



**Coimisiún na Scrúduithe Stáit**  
State Examinations Commission

**Leaving Certificate 2022**

**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 14.

## Annotations used in the marking

### Not all responses are annotated

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>[     ]</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Irrelevant Material                                                                                                                    |
| <b>+</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Good point of language                                                                                                                 |
| <b>P</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Half mark penalty for answers in language not specified/extraneous material/quotation without manipulation where manipulation required |
| <b>L</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Lower Expression                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spelling mistakes, <i>Groß-</i> and <i>Kleinschreibung</i> , inaccurate vocabulary use                                                 |
| <b>0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 0 marks awarded                                                                                                                        |
|  1  2  3<br>etc...                                                                                                                                                                                                                                                                                                            | 1, 2, 3, ... etc. mark(s) awarded                                                                                                      |
|  <b>a</b>  <b>b</b>  <b>c</b><br> <b>d</b>  <b>e</b>  <b>f</b> | Content marks for parts a, b, c, ... etc. in written sections                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Blank page                                                                                                                             |
| <b>W0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Word order mistake                                                                                                                     |
| st/CL1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Start/Closing sentence                                                                                                                 |
| MMS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Modified Marking Scheme                                                                                                                |

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

**(22, 17, 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. (22 marks: (a) 6; (b) 6; (c) 6; (d) 4)**

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

*The narrator's parents received an email. What information did it contain?*

*Give details. (lines 1 – 13)*

**(Any TWO details: 3, 3)**

1. A study / class / school trip (has been planned)
2. The study trip will take place from July 10<sup>th</sup> to (July) 16<sup>th</sup>.
3. Two teachers / Dr. Utz and Mrs. Kaiser will accompany the class.
4. The study trip programme.
5. ... teacher's contact data.
6. ... number and address of the youth hostel.
7. ... a packing list (for students).
8. ... a special reminder to bring identity card / passport.

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

*What rules must be followed? Give details. (lines 13 – 18)*

**(Any TWO details: 3, 3)**

1. No (mobile) phones / tablets / computers.
2. No smoking.
3. No alcohol.
4. If breaking the rules students will be sent home (at own expense).

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

*The narrator describes his class teacher. Give details. (lines 22 – 25)*

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

1. His name is (Dr.) Utz.
2. He is a history teacher.
3. He is old-fashioned / a fossil.
4. He holds monologues (in classes).
5. He makes bad jokes. // Nobody can laugh at his jokes.

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

*The narrator is not looking forward to a trip. What are his reasons? (lines 26 – 35)*

**(Any TWO details: 4 marks: 2, 2)**

1. Because (Dr.) Utz /their class teacher is coming with the class.
2. The students will have to visit / there will be lots of ruins / old churches / old buildings.
3. The students will have to prepare oral presentation.
4. They will have to listen to oral presentations.
5. (There will be) boring bus trips
6. going from museum to museum/lots of museums.
7. Phones will not be allowed.

**2. (17 marks (a) 8; (b) 6; (c) 3)**

**(a) 8 marks: (i) 4 marks; (ii) 4 marks)**

*(i) At first the mood on the bus is not great. Why?*

*How is the mood improved? (lines 37 – 54)*

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

**Why? (2 marks)**

**Any one:** The bus driver doesn't look friendly.

The driver refuses to play music.

The bus driver says he is no DJ.

There is no music on the bus.

**How? (2 marks)**

**Any one:** (Sarah has her) MP3-Player.

They have music / there is music

*(ii) Describe what happens after midnight. (lines 55 – 62)*

**(Any TWO details: 4 marks: 2, 2)**

1. The bus stops at a motor way station / rest stop / lay-by.
2. The bus stops for a toilet break. // Everybody runs for the toilets.
3. The bus driver / Herr Keller has a cigarette.
4. They continue their journey at 00.15 / a quarter after midnight.
5. (Five minutes later) they have / the bus has to turn back.
6. They forgot about Pavel. // Pavel was left behind.
7. They wonder: What did Pavel experience / what will Pavel tell them?
8. (But) Pavel was just using the toilet.

**(b) 6 marks: (i) 2 marks; (ii) 4 marks)**

*(i) What disrupts the quiet moment on the bus? (lines 72 – 77)*

**(2 marks)**

A (mobile) phone is ringing.

*(ii) How do the students **and** Herr Utz react to this? Give details. (lines 79 – 87)*

**Students:**

**(Any ONE detail: 2 marks)**

1. They panic. / Panic breaks out.
2. They try to / want to find the phone.
3. They try / want to switch the phone off.
4. They try to hide the phone.
5. They get very quiet / still.

**Herr Utz:**

**(Any ONE detail: 2 marks)**

1. He gets / rushes to the back of the bus.
2. He is looking for/wants the phone.
3. He shouts/gets mad.
4. He wants to know who owns the phone.
5. He counts to three.

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

*What do the students decide to do? Give details. (lines 93 – 96)*

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

1. Not to say who owns the phone.
2. Not to say a word.
3. Not to give a name.
4. To stick together.
5. To get the phone back.

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

2. **Sieben Tage ohne Handys (2)**  
Seven days without mobile phone (2)
3. **MP3-Player sind erlaubt (2)**  
MP3-players are allowed (2)
4. **Eine lange Nacht (2)**  
A long night (2)
5. **Alle gegen Utz (2)**  
Everybody against Utz (2)

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

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

**TEXT 1: ANGEWANDTE GRAMMATIK (15 marks)**

**Answer question 1 OR question 2**

**1. (15 marks: 15 x 1 mark)**

*... Say which **two words** each compound word is made up of and what the **underlined words mean**.*

|       |                |               |                                         |               |            |
|-------|----------------|---------------|-----------------------------------------|---------------|------------|
| (i)   | Jugendherberge | (Abschnitt 1) | Jugend <b>(1)</b> + Herberge <b>(1)</b> | youth hostel  | <b>(1)</b> |
| (ii)  | Computerverbot | (Abschnitt 1) | Computer <b>(1)</b> + Verbot <b>(1)</b> | computer ban  | <b>(1)</b> |
| (iii) | altmodisch     | (Abschnitt 2) | alt <b>(1)</b> + modisch <b>(1)</b>     | old fashioned | <b>(1)</b> |
| (iv)  | Busfahrer      | (Abschnitt 3) | Bus <b>(1)</b> + Fahrer <b>(1)</b>      | bus driver    | <b>(1)</b> |
| (v)   | Autobahn       | (Abschnitt 4) | Auto <b>(1)</b> + Bahn <b>(1)</b>       | motorway      | <b>(1)</b> |

**OR**

**2. (15 marks: 5 x 3 marks)**

- (i) am **(3)**
- (ii) mit **(3)**
- (iii) auf **(3)**
- (iv) im **(3)**
- (v) nach **(3)**

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

**(15, 17, 12, 6, 10)**

**1. (15 marks: (a) 9; (b) 6)**

**Allow past tense.**

**(a) 9 marks: 3, 3, 3**

*What information does the introduction give about the Interrail project?*

*Give **three** details.*

**(Any THREE details: 3, 3, 3 marks)**

1. It is a great adventure (for young people).
2. They can travel through all EU countries / Europe.
3. ... for one month.
4. The Interrail-Passport/pass/ticket is free.
5. 60.000 young Europeans (will) travel across their continent/Europe (this year).
6. It's called "DiscoverEU"
7. (They have to be) 18 years old.
8. The project started in 2018.
9. The tickets are raffled. / There is a raffle for the tickets.
10. (Thousands of) young people can travel by train / ... can get on and off the trains wherever they want / ...can discover Europe by train
11. They learn about other culture(s).
12. They (will) make new friends / form new friendships.

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

*Four young people apply for tickets. Give details. (Par. 1)*

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

1. They apply/applied in 2019.
2. They are school friends/Laura, Sophie, Nikolas, Leon.
3. They (are lucky to) get four Interrail-Passports/passes/ticket.
4. They start their trip after their leaving certificate exam / *Abitur*.
5. They travel for 25 days (through different countries).
6. They keep a diary.

**2. (17 marks: (a) 6; (b) 6; (c) 5)**

**(a) 6 marks**

*What do they pack for their trip? (Par. 2)*

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

1. summer clothes
2. warm clothes
3. rain jacket(s)
4. tent
5. sleeping bag(s)
6. drinking water
7. charger / mobile / camera
8. (Their) Interrail-Passport(s) /pass(es)/ticket(s)

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

*What do they do on Day 2 of their trip? Give details. (Par. 3)*

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

1. They spend 12 hours on five different trains. // They take five different trains.
2. They travel to Southern France / Côte d'Azur
3. They enjoy the (light blue) sea / blue sky / sun.
4. They relax at the beach. // They enjoy life at the beach.
5. (For two nights) they stay in a small holiday flat.
6. They enjoy / have a bit of luxury.

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

*On Day 7 the group leaves Bordeaux. Where do they go **and** why? Give details. (Par. 4)*

**Where?**

**(Any ONE detail: 3 marks)**

1. To the Atlantic.
2. They go to a campsite beside the sea.

**Why?**

**(Any ONE detail: 2 marks)**

1. It is too hot in Bordeaux / the town. // It is 42 degree Celsius.
2. (They need) to cool down / jump into the water.

**3. (12 marks: (a) 6 marks (b) 6 marks)**

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

*Brussels is another stop on their trip. Give details. (Par. 5)*

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

1. They stay for 24 hours.
2. They enjoy culture.
3. They enjoy going-out.
4. They go to a pub.
5. They drink Belgian beer.
6. They dance (through the night).
7. ... with (other young) people from Austria / France / Belgium / Scotland.
8. They stay in a hostel. // They arrive back at their hostel early in the morning.
9. They are tired and happy. // They travel on to Hamburg.

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

*Give details about the parade they see in Hamburg. (Par. 6)*

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

1. It is a *Pride Parade* with hundreds of people.
2. (they are demonstrating) for diversity/equality/uniqueness
3. ... with costumes/posters/music.
4. They (all) celebrate that they can live the way they are

**4. 6 marks: 3, 3**

*How do the four friends feel about their experience? Give details. (Par. 7)*

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

1. They are happy // feel lucky [They are lucky = 0 marks]
2. ... because they saw / experienced so much.
3. ... because they have many great memories / encounters.
4. They feel more mature/ grown up
5. They feel more open (to new experiences).
6. They learned/understood how free they are.

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

- True (2 marks)
- False (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 (Exp) to be marked consecutively.

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

Sie: *Hallo, Laura! Du bist gerade auf Interrail-Tour. Reist du allein oder mit Freunden?*

**(A1)** Laura: **Any ONE of the following for A1**  
**Ich reise mit meinen/vier Schulfreunden.**  
**Ich reise mit Sophie, Nikolas und Leon. (A1)**

Sie: *Wie lange dauert eure Reise?*

**(B1)** Laura: **Die Reise dauert 25 Tage / 3.611 Minuten (B1)**

Sie: *Wohin fahrt ihr heute?*

**(C1)** Laura: **Heute fahren wir nach Frankreich / Südfrankreich / Bordeaux / an die Côte d'Azur / nach Belgien / Brüssel / Hamburg. (C1)**

Sie: *Wie ist das Wetter dort?*

**(D1)** Laura: **Das Wetter / Es ist sehr warm / heiß. / .... (D1)**

Sie: *Wo übernachtet ihr?*

**(E2)** Laura: **Wir übernachten in einer Ferienwohnung / auf dem Campingplatz / im Hostel. (E2)**

Sie: *Was macht ihr abends?*

**(F2)** Laura: **Abends sitzen wir vorm Zelt. / Wir grillen Würstchen. / Wir gehen aus. / Wir gehen in die Kneipe. / ... (F2)**

Sie: *Oh, das hört sich alles gut an! Gute Reise, Laura!!*

**OR**

**E-Mail schreiben (25 – 30 words) (15 marks)**

**(Content = 8, expression = 7)**

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

**(b)** *You see the advertisement below and want to apply for a job at a tourist information office in Germany. Apply by email, **in German**, using the following points to guide you:*

**A. (3)** *Introduce yourself (name/age/where you are from).*

Ich heiße ..... (A1)

Ich bin ..... Jahre alt. (A1)

Ich wohne in ... / komme aus ..... (A1)

**B. (2)** *Any TWO of the following for B1 + B1*

*Mention **two** special qualities you have (friendly/open/you like to travel/ ...)*

Ich bin freundlich

Ich bin offen.

Ich reise gern.

**C. (1)** *Any ONE of the following*

*Say why you are perfect for the job (you worked as a tourist guide before/you have been to Germany/... ) Give **one** reason.*

Ich habe (schon/letztes Jahr/...) als Fremdenführer/Touristenführer gearbeitet. /

Ich war (schon/letztes Jahr/...) Touristenführer.

Ich war (schon/letztes Jahr/...) in Deutschland.

**D. (1)** *Say what languages you speak*

Ich spreche Deutsch und Englisch/Irisch/Französisch/Spanisch/...

**E. (1)** *Say when you can start working*

Ich kann am.../im.../... anfangen/beginnen zu arbeiten.

Ich kann ab ... arbeiten. / Ich kann vom/von ... an arbeiten.

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

**Errors:** Annotate all errors. For word-order errors use the annotation WO.

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

Annotate using the green L: L

**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      | <p><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></p> <p>Many spelling mistakes, serious grammar errors; cases generally incorrect; few correct agreements</p>                                              |
| 3 – 5     | 5 – 7      | <p><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></p> <p>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.</p> |
| 6 – 7     | 8 – 10     | <p><i>Vocabulary use good – rich, idiomatic and appropriate. Few word order mistakes. Good verb forms/tense formation.</i></p> <p>Spelling mistakes rare, grammar generally correct:<br/>Good level of accuracy in cases, verb endings and agreements.</p>                                                                                                          |

**N.B.** Take a global view of the language use (Exp = 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)**

**(9, 6, 6, 9, 10)**

**1. (9 marks: (a) 3 marks, (b) 6 marks)**

**(a) 3 marks**

*Three boys have developed an app. What is the purpose of the app? (Headline)*  
to fight/protect against cyber/online bullying

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

*Describe in detail the problem they want to tackle. (Par. 1)*

**(Any TWO details: 3, 3)**

1. Bullying is not only happening in the school yard/canteen/on the football pitch.
2. Cyber bullying is a big problem.
3. (It happens) on the net/social media/through messenger services.
4. One cannot run / get away (from cyber bullying).
5. Smart phones are always in your hand/in trouser pocket.

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

*Give details about the app. (Par. 2)*

**(Any TWO details: 3, 3)**

1. The app is called *Exclamo* / the Latin word for 'outcry'.
2. Students can inform their school/raise alarm in their school.
3. They can make contact with teachers/social workers/psychotherapists.
4. They can ask for help (from teachers/social workers/psychotherapists).
5. They can remain anonymous.
6. The app will start a chat. / Students can use a chat.

**3. (6 marks: (a) 4 marks; (b) 2 marks)**

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

*When did the boys get the idea for their app **and** what were they doing at the time? (Par. 3)*

**When? (2 marks)**

Three years **(1)** ago **(1)**

**What? (2 marks)**

They took part in a school project about bullying.

**(b) 2 marks:**

*Why do young people often not ask for help offline? (Par. 3)*

**(Any ONE detail: 2 marks)**

1. It is difficult (to ask for help)
2. They prefer /like to use chats/messenger services

**4. (9 marks: (a) 6 marks; (b) 3 marks)**

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

*What information does Jan give about the creation of their app? Give details. (Par. 4)*

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

1. Jan programmed the app together with (his friend) Kai.
2. It took a few months.
3. The boys worked on it in the afternoon/after school.
4. It was stressful.
5. ... they were doing their *Abitur*/they were in the middle of their *Abitur* (examinations).
6. (But) they had a lot of fun.
7. Parents and teachers supported them.

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

*How did the boys develop their concept even further? Give details. (Par. 4)*

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

1. They continued to work on the app.
2. They worked on/developed a website.
3. Their website/*krisenchat* is online/up and running since 2020.
4. Every month 4.000 young people use *krisenchat* / ask for help.
5. They have 300 people/helpers/volunteers

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

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

**SCHRIFTLICHE PRODUKTION: 30 marks (St. = 4, C = 15, CL = 1, Ex. = 10)**

**(a) Letter**

**Candidates to answer any FIVE points from points A – F below.**

**Where a candidate has answered more than five, mark all.**

**St. (4)** Completing the first paragraph. Insertion of appropriate sentences. **(4 x 1 mark)**

- habe ich **(1)**
- von meinen Großeltern **(1)**
- mit dem sie **(1)**
- der Welt **(1)**

**A. (3)** Describe the van (age/colour/size/make...) **(three details)**  
**(A1 + A1 + A1)**

**B. (3)** Say what is inside the van (bed/kitchen/toilet...) **(B1)** and what you still have to buy (table/chairs/glasses...) **(B1 + B1)**

**C. (3)** Say that you want to travel **(C1)** to a festival in summer **(C1)**  
and say where it will take place **(C1)**

**D. (3)** Say that you will go to university **(D1)** in September **(D1)**  
and say where you will live (with friends/family...) **(D1)**

**E. (3)** Say what you will study **(E1)** and why **(two reasons)** **(E1 + E1)**

**F. (3)** Say you will go to Germany **(F1)** next year **(F1)** to visit Paul/Paula **(F1)**

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

**Exp. (10)** Use the grid on page 14 to calculate **expression mark** in relation to **C (Content)**.

**OR**

**(b) Picture Story: 30 marks (St. = 8, C = 12, Exp. = 10)**

**St. (8)** Completing the first paragraph. Insertion of appropriate sentences. **(4 x 2 marks)**

- und ihr Freund **(2)**
- ist voll im Trend **(2)**
- möchten zusammen **(2)**
- nach Informationen **(2)**

*Write 3 sentences on two of the pictures and 2 sentences on three of the pictures  
(total 12 sentences)*

**C (12)** (pictures 2 – 6) ... **12 marks** as indicated below.

**Guidelines for marking of content:**

**(i) THREE relevant points of information for any TWO pictures.**

**AND TWO relevant points of information for remaining THREE pictures.**

**(ii) Each relevant point of information = 1 mark**

**Each point of information must contain a verb.**

**N.B. Where a candidate has answered in excess of what is required:**

**Mark all and pick the best i.e. the best 3 sentences on any 2 of the pictures**

**AND the best 2 sentences on any 3 of the pictures for final content mark.**

**Exp. (10)** Use the grid on page 14 to calculate **expression mark** in relation to **C (Content)**.

**LISTENING COMPREHENSION TEST:**

**(100 marks: 29, 20, 21, 30)**

**First Part: Interview**

**(29 marks: 4, 4, 6, 6, 9)**

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

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

**(i)** *In what year was the first youth hostel in Germany opened?*

1912 **(2)**

**(ii)** *Where was this first youth hostel?*

**Any ONE detail: 2 marks**

(a) In Altena

(b) Northrhine-Westphalia / Nordrhein-Westfalen.

(c) Western (Germany)

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

**(i)** *What was Richard Schirrmann's job?*

Teacher **(2)**

**(ii)** *Where did Richard Schirrmann and his group have to sleep while on their trip?*

In a school **(2)**

**3. 6 marks: 2, 2, 2 marks**

**(i)** *How many youth hostels are there in Germany and worldwide?*

Germany: 450 hostels **(2)**

Worldwide: 4000 hostels **(2)**

**(ii)** *Who can stay in youth hostels?*

Children / young people / teenagers / adults / everyone **(2)**

**4. 6 marks: 3, 3 marks**

*Why are youth hostels so popular? Give details*

**Any TWO details: 3, 3 marks**

- (a) (Usually) cheaper than hotels (*Allow: cheap = 1 mark*)
- (b) Central / in the centre
- (c) In a nice area
- (d) Meeting place
- (e) Meet/get to know people from all over the world/many countries  
(*Allow: meet new people/friends = 1 mark*)
- (f) Come into contact with other culture(s)
- (g) Learn respect
- (h) Learn tolerance

**5. 9 marks: 3, 3, 3 marks**

*What facilities do youth hostels have? Give details.*

**Any THREE details: 3, 3, 3 marks**

- (a) Modern
- (b) Double rooms with shower and toilet / ensuite.
- (c) Canteen
- (d) Kitchen
- (e) Common room
- (f) Internet
- (g) (Swimming) pool(s)
- (h) Sport(s) (facilities)
- (i) Bike hire
- (j) Holiday programmes
- (k) Courses for adults / children / sports / music / adventure / nature

**Second part: Telephone call**

**(20 marks: 6, 4, 7, 3)**

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

**1. 6 marks: 3, 3 marks**

*The caller reports an accident. Give details.*

**Any TWO details: 3, 3 marks**

- (a) Hiking (*Allow: walking*) / in the mountains.
- (b) Emma/his (girl)friend fell.
- (c) She can't walk any more
- (d) Hurt leg
- (e) Leg is bleeding
- (f) Leg is swollen
- (g) Leg might be broken. (*Allow: she broke her leg/her leg is broken*)
- (h) She is in pain
- (i) Cannot carry her
- (j) It's getting dark.
- (k) He doesn't know the area
- (l) Emma / girlfriend needs a doctor
- (m) She is very cold
- (n) She is shivering

**2. 4 marks:**

*What does the lady tell the man to do?*

**Any ONE detail: 4 marks**

- (a) to stay where he is
- (b) to keep her/Emma/girlfriend warm
- (c) to give phone number

**3. 7 marks: 4, 3**

**Name: K-R-A-U-S-E (4)**

**N.B.** Deduct 1 mark for each incorrect/missing letter.

**Phone number: (0163) 56 24 728 (3) N.B. All or nothing**

**4. 3 marks**

*The phone call is to a*  
a mountain rescue **(3)**

**Third Part: Conversation**

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

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

**1. 2 marks**

*Why is Noah's mother concerned about him?*

(He looks) tired. **(2)** (Allow: he hasn't been sleeping / he cannot sleep)

**2. 8 marks: 4, 4 marks**

*Noah is studying medicine in university. What does he think about his course?  
Give details.*

**Any TWO details: 4, 4 marks**

- (a) His studies/ medicine course not going well.
- (b) He had different expectations.
- (c) He finds it dry
- (d) (He finds it) difficult
- (e) (He finds it) boring.
- (f) Too much theory.
- (g) He has to study all the time.
- (h) He gets bad grades/marks
- (i) It's not right for him / he doesn't like it.
- (j) He can't continue with it.

**3. 8 marks: 4, 4 marks**

*What languages does he want to study?*

English **(4)** and Spanish **(4)**

**4. (3 marks)**

*At the end of the conversation, Noah's mother says*

he should discuss this with her and his father **(3)**

**Fourth Part: News**

**(30 marks: 10, 6, 6, 8)**

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

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

**(i)** *How much does a Blind Booking ticket cost?*

69 Euro **(2)**

**(ii)** *Passengers can choose from different holiday categories. Name **two**.*

**Any TWO details: 4, 4 marks**

- (a) Sun / beach
- (b) City / town (tours)
- (c) Art / culture
- (d) Party

**2. 6 marks: (i) 2, 2 marks; (ii) 2 marks**

**(i)** *When and where did the recent protest take place?*

**When:** (last) Friday **(2)**

**Where:** Frankfurt **(2)**

**(ii)** *The protest was organised to highlight*

the finance sector's role in the climate crisis **(2)**

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

**(i)** *Jonas Deichmann is travelling around the world. How many months will his journey take?*

14 **(2)**

**(ii)** *How is he travelling? Give details.*

**Any TWO details: 2, 2 marks**

- swimming
- running
- cycling

*(Allow: Triathlon if other answers are not given (2))*

4. **8 marks: (i) 4 marks: 2, 2 marks; (ii) 4 marks: 2, 2 marks**  
**(i)** *What is the weather forecast for southern Germany?*

**Any TWO details: 2, 2 marks**

- (a) Sunny
- (b) Rising temperatures
- (c) 12 to 16 degrees
- (d) Wind from southwest
- (e) Mild at night

- (ii)** *What is the weather forecast for northern Germany?*

**Any TWO details: 2, 2 marks**

- (a) Rain
- (b) Wind from west
- (c) (Day:) 10 to 14 degrees
- (d) (Night:) 6 to 8 degrees

## Teil 1: Interview mit Herrn Hoffmann

- Moderatorin: Heute haben wir Herrn Hoffmann im Studio. Herr Hoffmann, Sie sind Leiter einer Jugendherberge hier in Bayern. Wann und wo genau wurde die erste Jugendherberge Deutschlands eröffnet?
- Herr Hoffmann: Die erste Jugendherberge wurde 1912 auf der Burg in Altena, einer kleinen Stadt in Nordrhein-Westfalen im Westen Deutschlands eröffnet.
- Moderatorin: Vor über hundert Jahren also. Und wer hatte die Idee, eine Jugendherberge zu eröffnen?
- Herr Hoffmann: Das war der Lehrer Richard Schirrmann. Er hat mit einer Schulklasse für ein paar Tage einen Ausflug gemacht. Sie fanden lange keine Unterkunft und mussten deshalb in einer Schule im Dorf schlafen. Herr Schirrmann konnte aber nicht schlafen. Während der Nacht hatte er die Idee, eine Jugendherberge zu eröffnen. Und diese erste Jugendherberge war auf der Burg in Altena.
- Moderatorin: Und jetzt gibt es Jugendherbergen überall in Deutschland und weltweit, oder?
- Herr Hoffmann: Ja. In Deutschland gibt es zur Zeit ungefähr 450 Jugendherbergen und weltweit mehr als 4.000 Jugendherbergen in 90 Ländern.
- Moderatorin: Und muss man wirklich ein Jugendlicher sein, um dort zu übernachten?
- Herr Hoffmann: Nein, nein. Heutzutage muss man nicht unbedingt ein Kind oder ein Jugendlicher sein, um in einer Jugendherberge zu übernachten. Erwachsene sind auch willkommen!
- Moderatorin: Nach wie vor sind Jugendherbergen ja sehr populär. Warum ist das so?
- Herr Hoffmann: Sie sind meistens billiger als Hotels. Oft liegen sie sehr zentral und in einer schönen Gegend. Jugendherbergen sind nicht nur eine Unterkunft sondern auch ein Treffpunkt für Menschen aus vielen Ländern. Man trifft leicht andere Gäste und lernt sich kennen. Man kommt in Kontakt mit verschiedenen Kulturen und lernt dadurch Respekt und Toleranz.
- Moderatorin: Das ist in der heutigen Zeit sehr wichtig! Welche Einrichtungen gibt es denn normalerweise in den Jugendherbergen?
- Herr Hoffmann: Es gibt natürlich viele moderne Einrichtungen! Doppelzimmer mit Dusche und WC sind Standard. Außerdem gibt es eine Kantine, eine Küche, Gemeinschaftsräume mit WLAN Internetzugang, aber oft auch ein Schwimmbad, Sporteinrichtungen und sogar einen Fahrradverleih.
- Moderatorin: Das ist ja toll. Und werden auch andere Aktivitäten angeboten?
- Herr Hoffmann: Ja. Viele Jugendherbergen bieten ebenso organisierte Ferienprogramme und Kurse für Erwachsene und Kinder in Bereichen wie Sport, Musik, Abenteuer und Natur.

## Teil 2: Telefonanruf

Bergwacht: Notruf der Bergwacht Miesbach. Schuster am Apparat, wie kann ich Ihnen helfen?

Wanderer: Hallo, hallo! Ich hoffe, Sie können mich hören! Bitte helfen Sie uns! Wir sitzen hier fest und können nicht mehr weiter!

Bergwacht: Bitte beruhigen Sie sich! Sagen Sie mir zuerst Ihren Namen?

Wanderer: Hier spricht Markus Krause.

Bergwacht: Guten Tag, Herr Krause. Was ist passiert?

Wanderer: Ich bin hier mit meiner Freundin Emma auf Wandertour in den Bergen. Sie ist hingefallen und kann nicht mehr weiter laufen.

Bergwacht: Hat Emma sich verletzt?

Wanderer: Ja. Sie hat sich am Bein verletzt. Es blutet und es ist ganz geschwollen. Ich denke, sie hat sich das Bein gebrochen. Sie schreit vor Schmerzen.

Bergwacht: Mhm.

Wanderer: Was sollen wir nur tun? Ich kann sie nicht tragen, weil sie starke Schmerzen hat und bald wird es dunkel. Sie müssen uns helfen! Ich bin total verzweifelt und mache mir große Sorgen um Emma. Ich kann vor Sorge einfach nicht mehr klar denken.

Bergwacht: Also, mal ganz ruhig, Herr Krause. Wir helfen Ihnen so schnell wie möglich. Ihr Handy hat mir die GPS-Daten für Ihren genauen Standort schon gesendet.

Wanderer: Oh, da bin ich ja erleichtert, denn ich kenne die Gegend hier überhaupt nicht. Emma braucht sofort einen Arzt! Ihr ist schrecklich kalt und sie zittert am ganzen Körper!

Bergwacht: Gut, Herr Krause. Bleiben Sie, wo sie sind und versuchen Sie, Ihre Freundin so gut wie möglich warm zu halten. Der Notarzt kommt so schnell es geht zu Ihnen. Bitte geben Sie mir Ihre Handynummer.

Wanderer: Meine Handynummer ist 0163 56 24 7 2 8

Bergwacht: Also, 0163 56 24 7 2 8. Und Ihr Name war Krause, nicht wahr?

Wanderer: Ja, Krause. K-R-A-U-S-E. Bitte kommen Sie so schnell wie möglich.

### Teil 3: Gespräch

Noah: Hallo Mama. Ich bin zuhause.

Mama: Hallo Noah. Schön, dass du fürs Wochenende von der Uni da bist. Du siehst müde aus. Ist alles in Ordnung?

Noah: Na ja, Mama... ich habe in den letzten paar Nächten nicht so gut geschlafen. Ehrlich gesagt, habe ich fast kein Auge zugekriegt.

Mama: Wieso das denn? Was ist denn los?

Noah: Also, ich weiß nicht, wie ich es dir sagen soll, aber...

Mama: Raus mit der Sprache! Du weißt doch, dass du mir alles sagen kannst.

Noah: Also, mein Medizinstudium läuft gar nicht gut. Ich hatte ganz andere Erwartungen von meinem Studium. Ich finde es trocken und schwierig und auch ziemlich langweilig.

Mama: Ach ja?

Noah: Ja. Medizin ist im Studium viel zu theoretisch und das ständige Pauken liegt mir gar nicht. Ich bekomme schlechte Noten, obwohl ich Tag und Nacht lerne. Ich glaube nicht, dass es das Richtige für mich ist. Ich kann mit diesem Studium einfach nicht weitermachen. Aber ich möchte dich und Papa nicht enttäuschen.

Mama: Ach Noah, es tut mir aber Leid das alles zu hören. Bist du dir denn sicher, dass es nichts für dich ist? Ich meine, Papa und ich akzeptieren deine Entscheidung natürlich und wir werden zusammen eine Lösung finden. Wir wollen nur das Beste für dich, mein Sohn.

Noah: Danke, Mama.

Mama: Weißt du denn schon, was du stattdessen machen willst?

Noah: Ja, ich möchte den Studiengang wechseln. Am liebsten würde ich Sprachen studieren, Englisch und Spanisch. Dann könnte ich auch ein Auslandsjahr in Irland oder Spanien machen.

Mama: Ja, wenn du meinst...?

Noah: Ja, ich habe lange darüber nachgedacht. Ich habe mit Freunden darüber gesprochen und ich bin zur Karriereberatung an der Uni gegangen.

Mama: Okay, du scheinst schon einen Plan zu haben - toll! Wenn Papa nach Hause kommt, werden wir alle drei nochmal zusammen darüber reden.

Noah: Gut, das machen wir!

Mama: Mach dir keine Sorgen! Es wird alles gut!

## Teil 4

**Die Nachrichten. Berlin.** Ein neuer Reisetrend, der immer mehr Fans weltweit findet, heißt *Blind booking*. Das bedeutet, man bucht einen Flug, ohne das Reiseziel zu kennen. Für 69 Euro Hin- und Rückflug kann man so preiswert die Welt sehen. Man hat die Wahl zwischen Kategorien wie Sonne und Strand, Stadt-Touren, Kunst und Kultur oder Partyurlaub. Kurz nach der Buchung findet man heraus, wohin der Flug geht. Für die Passagiere ist ein solcher Urlaub ein Abenteuer und etwas Anderes. Für die Fluglinien wie Lufthansa hat das den Vorteil, dass im Flugzeug keine Plätze frei bleiben.

**Frankfurt.** Zahlreiche Menschen sind am vergangenen Freitag in Frankfurt bei einem zentralen Klimastreik der Bewegung *Fridays for Future* auf die Straßen gegangen. Im Mittelpunkt standen Proteste gegen den Finanzsektor. Die Polizei sprach von 4.500 Teilnehmern, die friedlich, störungsfrei und ohne Probleme demonstrierten. Die Klimaaktivisten glauben, dass Banken nicht genug klimaneutrale Firmen und alternative Energiequellen unterstützen. Der Finanzsektor finanziere indirekt die Klimakrise und verkaufe unsere Zukunft, so Annette Ritter von *Fridays for Future*.

**München.** Reise um die Welt fast geschafft! Extremsportler Jonas Deichmann aus Stuttgart kommt nach einer 14-monatigen Reise in den nächsten Tagen wieder in München an - an dem Ort, wo er seine Reise begann. Nach mehr als einem Jahr Schwimmen, Laufen und Radfahren hat der 34-Jährige die Welt per Triathlon umrundet. Jonas freut sich darauf, sich nach seiner Weltreise entspannen zu können.

**Und nun zum Wetter.** Im Süden Deutschlands kommt die Sonne immer häufiger durch und die Temperaturen steigen auf frühlingshafte 12 bis 16 Grad bei einem leichten Wind aus Südwest. Auch nachts bleibt es mild. Weiter im Norden muss noch mit lang anhaltenden Regenfällen gerechnet werden. Es weht ein starker Wind aus dem Westen bei Tageshöchsttemperaturen zwischen 10 und 14 Grad. Die Nachttemperaturen liegen bei 6 bis 8 Grad.







