.
5. A You-Tube trio / the 'Real Life Guys' fly it.

(b) 4 marks: 2, 2

What happens when this object lands? Give details. (Par. 1)

Any TWO details: 4 marks: 2, 2

1. A young man gets out.
2. He is wearing a (motorbike) helmet.
3. He goes into a bakery.
4. He buys bread rolls for breakfast.
5. He flies back home.

2. 6 marks: (a) 2; (b) 4

(a) 2 marks:

Who are the 'Real Life Guys'? Give details. (Par. 2)

Any TWO details: 2 marks: 1, 1

1. The twins Philipp and Johannes
2. (Their) friend / Eric
3. They had unusual / surreal / weird idea(s) as children. **N.B. Allow singular**
4. They always wanted to build a flying object.

(b) 4 marks: 2, 2

What did they do after finishing school? (Par. 2)

Any TWO details: 4 marks: 2, 2

1. They took time out. / They did not go to 3rd level education.
2. They worked on a variety of plans.
3. They worked with their friend Eric.
4. They constructed motorised longboards.
5. Their newest/most recent project is a manned drone.

3. 9 marks

The 'Real Life Guys' have developed their latest project. Give details. (Par. 3)

Any FOUR details: 9 marks: 3, 2, 2, 2

1. They used their imagination.
2. They used tips from the internet.
3. They were / their project was supported by *exabotix* / a company producing drones.
4. It took weeks of intensive work.
5. It flopped a couple of times.
6. Its first test was in a sports hall / gym.
7. It is powered by six engines / battery technology / battery packs.
8. It weighs 130 Kilo.
9. It can ascend to 25 meters.
10. It can fly to the bakery.

4. 7 marks

Describe the successful flight. (Par. 4)

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

1. Philip climbs into it / starts on a December morning.
2. It flies over fields / meadows / forests / a river. **N.B. Any 2 locations needed**
3. He has to land after 6 minutes / His flight time is 6 minutes.
4. He has to start the drone three times.
5. He lands in front of the bakery / in a car park.
6. He gets his breakfast.
7. He flies home again.

5. 10 marks: 5 x 2

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

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

Errors: Mark in red, circle repeated errors, do not re-penalise. Put circled T for errors in tense usage. *Groß-* and *Kleinschreibung* underline wrongly written letter.

Underline other mistakes, putting double line under mistakes in verb endings and word-order. (Put W.O. in the left-hand margin)

N.B. If the content mark in the *Schriftliche Produktion* is 7 or less, use the reduced scale (0-7) for expression and write “Lower Ex.” to indicate this.

Expression marks

Äußerung Or *Schr. Prd.*

Lower Ex. *Schr. Prd.*

if C≤7 **Full Scale**

Total = 7	Total = 10	Category Descriptions
0 - 2	0 - 4	<i>Vocabulary very inadequate, possibly with English words and interference from English syntax; word order, especially verb position, very frequently wrong; verb forms/tense generally incorrect</i> Many spelling mistakes, serious grammar errors; cases generally incorrect; few correct agreements
3 - 5	5 - 7	<i>Vocabulary use quite good – generally adequate and appropriate, with perhaps, some German idiom. Only occasional word order mistakes. Few errors in verb forms/tenses.</i> Not too many spelling mistakes. Few serious/frequent minor grammar errors; cases, agreements, endings correct more often than not, especially at upper end of category.
6 - 7	8 - 10	<i>Vocabulary use good – rich, idiomatic and appropriate. Few word order mistakes. Good verb forms/tense formation.</i> Spelling mistakes rare, grammar generally correct: Good level of accuracy in cases, verb endings and agreements.

N.B. Take a global view of the language use (E = Expression) to locate the candidate’s work in the most appropriate category.

Reasonable Accommodations: *Where a spelling/grammar waiver has been granted, the mark awarded within a category will be based on the vocabulary, tense formation and word order elements only and not on spelling and spelling-related grammar such as adjectival endings etc.*

N.B. When marking the work of candidates with a spelling and grammar waiver follow the descriptors in italics above only. The complete descriptors above apply in the case of all other candidates.

(a) Letter

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

- vielen Dank **(1)**
- du mir schreibst **(1)**
- in den Ferien **(1)**
- deinen Freunden **(1)**
- der nicht so viel Geld **(1)**

A. (3) Tell Philipp/Philippa you are going on **(A1)** a bike tour **(A1)**
and with whom you are going **(A1)**

B. (2) Say for how long you are going **(B1)**
and that you (only) have 150 euro (to spend) **(B1)**

C. (4) Give **two** reasons why you want to do this
(a challenge/you must save for / ...) **(C2 + C2)**

D. (3) Say where you would like to go **(D1)**
and why (lovely area/you have friends there / ...) **(D2)**
N.B. **ONE** reason why is sufficient for **D2**

E. (2) Mention how you could save money (accommodation/tent/food...) **(E1)**
and what you will do to earn money during your trip
(work on a farm/take jobs as / ...) **(E1)**

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

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

Add Start, Content and Expression 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)**

- die Schule zu Ende **(1)**
- treffen sich **(1)**
- in Hannas Zimmer **(1)**
- nach einem Hostel **(1)**
- nicht teuer sein **(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. **(A3)** Picture 2: **three** relevant points of information **3 x 1 mark**
2. **(B3)** Picture 3: **three** relevant points of information **3 x 1 mark**
3. **(C3)** Picture 4: **three** relevant points of information **3 x 1 mark**
4. **(D3)** Picture 5: **three** relevant points of information **3 x 1 mark**
5. **(E3)** 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 21 calculate **expression mark** in relation to **C (Content)**.
Add St., C and Ex. to give overall total.

Teil 1: Interview mit Peter Muster

Moderatorin: Heute haben wir Peter Muster im Studio. Peter, du wurdest zu Österreichs Zivildienstler des Jahres gewählt. Was ist denn eigentlich Zivildienst?

Peter Muster: Den Zivildienst gibt es in Österreich seit 1975 und er ist die Alternative zum Militär. Österreicher müssen ab 18 Jahren entweder zum Militär gehen und Soldaten werden oder Zivildienst machen und Zivildienstler werden. Diese Pflicht gilt aber nur für Männer. Wenn man Zivildienst macht, kann man zum Beispiel in einem Altenheim, in einem Asylheim, im Krankenhaus oder sogar auf einem Bauernhof arbeiten. Der Zivildienst dauert neun Monate, also drei Monate länger als das Militär.

Moderatorin: Und warum hast du dich entschlossen, Zivildienst zu leisten?

Peter Muster: Ich wollte einfach etwas Gutes tun, etwas Soziales machen, Menschen helfen. Und außerdem bin ich total gegen Waffen und gegen Gewalt.

Moderatorin: Verstehe. Erzähl uns doch von einem typischen Tag bei deiner Arbeit als Zivildienstler.

Peter Muster: Ha! Einen typischen Tag gab es bei mir nicht! Ich habe in einem Kindergarten gearbeitet. Ich habe morgens mit den Kindern gefrühstückt. Danach haben wir zum Beispiel gemeinsam gesungen, gebastelt und die Enten im Fluss gefüttert. Wir haben oft draußen Verstecken gespielt, waren im Wald wandern und haben viele Ausflüge gemacht.

Moderatorin: Ja, das klingt ja toll. Und wie bist du Zivildienstler des Jahres geworden?

Peter Muster: Im Kindergarten sprechen viele Kinder nicht nur Deutsch, sondern auch andere Sprachen, wie Türkisch, Spanisch oder Polnisch. Ich habe ein Projekt organisiert, bei dem wir mit all diesen Sprachen gearbeitet haben. Wir haben Geschichten in den unterschiedlichen Sprachen gelesen, über andere Länder und Kulturen gelernt und haben gemeinsam Spezialitäten aus diesen Ländern gekocht. Die Kindergartenleitung fand das so toll, dass sie mich für den Preis Zivildienstler des Jahres nominiert hat. Und ich habe tatsächlich gewonnen. Ich kann es immer noch nicht glauben.

Moderatorin: Gratuliere, das hast du dir wirklich verdient! Und Peter, sag uns zum Schluss, wie geht es denn jetzt weiter?

Peter Muster: Meine Zeit beim Zivildienst ist leider vorbei, aber eins ist mir jetzt klar: Ich will in einem Kindergarten arbeiten. Die Arbeit mit Kindern macht mir sehr viel Spaß und ich habe gelernt, das Leben aus verschiedenen Perspektiven zu sehen. Ich habe auch gelernt, dass es mehrere Lösungsmöglichkeiten für Probleme gibt. Ich beginne im Oktober mit meiner Ausbildung zum Kindergärtner. Tja, der Zivildienst hat mich also persönlich und beruflich beeinflusst!

Teil 2: Telefonanruf

- Sekretärin: Sekretariat Germanistikabteilung Universität Heidelberg. Langmeier am Apparat, wie kann ich Ihnen helfen?
- Student: Guten Morgen. Ich habe diesen Mittwoch meine Literaturprüfung. Die Liste der Prüfungskandidaten hängt ja draußen am schwarzen Brett. Aber ich kann meinen Namen auf der Liste nicht finden. Ich glaube, Sie haben vergessen, meinen Namen auf die Liste zu setzen.
- Sekretärin: Oh... Sagen Sie mir bitte Ihren Namen?
- Student: Wecker. Stefan Wecker.
- Sekretärin: Lassen Sie mich nachsehen... Wecker, Wecker, Wecker... stimmt! Ihr Name steht wirklich nicht auf der Liste. Sie haben sich für die Prüfung gar nicht angemeldet.
- Student: Was?! Das muss wohl ein Witz sein! Wie konnte das denn passieren? Ich habe mich ganz sicher vor drei Wochen dafür registriert! Die Prüfung muss ich unbedingt in diesem Semester machen!
- Sekretärin: Das tut mir sehr leid, Herr Wecker, aber Ihre Anmeldung ist nicht in unserem System. Vielleicht haben Sie vergessen, auf ‚speichern‘ zu klicken?
- Student: Ich war online und habe die Prüfung ausgewählt und auf speichern geklickt, ganz sicher. Das ist wirklich nicht zu fassen.
- Sekretärin: Und ich bin mir sicher, dass es kein Fehler im System ist... Aber warten Sie mal. Hmm... interessant! Ich sehe, Sie haben sich zwar für andere Prüfungen angemeldet, aber nicht für die Literaturprüfung!
- Student: Das ist mir wirklich ein Rätsel! Dann muss ich irgendwie doch das Falsche angeklickt haben!
- Sekretärin: Ja, leider.
- Student: Das ist kaum zu glauben, aber was soll ich denn jetzt tun? Gibt es denn die Möglichkeit, mich jetzt noch für die Prüfung zu registrieren?
- Sekretärin: Ich kann ja mal mit Frau Professor Hoferhausen sprechen. Vielleicht lässt sie Sie ja die Prüfung auch so schreiben. Ich kann es Ihnen aber nicht versprechen!
- Student: Das wäre wirklich super, vielen Dank.
- Sekretärin: Können Sie mir bitte Ihre Telefonnummer geben? Dann rufe ich Sie zurück, wenn ich mit Frau Professor Hoferhausen gesprochen habe.
- Student: Ja, meine Nummer ist 0175 29 43 681.
- Sekretärin: Und Ihr Name war Wecker, oder?
- Student: Ja, genau: W E C K E R. Danke nochmal! Auf Wiederhören.

Teil 3: Gespräch

- A: Guten Tag.
- B: Guten Tag, mein Name ist Gabi Maier, ich wollte mit dem Besitzer des Handwerksladens sprechen. Ist er zufällig hier?
- A: Ja, das bin ich, Klaus Lederer. Worum geht es denn?
- B: Herr Lederer, ich bin die neue Jugendarbeiterin im Jugendverein hier im Ort und ich wollte mit Ihnen als Besitzer über unser Herbstfest sprechen. Ich wollte Sie um Ihre Hilfe bitten...
- A: Ach, Frau Maier, wissen Sie, das ist wirklich schwierig. Ich finde das Herbstfest ja toll, aber wir sind nur ein kleiner Handwerksladen und dieses Jahr haben wir nicht so viele Kunden. Unser Budget wird auch immer kleiner. Wir haben deswegen leider kein Geld zur Verfügung, das wir Ihnen geben können.
- B: Ach, das ist wirklich schade. Wie Sie wissen, hat das Herbstfest eine große Tradition. Es findet schon seit 10 Jahren statt und deshalb soll es dieses Jahr besonders groß werden. Wir wollen einen kleinen Markt aufbauen, wo die Jugendlichen selbstgemachte Getränke und Backwaren verkaufen können. Das Fest wird in drei Monaten stattfinden und wir brauchen wirklich jede Unterstützung, die wir bekommen können.
- A: Hm... ich hätte da vielleicht doch eine Idee: Ich kann Ihnen ein paar Bänke, Tische und Stühle für Ihren Markt leihen. Außerdem könnten wir ja einen kleinen Stand auf dem Herbstfest aufstellen und unsere Produkte aus dem Handwerksladen verkaufen. Und das Geld, das wir an dem Tag einnehmen, spenden wir Ihrem Jugendverein. Was halten Sie davon, Frau Maier?
- B: Oh, Herr Lederer, das ist eine fabelhafte Idee. Ich freue mich total, vielen Dank!
- A: Bitte schön.

Teil 4

Die Nachrichten: Bad Schussenried. Rasieren ist out! Die Deutsche Bartmeisterschaft lockt jedes Jahr mehr Teilnehmer an. Die Meisterschaft gibt es seit 1987 und dieses Jahr kamen 163 Barträger zum Wettbewerb. Anfangs fand die Meisterschaft alle zwei Jahre statt, aber da Bärte in den letzten Jahren immer mehr in Mode kamen, findet sie jetzt jedes Jahr statt. Die Regeln sind einfach: Man darf den Bart nicht bunt färben und man darf kein Make-up tragen.

Berlin. Eine neue Studie der Weltgesundheitsorganisation WHO hat ergeben, dass immer mehr Menschen an Computerspielsucht leiden. Laut dieser Studie verbringen viele Menschen mehrere Stunden täglich mit Computerspielen. Oft spielen sie bis spät in die Nacht. Sie vernachlässigen häufig ihre sozialen Kontakte. Das beeinflusst ihre Leistung in der Schule, in der Uni oder bei der Arbeit. Deswegen hat die WHO beschlossen, Computerspielsucht als offizielle Krankheit zu klassifizieren. Die Klassifizierung als Krankheit soll diesen Menschen nun die Möglichkeit geben, sich medizinische Hilfe zu holen und sich in einer Klinik therapieren zu lassen.

Wien. Seit dem 1. Januar 2019 gilt in Österreich die Ehe für alle. Das bedeutet, dass nun auch homosexuelle Menschen heiraten können. Bisher haben bereits über 250 homosexuelle Paare geheiratet. Viele sehen das Gesetz als Zeichen dafür, dass die Gesellschaft offener wird.

Und nun zum Wetter. In den nächsten Tagen erreicht Deutschland die nächste Kaltfront. Im Osten des Landes zeigt das Thermometer nachts -10 Grad und es ist mit starkem Schneefall und leichtem Wind zu rechnen. Der Tageshöchstwert liegt bei 2 Grad. Im Westen ist es etwas wärmer; tagsüber werden 4 Grad erwartet und es regnet. Es herrscht daher Glatteisgefahr. Nachts sinken die Temperaturen auf bis zu -5 Grad.

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