



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

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 13.

Annotations used in the marking

Not all responses are annotated

[]	Irrelevant Material
P	Half mark penalty for answers in language not specified/extraneous material/quotation without manipulation where manipulation required
L	Lower Expression
	Grammar mistakes, tenses, inaccurate vocabulary use, spelling mistakes, omissions ...
0	0 marks awarded
 1  2  3 etc...	1, 2, 3, ... etc. mark(s) awarded
 a  b  c  d  e  f	Content marks for parts a, b, c, ... etc. in written sections
	Blank page
WO	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) 4; (b) 6; (c) 4; (d) 8)

(a) 4 marks: (i) 2, (ii) 2

(i) What does the narrator enjoy doing with his mother? (lines 1 – 4)

(Any ONE detail: 2 marks)

1. Making salad
2. Talking about the salad

(ii) Where does the narrator want to go instead of the summer camp? (lines 11 – 16)

to his Granny / Granny's house **(2 marks)**

(b) 6 marks

Why does the narrator's mother think a summer camp is a good idea? Give details.

(lines 17 – 31)

(Any TWO details: 6 marks: 4, 2 marks)

1. Nature (will do him good)
2. Evenings with a...campfire
3. Games evenings/nights
4. Disco
5. It sounds like fun
6. It's only for a week
7. It's located in (the middle of) a forest
8. Fresh air
9. (Nearly) everyone in his class is going

(c) 4 marks

The narrator is against the idea of a summer camp. What are his reasons? (lines 17 – 32)

(Any TWO details: 4 marks: 3, 1 marks)

1. "Nature? Me?"
2. It does not sound like fun (at all)
3. Smoke in his eyes
4. Uncomfortable seats
5. Cold nights
6. No way is he going into the forest
7. He doesn't care about the other students (in his class)

(d) 8 marks: 6 marks, 2 marks

*What does the narrator see on the front of the brochure **and** why is it not realistic? (lines 32 – 43)*

What: (Any TWO details: 6 marks: 4, 2 marks)

1. Photos / pictures
2. huts
3. trees
4. tents
5. mountains / hills
6. (a) river
7. (a) blue sky

Why is it not realistic: (Any ONE detail: 2 marks)

1. There are no insects
2. ... no wild boars
3. no rain

2. (17 marks (a) 8; (b) 7; (c) 2)

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

(i) The narrator's other option is to attend the holiday programme in his school. Why does he really hate this option? (lines 50 – 58)

(Any TWO details: 4 marks: 3, 1 marks)

1. (The activities are) for children / kids
2. boring
3. Do arts and crafts
4. Collect flowers (from the school garden)
5. Awful
6. (Last year) he hid in the toilet
7. Counted the clouds

(ii) The narrator decides to go to the summer camp. Why? Give details. (lines 59 – 68)

(Any TWO details: 4 marks: 3, 1 marks)

1. The holiday programme is not for him // summer camp is better than holiday programme
2. Mother must work a lot
3. She doesn't have much time for herself
4. She made plans without him
5. His mother is ok
6. It / Life is (really) not easy with him
7. Sometimes he does stupid things
8. Last week he tried to dry a t-shirt in the toaster

(b) 7 marks: (i) 2; (ii) 5

(i) Describe the scene at the meeting point for the summer camp. (lines 69 – 81)

(Any ONE detail: 2 marks)

1. bus park/parking space
2. edge of town **ALLOW: suburbs**
3. clouds
4. Almost all from the class are there
5. Some rich kids are not there
6. Even Jörg is there

(ii) The narrator lists several groups of students going to the summer camp. Give details. (lines 82 – 85)

(Any TWO details: 5 marks: 3, 2 marks)

1. Loud students / group
2. Nice students / group
3. The gamers / Students who play computer games
4. The horse girls / girls who like horses
5. Marko and (his/the) boys // the boys who always laugh too loudly

(c) 2 marks

How does the narrator feel when getting on the bus? (lines 86 – 96)

(Any ONE detail: 2 marks)

1. He's in a bad mood / moody
2. He's afraid / scared / anxious / nervous / worried
3. He will miss his Mum
4. He won't say it / how he feels

3. (16 marks: 4 x 2 marks per heading, 4 x 2 marks for correct explanation)

2. **Ich mag den Wald nicht (2)**
I don't like the forest (2)
3. **Das Ferienprogramm ist nicht für mich (2)**
The holiday / summer programme is not for me (2)
4. **Die Schüler aus meiner Klasse (2)**
Students from my class (2)
5. **Der Bus fährt ab (2)**
The bus leaves / departs (2)

4. (5 marks: 5 x 1 mark)

	(1)	(1)	(1)	(1)	(1)
1 d	2 a	3 e	4 f	5 c	6 b

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 (10 marks) and what the **underlined words mean**. (5 marks)*

- | | | | | |
|-------|---------------------|---------------|--|---------------------------|
| (i) | Italienischkurs | (Abschnitt 1) | Italienisch (1) + Kurs (1) | Italian course (1) |
| (ii) | Spielabend(e) | (Abschnitt 2) | Spiel (1) + Abend (1) | games |
| | evening(s)/night(s) | (1) | | |
| (iii) | Schulgarten | (Abschnitt 3) | Schul (1) + Garten (1) | school garden (1) |
| (iv) | hundertprozent | (Abschnitt 4) | hundert (1) + Prozent (1) | hundred percent/ 100% |
| | (1) | | | |
| (v) | Busfenster | (Abschnitt 5) | Bus (1) + Fenster (1) | bus window |
| | (1) | | | |

OR

2. (15 marks: 5 x 3 marks)

- | | | |
|-------|-----|------------|
| (i) | bei | (3) |
| (ii) | in | (3) |
| (iii) | von | (3) |
| (iv) | auf | (3) |
| (v) | an | (3) |

TEXT II: LESEVERSTÄNDNIS (60 marks)

(6, 12, 15, 17, 10)

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

1. (6 marks)

What did these young people want to do instead of studying at university? (Introduction)

(Any TWO details: 6 marks: 4, 2 marks)

1. an apprenticeship
2. be a technician
3. be a baker
4. be an assistant in a pharmacy/chemist

2. (12 marks: (a) 3; (b) 9)

(a) 3 marks

What did Maximilian do in 2022? (Par. 1)

(Any ONE detail: 3 marks)

1. He finished school
2. At first/initially he wanted to study at/go to university
3. He wasn't sure (if it/studying at university was a good idea)
4. He took the time to find out/decide what he really wanted to do//He took time out

(b) 9 marks (3, 6 marks)

*Where is Maximilian doing his apprenticeship **and** what does he like about it? Give details (Par. 2)*

Where? (any ONE detail: 3 marks)

1. With Siemens
2. In Vienna

What? (Any TWO details: 6 marks: 4, 2 marks)

1. He loves the work
2. He learns so much from the others
3. (The best thing is that) he's also earning money

3. (15 marks: (a) 9; (b) 6)

(a) 9 marks: (i) 3 marks; (ii) 6 marks

(i) Where did Lena do her work experience? Give details. (Par. 3)

(Any ONE detail: 3 marks)

1. a bakery
2. in Linz

(ii) What else does she say about her work experience? Give details. (Par. 3)

(Any TWO details: 6 marks: 4, 2 marks)

1. She found it super / great.
2. She wanted to stay (working) there.
3. It was really/very interesting
4. It motivated her to do an apprenticeship
5. She thought why doesn't she become a baker

(b) 6 marks

Describe Lena's apprenticeship. (Par. 4)

(Any TWO details: 6 marks: 4, 2 marks)

1. After school
2. 2 years.
3. Practical.
4. Creative.
5. Fun.

4. (17 marks: (a) 9; (b) 6; (c) 2 marks)

(a) 9 marks

After school, Carina went to university. Give details. (Par. 5)

(Any THREE details: 9 marks: 4, 3, 2 marks)

1. She studied pharmacy // wanted to work in a pharmacy / chemist
2. The course was too difficult for her.
3. She tried a different subject/ course of study.
4. She found it stressful.
5. She found it intense/intensive.
6. She tried a third course.
7. She decided she'd rather do an apprenticeship
8. She prefers the apprenticeship/Innsbruck

(b) 6 marks

Why does she like working in the pharmacy so much? Give details. (Par. 6)

(Any TWO details: 6 marks: 4, 2 marks)

1. (She likes) the contact with customers. **ALLOW: people**
2. (She likes) talking to them / the customers. **ALLOW: people**
3. She can stay in her (home)town.

(c) 2 marks

Carina's parents think differently now. Why? (Par. 7)

(They see that) she is very happy.

5. (10 marks: 5 x 2 marks)

False (2 marks)

True (2 marks)

True (2 marks)

False (2 marks)

True (2 marks)

TEXT II: ÄUSSERUNG ZUM THEMA (15 marks)

(Content = 8, expression = 7)

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

(a) Complete Lena's part of the dialogue below based on the information given in **TEXT II**.

(Write 25 – 30 words)

Sie: Hallo, Lena! Du hast ein Praktikum gemacht. Wann war das?

(A1) Lena: **Das war im Sommer 2022. (A1)**

Sie: Wo hast du dieses Praktikum gemacht?

(B1) Lena: **Ich habe es in einer Bäckerei/in Linz gemacht. (B1)**

Sie: Wie war das Praktikum?

(C2) Lena: **(Any 2: C1 + C1)**
Es war super / interessant / es hat mich motiviert, eine Lehre zu machen/ ich wollte dort bleiben

Sie: Und was hast du nach der Schule gemacht?

(D1) Lena: **Ich habe eine Lehre (zur Bäckerin) gemacht. (D1)**

Sie: Wie lange hat deine Lehre gedauert?

(E1) Lena: **Sie hat zwei Jahre gedauert. (E1)**

Sie: Und was sind deine Pläne für die Zukunft?

(F2) Lena: **Ich möchte meine eigene Bäckerei eröffnen/haben. (F1)**
Ich möchte Backunterricht geben. (F1)

Sie: Vielen Dank für das Interview, Lena, und viel Erfolg in deinem Beruf!

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

(Content = 8, expression = 7)

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

*You would like to do an apprenticeship in a travel agency in Austria. You see the advertisement below and would like to apply. Write an email, **in German**, and use 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 komme aus (A1)
- B. (1)** Say that you would like to do an apprenticeship
 Ich möchte eine Lehre machen. (B1)
- C. (2)** Mention two qualities you have (friendly/intelligent/ ...)
 Ich bin freundlich (C1) und intelligent (C1)/ ...
- D. (1)** Say that you love to travel
 Ich reise gern. (D1)
- E. (1)** Say what languages you speak (German/ ...)
 Ich spreche Deutsch und ... (E1)

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: 

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.</i> <i>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 (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) (4, 10, 4, 12, 10)

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

1. (4 marks)

What do we learn about friends in the introduction?

(Any TWO details: 4 marks: 3, 1 marks)

1. We have many of them on social media
2. We have only one best friend
3. Friends get on well together
4. spend a lot of time with them
5. laugh
6. argue / fight
7. friends for life
8. do things together
9. chat / text on phones
10. trust them

2. (10 marks: (a) 2; (b) 4; (c) 4 marks)

(a) 2 marks

Why is it difficult to find true friends on social media? (Par. 1)

(Any ONE detail: 2 marks)

1. (Social media/it) only shows one side of us
2. (On Instagram/ TikTok) everyone wants to look fantastic
3. (On Instagram/ TikTok) everyone wants to be individual
4. (On Instagram/ TikTok) everyone wants to be perfect

(b) 4 marks

What makes it difficult to find friends in real life? (Par. 1)

(Any ONE detail: 4 marks)

1. moving away for work
2. moving away for college
3. our fast society / life / world
4. our digital society / life / world

(c) 4 marks

What qualities does a good friend have? (Par. 2)

(Any TWO details: 4 marks: 3, 1 marks)

1. likes us as we are
2. says "you are great" (in difficult times)
3. is similar to us
4. ticks like us

3. (4 marks)

What does Tobias think about friendships between girls and boys? Give details. (Par. 3)

(Any TWO details: 4 marks: 3, 1 marks)

1. It's easier to be friends with boys
2. was friends with girls before
3. always fell in love with the girl
4. There is a risk one person wants more (than friendship)
5. It's (more) complicated

4. (12 marks: (a) 6 marks; (b) 6 marks)

(a) 6 marks

Alina thinks girls need a best friend. Give details. (Par. 4)

(Any TWO details: 6 marks: 4, 2 marks)

1. Can tell her everything
2. (This) trust is important
3. (Can talk about) big and small problems
4. Help each other
5. Laugh a lot
6. Is like a big sister

(b) 6 marks

What do we learn about Tobias' best friend? Give details. (Par. 4)

(Any TWO details: 6 marks: 4, 2 marks)

1. Knows him since Kindergarten/playschool
2. Is always there for him
3. They do everything together
4. Listens to him (regardless)

5. (10 marks: 5 x 2 marks)

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

SCHRIFTLICHE PRODUKTION: 30 marks (St. = 4, C = 16, Ex. = 10)

(a) Letter (Candidates to answer any FIVE points)

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

- dass ich **(1)**
- musste ich **(1)**
- Pläne machen **(1)**
- organisiere gerade **(1)**

- A. (3)** Say when **(A1)** and where **(A1)** the birthday party is taking place **(A1)**
- B. (3)** Say how many people **(B1)** are coming to the party **(B1)** and how they will get there **(B1)**
- C. (3)** Say that your brother would like **(C1)** a chocolate cake **(C1)** and that you will bake it **(C1)**.
- D. (3)** Say what present **(D1)** you will buy **(D1)** for your brother and why **(D1)**
- E. (3)** Say that you will listen **(E1)** to music **(E1)** and dance **(E1)** at the party
- F. (3)** Ask your friend if he/she would also like to come to the party **(F1)** and mention **one other** thing **(F2)** you can do during the visit
- Cl (1)** Write a suitable closing sentence **(1)**

Ex. (10) Use the grid on page 13 to calculate **expression mark** in relation to **C (Content)**.

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

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

- an der Nordsee **(2)**
- lesen sie **(2)**
- liegt Müll **(2)**
- mithelfen **(2)**

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.

TWO relevant points of information for THREE pictures.

Each relevant point of information = 1 mark

(ii) Each point of information must contain a verb.

Ex. (10) Use the grid on page 13 to calculate **expression mark** in relation to **C (Content)**.

LISTENING COMPREHENSION TEST:

(100 marks: 24, 20, 24, 32)

First Part: Interview

(24 marks: 8, 4, 4, 4, 4)

1. (8 marks: (i) 4; (ii) 4)

(i) *What gave Frau Arnold the idea to become a lorry driver?*

(Any TWO details: 4 marks: 3, 1)

- (a) dad had worked as a truck/lorry driver
- (b) loved going/travelling with him (as a child)
- (c) became unemployed in 2020/ due to Corona (Pandemic)
- (d) sat at home for weeks
- (e) thought about her career plans
- (f) wanted to do something new
- (g) wanted to see the world
- (h) saw an article / in the paper about jobs / an article about truck drivers
- (i) thought it would be ideal for her

(ii) *What training did she do to become a lorry driver?*

(Any TWO details: 4 marks: 3, 1)

- (a) (in 2021) she started a three year long
- (b) at/with a trucking/transport/haulage company
- (c) in Nuremberg / Nürnberg
- (d) (had to do) theory test/exam
- (e) (had to do) practical/driving test

2. (4 marks: 3, 1 marks)

What does a typical working day look like for Frau Arnold? Give details.

(Any TWO details: 4 marks: 3, 1)

- (a) starts work at 6 am/in the morning
- (b) finishes work at 4 pm /16.00
- (c) Mondays to Fridays
- (d) sometimes comes home late
- (e) due to chaotic traffic/ many cars on the roads//can only drive slowly due to (chaotic) traffic
- (f) she only drives regionally/in Bavaria

3. (4 marks: 3, 1 marks)

What tasks does Frau Arnold do as part of her job?

(Any TWO details: 4 marks: 3, 1)

- (a) transports fruit and vegetables
- (b) to supermarkets
- (c) plans routes
- (d) plans driving times
- (e) plans regular breaks
- (f) communication with company
- (g) communication with clients/customers
- (h) solves/looks after/deals with technical problems/issues
- (i) looks after/deals with repairs

4. (4 marks: 3, 1 marks)

What is important for the work of a lorry driver? Give details.

(Any TWO details: 4 marks: 3, 1)

- (a) be able to deal with stress
- (b) be patient/ have patience
- (c) concentration
- (d) punctuality
- (e) technical knowledge

5. (4 marks: 3, 1 marks)

What does Frau Arnold like about her job? Give details.

(Any TWO details: 4 marks: 3, 1)

- (a) getting to know new places
- (b) the feeling/sense of adventure
- (c) the feeling/sense of freedom
- (d) she is her own boss
- (e) she is on her own
- (f) nobody annoys her/gets on her nerves
- (g) she can listen to music/podcasts
- (h) meeting other truck/lorry drivers
- (i) chatting to other truck/lorry drivers
- (j) they (truck/lorry drivers) are like one big family
- (k) pay is good

Second part: Telephone call

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

1. (6 marks: (i) 3; (ii) 3)

(i) At what time was the caller's lesson supposed to be?

9.00 o'clock/am **(3 marks)**

(ii) Why is he unable to make it?

Any ONE detail: 3 marks

(a) (Still sitting) on the bus.

(b) Bus stuck in traffic.

(c) Building/construction work.

2. 4 marks

*True/False. The lady will speak to Herr Wagner. Tick the correct box. Tick **one** box only.*

True **(4 marks)**

3. 7 marks: 4, 3 marks

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

Name: K – A – I – S – E – R (4 marks)

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

Phone number: (0176) 31 85 624 (3 marks)

N.B. All or nothing

4. 3 marks

The phone call is to a

driving school **(3 marks)**

Third Part: Conversation

(24 marks: 4, 4, 12, 4)

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

(i) *When did Ruben move into the student accommodation?*

Last week **(2 marks)**

(ii) *What is he studying?*

Language(s) **(2 marks)**

2. 4 marks

How often does Ruben go running?

Every day. **(4 marks)**

3. 12 marks: (i) 6; (ii) 6

(i) *What does the running group do on Saturdays? Give details.*

(Any TWO details: 6 marks: 5, 1)

(a) go running

(b) go for lunch

(c) in the pizzeria (around the corner)

(d) sit together

(e) chat/talk

(f) have fun

(g) meet/get to know new people

(ii) *Sometimes the running group goes away together. Give details.*

(Any TWO details: 6 marks: 4, 2)

(a) during their holidays/for the weekend

(b) they go running in the mountains/woods/along the coast

(c) they stay at a (youth) hostel

(d) they cook together

(e) they go swimming

(f) they go to a sauna

4. 4 marks

*What time do the man and the woman agree to meet on Wednesday? Tick the correct box. Tick **one** box only.*

19.00 **(4 marks)**

Fourth Part: News

(32 marks: 6, 8, 6, 12)

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

(i) *What day did the bridge collapse in Dresden?*

Thursday **(4 marks)**

(ii) *How much will the repairs to the bridge cost?*

170 million (Euro) **(2 marks)**

2. 8 marks: (i) 4; (ii) 3, 1

(i) *The coffee house 'Schütting' in Bremen was the first coffee house in Germany.*

*Tick the correct box. Tick **one** box only.*

True **(4 marks)**

(ii) *The study by the German Coffee Association gives some facts about coffee culture in Germany. Give details.*

(Any TWO details: 4 marks: 3, 1)

- (a) They love coffee
- (b) They like coffee at home/ in cafés/bakeries/restaurants **(any two)**
- (c) They drink on average 164 litres coffee per year
- (d) They drink four cups daily/every day
- (e) Coffee / it is the most popular hot drink (in Germany)
- (f) Coffee / it comes from Brazil /Vietnam

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

(i) *What type of music can be dangerous according to experts?*

Christmas / carols **(4 marks)**

(ii) *Where can this music be a problem? Tick the correct box. Tick **one** box only.*

In shops and department stores **(2 marks)**

4. 12 marks. (i) 6; (ii) 6

(i) *What is the weather forecast for the South of Germany? Give details.*

(Any TWO details: 6 marks: 5, 1)

- (a) hot
- (b) (temperatures) between 32 and 35 degrees
- (c) cloudy
- (d) thunderstorms (at night)
- (e) rain (at night)
- (f) hail

(ii) *What is the weather forecast for the North of Germany? Give details.*

(Any TWO details: 6 marks: 5, 1)

- (a) 31 degrees
- (b) dry
- (c) sunny
- (d) 15 degrees (at night)
- (e) wind (at night)
- (f) (wind) from East

Teil 1: Interview mit Frau Arnold

Interviewer: Frau Arnold, Sie arbeiten schon seit zwei Jahren als LKW-Fahrerin. Erzählen Sie uns über Ihre Arbeit und warum Sie diesen Beruf gewählt haben.

Frau Arnold: Also, das war so... Mein Vater war früher LKW-Fahrer und schon als Kind bin ich sehr gern mitgefahren. Ich wurde 2020 durch die Corona-Pandemie arbeitslos und saß wochenlang zu Hause. Ich begann über meine Berufspläne nachzudenken. Ich wollte etwas Neues machen und die Welt sehen. Dann sah ich einen Artikel über Arbeitsmöglichkeiten für LKW-Fahrerinnen und LKW-Fahrer in der Zeitung und dachte mir: „Das wäre was für mich!“

Interviewer: Und wie ging es dann weiter?

Frau Arnold: Ich habe mich sofort über die Ausbildung informiert und mir war klar: „Das will ich machen!“ Ich habe dann 2021 mit meiner dreijährigen Ausbildung bei einer LKW-Firma hier in Nürnberg begonnen. Ich musste eine Theorieprüfung und eine praktische Fahrprüfung machen. Seitdem arbeite ich als LKW-Fahrerin.

Interviewer: Und wie sieht ein typischer Arbeitstag für Sie aus?

Frau Arnold: Also...Mein Arbeitstag beginnt um sechs Uhr morgens und ich arbeite bis 16 Uhr, und das von montags bis freitags. Wenn es manchmal auf den Straßen chaotisch ist und viele Autos unterwegs sind, kann man nur langsam fahren. Dann komme ich spät nach Hause. Im Moment fahre ich nur regional hier in Bayern.

Interviewer: Und welche Aufgaben haben Sie?

Frau Arnold: Für meine Firma transportiere ich Obst und Gemüse und bringe sie zu verschiedenen Supermärkten hier in Bayern. Aber ich plane auch Routen, Fahrtzeiten und regelmäßige Pausen. Kommunikation mit meiner Firma und Kunden ist wichtig. Ab und zu muss ich technische Probleme lösen und mich um Reparaturen kümmern.

Interviewer: Welche Charaktereigenschaften sollte ein guter LKW-Fahrer haben? Was ist wichtig?

Frau Arnold: Man sollte gut mit Stress umgehen können und Geduld haben. Außerdem sind Konzentration, Pünktlichkeit und technisches Wissen sehr wichtig.

Interviewer: Und Frau Arnold, was gefällt Ihnen an Ihrem Beruf?

Frau Arnold: Ich lerne gerne neue Orte kennen. Ich liebe das Gefühl von Abenteuer und Freiheit, denn im LKW bin ich mein eigener Boss. Ich bin allein und niemand nervt mich. Ich kann Musik oder Podcasts hören. Ich treffe gern andere LKW-Fahrer und plaudere mit ihnen. Wir sind wie eine große Familie. Die Bezahlung ist auch gut.

Interviewer: Frau Arnold, vielen Dank für das Interview!

Teil 2: Telefonanruf

- Mila:** Fahrschule Wagner. Guten Morgen.
- Alexander:** Guten Morgen. Hier ist der Alexander Kaiser. Ich habe um neun Uhr eine Fahrstunde mit Herrn Wagner, aber ich schaffe diesen Termin einfach nicht. Ich sitze immer noch im Bus. Der Bus steckt im Stau. Hier geht gar nichts. Ich komme zu spät! Sie müssen mir dringend helfen!
- Mila:** Ach, hallo Herr Kaiser. Das ist bestimmt wegen der Baustelle am Bahnhof.
- Alexander:** Genau. Wäre es möglich meine Fahrstunde auf später zu verschieben? Vielleicht auf 11 Uhr? Ich hoffe, dass Sie mir helfen können.
- Mila:** Oh, das wird schwierig sein. Sie wissen ja, dass Herr Wagner immer ausgebucht ist.
- Alexander:** Oh nein. Ich habe morgen meine Fahrprüfung und brauche unbedingt vorher noch eine Fahrstunde. Ohne diese Fahrstunde habe ich keine Chance meinen Führerschein zu bekommen. Da kann ich morgen gleich zu Hause bleiben. Ich bitte Sie, mir zu helfen.
- Mila:** Beruhigen Sie sich, Herr Kaiser.
- Alexander:** Ich muss unbedingt noch einmal mit Herrn Wagner Einparken üben. Ansonsten werde ich morgen bei der Fahrprüfung bestimmt durchfallen. Ich finde das Einparken immer so schwierig. Helfen Sie mir, bitte.
- Mila:** Ja, Herr Kaiser, aber was soll ich denn machen?
- Alexander:** Ich bitte Sie mit Herrn Wagner zu sprechen. Könnten Sie bitte bei ihm für mich ein gutes Wort einlegen? Könnten Sie Herrn Wagner die Situation erklären? Ich brauche wirklich Ihre Hilfe!
- Mila:** Also, ich werde mit Herrn Wagner sprechen, sobald er ins Büro kommt. Ich rufe Sie dann sofort zurück. Wie ist Ihre Telefonnummer?
- Alexander:** Meine Nummer ist (0176) 31 85 624.
- Mila:** Und Ihr Nachname ist Kaiser?
- Alexander:** Ja, Kaiser. K – A – I – S – E – R.
- Mila:** Ok. Ich spreche dann mit Herrn Wagner und rufe Sie zurück.
- Alexander:** Oh, danke! Bitte tun Sie Ihr Bestes! Hoffentlich können Sie mir helfen. Auf Wiederhören.

Teil 3: Gespräch: Treffen im Studentenwohnheim.

Elli: Hallo! Dich habe ich hier im Studentenwohnheim noch nie gesehen. Bist du hier neu?

Ruben: Hallo! Ja, ich bin hier neu. Ich bin letzte Woche zum neuen Semester eingezogen. Ich bin der Ruben und studiere Sprachen hier an der Universität.

Elli: Ich bin die Elli und ich studiere Medizin. Ich sehe, du bist gerade vom Laufen zurückgekommen.

Ruben: Ja, ich gehe jeden Tag laufen. Ich laufe sehr gern, aber es gibt ein kleines Problem.

Elli: Wieso? Was ist denn los?

Ruben: Ich kenne hier niemanden und muss immer alleine laufen gehen.

Elli: Ach so. Weißt du was, wir haben hier im Studentenwohnheim eine tolle Laufgruppe. Wir sind zwanzig Leute, Männer und Frauen, Studentinnen und Studenten aus ganz Deutschland, aber auch aus Frankreich und Österreich. Wir gehen montags, mittwochs und samstags zusammen laufen. Hast du Lust mitzukommen?

Ruben: Oh! Das wäre toll. So könnte ich neue Leute kennenlernen.

Elli: Ja, genau. Und außerdem treffen wir uns jeden Samstag nach dem Laufen zum Mittagessen in der Pizzeria um die Ecke. Wir sitzen zusammen und wir plaudern. Es macht immer viel Spaß. Du wirst bestimmt ganz schnell neue Leute kennenlernen.

Ruben: Das hört sich gut an!

Elli: Außerdem fahren wir auch in den Semesterferien fürs Wochenende zum Laufen weg. Wir laufen in den Bergen, im Wald oder an der Küste entlang. Wir übernachten in einer Jugendherberge, kochen zusammen, gehen schwimmen oder gehen sogar in die Sauna. Toll, oder?

Ruben: Ja, klasse! Da will ich auf jeden Fall mitmachen. Ich bin ganz bestimmt dabei!

Elli: Na super! Wir treffen uns diesen Mittwoch um 19 Uhr draußen vor der Haustür.

Ruben: Dann bis Mittwoch um 19 Uhr draußen vor der Haustür. Danke, Elli.

Teil 4: Die Nachrichten

Dresden. In Dresden ist am frühen Donnerstagmorgen ein großer Teil einer Brücke in die Elbe gestürzt. Ein etwa 100 Meter langer Teil der Brücke liegt jetzt im Fluss und blockiert ihn. Ein Sprecher der Feuerwehr sagte, dass die Feuerwehr gegen 3 Uhr morgens alarmiert worden war, dass zum Glück niemand verletzt worden ist, dass die Ursache des Unglücks noch unklar ist und dass die Reparaturkosten rund 170 Millionen Euro betragen.

Bremen. Kaffee ist Kult! Im Jahr 1673 öffnete das erste Kaffeehaus Deutschlands: das Kaffeehaus *Schütting* in Bremen. Damit begann die Kaffeekultur in Deutschland. Laut der Studie des deutschen Kaffeeverbandes lieben die Deutschen ihren Kaffee sowohl zu Hause als auch in Cafés, in Bäckereien und in Restaurants. Sie trinken durchschnittlich 164 Liter Kaffee im Jahr, ungefähr vier Tassen Kaffee täglich. Der Kaffee ist also das beliebteste Heißgetränk in Deutschland. Der in Deutschland getrunzene Kaffee kommt vor allem aus Brasilien und Vietnam.

Wien. Laut Experten kann Weihnachtsmusik für Verkäufer in Geschäften und Kaufhäusern gefährlich sein! Das wiederholte Hören von Weihnachtsliedern kann gefährlich für die mentale Gesundheit sein. In der Weihnachtszeit müssen Verkäufer von morgens bis abends die gleichen weihnachtlichen Songs über Schnee, Geschenke, Tannenbaum und Nikolaus bei der Arbeit in Geschäften und Kaufhäusern hören. Weihnachtslieder können nostalgische Gefühle wecken, aber wenn man sie zu oft hört, kann man sich gestresst, gelangweilt und genervt fühlen.

Und nun zum Wetter. Im Süden Deutschlands wird es heute noch einmal heiß mit Temperaturen zwischen 32 und 35 Grad. Tagsüber bleibt es stark bewölkt. Nachts kommt es zu schweren Gewittern und starken Regenfällen und im Bergland wird vor Hagelschauern gewarnt. In Norddeutschland steigen die Temperaturen bis auf 31 Grad. Es bleibt trocken und sonnig. Nachts sinken die Temperaturen auf 15 Grad bei leichtem Ostwind.

