



BOARD OF STUDIES  
NEW SOUTH WALES

---

# 1996 HSC

---

## EXAMINATION REPORT

### German

#### Including:

- Marking criteria
- Sample responses
- Examiners' comments

© Board of Studies 1997

Published by  
Board of Studies NSW  
PO Box 460  
North Sydney NSW 2059  
Australia

Schools, colleges or tertiary institutions may reproduce  
this document, either in part or full, for bona fide study  
purposes within the school or college.

ISBN 0 7310 7583 8

## **1996 HIGHER SCHOOL CERTIFICATE**

### **ENHANCED EXAMINATION REPORT**

# **GERMAN**

## **ORAL/AURAL**

In 1996 approximately 730 students presented for the examinations in German. This was about 50 fewer than in 1995. 183 students sat for the 3 Unit paper, 196 for the 2/3 Unit (Common), 180 for the 2 Unit (General) and 171 for the 2 Unit Z paper. The two areas to see a rise in the number of candidates were 2 Unit (General) and 2 Unit Z, while the numbers fell slightly in the other courses.

## **SPEAKING SKILLS**

### **General Comments**

The majority of candidates were well prepared for this examination and were able to respond competently to the questions set. On the whole, the standard was pleasing.

However, there do continue to be problems in the administration of the examination in certain centres and teacher/examiners are reminded of the necessity of being familiar with the rules for the conduct of the examination.

The following are of particular importance:

- the best possible recording facilities and environment should be made available
- the recording equipment should be checked beforehand
- a letter of explanation **must** accompany the recording if there is any variation in the proceedings
- teachers may **not** prompt the candidate in any way, either to encourage or discourage
- a pause of longer than 15 seconds between situations will be penalised
- a pause of up to 15 seconds is allowed, and enables students to collect their thoughts before beginning the next item. Teachers can disadvantage candidates if they rush with unnecessary haste from one situation to the next.

Candidates should be aware that the responses in the Speaking examination are marked by the same marker at the one time. The response to each situation is considered, and a global 'impression' mark is given, based on the quality of the response, in accordance with established criteria. Candidates should be aware that continual repetition of

vocabulary and structures across the situations should be avoided where this is possible. Candidates should do their best to show the examiner what they are capable of, within the constraints of the examination.

## **2 Unit Z**

The general standard of responses in this section of the examination was high. Most students were well practised in attempting a variety of situations, using a range of vocabulary and expressions.

Candidates are reminded to answer in full sentences where possible, as this enables them to show a greater range of ability in the language. While a single phrase such as 'mit dem Bus' might answer a question adequately, it deprives the candidate of the opportunity of showing how they can use the language. Candidates should extend their responses in open-ended situations where they are competent to do so. They should keep in mind, however, that frequent, long pauses and continual repetitions which occur when a student struggles to expand on an answer will distract from the overall impression.

Teacher/examiners are reminded that they should keep the conversation flowing without hurrying the candidate. Candidates should be given every possible opportunity to respond, but **under no circumstances** should the examiner prompt the candidate in any way.

### **SECTION 1**

#### **Situation 1**

In this Situation candidates were expected to include the other person in the conversation when discussing their plans for the weekend. This required the use of 'wir' instead of 'ich'. Candidates should be mindful of addressing all cue lines. In this Situation a number of candidates also omitted to say where they were going to meet.

#### **Situation 2**

Candidates often talked about only one subject, instead of answering in the plural, as the question required. There was also the tendency to talk about sport in general, rather than the sports which would be available at school.

#### **Situation 3**

A number of candidates talked about how they got to the destination instead of saying whom they went with. In this Situation the perfect tense was not well handled. Candidates would be well advised to practise situations requiring them to speak in the past.

### **SECTION 2**

Candidates had some difficulties in dealing with this Section. These included:

QUESTION 2 – Candidates often used ‘du’ to address the doctor instead of ‘Sie’. Many also had difficulty in requesting a home visit by the doctor. The expression ‘bitten um’ was unknown by many.

QUESTION 3 – Many candidates omitted to explain the appointment.

QUESTION 4 – Candidates had difficulty in suggesting to a friend what they could both do in the evening. The verb ‘vorschlagen’ was not well known.

QUESTION 5 – Candidates did not use a very wide range of vocabulary when discussing things to do in town. The majority talked about sports or going to the movies.

## Sample Answers

### SITUATION 1      **Wo treffen wir uns?**

#### Excellent Response

- *Am Wochenende können wir vielleicht ins Kino gehen. Ins Kino läuft ein gutes Film – ist ein amerikanisches Film, der ‘Independence Day’ heißt. Wir können ins Kino, um diesen Film zu sehen und vielleicht nach den Film können wir im Cafe etwas essen.*
- *Wir können mit dem Taxi dorthin fahren oder wir können mit dem Bus. Ich habe meine Führerschein, also kann ich das Auto leihen.*
- *Der Film beginnt um acht Uhr, also wir können vielleicht um Viertel vor acht vor dem Kino treffen. Wenn wir im Cafe essen wollen, können wir uns ungefähr um sechs Uhr treffen.*
- *Das hängt davon ab. Das Film werde ungefähr um zehn Uhr enden. Aber wenn wir ins Cafe oder ins Restaurant nach den Film gehen wollen, werden wir spät zu Hause sein. Ich glaube, daß wir gegen Mitternacht zu Hause sein werden.*

#### Comment:

This candidate used a wide range of interesting vocabulary and was able to extend responses in a confident and competent way. The responses were interesting and appropriate and addressed the questions accurately. The candidate had a sound understanding of language structures, and although minor errors were made, these did not interfere with the communication. The candidate spoke in a confident and fluent way and their pronunciation was excellent.

#### Average Response

- *Am Wochenende ich gehe in einem Disco oder ich gehe ins Kino oder ich besuche meine Familie.*
- *Ich komme mit dem Auto.*

- *Ich treffe in einem Cafe am acht Uhr.*
- *Ich komm...ich komm spät zu Hause.*

**Comment:**

Although the candidate responded to all the cues, they did not include the other speaker in the conversation, as was required. The responses were brief, with little extension. The delivery was hesitant and uncertain, with the candidate struggling at times to find the correct word. However, the candidate was able to establish communication and the meaning was unambiguous in most cases. The candidate had the most difficulty with the last response.

**Poor Response**

- *Mein Wochenende ist nicht so good. Ich gehen ins Kino mit mein Frende.*
- *Ich kommen dorthin neun Uhr.*
- *Ich treffen in Armidale um Samstagmorgen.*
- *zu Hause nach the Film.*

**Comment:**

The candidate had difficulty in responding in this Situation and did not have an adequate range of vocabulary to deal with the cue lines. Answers were heavily influenced by Anglicisms and poor pronunciation made the response difficult to follow. Only very minimal communication was established.

**SITUATION 3          Ferien**

**Excellent Response**

- *Wir sind in den Bergen gefahren. Die Berge sind nicht zu weit. Wir sind im Auto gefahren... Wir sind mit dem Auto gefahren. Die Fahrt hat ungefähr sechs Stunden gedauert.*
- *Ich bin mit meiner Familie gefahren. Mit meiner Mutter, meinem Bruder, mit meinem Vater. Wir haben auch Freunde in die Bergen getroffen.*
- *Wir haben viel gemacht. Wir haben reiten und radfahren. Wir haben auf dem Marktplatz einkaufen gemacht. Wir haben auch viel Sport getreiben. Wir haben Tischtennis. Im Hotel kann man Tischtennis spielen und schwimmen.*
- *Das Wetter war prima. Die Sonne hat jeden Tag geschienen. Es hat nie geregnet. Es war nicht kalt. Es war ganz warm.*

**Comment:**

The candidate demonstrated a good command of German for a 2 Unit Z candidate. There was a good understanding of the perfect tense, and a wide range of vocabulary

was used. Although there were minor errors, these did not detract from the overall communication. The delivery was fluent and the pronunciation excellent. This was an interesting response from a confident candidate.

#### **Average Response**

- *In den letzten Sommerferien ich bin in den Schweiz.*
- *Mit meiner Mutter.*
- *Ich habe meine Schwester besuchen.*
- *Das Wetter war schön.*

#### **Comment:**

Although the candidate understood the questions, the answers given were minimal. There was no real understanding of the past tense and the candidate had restricted themselves to the briefest of responses. This did not allow the candidate to demonstrate any other vocabulary and expressions they may have been capable of.

#### **Poor Response**

- *In den Ferien ich arbeit in ein Cafe in Sydney.*
- *ich gefahren*
- *ich gemacht nichts*
- *Der Wetter ist sehr warm und sehr schön.*

#### **Comment:**

This candidate showed little understanding of the situation. The answers were short and did not accurately address the questions. The candidate had a poor grasp of tenses and basic structures and this made it almost impossible for them to establish communication. Pronunciation was poor and delivery very hesitant.

## **SECTION II**

### **SITUATIONSGEBUNDENE AUFGABEN**

#### **QUESTION 1**

##### **Excellent Response**

*Mutti, Vati, es tut mir leid. Ich weiß, ich bin spät aber Uschi hat mir gesagt, daß sie nicht mit dem Auto mitbringen konnte. Ihr Auto hat eine Panne. Ich musste mit ein Taxi nach Hause fahren.*

**Comment:**

The candidate showed a clear understanding of the item and demonstrated a variety of ideas. Although there were some errors, the candidate successfully attempted an interesting answer and effective communication had been established.

**Average Response**

– *Ich habe einen Unfall. Schade.*

**Comment:**

This candidate did not extend their response beyond the minimum. The candidate could have given, for example, an explanation of what happened and when, but did not take the opportunity to say more.

**Poor Response**

– *Ich bin achtzehn Jahre alt und ich bin tot.*

**Comment:**

This was a nonsensical response that showed no understanding of the question.

## 2 Unit (General)

It was pleasing to note the significant number of very good answers in this section of the examination. Candidates were well prepared and many gave thoughtful and relevant answers, which were extended when the situation required it. Candidates found Situations 2 and 3 easier than Situations 1 and 4.

Candidates are reminded that they should extend their answers where the situation allows it and where they feel competent to do so. When dealing with more demanding cues, they should keep in mind that there are many ways of expressing the same idea, and that communication is the main aim. It is therefore more important to concentrate on communicating the idea rather than using a specific word or expression. Long cues in English should be broken up and dealt with part by part. This will assist the candidate who may be ‘thrown’ by a long, involved cue.

Candidates should listen carefully to the questions being put by the examiner, as these will often contain useful vocabulary and expressions. Candidates should also practise using tenses and different verb forms to aid fluency.

Candidates had problems with expressing the following in German:

Situation 2: Say that you are pleased

Situation 4: Say how you feel about what he or she has done

Individual items of vocabulary which proved difficult included:

22nd June to 3rd July    dangerous    balcony    view    adults    bills

## Sample Answers

### SITUATION 1      A Dinner Invitation

#### Excellent Response

- *Vielen Dank für die Einladung aber ich kann nicht.*
- *Ich muß morgen in der Schule gehen und ich habe...ich sollte erst meine Hausaufgaben beenden. Ich habe noch viel zu tun. Ich habe eine Englischaufsatz und auch eine Matheaufgabe, das ich nicht fertig hat.*
- *Ja, O.K. Vielleicht kannst du nächste Wochenende bei mir kommen. Ich habe ein paar deutsche Freunde zum Abendessen eingeladen und ich habe ein grosse Sachertorte gebackt. Ich hoffe, daß du kannst auch kommen.*
- *Ah, du kannst eine Flasche Weißwein bringen und du kannst um zirka halb sieben kommen, denn wir essen um acht Uhr und auf Wiedersehen – bis nächste Wochenende dann.*

#### Comment:

This candidate demonstrated a good command of the language and used more complex constructions successfully. Although there were some grammatical errors, the candidate communicated the response very well with a fluent, conversational delivery and excellent pronunciation. This was considered an excellent response for a 2 Unit General candidate.

#### Average Response

- *Es tut mir leid, daß ich kann nicht kommen heute abend.*
- *Ich muß ein Tennis Finalen spielen.*
- *Ja, ähm... können Sie kommen nächstes Wochenende bei mir? Ich habe Deutschland Freunden nach Essen eingeladen. Ich hoffe Sie kommt nocht mit.*
- *Du sollst um sieben Uhr kommen und vielleicht ein Getränk mitbringen. Auf Wiedersehen. Bis... bis nächsten Wochenende.*

#### Comment:

This candidate answered all the cues and successfully communicated the ideas, although there were grammatical inaccuracies. These included problems with word order and some Anglicisms. A hesitant delivery also detracted from the overall impression.

### Poor Response

- *Ich, ich gehe ein Restaurant.*
- *Du, du kommst next Wochenende... ich, ich... deutsch visitors...zu essen und Sie can kommen.*
- *Du...du kommst...zum...achtzehn Uhr... und...und soll und ich soll und du soll, soll, solle, sollst ein...Wine. Bis bald.*

### Comment:

Although this candidate made an attempt to answer all the cues, only one or two phrases were successfully uttered. Poor command of structures and vocabulary, hesitant and repetitive delivery and a wide use of Anglicisms all contributed to an unfavourable impression.

## 2/3 Unit (Common)

Candidates seemed to be very well prepared for these situations. This was apparent in the wide range of vocabulary, the linguistic flexibility and the pronunciation and intonation shown by a number of candidates.

Candidates should be reminded that they should only elaborate on an idea if they are competent to do so. An unfavourable impression can be created when students struggle to give a deeper or more complicated answer or are very hesitant in their response. On the other hand, a positive impression can be made when the conversation has a natural flow and sounds authentic.

### Situation 1

Most candidates were competent in talking about their neighbourhood, what they like to buy, how they spend their money and what they are saving for.

Specific problems included:

- |                                    |   |                                     |
|------------------------------------|---|-------------------------------------|
| die Nachbarschaft / die Nachbarn   | – | sometimes confused                  |
| das Einkaufszentrum / das Kaufhaus | – | often confused                      |
| Ich spare für etwas Besonderes     | – | often omitted                       |
| Ich gebe ... aus                   | – | separable verb often poorly handled |

### Situation 2

The better candidates handled the questions on the film and the plot very well, and knew specialised terminology, eg 'die Handlung'.

The following structures presented difficulties:

- zu Hause bleiben
- im Fernsehen

- vor zwei Jahren
- ...hat mir gefallen / ich habe ihn genossen

### Situation 3

Very few candidates were familiar with:

- structures expressing 'deciding', 'intending', 'sharing', 'moving out'
- the difference between 'wissen' and 'kennen'
- the differentiation between 'du' / 'ihr' and 'Sie'.

### Situation 4

Candidates coped well in explaining why they were not working, what sort of work they would like and how they spend their time.

Many found it difficult to talk about their experience. In many cases responses were hampered by the fact that candidates did not know the word 'Erfahrung'.

### Situation 5

Most students coped adequately with this situation, including the account of the accident.

The genitive construction 'das Auto meines Vaters' was poorly handled and proved a stumbling block for many.

## Sample Answers

### SITUATION 1      Discussing your neighbourhood

#### Excellent Response

- *Ja, ich wohne in eine ruhige Lage und, ach so meine Nachbarschaft ist sehr gut, gefällt mir sehr. Es gibt viele Gründe dafür – ah so.... meine Nachbarn gefallen mir sehr. Die sind sehr verständnisvoll und hilfsbereit, und auch es gibt ein Park in.... gegenüber mein Haus, und ich kann mich entspannen, wenn ich will, und auch... und auch.... mein Haus ist sehr verkehrsgünstig. Der Bahnhof ist nur 10 Gehminuten entfernt.*
- *Natürlich, es gibt ein großes Einkaufszentrum in der nächste Straße und ich gehe einkaufen dort je... jede Wochenende, und ich gebe .... ja, ich muß zugeben, daß ich auch zuviel Geld ausgeben aber das ist nun mal so, also ich kaufe einfach alles, – Kleidung, Schuhe, Geschenke für meine Freunden und meine Familie, Jacke usw.*
- *Ich habe ein Teilzeitjob, und ich arbeite bei Franklins und ich arbeite an der Kasse. Es ist ein bißchen anstrengend, weil ich ja kurz vor meinem Abitur stehe, mein HSC stehe, und ich muß da... ich muß darauf sehr viel vorbereiten, aber es macht Spaß und das Gehalt ist sehr gut und ich bin damit zufrieden.*

- *Nee, natürlich nicht. Ich gebe nicht da ganzes Geld... aus. Ich spare für etwas Besonderes. Ich mag reisen und später möchte ich ins Ausland arbeiten und ich muß dafür sparen... also, wenn ich ins Ausland arbeiten, kann ich viele wichtige und nützliche Erfahrungen sammeln und dann ich... ich muß... ich.. also.. ich lerne Deutsch... jetzt lerne ich Deutsch, weil ich weiß, daß später ich bessere Berufsaussicht haben werde.*

**Comment:**

This response was considered to be excellent for a non-native speaker. The candidate spoke confidently and fluently, and without much hesitation. They are competent in the use of more difficult structures and had a wide range of interesting vocabulary at their disposal. There was good control of basic structures, such as word order and, although there were some minor errors, these did not affect meaning. The message was clear and interesting and the response was enhanced by good elaborations when particular reasons and explanations were given. Pronunciation was sound, with no obvious Anglicisms. This candidate created a favourable impression by giving an interesting response, which was a pleasure to listen to.

**Above Average Response**

- *Ja, meine Nachbarschaft ist ganz toll. Meine Nachbarn sind ganz freundlich und nett und da ist eine Bushaltestelle an meiner Straße und alle meine Freunde wohnen auch in der Nähe.*
- *Ja, da ist eine große Einkaufszentrum in der nächsten Straße. Ich gehe jeden Woche... jede Woche einmal einkaufen und ich kaufe Kleidung oder CD's und meistens esse ich auch mal etwas.*
- *Ich arbeite in der Wohnung an den dritten Stock für eine Frau Meyer. Sie ist eine alte Frau, das nicht mehr gut lesen oder schreiben kann und so gehe ich für sie auch einkaufen.*
- *Nein, nicht mein ganzes Geld. Ich spare auch für etwas ganz Schönes, einen neuen Auto. Ich brauche auch einen Auto, wenn ich... wenn ich später irgendwoanders arbeiten soll.*

**Comment:**

This attempt was classified as 'Above Average'. The message given was clear and unambiguous and the listener had little difficulty in deciphering the meaning.

The candidate had good control of general language structure, although finer points eluded him/her from time to time. The range of vocabulary and expressions, although adequate, was not sufficient to place this candidate in the 'Excellent' category. The pronunciation and intonation was good and the candidate spoke quite confidently.

### Average Response

- *Ja, ich liebe meine Nachbarschaft aus viele Gründen. Es gibt ziemlich gute Verkehrsbedin...bedingungen und auch, in der Nähe von meine Hause .... meinen Haus gibt es ziemlich grosse Garten mit viele Bäume und auch meine Nachbarschaft hat sehr herrliche .....Aussicht von See.*
- *Ja, in der nächste Straße gibt es eine...einen großen Einkaufszentrum. Jede Wochenende gehe ich einkaufen mit ein paar meine Freundinnen und ich.... und da...ah... kaufe ich....ah ...viele Kleidung und auch CD's.*
- *Ich habe einen Teil...Teilzeitjob, um mehr Geld zu verdienen.*
- *Nein, ich gebe nicht alle meinen Geld aus. Aber weil ich.... weil ich...ah...will...ah etwas Besonderes zu sparen, höffentlich bald werde ich mein eigenes Zimmer kaufen.*

### Comment:

This response placed the candidate in the 'Average' range. All cues were answered and communication was established, however a number of errors were made. The candidate was able to give simple responses only and did not elaborate effectively beyond the given cues. The candidate had problems with structures and vocabulary and often struggled to find the right words. There were many pauses and hesitations, and the pronunciation was inconsistent, and often had an English 'flavour'.

### Below Average Response

- *In der Nähe von mein Nachbar sind es sehr gut. Es ist nicht so laut Die Nachbarin sind sehr alt und wir haben viele Kätze in der Nachbar.*
- *Ja, da ist der ein sehr groß Kaufenzentrum in der nächste Straße. Ich gehe zu zweiten Mal in der Woche und ich kaufe viel zu viel auf Kleidung und Sonnengläsern und meine Schuhe.*
- *Ah, ich muß nichts für meinen Geld verdienen. Ich bekommen Taschengeld, und das gefällt mir sehr gut, aber in bin nichts zufrieden mit es.*
- *Ah, ich .... ich gebe mein nicht genug Geld.... Wieso? (Question repeated by examiner). Nein, ich spare ein bißchen Geld und die..... ich spare für etwas sehr gut. "Ähm, es ist für mein Mutter... eine Geschenk für ihr... ihr Geburtstag ist nicht weg zu kommen.*

### Comment:

While some communication was established, the candidate was limited in their response. There were many inaccuracies, and knowledge of structure was poor. The candidate spoke in a monotonous, hesitant way and the pronunciation was poor. Anglicisms were evident, and in some instances the responses were nonsensical.

## Situation 2                      Discussing a Film

### Excellent Response

- *Ja, heute abend habe ich vor, zu Hause zu bleiben und einen Film auf den Fernseher zu sehen. Ich habe ah...der Film heißt 'Alive'. Ich bin mir nicht sicher, aber ich glaube, daß das auf Deutsch 'Wir leben noch' heißt. Ich habe den Film vor ...ah...2 Jahren gesehen, und er hat mir wirklich gut gefallen.*
- *Ah, er ist ein sehr interessanter Film,...ah...und es gibt viele Gründe dafür,...ah...Zuerst ...ah...ist der psychologische Konflikt, der dadurch entsteht, wirklich tiefgreifend. Abgesehen davon habe ich die Schauspieler...ah...haben die Schauspieler mir sehr gut gefallen und meiner Meinung nach sie haben ihre Rolle sehr gut gespielt.*
- *Also, der Film handelt von einem Flugzeugunglück in den Bergen und zwar in den südamerikanischen Anden. Die Überleben sind für 70 Tage in dem Schnee verloren, bevor sie gefunden werden. Sie überleben, indem sie die Toten essen. Es ist wirklich interessant.*
- *Ja, ich kann ihn wirklich empfehlen. Du mußt ihn ...Sie müssen ihn unbedingt sehen. Es ist...er ist wirklich großartig.*

### Above Average Response

- *Ah, ich glaube, daß ich werde heute abend zu Hause bleiben, ah...um ein Film auf der Fernseher zu sehen....ah...Ich habe den Film vor ...ah...zwei Jahre gesehen und...ah...ich habe mich gedenkt, daß er sehr gut war.*
- *Ah...es war interessant...ah...weil...er, er...er war...er war nicht langweilig, er war ziemlich schnell und es...es gab ein schönes Mädchen. Ja, und...ah...er war...er war.. es gibt... manche Filme sind zu lang, aber...ah...er war nicht sehr lang und er war gut gemacht.*
- *Ah...es gibt ein Musee und eine Expo von Diamanten...ah...ist von, ich glaube, München eingekommt...ah eingebracht und zwei Räuber...ah...wollten die Diamanten mit einem Staubsauger st...stehlen und der Detektiv, der heißt Jerry Cotton, sollte die zwei Räuber anfangen. Sehr lustig.*
- *Ah...Ja, sehr ...ah...er...er war sehr schön und...ah...der Mann, der sp...der...ja, der Mann, der spielt die Rolle von Jerry Cotton ist sehr gut und der Film ist sehr lustig und nicht sehr seriös. Du mußt ihn...du mußt ihn sehen, ich glaube.*

### Average Response

- *Ich bleibe zu Hause, um ein Film...um ein Film am Fernsehen sehen. Ähm... ich habe vor zwei Jahre...die Film...sorry, ich habe vor zwei Jahre den Film gezehen, und habe es...und es habe mir sehr gefallen.*
- *Denn es ist...von...ähm...sorry I'll start again. Denn es ist von Deutschland...ähm, gekommen, und ich interessant...interessiere mich für Deutschland, und auch die Star ist River Phoenix, und ich mag ihn.*

- *In den Film handelt sich...ähm...in den...von...Sport, und auch von die Geschichte von diese...von den Gebiet... und...that's it.*
- *Ja, du soll den Film sehen, denn es ist sehr toll, und ich vorschlage, du muß sehen...sorry, ich vorschlage, du soll es sehen.*

### **Below Average Response**

- *Heute abend bleibe ich zu Hause, weil ich einen netten Film am television....seh, sehen. Ich habe dieses...dieses....Film...äh...seit 2 Jahren gesehen, und es war prima.*
- *Ich funde diese...dieses Film interessanten, weil es war nicht lange, und dieses Film was aufgere...aufregend.*
- *Dieses Film...war...war von einem Familie, die Smith-Familie. Sie haben nach Italien...gefahren...und hatte... hatte...und sie haben eine Unfall gemacht...und dieses Film...äh...und dieses Film ist von der Urlaub...und...seine Reise.*
- *Dieses Film ist eine nette Film...ähm...sie ist ausgezeichnet...äh,...ich empfehle diese Film, weil es sehr gut und nicht lange ist.*

### **Poor Response**

- *Ich gegen Fernsehen nach Hause und ich sehe eine sehr interessant Filme...äh...zwei Jahre.*
- *Es ist sehr nett und meine Freunde..... sehe das Film.*
- *Das Film äh...äh...mit äh Familie und äh ist sehr interessant.*
- *Äh....es ist sehr interessant und ist sehr gut und...äh...ich sehe eine Filme jeden Tag.*

## **3 Unit (Additional)**

Candidates were practised in this Skill area and coped well under examination conditions. Most students showed they were thoroughly prepared and were able to use a wide range of vocabulary in answering the questions. They also had a good mastery of language structures and were able to use them with flexibility and accuracy.

Candidates should be reminded to read each question carefully during the 10 minutes preparation time. Some candidates misread items of vocabulary in their haste and this led to misinterpretation of the question and a subsequent loss of marks.

Candidates are **strongly** advised to avoid rote learning of slabs of information in preparation for the examination. Candidates who have pre-learned responses are invariably unable to manipulate the information and cannot give appropriate and relevant answers. The examination requires candidates to address the questions by giving their own opinion. Irrelevant answers, however well worded or fluently spoken, cannot be given credit.

Candidates should take careful note of the time limit when giving their responses. It is encouraging that the majority of candidates were able to speak within the specified time of between one and two minutes. However, there are still candidates who give answers which are either too brief, or last well beyond the two minute limit. Candidates must be reminded that answers which are too brief will not have the required content, and that anything said beyond two minutes is disregarded by the examiners.

Candidates should be aware that their responses are marked by the same examiner. Therefore, repetition of ideas and vocabulary across the three different responses does not create a good impression and should be avoided. A variety of structures and expressions and a wide range of appropriate vocabulary are essential to demonstrate a good command of the language.

Candidates should also avoid simply listing items without developing an argument or discussing the topic. Listing is not sufficient at the 3 Unit level. They are also warned against going off at a tangent from the original question.

Teacher/examiners conducting the examination are reminded that they are **not** permitted to make comments of any kind during the examination, either to encourage or discourage the candidate.

Comments on the individual questions are as follows.

QUESTION 1. Was halten Sie von dem 'Generationskonflikt'?

Candidates were required to express their opinion about the 'generation gap'.

QUESTION 2. Möchten Sie als Austauschschüler/schülerin im Ausland leben? Warum/warum nicht?

Candidates were expected to address the issue of 'exchange students', not simply talk about 'travelling'.

QUESTION 3. Die Kinder von heute verbringen zu viel Zeit vor dem Fernseher. Was meinen Sie?

Examiners required the candidates to give an opinion which was specifically related to today's children, not all people or adults.

QUESTION 4. Sollte man lieber mit dem eigenen Auto fahren oder lieber mit öffentlichen Verkehrsmitteln?

Candidates were expected to discuss the use of both private cars and public transport and to make relevant comparisons.

QUESTION 5. Arbeitslosigkeit ist das größte Problem der 90er Jahre. Was meinen Sie?

In this question an opinion on unemployment had to be expressed, even if the candidate did not feel that this was 'the biggest problem'. Candidates were also required to recognise the superlative 'größte' and address this aspect in the answer. The examiners accepted the discussion of another issue as 'das größte Problem der 90er Jahre', as long as the candidate had also made mention of 'Arbeitslosigkeit'. Simply listing the problems of the '90s was insufficient in this question.

## Sample Answers

### QUESTION 2

#### Outstanding Response (10)

*Wenn ich ehrlich bin, muß ich sagen, daß ich nicht Austauschschülerin im Ausland sein möchte. Ich habe einige Gründe, wieso ich das nicht machen möchte und es gibt auch viele Gründe, wieso es gut wäre. Aber ich möchte das einfach nicht tun. Erstens, wenn ich ein Urlaub habe, möchte ich ein echtes Urlaub haben und ich möchte mich entspannen und ich möchte nicht Streß von in der Schule gehen und eine neue Familie treffen haben. Ich möchte einfach einen Urlaub haben, wo ich mich erholen kann und ich möchte alles sehen und viel Freizeit haben, und ich möchte nicht in die Schule gehen und lernen. Ich muß auch zugeben, daß ich ein bißchen Angst von Austauschschülerin sein werden habe, und das liegt, daß ich Angst vor einer neuen Familie habe. Ich mache mir Sorgen, daß ich mit dieser Familie vielleicht nicht gut auskommen würde und das würde ich sehr schwierig finden, mit ihnen zu wohnen. Ich meine, daß, wenn ich mit meiner Austauschschwester oder-bruder nicht gut auskommen würde, dann würde ich sehr traurig sein und das würde für mich wirklich schwierig sein, mit ihnen dann zu leben. Und ich bin nicht sehr gut, wenn ich neue Menschen kennenlernen muß und wenn ich in eine neue Familie..., mit meiner neuen Familie wohnen muß, das würde für mich wirklich schwierig sein. Aber es gibt auch viele Gründe, wieso es gut wäre, Austauschschüler zu werden. Leute, die das machen, werden sicher viele neue Erlebnisse haben, die sie sonst nie haben würden. Aber für mich selbst würde das nicht sehr gut sein.*

#### Comment:

This candidate gave an outstanding response for a non-native speaker. They spoke clearly, confidently and fluently. The response was completely relevant. The candidate demonstrated a sophisticated level of language and had an excellent command of language structures. Perfection, however, is not required for this category and minor grammar mistakes were acceptable. The response showed a good variety of structures and vocabulary. Pronunciation was excellent.

#### Excellent Response (8 – 9)

*Ich möchte sehr gern als Austauschschülerin im Ausland leben aus folgenden Gründen. Ich habe Sprachen, das heißt Deutsch und Französisch, sehr gern in der Schule. Deutsch ist meine Lieblingsfäch...mein Lieblingsfach. Sprachen öffnen viele Möglichkeiten, ins Ausland zu reisen oder hier im Ausland zu leben. Da kann man....Dabei kann man bessere Kommunikationsfähigkeiten lernen und auch seine Fremdsprache verbessern. Ich möchte auch andere Leute, d.h. fremde Leute, im Ausland kennenlernen. Ich werde in die Schule gehen und da viele verschiedene Fächer lernen und schöne Erfahrungen bekommen. Ich finde auch, daß ich meine Horizonte erweitern können und das finde ich sehr wichtig. Ich möchte die Kultur und Gewohnheiten des Landes erfahren und da könnte die... die Leute, die... die da wohnen mir etwas über das Land erzählen. Also, im Großen und Ganzen glaube ich, daß das Leben im Ausland als Austauschschülerin hat einen großen Wert und ich werde das sehr gern machen.*

**Comment:**

This candidate presented a well-constructed argument, which was effectively communicated. The message was relevant and very clear. The candidate was able to demonstrate a very good understanding of structure and vocabulary. The impression created was of a candidate with a solid command of all aspects of the language. While this response was excellent, it lacked the finesse required to score full marks in this question.

**Above Average Response (6 – 7)**

*Ich würde lieber als Austauschschülerin im Ausland leben, weil da kann ich in ein andere Kultur leben und ein andere Sprache lernen und es gibt Erfahrungen im Ausland, das man wo ich wohne nicht tun kann.*

*Ich kann die von dieses Kultur essen und mit Leute von anderen Kultur kennenzulernen und heutzutage gibt es viele Betriebe, der möchte Leute mit Erfahrungen von im Ausland haben. Und so, um eine gute Stelle zu finden, wird es sehr gut als Austauschschülerin im Ausland zu leben. Und so im allgemein wird es sehr gut. Ich würde als Austauschschülerin im Ausland leben.*

**Comment:**

The message has been fairly clearly communicated and the candidate was able to keep to the topic. However, the arguments were not as well developed as in the 'Excellent' response and the level of language and structures were more basic and also lacked accuracy. There were lapses in pronunciation and the delivery was uncertain at times.

**Average Response (5)**

*Ja, ich möchte als Austauschschülerin im Ausland leben, aber nur vor ein....aber nur vor ein Jahr. Ich möchte das machen eigentlich, ja, erstens weil ich lerne Deutsch, wie du weißt, und kein Wunder, es werd für mich sehr leicht sei....leichter seien, wenn ich dort deutsche Leute kennenlernen kann... konnte. Ich find das ein sehr wichtig...ich find das sehr wichtig und ich persönlich denke in meiner Meinung, das werd für mich eins sehr großes positiv.... Ich möchte aus...ich möchte natürlich nach Deutschland fahren, weil ich, wie gesagt, ich lerne Deutsch, aber auch weil ich möchte nach Bremen fahren. Erstens weil ich... ich findet das ein sehr schönes Stadt und von Fotos habe ich gesehen, daß es so.. daß es guckt so gut aus. Ich weiß, in Bremen ist da ein sehr großes und schöne Museum über Kunst, und nur deutsche nationale Kunst und für mich das werd sehr interessant, weil ich interessiere mich für so, für ... für so was. Ich möchte auch nach Deutschland, und zwar nach Berlin, weil mein Vater öst Deutsch und ich habe sehr viel Verwandten in Deutschland. Ich habe sie nie kennengelernt, und ich möchte das sehr gern machen Ich konnte mit sie bleiben und sie, ich könnte mit sie bleiben. Im Großen und Ganzen, ich finde das als... daß alle, die lernen Deutsch, sollte Austauschschülerin sein. Ich finde das ein sehr gutes Beispiel.*

**Comment:**

The candidate understood the question and tried to answer accordingly. The message established was generally clear. The candidate did repeat themselves often and struggled at times to find the right words. They also had some difficulty in keeping directly to the question, but was basically able to remain on the topic by expanding some parts of the response. The command of structures was reasonable and the candidate was able to use a range of vocabulary, although this was influenced by English in parts.

**Below Average Response (3 – 4)**

*Ich möchte gern als...als Austauschschülerin im Ausland leben, weil man kann ein andere Sprache lernen. Zum Beispiel, ob ich nach Italien gehe, kann ich Italien lernen und vielleicht nachher kann ich auch sehr gut Italien sprechen. Darum kann man auch eine andere Kultur zu lernen und sehen wie man in dieses Land... und sehen wie man in dieses Land leben. Als Austauschschülerin kann man auch viele Freunde zu haben und dann auch Brieffreunde. Als Austauschschüler kann man viel Spaß in dieses Land zu haben und sich zu erinnern wie man ein gute Leben hatte in dieses Land.*

**Comment:**

While some communication was established, the language used was simplistic. There was not a great deal of repetition in this response, as is often the case in this category, but the candidate did have difficulty with vocabulary and structures and struggled to express ideas and concepts. The candidate's delivery was monotonous and hesitant and the overall impression was of a candidate who had difficulty with this question. The pronunciation was anglicised.

**Poor Response (1 – 2)**

*Ja, ich möchte gern als Austauschschülerin im Ausland leben, besonders im Deutschland. Ich habe schön nach Deutschland gefahren und eine Woche mit eine Family geblieben. Sie sind sehr nett, aber eine Woche ist nicht genug lang, eine Kultur zu lernen. Ich will in die Schule im Deutschland zu gehen, um eine Deutsche kennenlernen, aber die Nachteile als Austauschschülerin im Ausland leben, ist die Sprache. Wenn man die Sprache nicht gut genug sprechen können, ist das eine große Problem, aber die Leute sind sehr nett und sehr hilfreich, wann du kann nicht sagen oder verstanden, was sie will.*

**Comment:**

This candidate was very hard to understand. They had difficulty in keeping the response relevant to the topic. Poor command of language structures impeded the communication and the message was not clear. The delivery was very hesitant and the response was heavily influenced by English structures etc. There were many long pauses.

## LISTENING SKILLS

### 2 Unit Z

The overall standard in this section of the paper was good, with a significant number of candidates performing at a high level.

Candidates are reminded to read each question carefully before attempting their answer. In Item 3, for example, many students wrote *tomato soup*, *fish* and *salad* in response to 'What do they order to drink?'. Candidates should also be mindful of transferring all relevant information from the note-taking column to the space provided for answers. This can be done by circling and arrowing the information the candidates wish to have considered, if they are short of time.

Although many candidates are well practised in including all relevant information in their answers, there are still a number who forgo marks by omitting vital details. As a complete answer is often required to gain a point, candidates should be mindful of the need to answer as fully as possible. Note form is acceptable, as long as the meaning is clear and candidates would be well advised not to waste time by re-writing the question.

Candidates should also be careful when dealing with numbers, currency and times. For example:

ITEM 17(b) many candidates answered 9.20 DM instead of 29 DM

ITEM 24(b) dollars were not interchangeable for Marks

ITEM 25(b) 15 o'clock or 3 pm was often confused for 15 hours

Items of vocabulary which presented some difficulty included:

Panne	Bauchschmerzen	Erdgeschoß	Brötchen
Reisebüro	Rasen mähen	Schinken	Damenhose
Geige	Gepäcknetz	Heizung	Sonnenbrille

#### Briefmarkensammlung

Multiple choice items were well handled and the more challenging items, for example Items 11 and 20, which required more detailed information, were well done by the more able candidates.

ITEM 2: Gabi had to look after her brother, **not** her brothers and sisters

ITEM 3: The waiter recommended pork. 'Pig' was not acceptable. The customers ordered a bottle of red wine, **not** a flask, carafe, pitcher or jug.

ITEM 6: Dieter drinks this drink every day, **not** every morning or every evening. The drink tastes great. The item makes no mention of quenching your thirst or being refreshing and neither of these alternatives was acceptable.

ITEM 8: The mother has a stomach ache and can't eat anything. Candidates who wrote that she was vomiting or could not keep anything down were not given credit. Candidates should be cautious about general paraphrasing or answering in their own words, as this is often inaccurate.

ITEM 10: Anna was lost in a department store, **not** a supermarket.

ITEM 11: The kids' music drives her crazy, it does **not** make her nervous.

ITEM 16: 'Bread' was too general and was not an acceptable alternative for 'bread rolls'. 'Bratwurst' could be left in German if spelt correctly, or an explanation such as 'German sausages' could be given. Answers which were **not** acceptable included 'Brat sausages', 'bread sausages', 'baked sausages'.

ITEM 17: The specials were in women's trousers/pants, **not** tights, stockings or pantyhose.

ITEM 19: Trudi and Otto want a piano and a violin, **not** stringed instruments.

ITEM 21: Heating, **not** hot water, was included in the rent.

ITEM 23: Martin will be going on a sea cruise (or even a ship trip). He will **not** be sailing or going for a boat ride.

## Sample Answers

### ITEM 4:

#### Excellent Response

- (a) *A friend of her mothers is coming to visit and she has to pick her up.*
- (b) *Her car broke down.*
- (c) *She can take his car, he will give her the keys.*

#### Comment:

This response is completely correct. *He will give her the keys* was not necessary to gain full marks on this marking scheme.

#### Average Response

- (a) *A friend and her mother are coming on a train and she has to pick them up.*
- (b) *Her car broke down.*
- (c) *He will drive her.*

#### Comment:

In (a) the candidate has misunderstood the construction 'ein Freund meiner Mutter'.

The answer to (c) is incorrect.

**Poor Response**

- (a) *to pick up her mother who is visiting.*
- (b) *her car has no petrol*
- (c) *take his keys*

**Comment:**

Although some idea of (a) has been achieved, the key part of the answer was misunderstood and the answer is therefore incorrect. 'Panne' was not known in (b) and (c) is only partially correct and does not contain enough information to be awarded a mark.

**ITEM 8:**

**Excellent Response**

- (a) *Since the morning she has had a bad stomach ache, she can't eat anything and has not slept all night.*
- (b) *8:15*

**Average Response**

- (a) *She had a bad stomach ache, can't eat anything, can't sleep.*
- (b) *8:05*

**Comment**

The candidate did not say that the mother had not slept all night. The time given for the appointment was incorrect.

**Poor Response**

- (a) *Can't eat, really skinny, diahorrea in the morning. Had a high temperature this morning.*
- (b) *8:08*

**Comment:**

The candidate had probably made a general guess at this answer. The correct details are missing and no understanding of the situation was demonstrated.

**ITEM 16:**

**Excellent Response**

- (a) *The breadrolls at the supermarket don't taste as good as at the bakery.*
- (b) *250g ham; 1 Kilo Bratwurst (German sausages).*

**Comment:**

All elements of the answer are correct. The candidate has correctly spelt 'Bratwurst' and has ensured the answer was clear by explaining what these are in English. While this wasn't necessary in this instance, the candidate has made every attempt to show he/she had comprehended the item.

**Average Response**

- (a) *The bread in there isn't very good.*
- (b) *250 g mince; 1 Kilo German sausages.*

**Comment:**

The candidate answered too generally in (a) by not mentioning the breadrolls. 'Schinken' was misunderstood.

**Poor Response**

- (a) *Doesn't taste as good as the bakery.*
- (b) *1 Kilo lamb; 750 grams sausages.*

**Comment:**

The candidate did not mention the item being bought in (a) and could therefore not be awarded the mark. In (b) 'Schinken' was misunderstood and the quantity of sausages was incorrect.

**ITEM 21:**

**Excellent Response**

- (a) *The room is on the first floor. Overall it is peaceful and you have everything you need.*
- (b) *The toilet is on the ground floor.*
- (c) *Heating and breakfast.*

**Comment:**

In (a) two of the three details about the room were acceptable to attain full marks on this marking scheme. Although the candidate gave a complete answer, no extra marks were given for the third detail.

**Average Response**

- (a) *Quiet and has everything you want.*
- (b) *Toilet is on a different floor.*
- (c) *Breakfast.*

**Comment:**

Although the candidate achieved full marks for (a), the relevant details were missing for (b), where there was no mention of the ground floor. In (c) both ‘breakfast’ and ‘heating’ were required to be awarded the mark.

**Poor Response**

- (a) *Nice carpet, wallpaper, very new.*
- (b) *Toilet is on another floor.*
- (c) *Electricity, bathroom and breakfast.*

**Comment:**

The candidate showed very little understanding of this item. The answer to question (a) was incorrect and there was no mention of the specific floor in (b). In (c) ‘Heizung’ was misinterpreted as ‘electricity’.

**ITEM 22:**

**Excellent Response**

- (a) *They will go on a walk in the mountains.*
- (b) *Hat and sunglasses.*
- (c) *Because it will be hot.*

**Comment:**

This answer is completely correct. It was not necessary to mention that the man will bring food.

**Above Average Response**

- (a) *They are going for a picnic, bringing their own food.*
- (b) *Sunglasses.*
- (c) *Because it is supposed to be hot.*

**Comment:**

The response to (a) has been surmised from the fact that the man offered to bring food. A picnic was not mentioned in the item. The main activity – a walk or hike in the mountains – has been omitted by this candidate. The answer to (b) did not have both the necessary parts. Question (c) was correctly answered.

### Poor Response

- (a) *They are going bike riding around the country.*
- (b) *Raincoats.*
- (c) *In case it rains.*

### Comment:

The item was completely misunderstood by this candidate. No marks were awarded.

## 2 Unit (General)

It was pleasing to note the sound standard of the majority of candidates who coped well with this section of the examination. Candidates were well prepared and most were able to handle the range of items. However, some candidates still lost marks when attention was not given to small but significant details. For example:

ITEM 14 (b): *The boy was playing in a soccer final **against** Dortmund on Saturday and needed a pair of **good** boots.*

The details in bold were sometimes missed but were essential to the item.

Candidates would do well to revise items of basic vocabulary. Those which gave particular difficulty included: 'Hemd', 'Nachrichten' and 'Bremsen'.

Other items of vocabulary which were not generally recognised were:

ungewöhnlich    übermorgen    Eilpost    aufgeben    an Werktagen

Candidates should be reminded to listen closely to all items. In Item 14 many candidates misheard 'Firma' for 'Filme'. In Item 15 (b) many mistook the numberplate ROKJ838 for LOKY838.

Candidates should also remember to transfer all relevant information from the Candidates Notes column to the answer section of the paper. If time is short, candidates can circle and arrow the information they wish to include.

### Sample Answers

#### ITEM 1:

### Excellent Response

- (a) *No Maths and English classes today because the teachers were both sick.*
- (b) *He spent half a year in Paris.*

### Comment:

This answer is completely correct.

**Average Response**

- (a) *She didn't have Maths and English today.*
- (b) *He lived in Paris for half a year.*

**Comment:**

The answer to (a) was incomplete, as the candidate did not say that both the teachers were sick.

**Poor Response**

- (a) *No classes today.*
- (b) *Lived in France for a year.*

**Comment:**

The candidate did not state which lessons were missed, nor that both teachers were sick. In (b) there was no mention of Paris and the incorrect period of time was given.

**ITEM 4:**

**Excellent Response**

- (a) *In a shoe store.*
- (b) *He is playing in the soccer final against Dortmund on Saturday and needs good football shoes for it.*

**Comment:**

The candidate showed complete understanding of this item. They indicated that it is a soccer final and is to be played against Dortmund.

**Average Response**

- (a) *In a shoe shop.*
- (b) *He needs a pair of football shoes for the final in Dortmund on the weekend.*

**Comment:**

The answer to (a) is correct. In (b) the candidate did not describe the quality of the shoes. They wrongly thought that the game was in Dortmund rather than **against** Dortmund and did not specify that the game was on Saturday. 'On the weekend' was too general to be awarded a point.

**Poor Response**

- (a) *In a shop.*
- (b) *He needs it to play football. He has to play on Saturday.*

**Comment**

While some elements of this answer are correct, the relevant details are missing, leaving the responses incomplete.

**ITEM 8:**

**Excellent Response**

- (a) *Her mother gave Christa her old sewing machine and she sews most things herself.*
- (b) *If she can make him a shirt.*

**Average Response**

- (a) *Her Mum can make her clothes and she gets a lot of money. Her Mum gave her the machine.*
- (b) *If she can make him some pants.*

**Comment:**

In Part (a) the candidate did not recognise 'ich nähe die meisten Sachen selber'. The candidate correctly understood that Christa received the (sewing) machine from her mother. Part (b) was incorrect.

**Poor Response**

- (a) *Her mother makes her clothes on her machine.*
- (b) *Gerd asks her to sew him some clothes.*

**Comment:**

Part (a) is incorrect. In Part (b) the correct item of clothing was not specified.

**ITEM 12:**

**Excellent Response**

- (a) *Sand, sun and fun in Goa in India.*
- (b) *The people don't want any more tourists because the land is being ruined.*

**Average Response**

- (a) *The holiday is described as sand, sun and fun in Goa in India.*
- (b) *There have been protests because tourists are not allowed in Goa while the land is being broken.*

**Comment:**

Part (a) is correct. In Part (b) the candidate has not linked the tourists to the damage caused to the land. The rendition of 'kaputtgeht' into English was also inadequate.

**Poor Response**

- (a) *It's fun, sunny, Indian.*
- (b) *About the Indians in the newspapers.*

**Comment:**

There was no mention of beaches or sand in part (a). The reasons for the protests were totally misunderstood in (b). No marks were awarded for this response.

**ITEM 19:**

**Excellent Response**

- (a) *18 exotic birds hidden in a 25 year old bird smuggler's suitcase.*
- (b) *The healthy birds are going to a zoo in Frankfurt.*

**Average Response**

- (a) *Excited birds in a suitcase*
- (b) *The birds will be taken to a zoo in Frankfurt.*

**Comment:**

In part (a) the candidate did not note the number of birds or the fact that they were exotic. Part (b) was correct.

**Poor Response**

- (a) *A 25 year old man trying to smuggle eight exotic birds.*
- (b) *The healthy birds are going to spend one day in the animal park in Frankfurt.*

**Comment:**

In part (a) the number of birds was incorrect and the candidate did not mention that the birds were found in a suitcase. In part (b) the candidate misunderstood 'in einigen Tagen' and 'Tierpark'. As a result no marks were awarded.

## 2/3 Unit (Common)

This section was well handled, with candidates setting a high standard. Most candidates were aware of the need to include relevant detail in their answers, and few misread the questions, eg confusing ‘where’ with ‘when’ etc. Candidates should be reminded of the need to know the German alphabet and should also be aware that it is acceptable to leave times in the 24 hour clock. It is always disappointing when students lose marks by miscalculating times to a.m. and p.m.

Some candidates did have difficulty with common vocabulary items. This may be because they were concentrating on more complex items, and in doing so missed the simpler ones. Candidates should be warned of this, as in global marking all elements of the answer are important and marks can be easily lost by lack of attention to items which should be easily understood.

Vocabulary often missed or misunderstood included:

Dosen	Straßenbahn	Kunst	bekannte	Übersetzung
einige	mehrere	Erdkunde	Latein	

Some compound nouns also caused difficulty, eg:

Steckdosen	Schmerzmittel	Stadttrand
Nachtküche	Sozialwohnung	

Vocabulary that was not well known included:

Unterkunft	Sprachkurs	Verschluß	Erkältung
Ausbildung	offiziell		

When idiomatic expressions are used, candidates should be encouraged to show an understanding of the actual meaning. In many cases a direct translation can make no sense. For example:

alle Hände voll zu tun	–	(she had) her hands full
die Nase voll	–	(he was) fed up/ sick of it

When writing German place names in their answers, candidates should be reminded that the correct spelling is important, eg Karlsberg, Dortmund. Where possible, the English equivalent should be given, eg ‘Köln’ – Cologne.

Numbers, money and times presented little difficulty to most candidates. However, foreign currencies should not be converted into dollars, eg Zwanzig Mark is **not** \$20.

Candidates coped well with cultural concepts such as ‘Berufsschule’ and had a good understanding of the German system of school grades and the implications of receiving a 5 or 6. Some candidates missed the gender clue given in ‘Chefin’ and referred to this person as ‘he’.

When candidates write additional information in the section of the paper allocated for Notes, they should circle this information and arrow it across to the answer space if they do not have time to re-write it.

ITEM 3: Candidates had to say that children were welcome, not simply that they were able to go to the hotel.

ITEM 4: The concept of an ‘au pair’ was completely unknown to many candidates, who could not even give alternative answers such as ‘nanny’ or ‘live-in help’. This was subsequently omitted from the marking scheme (as it is not a word students of German could be expected to know) and candidates could gain full marks by saying, eg ‘work with a family in Sydney’. In (c) candidates were not penalised a second time if they had misunderstood ‘Sprachkurs’ in (a).

ITEM 6: Street train was **not** accepted for ‘Straßenbahn’.

ITEM 8: Any one example of female profession was acceptable.

ITEM 10: Candidates who said in (b) that Erik would not be allowed to go out with Klaus did not receive a point. A more specific answer was required, ie that he would not be allowed to go on the camping trip with Klaus, or to go away with Klaus for the weekend.

## Sample Answers

### ITEM 3

#### Excellent Response

- (a) *Children welcome there, ‘children friendly’.*
- (b) (i) *Children’s play corners in every restaurant.*
- (ii) *Babysitting 24 hours a day.*
- (iii) *Safety switches.*

#### Comment:

This answer was completely correct. An acceptable alternative for (b) would have been *night kitchens to warm up bottles.*

#### Average Response

- (a) *Children are also welcome.*
- (b) (i) *There are corners in restaurants for children.*
- (ii) *There is a night kitchen.*
- (iii) *A 24 hour babysitter service.*

**Comment:**

Not enough detail was given in (b) (i) and (ii).

**Poor Response**

- (a) *Children can go there.*
- (b) (i) *Babysitters 24 DM per day.*
- (ii) *Safety cutlery in restaurants.*
- (iii) *Bottles of drink available.*

**Comment:**

While elements of these answers were correct, the whole concept had to be understood in order to gain marks. For example 'Children can go there' does not give the idea that the children are actually welcome and is therefore inaccurate.

**ITEM 7:**

**Excellent Response**

- (a) *An apartment provided by the Welfare Department on the outskirts of Dortmund.*
- (b) *The dole, 68% of his previous nett pay.*
- (c) *To keep up the family's standard of living.*

**Comment:**

This answer is completely correct.

**Average Response**

- (a) *A subsidised flat in Dortmund.*
- (b) *68% of his last salary.*
- (c) *Maintain their living standard.*

**Comment:**

This candidate did not explain exactly where the flat was. There was also no mention that the 68% of his salary was the dole, or a form of unemployment benefit, rather than some other form of income.

**Poor Response**

- (a) *A social flat near Dortmund.*
- (b) *86% of his salary.*
- (c) *To raise their living standard.*

**Comment:**

'Social flat' is a literal translation of 'Sozialwohnung' and is incorrect. The candidate has misunderstood the statistic given and has confused 'maintain' and 'raise'.

**ITEM 8:**

**Excellent Response**

- (a) *The typical female jobs such as hairdresser, sales assistant.*
- (b) *She does her prac training in a factory and her theory in a job school.*
- (c) *She learns too much theory in vocational school. She wants more practical.*

**Comment:**

This answer is completely correct. 'Berufsschule' is a difficult concept to convey into English and a variety of answers was acceptable, as long as the meaning was clear.

**Average Response**

- (a) *Female jobs, like hairdresser.*
- (b) *She works in a factory and goes to tech.*
- (c) *She learns too much theory.*

**Comment**

This candidate has not said that the factory work is to give the girl practical training or some form of work experience. The impression given here is that she works full time in the factory and possibly goes to tech after hours.

**Poor Response**

- (a) *Check-out chick.*
- (b) *She works with fabrics.*
- (c) *She doesn't like the practice.*

**Comment:**

This response is completely incorrect.

**ITEM 16:**

**Excellent Response**

- (a) *He's sick of school. He got a grade 5 in Geography (today) and (yesterday) a 6 in Latin. And those silly teachers!*

- (b) *Sometimes she feels the same, (especially) when she thinks she has three more years of school (before the Abitur).*
- (c) *He will quit school and look for a job.*

**Comment:**

This candidate supplied a completely correct answer. Considering the length of answers required and the time available in which to answer, not all the details given by this student were necessary to gain full marks. Those elements bracketed were not essential in this particular exam.

**Average Response**

- (a) *He's tired of school. He's had bad grades and he doesn't like the teachers.*
- (b) *She feels the same way. She's got three years to go.*
- (c) *She thinks he should finish school and then get a job.*

**Comment:**

'Bad grades' is very general and does not include the necessary details of subjects.

'Finish school' implies that she thinks he should persevere to the end, rather than leaving.

**Poor Response**

- (a) *His nose is full of school. He hates the teachers ('bloody' teachers).*
- (b) *She says: Don't worry. Only three years to go.*
- (c) *To find a job or something like that.*

**Comment:**

The candidate was unable to properly express 'die Nase voll' and misunderstood 'blöd'. The answer to (b) was incorrect and the answer to (c) was incomplete.

**ITEM 20:**

**Excellent Response**

- (a) *If you're not fluent in German, go with her. She will talk slowly and answer questions if you don't understand.*
- (b) *If you want a translation.*

**Comment:**

This answer was given full marks. An alternative response for (b) was *if you speak a different language*.

### Average Response

- (a) *She'll speak slowly and try to answer your questions if you don't understand something.*
- (b) *If you need the talk in another language.*

### Comment:

This candidate has understood the item but has not mentioned that Frau Nagel is there for those who do not understand German well.

### Poor Response

- (a) *Because she is careful to explain things on the tour to people.*
- (b) *For an interpretation.*

### Comment:

There is no mention of fluency in German in (a) and other relevant detail is also missing. In (b) 'interpretation' is incorrect and could have referred to an understanding of the art itself.

## 3 Unit (Additional)

Most candidates coped well with a demanding paper and were well prepared. Candidates should be reminded that constant practice in listening to a wide variety of sources will help improve this skill.

Many candidates made a good attempt to record as much relevant detail as possible. This is important in global marking, as marks are not necessarily awarded for items of vocabulary in isolation, and a good comprehension of the answers as a whole is necessary to gain full marks. Answers in point form are acceptable, as long as the meaning is clear.

Candidates should avoid rewriting sections of the question and recording irrelevant information, as this is a waste of valuable time. Part of the skill being tested is the ability to listen to the item and pinpoint the information relevant to the questions.

### For example:

ITEM 4: The question did **not** require information about crime or drugs, but about training and youth unemployment.

ITEM 6: 'Rechtzeitig' did **not** mean punctually here, but 'in time' or 'early'.

ITEM 8: This required a good command of detail. Some students missed the fact that in India parents had more children, so that one son, **not** one child, survived. Third World children provided not a means but the **only** means for caring for the aged.

ITEM 9: In this item there was a 10.8% increase in post-war unemployment. A common response was 10.8% unemployment, but this indicated neither rise nor fall. Nor did it mention the time frame in which it occurred.

Other items of vocabulary which presented some difficulties included:

rechtzeitig	Woldecke	Nachkriegszeit	Gewohnheiten	Chöre
Stromversorgung	schwer	gemeldet	Rückschlag	Leistung
Verbraucherzentrale	eingeschlossen	Lieferung		

## Sample Answers

### ITEM 2:

#### Excellent Response

- (a) *She doesn't need the woollen blanket.*
- (b) *Tricky salespeople often talk old people into buying things they don't need.*
- (c) *The Consumer Office in Cologne has received many complaints of this kind.*

#### Comment:

This response shows a good understanding of the item. In (b) the most common correct response was 'she was talked into it by a tricky salesman'. The above response shows the same idea, although it is more generally worded. In (c) some candidates showed an excellent understanding of 'Verbraucher-Zentrale' but missed writing 'Köln' as Cologne. Considering the complexity of the item and the amount of information needed to gain a point, 'Köln' (untranslated) was accepted in this particular item.

#### Average Response

- (a) *She didn't need the blanket.*
- (b) *The salesperson convinced her.*
- (c) *They have received many complaints like this in Cologne.*

#### Comment:

Most of the information given here is correct. In (b) 'cunning' was not needed if the details of the process were explained. In this candidate's answer it is obvious that the salesman tricked her. However, there is no mention of the Consumers Affairs Office in (c), and 'they' is an inadequate substitute.

#### Poor Response

- (a) *She spent 489 DM on a return trip to Heidelberg.*
- (b) *From a travelling salesman – she thought she needed it.*
- (c) *The office in Cologne has had many reports of this sort.*

**Comment:**

Although this candidate has understood isolated pieces of information, no answer is completely correct.

**ITEM 6:**

**Excellent Response**

- (a) (i) *Snow storms cut off electrical supply to more than 25000 homes.*
- (ii) *Several thousands of drivers were trapped in their cars because of the snow on the roads.*
- (b) (i) *They should order it in time.*
- (ii) *They have to wait a very long time for delivery.*

**Comment:**

All elements of this answer are correct.

**Average Response**

- (a) (i) *Snow storms caused the electricity to be cut off for 25,000 hours.*
- (ii) *There was 60 cm of snow on the main roads; several 1000 drivers were captured.*
- (b) (i) *Has to order the coal on time.*
- (ii) *There is a long waiting time.*

**Comment:**

This candidate understood basic concepts, but some details were inaccurate. In (a) the electricity was cut off to 25,000 homes. In (b) the drivers were trapped or stranded, not captured. In (c) (ii) there was no mention of delivery.

**Poor Response**

- (a) (i) *Very strong snow storms damaged 25,000 homes.*
- (ii) *60 cm of snow was on Federal roads and several thousand cars were locked in.*
- (b) (i) *The people who want to use it must wait a long time.*
- (ii) *Because the plants of the Botanical Gardens in Cologne must be protected.*

**Comment:**

This candidate only understood isolated items of vocabulary and therefore gave incorrect answers.

**ITEM 9:**

**Excellent Response**

- (a) *The post-war unemployment level is up to 10.8%.*
- (b) *In the west, the unemployed quota is up to 9.4%. In the new states, there is 16.8%.*
- (c) *They plan to halve the number of unemployed by the year 2000.*

**Comment:**

This answer has all the necessary elements and the statistics have been correctly given. In (b) candidates who did not give the relevant details, but gave an overall view by saying ‘the unemployment is greater in the new states than in the west’, were given some credit for correct comprehension, but did not gain full marks.

**Average Response**

- (a) *The number of unemployed rose to 10.8% – a new record.*
- (b) *The unemployed rate is especially high in the new states (16.8%), much higher than in the west.*
- (c) *Halve the number of unemployed by the year 2000.*

**Comment:**

This candidate omitted some detail, eg ‘postwar’ in (a) and the second statistic in (b).

**Poor Response**

- (a) *The unemployment rate – 10.8% up in the North.*
- (b) *16.8% of people in the west have no jobs, whereas the new German states have a lower unemployment rate.*
- (c) *A campaign to have helped people to find work until the year 2000.*

**Comment:**

This candidate has not understood the statistics in context, and other details are also incorrect.

## READING

### 2 Unit Z

#### Part A. Kommunikative Aufgaben

This section was generally well done by most candidates. Students should try to familiarise themselves with idiomatic expressions and not be misled by the literal meaning of an expression when it is given as one of the alternatives.

For example in Question 2. Was soll das denn heißen?

Many students chose alternative (A) or (B), which were both incorrect.

Students should eliminate obviously incorrect answers by working logically through the alternatives.

For example in Question 9. 'Schöne Ferien!'

Having eliminated the incorrect answers, the candidate would have been left with the correct alternative

(D) 'Danke, gleichfalls!'

#### Part B

In general most candidates handled this section of the paper competently. Overall comprehension of the passages was good, with candidates able to deal with a wide range of vocabulary.

Candidates who scored well gave all relevant details in their answers. Candidates risk losing marks if they mention just one or two relevant points when the passage contains more. Candidates should always include relevant qualifying adjectives and adverbs and be very specific in their answers. They should also pay close attention to their English expression and should re-read their answers to ensure they make sense. A marker will not give the candidate the benefit of the doubt if the meaning is so unclear that it has to be guessed.

Candidates will lose marks if they give conflicting alternatives in their answers.

For example, 13 (g) (ii) 'Osman would like to be a hairdresser/butcher.'

This asks the examiner to choose which answer is correct. In such cases the examiner will not choose for the candidate and no mark will be awarded.

#### QUESTION 11. Non-Stop Through Europe

A number of candidates were able to demonstrate a good grasp of vocabulary in this passage. However, some candidates thought that the 'Interrail-Paß' was a passport instead of a ticket. Part (h) was misinterpreted by some students, who did not realise that the train was being used at night as a hotel.

Vocabulary causing difficulties included:

Bergbahn – mountain railway

abgeben – to hand in

QUESTION 12. An Embarrassing Experience

Once again this passage was understood by the majority of candidates, many of whom understood the joke at the end.

Vocabulary causing problems included:

Illustrierte magazine

mit Appetit hungrily/with appetite

an einen freien Tisch at an empty/free table

sah saw

aß ate

las read

QUESTION 13. I am Turkish

This question was particularly well answered, with many candidates including all the relevant detail.

Some candidates misunderstood 'Angst' as anger not fear. There were some very interesting translations of 'Friseur' and 'faul'. Other vocabulary causing problems included 'enttäuscht' and 'das Aussehen'.

QUESTION 14. Kirsten Mader

This was a longer and more challenging passage. Candidates who scored well were those who included all detail and made their answers very specific.

Vocabulary items which were poorly understood included:

Laden shop

verkaufen to sell

Kuchen cake

lustig funny (here: fun)

plaudern to chat

sich verstehen to get on with someone

duzen to use 'du' with someone

Abwechslung here: variety

Konkurrenz competition

## Sample Answers and Comments

### QUESTION 12. An Embarrassing Experience

(h) Why was the man embarrassed?

#### Excellent Response

*He thought that the woman had eaten his whole packet of biscuits. When she had gone he opened his bag and found alongside his plane ticket his own packet of biscuits.*

#### Comment:

This was a concise answer and the candidate had no trouble recognising the punch line of this humorous situation.

#### Average Response

*His bag was open and his biscuits were still inside as she hadn't taken his after all.*

#### Comment:

Only one mark out of a possible two was awarded for this answer. The candidate did not explain that the man discovered the biscuits when he went to get the ticket from his bag. An 'open bag' would have made the biscuits obvious from the very beginning.

#### Poor Response

*Because a woman had gotten the biscuits.*

#### Comment:

This candidate had not understood enough of the situation to be awarded any points. Key vocabulary items such as 'Flugschein', 'Handtasche', and 'meine eigene Packung' were not included in the response.

### QUESTION 13. I am Turkish

(k) What advice is given to Osman:

- (i) as encouragement?
- (ii) to help him look for a job?

#### Excellent Reponse

- (i) *But not all people are like this. He should try again and again to make contact with others, even if he is often disappointed by it.*
- (ii) *He should not give up and should go in person to the hairdressers.*

**Comment:**

This candidate displays an excellent level of understanding of the passage and the answers are detailed and correct. In Part (ii) any correct two pieces of advice out of a possible three were accepted.

**Average Response**

- (i) *Not all people think this way. Some think it is nice to have new people around.*
- (ii) *Go to the employment office. Don't give up or nothing will happen.*

**Comment:**

While a good deal of this question has been understood, the candidate has omitted the fact that Osman should keep trying to make contacts/friends, even if he is disappointed.

**Poor Response**

*Go and talk to people, ignore horrible comments.*

**Comment:**

This candidate had not understood the idea of 'keep trying', even though 'talk to people' was an acceptable alternative for 'making contact'. The other parts of the question were not understood and 'ignore horrible comments' did not come from the passage. Only one point out of a possible four was awarded.

**QUESTION 14. Kristen Mader**

- (k) What is her opinion of her teachers?

**Excellent Response**

*Most are all right. They are allowed to call the teacher by 'du'. There are a few she doesn't like, e.g. her History teacher and Biology teacher. When there is an argument, they talk about it to other teachers.*

**Comment:**

This candidate scored maximum points, indicating a good understanding of all four parts of the response. Very few candidates recognised 'die Lehrer unserer Klasse dürfen wir duzen'.

**Average Response**

*She doesn't like her History and Biology teachers. Most of the teachers for her classes allow them to talk and they are OK but you do what they say.*

**Comment:**

This candidate did not recognise the verb ‘duzen’ and did not understand ‘Wenn es Streit gibt.... mit dem Lehrer darüber zu reden’. It was important in this answer to say that most teachers were okay, not to imply that she liked them all.

**Poor Response**

*Some can be nice but others are boring*

**Comment**

All four parts of this answer are incorrect.

## 2 Unit (General)

This paper was well handled by the majority of candidates, who made a good attempt at answering all questions.

Candidates are reminded to include all relevant details in their answers. For example, in Question 2 (f) it was necessary to say that Antonio **always** spoke German, and in Question 2 (g)(ii) Halis has **little** contact with Germans.

Candidates should answer all questions fully, and then re-read their answers to ensure they have not contradicted themselves.

Areas of particular difficulty in this section were:

QUESTION 1.	Street Artists
Schauspieler	<b>not</b> game player
Papierkorb	(waste) paper basket
Umschlag	envelope
Unsinn	nonsense
ein richtiger Job	a proper job, <b>not</b> a right job
Fußgängerzone	pedestrian zone
Ladenpassage	shopping arcade
..freuen sich über	are pleased about, <b>not</b> look forward to

QUESTION 2. Two Foreigners at the Employment Office

‘Gegend’ was often not recognised and ‘ein paar’ also caused problems.

A number of candidates understood the concept of ‘Hauptschulabschluß’, but found it difficult to put this into English. A variety of synonyms were allowed, but ‘the HSC’ was not an acceptable alternative for this type of examination.

Many candidates misread Antonio for Halis in (c). Candidates are reminded to read questions carefully to avoid careless loss of marks.

QUESTION 3. A Doctor's Flat is Burgled

Items of vocabulary presenting difficulties included:

wertvolle Teppiche	valuable carpets
Gemälde	paintings/pictures
Fernsehapparat	TV set
Möbel	furniture
am hellichten Tag	in broad daylight
umziehen	to move (house)

### Sample Answers and Comments

QUESTION 1. Street Artists

(b) Describe what Gabriela does at the start of her performance.

#### Excellent Response

*She pulls an imaginary letter out of an envelope which she puts in a waste paper basket that is really there.*

#### Comment:

This candidate recognised all key vocabulary items and included relevant details in a clearly worded response.

#### Average Response

*She pretends to open an imaginary letter and puts it in the waste paper basket.*

#### Comment:

This candidate does not describe Gabriela taking the letter out of the envelope. 'She pretends to open an imaginary letter' is not specific enough.

#### Poor Response

*She reads out an imaginary letter and cuts her finger.*

#### Comment:

This candidate did not mention the keywords 'Umschlag' and 'Papierkorb' in the first part of the response and completely misunderstood the second part of the answer.

(d) How does the elderly man react to her performance?

**Excellent Response**

*He gets annoyed and says it is stupid. He says things like that shouldn't be allowed.*

**Comment:**

This response included all the important elements of the answer, ie annoyed - stupid - shouldn't be allowed. Many synonyms were accepted for '...regt sich auf'. These included 'he gets upset/angry/irritated/agitated.' Synonyms accepted for 'das ist doch Unsinn' included 'that's nonsense/stupid/rubbish/silly/ridiculous/crazy.'

**Average Response**

*He gets agitated. He doesn't like it. He says they shouldn't let people like Gabriela do things like this.*

**Comment:**

While most of this answer is correct, 'He doesn't like it' is too vague and doesn't accurately convey the man's reaction. This answer was awarded two points out of a possible three.

**Poor Response**

*He stands up and shouts and says it is something awful. He says they shouldn't allow it.*

**Comment:**

The last part of this response is the only part which is correct. 'He stands up and shouts and says it is something awful' is incorrect and does not reflect the information given in the passage.

**QUESTION 2. Two Foreigners at the Employment Office**

(e) What sort of job is Halis looking for?

**Excellent Response**

*It doesn't bother him what sort of job. Just a permanent 40 hour per week one.*

**Comment:**

This candidate gave a complete answer with all the required details.

**Average Response**

*He doesn't mind, only he'd like a job where he can work forty hours per week.*

**Comment:**

This candidate has made no mention of the job being permanent, secure or steady and was therefore awarded half marks for this answer.

**Poor Response**

*He wants to become a school teacher.*

**Comment:**

This candidate may have misinterpreted 'Lehrstelle' as a teaching position. Hence this incorrect answer.

- (i) What is the present situation for Halis's family?

**Excellent Response**

*They are still there in Germany because there is not enough work in Turkey. Their life isn't easy.*

**Comment:**

This candidate has clearly comprehended the three main elements of this response.

**Average Response**

*The family is always in Germany. There isn't enough work for them in Turkey. But life for them in Germany isn't simple or straightforward.*

**Comment:**

This candidate misinterpreted 'Jetzt ist die Familie immer noch hier.' The remainder of the answer is correct.

**Poor Response**

*The family is no longer in Germany as there was no work for them there. Their life isn't light.*

**Comment:**

This candidate misunderstood that the family did not return to Turkey. 'Light' was not an acceptable translation of 'leicht.'

**QUESTION 3. A Doctor's Flat is Burgled**

- (b) What had been stolen?

**Excellent Response**

*Valuable carpets, a couple of works of art, paintings and the TV.*

**Comment:**

This is a complete response, with all four elements correctly described.

### **Average Response**

*Rugs, an artwork, pictures and the TV.*

#### **Comment:**

The first two parts of the answer did not receive any points. The candidate did not recognise 'wertvolle' nor understand 'einige'. The rest of the answer was correct.

### **Poor Response**

*Expensive wallpapers, some artworks and a jewel box.*

#### **Comment:**

In this response 'some artworks' is the only correct answer. 'Der Fernsehapparat', probably the easiest item of vocabulary, was omitted.

(g) Why, according to the police, were the neighbours NOT suspicious?

### **Excellent Response**

*The burglars stole so much furniture they must have used a furniture removal van and the police believe that they broke into the house in daylight without the neighbours having noticed as they wanted them to believe someone was moving house.*

#### **Comment:**

This candidate included all details, particularly referring to the quantity of furniture stolen and noting that the robbery took place in daylight.

### **Average Response**

*They believed that the people living there were moving because they were using a removalist van.*

#### **Comment:**

This answer is only half complete. No mention was made of the amount stolen and the fact that it happened during the day.

### **Poor Response**

*Because the thieves must have hired a moving van to transport the stuff so as not to cause any suspicion.*

#### **Comment:**

This candidate only showed a limited understanding of the question and mentioned just one of the four parts of the answer. 'To transport the stuff' is not accurate enough to describe why the thieves needed a moving van.

## 2/3 Unit (Common)

This section was well handled by the majority of candidates, who attempted all questions and showed good overall comprehension of the passages.

Candidates are reminded that, although global comprehension is required when answering, finer details are also important and will often discriminate between those candidates who have an excellent understanding of items of vocabulary and those who are making a guess. It is therefore important to include such details in the answers.

Examples from Question 1 are:

wußte nicht mehr	didn't know <b>any more</b>
nicht sehr selbständig	not <b>very</b> independent
mehrere gute Freunde	<b>several</b> good friends
am liebsten sofort	<b>best of all</b> immediately

Examples from Question 3:

schon 13- und 14 jährige	<b>even</b> 13 and 14 year olds
in den ersten beiden Tagen	the first <b>two</b> days (not the first few days)

As these examples show, the 'small' words can be vital in conveying the full meaning of a phrase or sentence.

Candidates must also be mindful of avoiding literal translations if they make no sense in English. Instead, a freer translation which encompasses the concept should be used.

For Example in Question 1:

'Was hätten wir denn dann noch vom Leben?'

An acceptable rendition would be 'having a child would cramp our style', or 'we should have a life first.' Not acceptable would be, for example, 'what else would be left to do later in life?'

Candidates must also be warned of the danger of giving alternative answers, if these are contradictory. For example, 'He was wearing a pair of trousers/shorts'.

Examiners will not choose the correct alternative and disregard the other. In the example given no mark would be awarded. However, an elaboration is sometimes a good idea if it is used for clarification purposes only. This is especially appropriate when an expression is difficult to render into English.

For example, 'Gehen Sie raus aus Ihren vier Wänden' — 'get out of your four walls/get out of the house.'

Candidates should be careful when dealing with German words which have more than one meaning, or which are very similar to English.

In Question 1 'reif' did not mean 'ripe'. Some candidates also mistakenly translated 'reif' as 'rich', because they were misled by an irrelevant sentence which mentioned money. On the other hand, candidates seemed oddly reluctant to use English cognates such as 'Streß'.

In general, Questions 1 and 3 were better handled than Question 2, which candidates found more difficult. However, a number of candidates did not complete Question 3. Where possible, candidates are advised to allocate enough time for each Section when they begin the paper. They should also remember that the Options question can be answered in note form if they are running short of time. As the Reading Comprehensions carry the majority of marks in the Written paper, candidates should make every attempt to complete all parts of this section.

The following words and expressions caused difficulty for many candidates:

QUESTION 1.	Too Young to be Married
Abteilung	department/section
Telefonauskunft	telephone information (service)
Mietvertrag	rental contract
aussuchen	to choose ( <b>not</b> look out for, search for)
Selbstmordversuch	most candidates recognised 'suicide', but did not convey the sense that this was a single attempt at suicide in the past
sie wußte sich nicht mehr helfen	she didn't know how to... ( <b>not</b> she didn't want to...)
selbständig	independent/self reliant ( <b>not</b> self-dependent)
ein Kind erziehen	raise/rear a child ( <b>not</b> have a child)
QUESTION 2.	Unemployed Women
Significant 'smaller' words often missed by candidates were:	
seit über einem Jahr	for <b>more than</b> a year
die Rolle der 'Nur- Hausfrau'	being <b>only</b> a housewife
allein zu Hause	at home <b>alone</b>
nicht mehr viel zu erzählen	no longer <b>much</b> to tell them
ganz ohne Aufgabe	<b>totally</b> without a task/job/work to do having <b>absolutely</b> nothing to do
QUESTION 3.	Runaways
mit dem Widerstand der Eltern zu rechnen	they have to count on/expect parental opposition
keinen Spielraum	no room to move ( <b>not</b> no rooms to play)

...haben sie immer weniger Angst, mit immer größeren Dingen anzufangen	many candidates missed the comparative structure here
Not	emergency
Amt	a government body or agency. Jugendamt is <b>not</b> a youth centre.

## Sample Answers and Comments

### QUESTION 1.            Too Young to be Married

(a)     Where do Bruno and Regina work?

#### Excellent Response

*They work in the same department of the Cologne Telephone Information Service, ie equivalent to directory assistance.*

#### Comment:

This candidate has given specific details of where Bruno and Regina work and has recognised that it is not only for the same company, but in the same department. 'Köln' has been accurately translated and the precise section of the telephone company has been given. Although the answer needed no clarification, this candidate has ensured that the English meaning is unambiguous.

#### Average Response

*They work in the same department of the Cologne telephone company.*

#### Comment:

This candidate provided some correct details and translated 'Köln' correctly. However, the complete name 'Cologne Telephone Directory Assistance' or 'Cologne Telephone Information Service' has not been given.

#### Poor Response

*The office of the Köln Telephone Exchange.*

#### Comment:

This answer does not give accurate details. The 'office' is not necessarily the same department and 'Köln' has not been translated. 'Telephone Exchange' is too general to be awarded a point.

(f) How could they afford their first furniture?

**Excellent Response**

*Bruno's father took out a 2700 Mark loan from the bank and they must pay this back in small installments.*

**Comment:**

The candidate understood that it was Bruno's father who took out the loan from the bank and now the couple have to pay it back in small instalments.

**Average Response**

*Bruno's father got them a loan from the bank of 2700 Marks which they have to pay back at very low rates.*

**Comment:**

Although the basic idea of the father organising the loan for Bruno and Regina has been understood, the repayment issue wasn't. 'At very low rates' suggests interest rates.

**Poor Response**

*For their first furniture Bruno's father went to the bank and got money to lend to them.*

**Comment:**

Although the candidate has understood that the father arranged the loan, not enough detail was given — the amount of money borrowed and the repayment arrangement.

**QUESTION 2. Unemployed Women**

(d) According to the experts, what function does work perform?

**Excellent Response**

*It doesn't only create products and provide services and is not only a daily duty or possibility to earn money, for most it is worth much more: work gives life meaning.*

**Comment:**

This is a full response which demonstrates a correct understanding of 'Dienstleistungen' and shows that the candidate completely understood all the relevant points contained in the text.

**Average Response**

*They don't just make products, its not just a daily thing or possibility to earn money - for most it's more. Work gives their life a purpose.*

**Comment:**

This candidate omitted the concept of work creating goods and services. A daily 'thing' does not convey the notion of 'Pflicht', that is, an obligation or duty. 'Thing' is too general.

**Poor Response**

*It gives a person enthusiasm, it makes the day fly by and makes it possible to receive money. Work gives a sense of life.*

**Comment:**

The first part of the answer is not based on information given in the text and is the candidate's own view of work. 'A sense of life' shows understanding of single items of vocabulary, but is not the correct interpretation of this part of the text. 'A sense of life' is a different concept from work giving life sense or purpose.

(g) How did her closest friends help her?

**Excellent Response**

*They called her alternately every morning at 7:30. Staying asleep isn't in question/ isn't something she can consider any more.*

**Comment:**

This answer is completely correct. It was important to say that her friends took turns to call her and to also say when they rang.

**Average Response**

*They visited her so she wasn't lonely. They call her on the phone at 7:30 to wake her up and make her laugh.*

**Comment:**

This candidate communicated the purpose of the friends' phone calls but missed the fact that they took it in turns. This was important in explaining how they helped her. The fact that they do it 'to wake her up' implies that she therefore can't sleep in, and was acceptable.

**Poor Response**

*They woke her up at 8:30 every morning.*

**Comment:**

This answer is too general to be awarded any points. There is no mention of the phone calls in turns, and the time is incorrect.

(h) Why is it important for her to work in the record shop?

**Excellent Response**

*She doesn't feel worthless any more. To be entirely devoid of tasks, that is for her, as for many, the biggest stress.*

**Comment:**

This answer correctly supplies all the relevant information.

**Average Response**

*She doesn't feel worthless any more. For many, being without tasks is their greatest stress.*

**Comment:**

Karin did have a few hours' work in the record store, so it was essential to say that being **entirely** without any tasks brings the greatest stress. The rest of the answer was correct.

**Poor Response**

*This reduces the stress of not having full-time work.*

**Comment:**

This response is incorrect.

**QUESTION 3. Runaways**

(a) Why do more girls than boys run away from home?

**Excellent Response**

*Today already, 13 and 14 year old girls have firmer friendships and through that more than the boys have to reckon with opposition from the parents.*

**Comment:**

This candidate understood that girls at the age of 13 and 14 already have close friendships (accurately translating 'schon' and 'feste') and that they must then face more parental opposition. They understood and accurately dealt with 'Widerstand' and 'rechnen mit'. Although clumsily expressed, the answer is correct.

**Average Response**

*Because today 13 and 14 year old girls already have strong friendships and therefore have more to calculate over the resistance to one's parents than boys.*

**Comment:**

This candidate understood several parts of the answer, but incorrectly translated 'rechnen mit' as 'calculate', making this part of the response nonsensical.

### **Poor Response**

*It has been found that girls are more highly influenced by male friends and have more disagreements with parents at the age of 13-14 years. Therefore two thirds of runaways are girls.*

### **Comment**

Although this candidate understood the basic information — ie 13/14 year old girls, friends, parents, disagreements — they did not pick up the key words such as ‘schon’, ‘feste’, ‘rechnen mit’ and ‘Widerstand’, therefore missing out on both marks. The information given was too general.

(e) What usually happens to the ‘one-time’ runaway?

### **Excellent Response**

*They are usually found within the first two days, or return home of their own free will, or give themselves in at the next police station because they are hungry and don't have any more money.*

### **Comment:**

This candidate understood all four concepts, which were necessary to gain full marks.

### **Average Response**

*They are found within the first day or willingly they return home or turn in at a police station because they are hungry and have no more money.*

### **Comment:**

This candidate was too vague in the translation of ‘den ersten beiden Tagen’ and also omitted the detail of the closest, first, nearest or next police station.

### **Poor Response**

*They usually return home of their own free will or report themselves to a nearby police station because they have no money and are hungry.*

### **Comment:**

Although this candidate had a general understanding of the question, they repeatedly omitted or mistranslated key words, such as ‘nearby police station’ and ‘...have no money’. ‘Within the first 2 days’ was completely omitted.

(h) What happens to the girls if they are not caught the first time?

### **Excellent Response**

*They have less and less fear of beginning with bigger and bigger things.*

**Comment:**

To gain full marks in this question, the candidate was required to understand the key words ‘Angst’ and ‘anfangen’, and also to correctly translate the ‘immer’ structures in ‘immer weniger’ and ‘immer größeren...’.

**Average Response**

*Then they always have less fear to begin stealing always bigger things.*

**Comment:**

This candidate understood the concepts of ‘fear’ and ‘stealing’, but did not correctly translated the ‘immer’ structures.

**Poor Response**

*They have less fear of getting caught again, more confidence.*

**Comment:**

This is an incorrect response.

### 3 Unit (Additional)

Candidates coped well with this section of the paper and most would have been familiar with the topic dealt with in the passage and the general vocabulary used.

Candidates are reminded that the number of lines given for answers, while often a guide, is not necessarily an accurate indication of the length of answer expected by markers. Candidates should always write what they believe to be the complete answer, regardless of whether it is longer or shorter than the space given.

Answers should include all relevant details. In question 1(b), for example, the list of housekeeping tasks consisted of quite simple vocabulary, and therefore candidates were expected to include **all** of these to get the mark. It was therefore not enough to list some of the items and then write ‘and so on’.

Candidates must also endeavour to use English structures when writing their English answers. English written with German word order, for example, can be very difficult to understand and marks will not be given for answers which are incomprehensible. Candidates are advised to re-read answers to ensure the sense is clear.

Vocabulary and structures which presented difficulty to some candidates included:

ohne Ausnahme	<b>not</b> without prescription
hauswirtschaftliches Personal	<b>not</b> Home Economics staff
die Jugendlichen sind für sich und das Haus selbst verantwortlich	the young people are responsible for themselves and for the house, <b>not</b> responsible for the house themselves

eine einheitliche Methode	<b>not</b> universal methods
längst .....der Fall ist	<b>not</b> hasn't been the case for a long time
zwischen dem ersten Kontakt und der Aufnahme	<b>not</b> between the first contact and the end of the therapy
muß vor der Haustüre bleiben	<b>not</b> have to be left at the door/on the front door
bügeln	<b>not</b> folding the washing/vacuuming
die Blumen gießen	<b>not</b> pick, arrange, buy, change or provide the flowers

### Sample Answers and Comments

(b) How is this institution different from a lot of others?

#### Excellent Response

*The youth are responsible for themselves and the house. There is no house-keeping staff, nobody who cleans, makes the beds, washes clothes or irons, no-one who shops, cooks, waters the flowers or cleans the shower.*

#### Comment:

This clearly gives the idea that the young people living in the community are responsible for themselves and their own environment. The correct, specific examples of tasks undertaken are given directly from the text.

#### Average Response

*For the drug addicts, there are no personnel to keep the house in order, nobody to clean, make beds, wash clothes, iron clothes, go shopping, cook, arrange the many flowers, clean the showers.*

#### Comment:

This candidate missed the important point, clearly stated in the text, that the young people are responsible for themselves and the house. The candidate also misunderstood '...die vielen Blumen gießt' by saying there was no one to arrange the flowers. This answer was awarded half marks.

#### Poor Response

*It is different because these young people are put in a home where they have to look after themselves. They are responsible for themselves and the house, unlike other rehabilitation centres.*

**Comment:**

This candidate has understood the concept of the responsibility placed on the drug addicts but has given none of the specific detail required for the rest of the answer. This response, while correct in what it does state, is too general. One point out of a possible four was awarded.

(c) What impression does the writer have of the house?

**Excellent Response**

*It is clean in all rooms of the four storey house, as well as the workshops. Even in the kitchen the most hard-working housewife would not find anything to criticise. There is nothing at all which would remind one of a clinic or home.*

**Comment:**

All the points given relate to the writer's impressions. It was important to include the fact that even the workrooms of the house are clean, as this gives a more precise idea of the degree of thoroughness in their cleaning.

**Average Response**

*All rooms including the work-shop of the four storey building are spotless. Even the most industrious housewife couldn't criticise the state of the kitchen.*

**Comment:**

This candidate did not include the fact that there is nothing about the place which would remind you of a clinic or institution. This was necessary to fully express the impressions of the writer.

**Poor Response**

*The writer seems very positive and enthusiastic about the house. The writer believes this situation is far more successful than others because the young people must want to kick the drug habits themselves.*

**Comment:**

This answer is the candidate's own impression, and does not come from the text.

(e) How is the therapy organised?

**Excellent Response**

*There are two psychologists, an educational co-worker and a doctor assigned from the nerve clinic. All the steps throughout the therapy are done with the same team and in the same place following the same uniform method from the start to the end.*

**Comment:**

This answer precisely explains exactly how the therapy runs.

**Average Response**

*All steps of the therapy are carried out by the same team of people at the same place in an ordered fashion from beginning to end.*

**Comment:**

‘In an ordered fashion’ does not convey the meaning of ‘einheitlich’ – uniform or standardised.

**Poor Response**

*There are two psychologists, a youth worker and a delegated doctor from the psychiatric hospital. They follow through on their methods, working as a team where all patients attend therapy, looking for an answer to an end.*

**Comment:**

This candidate was far too general in the answer and gave no indication of how the therapy is actually organised.

(f) What are the conditions of being accepted into the house?

**Excellent Response**

*The teenagers have to want to become free of drugs. Between the first contact and the acceptance into the house they have two interviews to decide whether they should be accepted. For these one on one and group interviews, they explain all the rules of the house and the degree of motivation and the will of the teenager to let go of drugs is tested.*

**Comment:**

All points of this answer have been comprehensively covered.

**Average Response**

*The patient must want to get off the drugs - therefore between the first contact and the taking of the patient they have two more exception talks. The motivation of the youth and his will to leave his addiction would be tested.*

**Comment:**

This candidate has written a comprehensive answer but has not included the explanation of the house rules, which is a significant factor in being accepted. This response received three points out of a possible four.

### Poor Response

*They must voluntarily want to be drug free.*

### Comment:

This answer is partially correct, but is missing three major points. It was therefore awarded one mark out of four.

## WRITING SKILLS

### 2 Unit Z

#### Descriptors

EXCELLENT 9–10

This candidate writes with fluency and a fair degree of accuracy. Some minor errors may exist. A range of vocabulary and structures is used and an impressive level of communication is established. Full marks are awarded to the best that can be expected from a 2 Unit Z candidate who has not spent any time in Germany.

GOOD 7–8

This candidate communicates well despite some significant mistakes – perhaps in syntax or tenses. There is, however, a solid understanding of grammatical form and a wide range of vocabulary. The response is relevant to the topic.

AVERAGE 5–6

A clear message is conveyed, although there will be many errors. The response will contain simple sentences and basic vocabulary. The errors of grammar and syntax do not detract too greatly from the overall communication. The response is mostly relevant to the topic.

BELOW AVERAGE 3–4

Limited communication is established. Very elementary vocabulary is used and often repeated. The candidate shows little knowledge of structures. Poor understanding of grammar and syntax as well as use of Anglicisms will also impede communication. Only limited sections may be relevant to the topic.

POOR 1–2

Very elementary words and structures and major errors in grammar, syntax and spelling make communication extremely difficult. A large amount of material may be irrelevant. This response may not meet the minimum length requirement. There may be widespread use of Anglicisms.

### Sample Answers and Comments

QUESTION 15. 'Gott sei Dank! Endlich ist die Schule aus!'

**Excellent Response (9 – 10)**

*Rick: Hallo Claudia. Ich gehe am Freitagabend Tanzen. Kommst du mit?*

*Claudia: Ja, ich komme gern mit, weil ich mit meine Abschlußprüfung fertig bin. Gott sei Dank! Endlich ist die Schule aus. Wann und wo treffen wir uns?*

*Rick: Treffen wir uns um 8 Uhr, vor dem Discothek!*

*Claudia: Nein, Leider geht das nicht. Wie wäre es etwas später, um 9 Uhr.*

*Rick: Klasse. Wir haben eine Verabredung!*

*Claudia: Ich freue mich darauf. Bis Freitagabend! Tschüß!*

**Comment:**

This candidate wrote with fluency and accuracy and only made minor errors. A wide range of vocabulary and structures was used and an impressive level of communication was reached for a 2 Unit Z student.

QUESTION 16. '.....daß Sie im Lotto gewonnen haben.'

**Good Response (7 – 8)**

*den 26. Novembre*

*Lieber Sönke,*

*Wie geht's? Vielen dank für Deinen Brief. Letzten Wochenende habe ich eine Lotto-Karte gekauft. Es ist ein Traum; ich habe 1,000,000 DM gewonnen! Erstliches will ich eines neues Auto kaufen und dann an eine Reise nach Deutschland fahren. Wenn ich in Australien zurück kommen will ich 500,000 DM für den Kinder aus Afrika geben an.*

*Möchtest du etwas? Ich kann jetzt alles kaufen.*

*Morgen will ich ein Einkaufsbummel machen und viel Kleidung und Koffern für die Reise kaufen. Dann will ich im Reisebüro gehen und meiner Flughkarte kaufen.*

*Mein Flughgesellschaft ist 'Lufthansa', ersten klasse! Ich fahre nach Deutschland und Europa um 8. Januar, 1997,*

*bis dann, Tschuß!*

*dein Jack.*

**Comment:**

Despite occasional significant errors, this candidate had a sound grasp of grammatical form and established a good level of communication. The response was relevant to the question.

QUESTION 16. '...daß Sie im Lotto gewonnen haben.'

### Below Average (3 – 4)

*Leibe Hannah,*

*Guten Tag! Wie gehts? Ich bin fantastisch. Ich habe gewonnen die Lotto!!! Ja, ja ich hat Party haben. Ich habe viele Geld vor Party und Party vor prima. Meine Eltern ist sehr gut gelaunt für ich hat gewonnen. Ich gewonnen für meine sechs nummer hat komme. Acht, neun, zwei, vier, drei, sechs. Acht für meine geburstag, neun für mein mütters, zwei für mein vaters, vier für mein brüder, drei für mein schwester und meine Katzen ist sechs jahre alt. Ich hat gewonnen ein million mark. Für meine geld ich hat kaufen eine zwei familie hause, viele Gleidung, und ein neue Auto. Den Auto ist rot und eine Mazda. Der hause liegt in der nahe von die Theatre im Sydney und ist sehr größte. Meine nachbarin ist Kieren Perkins und er hause ist auch sehr größte. Ich will mit der Flug kommen und sehen, vergessen ich nicht.*

*Deine Claudia.*

### Comment:

This response contained many errors of grammar and syntax and has only a limited range of vocabulary. Repetition of numbers contributed to an overall impression of a 'Below Average' response.

## 2 Unit (General)

The following criteria are used in the marking of this question:

- range of vocabulary, language structures and ideas
- authenticity and fluency of expression
- relevance to the topic and development of ideas
- accuracy of expression
- overall impression and level of communication.

### Descriptors

EXCELLENT                      9 – 10

This candidate writes with fluency and accuracy with only minor errors. A wide range of vocabulary and structures is used and an impressive level of communication is reached. Full marks are awarded to the best that can be achieved by a non-native speaker.

GOOD                              7 – 8

This candidate writes coherently with some variety of structures and vocabulary. Despite occasional significant mistakes the candidate has a sound grasp of grammatical form and establishes a good level of communication. The response is relevant to the topic.

AVERAGE                        5 – 6

This candidate conveys a clear message despite a number of errors. The work is mostly relevant to the topic and reads as a coherent whole. This candidate may make major errors of grammar and syntax without detracting too much from the overall communication. Simple sentences and basic vocabulary will be used.

BELOW AVERAGE      3 – 4

This candidate's response will contain many errors of grammar and will have a limited range of vocabulary. The work may contain some English patterns of speech and some sections will be irrelevant to the topic. Limited communication will be established.

POOR                      1 – 2

This candidate's response is only partly on the topic and consistent major mistakes in grammar and syntax make communication difficult. A large amount of material is irrelevant. Very elementary words and structures are used.

VERY POOR              0

Command of the language is so poor that communication is barely established or not established at all.

## Sample Answers and Comments

### QUESTION 4.

**Excellent Response (9 – 10)      'Ich weiß überhaupt nicht, was ich tun soll.'**

*Ich weiß überhaupt nicht, was ich tun soll. Mein Vater ist so böse auf mich. Gestern habe ich schlechte Noten in meiner Mathe Arbeit gekriegt. Meiner Eltern waren sehr enttäuscht darüber. Sie meinen, dass ich zu oft ausgehe und nicht genug Hausaufgaben mache. Mein Papa hat gesagt das ich gerade nach die Schule nach Hause gehen muß. Das finde ich wirklich unfair! Wir haben gestritten und ich bin zornig geworden. Ich habe gesagt das Sie zuviel von mir erwartet. Sie loben mich gar nicht und bin nie glücklich mit meinem Noten. Jetzt is alles schlimmer als bevor und ich darf nicht am Samstag ins Disko gehen. Was mache ich jetzt?*

#### **Comment:**

A high degree of fluency and accuracy was achieved through the correct use of a wide range of vocabulary and structures. The level of communication was excellent for a candidate at the 2 Unit (General) level.

**Good Response (7 – 8)              'Ich weiß überhaupt nicht, was ich tun soll.'**

*A: Ich weiss überhaupt nicht, was ich tun soll.*

*B: Wo juckt's?*

*A: Ich bekomme nur eine 4 in Deutsch. Das ist eine schlechte Note! Meine Mutter wird nicht froh sein!*

*B: Wie ist dein Lehrer?*

*A: Herr Schultz. Er ist sehr autoritär und ist geizig mit Noten. Er ist immer böse! Oh Gabi! was soll ich tun?*

*B: Naja, heute abend ist Ralf's Party! Wie können viel Spass machen! Du kannst dein Problem vergessen.*

*A: Nein. Meine Mutter wird mich nicht erlauben dort zu gehen. Sie wird sagt dass ich studieren muss. Nein, ich werde ehrlich sein. Ich muss mehr studieren, und dann kann ich eine Lehrerin sein.*

*B: Ja. OK. Das ist eine gute Idee Aber komm, wir werden spät sein!*

*A: Ich komme ja schon. Immer langsam!*

**Comment:**

This candidate demonstrated good use of tenses. The dialogue was coherent and an above average level of communication was established.

**Average Response (5 – 6) ‘Es ist schon zehn nach zehn. Ich habe es eilig.’**

*A: Hallo Fritz! Wie geht's?*

*B: Gut danke Günter, und dir?*

*A: Prima! Rate mal!*

*B: Was ist denn los?*

*A: Ich habe Tausend Mark im Lotto gewonnen.*

*B: Na, sowas ! Das ist toll!*

*A: Ich weiß. Ich habe Eilig, weil ich spät zur Bank komme.*

*B: Warum gehst du nicht einkaufen?*

*A: Ich brauche das Geld für meine Reise. Nächste Ferien bin ich nach Amerika fahren.*

*B: Fantastisch! Prima! Wie lange fährt du hin?*

*A: Drei Woche. Ich werde bei meine Tante bleiben.*

*B: Klasse!*

*A: Ah! Es ist schon zehn nach neun. Ich habe es eilig. Viele Grüße an Deinen Bruder.*

*B: Ja. Könntet du mich anrufen?*

*A: Ja klar. Tschüss!*

*B: Tschüss!*

**Comment:**

This candidate communicated clearly, although there were significant mistakes, especially with verb forms. Vocabulary was basic and the sentence structure was generally simple.

**Below Average Response (3 – 4) ‘Es ist schon nach neun. Ich habe es eilig.’**

A: *Es ist schon nach neun. Ich habe es eilig.*

B: *Warum, Helga?*

A: *Ich wisse nicht, was könnten wir machen.*

B: *Da ist eines gutes Crime aus die Fernsehse oder Fußball, Deutschland spielt Dänemark in der Finale aus Euro 96.*

A: *Aber fußball geht mir nicht!*

B: *O.K. wir seht das Crime, es ist mit Arnold Schwarzeneger, Terminator?*

A: *Terminator! Das ist ein dummes film. Ich gehe aus bett.*

B: *Aber Helga, gefällt Clint Eastwood ihr?*

A: *Ja, warum?*

B: *Da war ein Western mit Clint Eastwood in fünf minuten.*

A: *Ja, welche film ist es?*

B: *“Unforgiven”, mit Clint Eastwood und Morgan Freeman.*

A: *Unforgiven ist über ein altes Cowboy assassin, Clint Eastwood, und er frau ist töt und her hat zwei kindern.*

B: *Ja das ist richtig. Ich machen popcorn on eine Tasse Kaffee O.K.*

A: *O.K., danke Tom.*

**Comment:**

This response contained many errors in grammar and structure and only a very limited range of vocabulary. There was a strong influence of English which reinforced the impression of a ‘Below Average’ response.

**Poor Response (1 – 2) ‘Ich weiß überhaupt nicht, was ich tun soll.’**

A: *Was ist los? Du sehst schrecklich.*

B: *Dankerschon, Ich bin. Ich fiele schrecklich. Meine Kopf hurts und meine Ohren sind aching.*

A: *Ich weiß überhaupt nicht, was ich tun soll.*

B: *Ich weiß! Meine Vater arbeiten und meine Mutter ist zu hause. Sie machen Auto nicht.*

A: *Ich muß drive.*

*B: Machst du ein Arzt? Sie machen tun fiehlen.*

*A: Ja, Ich mache. Kann ich rüfen Mutter?*

*B: Ja, use das phone.*

*A: Dankerschon - (ring, ring). Hallo, Mutter. Es ist Sarah.*

*C: Hallo, Wohin du in der Schule? Wohin deine?*

*A: Ich bin zu Schule. Ich bin tun. Das Lehrerin ist (bringing me home - nach hause)*

*C: Sind Sie ein Arzt gehen?*

*A: Ja, ich komme zu hause muß.*

*C: Ja, OK. Bis bald.*

*B: Sie sind ready?*

*A: Jetzet gehe!*

*B: O.K.*

**Comment:**

Communication was minimal due to lack of correct vocabulary and grammatical structures. This was further compounded by the consistent use of English.

### **2/3 Unit (Common)**

The majority of candidates managed this section quite well. Students must keep in mind that perfection is not required in order to achieve full marks. A perfect score is possible within the 200–300 word requirement and candidates should not feel the compulsion to write more. Examiners look for a variety of tenses and sentence structure, a rich and varied vocabulary, and relevant use of idiomatic expressions.

In both the letter and the narrative, candidates should be reminded that they have limited time and a limited number of words with which to work. They would be better advised to aim for a relevant and appropriate response, accepting the possibility of a few errors, than to write sections which are free of mistakes but irrelevant to the question asked. **Quality, not quantity, applies here!**

(a) Guided Narrative

This question was attempted by a small number of candidates and the standard was generally disappointing. Candidates should be reminded to write relevant responses to the questions given in italics. Students who misinterpreted ‘aufs Land umziehen’ as ‘ins Ausland umziehen’ were not able to gain full credit for their response. This was also the case with students who relied on repetition and irrelevant material to reach the required number of words.

(b) Letter

Most students performed satisfactorily, attempting to answer all of the questions asked. This was done with varying degrees of detail and success. Candidates should aim to establish effective communication by writing a relevant response to the topics raised in the original text.

Although originality is encouraged, candidates seeking to impress with their creativity or sense of humour should be mindful that too many structural and lexical errors create a negative impression overall. This is also the case when candidates attempt sophisticated structures which are beyond their capability.

However, an attempt at some complex structures with minor inaccuracies creates a more favourable impression than a totally accurate but simple and therefore 'safe' response.

Responses should also demonstrate independence from the language and structures contained in the original text.

Of the questions asked in the letter, candidates best handled:

'Hast Du Deine Prüfungen schon hinter Dir?'

'Hast Du gute Noten bekommen?'

'Hast du schon einen festen Freund?/eine feste Freundin?'

Candidates had more difficulty with:

'Was hältst Du davon?' (ie sie...in ein kleines Dorf umziehen werden)

'Was werde ich in einem kleinen Dorf anfangen können?'

'...daß ich mit 16 noch zu jung für eine feste Beziehung bin. Was meinst Du?'

These latter questions were often either ignored entirely, answered superficially or misunderstood, thereby rendering the response irrelevant.

The highest marks were awarded to those who wrote a complete response to the letter in a confident, detailed and original manner, showing a sound command of the German language.

Long and irrelevant introductions, often learned by heart, were often in sharp contrast to the level of language used when the candidate finally began to respond in their own words. Direct copying of language from the text without making any of the necessary grammatical changes was also a feature of letters which were awarded marks at the lower end of the scale.

## Sample Answers and Comments

### Outstanding Response

Sydney, den 26. November

Liebe Hanni,

*Ich habe mich um Deinen Brief riesig gefreut weil Du mir seit langem nicht geschrieben hast. Deswegen war Deinen Brief eine wunderbare Überraschung und ich freute mich fest darüber.*

*Du hast recht, ich habe zur Zeit wirklich viel zu tun, da meine Prüfungen noch nicht vorbei sind. Am Donnerstag habe ich meine letzte Prüfung und dann ist es mit der Schule endlich zu Ende! Ich kann es kaum erwarten und ich werde nach dieser Prüfung fest feiern. Leider kann ich Dir nicht sagen ob ich die Prüfungen gut bestehen habe, da ich meine Noten erst am siebten Januar bekomme. Ich habe aber ein gutes Gefühl darüber und hoffentlich bekomme ich dann auch gute Noten!*

*Ich kann gut verstehen daß Deine Eltern sich von der Stadt entfernen möchten. Früher habe ich ja auch in einem kleinen Dorf gewohnt und jetzt finde ich den Dreck und Lärm in Sydney manchmal unerträglich. In einem kleinen Dorf kann man schon einiges unternehmen, da die Gesellschaft eindeutig enger ist. Alle Leute kennen einander und deswegen hat mann überall Freunde. Du wirst schon entdecken daß es in einem kleinen Dorf viel zu tun gibt, da es in diesen Dörfe meistens die gleiche Tätigkeiten als in einer Großstadt gibt z.B. Kino usw.*

*Ich kann Deine Meinung aber auch gut verstehen, da ich auch einen festen Freund habe. Ich könnte mich nie von ihm trennen, da wir schon seit einem Jahr zusammen sind. Ich meine daß man mit sechzehn eine feste Beziehung haben kann und es kommt nur darauf an, ob die zwei Leute echt verliebt sind. In einer feste Beziehung spielt das Alter keine Rolle.*

*Also, meiner Meinung nach sollst Du mit Deinen Eltern ein ernstes Gespräch haben und Du sollst ihnen erzählen, daß Du wirklich mit Deinem Freund verliebt bist. Vielleicht kannst Du vorschlagen daß sie noch zwei Jahre warten und erst umziehen wenn Du achtzehn bist. Dann kannst Du ja alleine in Düsseldorf bleiben.*

*Jetzt muß ich leider Schluß machen, da ich für meine letzte Prüfung noch lernen muß. Schreib bald zurück und erzähl mir bitte, ob ihr eine Lösung zum Problem gefunden haben.*

*Viel Glück und liebe Grüße,*

*Deine Katarina.*

### Comment:

Although this was not the best response, it was certainly deemed outstanding for a non-native speaker of German. Despite some errors, the candidate responded in a fluent, confident manner and demonstrated a sophisticated level of language. The candidate achieved a sound degree of authenticity with this response, which is a pleasure to read.

The candidate showed that a wide range of relevant vocabulary, complex grammatical structures and appropriate idiomatic expressions can be achieved within the 200–300 word limit.

### Excellent Response

*den 6. Januar*

*Liebe Hanni,*

*Schönen Grüß! Wie geht's Dir denn? Hoffentlich sind alle Familienmitglieder kerngesund. Einen guten Rutsch ins Neujahr wünsche ich! Bitte verzeih mir, dass ich seit langem nicht geschrieben habe. Du hast recht, dass ich im Moment so viel zu tun habe.*

*Immer noch muss ich lernen, weil ich ein paar Prüfungen (nämlich in Mathe und Deutsch) noch nicht gemacht habe. Wegen der Neujahr-Ferien kann ich mich wenigstens ein bisschen ausruhen, aber nach den Ferien bin ich wieder in der Tretmühle. Nun habe ich eine menge Zeit frei, und ich beabsichtige, gute Noten in den letzten paar Prüfungen zu kriegen.*

*Offen gesagt, ich hätte die Idee Deines Elterns für toll. Man kann davon profitieren, von der Stadt auszuziehen. Aber ich stimme mit Dir damit über ein, dass man in einem kleinen Dorf nichts Besonderes zu tun hat. Hast Du ähnliche Interessen, auf einer Uni zu studieren? Vielleicht könntest Du eine Wohnung in Düsseldorf mieten. Dabei hat man die Geschäfte der Stadt, und es wäre gemütlich sein, Deine eigene Wohnung zu haben.*

*In Deinem Brief hast Du mich auch gefragt, ob ich einen festen Freund habe. Leider ist die Antwort 'nein'. Mein Leben ist momentan so langweilig! Niemand lädt mich ein, einer Party zu gehen. Vielleicht hat es mit meinem Irokesenfrisur zu tun. Aber ich muss erst gestehen, ich habe ein netter Freund kennengelernt aber ich weiss noch nicht, ob er 'mein festen Freund' werdet.*

*Nun muss ich Schluss machen. Ich muss für die vorliegenden Prüfungen studieren. Es tut mir wieder leid, dass ich seit langem nicht geschrieben habe. Vielen Dank für Deinen ausführlichen Brief - schreib mal wieder!*

*Herzliche Grüsse*

*Deine Katarina*

### Comment:

This candidate fully achieved the goals set by the question and showed an excellent command of many aspects of the language — eg tenses, sentence structure, expressions. A wide variety of vocabulary and language structure was used. All that was lacking was the 'finesse' of the response in the 'Outstanding' category.

## Above Average Response

Sydney, den 1. Dezember

Liebe Hannei!

Seit langem habe ich kein Lebenszeichen von Dir gehabt. Also vielen Dank für Deinen Brief! Deine Nachrichten war natürlich eine große Überraschung für mich auch! Wie ärgerlich ein einem kleinen Dorf wohnen zu müssen! Ich wohne leider nicht in der Stadtmitte von Sydney - nur in einem Vorort, der ziemlich ruhig ist. Aber in dem nächsten Vorort gibt es immer viel zu tun. Ich kann mir aber nicht vorstellen, wie schlecht es wäre in einem kleinen, langweiligen Dorf zu wohnen.

Die Leute und der Lärm einer Großstadt ist doch der beste Teil des Lebens. Dort gibt's immer viel zu tun, und man kann viele Freunde haben. Ich hoffe sehr, daß Deine Eltern nicht umzuziehen beschließen. Um Gottes willen! Du bist jung, und deshalb brauchst Du deinen Spaß zu haben. Du mußt Deine Eltern überzeugen, noch in Düsseldorf zu bleiben. Wie kannst Du deine Ausbildung weiter machen in einem kleinen Dorf? Sicherlich verstehen sie, daß eine gute Ausbildung für jede Beruf wichtig ist! Oder vielleicht kannst Du ausziehen. Vielleicht ist das ein bißchen teuer, aber Du kannst bei der Universität wohnen. Ich habe gehört, daß es dort nicht so schlecht ist, und mann kann viele neue Menschen kennenlernen. Dann kannst Du noch Deinem Freund sehen. Frank ist zu nett und zu gut aussehend zu verlieren! Du mußt doch kämpfen!

Um Deine Frage zu beantworten, sechzehn ist natürlich nicht zu jung für eine fest

Beziehung, jedoch habe ich selbst keinen Freund. Seit einem Jahr habe ich keinen Freund und meistens finde ich es ganz gut aber manchmal vermisse ich irgendeiner bei mir zu haben. Wie geht's mit Frank? Ich habe nichts über ihm seit Juli gehört. Kommst Du noch ganz gut mit seinen Eltern aus?

Ich bin neulich mit meine Prüfungen fertig! Es fühlt so gut keine Hausaufgaben zu machen. Leider weiß ich noch nicht ob ich besteht habe, aber es macht nichts. In nur vier Wochen erkundige mich was für Note ich bekommen habe! Also, ich glaube, daß ich alle meiner Prüfungen besteht habe. Sie haben ziemlich leicht anscheint!

Also, ich wünsche Dir viel Glück mit Deinen Eltern! Schreib mir bald mit dem Ergebnis. Viele Grüße!

Bis Bald,

Deine Katarina

### Comment:

This candidate demonstrated a sound understanding of the letter. The response was quite thorough and clearly communicated. However, there was some repetition and the range of vocabulary and structures was not as extensive or as accurate as in the 'Excellent' category. Despite some minor errors and the occasional lapse, the letter read well and the questions had been appropriately addressed.

## Average Response

Sydney, den 27. November

Liebe Hanni!

Wie geht's? Es war sehr schön, einen Brief von Dir zu bekommen. Mir geht es alles ganz gut. Aber leider habe ich noch ein paar Prüfungen - Deutsch und Kunst. Natürlich habe ich keine Noten gekreigt, weil es viel zu früh ist. Für Englisch gab es ein ganz einfache Prüfung: Erdkunde und Chemie waren ziemlich schwere. Wie geht es mit alles in die Schule bei Dir? Machst Du nächstes Jahr das Abitur?

Es ist doch Schade das Du umziehen muß. Ich finde die Stadtleben interresiert mich viel mehr als wohnen auf dem Land. Im Dorf gibt es nicht außer die Kirche und ein paar Geschäfte. Es ist wahr das die Stadt hat Lärm und Hektik - aber junge Leute brauchen einer pulseriende Leben! Ohne die wird man langweilig. Aber im diesem Punkt hast Du keinen Wahl - Du muß mit Deinen Eltern umziehen. Vielleicht kannst du neue Freunden in diesem Dorf kennenlernen. Die können Dir alles in Deine neue Heimat zeigen.

Es ist auch Schade, daß Du mit Deinem Freund abschieden muß. Ich bin der Meinung, daß junge Leute können auch feste Beziehungen haben, gleich wie Erwachsene. Deine Eltern sind nicht gemein, sondern sie verstehen einfach nicht.

Das ist wirklich eine große Schade. Ich habe im Moment keine feste Freundin.

Jetzt muß ich Schluß machen. Hoffentlich Du wirst Deine neue Heimat angenehm finden. Also schreib' bald wider, mit Deine neue Adresse. Alles Gute!

Dein Klaus

## Comment:

This candidate demonstrated a substantial understanding of the letter by answering all questions. However, this was done with varying degrees of success.

The message was generally clear, but some responses lacked thoroughness and detail.

The candidate employed a more restricted range of vocabulary than that used in an 'Above Average' response. The sentence structures was also simpler and there were lexical and syntactical errors.

Despite this, the overall impression was that the letter is conversational in style and reads as a coherent whole.

## Below Average Response

Sydney, den 26. November

Liebe Hanni!

Vielen Dank für Deinen netten Brief, es tut mir sehr leid, daß Du unglücklich bist.

Heute bin ich sehr froh weil ich mit meiner Prüfungen fertig bin. Sie waren ganz schrecklich aber heute morgen fahre ich mit Christina und Josie zum Strand weil das

*Wette so heiß ist. Ich weiß noch nicht über meinen Noten aber meinen fingers gedrückt. Wie war es mit Dir? Im Jahr neunzehn hundert sieben und neunzig fahre ich nach England für ein Jahr für ein arbeitsurlaub. Was machst Du?*

*Es tut mir leid zu hören daß Du böse auf Deinen Eltern bist. Ich bin jetzt der Meinung daß Du mit Sie fahrst. Sie werden so glücklich und denken darüber die Jungen da. Du kannst doch viel machen Wird es ganz kalt da? Vielleicht triffst Du mit ein Junge wer ganz gut sieht und dann Du kannst zusammen ins Disko gehen.*

*Du mußt mit ihre Eltern sprechen über Deine freund. Sagen was Du möchtest aber streiten mit sie nicht. Ich habe einen festen Freund. Er heißt Adam und er ist so freundlich. Am Wochenende gehen wir zu eine Party zusammen. Ich könnte nicht warten! Adam ist mein Bruders freund. Was machst Du am Wochenende? Bitte denken nicht an Deinen Problemen and bleib froh!*

*Schreib mir bald und erzähle mich über alles. Ich muß jetzt schalphen, bis bald.*

*Liebe Grüße*

*Deine Katarina.*

**Comment:**

Although a partial understanding of the letter was indicated, the candidate's response to each question was fairly minimal. There were lexical and syntactical errors which hindered effective communication, and some English words and word order also contributed to the impression that this response fell into the 'Below Average' category.

**Poor Response**

*Sydney, den 26. November*

*Liebe Hanni,*

*Zunächst, danke ich Dir für Deinen letzten, lieben Brief. Schließlich habe ich die Zeit gefunden um dir zu schreiben.*

*In der nächsten Monat besuche ich meine Familie in die Niederlande und auch fahre ich mit meine Schwester nach Paris. Natürlich besuchen wir der Eiffel Turin und die viele exklusiven Restaurants. Hast du Paris besucht?*

*Ich habe viele Familie in die Niederlande und wir werden vielen dingen tun während meine Besuch. Ich finde es sehr toll um meine Familie zu besuchen. ich habe sie für schon zwei Jahren nicht mehr gesehen.*

*im Juni bin ich skifahren in der Snowy Mountains gegangen. Der Schnee war nicht ganz schlecht. Ich habe auch viel Geld gespart um nach die Niederlande zu fahre. Vor dem letzten Jahr bin ich ein Pizza Lieferant. ich bekomme schon \$90 die Woche. Das ist nicht schlecht nicht wahr? Hast du eine job?*

*Um den 28. Oktober bin ich mit meine H.S.C. Prüfungen begonnen. Die Prüfungen sind der letzten Schule arbeit daß ich muß unternehmen. Ich muß noch zwei prüfungen machen, und beide sind Deutsch!*

*Der letzten Monat habe ich keinen Zeit gehabt um Sport zu treiben. Aber wenn ich es frei habe, spiele ich Fußball und waterpolo. Fernsehen und Radfahren sind weitere Hobbies. Was machst du um Dich zu entspannen?*

*Ich habe mich entschieden, nächstes Jahr zu Universität zu gehen. ich will kommunikation studieren. Es ist schön, daß wir am Endes unseres Schullebens sind aber ich bin oft traurig wenn ich viele meinen Freunden nicht mehr sehen werde.*

*Um Deinen fragen zu Beantworten, ich finde daß du mit deine Eltern aus der Stadt muß fahren. Du kanst in einem kleinen Dorf, die Weihnachten verbringen. Das ist gut für dich. Auch finde ich Deine Eltern mußst du eine feste Beziehung machen. Du bist nicht zu jung!*

*ich denke oft an dich und ich hoffe daß es Dir gut geht. Danke für Deinen letzten Brief und schreibst du bitte zurück.*

*Bis bald!*

*Viele Grüße*

*Dein Klaus*

**Comment:**

This candidate wrote large amounts of material which was irrelevant to the questions asked in the text. The small amount devoted to the required topics contained many significant mistakes, making communication minimal. The overall impression was of a candidate who could not cope with writing an original letter and had probably come to the exam with a pre-learned response. This candidate has not been able to write a meaningful answer to this question.

**Very Poor Response**

*Sydney, den 29 November*

*Liebe Hanni,*

*Vielen dank für deine lastest brief! Es ist sehr interresant. Nein, ich hab keine Prüfungen schon hinter Dir. Aber ich habe sehr gute Noten bekommt.*

*Meine Eltern bis beide gut. Aber meine Vater hat eine Shaubschmerzen, aber er ist gut genau.*

*Meine Schwester Alison, ist 17 jahre alt, sie hat ihr Geburtstag lastest woche. Ihre freunde gibt ihr ein Fernseher, es ist sehr nett.*

*Lastest Monat meine Eltern geht ins Stadt für 2 Nachten, die Stadt ist nicht zu laut vielen Dank!*

*Meine arbeitsfreund, Helga, und ich mochte fahrt nach Deutschland, nextest jahre fur 2 woche. Meine Gelf auf arbeite ist fur die Trip und die Flugzeug. Sie ist meine bestest freund und wie habe eine gut Uhr suzammen.*

*Meine schule freundinen Stephanie, Carol, Shaun und ich bist sehr gut freundinen also, aber Helga ist meine Leblingsfreund. Sie hat zwei hunde, vier Katze, dreizehn fisch und fünf Wellensitish.*

*Sie had eine große hause mit vier Schlafzimmer, zwei Badezimmer, eine große wohnzimmer und eine Küche mit eine Mikrowelle, Tisch, lampe und Electoherd.*

*Schreib' mir bald,*

*Liebe Grüße*

*Katarina*

**Comment:**

This candidate has failed to respond to the questions asked. The German used was either incomprehensible or completely irrelevant. As a result this response was placed in the lowest category.

### **3 Unit (Additional)**

Candidates coped with this section of the examination with varying degrees of competence. The level of control of the language and the linguistic finesse required is expected to be beyond that of the 2/3 Unit candidates. Students are urged to practise basic structures such as verb conjugations, tenses, word order etc, as weakness in such areas creates a poor impression at this level. Candidates are also expected to have a certain amount of vocabulary specific to 3 Unit topics at their disposal.

Although a very small percentage of candidates chose the second monologue topic, the overall standard in this question was far superior both linguistically and in the presentation of coherent arguments to the first.

In writing a monologue candidates should remember to:

- demonstrate linguistic competence where possible. A range of relevant vocabulary and sentence structure will create a good impression. Wide reading should be encouraged to increase knowledge of vocabulary on a range of current topics.
- direct the response to the question asked. Candidates should avoid making sweeping generalisations on a wide range of irrelevant topics. They should avoid trying to include all they have learned on issues totally unrelated to the question.
- keep to the form required of this genre and avoid writing in an anecdotal style.
- ensure that the monologue has an introduction and appropriate conclusion, summing up the candidate's stance on the issue discussed.

## Sample Answers and Comments

QUESTION 2 (a) Weil das Rauchen so gesundheitsschädlich ist, sollte es überall verboten werden. Was meinen Sie dazu?

### Outstanding Response (10)

*Ich glaube sehr fest daran, daß das Rauchen überall verboten werden sollte. Es ist sehr gefährlich für die Gesundheit - nicht nur für die des Rauchers, sondern auch für seine Mitmenschen.*

*Viele Raucher meinen, daß es ihr Recht ist zu Rauchen so lange sie keine anderen stören. Sie sagen, daß sie doch wohl erlaubt sind sich selbst umzubringen, wenn sie dazu Lust haben. Das Problem ist, aber, daß sie selbst nicht so richtig glauben, daß das Rauchen sie umbringen kann. Es steht zwar auf jeder Packung 'Rauchen kann Ihnen Lungenkrebs geben' aber sie nehmen es nicht wahr oder wollen es nicht wahr nehmen. Zigaretten enthalten nämlich Nikotin, eine Substanz die einen sehr abhängig macht. Wenn ein Raucher schon mal abhängig ist, dann hat er meistens nicht die Kraft aufzuhören, da es ein sehr schwieriger und sogar schmerzhafter Process ist. Deshalb rauchen die meisten weiter und erzählen der welt, daß es ihnen spass macht und gut schmeckt - und, daß sie jederzeit aufhören könnten, wenn sie es wollten. Sie merken zwar, daß ihre Zähne langsam gelb werden und, daß sie beim Atmen Schwierigkeiten haben, und, dass sie nicht mehr richtig riechen können - aber dann ist es schon zu spät.*

*Mann könnte immer noch sagen 'Wenn sie es sich doch selbst antun wollen, ist es doch ihre Angelegenheit' Dann könnte man aber genausogut sagen 'Warum legalisieren wir nicht harte Drogen? Die Leute haben doch wohl ein Recht sich qualvoll umzubringen.' Wenn das Gesetz einsieht, daß Drogen gefährlich sind und süchtig machen, sollten sie auch wissen, daß Zigaretten auch Drogen sind, und auch illegal sein sollten. Wenn ein Raucher süchtig wird, ist er wie ein kleines Kind - er hatte keine Kontrolle mehr, sondern ist von der Droge, von dem Nikotin, kontrolliert. Er selbst hat dann sowieso keine Rechte oder persönliche Freiheit mehr.*

*Das Gesetz hat schon ein wenig getan um die Raucherzahl zu vermindern, aber ihre Aktionen reichen noch lange nicht. In Australien, ist es zum Beispiel verboten, im Fernsehen Zigarettenwerbungen zu zeigen. Aber wenn jemand schon süchtig ist, dann wird er sich nicht daran stören lassen. Auch bei Jugendlichen, die sehr von Werbungen beeinflußt werden, wird es keinen großen Unterschied machen. Sie lernen das Rauchen von Freunden, oder folgen dem 'Vorbild' ihrer Eltern.*

*Mal ganz abgesehen von der schwarzen Lunge des Rauchers, muß man auch die Mitmenschen, die Nicht-raucher denken. Das passive Rauchen kann auch unheimlich gesundheitsschädlich sein - zwar nicht so viel wie für den Raucher selbst, aber es kann schon zu seriösen Krankheiten führen, besonders wenn ein Nicht-raucher mit einem Raucher zusammen im gleichen Haus wohnt. Rauchen ist auch für Kinder ungeheuer gefährlich. Wenn eine Frau während ihrer Schwangerschaft raucht, werden die Chancen einer Behinderung des Kindes, oder gar einer Fehlgeburt radikal erhöht. Obwohl alle Ärzte und Krankenhäuser dieser Frauen erklären wie schädlich das Rauchen ist, können sie selbst nicht unternehmen. Da der Wille dieser Frau oft nicht*

*stark genug ist, muß das Gesetz was tun, und das Rauchen und die Produktion von Zigaretten verbieten.*

*In der Welt sterben jedes Jahr tausende von Leuten vom Rauchen. Zigaretten enthalten Schadstoffe wie Nikotin und Teer, die Krankheiten wie Lungenkrebs verursachen, und wenn nichts unternommen wird, und das Rauchen nicht überall verboten wird, wird es immer so weiter gehen. Meiner Meinung nach ist es sehr wichtig, daß man das Rauchen überall verbeitet um die Gesundheit der Raucher selbst, und die ihrer Mitmenschen, zu schonen.*

**Comment:**

This was an outstanding example of a discursive narrative. The essay was clear, and fluently expressed and used a sophisticated, authentic level of language. The few very minor errors included some spelling mistakes, did not detract from the overall result. Perfection was not expected.

**Excellent Response (8 – 9)**

*Einleitend möchte ich sagen, daß ich mit Rauchen nicht einverstanden bin. Ich rauche selbst nicht. Aber ist es unbegreiflich, daß Rauchen überall verboten sein sollte. Jeder hat seine Rechte in der heutigen Gesellschaft und deshalb können die Leute sich entschieden, ob sie rauchen wollen.*

*Mir scheint es so, daß passives Rauchen das größte Argument gegen Rauchen ist. Die Nichtraucher beschweren sich um die Krebsgefahr. Ich bin der Meinung, daß Rauchen in manchen öffentlichen Lagen verboten sein sollte, aber einfach nicht überall. Raucher und Nichtraucher müssen nur einen Kompromiß eingehen.*

*Warum rauchen Leute? Das ist eine wichtige Frage, die ich beantworten muß, um meine Meinung zu begründen. Leute rauchen weil ein Vorbild von ihnen geraucht hat; weil sie glauben, daß es einen lässigen Eindruck macht; weil sie sonst so nervös sind oder weil es ihnen schmeckt. Es gibt verschiedene Gründe, aber es steht fest, daß alle diese Leute rauchen, denn sie wollen rauchen - es ist ihre Wahl. Diese Leute sollten rauchen, wenn sie es wollen.*

*Unstreitbar ist, daß Rauchen gesundheitsschädlich ist, aber Leute sollen eine Wahl haben. Wenn Rauchen verboten wird, würde eine feste Schwarzmarkt anfangen. Es besteht schon Schwarzmärkte für harte Drogen, also warum nicht für Zigaretten? Dieses neue nicht zu unterschätzende Problem wäre teuer für die Gesellschaft und ein Problem, das wir meiden sollen.*

*Man muß sich fragen, ob Leute eine Wahl bezüglich Rauchen haben sollten - jeder hat seine Rechte, meiner Meinung nach. Wenn man alles in Betracht zieht, kommt man unweigerlich zu dem Schluß, daß Rauchen nicht überall verboten sein sollte, denn wir haben alle Rechte und die Stichhaltigkeit des Arguments gegen Rauchen ist fraglich.*

**Comment:**

This candidate presented a well-constructed debate, which had been competently argued. Confident use of idiomatic expressions and a wide range of interesting ideas

placed this response high in the 'Excellent' category. Despite some minor errors, this candidate showed an excellent command of the language. The response was consistent in standard and relevant at all times. This candidate had a good control of the language, enabling them to direct the response to the question and answer appropriately.

### **Above Average Response (6 – 7)**

*Die Frage des rachen oder nicht rauchen ist heutzutage ein sehr debatiertes Theme. Selbstverständlich sind raucher der Meinung, das das Rauchen nicht verboten sein soll, aber die meisten nicht-rauchen möchten mit dem Rauch von andern nicht leben müssen.*

*Ich selber rauche zwar nicht, aber ich bin nicht total gegen Rauchen. Daß das Rauchen gesundheitsschädlich ist sind sich alle bewußt - es steht ja in Australien in grossen Buchstaben auf jedem Packet. Nach meiner Meinung ist es wichtig, daß alle sich bewußt sind, daß das Rauchen gesundheitsschädlich ist und dann müssen sie für sich selbst einterscheiden ob sie mit den Zigaretten anfangen oder nicht.*

*Obwohl ich glaube, daß das Rauchen nicht verboten sein sollte, find ich es ganz wichtig, daß die Leute die rauchen den Wunsch von denen, die Rauch nicht leiden können, respektieren. Es ist bestimmt nicht fair, daß einer vor sich her qualmt wenn andere um ihn herum den Rauch nicht leiden können. Aus diesen Grund könnte man speziele Zimmer arrangieren in den man rauchen kann, aber in andern ist es streng verboten. Das ist eine Lösung die man in verschiedenen Orten, wie zum Beispiel an Flugplätzen sehen kann. So ein System ist gut für Raucher und nicht Raucher.*

*Für und gegen Rauchen gibt es mehrere Argumente. Etwas das gegen Rauchen spricht, ist nicht nur die Gesundheit, aber auch daß ein Packet Zigaretten gar nicht billig ist. Viele Menschen geben mehr Geld aus für Zigaretten, das sie sich aber eigentlich gar nicht leisten können. Leider können sie sich das Leben ohne Zigaretten gar nicht mehr vorstellen. Das ist das richte Problem - man wird süchtig und man kann einfach nicht mehr aufhören, und dann ist das Rauchen wirklich gesundheitsschädlich.*

*Es ist auch schade daß Kinder immer früher rauchen anfangen und sie können bald nicht mehr aufhören. Das ist wieder ein riesiges Problem und man muß wirklich etwas dagegen tun.*

*Aber wenn man nicht zu viel, und nur mit Leuten raucht die es vertragen, dan meine ich daß das in ordnung ist.*

### **Comment:**

This candidate demonstrated a good grasp of basic language structures and was able to communicate a coherent argument well. Although the candidate adhered to the correct form required for this type of discursive narrative, the short conclusion did detract from the overall impression. It is probable that this candidate ran out of time, as an incomplete sentence, hurriedly written at the end of the essay, was crossed out. Candidates should be reminded to organise their time, if possible, to allow for a solid conclusion to their argument.

### **Average Response (5)**

*Obwohl Rauchen doch gesundheitsschädlich ist, ich glaube das es nicht überall verboten werden sollte. Ich bin dieser Meinung, weil ich daß Leute eine Wahl haben sollen glaube. Wir leben in einer freie Gesellschaft und es ist wichtig für persönliche Freiheit daß man das selbst entscheiden kann.*

*Trotzdem, ich glaube noch daß Rauchen sehr schlecht ist für verschiedenen Grunde. Vielleicht wichtigest ist die Tatsache das es ungesund ist. Wenn man raucht, hat man oft ein Husten. Wegen Rauchen kann man auch sehr unfit sein, weil das Gehirn nicht genug Luft bekommt. In der schlechtest Fall kann man Krankheit wie Krebs entwickeln, die Todzubringen kann.*

*Andere Wirkungen von Rauchen sind das man oft an Zigaretten rieht und das man viel Geld ausgeben muß um Zigaretten zu kaufen.*

*Deshalb konnte es beide gesunder und billiger sein wenn man nicht raucht.*

*Auf der anderer Seit soll es nicht verboten sein. Viele Leute sind bei Zigarettenfabrike und Firma beschäftigt und werden Arbeitslos sein wenn diese Gesetz ändern wird.*

*Es gibt auch viele Leute die jetzt Tabaccosüchtig sind, die nicht kalt anhalten kann.*

*Diese Leute brauchen erst Hilfe und Therapie. Das wird auch viel Geld kosten.*

*Ein Gesetzänderungen wird vielleicht auch ein Krieg in der Gesselschaft verursachen. Streit zwischen Leute die rauchen und die die Rauchen verboten will ist sehr möglich.*

*Statt diese dramatische Verbot wird es besser sein, mehr Ausbildung gegen Rauchen zu haben, besonders für junge Leute und Kindern. Sie sollen wissen daß Rauchen sehr ungesund ist und daß es veile schlechte Wirkungen hat.*

*Wenn die Regierung Gesetzänderungen macht, es soll die Alte die mit Leute Zigaretten kaufen können, höher machen. Wenn es schwerer ist Zigaretten zu kaufen, vielleicht werden viele Jugendliche nicht rauchen.*

*Deshalb obwohl Rauchen natürlich gesundheitsschädlich ist, ich glaube daß man noch eine Wahl haben soll, weil man die Rechte haben braucht.*

### **Comment:**

This candidate had a good understanding of essay style and attempted to mount a well thought out argument. The language and vocabulary range was relatively simple and some errors did interfere with the communication. Some points were not fully developed and the candidate did stray from time to time from the topic.

### **Below Average Response (3 – 4)**

*Viele sind der Meinung, das die Regierung sollst Rauchen verboten und ich bin dafür. Jedoch ist es schwierig es fort verboten machen weil es argumente gibt, daß die persönliche Freiheit der menschen wird wegmachen sein. Es gibt positiv und negative punkte in diese begriffe.*

*Tatsache ist es, wenn man raucht, wird er nicht nur personal körperliche zerstörung bekommen, auch passives Raucher werden krank sein. Deshalb, hier in Australien, gibt es die Ordnung, daß in öffentlich Gebäude kann man nicht rauchen, z.B. in einem Restaurant oder im öffentliche verkehr.*

*Wie die setze sagt, ist es so gesundheitschädlich zu rauchen. In der tat viele menschen sind gestorben, weil rauchten sie.*

*Eine zigarette hat viel Nikotin und deshalb die zigarette wie alle drogen ist. Damit finden die Raucher schwierig Rauchen zu halten weil sie wirklich abhängig sind.*

*Deshalb können wir nichts Gesetzesänderungen. Ich glaube die Regierung wird nichts die Gesetz ändern weil sie so viel Geld von zigarettenprofit verdienen.*

*Die persönliche Freiheit des menschen ist überhaupt wichtig. Wenn man in eine demokratische Land wohnt, sollst man das recht haben, ihr Lebens wie man willt zu führen. Damit meint es wenn man rauchen will man sollst rauchen.*

*Ein große teil der Gesellschaft haben die Nase voll mit Rauche, nämlich in öffentliche Orte aber leider ist es nicht möglich Rauchen verboten.*

*Ich bin der Meinung, wenn die Gesetz wird anders über Rauchen, dann werden menschen heimlich die Zigaretten kaufen. Das wird mehr gefährdlich sein und auch wird die wirtschaft nicht vebessern.*

*Auf der anderen Seite, glauben viele daß eine Raucher kostet die Gesellschaft zu viel wenn er krank ist, im Krankenhaus.*

*Viele, die gesundbewußt sind werden nicht rauchen, sie machen das Wahl und damit Raucher sagen, daß sie ihr eigenes Wahle machen dürfen. Jedoche, in der Tat ein Raucher wird drei Bäume jährlich benutzt. (d.h. die papier für das Tabakin).*

*Deshalb, fragt man es eine große nachteile ist, daß Raucher shoden die Umwelt. In Australien, aller haben Rechts aber in einege Orte ist Rauchen verboten. Ich finde es ein Gute idee ist z.B. im Restaurant wo ich essen kann und zufrieden bin wenn niemand rauchen kann. Damit esse ich in eine saubre Plätze.*

*Überall, meine meinung nach, müssen wir Lösung finden so können wir Raucher helfen wenn sie Nichtraucher wollen zu sein. Ich akzeptiere, daß es schwer ist, Rauchen zu enden und deshalb muß die Gesellschaft Raucher akzeptieren nicht kritisieren.*

*Zuletzt glaube ich, diese Problem ein Große problem ist weil es argumente gibt. auch vorteile und nachteil. Mittlerweile, so ist das im Lebens, und mußen wir akzeptieren, daß aller menschen rechts haben sollen.*

**Comment:**

This candidate made many lexical and syntactical errors which detracted from the overall understanding of the response. Some of the information given was irrelevant and this, combined with poor spelling and the use of Anglicisms throughout the essay, resulted in the impression that this candidate had struggled to answer the question. The candidate's weak command of German at this level placed this response in the 'Below Average' category.

### **Poor Response (1–2)**

*Ich bin der Meinung, daß jede Mensch das Recht das persönliche Freiheits hat. Wer rauchen will, soll zu rauchen lassen dürfen. Aber wer nicht rauchen will, soll nicht zu rauchen müssen: er soll keines passives Rauchen sein. Rauchen ist sehr schlecht für das Gesundheit und der Aussicht: man hustet immer, seine Zähne wird Gelbe, seine Kleidung riechen immer von das Rauch und zehn Jahre später wird man Lungen Krebs bekommen. Wer will die haben, kann er, aber alle Leute soll nicht schlechte Gesundheit von andere Mensche bekommen müssen. Dabei gibt es nur eine Lösung: wer rauchen will, muß man draussen machen. Dann atmet gesunde Leute keines giftiger Luft, und die Rauchern kann zufrieden seine langsamer Selbstmörd machen. Aber die Gëschaften muß seine eigene 'Gesetzte' machen, weil National-weite Geetze sind zu schwer zu kontrollieren: niemand wirt machen, was er/sie muß. Und dann haben wir ein besseres Gessellschaft für alle Leute.*

#### **Comment:**

This response was so full of errors that it was very difficult to understand and only the most minimal communication had been established. While the candidate attempted to express some opinions, the correct format for a discursive essay had not been followed. The essay did not fulfil the requirement of a minimum of 200 words and the overall impression was of a candidate with a poor grasp of the language.

## **OPTIONS**

### **RADIO PLAY**

#### **2/3 Unit (Common)**

Candidates were marked according to the following criteria.

#### **Excellent:**

- excellent knowledge of the story, including the finer details
- sensitive, insightful interpretations with sound supporting evidence
- accurate rendition of German quotes into English

#### **Good:**

- very good knowledge of story, including some finer points
- sound interpretation, generally well supported
- generally good attempt at accurate rendition of German quotes into English

#### **Average:**

- familiar with the main storyline, hazy on detail

- superficial interpretations
- often careless rendition of German quotes into English

**Below Average:**

- major omissions/gaps in knowledge of main storyline
- no detail
- little or no attempt at interpretation
- inaccurate rendition of German quotes

**Poor:**

- unfamiliar with even the basic storyline
- no detail
- no real interpretation attempted
- answers do not show any comprehension of German quotes

**General Comments**

Candidates are reminded that:

- they must show comprehension of any German quotations given in the questions
- answers/statements must be supported by reference to the text
- enough information should be given to cover **all** aspects of the question being answered
- repetition of information wastes time
- valid points of information are given credit, regardless of where they appear in the answers
- point form answers are acceptable if the meaning is clear. Marks are awarded for information and interpretation, not for elegantly worded prose.

**Sample Answers and Comments**

**Todesengel**

(a) (i) Who is Kunibert?

Some candidates did not realise that a ‘Wellensittich’ is **not** a canary. Kunibert is more than Kettler’s pet bird — students needed to show that Kettler cared very much for Kunibert.

### Excellent Response:

*Kunibert is Doctor Kettler's 'tweety bird'. Kettler cares a lot for this bird and lets it out of its cage every morning to fly about while he is at work. Kunibert is actually a budgie and his tweeting in the background adds realism to the play.*

(a) (ii) What is his role in the play?

The better candidates were able to demonstrate that Kunibert is central to the action of the story and were able to give at least two examples of supporting evidence.

(b) (i) Who is Antje?

This question was generally well handled. It gave candidates their first opportunity to explain who Marga was. This explanation did not **have** to be given at this point — however, it had to be included at some point in the answers.

(b) (ii) Why did she begin a relationship with Kettler?

Only the better candidates made the comment that it was the 'Mann's' suggestion that Antje strike up the relationship with Kettler.

(b) (iii) How does she really feel about him?

Candidates had to give some idea of Antje's ambivalent attitude to Kettler at the end. Will she wait for him or not?

### Average Response

The following response would fall into the 'Average' category because of the lack of detail, no supporting evidence and a superficial attempt at interpretation.

(b) *'She is the only one, besides me, who has a key to my apartment. No one else –'*

(i) *Antje is the girlfriend of Kettler. She is also Marga's sister.*

(ii) *To find out everything she needed to know, to help a man with a plan he has in order to punish Kettler. The man (who was Marga's partner) and Antje both want to punish Kettler for what he did to Marga. In order for the man to plan his punishment, he needed to know many details about Kettler. So Antje became his girlfriend to find everything out.*

(iii) *She seems to care for him, however she does feel strongly about the harsh way Kettler treated her sister, Marga. She also wanted to punish Kettler, that is why she is in on the plan.*

(c) Why is Kettler at first concerned about the 'Laborberichte'?

This question was generally well done.

(d) What relationship is there between Antje and the Mann?

The fact that the 'Mann' and Antje were **not** close friends was not picked up by many candidates. Candidates also needed to explain **how** they were linked – ie. she was his 'eyes'. A good attempt at giving this idea is given here:

*Antje is the Mann's partner in his plan and provided him with the necessary information to make his threat credible and successful.*

A less able candidate fails to make this point:

*They worked together secretly to seek revenge. The Mann and she feel that Kettler took advantage of a young and inexperienced young lady (Marga) and ignored her feelings and love. They blame Kettler for it.*

(e) What is the significance of the title of the play?

In writing about the significance of the title, candidates needed to look for more than the obvious. For example, the 'Mann' could also be seen as a 'Todesengel', as he held control over Kettler's life. Alternatively, the play could be seen as revolving around the theme of death. It also could involve the responsibility of Kettler as a scientist in continuing dangerous research for his own ego, instead of considering the greater risks involved.

## 2 Unit (General)

Candidates were marked according to the following criteria.

### **Excellent:**

- addressed questions well
- knew the story thoroughly, including finer details
- supported statements with examples even when not specifically requested
- accurate translations

### **Good:**

- good knowledge of play—some finer points of story overlooked
- interpretation was sound and reasonably well supported by examples from text
- quotes adequately translated

### **Average:**

- familiar with main storyline, but less sure on details
- occasional misinterpretations
- some quotes inaccurately translated

### **Below Average:**

- major gaps in knowledge of story
- attempt at examples for support of statements
- basic vocabulary of plays often not known

**Poor:**

- little knowledge of text
- superficial answers
- no translations

**General Comments**

Candidates should be reminded that:

- they must show they have understood all German quotations given in the questions
- they must support what they say with reference to the text
- all relevant information is to be included
- they should not repeat information—it wastes time and valid points will be counted, regardless of where they appear in the answers.
- point form is acceptable—points are awarded for information/interpretation, not for elegant prose.

**Sample Answers and Comments**

**Todesengel**

(a) (i) Students mostly knew who Kunibert was.

(ii) This was generally well answered, but most students wrote that it was an indication that someone has been in his flat. It was rarely mentioned that it gives credibility to the ‘Mann’s’ story and is a means of realising his deception.

Excerpts from an ‘Excellent’ answer:

*When he comes home on this day, he finds his bird in his cage, so he knows that someone has been in his apartment. The man says he ‘supposedly’ locked the bird in its cage so an innocent animal wouldn’t suffer. Kettler believes him, because he knows someone was in his apartment, and it apparently wasn’t Antje.*

(b) (i) This was generally well answered. Some candidates wrote that Antje was Kettler’s friend, which was insufficient to answer the question. Details were needed to make the answer more specific.

(ii) The nature of the relationship was not well answered, ie that she spied for the ‘Mann’ or that she was the LINK between Kettler and the ‘Mann’. Few candidates understood that the ‘Mann’ and Antje were not emotionally close.

The following answer to (b) (ii) was considered poor.

*The Mann was the boyfriend of Antje’s sister.*

It is worth noting at this point that Marga's story needed to be included at some point. A brief outline was all that was necessary, as it was often a prerequisite for understanding the candidate's statements and/or interpretation.

(c) This was quite well answered. Some candidates overlooked the translation of 'Laborberichte', which was necessary for this answer. The idea of professional/industrial espionage was unclear in many responses. Kettler's fear of being caught out was well understood in the majority of cases.

However, there were some candidates who seemed unfamiliar with the story. For example:

*Because he forgot that someone was supposed to come to his house and take some photos.*

(d) (i) This was generally well answered.

(ii) Again well answered. However, many students misunderstood the second 'he' as Kettler and talked about his relationship with Marga.

(e) The idea of Kettler as an 'Angel of Death' was quite well understood. However, very few students mentioned the possible interpretation of the 'Mann' as the 'Todesengel'.

## **Essen Bananen gern Kuchen**

(a) Most candidates handled the translation of the quote well and most appreciated the nature of Tommy's learning disability. Only the better candidates, however, offered some further explanation of **why** Tommy's father asked this.

(b) This question was well handled by the majority of candidates. For example:

*No, he is very alert with an excellent creative memory, eg when he extemporises the homework exercise of describing the railway yards and is able to remember the shopping list for the old lady he works for.*

(c) (i) Candidates were able to describe Micha's treatment of Tommy, but only the better candidates offered supporting examples/evidence from the text.

(ii) Most candidates appreciated Micha's superior academic ability, but not all candidates pointed out his behaviour and inherent arrogance/self-confidence.

(d) The German quote was not always accurately understood, with some candidates translating 'Bahn' as 'train'.

Otherwise the question was well answered. Students showed a sensitive appreciation of Anne and who she is in Tommy's life. For example:

*Anne is a school mate of Tommy's. Anne obviously likes Tommy and becomes one of two true friends in the course of the play. She discovers his illiteracy secret but still stands by him and at the end of the play you get the feeling that if Tommy stays in his new school Anne will support him in his attempts to improve his reading and writing and with her support he'll be less embarrassed and give it a go.*

(e) A large number of candidates interpreted ‘device’ to mean ‘the strategy Tommy uses to avoid discovery’. Due to the ambiguous wording of the question, this interpretation was given equal value to the expected analysis of the use of ‘irreal’ scenes.

## SHORT STORY

### 2/3 Unit (Common) and 2 Unit (General)

Most students showed a good understanding of the plot and characters in the two stories set. However, students are again reminded that they must provide the English meaning of any German quotations given within a question. They should also take care to respond to all parts of a question.

Credit is given to different interpretations, provided candidates can justify their responses. Information given anywhere in a candidate’s response is also given credit for a particular question where it is required.

Candidates are reminded to leave sufficient time for the Option question. Point form is acceptable, as long as the meaning is clear.

#### QUESTION 11 – **Der Kopflose** – 2/3 Unit (Common)

Candidates must be familiar with key vocabulary in a story. Students not familiar with the words ‘gewaltsam’ or ‘aufhören’ were unable to respond appropriately to part (c) or (d). Many, however, responded clearly to the questions. Students did not always understand the concept of ‘irony’ or its relevance in the discussion for Part (c).

#### QUESTION 11 – **Der Kopflose** – 2 Unit (General)

Candidates with a sound understanding of the story and key vocabulary were able to achieve good results. Some, however, were very limited in Parts (d) and (e) by their misunderstanding of ‘einen gewaltsamen Tod’ and ‘... hörte ... auf’.

#### QUESTION 12 – **Freitags Wird Gebadet** – 2/3 Unit (Common)

Many candidates had a sound knowledge of the story and gave precise, detailed answers to questions on character.

Candidates are reminded to address all parts of a question, eg part (e) to refer specifically to the feelings of the three main characters as mentioned in the quote.

## Sample Answers and Comments

#### QUESTION 11 – **Der Kopflose** – 2/3 Unit (Common)

(e) Discuss the title and any other reference to the word ‘kopflös’ in the story.

**Excellent Response** – This addressed all parts of the question well and placed ‘kopflös’ in the correct context.

*The title means ‘The Headless Person’. This creates anticipation in readers that they will expect a headless person somewhere in the story, although it never actually happens. Modessa was not able to fulfil Jeremie’s request to cut off his head after his death. ‘Kopflös’ is also used to refer to fear (‘Kopfloße Angst’) in the story. It was not this panicky or irrational fear which drove Jeremie to his strangley macabre thoughts. Perhaps it was the influence of the dark and gruesome stories of Edgar Allan Poe which tormented his mind.*

**Average Response** – Discussed the title well and addressed the idea of suspense, but did not fully treat the other reference to ‘kopflös’ or where Jeremie’s thoughts may have come from.

*‘Kopflös’ – headless.*

*This is what Jeremie wanted to be when he died; it was his one wish that Modessa failed to fulfil. The title grabs our attention and gives us an idea of what to expect in the short story. Jeremie thought Modessa was strong enough and had strong enough nerves to do what he wanted. Ironically Jeremie is not headless at the end of the story, and that’s why his nightmare came true because he was buried alive.*

**Poor Response** – This is typified by the inadequate response to the question and an incorrect reference to ‘kopflös’. The candidate needed to give the meaning of the title, and to refer to the fact that no one was actually headless. The candidate was also required to correctly locate the other reference to ‘kopfloße Angst’ in the story—a panicky fear, which was not, however, the reason for Jeremie’s brooding.

*The story is about a man’s fear becoming a reality. He is buried alive. His wife, Modessa, was supposed to chop off his head when he died, but she couldn’t, even though she promised him that she would. Jeremie even bought her a special knife and reminded her. The idea for it came from a book by Edgar Allan Poe where there is a reference to the word ‘kopflös’.*

#### QUESTION 11 – **Der Kopfloße** – 2 Unit General

(c) Why was the ‘Untersuchungskommission’ set up?

**Excellent Response** – Gave a correct English translation for the German word given in the question and provided precise reasons, as requested.

*The Investigation Committee was set up because there were rumours and suspicions that Modessa was not really a sorrowing widow. Many thought Modessa had murdered Jeremie and they didn’t want his fortune going on to a murderess. Greedy relatives pushed for an investigation to determine whether or not Modessa had murdered him.*

**Average Response** – Gave the meaning of the German word, but did not adequately give reasons for the Committee’s existence, and the potential profit to the relatives.

*The investigation of Jeremie’s death was set up by his relatives and family. They thought Modesses was up to no good. Jeremie was a very wealthy, old man and Modessa young, with a whole life ahead of her.*

**Poor Response** – Incorrect meaning of German and misunderstanding of story. The candidate needed to indicate that the Investigation Committee was to check whether Modessa had murdered her husband. Suspicious relatives were keen to get his money.

*The underground burial commission was set up to give Modessa a chance to say goodbye to Jeremie.*

**QUESTION 12 – Freitags Wird Gebadet** – 2/3 Unit (Common)

(b) ‘Das war doch bloß eine kleine Schwindelei, und ...’

What is the ‘Schwindelei’ that the boy refers to?

**Excellent Response** – Translation well done and a good explanation of the ‘lie’ given in the context of the story.

*‘But it was only just a little white lie, and ...’. The lie he refers to was at school. The teacher told Heinz’s class that day that those who had not done their homework should stand up. Heinz hadn’t done his, but did not own up. When the teacher checked, Heinz got found out. The teacher wrote in Heinz’s diary ‘Heinz lied to me today’ and Heinz had to take it home for his father to sign. This was the little white lie referred to.*

**Average Response** – A general understanding had been shown, but the quote was not adequately translated and there was no mention of the fact that the diary needed to be signed.

*Heinz’s failing to admit to not having done his homework. The teacher had asked everyone who had not done homework to stand up. Heinz hoped the teacher wouldn’t check, but he did and Heinz was found out because he hadn’t done it. It was written in his book that ‘Heinz lied to me today’.*

**Poor Response** – This did not address the question asked and did not show an understanding of the issues in the story. The reference to the ‘lie’ had been misunderstood. The candidate needed to specify that the little white lie referred to Heinz not standing up to acknowledge that he hadn’t done his homework. The teacher checked, Heinz was found out and had to take home his diary with the teacher’s comment ‘Heinz lied to me today’ for his father to sign.

*The lie referred to is the attempt to put Herr Knopke off the scent of his father. The lie Herr Knopke offered was quickly agreed to by Heinz to avoid embarrassment. Later Heinz’s father has to deal with news of his son lying.*

**QUESTION 12 – Freitags Wird Gebadet** – 2 Unit (General)

(e) What are the feelings of the three main characters at the end of the story?

**Excellent Response** – Addressed the feelings of the three characters specifically and located them well in the context of story.

*Heinz, telling the story, is relieved and happy the whole incident of lying at school is over. He probably learnt not to lie like that again as it causes too much trouble. He wants to hug his father for letting him off. The father feels he can’t keep the argument going and sees his own double standards. He settles down to his routine to watch his*

movie. The mother is also relieved the incident is all over and that she now has peace again around her.

**Average Response** – Addressed question in a general way, without giving the specific details needed.

*All the characters are feeling that they have learnt their lesson. The parents hope Heinz won't lie again and will see it doesn't pay to lie.*

**Poor Response** – Inadequate response to the question asked and inappropriate detail given. The candidate needed to detail that Heinz felt relieved that his father had not continued to be angry; that the father realised his own double standard; and that Heinz's mother was happy she had peace around her again.

*Heinz and his father both lied, so it's 'like father, like son'. They also both got found out. However, the mother didn't ever lie and she's a nice person.*

## **FILM – Das schreckliche Mädchen**

### **QUESTION 9 – 2 Unit**

This question was generally well handled, but in many cases candidates did not give enough detail. There are still candidates who do not translate the quotes, although this instruction is clearly stated on the examination paper.

Specific comments on individual questions are as follows.

- (a) The name of the lawyer was not required, but candidates needed to say he was a family friend.
- (b) (i) Details about the Zumtobel files were frequently missing and candidates often gave no additional information regarding the files.
- (b) (ii) This question was very poorly done because students failed to give much information about the steps Sonja took in order to obtain the files.
- (d) (ii) Candidates needed to elaborate on what Sonya wanted and the price she paid in order to achieve this.
- (e) Simply a description of the stills will gain candidates no marks. The film technique **must** be given along with the reason the director employed this technique.

### **QUESTION 9 – 2 Unit (General)**

Candidates should read all the questions first to ensure they do not waste time by unnecessary repetition of their answers. For example, many candidates included information in part (b) which was relevant to part (d) only.

In general, there was a definite lack of detail, which candidates should have been able to provide.

Many candidates failed to translate or show understanding of the quotes, especially in part (a).

(c) Students had to state that Martin was not supportive or that he lacked understanding of Sonya's motivation. Candidates often failed to give an example of this.

(e) Many candidates are still not giving the technique used, **together** with a reason for its use.

### QUESTION 10 – 2 Unit

Candidates are again reminded to translate or give an understanding of the quotes. In many cases answers lack the necessary detail. Candidates must assume that examiners know nothing about the film and must have everything explained.

(a) Many candidates only focused on the actions of the mayor and not the whole town. They failed to talk about what she was being rewarded for, and the irony of this. Students often did not state what the town had done to her and gave no examples. Detailed information was often missing in this question.

(b) (i) This question was well answered. Candidates managed to give detailed examples of individual's actions during the war.

(ii) Well handled.

(c) Candidates often spoke generally about the family's overall support without giving details of how individual family members supported her. Specific examples needed to be given.

(d) This question was very poorly done. Candidates failed to explain how she reacted. This was especially disappointing, as the whole scene revolved around this event. The tendency was to say **why** she reacted only.

(e) See QUESTION 9 – 2 Unit.

### QUESTION 10 – 2 Unit (General)

Candidates are still losing marks for not showing an understanding of the quotes.

Comments on specific questions are as follows.

(a) Many candidates did not focus on individual officials and failed to give relevant details. Rather, they related the whole story or the story of access to the files. Nor did they mention what the search for the truth was.

(b) and (c) Well answered.

(d) Many candidates failed to discuss her reaction at all.

## Sample Answers and Comments

### QUESTION 10 (a)

‘Wir sind hier zusammengekommen, um ein unerschrockenes Ringen um die Wahrheit zu belohnen.’

Explain how this statement is ironic.

### Excellent Response

The following response was comprehensive and included an accurate translation of the quote given in the question. This answer commented on the irony of the quote and in so doing included details of Anja's struggle.

*'We are here together, to honour a fearless struggle for the truth'.*

*This is ironic because the people in the town who are supposedly honouring Sonja, were the people who actually were hindering the truth and were against Sonja's actions before. They were the ones who provided the barriers that Sonja faced during her research on Pfilzing during the Third Reich. Examples of this are:*

- she was denied access to the Zumtobel files*
- attacks by the Neo-Nazis e.g. a rock thrown into Sonja's car, violent attack at Mergenthaler's cabin, the bomb thrown by the Neo-Nazis.*
- threatening phone calls by various townspeople recorded on the telephone answering machine.*

### Average Response

The next response falls into the 'Average' category. It lacks detail and focused on the Mayor instead of the townspeople in general, when relating the answer to the quote.

*'We have come here together in order to commemorate a fearless struggle for the truth'.*

- the Mayor who makes this comment put many obstacles in Sonja's way, including lying about the whereabouts of the Zumtobel files.*
- many of the citizens in the room are those who disagree with what she has done and don't want the truth to come out.*
- the whole town and their attitude, as shown by the messages on the answering machine, are the cause of Sonja's opposition.*

### Poor Response

The following response was rated as 'Poor'. The details given are minimal and there was no reference to anyone other than the mayor. Candidates are reminded that they must assume the examiner knows nothing and must therefore explain everything relevant to the answer.

*'We have come together here to do honour to a fearless quest for the truth'.*

*It is ironic because the mayor has previously been one of the obstacles in Sonja's way and showed his objection to her when he found out she had gotten some of the Zumtobel files.*

**QUESTION 9 (e)      Stills**

When answering the Stills question, candidates are reminded that they should identify the technique itself, say where it has been used and why this particular device is important at this point in the film. Some candidates make their answers easy to follow by setting out the response in table form (see below). This also allows the candidate to check that all aspects of the answer have been covered.

**Excellent Response**

**TABLE 1**

1. Close up	Martin with Sonja in foreground.	Can see expression on Martin's face – astonishment that Sonja will sue.
3. Sound	Seductive music – saxophone.	An intimate scene between Sonja and Martin, showing a happy family.
5. Fake background	Sonja's living-room superimposed on scenery of town.	Sonja's family is very exposed to the public. This emphasises the threat of the public portrayed in the answering machine messages.
6. Fake background	Lady Justice asleep.	Sleeping Lady Justice representative of justice not being served – justice in the town is being ridiculed.
7. Composition of frame	Sonja separated from public by benches.	Emphasises that Sonja is fighting the town.

### Average Response

A response in the 'Average' category might give the technique and explain it, but supply no reason as to **why** it was used. An example of such a response is as follows:

1. *Close-up, Sonja's downcast eyes as Martin questions her. Shows us their facial expressions and therefore their reactions.*
3. *Light, bright and happy music, cheerful.*
4. *Confronting face away from dead cat, Sonja sees own fate? Close-up. Light bright.*
5. *Family on show to the rest of the town, in the limelight with the fake background of Pfilzing.*

### Poor Response

A typically 'Poor' response will often describe the stills without any attempt at linking the film technique to the still. An example is:

5. *Sinister music, the town revolving around them and use of clock to show time.*
6. *Unrealistic view of court and justice system. Dim light showing little hope for Sonja. Justice lady in background asleep. High pedestal.*
7. *Framed by people and disapproving face. Sonja in focus and dim light placed on her, little hope.*
8. *Justice system awoken. Lighting shows its falseness.*

## 2 Unit (General)

### Question 10 (c) 'Ich habe doch dich.'

- (i) Is this true? Explain.
- (ii) What happens to Martin later?

### Excellent Response

The following is an example of an 'Excellent' response. The quote was correctly translated and Martin's lack of support has been explained. An example was also given. The bracketed parts of the response were not essential to the answer.

*'I have you.'*

- (i) *(Sonja is referring to Martin, her husband, telling him that, although she does not have a lawyer representing her, she does have his love and support. This is true to an extent, as Martin does appear at times to be interested in Sonja's investigation,) however it is more clearly evident that true support and understanding is lacking. When the second essay competition expired, Martin was glad that it was over and he could finally gain Sonja's attention.*

*(ii) Martin becomes quite angry and frustrated with Sonja. He feels neglected and is angry that he must continually look after the children at the same time as attempting to prepare his Physics lessons. (He eventually returns to Munich to live), leaving Sonja to continue her investigation. (He leaves the children with her.)*

### **Average Response**

The following response was rated 'Average'. It did not give any example of Martin's lack of support and therefore left part (ii) incomplete.

*'I still have you.'*

*(i) This is true to a certain extent. Martin is becoming tired of what Sonja is doing, i.e. suing the town.*

*(ii) He decides to leave Sonja.*

### **Poor Response**

In the next example, the quote had been mistranslated. This in turn led to an incorrect response to part (i). There was no example of Martin's lack of support later in the film. The response was rated as 'Poor'.

*'I have no choice'*

*(i) In Martin's eyes her choice was to drop the charges against the city so there will be no case. But Sonja thinks that if her lawyer will not represent her that then she will represent herself. Then she thinks that it is better off that way.*

*(ii) Later Martin gets fed up with Sonja and decides to leave.*

### **Question 10 (a)**

*'Wir sind hier zusammengekommen, um ein unerschrockenes Ringen um die Wahrheit zu belohnen.'*

How have officials in Pfilzing reacted to Sonja's search for the truth?

### **Excellent Response**

The following response was placed in the 'Excellent' category. The translation was accurate and the candidate made good reference to the role of the officials. Two examples of how they reacted to her search were given, making the answer complete. Bracketed parts of the response were not essential to the answer.

*'We are gathered here together to honour a tireless struggle for the truth'.*

*The officials in Pfilzing have had mixed reactions to Sonja's search for the truth.*

*Originally there were attempts to be helpful, but as her research has gone deeper, she has begun to receive less support. Prof. Juckenack, (the Chief Editor of the local paper and a professor at the university), has lied to her and tried to stop her research. The mayor is going along with the story that the files are lost. Other officials such as high members of the church also dislike Sonja's search for the truth and want to keep things about their town hushed up.*

### Average Response

The following was an 'Average' response. While the quote was correctly translated, it was incorporated later in the response and so was harder to find. Candidates should clearly indicate the translated quote where possible. In this response only one example of a reaction was given and the answer was therefore incomplete.

*The officials have commissioned a bust of Sonja to be carved so that they can honour her unending quest for the truth through continual hardships and obstacles.*

*However, Sonja knows that the officials want merely to shut her up and to stop her.*

### Poor Response

In the following response the candidate has written a lengthy, but irrelevant answer. The quote has not been translated. The candidate did not address the officials and their reactions, as required by the question. This response was rated 'Poor'.

*When Sonja first decided to write her second essay 'My Home Town in the Third Reich' Miss Juckenack was shocked. She believed there was nothing to write about. Then she began her investigation and she discovered many truths about the citizens of Pfilzing. They reacted very viciously. A Nazi group bombed her house and her parents' house (unsuccessfully). She also received many threatening phone calls by the townsfolk. Eventually she did discover the truth and was able to expose those who were involved. Immediately the officials changed their tune and began to respect her for her findings. Eventually they chose to honour her by writing a book about her findings.*

## SONG

### QUESTION 5 – 2 Unit

#### Sample Answers and Comments

##### Part (d)

**Excellent Response** – The refrain was identified and the significance well explained.

*The refrain, which is made up of 'That is true, that is true, but although, but although', and 'all lies ...' highlights the message of the song, which is that one must question everything in our modern day society. We should not believe anything that is told to us, even if 'it is true' always question things ...*

**Average Response** – The refrain was not identified but the significance was well explained.

*The refrain is significant as Rio Reiser is trying to get a message across that you shouldn't take things at face value, they're not black and white, there are many things behind it.*

**Poor Response** – The refrain was not identified, nor was its significance explained at all.

*The significance of the refrain is that just by repeating a certain phrase or word he brings out the meaning, significance understanding ... of that certain phrase or word. This is usually done with stronger instrumental backing, louder, harsher voice, in order to bring out the importance.*

## **QUESTION 5 – 2 Unit General**

### **Part (e) (iii)**

**Excellent Response** – How and where the pace changed was discussed. The voice and instrumentation were mentioned.

*The music changes throughout the third stanza to show the emotions of the singer. In the beginning of the third stanza the singers voice is fairly soft and more subdued, when he is talking about the concept of love as he is concerned and worried about the confusion of this word, however the music does change with the introduction of more instruments which become louder, and his voice is also raised to show his intense confusion and frustration that he is unable to determine what love really is.*

**Average Response** – The initial pace, where introspection and romance was reflected, was not discussed. However, the change of pace was discussed.

*The third verse is divided musically into two sections, which changes it completely from the other verses.*

*The first half of the verse is at the same tempo of the other verses however has a more confused structure as the singer starts to question these so called truths, in a personal matter, involving the relationship between himself and his partner.*

*However, in the second half of the stanza the tempo increases dramatically as the singer virtually yells the uses of ‘love’ in advertising – the tempo is the same of an advertising jingle ironically as he discusses their misuse of words.*

*The verse follows straight into the chorus with ‘oder ist da mehr’, ‘or is there more’ – leaving the listener no more time to think but reinforcing the message creating an urgency for people to start paying attention.*

**Poor Response** – The pace and change of pace were not described. Nor was it explained how the voice, tempo or instrumentation was used to change the pace.

*The music in the song ‘Alles Lüge’ complements the singers attitude in that particular part of the song. The singer’s attitude changes through the third stanza and therefore so does the music.*

## **QUESTION 6 – 2 Unit**

### **Part (e)**

**Excellent Response** – The music, voice, instrumentation, tempo etc was situated in the song and it was also explained **why** the various components were used.

*The song begins in an unusual way which immediately grabs the listeners attention. The first verse is spoken as if at a Hitler rally highlighting the positive aspects of Hitler's rule. This builds up to an anticlimax as the singer says 'Sieg Heil' sarcastically highlighting that Hitler's reign was not all good.*

*The singer draws out certain words to emphasize them 'Heute' – today is drawn out to show that people are ignorant still today. The message of the song – that we should not be ignorant to signs of neo-nazism and learn to accept foreigners is conveyed in the last stanza. This stanza is similar to the first as it is also spoken therefore enforcing the message as the stanza stands out. After each repetition of the refrain there is a musical interlude which forces the listener to pause and think. The use of electric guitar, synthesizer and drums complement the frustration in the singer's voice.*

*Several voices join in with the refrain to emphasize its importance in showing the general people's ignorance and the last line is spoken by the singer alone as this highlights people's unwillingness to take responsibility. 'Verantwortung' is also sung slowly. The song ends abruptly to make the listener pause and think about these problems today and to accept the responsibility.*

**Average Response** – It was not always clearly explained why the music etc was used as it was. More aspects of the music etc could have been mentioned.

*The melody, while somewhat slow, is in a major key and quite up-beat in contrast to the theme of the song. However, it does complement the text in that it represents the relaxed, uncaring attitude of the ignorant people he sings about. An interesting technique used in the voice is speaking the first and last verses, to emphasize the message, and representing one of Hitler's propaganda speeches. He sings some words in disgust, spitting them out: 'DVU, NPD und Reps', further reinforcing the messages.*

*Synthesizers, drum and guitar are used, creating a loud, harsh effect, intended to wake us up and listen to the message, and the trumpet interlude gives us time to reflect and think about the message.*

**Poor Response** – The music etc was described, but the candidate did not state how the music reinforced the message.

*The song begins with a relatively long introduction of the electric guitar, one chord is repeated.*

*The singer's voice sounds powerful and full of emotion, especially in the refrain because he is eager to get his message across, the message being that ignorance is dangerous because it may allow history to repeat itself.*

*The interlude between the refrain and the last verse is quite long and doesn't just consist of the electric guitar and synthesiser; it also consists of trumpets and instruments that sound like those played at a military march, but the music sounds dull, perhaps the singer uses this device to trigger the memories of those who were alive during the war in the hope that they will wake up to the repercussions.*

**QUESTION 6 – 2 Unit (General)**

**Part (d)**

**Excellent Response** – This answer explains who the various pronouns represent and why different tenses were used.

*In the refrain it changes from we didn't know anything about it, to I don't know anything about it. It changes from a group of people denying responsibility to a single individual denying any responsibility. It then changes to we don't know anything about it referring to a large majority of people today who deny any knowledge over what happened. The singer does this to show that everyone denied any responsibility back then and now.*

**Average Response** – The lines were translated but there was no reference to whom the pronouns represent. However, a general understanding was expressed.

*The singer changes from 'we don't know anything about it' to 'I don't know about it' to 'we don't know anything about it' – its a sort of passing of the blame.*

**Poor Response** – The song quotes were misunderstood. These groups did not accept responsibility for the past.

*The singer does this as this demonstrates the acceptance for what happened during WWII by the Germans.*

*..., the singer does this as he is expressing what people did to the Jews.*