



**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

**SCÉIM MHARCÁLA  
MARKING SCHEME**

**SCRÚDÚ AN TEASTAIS SHÓISEARAIGH, 2002  
Junior Certificate Examination 2002**

**GEARMÁINIS  
German**

**ARDLEIBHÉAL  
Higher Level**

**Reasonable Accommodations**

Candidates presenting for examination with the aid of a scribe or tape-recorder and other candidates who have been granted an exemption in accordance with Circular S70/00 will have all parts of their examination answers in German assessed *except* spelling and certain elements of grammar.

In assessing the work of these candidates, a modified marking scheme will apply as follows:

**Spelling and elements of grammar such as verb and adjective endings will not be taken into account. Syntactical elements such as word order will still be assessed.**

Stroke [/] indicates alternatives, any one sufficing.  
 Round ( ) enclose information which is valid but not essential for marks.

**Section I: Listening Comprehension (140 marks): 26, 26, 25, 34, 29**

**Part A (26 marks)**

Name	Pablo	Charlotte
<b>From which country (1)</b>	Spain (1)	France (1)
<b>Age (1)</b>	14 (1)	16 (1)
<b>When did they first meet (1)</b>	<u>Last</u> summer/ (1) <u>last</u> July	Easter/while (1) on exchange
<b>When and where does he/she arrive? (1,1,1)</b>	4 <sup>th</sup> August (1) 10 o'clock (1) (Berlin) airport/plane (1)	21 <sup>st</sup> June (1) 3.30/ half three (1) Train/station (1)
<b>Staying for how long (1)</b>	3 weeks (1)	10 days (1)
<b>Three activities (1,1,1)</b>	<b>Any three: (1,1,1)</b> Football Basketball Cycling Swimming	<b>Any three: (1,1,1)</b> Walking Riding Cards Dancing
<b>Two places they will visit (1,1)</b>	<b>Any two: (1,1)</b> (Our Lady's) Church Castle (Old) town hall	<b>Any two( 1,1)</b> Museum Market Zoo
<b>Feeling about visit (1)</b>	Can't wait/ delighted/(1) Excited/looking forward	Nervous/ (1) Hopeful about Charlotte's German

(13)

(13)

**Part B**

**(26 marks)**

**1. (Getting directions)**

**(5 marks)**

- (i) 1 Pharmacy/ Chemist
- (ii) 1 Second (street) left  
1 Straight on as far as/to the lights  
1 (At lights) go left (again)  
*Once directions go wrong, award no further marks.*
- (iii) 1 10 minutes (on foot)

**2. (At the post office)**

**(9 marks)**

- (i) 1 A/one month ago/17<sup>th</sup> September
- (ii) 1 Cassettes / interviews  
1 Photos (of Clare's school)  
1 Letters (from school friends)  
1 Brochures
- (iii) 2 (-1 for each mistake to a maximum of -2) SCHAFFER  
2 (All or nothing) 76 13 45

**3. (Uli has an accident)**

**(12 marks)**

- (i) 2 At Uli's (house)
- (ii) (a) 2 Fell off bike  
(b) 2 Broke (right) arm  
2 Injured/Hurt back
- (iii) 1 To-morrow  
1 2.15/Quarter past two  
1 Bus stop  
1 (In front of) hospital

**Part C**

**(25 marks)**

**1. (In the hotel)**

**(14 marks)**

- (i)            2     (One/A) double room (with shower)  
                 2     (One/A) single room (with shower)

- (ii)    (a)    2     112  
                 2     113

- (b)    2     First floor

- (iii)            **Any two: (2,2)**  
   from 7.30 to 10.00(am) *Need both times for marks.*  
   (Served) in the restaurant/dining room  
   Included in price/rate

**2. ( An announcement)**

**(6 marks)**

- (i)            1     (Light) blue  
                 1     Polo

- (ii)            2     (-1 for each mistake to a max. of -2)  
   M OV 12637

- (iii)            2     Blocking entrance

**3. (Shopping list)**

**(5 marks)**

- 1     Sunglasses  
   1     (New) swimsuit/ togs  
   1     (Large) towel  
   1     (Good) book  
   1     Sandals

**Part D**

**(34 marks)**

**1. (Iris and Guido meet)**

**(18 marks)**

- (i) (a) 2 New baby/4 children (now)  
2 (apartment/flat) too small
- (b) 1 In the country  
1 In a bungalow (with a big garden)
- (ii) (a) 1 Big (house)  
1 Own room /Younger brother doesn't annoy him anymore/ Younger brother has his own room/ doesn't have to share with younger brother
- (b) **Any four: (2,2,2,2)**  
Big  
2 windows  
Overlooks garden/ Can see garden  
(Lots of) posters (on walls)  
Bed  
Wardrobe  
Shelf/shelves  
Desk  
Table for CD player  
Room/space for CDs/books
- (iii) **Any one: (2)**  
Baby (sleeps) in room beside him  
Baby wakes up/ cries/screams during /at night

**2. (Language course)**

**(16 marks)**

- (i) **Any three: (2,2,2)** Had class/lessons/school  
Grammar  
Dialogue/ conversation  
Songs/ Singing  
(Writing) letters
- (ii) **Any three: (2,2,2)** Drama **N.B. Theatre = 0**  
(Went to) the sea/seaside (twice)  
(Listened to) music  
(Watched) films **N.B. T.V. = 0**  
Trips/ Excursions/ Outings  
Barbecue (on last day)
- (iii) **Any one: (2)** Very nice family  
She had to speak Portuguese/(she/they) couldn't speak German  
Food (was great)
- Any one: (2)** House was (a few kilometres) outside of town  
She had to go home at 7.15/early  
Last bus went at 7.15/ quarter past seven/early





**SECTION II: Reading Comprehension (100 marks): 3, 12, 13, 6, 21, 20, 25**

**A. Rewrite the chosen word. (3 marks)**

- 1 Sparkasse
- 1 Buntstifte
- 1 Geschlossen

**B. Advertisements: (6 x 2marks) (12 marks)**

Box correctly filled (2)

Correct box blank (-)

Box wrongly filled (0) **except** if the same number appears **twice** in which case (- 2) where wrongly filled.  
Re-use of Number 6 (-2)

**Number**

5	Red Cross
	Car hire
4	Knitwear
2	Driving school
	Sports shop
7	Leather wear
<b>6</b>	<b>Crash repairs</b>
	Pet shop
1	Pub/ Restaurant
3	Travel agency



**C. Habichtshof**

**(13 marks)**

- (i) **Any five: (1,1,1,1,1)**  
(Fresh/ Free-range) eggs  
Sausage products/homemade sausage  
(Home-made) jams  
(Home-made) juices  
Honey  
(Honey) soap  
Wine  
(Exclusive) gifts/presents
- (ii) **Any three: (1,1,1)**  
(Home-made) bread  
(Home-made) cakes/flans  
Sausage (platter/plate) **N.B. Sausages = 0**  
Soup  
Sunday breakfast (buffet)
- (iii) **Any three: (1,1,1)**  
Goats  
Sheep  
Cats  
Playground/ play area  
Animal petting area
- (iv) **Any two: (1,1)**  
Asparagus  
Strawberries  
Potatoes

**D. Classroom language (2,2,2)**

**(6 marks)**

- (i) 2 (a) Hört gut zu!
- (ii) 2 (d) Kannst du bitte die Tafel wischen?
- (iii) 2 (c) Wieviel Zeit haben wir noch?

**E. Activity holidays (21 marks)**  
**(7,7,7)**

**1. [ Example]**

- 2.           1     Skiing
- 1     Italian Alps
- 1     (Young) people between 13-18 (yrs.)

**Any two: (1,1)**

(Ice) skating  
Tobogganing/Sledging  
Horse riding

**Any two: (1,1)**

Gloves  
Cap/hat  
Ski suit

- 3.           1     Surfing
- 1     Lake Constance/German-French border(!)
- 1     (Young) people from age 15 and adults

**Any two: (1,1)**

Volleyball  
Tennis  
Badminton

**Any two: (1,1)**

Swimming gear  
(Old) runners/trainers  
(Hand) towels

- 4.           1     Cycling
- 1     Schleswig Holstein/North Germany
- 1     (Young) people from age 14

**Any two: (1,1)**

Table tennis  
Singing  
(Playing) cards

**5. Any two: (1,1)**

(Road worthy) bicycle  
Rain jacket/raincoat/anorak  
Bicycle bags

F.

(20 marks)

**Schüler machen Zeitung**

1. (a) 1 3 years  
(b) 1 Twice a year
  
2. 1 15 boys and girls (from class 7 up)  
1 A teacher  
  
1 Every Wednesday/Wednesdays  
1 After school  
  
1 Computer room
  
3. **Any four: (1,1,1,1)**  
Fashion  
Music  
Leisure  
Drugs  
Problems with parents
  
4. (a) **Any three: (1,1,1)**  
Poems  
Advertisements  
Cartoons  
(Reader's) letters  
Jokes  
  
(b) 2 Personal criticism (of classes)
  
5. **Any two: (2,2)**  
His marks/grades/results in German are (much) better  
  
(He enjoys writing and) wants to be a journalist  
  
Less time for (other ) hobbies

**G. Was soll ich über meine Ferien erzählen? (25 marks)**

1. 2 Where they were on holiday / Their holiday in Italy/ Spain/  
the Baltic/(the Isle of) Sylt/Bavaria

**Any two: (1,1)**

Everyone would have lots to tell  
Everyone was away (and it was great)  
They were boating  
They were at the beach  
They went on trips/outings to the mountains  
They went on trips/outings to the country

2. **Any two: (2,2)**

Dad has lost his job  
Not enough money  
Have to save

3. (a) **Any three: (2,2,2)**

Went (to) swimming (pool)  
Picked (rasp)berries( for jam) **N.B. Strawberries etc.= 0**  
Looked for (wild) mushrooms (in the forest)  
Played cards (on the balcony)  
Played chess (on the balcony)  
Went to the cinema (a few times)

- (b) **Any two: (2,1)**

How to recognize birds from their song/singing  
The names of trees  
The names of flowers  
How to build a bird house

4. 2 Kicked/put a football through (neighbour's) window  
**N.B. barn window = 0**  
2 Brought/let off a stink bomb into the classroom

- 5 (a) 2 His classmates would laugh at /mock/jeer him

- (b) **Any one: (2)**

Tell them how it really was  
He had a lot of fun/a great time/enjoyed himself (on his summer hols)

**Section III Written Expression**

**(80 marks)**

**Content (C) 30 marks      Expression (E) 20 marks**

**General approach:**

Award **content** marks first, sectioning off each point (/)

Material not relevant to the letter should be bracketed [ ]

Identify each point in the right-hand margin by the letter content breakdown

Total all content marks (e.g. C=12) at the bottom right of the letter.

Then award **expression** marks (e.g. E =14 or Lower E =11).

**Add** the content and expression marks for combined total (e.g. 25) and write this in the left-hand margin.

**Letter content breakdown**

Paragraph	Marks available	Points to be covered
<b>Start</b>	<b>1</b>	Any appropriate opening sentence <b>(1)</b>
<b>A</b>	<b>6</b>	<b>Wann beginnen Sommerferien und wie lang sind sie?</b> Wann beginnen die Sommerferien? <b>(1)</b> Wie lang sind sie? <b>(1)</b> Welche Pläne hast du? <b>(1,1)</b> Ergänzung/ Reaktion <b>(1,1)</b>
<b>B</b>	<b>6</b>	<b>Prüfung und Fächer?</b> Was für eine Prüfung? <b>(1)</b> Welche Fächer? <b>(1,1)</b> Wie lange dauert die Prüf. in einem Fach? <b>(1)</b> Ergänzung/ Reaktion <b>(1,1)</b>
<b>C</b>	<b>5</b>	<b>Wetter und Klamotten?</b> Wie ist es bei euch in Irland? <b>(1)</b> Klamotten im Sommer? <b>(1,1)</b> Ergänzung/Reaktion <b>(1,1)</b>
<b>D</b>	<b>6</b>	<b>Nebenjob</b> Was genau machst du? <b>(1)</b> Wieviel Geld bekommst du? <b>(1)</b> Wofür gibst du dein Geld aus, oder sparst du für etwas? <b>(1,1)</b> Ergänzung/Reaktion <b>(1,1)</b>
<b>E</b>	<b>5</b>	<b>Geburtstag</b> Wann genau war das? <b>(1)</b> Was habt ihr gemacht? <b>(2,2) Past tense BUT (1,1) present tense.</b>
<b>Close</b>	<b>1</b>	Appropriate closing sentence <b>(1)</b>

\*For listing (Fächer/Klamotten) award a maximum of 2 marks.

## EXPRESSION

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

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

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

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

In the case of word order mistakes, also put circled **W.O.** in the left margin.

Where good points of language use occur, whether idiom, structure or other, put a (+) in the right margin.

**N.B.** When awarding the **Exp. mark**, ignore irrelevant material that has been bracketed[ ]

Now survey your red biro marks and make a global judgement to situate the candidate's use of language in the appropriate category as outlined below. (**E=Expression**)

**If content is 15 marks or less**, use the reduced scale for expression and write "**Lower E**"

### Lower E

**C ≤15**

**Full scale**

15	20	CATEGORY DESCRIPTION
0 - 6	0 - 8	<b>Vocabulary</b> very inadequate, possibly with English words and interference from English syntax; <b>word order</b> , esp. verb position, very frequently wrong.  Many <b>spelling</b> mistakes, serious <b>grammar</b> errors: Verbs forms generally incorrect, tense inconsistent, inappropriate; few correct agreements.
7 - 12 (7 - 9, 10 - 12)	9 - 16 (9 - 12, 13 - 16)	<b>Vocabulary</b> use quite good - generally adequate and appropriate, with perhaps some German idiom. Only occasional <b>word order</b> mistakes.  Not too many <b>spelling</b> mistakes. Few serious/frequent minor <b>grammar</b> errors: Verb forms, tense, agreements, endings correct <u>more often than not</u> , esp. at upper end of category.
13 - 15	17 - 20	<b>Vocabulary</b> use good - rich, idiomatic and appropriate. Few <b>word order</b> mistakes.  <b>Spelling</b> mistakes rare, <b>grammar</b> generally correct: Good level of accuracy in verb endings, agreements; correct use of tense.

**Reasonable Accommodations:** Where a spelling/grammar waiver has been granted, the mark awarded within a category will be based on the vocabulary and word order elements only and not on spelling and grammar.

**B. Short Note****(15 marks)**Award **content** marks first**Content = 8, Expression = 7**

- A 2 marks**
- (1) Ich bin/heiße/..  
 (1) Ich komme /bin aus..
- B 2 marks**
- (1) Ich gebe Nachhilfe  
 (1) in Englisch
- C 2 marks**
- (1) Es kostet XX Euro  
 (1) pro Stunde
- D 2 marks**
- (1) Ich bin/ Man findet mich in /im Zimmer 23  
*N.B. ich wohne/bleibe = 0*  
 (1) im zweiten Stock

**Marking Written Expression in Short Note.**

<b>0-2</b>	<b>Vocabulary</b> <u>very</u> inadequate, word order very poor.  <b>Spelling</b> very poor, serious <b>grammar</b> mistakes. Sentence structure very basic.
<b>3 - 5</b>	<b>Vocabulary:</b> limited range - may still contain some English - to adequate. Quite a few word order mistakes to fewer word order mistakes.  <b>Spelling</b> inadequate to quite good, frequent to less frequent minor <b>grammar</b> mistakes/ some serious <b>grammar</b> mistakes. Limited to adequate range of structures used.
<b>6 - 7</b>	<b>Vocabulary:</b> very appropriate, even rich/ adventurous. Few word order mistakes.  <b>Spelling</b> good on the whole. <b>Grammar</b> correct on the whole. Evidence of competence in use of good range of structures.

**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 and word order elements only and not on grammar and spelling.

- C. Postcard (15 marks)**
- A 2 marks** (1) Ich mache/schreibe ein Projekt  
(1) über das Essen/(any food item) in der Schweiz
- B 2 marks** (1) Ich muss/habe/bin...fertig  
(1) bis zum (date)/ zwei Wochen....
- C 2 marks** (1) Ich brauche/möchte.../Kannst/könntest du....schicken?  
(1) Bilder/Postkarten/Broschüren/einen Stadtplan..(any appropriate item)
- D 2 marks** (1) Danke für  
(1) deine Hilfe

### Marking Written Expression in Postcard

<b>0-2</b>	<b>Vocabulary</b> <u>very</u> inadequate, word order very poor. <b>Spelling</b> very poor, serious <b>grammar</b> mistakes. Sentence structure very basic.
<b>3 - 5</b>	<b>Vocabulary:</b> limited range - may still contain some English - to adequate. Quite a few word order mistakes to fewer word order mistakes. <b>Spelling</b> inadequate to quite good, frequent to less frequent minor <b>grammar</b> mistakes/ some serious <b>grammar</b> mistakes. Limited to adequate range of structures used.
<b>6 - 7</b>	<b>Vocabulary:</b> very appropriate, even rich/adventurous. Few word order mistakes. <b>Spelling</b> good on the whole. <b>Grammar</b> correct on the whole. Evidence of competence in use of good range of structures.

**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 and word order elements only and not on spelling and grammar.