



AN ROINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS EOLAÍOCHTA | AND SCIENCE

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Scrúduithe Ardteistiméireachta, 2001

Gearmáinis

Ardleibhéal

Marking Scheme

Leaving Certificate Examination, 2001

German

Higher Level

MARKING SCHEME: LEAVING CERTIFICATE GERMAN 2001

(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 ('waiver') 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.

If however, in the case of taped answering, these elements of grammar have been demonstrated, the normal marking scheme may favour the candidate, and the usual rule about giving the candidate the benefit of the more favourable of two sets of marks will apply. Where use of a tape-recorder was granted but where it was not used at all or not for the sections covered by the modified marking scheme (*Angewandte Grammatik, Äußerung zum Thema, Schriftliche Produktion*) the normal marking scheme will apply.

Where the *Angewandte Grammatik* section (25 marks, $\frac{1}{12}$ of overall total for papers) is not attempted, in conjunction with the circumstances covered by the circular, the total mark gained for the paper will be divided by 11 and the result added to the total. Candidates with a waiver attempting this section will be given the benefit of the more favourable scheme – modified or normal.

These provisions will be reviewed in light of the evidence from the scripts and the approach to marking may be varied next year.

LISTENING COMPREHENSION TEST: (80 marks)

(26, 15, 14, 2)

First Part (Interview mit Herrn Saris) (26 marks)

(Answers in German: half mark)

1. (3 marks: a = 1; b = 1+1)

(a) Herr Saris' job: Toolbuilder / toolmaker / makes parts for machines / works with machines (1)

(b) Total workforce: 3,000 (1)

Foreign workers: 760 (1)

2. (3 marks: a = 1; b = 1+1)

(a) Weekly working hours: 38 (1)

(b) Overtime? Why/why not: No (1) Tax too high/ Not worth it (1)

3. (8 marks: a = 2; b = 2+2, 2)

(a) Who came for help?: Yugoslav (1) colleagues (1)

(b) What problems had they? (Any two: 2 x 2 mark)

- Holidays (No holidays = 0)
 - Money/pay (No money = 0)
 - Trouble with foreman/boss/manager (**but**: master = 0)
 - Could not find a flat/place to live/accommodation
- and*

Why: Not able to communicate in German/Language barrier (2)

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

Mention **three** things he says about the Germans. (Any **three**: 3 x 2 marks)

- They like to talk/ They can talk for hours
- The main topic is/ they talk about (1) money/pay (1)
- Not so hard-working
- Not (always) punctual
- (Have become) more relaxed/ laid back/ casual/ easygoing (**but**: more comfortable = 0)
- Their leisure time is important to them
- Active/ do a lot/ cycle/ into sport/ in sports clubs
- Like to party/ celebrate/ go out drinking

5. (6 marks: a = 2+2; b = 2)

(a) Two negative aspects about living in Germany: (Any two: 2+2)

- The area they live in
- Too much /a lot of (1) industry (1) /very(1) industrialised (1)
- The climate/the weather/ no winter/ summer **too hot/very warm**
- The Rhine/river/water is polluted/dirty// can't swim in Rhine/river

(b) Mr and Mrs Saris' plans: Buy a house (1) in Yugoslavia (1)

Second Part (Anruf) (15 marks)

1. (9 marks: 1, 1, 3, 1+1, 2)

Nachricht für: Mark (1)

Anruf von: Angela (1)

Die Nachricht: (3 marks: 2 + 1 mark) (Answer in English/Irish: half marks)

*(There is some ambiguity in the English instructions as to who she wanted to discuss a problem with.)
Accept either of the following, not a mixture. If both parts are given, mark both and take the better answer.*

Fahrradtour (2)

Problem /Sie or Angela kann nicht fahren (1)

OR

Preis/Reise/Urlaub/ Etwas gewonnen (2)

Zwei Personen /(in,nach) Bali (1)

Der Anrufer: erwünscht Rückruf (1) heute Abend (1)

Telefonnummer: 48 17 23 (2 marks: all or nothing)

2. (6 marks) Pick out *three* examples of the language (= vocabulary and structures) used in the phone call, which show the caller's joy. Accept in translation.

No marks for tone of voice/ intonation without the reference to specific vocabulary and structures.

(Any **three: 3 +2+1**)

- (He says she is) „supergut (drauf)“/ in great form
- She replies „Und ob!“
- She says „Ich könnte die Welt umarmen.“ (I could embrace the world)
- (Ich könnte) vor Freude in die Luft springen (jump for joy)
- Es ist ...unglaublich (It's... unbelievable)
- Stell dir vor! (Just imagine!)
- Ich habe den ersten Preis/eine Reise nach Bali gewonnen.
- (She says) „Ich freue mich so.“ (I'm delighted)
- Herzlichen Glückwunsch (nochmal)!
- Irre, was! (Fantastic, isn't it!)
- (Es soll eine) Überraschung (sein)./Ich will ihn überraschen.
(Sie ist überrascht = 0)

Third Part (Dialog) (14 marks)

1. (5 marks: 1+2+2) (Accept apt German quotation) Do not combine global comment and details!

- (i) *The conversation is between:* (C) / a girlfriend and boyfriend (1)
(ii) **Two** indications to support choice: Award marks here only if correct option chosen at (i).

(Any two: 2+2)

- I heard you're leaving the island and me too. (M)
- Leave you? What makes you think that? (D)
- As your girlfriend ... (M)
- You know I want to stay here with you. (D)
- I'm not going to leave you here on your own. (D)
- Aah, Dirk. (the way she says ...) (M)
- Later on we can move to Hamburg (together). (D)

Global comment only: 2 marks overall, e.g. She questions the future of the relationship/ she wonders what will happen to them.

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

Which adjective best describes Marie's attitude during the conversation (1)

Two details from the conversation to support your choice. (Any two: 2+2): Award if correct option chosen.

- (c) **worried (1); Two** details from this list (2+2)

- The way she says "Hallo Dirk" sounds like she is worried about something.
- Dirk asks "What is up with you, Marie?"
- "Why are you pulling/making a face (like that)?"
- She heard that he intends going to Hamburg/ she's worried he will leave her.
- She doesn't know what to think.
- "So you really are (**doch**) going to Hamburg!"/ She checks if he really is going...
- "But why does your father say things like that?"
- "But what are you going to do?" (Was willst du denn nun machen?)

Global comment only, e.g. he tries to console/reassure/comfort her /She asks about future etc. : **2 marks only**

OR

- (d) **angry (1); Two** details from this list (2+2)

- The way she says "Hallo Dirk" sounds like she is angry about something.
- Dirk asks "What is up with you, Marie?"
- "Why are you pulling a face (like that)?"
- She heard he is leaving the island (- leaving her too?)
- She says: "I'm really angry with you that you didn't tell me."
- "As your girlfriend I should (surely) be the first to know"
- She says angrily "Oh Mann"
- She says "So you are really going to Hamburg."
- "But why does your father say things like that?"

Global comment only; e.g. he tries to calm/console/reassure/comfort her etc. : **2 marks only**

3. (4 marks: (i) = 2 ; (ii) = 2)

- (i) *What does Dirk want to do when he finishes Tenth Class? (Any one: 2 marks)*

- leave school/ stay in Helgoland
- do an apprenticeship
- plumber/ gas-/ water- fitter/installer

- (ii) *Why does Marie seem to be relieved at the end of the conversation? (Any one: 2 marks)*

- He is staying/ not leaving/ they can move to Hamburg later (together)

Fourth Part (News): (25 marks)

(Answers in German: half mark)

1. (4 marks: 2+2)

Two reasons why it was so easy for burglars to break in: (Any two: 2+2)

- The owner was out (shopping)/ The house was unoccupied. (2)
- The dogs were tied up/ in kitchen (2)
- The neighbours did not react (1) to the barking (1)

2. (3 marks: a = 1+1 ; b = 1)

(a) What was the Head of German Telekom's first point?

36,000 schools / 90% of schools (1) on the Internet (1) (will be connected = 0)

(b) (in 3 to) 4 months (1)

3. (6 marks: 2+4)

What areas must the police keep a close watch on, and why?

Areas: Bridges (1) motorways/roads/Autobahns (1)

Why: people throwing things/stones/objects (2) at cars/people (2)

4. (5 marks: a = 1; b = 2+2)

(a) How many incidents registered already in 2001?

21/ twenty-one (1)

(b) Reasons for this misbehaviour, acc. to police?

Boredom (2)

Looking for kicks (2)

5. (7 marks: a = 4; b = 3)

(a) What kind of weather is expected from Wednesday on and for the weekend?

From Wednesday: (Any two: 1+1)

- Cold front
- Rain
- Lower temperatures/13 degrees

For weekend: (Any two: 1+1)

- Rain in/to east
- Sunny
- cloudy

(b) What announcement is made for people with allergies? (1+1+1)

Strong concentration of/ High count of/ alert about/ warning about (1)
pollen (1)

(especially) in West (1)

TEXT I: LESEVERSTÄNDNIS (60 marks)**(14, 16, 18, 1**

(Evidence needed that candidates have understood the text; **quotation** without manipulation **where** manipulation **required/containing extraneous material: half marks**)

Frage 1 (14 marks)**(a) (4 marks: 4 x 1)**

Die Geschichte spielt in einem Zug. Nennen Sie vier Details, die das deutlich machen.

(Any four: 4 x 1 mark)

(lines 1-13)

- Lautsprecher/Durchsage
- Reisende
- Zugführer
- Abteil
- Fahrkarte (gezeigt).

(b) (4 marks: 4 x 1)

Wie sieht das Schmuckstück aus, das im Zug gefunden worden ist? Geben Sie eine genaue Beschreibung. Nennen Sie vier Details.

(Any four: 4 x 1 mark)

(lines 16-35)

- Es ist eine Uhr
- an einer Halskette.
- Es ist alt
- Die Uhr glänzt.
- aus Gold
- hat/ zeigt Mondphasen

(c) (2 marks)

Was will die kleine rundliche Frau von der Zugführerin?

(lines 31-47)

- Sie will die Uhr/das Schmuckstück haben. (2)

(d) (4 marks: 2 + 2)

Was passiert am Ende der Geschichte? Antworten Sie kurz in eigenen Worten!

(lines 73-78)

Ein (junges) Mädchen/ eine junge Frau (2)

(Sie besitzt die Uhr = 0)

will die Uhr haben./ sagt, die Uhr gehört ihr. (2)

Question 2: (16 marks: a = 8; b = 8)**(a) (8 marks: 4 x 2)**

Describe the ticket collector in the train. Mention four points.

(lines 10-21)

(Any four: 4 x 2 marks)

- female/ a woman/ the word 'she' is used
- wearing a uniform/ jacket
- has blond hair.
- has curls/ringlets.
- is young/ in early 20's/around 20
- is friendly.
- is trusting/ naïve/ not suspicious/ gullible/ helpful

(b) (8 marks: 4, 2, 2)

How does the ticket collector react when Gloria claims that the lost piece of jewellery belongs to her?
(lines 16-26)

- She simply/just/without question **(1)** gives Gloria the jewellery **(3)**

(Any two: 2 x 2 marks)

- She says that Gloria was lucky
- She looks at Gloria in a friendly way/is friendly
- She says it is a nice piece
- She asks if it is old.
- She agrees that there are still honest people around.

Question 3: (18 marks: a = 9; b = 9)

(a) (9 marks: 3 x 3)

What evidence is there that the jewellery may belong to the little woman?

(Any three: 3 x 3 marks)

(lines 40-44, 61-72)

- She says it must have happened when she went to the toilet.
- She knows it is a watch.
- She says the watch is new/modern.
- Says the chain is very old/an antique.
- The chain does not close properly.
- “But the chain...” she stutters.
- She is shocked that Gloria disputes her ownership.
- She says that it looks like her watch./ She is able to describe the watch.
- She recognises that the phase of the moon on the dial/watch face is incorrect – as in her watch.

(b) (9 marks: 3 x 3)

When she looks at the little woman, what thoughts run through Gloria’s head?

(Any three: 3 x 3 marks)

(lines 48-57)

- Her face was red/ flushed
- She looked disappointed.
- She thought she was frightened.
- She thought she looked like a small grey mouse.
- She wondered if she had a Mr Know-all husband / a know-it-all husband
- Would she get into trouble (with her husband) for losing the watch?
- There could be a scene
- It was the watch of her dreams
- She felt sorry for her.

Question 4: (12 marks: 6 + 6)

*In constructing the story, the author Gabriele Wohmann makes the reader think about **honesty and truth**. Give **two** examples of how the structure of the story forces the reader to *question* what is true.*

(Any **two**: 2 x 6 marks) - **N.B. What makes us question?**

- The story starts with an honest action (watch being handed in) only for the notion to be gradually eroded.
- The narrator questions Gloria's motives directly (line 7/8): Was it the caffeine that sent Gloria in search of the watch?
- There is a stress (ironic?) on how **honest** people are – use of 'ehrlich' - (Gloria thinks it, says it, the ticket collector agrees with her). Gloria calls the ticket collector back, as she wants to reward the finder 'of good character'.
- Contrast between the naivety/innocence of the ticket collector and the untruthful women.
- The narrator builds up and then undermines the credibility of claimants. / It seems to be Gloria's, but the arrival of the old woman undermines Gloria's claim.
- Use of inner monologue / describing Gloria's thoughts allows the reader to see the gap between her claim and the truth/ reality (that she just wants to keep the watch).
- The narrator builds up the expectation that the old woman is telling the truth (by describing the thoughts in Gloria's mind) but the arrival of the third claimant again destroys the expectation.
- The young girl's claim at the end causes us to wonder again.
- Three individuals each claim to own the watch (they can't all be telling the truth).
- Honesty and dishonesty alternate in the story.

TEXT I: ANGEWANDTE GRAMMATIK (25 marks)

Reasonable Accommodations: The applied grammar section represents $\frac{1}{12}$ of the 300 marks available for the full Aural/Written paper.

Where a waiver has been granted as per circumstances covered in circular S70/00, the total mark gained overall on the paper, excluding this section, will be **divided by 11 and the result added to the total gained.**

Where a waiver has been granted but the section has been attempted, it should be corrected. When all other sections of the paper have been marked, the $\frac{1}{12}$ should also be calculated as if the section had not been attempted, and the candidate should be awarded whichever overall result is higher.

1. Grammatische Strukturen erkennen (13 marks)

Geben Sie für die Relativpronomina an:

- (i) den Fall (Nominativ, Akkusativ, Dativ, Genitiv)
- (ii) singular oder plural
- (iii) bei singular das Geschlecht (feminin, maskulin, neutrum)

(2) <i>der</i> :	Dativ	(2)	singular (1)	feminin (1)
(3) <i>die</i> :	Nominativ	(1)	plural (1)	---
(4) <i>der</i> :	Nominativ	(1)	singular (1)	maskulin (1)
(5) <i>dessen</i> :	Genitiv	(2)	singular (1)	neutrum (1)

2. (12 marks: 4 x [2 + 1])

Wie lautet die Frage, auf die diese Sätze eine Antwort geben? Welches Fragewort ...?

In each question, award **2 marks** where the 'Fragewort' is correct. If these marks are gained, then a further **1 mark** is available for correct word order.

- (i) Es geht um das Schmuckstück.
Worum/Um was geht es?/ Es geht **um was**?
- (ii) Gloria versenkte die Uhr in ihre Umhängetasche.
Was/Was für ein Ding/Welches Ding versenke sie in ihre Umhängetasche?
Gloria versenkte **was** in ihre Umhängetasche?
- (iii) Die Uhr gehört der Dame hier.
Wem/Welcher Person gehört die Uhr?/ **Wessen** Uhr ist das (hier)?
Die Uhr gehört **wem**? **Wer** besitzt die Uhr? **Wer** ist die Besitzerin der Uhr?
- (iv) Ein junges Mädchen hatte sich zu ihnen gesellt.
Wer/Was/Was für ein Mädchen/Welches Mädchen hatte sich ... gesellt?
Was für eine Person/ein Mensch/Welche Person/Welcher Mensch ... gesellt?

TEXT II: LESEVERSTÄNDNIS (60 marks)

(15, 14, 21, 1

(Evidence needed that candidates have understood the text; **quotation** without manipulation **where** manipulation **required**/containing **extraneous material**: **half marks**. **Full marks for manipulated parts**
Question 1: (15 marks: a = 12 ; b = 3) Answers in language not specified = half marks!

(a) (12 marks)

Was erfährt der Leser über Caroline Diewitz? Nennen Sie vier Details.

(lines 1-

(Any **four**: 4 x 3 marks)

- Sie wohnt in einer Wohnung./hat eine Wohnung/sie wohnt allein/ sie wohnt in einem ergrauten Mietshaus.
- Sie wohnt in der Ritterstrasse/in Bielefeld.
- Sie wohnt im 2. Stock.
- Sie ist 22 Jahre alt.
- Sie ist Auszubildende/Azubi.
- Sie arbeitet bei Telekom / Sie lernt bei Telekom.
- Sie hat ein Telefon./ Sie wartet auf einen Anruf
- Sie hat einen Computer.

(b) (3 marks)

Welche Rolle spielt der Computer zu Hause in Carolines Leben?

(lines 4-2

- Sie lernt per Videokonferenz/per Teleteaching/im virtuellen Klassenzimmer / Sie nimmt am Teleteaching teil/ Der Computer hilft beim Lernen/ist ihr Klassenzimmer (**3 marks**)

Question 2: (14 marks)

Caroline Diewitz is taking part in a pilot project. Fill in the information required in the box below.

(lines 22-3

How many participants: 30 (1)

From where?: From all over (1) Germany (1)

Intended career? Industrial or office clerk/sales person/marketing person (1)
with Telekom/work in telecommunications (1)

Project coordinated by? Telekom's (1) College/ Fachhochschule/FH (1) in Dieburg (1).
(High School/University = 0)

Where does training take place? (Three details)

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

- Telekom branches
- In participants' home towns
- (Three times a year) they meet in Dieburg/ at seminars
- (Twice a week) at the computer/ in virtual classroom.
- At home/ in living room

Question 3: (21 marks: a = 13; b = 8)

(a) (13 marks)

What are the similarities and differences between telelearning and a normal class...

(lines 32-4

Similarities: (Any three: 3 x 3 marks)

- The teachers ask questions
- The teachers discuss /students get homework /assignments/work
- Pupils have to put up their hands/indicate that they want to speak
- The virtual classroom can get as chaotic as a normal one

Differences: (Any two: 2 x 2 marks)

- The classes are much smaller/ Only 5 or 6 trainees to a class
- The students learn more intensively.
- The telelearning class is only a “virtual “ class/ not in real classroom/ the pupils are not in same room
- Pupils send/get (home)work by **e mail**

(b) (8 marks: 4 x 2 marks)

*The project leader identifies several advantages to the teleteaching approach to training. Mention any **four** advantages.*

(lines 42-6

(Any four: 4 x 2 marks)

- Three hours at the computer are as effective as a day in (vocational) school.
- The trainees do not have to come to a central location.
- The companies/They save on travelling expenses
- The companies/They save on overnight costs.
- Less time lost
- Less rooms/accommodation needed/ They save space.
- A much better link between theory and practice/ work in sales department while learning about marketing on computer. (Theory and practice = 0)
- All trainees have the same experience
- It facilitates progress in learning

Question 4 (10 marks: 5 x 2 marks)

Im Text II sind Wörter unterstrichen, die unten nummeriert sind. Finden sie dazu aus der folgenden Liste (im Kasten) die passenden Synonyme und schreiben Sie sie jeweils daneben.

- | | | | |
|----|----------------------|----------------|-----|
| 2. | Auszubildende, Z.5: | Lehrling | (2) |
| 3. | aufgezeichnet, Z.16: | gefilmt | (2) |
| 4. | aufzeigen, Z.36: | sich melden | (2) |
| 5. | Unternehmen, Z.49: | Firma | (2) |
| 6. | außerdem, Z.56: | darüber hinaus | (2) |

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

Content = 13 (A=3; B=6; C=3; plus 1 discretionary mark); **Expression = 12.**

(a) Computer und Lernen

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

A (3 marks: 3 x 1 mark)

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

- Satz 1: **(1 mark)**
- Satz 2: **(1 mark)**
- Satz 3: **(1 mark)**

B (6 marks: 2 + 1; 2 + 1)

*Heute spielen Computer eine große Rolle für das Lernen in der Schule und zu Hause. Nennen Sie **zwei** positive und **zwei** negative Aspekte zum Lernen mit dem Computer.*

- Positiver Aspekt 1: **(2 marks)**
- Positiver Aspekt 2: **(1 mark)**

- Negativer Aspekt 1: **(2 marks)**
- Negativer Aspekt 2: **(1 mark)**

C (3 marks: 1 + 1 + 1)

*Der „elektronische Lehrer“ – ein Modell für die Zukunft: Kann der Computer die Rolle der Lehrerin/des Lehrers übernehmen? Begründen Sie Ihre Meinung, indem Sie **zwei bis drei** Gründe angeben!*

- Kann der Computer die Rolle der Lehrerin/des Lehrers übernehmen? **(1 mark)**
- Grund 1: **(1 mark)**
- Grund 2: **(1 mark)**

Have you awarded the one discretionary mark?

OR

(b) Kommunikation um jeden Preis

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

A (3 marks: 3 x 1 mark)

*Vor zehn Jahren spielte das Handy (Mobiltelefon) noch keine Rolle im täglichen Leben. **Wie ist das heute?***

- Sentence 1: **(1 mark)**
- Sentence 2: **(1 mark)**
- Sentence 3: **(1 mark)**

B (6 marks: 2+1; 2+1)

*Die Benutzung eines Handys hat Vorteile und Nachteile. Nennen Sie **zwei** Vorteile und **zwei** Nachteile.*

- Vorteil 1: **(2 marks)**
- Vorteil 2: **(1 mark)**

- Nachteil 1: **(2 marks)**
- Nachteil 2: **(1 mark)**

C (3 marks: 1+1+1)

In Deutschland sind Handys an einigen Schulen verboten. Warum, glauben Sie, ist das so? Wie finden Sie so ein Verbot? Wie ist das an irischen Schulen?

- Warum, glauben Sie, sind Handys an (deutschen) Schulen verboten? **(1 mark)**
- Wie finden Sie so ein Verbot? **(1 mark)**
- Wie ist das an irischen Schulen? **(1 marks)**

Have you awarded the one discretionary mark?

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

<p>0 – 4</p>	<p>Vocabulary <u>very</u> inadequate, word order very poor.</p> <p>Spelling very poor, serious grammar mistakes. Sentence structure very basic.</p>
<p>5– 9</p>	<p>Vocabulary: limited to adequate range – may still contain some English. Quite a few word order mistakes to fewer word order mistakes.</p> <p>Spelling inadequate to quite good, frequent to less frequent minor grammar mistakes/ some serious grammar mistakes. Limited to adequate range of structures used.</p>
<p>10 – 12</p>	<p>Vocabulary: very appropriate, even rich/adventurous. Few word order mistakes.</p> <p>Spelling good on the whole. Grammar correct on the whole. Evidence of competence in use of good range of structures.</p>

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.

SCHRIFTLICHE PRODUKTION (50)

Bearbeiten Sie (a) oder (b)

(a) Letter

*Your German penfriend, Peter/Petra, writes you a letter with some questions. Reply in German to the letter, giving detailed answers to the **four topic areas** asked about, and expressing your personal opinion. (Write approx. 160 words)*

Content = 20 + 5 discretionary marks

Expression = 25 marks

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

Op. (2)

Suitable opening:

- Bare minimum (**1 mark**)
- Elaboration (reference to content of letter received ...) (**1 mark**)

A. (4)

- **Wie** lernst du deine Vokabeln? (**Two** statements: **1 + 1 mark**)
- Was tust du sonst noch, um dein Deutsch zu verbessern? (**One** statement: **2 marks**)

B. (4)

- In Irland ist Irisch obligatorisch, oder? (**1 mark**)
- Wie lange müsst ihr das lernen? (**1 mark**)
- Lernt ihr das wie eine Fremdsprache? (**One** statement: **1 mark**)
- Sprechen alle Iren fließend Irisch? (**One** statement: **1 mark**)

C. (4) (über andere Kulturen lernen)

- **Was** lernst du über die deutschsprachigen Länder und das Leben (Sitten und Gebräuche) der Menschen dort?
(General statement without specific statements: max. 1 mark)
(**Two** specific statements: **1 + 1 mark**)
- **Wie** lernt man am besten, deiner Meinung nach, eine fremde Kultur kennen?
(**Two** statements: **1 + 1 mark**)

D. (4)

- Menschen anderer Nationalitäten: Woher kommen sie? (**1 mark**)
- Warum kommen sie nach Irland? (**Two** reasons: **1 + 1 mark**)
- Wie findest du das? (**One** statement: **1 mark**)

Cl. (2)

- Summing up (**1**)
- Formal/Informal closing formula (**1**)

Have you awarded the five discretionary marks?

OR

(b) Foto von Sportlerinnen:

Content = 20 + 5 discretionary marks

Expression = 25 marks

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

A. (3) Das Foto selbst:

- Beschreiben Sie, was Sie auf dem Foto sehen! (**Three elements: 1+ 1 + 1**)

B. (5) Dopingprobleme:

- Kennen Sie ein Beispiel von Doping? (Example: **1 mark**)
- Was meinen Sie, warum nehmen Sportler Drogen? (**Two reasons: 1 + 1 mark**)
- Was sind die möglichen Konsequenzen? (**Two consequences: 1 + 1 mark**)

C. (6) Sport treiben:

- Warum treiben so viele Leute Sport? Nennen Sie **drei** Gründe! (**1+1+1 mark**)
- Heutzutage werden Fitness-Center immer populärer. Warum? (**2 + 1 mark**)

D. (6) “Typische” Sportarten für Mädchen und Jungen:

- Nennen Sie Beispiele (Mädchen) (**1 mark**)
- Nennen Sie Beispiele (Jungen) (**1 mark**)
- Wie finden Sie das? (**Two statements: 1 + 1 mark**)
- Wie ist es an Ihrer Schule? (**Two statements: 1 + 1 mark**)

Have you awarded the five discretionary marks?

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

Errors: Mark in red, circle repeated errors, do not repenalise.
 Put circled **T** for errors in tense usage, **R** for register mistakes.
 Use wavy line for spelling mistakes, Groß- and Kleinschreibung, inaccurate vocab. use.
Underline other mistakes, putting ~~double~~ line under mistakes in word order.
 In the case of word order mistakes, also put **w.o.** in the left margin.

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

Content: Marked out of 25.

Expression: Marked out of 25 or 18. If the content mark is 12 or less, or the question is too short (less than 100 words), mark expression out of 18 and write 'lower E' to indicate this. Use the abbreviations (Op, A, B etc.) when showing individual content points, display total content points (C = ...) and add E/ lower E to give the total marks for the question.

Lower E **Full scale**
 Short or C ≤ 12

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

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.