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NEW SOUTH WALES

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# 1997 HSC

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## **EXAMINATION REPORT**

### **German**

#### **Including:**

- **Marking criteria**
- **Sample responses**
- **Examiners' comments**

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## 1997 Higher School Certificate Enhanced Examination Report German 2/3 Unit (Common)

### Listening Skills

(25 marks)

Most students were well prepared for this examination and the standard of responses was pleasing. The majority of students were able to focus on the questions being asked and only a small minority gave incorrect answers due to the misreading of questions. Students attempted to give as much relevant information as possible and were aware of the need to express their answers clearly. In most cases at least partial comprehension of the items was evident and no responses were completely omitted. Students also seemed to be more economical with their time, with relatively few re-stating the question or answering in unnecessarily lengthy prose. It is also important to note, however, that answers written in the briefest note form can be unclear and ambiguous. The examiners cannot be expected to fill in necessary link words in order to make sense of an answer. Marks can be lost if words written in relative isolation from each other form the main part of the answer.

Marks are also lost when students write an alternative response in the hope that the examiner will give credit for whichever alternative is correct. Examiners will **not** make this decision for them.

To gain marks in the Listening Skills examination, students need to show good **global** understanding of the items. This often requires comprehension of several elements of vocabulary for one point, and students who have a sound overall knowledge with quick recognition are clearly at an advantage. It can happen that a student struggles to recognise a certain word, eg *staubsaugen* in Item 1, may spend too much of the limited time available recalling the word and, as a result, may miss the easier information which completes the answer which is necessary for the point.

In Item 1 Nicola needed to '*vacuum all the rooms*' if she were to receive her pocket money. Students should also attempt to render everything in English where possible. In Item 2 *ein großes Familienfest* is not adequately rendered by a big family fest. This was a common response and probably understood by the students themselves. However, it gives no indication of the fact that there would be some kind of eating or meal at this celebration. Students must remember that others will have made the meaning clear and received credit accordingly.

Items of vocabulary presenting difficulty included:

- Item 2:** *Geschirr* — **not** cutlery (dishes, plates, utensils, etc were all acceptable).
- Item 3:** A significant number of students misinterpreted the amounts as DM 9,50 and DM 9,90.  
*Feiertage* — **not** special days.
- Item 4:** *böse* — **not** rude (angry, malicious, nasty were all acceptable).
- Item 6:** *zwei Leute teilen jeweils Zelt und Boot* — only the better students understood that the accommodation was a *shared* tent.
- Item 8:** *ich habe die Nase voll von dem endlosen Lernen* — some students translated this literally and showed no understanding of the idiom.

- Item 13:** *den Lohn für den Leiter* — only the better students understood that the village could not afford the club leader's wage. This point was necessary to gain the point.
- Item 14:** Only THREE problems were required although six were given in the text. Where an answer requires an amount of detail students would be advised to focus on giving **only** that amount of information in its entirety, rather than giving snatches of information about all the information given.
- Item 15:** Although only THREE traits were needed and five were given, there were some students who were unable to supply any of the required characteristics.
- Item 19:** *auch vom Aussehen her* — this expression was difficult for many students and relatively few knew that it referred to Berlin's *appearance*, rather than the sights it had to offer.

## Typical Answers

### Item 2

#### Excellent Response

- (a) *They invite the whole family to a big family celebration feast. A variety of seafood is on the menu.*
- (b) *At midnight they take old, unusable crockery and throw it out of the window.*

**Comment:** This answer is correct and was awarded full marks. While *Meeresfrüchte* was unknown to many students, some did deduce the meaning and gave answers such as *sea-based foods* which, although clumsily expressed, showed comprehension and were acceptable.

#### Average Response

- (a) *The parents, children, grandparents have a big family celebration and eat fruit.*
- (b) *They throw unused dishes out the window.*

**Comment:** The first part of (a) was correct, but *Meeresfrüchte* was misunderstood. In (b) *dishes* was an acceptable rendering of *Geschirr*, as *crockery* is now a fairly outdated word and *dishes* implies more than just plates. A variety of synonyms was accepted for *unbrauchbar* but *unused* was incorrect.

#### Poor Response

- (a) *Invite everyone to a fest. Lots of things are on the menu.*
- (a) *They throw cutlery out the window.*

**Comment:** In (a) there is no indication that family members or relatives are involved in Sophie's celebrations, nor has *Familienfestessen* been correctly understood. The *seafood* has been omitted and (b) is incorrect. As global understanding must be correct, no points are awarded for simply knowing that something was thrown out of the window.

## Item 5

### Excellent Response

- (a) *To Austria.*
- (b) *On the border.*
- (c) (i) *It had lost its strength.*  
(ii) *It was injured.*

**Comment:** This answer scored full marks. In (b) acceptable alternative responses were that the parrot was at *customs* or on the *customs building*. In (c) it was easy to catch the parrot because it *fell off the building* or *had fallen to the ground*.

### Average Response

- (a) *In the direction of Austria.*
- (b) *At the immigration.*
- (c) (i) *Because it was slow and fell down.*  
(ii) *Because it was hurt.*

**Comment:** The response to (a) was correct. The answer to (b) was incorrect and not accepted. As the word *Grenze* was mentioned twice and the students could also choose the alternative in *Zollgebäude*, no other allowances were made. In (c) only part (ii) was correct. In part (i) there was no indication that the bird had fallen from a height and *fell down* was too vague to be accepted.

### Poor Response

- (a) *To an animal home in Nürnberg and then to Austria.*
- (b) *In Austria.*
- (c) (i) *It was shot.*  
(ii) *It was injured.*

**Comment:** In (a) the student has given two responses for the one answer. As the first part was incorrect and had an impact on the answer, no points were awarded. The response to (b) was too general and only part (ii) of (c) was correct.

## Item 7

### Excellent Response

- (a) *The wife wakes her husband shortly before midnight in front of the TV and sends him to bed.*
- (b) *An explosion in the TV caused a fire in the living room.*
- (c) *The man was taken to hospital with slight smoke poisoning.*

**Comment:** All elements of this answer were correct.

### Average Response

- (a) *She would wake her husband up and send him to bed shortly before midnight.*
- (b) *There was a fire in the living room due to an explosion in the TV.*
- (c) *The husband was taken to hospital with slight burns.*

**Comment:** The student has made no mention in (a) that the man was asleep in front of the television. The remainder of (a) was correct. The answer to (b) was correct, but in (c) the student misunderstood the result of the accident, ie that the man was hospitalised because of smoke poisoning/inhalation.

### Poor Response

- (a) *Watch TV and the man then sent to bed.*
- (b) *TV exploded and there was a fire in the apartment.*
- (c) *The man had to go to hospital.*

**Comment:** Each response was only partially correct and inadequate correct detail meant that this response scored minimal points.

### Item 15

#### Excellent Response

- (a) (i) *Thirsty for knowledge.*      (ii) *Honest.*      (iii) *Restless.*
- (b) *Their independence.*
- (c) *With creativity and intelligence.*

**Comment:** This student correctly identified the required elements of each answer.

#### Average Response

- (a) (i) *Curious.*      (ii) *Not selfish.*      (iii) *Impatient.*
- (b) *To be independent.*
- (c) *With creativity and using good ideas.*

**Comment:** The student correctly identified one of the character traits but misunderstood *wissensdurstig* and *ruhelos*. Had the student given additional traits, the **correct** three would have been marked. In (c) the student either did not understand *Klugheit* or tried to interpret this word too freely and consequently missed the point. Recognition of *Kreativität* alone was not enough to score a point.

#### Poor Response

- (a) (i) *Curious.*      (ii) *Not selfish.*      (ii) *Impatient.*
- (b) *Understanding of other people.*
- (c) *Creativity and luckiness.*



**Comment:** This student correctly recognised *neugierig* but the remaining responses were incorrect or incomplete.

### Item 17

#### Excellent Response

(a) *Because of the noise. The couple were fighting fiercely. Bottles, plates and cups were heard breaking.*

(b) *In the police station in single cells.*

**Comment:** All the elements of this answer were correct. In this marking scheme it was sufficient to say that neighbours heard fights or arguments. It was not necessary to qualify this by *heftig*, as this was often implied in many of the answers anyway.

#### Average Response

(a) *There was a lot of noise. They could hear the couple fighting heavily, breaking bottles and the phone.*

(b) *They went to the police station where they spent the night.*

**Comment:** Part (a) was correct, except for the items which were broken. In this marking scheme the students needed to identify two of the three items correctly, but the answer given here only shows comprehension of *Flaschen*, which was not enough to gain full marks. In part (b) there was no mention of the separate cells or rooms, which was necessary for the answer.

#### Poor Response

(a) *They were smashing glasses, bottles and bowls, making a lot of noise.*

(b) *They had a single room at the police station.*

**Comment:** In (a) the student correctly understood that there was a lot of noise. The rest of (a) was incomplete. In (b) the student did not make it clear that the couple spent the night apart.

## Speaking Skills

(20 marks)

Students seemed to be very well prepared for the examination and the overall standard was very high. In general they demonstrated a wide range of vocabulary. Pronunciation and intonation were also very good. It must be noted, however, that many students often did not differentiate well between past and present tenses. Knowledge of common past participles was lacking, and verb conjugation was inconsistent.

As in previous years students are reminded to look for the open-ended cues where they can elaborate and expand their ideas. Key words to look for are:

Say/Explain **how** ...

Say/Explain **why** ...

Say/Explain **what** ...

When asked to mention a specific number of things it is important **not** to list, rather this should be recognised as an opportunity to elaborate on each one. Good students who fail to do this cannot be fully rewarded. Equally, students who go beyond their limitations can simply compound their errors, thus creating a poorer impression. Examples of this can be found in the typical answers given below.

At the same time, students need to create a good impression by giving a natural and authentic presentation. They must avoid repetition of vocabulary, ideas and structures from situation to situation. Such repetition detracts from the overall impression.

## General Comments

### Situation 1: Talking about your Report

This situation was generally well handled. Specific problems included:

(school) report	<i>Zeugnis</i>
pleased	<i>zufrieden/sich freuen/stolz sein auf</i>
promised	<i>versprochen</i>
received	<i>bekommen/gekriegt</i>

Many students missed the final cue: Say **how** you intend to thank your grandparents.

### Situation 2: Talking to a Friend

Again this was well handled. Students demonstrated good spontaneity in responding to the examiner's scripted role. They also took the opportunity to expand on the description of the concert. Specific problems included:

perfect/imperfect tenses	
lucky	<i>Glück haben</i>
were able to go	<i>konnte (not könnte)</i>
go home	<i>nach Hause kommen/zur Hause ankommen</i>

### Situation 3: A Driving Lesson

Students found this topic area challenging and consequently some students did not exploit its open-endedness. Specific problems included:

this afternoon            *heute nachmittag*

driving lesson            *Fahrstunde.*

Some students misread the cue: *Say that you are **not** looking forward to it.*

Time expressions generally need to be more accurate. Incorrect word order in subordinate clauses sometimes created a poor impression.

### Situation 4: Your Birthday

Students seemed to enjoy this situation as they were able to express a wide variety of ideas. It was obviously a topic which had been thoroughly prepared. Specific problems included:

*sehr toll* is an incorrect usage of *sehr*; *wirklich/echt toll* is as good as it gets!

not until 2.30            *erst um halb drei*

friends                    *Freunde*

We had a good time *Wir haben uns sehr gut amüsiert.* / *Wir haben viel Spaß gehabt.* / *Es hat viel Spaß gemacht.*

Students often handled the past tenses poorly. Some students fell into the trap of listing and repeating ideas and vocabulary from previous situations, while others misread the last cue and failed to say **why** they liked their gifts.

### Situation 5: A School Tour to Germany

A small number of examiners and students failed to realise that there was a fifth situation. Students must be reminded *before* the examination that they should look at **all** pages on the examination paper to ensure that they prepare all questions in the examination.

This situation allowed students to display their knowledge of Germany. Specific problems included:

slept badly            *Ich habe schlecht geschlafen*

excited about            *aufgeregt über*

school tour            *Schulreise*

to stay (here)            *wohnen*

with a family            *bei einer Familie.*

The time expression should have preceded this, ie *Ich wohne eine Woche bei einer Familie.*

Answers to the last cues were at times inappropriate. Some students talked about things that they could do at any time, rather than what you would do on tour in Germany.

Similarly, when talking about what had to be done before the departure, some students used irrelevant ideas such as feeding the cat or doing exams.

Once again, some students either misread the final cue, which required talking about what the **group** was going to do rather than individuals and/or fell into the trap of listing again.

For example, *Wir fahren nach Berlin, München und Frankfurt* is considered to be **one** idea, **not** three.

Some also missed the instruction: [ ... ] *say **why** you are looking forward to staying with the family.*

## Typical Answers

### Situation 4: Your Birthday

The following examples are a reflection of the types of answers students gave. They have been ranked according to the marking criteria shown in the table of descriptors on page 13. Unfortunately these written scripts cannot communicate the intonation, hesitation, pronunciation, fluency and confidence in a student's voice. However, they do give an idea of the desired standards of each marking range.

## 1997 HSC 2 UNIT GERMAN SPEAKING SKILLS DESCRIPTORS

<b>10 MARKS</b>	<p><b>Outstanding</b></p> <p>The student speaks confidently and fluently (ie without significant hesitation). He/She is able to use correct grammar constructions and varied vocabulary in the open-ended questions. He/She uses the right tenses and has word order under control, although some minor grammar mistakes may be made. The student's message is clear and interesting and the impression given is of a student with an excellent command of the language, especially in the open-ended questions.</p>
<b>8-9 MARKS</b>	<p><b>Very Good/Excellent</b></p> <p>A sophisticated level of communication, attempts complex structures, with some errors in grammar. The impression is of a student with a solid command of all aspects of the language.</p>
<b>6-7 MARKS</b>	<p><b>Above Average</b></p> <p>This attempt is certainly above average. The message and the language are clear, with an attempt to elaborate, where necessary, using basic vocabulary. The student has a good understanding of general grammatical points, but finer points elude him/her consistently. Pronunciation and intonation are judged to be good.</p>
<b>5 MARKS</b>	<p><b>Average</b></p> <p>An average student, able to answer all cues with a lot of errors, but the message is still communicated. Very little extension is supplied beyond the given cues (simple responses only).</p> <p>He/She has problems with elementary grammar. He/She struggles to find the right words, which results in pauses and some anglicisms. The pronunciation has an English flavour.</p>
<b>3-4 MARKS</b>	<p><b>Below Average</b></p> <p>Whilst there is some communication, the student has little to say. There are repetitions. Little or no structure is evident. The student tends to speak in a monotonous, hesitant way. Anglicisms may be used frequently OR a significant amount of the content may be omitted.</p> <p>Students speak a German which is 'anglicised' in many ways, including the pronunciation.</p>
<b>1-2 MARKS</b>	<p><b>Poor</b></p> <p>The student is very difficult to understand. He/She says only a few sentences, which are strung together very poorly. Virtually no communication is established, and a very limited amount of the message is expressed.</p>
<b>0 MARKS</b>	<p><b>Incomprehensible/Not Attempted</b></p>

**Outstanding Response**

**(10/10)**

- *Oh, die Party am Samstag war super. Schade, daß du nicht kommen konntest. Also, hm, ich habe ungefähr sechzig Leute eingeladen, und hundert sind gekommen. Das hat mich sehr überrascht. Ah, wir haben den ganzen Abend lang nur getanzt und jeder war sehr gelaunt. Es war ein super Abend.*
- *Oh, das will ich dir gar nicht sagen. Es war so spät. Was wirst du von mir denken? Ich bin erst um halb drei Uhr morgens ins Bett gekommen und am nächsten Tag habe ich eine wichtige Prüfung und das war nicht gut. Ich war nämlich sehr müde.*
- *Ja, sehr spät. Also meine Freunden — meine Freunde sind um ungefähr ein Uhr morgens gegangen, aber danach mußte ich noch — hm — mein, also den Garten und mein Haus saubern — saubermachen. Ah, ich mußte die Flaschen alle aufsammeln. Es gab. Es gab nämlich sehr viele Bierflaschen und so weiter und die mußte ich alle in den — hm — Altglasbehälter — hm — liegen, und dann mußte ich noch die Fensterscheiben putzen, weil es viele Tapse darauf gab, und — hm — dann mußte ich auch das ganze Haus abschließen, weil meine Eltern wollten nicht, daß ich zu Hause ah — alleine war, ohne daß ich das Haus abgeschlossen habe.*
- *Oh, warum denkst du, daß ich ordentlich bin? Ja, aber ich habe sehr schöne und sehr viele Geschenke bekommen. Ah, was habe ich denn bekommen? Ich habe etwas Schmuck bekommen, also ein wunderschön Ring mit einem Diamant drin von meine Freund Bernd und — hm — also Diamant ist meine Lieblingsstein. Deswegen hat er mir so gut gefallen. Und dann habe ich noch — hm — ein paar CDs bekommen, die ich schon das ganze Jahr lang wollte. Es war ein super Geburtstag.*

**Comment:** It was indeed pleasing to hear how many non-native speakers were judged to be in this category. They spoke confidently and fluently and were competent in the use of more difficult, complex language structures and used varied vocabulary in the open-ended questions. The students in this category managed to convey the impression that they were indeed engaged in a conversation and answered the examiner's questions with great independence. This was supported by interesting elaboration where necessary and appropriate to the situation, and good use of idiomatic expressions.

**Very Good/Excellent Response**

**(8–9/10)**

- *Es war eine gute Party. Ungefähr fünfzig Leute sind gekommen. Also wir haben ... viel Spaß gehabt ... Es gab eine Band da, und der ... es gab einen Band, der sehr gute Rockmusik gespielt hat. Also wir sind stundenlang getanzt. ... Aber nach ein paar Stunden war ich natürlich sehr müde, also ich habe Platz gefunden und habe mit ein paar Freunden geredet. Ich hab wirklich Spaß gehabt.*
- *Ich bin erst um halb drei ins Bett gegangen.*
- *Ja, meine Freunde sind um ungefähr ein Uhr — hm — weggefahren, aber ich ... mußte alles abräumen. Also bevor ich ins Bett gehen konnte, mußte ich das Essen ... abräumen. Jemand hat Gulasch überall am Tisch gestellt. Also, ich weiß nicht warum, aber es war überall. Also, natürlich mußte ich es abräumen, bevor meine Eltern es sehen ... es sehen würden. Also, dann mußte ich ein Pflanzen — hm — ja — euh — Jemand hat ein Pflanz zerbrochen, und ich mußte natürlich das alles abräumen, und ... die Nachbar Nachbar ... meine Nachbarin war sehr böse auf mich, weil die Musik sehr laut war. Also, ich mußte zu ihr gehen, und mich*

*entschuldigen. Ich wußte no ... daß sie noch auf war, also ich wollte morgen nicht gehen, ich wollten morgen ... morgen wollte ich nicht gehen, weil sie so böse auf mich war.*

- *Ja, ich habe einige tolle Geschenke bekommen. Ich habe eine schwarze Jacke bekommen. Meine Eltern haben es mir geschickt. Es ist schwarz und aus Leder. Ma ... Madonna hat ... so ein ähnliches Jacke und ... weil ich Madonna gern habe, mag ich diese Jacke sehr. Mein Onkel hat mir dieses Teddybärchen geschickt ... geschenkt. Also, zuerst dachte ich, daß es ein bißchen jung für mich war, aber ... jetzt finde ich es schön. Hm — Ich schlafe mit ... mit ... es, und es ist so gemütlich, mit ihm zu schlafen.*

**Comment:** Students delivered a clear and thoughtfully worded message. There was little hesitation, and more complex structures and vocabulary were attempted with few glaring errors. The major difference between these students and those in the Outstanding category was the lack of creativity. Usually their content was not as varied.

### **Above Average Response**

**(6–7/10)**

- *Das Party war sehr gut. Wir haben etwa zwa ... zwi ... siebenundzwanzig Leuten und dann haben wir singen, tanzen und essen gemacht.*
- *Ich habe ... ins Bett gegangen ... am halb drei morgens.*
- *Meine Freunden sind etwa ein Uhr nach Hause gegangen, aber dann muß ... aber nachher muß ich aufräumen machen. Ich habe die Abwaschen gemacht und das Haus natürlich aufräumen und dann ich habe mein Eltern gedacht für ein tolles Party.*
- *Ja, ich habe viele schöne Geschenk bekommen. Aber mein liebs — liebsten Geschenk sind ein Video das heißt 'Independence Day'. Ich mag es, weil ich denke Will Smith ein sehr toller Schauspieler.*

**Comment:** In the above average responses the message was quite clear and there were frequent attempts at elaboration in the open-ended questions and the pronunciation and intonation were good. However, there was less variety in the structures used and grammatical as well as the odd lexical errors were more common. The delivery was still quite fluent, with little hesitation.

### **Average Response**

**(5/10)**

- *Ah, meine Party war ganz fantastisch mit zweihundert Mensch. Wir hat Musik gehörn und tanzen und wir hat viel zu essen und zu trinken.*
- *Oh oh oh um halb zwei ... zu spät.*
- *Mein Freundin kommt zu Hause um etwa um ein Uhr. Denn hat ich ... zu ich hatte Anna anrufen und dann ... hatte ich das Musik zu stoppen und dann ich gehen ins Bett.*
- *Ja, ich hatte s ... ich hatte viel sehr schöne Geschenke bekommen. Udo hat mir geben einen grossen Buch. Er hat ... es heißt ... Great Expectations von Charles Dickens ... und ... Anna hat mir einen neuen CD von OASIS gegeben. OASIS ist ein sehr schön Rock Gruppe.*

**Comment:** The response of the average student followed the given cues very closely, but rarely elaborated with much detail. The answers often contained numerous errors, but the message was still comprehensible. The students had problems with structures and vocabulary and there were frequent pauses and repetitions. The pronunciation and intonation were not always accurate and the occasional word was in English.

**Below Average Response**

**(3–4/10)**

- *Es war ein gut Geburtstagsparty und ... hm ... fünfundzwanzig Freunden ... hm ... gekommen und ... und wir tanzen.*
- *Ich nicht ... hm ... zum Bett geb ... gehen ... hm ... bis ... hm ... hab drei Uhr.*
- *Hm — mein Freund gehen ... hm ... bis ... hm ... ein Uhr ... hm ... un denn ... hm bevor ich zu Bett gehen ... hm ... ich muß ... hm ... ich mußte ... mein .... bevor ich zu Bett gehen ... ich mußte ... hm ... mein*
- *Mein Freund geben mir ... hm ... sehr ... hm — gut Geschenke ... hm ... zwei Geschenke sind ... hm ... ein neues Armbanduhr und ein ... hm ... und ein Radfahr ... hm ... . Es gefällt mir, weil ich ... ich brauch es ... hm ... vor die Schule.*

**Comment:** Although some meaning can be gleaned from these responses, these students had great difficulty in expressing more than just a basic idea. There was little evidence of grammatical knowledge, vocabulary was at times inappropriate, and the intonation and pronunciation were poor. Some students omitted parts of the required answer, presumably unable to express their ideas in German.

**Poor Response**

**(1–2/10)**

- *Die Party was good. Weil Leute bekommen — wie spiele, tanzen und horen Musik.*
- *Ich gehen — Bett — until halb ein.*
- *Meine Freundens — fahren ha — der homes viel spät, aber dann ich habe clean up. Hm ... ich habe clean der Küche und abholen die alkoholisch Flagon — und ich habe kleine die die — ... bathroom — Baderoom.*
- *Du bist immer so ordentlich. Hast du schöne Geschenke bekommen? Isch komme prima Geschenke. Isch habe eine CD, das ist mein Lieblings CD und isch habe eine Pullover, es ist mein Lieblingspuller.*

**Comment:** These responses were difficult for the listener to decipher. How much German was actually spoken was, at times, impossible to decide. There was no structure, there were many pauses and hesitations and very frequently English expressions were employed to communicate the limited meaning. The printed script does not convey the performance of the student.



## 2/3 UNIT (COMMON) WRITTEN PAPER

### Section I: Reading Skills

(25 marks)

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

Students are reminded that, although global comprehension is required when answering, finer details are also important and will often discriminate between those students who have an excellent understanding of items of vocabulary and those whose understanding is limited.

<b>Examples from Question 1:</b>	<i>unterschiedlichsten</i> <i>zum Klavierunterricht</i> <i>viel Zeit und Energie</i> <i>vor allem</i> <i>... wie in anderen Fächern</i>	<b>most</b> varied going <b>to</b> piano lessons <b>a lot of</b> time and energy <b>above all</b> <b>as in other subjects.</b>
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<b>Examples from Question 2:</b>	<i>auf einer unbequemen</i> <i>Parkbank</i> <i>aus einem anderen Stadtteil</i>  <b>jährliches</b> Einkommen <i>besuchte ihn am</i> <b>Krankenbett</b>	on an <b>uncomfortable</b> park bench from another <b>part of</b> town <b>yearly</b> income visited him <b>at his</b> <b>sick bed.</b>
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As these examples show, the ‘small’ words can be vital in conveying the full meaning of a phrase or sentence. Listing of isolated information, eg in Question 1 (a) (i) Maths test (ii) Piano lesson (iii) Art homework (iv) English vocabulary, does not necessarily fully explain the ideas in the text.

Students must be mindful of avoiding literal translations if they make no sense in English. Instead, a freer translation which better conveys the correct contextual meaning should be used. For example:

#### *fertig werden*

In Question 1: ... *um mit den unterschiedlichsten Situationen fertig zu werden.*

Acceptable would be *in order to cope with/deal with/be ready for the most varied situations not to finish.*

In Question 2: ... *ihn, den Penner, fertig zu machen.*

This time an appropriate rendition would be *to finish him off, rather than to make him ready.*

Slang should be avoided since it is too open to misinterpretation. Students are reminded that they are communicating with examiners and not peers. For example, in Question 1, *Faulsein* means *being lazy, not messing around, mucking about or hanging about.*

Students must also be warned of the danger of giving alternative answers if these are contradictory.

For example, *time in which they can relax/be noisy or difficult/different*. 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, eg *extra lessons/help/tutoring*.

Students should be careful when dealing with German words which have more than one meaning (eg **Platten** — a flat tyre or records) or which sound or look similar to English (eg **leiden unter** does **not** mean *lie under!*).

Students are reminded that the questions will generally follow the order in which the answers occur in the passage. Students are therefore advised to note the title and to read the whole passage and **all** the questions before starting to write their answers.

In some cases the guessing of answers leads to incorrect, over-creative responses which conflict with other correct information and render the student's total response illogical, especially in texts of a dramatic nature.

The following words and phrases caused difficulty for many students:

### Question 1

<i>Nachhilfe</i>	tutoring/coaching ( <b>not</b> night helping)
<i>überfordert</i>	overburdened/overworked
<i>Klavier</i>	piano ( <b>not</b> clarinet/music)
<i>Mathearbeit</i>	Maths test ( <b>not</b> Maths work)
<i>Englischvokabeln abhören</i>	to hear/test English vocab ( <b>not</b> to listen to English folk albums)
<i>der Leistungsdruck</i>	pressure to achieve
<i>fröhlich</i>	happy ( <b>not</b> free).

### Question 2

<i>Armutsgrenze</i>	poverty line
<i>in seiner großen Not</i>	in his greatest need
<i>vom Staat</i>	from the state/government ( <b>not</b> city)
<i>mit Beamten</i>	with officials/public servants ( <b>not</b> office workers)
<i>frei</i>	available ( <b>not</b> free of charge)
<i>eine Stelle in Aussicht</i>	a job lined up/a prospective job
<i>Heimplatz</i>	a place in a home/shelter/hostel
<i>Pflastersteine aus dem Gehweg</i>	cobblestones from the path.

### Typical Answers

#### Question 1: Do Parents Always Have to Think of Everything?

#### Question 1(d): What does this busy lifestyle lead to?

#### Excellent Response

*They quickly complete their tasks and they forget their belongings or leave them lying around somewhere. Above all, there is hardly time left for having fun and lazing around.*

**Comment:** This answer shows that the student has understood all the concepts and the response is accurate and clear. The words *Aufgaben* and *Sachen* have been appropriately translated and there is also attention to detail with the inclusion of *above all*.

### Average Response

*Children hurriedly do their homework and forget their bag or leave it lying somewhere. There is hardly any time left to have fun or be lazy.*

**Comment:** This answer has provided some correct details. The use of the translation *bag* is too specific, however, and *vor allem* has not been translated.

### Poor Response

*They now only complete homework quickly and forget their lessons or there is no time to have fun and be happy.*

**Comment:** This answer omits certain details and is inaccurate in the translation of others. The detail *lesson* is incorrect and *happy* is inaccurate. Again, the detail *vor allem* has been overlooked.

## Question 1(h): Why is routine so important for children?

### Excellent Response

*It brings them security. It makes them competent — able to cope with the most varied situations.*

**Comment:** This is a full and most accurate response. The structure *fertig werden mit* is well conveyed and the superlative structure has been picked up and again clearly translated.

### Average Response

*Habits bring security for a child. They make them competent, in order for them to cope with different situations.*

**Comment:** The basic ideas of routine bringing security and children coping with situations have been given. The superlative structure, however, has not been picked up.

### Poor Response

*It brings safety for children. In this way they are able to complete different activities competently.*

**Comment:** The choice of complete as a translation of *fertig werden* is incorrect in the context of the passage. Again, an understanding of the superlative is not evident.

## Question 2: Hope for the Homeless

### Question 2(f): How did he end up ‘on the street’?

### Excellent Response

*Overnight his job was gone and money was tight. He was too proud to ask for government assistance and besides, he did not want to fight day in day out with public servants, so he soon could not pay his rent.*

**Comment:** This is a full response which demonstrates a correct understanding of the key terms *knapp*, *stolz*, *Staat* and *Beamten*, and includes all the relevant points contained in the text.

### Average Response

*His job was gone and so was his income. He was too proud to get assistance and did not want to argue with officers everyday. He could not pay his rent anymore, so ended up on the street.*

**Comment:** The concepts of not having enough money and being unable to pay his rent have been handled adequately. The detail of getting *assistance* is too vague, however, and the translation of *Beamten* as *officers* is incorrect.

### Poor Response

*He was too proud to take help from the city. He also did not want to fight day in day out with others. He could not pay his rent and ended up on the street.*

**Comment:** This answer only communicates the detail of inability to pay rent. The term *Staat* is incorrectly translated and the use of *others* to translate *Beamten* is too vague. The detail of having little money is omitted completely.

### Question 2(k): How did he eventually get a place to live?

#### Excellent Response

*When the newspaper reported about his 'horror night', a social worker from another part of town visited him in hospital and said that they have a vacancy.*

**Comment:** This answer shows an excellent understanding of all concepts. Most importantly it is clear that he was visited in hospital by the social worker. The correct use of *frei* is also evident, ie available.

#### Average Response

*When the newspaper printed his horror night, a worker of the Social Security Office looked for a bed for him in another part of the city. 'A place to live? No problem! We have one free!'*

**Comment:** This response demonstrates a complete lack of understanding of the sequence of events. The details *another part of town* and *bed* are understood, but this part of the text is interpreted incorrectly.

#### Poor Response

*When the newspapers heard of his horror night, he looked for a place in another suburb. The social services said: 'No problem!'*

**Comment:** This answer is too general and contains too many inaccuracies to be awarded any points. Although there is an understanding of isolated words, there is no understanding at all of the events depicted in the text.

## Section II: Writing Skills

(15 marks)

### Question 3(a): Guided Narrative

On the whole this question was not as well handled as the letter, although some students were able to cope well with this form of writing. The examiners felt that some of the weaker students may have been attracted by the apparent simplicity of this question and the fact that it did not require additional time reading.

Students are strongly advised not to tackle the guided narrative unless they are well practised in it and feel confident that they can show the level of language and depth of vocabulary required to do well. The simplicity of the question can be deceptive and students need to rely on their own creativity and skill to produce a piece of work worthy of this level of study. Students not accustomed to this form of writing can too easily fall back on listing, limited use of tenses, simple sentence structures and a fairly basic level of vocabulary, which results in a piece of writing more likely to fall into the 'Average' category or lower. Rather than being an 'easy option', the narrative question requires skill if it is to be handled well.

It is also important that 3 Unit students be aware that the Guided Narrative is **not** the same as the 3 Unit Discursive Narrative. In the Narrative question all the cues given **must** be followed and are not optional, as they are in 3 Unit. The question should also be addressed as it is stated in the Examination Paper and is not a proposition to be debated. Once again, students who did not realise this were most likely those who had not answered a Narrative question until the day of the examination.

### Question 3(b): Letter

The majority of students were well prepared for this question and showed that they were practised in this type of written response. Relatively few students were unable to express themselves adequately and most responses displayed a degree of confidence in dealing with this question. Correct letter format was also used by the majority of students.

Students do, however, need to be reminded of the importance of carefully reading the printed letter in its entirety before giving their response. Questions asked in the letter may be indirect and are not always immediately identified by the use of a question mark. In this particular letter two questions were posed which were overlooked by some students. They referred to the weather in the first paragraph and the proposed visit in July at the conclusion. Although only passing reference was necessary, a complete answer needed to address these questions.

The following areas need to be considered when answering the Writing Skills question.

### Style

The style which should be employed for the letter is conversational, where the contents of the letter are acknowledged and communication between the correspondents is established. The guided narrative must obviously be in narrative style and **all** cues mentioned in the question must be included in a coherent narrative. In both questions, the better students were able to refer to the questions asked in the letter or the cues in the narrative to create a well thought-out, logical response, while weaker students tended to view the questions as a series of unrelated questions and responded accordingly, in an unrelated monologue.

## Relevance of Response

Students should also be reminded of the importance of relevance when responding to the questions in this section of the paper.

Those who take the time to read carefully and to digest the letter in its entirety will often pick up nuances which will add clarity to their responses and are also less likely to misunderstand questions. In the letter, the better students often picked up the astonishment that Horst/Heidi felt on Jochen's leaving home and included some reference to this in their answer. On the other hand, students who had not read the letter carefully often misunderstood *Was würdest du an meiner Stelle machen?* and wrote about their own new job.

Students whose responses depended largely on re-wording the printed question or who used large amounts of irrelevant information (often, it would appear, pre-learned) demonstrated little ability to respond to the questions posed and therefore did not create a good overall impression.

In the narrative, students must be able to present a complete, cohesive response to all the cues which are given.

## Letter Format

A significant number of students in this examination wrote over-long introductions and elaborate conclusions, which bore no relevance to the questions asked and the letter as printed in the examination paper. Such introductions and conclusions had probably been pre-learned. These neither added to the impression created nor did they detract from it and in fact these played little part in the determination of the mark awarded. Students would be well advised to devote the time allocated to answering the question. Introductions which include reference to the printed letter are, however, considered appropriate and are regarded as part of the overall response.

Students should be well acquainted with the letter format and should correctly copy the name given on the examination paper. *Leiber Hiede* at the commencement of the letter is not a good start.

While it is not necessary to write in paragraphs, this is a good way of clarifying thoughts and is a good indicator to the examiners that each *cue* has been addressed.

## Quality of Response

The quality of the answer is more important than the quantity and students would be well advised to allocate some time for checking their work. Spelling mistakes and inaccuracies in basic grammar can affect an otherwise sound response and will detract from the overall impression. Careful attention should be paid to tenses, past participles, word order, etc as continued misuse of basic structures will mar otherwise good work. Students also need to provide a variety of language and vocabulary when writing their response. Simplistic responses or those which merely list a series of activities, for example, will not give the same impression as a response which includes complex sentence structure, idioms, etc. However, students should also use structures with which they are confident — weaker students will often attempt conditional and passive structures, for example, when they are unable to handle them.

Students should aim for authenticity where possible and should plan their response so that it flows naturally from topic to topic, instead of addressing the questions/cues in isolation. They should also be reminded that attempts at humour often fail and can seem childish and inappropriate.

## Responding to the Questions/Cues

It is important that students keep their responses relevant to the questions asked/cues mentioned in the text. It is not sufficient merely to make passing reference to these and then go off at a tangent, writing at length on other topics or issues. This is not a free response and students are not asked to write any letter or any narrative, but to respond directly to the letter or the narrative cues as printed in the examination paper. Pre-learned 'padding' which is irrelevant is not considered as part of the response. Students should also be reminded that anglicisms will detract from a response, however much they might be tempted to use them. It serves no purpose to say, for example, Ich schlafe in ein Hammock, even though this might be exactly the idea the student wishes to convey. Language should never be compromised in the attempt to be completely truthful.

## Typical Responses

**Note:** It must be noted that, prior to marking scripts, markers spend a great deal of time reading students' scripts and pilot marking as a group to ensure consistency of marking. It is also possible that a student's response may display characteristics from more than one category as outlined in the **2/3 Unit Writing Skills Descriptors** on the following page. The markers award marks based on their judgement of the **overall** quality of the response. **All responses are double marked.**

## 1997 HSC: 2/3 UNIT GERMAN WRITING SKILLS DESCRIPTORS

<b>15 MARKS</b>	<p><b>Outstanding</b> Attainable for a non-native German. The student responds in a fluent, confident manner, demonstrating a sophisticated level of language. Despite some errors, the letter or narrative sounds authentic. The student employs a wide range of relevant vocabulary, some complex grammatical structures and uses appropriate idiomatic expressions. In short, the student shows a sound, impressive command of the German language.</p>
<b>13–14 MARKS</b>	<p><b>Excellent</b> The student fully achieves the communicative goals set by the question. A wide range of interesting and relevant ideas is presented, but not as well developed. There may be some errors, but the overall response reads as a coherent whole. The student uses a wide range of vocabulary and uses some complex grammatical structures.</p>
<b>10–12 MARKS</b>	<p><b>Very Good/Above Average</b> The student demonstrates a sound understanding of the letter/narrative outline. The response is quite thorough and clearly communicated, although there are some minor errors, or perhaps even one or two major lapses. The student attempts to use complex grammatical structures, but is not always successful. The range of vocabulary is not as extensive as in the ‘Excellent’ category. The overall impression is still of a student who has a good control of basic aspects of vocabulary and grammatical structures.</p>
<b>8–9 MARKS</b>	<p><b>Average/Satisfactory</b> The student demonstrates a substantial understanding of the letter/narrative outlines. The message is generally clear, but it might be lacking in detail. There may be some repetition. The student employs a more restricted range of vocabulary and structures than in the ‘Above Average’ response. The sentence structures are simpler and reading and understanding may occasionally be hindered by lexical and syntactical errors. Re-reading of short sections may be necessary to gain a full sense of what is written.</p>
<b>5–7 MARKS</b>	<p><b>Below Average</b> The student displays a partial understanding of the letter/narrative. The response may be quite minimal and some information may be absent or irrelevant to the topic. There are numerous lexical and syntactical errors, which detract from the overall quality of the response. There may be some anglicisms and simple sentence structure which sometimes reflects English word order.</p>
<b>2–4 MARKS</b>	<p><b>Poor</b> The student achieves little communication. A large amount of material is irrelevant to the question. There are significant mistakes, which make much of the content incomprehensible, even after repeated readings. There are many anglicisms and sentence structure reflects English word order. The student may have failed to answer many of the questions asked. The overall impression is of a student who is unable to write a meaningful answer to the question.</p>
<b>0–1 MARKS</b>	<p><b>Non-Attempt/No Communication/Irrelevant</b> The student has made no attempt to respond to the questions asked, or the German used is either incomprehensible or completely irrelevant.</p>



**Outstanding Response**

**(15/15)**

Sydney, den 17. November, 1997

Liebe Heidi,

Herzlichen Dank für den schönen Brief, ich habe mich sehr darüber gefreut! Mir hat es Spaß gemacht, meine Kusine bei uns zu haben. Du wirst es kaum glauben aber es hat die ganze Zeit geregnet! Obwohl wir selten ausgehen konnten, gab es viel zu tun. Wir sind ins Kino gegangen und haben die neuesten Films angesehen. Wir sind auch im olympischen Hallenbad schwimmen gegangen. Vor allem haben wir uns stundenlang unterhalten! Deswegen sind wir jetzt eng befreundet und wir haben versprochen häufiger zu schreiben. Das finde ich wirklich toll! Ich muß es trotzdem zugeben, es wäre viel schöner bei schönem Wetter gewesen.

Ich konnte es kaum erwarten, ein eigenes Zimmer zu haben! Ich habe das Zimmer dramatisch verändert denn wenn Jochen gegangen ist, war alles durcheinander. Ich habe einen neuen Teppich und auch neue Vorhänge. Ich habe auch die Absicht, die Wände zu streichen. Ich muß noch die Farbe aussuchen und meine Eltern überzeugen. Was meinst Du? Welche ist Deine Lieblingsfarbe?

Ich höre ziemlich oft von Jochen. Trotzdem ich ein neues Zimmer wollte, vermisse ich ihn. Er war immer bereit, mit mir zu lachen und meine Probleme zu hören. Ihm geht's sehr gut. Er wohnt momentan im Ausland als Austauschschüler. Es ist eine einmalige Möglichkeit, seine Sprachkenntnisse zu verbessern und eine andere Kultur zu erfahren.

Es tut mir leid, daß Du Streit mit Deinen Eltern hast! Es ist schwierig, irgendetwas zu machen, ohne die Unterstützung der Eltern, oder? Wenn Du jobben gehen willst, solltest Du das machen — damit bin ich ganz einverstanden. Es wundert mich, daß Deine Eltern dagegen sind — Du könntest auch ein bißchen Geld verdienen! **Mir** ist es ungeheuer wichtig einen Ausgleich zu haben — akademische Leistung ist nicht das Allerwichtigste.

Es wäre schön, Zeit mit Dir im Juli zu verbringen! Ich habe natürlich noch Zeit dazu. Sollte ich etwas Besonderes mitbringen? Kannst Du etwas vorschlagen, was wir dann machen können? Ich überlegen es mir auch mal.

Ich muß jetzt ins Bett, es wird schon spät. Laß mich nicht zu lange auf eine Antwort warten!

Deine Emily.

**Comment:** The student has responded to all the questions, using a wide range of relevant, interesting vocabulary and some complex grammatical structures. There are some minor errors, but the student displays an impressive command of the German language.

**Excellent Response**

**(13–14/15)**

Berlin, den 17. November, 1997

Liebe Heidi!

Na, wie geht's Dir? Es war schön von Dir zu hören. Mir geht's zur Zeit super! Ich hoffe, daß es Dir auch gut geht.

Du hast schon recht. In letzter Zeit hatte ich sehr viel zu tun, und deshalb, auch ein bißchen Stress. Wie Du in Deinem Brief erwähnt hast, war mein Vetter Matthias für zwei Wochen bei uns. Wir haben uns über die Zeit sehr gefreut. Das Wetter war, im allgemeinen, wunderschön, obwohl es für zwei Tage in der zweiten Woche die ganze Zeit geregnet hat.

*Die Zeit hat uns viel Spaß gemacht. Wir sind mehrmals zum Freibad gegangen, da das Wetter so schön war. Wir haben auch sogar ein Fahrradtour gemacht. Wir sind nach Dachau (am Münchner Stadtrand) gefahren, um den Konzentrationslager zu sehen, denn Matthias hat es noch nie gesehen.*

*Warum bist Du erstaunt, daß Jochen ausgezogen ist? Du weißt ja, daß er jetzt auf die Uni geht ... in Heidelberg. Er wohnt jetzt mit ein paar Freunden in einer Wohnung in einem kleinen Dorf, außerhalb Heidelberg. Er kommt nach Hause, ungefähr einmal pro Monat, um uns zu besuchen. Ich glaube, daß er ein paar Probleme hat, da er nicht mehr zu Hause wohnt. Zum Beispiel muß er für sich selbst kochen, waschen und bügeln, Ich weiß nicht, wie gut, er das machen kann.*

*Ich habe jetzt mein eigenes Zimmer!!! Ich hatte mich seit langem darauf gefreut, und jetzt habe ich! Ich habe mein Zimmer ein bißchen verändert, zum Beispiel gibt's jetzt nur ein Bett, statt zwei, und ich habe mehr meiner eigenen Posters an der Wand.*

*Ich finde es eine Schade, daß es bei Dir ständig Ärger mit Deinen Eltern gibt. Ich meine, daß Du recht hast. Wenn Du gleich nach der Schule in die Uni gehst, dann mußt Du mindestens drei Jahre weiterstudieren. Ich glaube, daß Du Zeit für Dich selbst brauchst, und beim Jobben hast Du das, glaub' ich.*

*Nächstes Jahr habe ich vor, einen Austausch nach Australien zu machen. Damit ich in einem anderen und vielleicht exotischen Land wohnen und auch in die Schule gehen kann. Was denkst Du darüber? Ich hätte gern für ein paar Wochen im Juli bei Dir verbringen, natürlich nur wenn es geht. Schreib mir bald ob es geht mit Dir und mit Deinen Eltern?*

*Tschüß  
Dein James.*

**Comment:** The student has fully achieved the communicative goal set by the question. There is also a wide range of ideas but they are not as well developed as in the 'outstanding' response. There are also a few more errors, but the response reads as a coherent whole.

**Above Average Response**

**(10–12/15)**

*Sydney, den 19. November, 1997*

*Liebe Heidi,*

*vielen Dank für Deinen lieben Brief, den ich eben bekommen habe. Es ist toll, wieder von Dir gehört zu haben. Wie Du weißt, mein Vetter Peter bleibt bei uns für zwei Wochen. Es ist natürlich das erste Mal, das er im Ausland fährt und er ist wirklich aufgeregt, das Leben in Sydney zu erfahren. Wir haben ihn alle die wichtige Sehenswürdigkeiten gezeigt und letzte Wochenende machten die ganze Familien eine Campingtour in der Blauen Bergen — daß hat viel Spaß gemacht! Du kannst Dir gar nicht vorstellen wie schön diese Berge seien. Auch haben wir ihn die weltberühmten ‚Bondi Beach‘ gezeigt und ich habe ihn surfen unterrichtet!*

*Jochen ist seit vier Wochen ausgezogen. Er mußte in Newcastle wohnen, wegen der Uni. Ich vermisse ihn, aber ich finde es einfach toll endlich mein eigenes Zimmer zu haben! Ich habe die Wände schön gelb gestrichen und das Zimmer mit viele Gegenstände geschmückt. Mann würde nie glauben wie schrecklich es vorher aussah. Jochen geht es gut — er ruft uns immer an mit Nachrichte von Partys und so weiter. Ich glaube er hat ein bißchen Heimweh, besonders weil seine Freundin immer noch in Sydney bleibt.*

*Was man nach der Schulzeit macht ist ein wichtiges Thema. Meiner Meinung nach man muß sich selbst unterscheiden, ob man weiterstudiert oder erstmal jobbt wird. Du mußt Deine Eltern überzeugen, daß Du weißt was beste für Dich ist. Ich glaube, daß ein Jahr jobben ist ein tolle Idee — man kann Lebenserfahrungen sammeln, die wichtig für die Erziehung sind. Ich auch habe die Nase voll mit lernen, deshalb werde ich ein Jahr reisen! Ich freue mich darauf. Vielen Dank für die Einladung in Juli — das werde ich gerne machen. Wir müssen über Datums diskutieren.*

*Schreib bald,  
Deine Emily.*

**Comment:** The student has responded well to the question, but there are a number of errors and a few major lapses which hinder effective communication. Despite this, the student has displayed a good control of basic vocabulary and grammatical structures.

**Average Response**

**(8–9/15)**

*Sydney, den 17. November, 1997*

*Liebe Heidi/Lieber Horst,*

*Ich habe mich um Deinen letzten Brief sehr gefreut. Es war eine wunderbare Überraschung! Ich muß auch meine Entschuldigungen geben, weil ich in den letzten zwei Wochen totalen Stress erlebt habe, und Deshalb hätte ich keine Zeit um einen Brief zu schreiben.*

*Mit meine Kusine und meine Vetter, und das Abitur, war, wie ich habe gesagt, die letzten zwei Wochen totalen Streß. Aber es war ganz Spaß. Weißt du, wir haben zum Jervis Bay gesegelt, und drei tagen geblieben. Das Wetter war unheimlich schön!*

*Es ist prima, ein eigenes Zimmer zu haben. Früher war nür drei oder vier Postern auf den Wändern, aber jetzt habe ich fünfzehn! Jochen ist gut, er arbeitet bei meines Vaters, und auch geht er an der Universität. Er lebt, seit eine Woche, mit seine Freundin, Karla. Ich habe mit ihn geredet Donnerstag.*

*Ich glaube, daß es eine tolle Idee ist ein Jahr lang zu Jobben. Für mich, ich wollte an der Universität Wirtschaft zu studieren, aber ich bin der Meinung daß man was er (oder sie) wollten macht. Also reden mit Deine Eltern und sag daß du alt genug bist, um deine Lebe zu leben.*

*Du hast mir gefragt ob ich ein bischen Zeit im juli habe. Ich weiß noch nicht, aber höffentlich fährt mein Vater nach Deutschland nächstes Jahr, und ich fahre mit. Ich muß jetzt schliessen, aber ich freue mich schon auf deinen nächsten Breif. Schreib mir bevor Weinachten!*

*Herzliche Grüsse,  
Deine Emily (Dein James)*

**Comment:** The student has used a more restricted range of vocabulary and structures. There are also numerous lexical and syntactical errors. Despite this, the student has written a coherent letter, responding to all the questions asked.

**Below Average Response**

**(5–7/15)**

Sydney, den 17. November 1997

Lieber Horst,

vielen Dank für Deinen interessant brief. Wie geht es Ihnen du? Ich gehe fantastic!

Meine Kusine und ich im Göttingen für zwei Wochen war. Das Wetter war sehr schön. Am die erste Woche war kühl und am die zweitens Woche war sehr warm. Wir hat das Tiermuseum und die große Kirche am die Stadtstraße gesehen. Das Blumen war sehr schön ... rot und gelb und blau. Großes und kleines. Das Stadtgarten war sehr groß und sehr schön.

Ich habe mein eigenes Zimmer! Mein Bruder Jochen am Montag zum Großbritannien gefahrt. Mein Zimmer ist blau mit ein großes Fenster, mein Bücherregal und mein Kleiderschrank. Unter mein Kleiderschrank ist meine fernsehen. Im mein Kleiderschrank ist meine Karwotten, meine Kleidung und mein Fußball. In mein Zimmer ist auch meine Computer.

Jochen ist sehr gut, er ist schon. Er liebe seiner neues Zimmer in ein Familienhaus mit englischer familie. Diese Familie hat ein paar Eltern mit zwei Kinder, ein Sohn, Mitch und eine Tochter, Gaby. Mitch ist 18 Jahre alt — Jochen ist auch. Jochen liebe gern Mitch. Sie spielen Fußball, Tischtennis und schwimmen gehen. Mitch und Jochen liebe gern Rockmusic.

Jochens lieber gern Rockgruppe ist ‚Metallica‘ und Mitchs lieber Rockgruppe ist ‚Bon Jovi.‘ Gaby ist 17 Jahre alt. Jochen lieber Gaby! Interessant ...

Jochen, Gaby und Mitch gehen ins Kino, die Rockhalle und in die Sporthalle zusammen. Ja, Jochen is sehr glücklich. Er will schreibt bis bald, ich denke.

Nächsten Jahr ich will arbeite. Ich will das ‚Italienrestraunt‘ arbeiten, Montags zum freitags. Zwölf Uhr zum acht Uhr. Ich will DM&500 in der Woche verdienen.

Ich will die Uni nicht gehen, Das ist doof! Vielleicht, ich will Krankenbruder bekommen. Vielleicht, ich will Soldier bekommen. Ich weiß nicht. Vielleicht, ich will in das, Italienrestraunt arbeiten.

Meine Mutter und meiner Vater sagt ‚hello‘. Sie will für drei Wochen in die nächste Jahr besuchen, ich besuche nicht, weil mein arbeiten.

Ich muß zum arbeite gehen! Ich hoffe das Du und deiner Eltern sind sehr gut. Ich will in der nächste Woche angerufe.

Bis dann,  
Dein James.

**Comment:** Whilst the student has understood the examination letter, he/she has had difficulty writing a coherent response. There are significant mistakes which render parts of the response incomprehensible. There is a very limited range of vocabulary, many anglicisms and simple sentence structure.

### Section III: Options

(15 marks)

All Options were marked globally, ie an impression mark was awarded according to the **quality** of the answer presented. Because of this holistic approach, **all** Options were **double marked**, as was the case last year.

All Option questions are in essence guided essays, and as such largely require interpretative, subjective responses. Global marking moves away from the notion of a prescriptive, fairly rigid marking scheme, which focuses on precise and detailed factual knowledge, to one which gives students credit for their ability to discuss, analyse, elaborate on and give subjective interpretations of certain aspects of the Option studied. Markers focused less on factual details, and more on a broader, more holistic, interpretative appreciation and analysis.

- Quotations should be translated, paraphrased or discussed within the response to a question which makes specific reference to a quotation.
- In questions where a fuller response is required, there is flexibility to accept brief interpretations of a number of points, as well as detailed, analytical responses to fewer points, which are well expressed and developed.
- Students should **NOT** go beyond what is expected in the question. Markers will **NOT** be influenced by answers that give in-depth, but irrelevant and unnecessary discussion of an issue.

**Remember:** A global approach to marking allows flexibility in rewarding students who have demonstrated an excellent understanding of their chosen Option, as well as a perceptive interpretation and appreciation of that Option.

### Part A: Songs

#### Question 4: Brandstifter

Most students demonstrated a sound understanding of the theme and message of the song. The music question was generally well answered, with the majority of students attempting to cover all three elements of the question (melody, voice and instrumentation), whilst situating them in the song and explaining **why** the various techniques were used. Some students, however, still wrote vague and incomplete answers, concentrating on **one** element of the question. Students are reminded to give an English rendering of any German quotation within a question. They should also ensure that they respond to all parts of a question. Although many students made some reference to the historical background of the song, there was a significant number who were unable to demonstrate how this related to the overall meaning of the song.

## Typical Answers

### Question 4 (b): What is the message of the song?

#### Excellent Response

*The message of the song is that we must be aware of neo-Nazism in Germany and do something to oppose it. We must not let the atrocities of Hitler's era happen again and so we must stop these arsonists before it is too late. We must look below the surface of a supposedly new, united Germany 'im Neuen Deutschland/im geeinten Deutschland' and see the reality.*

**Comment:** The message was clearly stated in detail and it was supported by a relevant quotation.

#### Average Response

*The message of the song is we don't need another 'Führer' like Hitler. He brought so much pain and anguish to the German people, they don't need another one. Also be careful of the Neo-Nazis and the rightwingers in Politics, who are threatening Germany as in the song 'Menschen verbrannt', people are being burned, killed.*

**Comment:** The message was stated in some detail and may have included a quotation. The idea of the neo-Nazis being a threat to post-1989 Germany was not mentioned.

#### Poor Response

*The message of the song is that Germany does not need another leader such as Hitler. People are all the same and the problems come from within the country not out of it and people should not be misled into another racial war. Germans do not need it.*

**Comment:** The message was not clearly stated, and there were no quotations to support the argument. Neo-Nazism was not mentioned as the threat to peace.

### Question 4(e): How does the music reflect the message of the song? In your answer, refer to the melody, the singer's voice, and the instrumentation.

#### Excellent Response

- \* *Whispering echo of word 'Verführer' shows the way the neo-Nazis manipulate and seduce people.*
- \* *Echo in the second chorus points to the fact that Germany must unite — all people must work to eradicate racism.*
- \* *In a minor key — connotes the sinister, foreboding ways of the Neo Nazis.*
- \* *Harsh, heavy metal-type music points to the danger of the right wing.*
- \* *Lead guitar distorted throughout reflects the twisted minds of Neo Nazis.*

**Comment:** This response covered voice, melody and instrumentation. It also related **what** happens in the music, **where** it happens and **why**.

### Average Response

*In the introduction there is a long build-up of guitar creating tension and unease. Certain words are stressed like 'Haß'. In the chorus there are more voices to show that others also oppose racism. In the last line 'Nein' is repeated several times as a plea to stop racism.*

**Comment:** This response demonstrated a good understanding of music related to text, but lacked required detail.

### Poor Response

*The music is a heavy metal, rock genre. The song begins with an electric guitar making loud, powerful strums and drums. The introduction which is quite long, consists of a basic beat and the guitar and drums set the atmosphere for a powerful and fierce song. When the singer begins the electric guitar makes less frequent loud, powerful strums, and the music is quieter with the drums and electric guitar. The singer's voice is not melodic which immediately shows that the song is powerful and negative. The singer has a more low tone and near whisper, fierce voice. He sings like this and the music stays the same until the last two lines.*

**Comment:** Most poor answers were lengthy and vague, merely listing instruments, but not explaining the effect they created.

### Question 5: Ein Jahr Garantie

Most students demonstrated a sound understanding of the theme and message of the song. Not all students were able to show that they understood the imagery used in the song, ie the relating of advertising slogans to describe the woman with whom the singer had a relationship. Whilst quotations were generally correctly translated, many students neglected both the product referred to and the comment the singer was making in regard to his relationship with the woman. On several occasions the quotation *Oh so mild im Rauch* was confused with *du bist so ohne Mundgeruch*.

The music question was not answered well by many students. They are expected to state **what** happens in relation to voice, melody and instrumentation, **where** it occurs in the song and **why** this happens in relation to the message and/or theme.

### Typical Responses

#### Question 5(b): Comment on the imagery throughout the song.

### Excellent Response

*The imagery is taken from advertising and is used to describe the woman. She is described as an object, a product eg washing powder; who takes the grey out of boring days, yet at a sensible price. Instead of saying she is fat, she is described in advertising terms such as 'streichelweich', cuddly soft like fabric softener, 'faltentfrei am Knie', like stockings and 'kalorienreich', rich in calories.*

**Comment:** This response gives details of imagery where the woman (with whom the singer is in a relationship) is described as a product using advertising jargon. It is illustrated by relevant quotations.

### Average Response

*In this song there is the visual imagery of a woman being compared with a particular product eg 'kalorienreich, ja, kalorienreich' — comparing the person with food.*

**Comment:** This response showed an understanding that someone was compared with a product, but there was no reference to the technique of using advertising slogans to do so.

### Poor Response

*The imagery in the song comes from the world of advertising eg 'ein Jahr Garantie' which is used by advertisers to sell products.*

**Comment:** There is no reference to the woman's being described as a product.

**Question 5(e): How does the music reinforce the message of the song? In your answer, refer to melody, voice and instrumentation.**

### Excellent Response

*Voice — soft throughout indicating a lack of emotion towards the woman and lack of commitment to relationship.*

*Melody — boppy, catchy tune which is reminiscent of advertising jingles.*

*Instruments — increasing instrumentation, especially in the second half of the song builds up anticipation and reflects the bombardment of advertisements on the consumer.*

**Comment:** This response shows a good understanding of the use of voice, melody and instruments and how they relate to the theme.

### Average Response

*Piano and honkytonk guitar in the interlude create an anticlimax and reflect a superficial, disappointing relationship. Increased instrumentation parallels the bombardment of ad slogans throughout the song.*

**Comment:** There is a good understanding of some aspects of the music and how they relate to the theme.

### Poor Response

*The melody and music of the song is like that of an advertisement and is quite catchy.*

**Comment:** This response is a generalised statement about the music without referring to particular aspects of it and their relationship to the theme.

## Part B: Radio Plays

Most students showed a good understanding of plot and character in the Radio Plays, although a lack of knowledge of language prevented some 2 Unit General students, particularly, from gaining greater credit for answers.



Students are advised to read **all** questions carefully before answering questions to avoid overlap of answers and repetition of facts.

All students are reminded to substantiate statements with reasons or examples from the text when required. They need to know both Radio Plays well in order to give thorough and complete answers if comparisons are required, as was the case in both 2/3 Unit questions this year.

Overall, in-depth answers to questions were well rewarded and students who displayed a thorough knowledge of the plays and were able to discuss the significance of quotations and general themes, scored highly.

## **Rache für Perro**

### **Typical Answers**

#### **Question 6(a): Who is Redwood?**

##### **Excellent Response**

*Redwood is the owner of a special dog, a Chihuahua called Perro, which had been run over by Summerfield. Redwood is a murderer, having executed Summerfield to avenge his dog's death and bring him peace. Redwood was obsessed with his revenge and plotted meticulously to kill Summerfield with a perfect plan whereby he would not be arrested or jailed for the crime.*

**Comment:** This answer gave a comprehensive description of Redwood and his role in the play.

##### **Average Response**

*Redwood owned a Chihuahua called Perro and is a murderer. He has just confessed to killing Summerfield, but the Inspector does not believe him as Redwood has made himself into a compulsive liar in purposely confessing to crimes he did not commit.*

**Comment:** This answer showed knowledge of the play and an understanding of the character of Redwood but did not link Summerfield's death to Redwood's revenge.

##### **Poor Response**

*This man is the person in the play who has committed murder.*

**Comment:** This answer gave inadequate information without any reference to Redwood's dog and events leading up to the murder mentioned. Students are reminded to include all relevant information and must not assume the examiner's knowledge of such information.

#### **Question 6(e): How does Redwood feel about his wrongdoings? Compare his feelings with those of the Pupp doktor in the play *Der Pupp doktor*.**

##### **Excellent Response**

*Redwood feels no remorse or guilt about the murder of Summerfield. He feels justified in what he has done and believes he has done no wrong as Summerfield had killed his dog which was, to him, far more precious than another human being. That to Redwood was a worse crime than the murder of his wife. He had an obsessive attachment to his dog.*

*In Der Puppendorf the Puppendorf, too, had an obsessive attachment to his dolls, in preference to human beings. He, too, had no remorse as the creation of the beautiful dolls justified his crime to him.*

*However, whereas Redwood's crime was motivated by revenge, the Puppendorf cold-bloodedly used a human being for his own gain, and would probably do so again.*

**Comment:** This response gave a comprehensive analysis of Redwood's feelings about his crime and compared and contrasted his feelings with those of the Puppendorf to demonstrate a sound knowledge of both plays.

### **Average Response**

*Redwood does not see anything wrong in what he has done — there is no 'wrongdoing' for him. Summerfield deserved it.*

*The Puppendorf thinks he is right, too, because dolls mean more than humans to him. They both calmly and arrogantly do what they want because they are both obsessed — one with his dog (Redwood) and the other with dolls (Puppendorf).*

**Comment:** This response showed an understanding of both plays and the characters involved. It did not, however, extend the comparison to 'contrasting' differences. It could have also linked events with Redwood's feelings more effectively.

### **Poor Response**

*Redwood and the Puppendorf were murderers who were unbalanced, crazy. They hated people.*

**Comment:** This is a poor response which did not address the question asked about the characters' feelings towards their wrongdoings. It did not show an understanding of the two radio plays or make valid comparisons.

### **Question 7(a): Where does this conversation take place? Under what circumstances?**

#### **Excellent Response**

*It takes place in the backroom of the Puppendorf's shop containing a collection of his special dolls which are not for sale. A female customer had come into the shop, wanting to look around, having inherited a box of 13 valuable dolls. The Puppendorf offered her a cup of coffee to lure her to the back of the shop, inviting her to see his special doll collection. Once there, he locked the door, seeing her potential to be used to provide the beautiful eyes for one of his dolls.*

**Comment:** This response addressed all parts of the question well and placed characters well in the context of the story.

#### **Average Response**

*This conversation takes place in the back room of the Puppendorf's shop where he is showing the customer his best dolls. He gives her coffee and locks the door, because he is ready to use her eyes.*

**Comment:** This response gives a good location of the scene and explanation of the Puppendorf's motives, but without sufficient detail to explain the customer's circumstances.

### Poor Response

*The conversation takes place in a doctor's shop. They are talking about dolls and eyes.*

**Comment:** This is an inadequate and generalised response which does not address the question of 'circumstances'. There is insufficient detail and a failure to show an understanding of the context.

**Question 7(e): How is the relationship between the Pupp doktor and his dolls similar to the relationship between Redwood and his dog in the play *Rache für Perro*?**

### Excellent Response

*Both Redwood and the Pupp doktor are obsessive in their relationships with their dog and dolls, respectively, valuing these more than humans, and having them as a substitute for a normal human relationship. Each also has given the objects of their obsession human qualities — Redwood in teaching Perro to speak and the Pupp doktor in giving his dolls human eyes, producing creations of their own genius. Both are prepared to commit crimes for their obsessions — Redwood in murdering Summerfield to avenge the death of Perro and the Pupp doktor in removing his customer's eyes for his dolls, with both feeling justified and without remorse.*

**Comment:** This response gives a detailed and comprehensive comparison demonstrating a good analysis of both radio plays.

### Average Response

*The relationship between the Pupp doktor and his dolls is similar to the relationship between Redwood and his dog because both of them do everything for their valued possessions. Redwood killed a man for his dog and the Pupp doktor took the customer's eyes out to make his dolls' eyes more alive. He kept these dolls just for himself.*

**Comment:** There is reference to both plays but without other details to reinforce the argument. The response also fails to give any elaboration of the argument.

### Poor Response

*The Pupp doktor made dolls more alive than children and Redwood's dog could talk to him better than a person.*

**Comment:** This is an inaccurate answer, and fails to discuss and compare issues of the relationships in each play. It does not indicate an understanding of the plays.

## Part C: Film — Das Versprechen

It is gratifying to see how well the majority of students coped with the film option. Their knowledge of the film was good, as was their knowledge of its historical and political context.

Contextual questions were generally very well answered and most students made it clear that they understood any German quotation given. It should be noted, however, that not only is it not necessary to write the German quotation down, but it is also a waste of precious time.

Some students are still merely describing what they can see in the stills. They receive no marks for this. They **must** mention a technique used, the **effect** of this technique and **why** this gives the desired effect. Students are advised to watch the film over and over again, so that they become very familiar with the film techniques used, especially those that one does not see in a still, eg panning, editing, zooming.

Teachers are advised to practise film techniques with their students as much as possible. Teachers may also like to consider interpretations of film technique other than those in the notes. For example, costuming: Sophie is always dressed in red as red is a reflection of her vibrancy and passion. As Sophie's character matures, the colour red that she wears deepens and is more subdued.

### Question 8

Most students chose this question and it was generally well answered.

Specific comments on individual questions are as follows:

- (a)(i) This type of question is straightforward and should be answered in three or four sentences. However, some students saw it as an opportunity to tell the whole story of the film. Students should read the questions through before attempting to answer any question. Many students wrote unnecessary detail in earlier answers only to have to repeat them later. Students should be encouraged to be concise without leaving out obvious relevant detail.
- (a)(ii) It was important that students highlight the **differences** between the characters of Sophie and Konrad. Students should be encouraged to support their opinions with examples where appropriate. For example, Sophie's character is stronger than Konrad's. She initiates an escape attempt; she stands up to the Russian soldiers in Prague.
- (b)(ii) The fact that Sophie was allowed to travel to Prague had to be mentioned here.
- (c)(i) Students sometimes referred to an attempt to meet, which was only an attempt on the part of either Sophie or Konrad, eg when Konrad as a border guard was considering escaping over the wall. This did not answer the question.
- (d) It is important to explain each part of the quotation, when asked to explain its significance.
- (e) Students should be aware that there are different stills for each question and that the stills refer directly to the quotation. Students must also be careful to comment on the appropriate stills. Still numbers were sometimes misread by students. Students should also learn what each film technique does in general, eg a close-up shows emotion/how the person is feeling, and in the question express the emotion or feeling in relation to the still. It is advisable to learn film technique terminology, eg do not merely say *She is wearing a red dress* but label the technique *costuming*. Many students failed to explain **why** various techniques were used. It is not sufficient to state, for example, that wearing a red dress is indicative of the West. This should be explained more fully — *Sophie's red opera gown is indicative of the opulence of the West*.

## Typical Answers

**Question 8(d):** *Bei mir geht's nicht ganz ohne Gegenleistung. Ich brauch' die neuesten Flugblätter aus Prag.*

**Comment on the significance of this statement.**

### Excellent Response

*'As far as I am concerned I expect something in return. I need the latest leaflets from Prague.'*

*This statement reveals that Harald wants something in return for getting Konrad's letter delivered to Sophie and underscores the fact that everything has its price in East Germany. Konrad cannot post the letter himself because he is under constant surveillance by the authorities. The leaflets Harald wants will give him insight into the growing liberty movement in Prague and the ideas behind the move towards democracy.*

**Comment:** This response is a comprehensive answer, which analysed the quotation fully. A good translation of the quotation was also given.

### Average Response

*'It is not without a price with me. I need the newest pamphlets from Prague.'*

*This is significant as it shows that there is a price to pay for everything in the East, such as when Konrad has to sign the document in order to see his own son. Additionally it shows that the East is cut off from the rest of the world and that there are people, such as Harald, who want to know what is happening in the outside world as far as the growth of democracy is concerned.*

**Comment:** This response is a good answer but lacks the detail about what Konrad has asked Harald to do. The translation of the quotation conveys its meaning.

### Poor Response

*This response is made by Harald and he is telling Konrad to bring back the latest flyers from Prague. Harald and Barbara need some reading material to distribute to the members of their group.*

**Comment:** This response is rated 'poor' because it is not clear that the quotation or the context was understood. There was no detail with regard to the letter and there is no clear understanding of the subject matter of the pamphlets. Students are reminded that they must not assume markers' knowledge of the answers, and must therefore explain everything relevant to the answer.

**Question 8(e):** **By referring to the stills 1–8 in the accompanying booklet, discuss some of the film-making devices used in these scenes. Explain why the techniques are used, and how they relate to the story. You could refer to such things as editing, framing, composition within frame, lighting, camera angle, and sound.**

### Excellent Response

*In Still 1 the **lighting** is mottled and fragmented reflecting the disarray of Sophie's life. She has just found out that Konrad did not take part in the planned escape to the West. The light has been fragmented to represent her shattered hopes and dreams of once again being with her beloved Konrad.*

Still 2 is a **close-up** of Sophie, showing her facial expression. She is extremely upset because Konrad has not escaped to the West.

**Editing** has been used in Stills 2 and 3, thus linking the two. It is clear that there is an emotional connection between Sophie and Konrad. Despite their physical distance they are both feeling distressed at the same time about their failure to come together.

Still 4 has a **high angle shot** and is used to show Konrad's insignificance and the state's power over him.

The **composition within the frame** of Still 4 shows the institute looming large in the foreground underlining the state's power, and Konrad small and vulnerable further back. He is on a straight path leading towards the institute, showing that he is trapped by the state.

In Still 6 the camera **pans** around and ever closer to the Hradshin (statue), setting the scene in Prague and also setting up our expectations: will Konrad and Sophie find each other?

**Comment:** This response identified several film techniques used, described how each of these techniques was used and why this particular device was important at this point in the film.

### Average Response

Still 1 is a **middle shot**, the camera **zooming** in to Still 2 **close up** of Sophie's face.

In Still 2 we see Sophie's facial expression. She is distraught at the news that Konrad supposedly did not turn up.

There is a dramatic use of **colour** and **light** here. Sophie's red dress is a stark contrast to the black and white background. It shows us her condition, ambivalent thoughts, while the red clothing here shows that Sophie, despite her escape, does not really belong to the West — the communist red of the East is always present.

In Still 3 we see a **close up** of Konrad crying. The light is strong, casting sharp shadows over his face to show that he is thinking.

The use of a very **high angle shot** in Still 7 shows Sophie's isolation.

**Comment:** This response is a good answer but some of the ideas could have been expressed more clearly. The film technique was not always mentioned and sometimes only the film technique was stated, without any reference to its significance.

### Poor Response

Still 1 — **Colour:** the director put Sophie in a bright red dress that contrasted with the black and white on the stage. Red is a continuing colour that Sophie wears throughout the play. The director put her in this dress to highlight her sadness that she can't see Konrad.

**Close up:** the director used this type of shot to show Sophie's tears as she can't see Konrad.

**Eye level shot** in Still 3 was used to show Konrad's sadness about missing the opportunity to escape the East and be reunited with Sophie.

Still 5: **composition within the frame** used to frame the conversation between Konrad, Barbara and Harald. This is where Konrad announces that he is going to see Sophie in Prague and that Harald wants the new flyers.

**Low angle shot in Still 6:** *this is the Hradschin and this symbolises the meeting between Sophie and Konrad in Prague. The low angle shot is used to highlight the importance of this meeting as it makes the statue seem very dominant.*

**Comment:** This response is rated ‘poor’ because it is not clear that the student understands the definition of the various techniques and does not always explain why the particular technique was used. Sometimes a film technique was not mentioned and at other times the wrong film technique was used.

### Question 9

Fewer students chose to do this question and in general it was not as well answered as Question 8. Many students failed to explain obvious facts in relation to certain questions. Students must not assume knowledge on the part of the markers.

Specific comments on individual questions are as follows:

- (a)(i) See the comments on Question 8(a)(i)
- (a)(ii) As this question is part of Question (a), it is important to answer it in relation to the meeting between Konrad and Alexander, not Konrad and Sophie.
- (b)(i) It is not sufficient to say they went for a walk near the wall. It must be clear that they were on the Western side of the wall.
- (b)(ii) This question was not always answered well. It is a part of Question (b) and therefore the particular area is near the wall. This was not always understood.
- (c)(i) Enough detail about Gérard was not always given. His relationship with both Sophie and Alexander and his profession had to be mentioned.
- (c)(iii) The quotation was well translated and the relationship between the East and the West was generally well explained, but an example of either how West Germans underestimate East Germany, how West Germans attribute too much to the East Germans or the lack of understanding between the two countries had to be given.
- (e) Please refer to the comments on Question 8(e).

Please also refer to the typical answers for Question 8(e) to gain an insight into how this particular question should be answered.

### Typical Answers

**Question 9 (c)(iii):** *Ich weiß nicht, woran das liegt, entweder unterschätzt man uns oder man traut uns zuviel zu.* **What does this statement say about the relationship between East and West Germany?**

### Excellent Response

*‘I don’t know why it is, but either you underestimate us or you think too much of us.’*

*Konrad’s unwillingness to talk to Gérard about any slight details about the research he does shows the tension between the East and the West, the West’s more open, questioning nature and the East’s secretive and highly self-protective nature.*

**Comment:** This response was a complete answer. The quotation was translated well, the relationship between East and West was explained and an example of the tension and lack of communication between the two was given.

### Average Response

*'I don't know what that is about — either we are underestimated or overestimated.'* This shows the lack of communication between the East and the West and the lack of knowledge and the suspicion of one another that this creates.

**Comment:** This response shows an understanding of the quotation and describes the relationship between East and West Germany. However, no examples of how West Germans underestimate East Germany, or how West Germans attribute too much to the East Germans or the lack of understanding between the two countries were given.

### Poor Response

*Konrad's statement suggests the obvious differences between life in the East and in the West. He is patronising Gérard and affirms his eastern side beliefs. The relationship between East and West is very strained.*

**Comment:** This response has not shown an understanding of the quotation. The relationship between East and West has been briefly explained but a clear example of this relationship has not been stated.

## Part D: Short Stories

Most of the students showed a good understanding of the plot and characters, particularly in *Masken*. Any German quotation must be either accurately translated or accurately paraphrased in the answer. Students are reminded to address both parts of a question, eg *Der Nachtvogel* 2/3 Unit (Common), Part (b) **How** and **why** ...?

Different interpretations of a story were accepted, provided that these were supported by specific reference to the text. Credit for an answer was given anywhere within the student's total response.

Students are reminded that they are required to give factual information, as well as an interpretation of the facts, which is more easily done in a prose style. However, students are not penalised for using point form.

### Question 10: Masken

Students were not always able to explain the concept of irony of the Bombenstellung in Part (b). Students often answered Part (d) in very general terms without specifying what indications there were that Renate and Erich were uncomfortable, and the reason for this.

### Typical Answers

#### Question 10(b): Why is the reference to eine Bombenstellung ironic here?

### Excellent Response

*'eine Bombenstellung'* — translation: a terrific job.

*Renate was the first to lie and invent a terrific job as the manager of a mail order textile company. In fact she was still a salesgirl in a menswear store. Erich then feels he has to invent his own 'Bombenstellung' in order to save face and prove that he is a success too. He claims to be the main buyer*



*for a Hamburg dock but in fact he is a crane driver at a construction site. The irony is that they create these jobs to impress each other but the result is that they both feel inadequate and inferior to each other now, and instead of appearing more attractive to each other, which was the intention, the lies just drive each other apart. 15 years ago their jobs drove a wedge between them and now it does again.*

**Comment:** The student is clearly familiar with the details of the story and shows an understanding of the concept of irony and how it is used in the story.

### **Average Response**

*‘eine Bombenstellung’ — a good job. Renate lied and said that she was the manager of a mail order company when she was still a salesperson and Erich, a crane driver, then said he was a manager of a Hamburg dock so that he looked successful to Renate. They both are still attracted to each other. Ironically they lie to each other and seem more successful than they really are.*

**Comment:** This response includes detail from the story but has not fully understood irony in this particular situation.

### **Poor Response**

*Renate lied about her job and said she owned a clothing company. He was really mechanic. This is ironic because she is working in a store for 200 Marks.*

**Comment:** This response is typified by inaccurate information, a poor understanding of the story and no real concept of the literary device ‘irony’. Note also that the student has made no attempt to translate the German quotation.

### **Question 11: Der Nachtvogel**

Some students did not accurately translate the quotations in the questions, eg *er lachte* was often translated as *he smiled*. In Part (e) students were given credit for mentioning a range of techniques used by the writer provided that they could justify their answers with examples from the text. Students did not competently handle the purpose of the techniques in the story.

### **Typical Answers**

**Question 11(a):** *Er lachte, so froh war er, daß sie da waren.*

**Why does the boy feel this way?**

### **Excellent Response**

*‘He laughed, he was so happy they were both there.’*

*The boy is often left alone at night while his parents go out. He is extremely frightened on this particular night due to his encounter with the Nachtvogel (Nightbird). He is now relieved to see his parents because he is no longer alone.*

**Comment:** This response gives a correct translation of the German quotation and provides a concise explanation for his reaction.

### **Average Response**

*'He laughed, he was happy, that they were there.'*

*A boy's parents leave him alone at night while they go out. He is happy now to see them because he has been scared.*

**Comment:** A correct English translation is provided for the German, however, the answer is a little lacking in essential detail. Students needed to state that the boy's being left alone by his parents was a regular occurrence.

### **Poor Response**

*'He smiled because they were there.'*

*He is happy his parents are with him because he is not alone now.*

**Comment:** In the poor responses the English was either incorrect, as in the example above, or not given. Essential details were also lacking, incorrect or vague.

### 3 UNIT (ADDITIONAL) GERMAN ORAL/AURAL

#### Listening Skills

(15 marks)

The candidature was well prepared for this examination and demonstrated a high level of understanding over the range of topic areas.

Very few students left questions unanswered and most showed a good global understanding of each item. This is important as marks are awarded for the overall comprehension of the item. Most students were aware of the need to express themselves clearly and unambiguously in their answers and had obviously practised the skill.

However, students need to be mindful that answers should be given in acceptable English. Some German words and phrases may seem deceptively simple but if translated literally they can make little sense. An example of this is in Item 1 — *der Verkehr kam zum Stillstand*. Students who wrote that *the traffic came to a still stand* did not show comprehension of this part of the item and could not be awarded full marks. Another example is in Item 5 where *die wichtigsten englischen Kommandos* were mentioned. These were *commands* not *commandos*. Students need to realise that, while clumsy expression can sometimes be accepted, marks are not given for an answer which actually means something else in English.

Loose phrasing of an answer can also mean that vital information is missed. Sometimes a key word in German is the signal for the main element of an answer.

In Item 9 the people were protesting about the increase in electricity and water costs, not that the bills were too high.

In Item 8 mothers who could not be *free of* worry or who were *obsessed by* worry became sick, not those who simply worried and cared about their children.

In Item 7 the Government was hoping to achieve an army which was *exclusively* or *purely* professional.

In each of these examples a key word indicated whether or not the item had been correctly understood. A general paraphrase runs the risk of overlooking key words and therefore missing marks.

Students should also be careful to concentrate on answering the question asked. While marks are not deducted for unnecessary information which does not contradict the answer, vital time can be lost in noting down irrelevant details. It is always disappointing for a marker to read an answer which carefully lists every detail except the ones required by the question. Students need to use the time given wisely, taking careful note of the questions as they are read out before the commencement of the item.

Some students made little or no use of the Candidate's Notes and markers observed that those students with correctly quoted figures and relevant details were usually those who had jotted them down during the readings. In Item 10 the correct number of objets d'art was 60,000, **not** 16,000, 6,000 or even 600,000. While every student has his or her own way of coping with such an examination, some may need assistance in refining their technique and making greater use of the Candidate's Notes.

The following words and phrases presented difficulties to some of the students and were important to the understanding of the particular item.

<b>Item 1:</b>	<i>mehrere tausend Autofahrer</i>	— several thousand, <b>not</b> many thousands or more than a thousand.
	<i>sind im Stau gestanden</i>	— the cars were <i>stuck in traffic or held up in a jam</i> , <b>not</b> simply <i>could not move</i> .
	<i>Hilfsfahrzeuge</i>	— <i>emergency, rescue, aid or help vehicles</i> , <b>not</b> cars, teams or machinery.
<b>Item 3:</b>	<i>tränennde Augen</i>	— this was often misunderstood as <i>separating eyes</i> , presumably because it was misheard as <i>trennende Augen</i> .
	<i>umschalten</i>	— many students were unfamiliar with this word, although many synonyms were accepted (eg switch, adjust, adapt, etc).
<b>Item 4:</b>	<i>aus den Gleisen gesprungen</i>	— many students thought the train had come off the platform, and did not realise that the word actually means <i>rails</i> in this context.
<b>Item 7:</b>	<i>ersetzen</i>	— this was not understood by a number of students, but it was important to the answer to know that the ten months military service was going to be <i>replaced</i> .
	<i>eine Pflichtwoche</i>	— many students did not realise that this was to be a <i>compulsory</i> week. A common misconception was that the soldiers would have a choice.
	<i>gelten</i>	— this verb caused problems for some students who did not realise that the <i>same</i> rules would apply to the women as for the men.
<b>Item 8:</b>	<i>körperliche Bewegung</i>	— this was sometimes translated literally, with students referring to the need for <i>body movement</i> , rather than <i>exercise</i> .
<b>Item 10:</b>	<i>angeblich</i>	— proved difficult for many students. A common rendering of this was <i>so-called</i> , rather than <i>alleged</i> or <i>supposed</i> .

## Typical Answers

### Item 4

#### Excellent Response

- (a) *Nuclear waste.*
- (b) *The train's load was too heavy for the tracks.*
- (c) *The safety risks of transporting nuclear waste across Europe, especially as these trains travel through large cities, suburbs and villages.*

**Comment:** All elements of this answer were correct. While some students accurately noted the fact that the train was carrying 180 tonnes, the response as quoted above still answered the question correctly in a global sense. Acceptable alternatives for (c) would have included *there is a risk of accidents, lives would be at risk*, etc.

### Average Response

- (a) *Nuclear substances.*
- (b) *The train was too heavy.*
- (c) *It is dangerous to transport the waste through large cities, suburbs and villages.*

**Comment:** The student understood the basic concepts in (a) and (b), but was not specific enough to gain points. The text gave two clues that the train was transporting nuclear waste with the use of the words *abgebranntem* and *Müll*. The answer to (c) was correct. Even though the word *Sicherheitsrisiken* was not translated directly, global understanding was achieved.

### Poor Response

- (a) *Chemical material.*
- (b) *The train was too heavy for the platform.*
- (c) *Going across Europe through cities and towns.*

**Comment:** The answer to (a) was incorrect. In (b) the translation of *Gleis* as *platform* was incorrect in this context. The answer to (c) was partially understood but was incomplete and therefore not awarded any marks.

## Item 5

### Excellent Response

- (a) *They have to understand both English and Chinese.*
- (b) *After two weeks they could understand the most important English commands.*

**Comment:** This student showed a full understanding.

### Average Response

- (a) *Bilingually.*
- (b) *After two weeks they understand English commands.*

**Comment:** Part (a) was correct. This student saved time by not repeating the question in the answer, ie *the dogs are being trained bilingually*. In (b) the only omission was that the dogs understand the *most important* commands. It should be noted that, in this marking scheme, students were not penalised in (b) if they correctly interpreted the answer but made the error of saying the dogs understood English *words* or English *phrases*. Considering the length of the answer, this error did not detract from the message and was not deemed serious enough to lose marks.

### Poor Response

- (a) *They are being trained to speak English.*
- (b) *The dogs learn very quickly.*

**Comment:** Item (a) is incorrect. Although the sentiment expressed in (b) is true as a general statement, the student has not included enough detail to be awarded any marks.

### Item 10

#### Excellent Response

- (a) *For the alleged smuggling of works of art.*
- (b) *He was supposed to have tried to smuggle a famous painting to London and sell it there for a high price.*
- (c) *It is estimated that about 60,000 works of art each year disappear from Italy alone in this way.*

**Comment:** This student showed a thorough understanding of the item and included all the relevant detail.

#### Average Response

- (a) *For smuggling art.*
- (b) *He smuggled an expensive painting to London and wanted to sell it for a high price.*
- (c) *Each year 60,000 works of art disappear just from Italy.*

**Comment:** In (a) the bad publicity was because of *suspected* smuggling of artwork and this important detail was missing in this response. Therefore global understanding was not achieved. Likewise in (b) the fact that he *tried* to smuggle the painting has not been included. The painting was *famous*, **not** *expensive*. The answer to (c) is correct.

### Poor Response

- (a) *An employee was probably in an art stealing racket.*
- (b) *Smuggled goods were sold for half price in Italy.*
- (c) *Every year 60,000 artists lose their works in this way.*

**Comment:** Although some elements of the item were understood, none of the answers provided enough correct information to be awarded any points. Correctly quoted statistics which are given in the wrong context are not awarded marks.

## Speaking Skills

(10 marks)

Students were confident on the whole and were well prepared on a variety of topics. The majority demonstrated an ability to provide a suitable introduction and conclusion using appropriate terminology for constructing a proper argument.

Students are strongly advised to read each question carefully during the 10 minutes' preparation time. Some students misread items of vocabulary in their haste and this led to misinterpretation of the question and a subsequent loss of marks.

It was clear that students were familiar with the range of questions covered in past papers. However, some found it difficult to adapt the content of a pre-learned topic to suit the demands of the actual questions as they were phrased in the examination. Once again, students are cautioned to avoid the rote learning of slabs of information.

Students need to be reminded that an excellent command of the German language is, in itself, not sufficient to gain full marks. An in-depth treatment of the question and a higher degree of sophistication in the content are also required to score well in this section. There was a tendency, too, for students to over-personalise their responses, resulting in a more simplistic answer and/or a slight veering off the topic.

At 3 Unit level, it is expected that students are able to use a wide range of vocabulary with a variety of connected phrases. Some students found it difficult to structure their response and tended to make statements which were only remotely connected to one another. This was in effect a type of listing which is always discouraged.

Students should take careful note of the time limit when giving their responses. It is encouraging that the majority of students were able to speak within the specified time of between one and two minutes. However, there are still students who give answers that are either too brief, or last well beyond the two minute limit. Students must be reminded that answers that are too brief will not have the required content, and that anything that is too lengthy often leads to a compounding of errors.

Students should try to vary their approach in each question. Repetition across the three questions does not create a good impression and should be avoided.

Students are awarded marks according to the criteria in the **3 Unit Speaking Skills Descriptors** that follow. It is important to note, however, that these criteria are a basis for awarding a mark. Whilst a student may exhibit typical characteristics from a certain category, there may be other overriding factors which will influence the award of a mark from a higher or lower category.

Teachers/Examiners are requested to seat their students directly in front of the microphone to ensure the best possible quality of recording.

## 1997 HSC 3 UNIT GERMAN SPEAKING SKILLS DESCRIPTORS

<b>10 MARKS</b>	<p><b>Outstanding</b></p> <p>An outstanding student for a non-native speaker. Candidate speaks clearly and fluently. The message must be relevant to the topic. Students demonstrate an excellent, sophisticated level of language and pronunciation where authenticity is essential. Perfection, however, is not required and minor grammatical errors are acceptable. Variety and diversity of grammatical structures and vocabulary. Convincing, logical, well constructed argument. In-depth discussion of topic.</p>
<b>8–9 MARKS</b>	<p><b>Very Good/Excellent</b></p> <p>Candidate presents a well-constructed argument which is effectively communicated. The message is very clear. Demonstrates a very good understanding of general grammatical points. The impression created is one of a student with a solid command of all aspects of the language.</p>
<b>6–7 MARKS</b>	<p><b>Above Average</b></p> <p>The message is fairly well communicated. However, the arguments are not as well developed. The level of language and structures is more basic and not as accurate. Pronunciation is not as authentic. This may be a student who lists points rather than develops an argument, giving a superficial presentation.</p>
<b>5 MARKS</b>	<p><b>Average</b></p> <p>Candidate understands the question and answers accordingly. The message is generally clear. He/She struggles to find the right words, which results in pauses and some anglicisms. The pronunciation often has a slight English flavour. He/She has reasonable grammar and is able to remain on the topic, but only on a very basic level.</p>
<b>3–4 MARKS</b>	<p><b>Below Average</b></p> <p>Whilst there is some communication, the language used is very simplistic. There are often repetitions. Little or no structure is evident. The student tends to speak in a monotonous, hesitant way. Anglicisms may be used frequently. Candidate speaks a German which is often ‘anglicised’ in many ways, including pronunciation. Elementary grammar errors.</p>
<b>1–2 MARKS</b>	<p><b>Poor</b></p> <p>Candidate is very difficult to understand. He/She says only a few sentences, which are strung together very poorly and have little relevance to the topic. The presentation is so influenced by English that virtually no communication is established. There may be long pauses.</p>
<b>0 MARKS</b>	<p><b>Incomprehensible/Not Attempted</b></p>



Comments on the individual questions are as follows:

**Question 1: *Es ist sehr wichtig, gute Verhältnisse zu Hause zu haben. Sind Sie dieser Meinung?***

Students were required to express their opinion as to whether good relationships at home were important. Some did not fully understand the meaning of *Verhältnisse*, but rather focused on *zu Hause* and went off on various tangents.

**Question 2: *Sollten Schüler/Schülerinnen schon Berufserfahrung bekommen, während sie noch in der Schule sind?***

The word *Berufserfahrung* was variously interpreted as meaning ‘work experience’ provided by the school, ‘part-time job’ or ‘vocational guidance’. Students often began this question but could not sustain the argument at a sophisticated level, often running out of ideas or resorting to an account of personal experiences.

**Question 3: *Um ein fremdes Land und seine Leute richtig kennenzulernen, muß man die Sprache des Landes können. Was meinen Sie dazu?***

This question often produced a simplistic discussion of the benefits of a tourist with some knowledge of a foreign language. Many students ignored the need to give an in-depth treatment getting to know the people as well as the country.

**Question 4: *Die Städte werden zu groß, und wir verlieren die natürliche Landschaft. Diskutieren Sie.***

In this question students frequently fell into the trap of focusing on one of the two aspects without making any connection between the two. Markers expected a discussion on the issue that cities are becoming too large and thus the natural landscape is disappearing. The idea of *natürliche Landschaft* was seen as an opportunity to express pre-learned ideas on the environment, resulting in a one-sided response.

**Question 5: *Werden die Olympischen Spiele gut für die australische Gesellschaft sein?***

This seemed to be the most straightforward of the questions and generally allowed for a pleasing response.

It was pleasing to note that there were fewer anglicisms this year and on the whole pronunciation was good

## **Typical Responses**

### **Outstanding (10)**

#### **Situation 3**

*Wenn man alles in Betracht zieht, bin ich der Meinung, um ein fremdes Land und seine Leute richtig kennenzulernen, muß man die Sprache des Landes können. Einerseits jedoch kann man ein bißchen jedoch über das Land oder über die Leute kennenlernen, ohne daß man die Sprache kann. Zum Beispiel durch das Internet kann man mit fremden Leuten sprechen und viel über*

*andere Länder und Kulturen und andere Sitten lernen, ohne die Sprache zu können, weil der Computer ein eingebautes Wörterbuch hat. Außerdem kann man in einem anderen Land leben und dann kann man das Land kennenlernen. Man wird verständnisvoller Fremden gegenüber, weil man die Probleme besser nachvollziehen kann, wenn man selbst damit zu kämpfen hatte, und das kann man machen, wenn man die Sprache nicht kann. Ich bin der Meinung jedoch, daß man die Sprache des Landes können muß, um das Land und seine Leute richtig kennenzulernen. Man kann wie die einheimische Bevölkerung leben, nur wenn man die Sprache kann. Und ich finde man kann das Land und seine Leute nur richtig kennenlernen, wenn man wie die einheimische Bevölkerung lebt. Ich meine auch, daß man die Sprache können muß, um sich mit fremden Leuten richtig unterhalten zu können, und deswegen wenn man die Sprache kann, über andere Kulturen und andere Leute richtig kennenlernen. Ich bin der Meinung, daß man die Sprache des Landes können muß, um das fremde Land kennenzulernen.*

**Comment:** This situation was handled with great finesse. The response included an intelligent discussion, demonstrating a wide range of ideas and structures, often of a complex nature. The student spoke fluently and confidently, using authentic pronunciation.

### **Above Average (6–7)**

#### **Situation 3**

*Ich denke, es ist ganz gut — am — man braucht die Sprache zu kennen, ein bißchen es zu wissen, aber man muß nicht alles wissen. Man soll, wenn man — man lernt, wenn man dort ist im Land ganz schnell, was man — am — was man — am können muß und was nicht, was man machen darf und was die Kultur verlangt und aber wenn man nichts weiß, ist es nicht gut. Wenn man zum Beispiel gerade gekommen und Tourist ist und überhaupt nichts richtig vermißt — das ist nur ein gutes Ziel für die, die können sofort erkennen, ob man sich auskennt oder nicht und das ist dann ein gefundenes Opfer für die wenn man — wie soll man sich dann bei der Polizei — am — sagen, was einem gestohlen worden ist. Man ist richtig hilflos dann, wenn man nicht sagen kann — man kann überhaupt nicht erklären, was passiert ist in dieser Situation — am — was aber einfach ist, wenn man zum Beispiel als englischsprachige Person in ein anderes Land käm man, es ist oft einfacher als für andere Leute, weil dann — am — da die meisten Leute ein bißchen Englisch sprechen und da helfen können und das ist dann kein Problem`und so kann man auch lernen die Sprache zu beherrschen ein bißchen. Am — nach einer Weile, da lernt man ganz fließend sprechen. Da geht es, daß viele Leute einem auch helfen wollen.*

**Comment:** While this student has made a sincere effort to respond to the question, a lack of refinement in language and structures is evident. Treatment of the topic is rather superficial, resulting in a more basic answer. There was some hesitation and repetition in the delivery. However, communication was clearly established.

### **Average (5)**

#### **Situation 5**

*Ja, ich denke, daß die Olympischen Spiele für die australische Gesellschaft gut sein werden. In die Olympischen Spiele kommen viele Leute von andere Länder zu Australien und wir kriegen dann viel Geld von denen, weil sie irgendwo übernachten müssen und sie müssen auch essen. Sie wollen auch dann zu die Spiele hingehen und müssen die Karten kaufen und die sind auch teuer. Wenn sie in Australien sind, bleiben sie auch nicht bloß für die Olympischen Spiele, aber sie*

*wollen dann auch irgendwas in Australien sehen. Dafür bleiben sie länger und geben mehr Geld zu Australien. Die Spiele sind auch gut für die Gesellschaft, weil dann Leute von andere Länder sehen wie Australien ist und vielleicht mögen sie es gern und dann kommen sie wieder zurück.*

**Comment:** The student managed to address the topic satisfactorily but produced only a limited response. The message is clear but basic, resulting in the use of a narrower range of vocabulary, language and ideas. At times, the student struggled to find the right word and there were occasional pauses detracting from the overall performance.

### **Below Average (3–4)**

#### **Situation 4**

*Hier in Sydney haben wir — werd Sydney immer größer und Sydney sieht immer größer auf. Frische verheirate Paaren wollen immer eine neue Haus kaufen und auch viele andere Leute zum Beispiel Leute daß für zehn Jahre oder so viele verdient in einer Job und sie möchten eine große Haus kaufen. Und wann viele Leute ein Haus kaufen möchten, brauchen wir Land. Viele Platze in Sydney, zum Beispiel Kellyville oder Quakers Hill haben viele, haben wir jetzt viele Hausen, das sind jetzt sind gebaut. Jedes Tag verlieren wir viele Bäume und dafür viele Tiere, weil sie immer mehrer und mehrer brauchen für diese Häusern und auch Weg, Straßen und Geschäften mit diesen Hausen zu gehen. So wie dafür verlieren wir immer unsre Natur nur für mehrer und mehrer Häusern, Straßen und Geschäften.*

**Comment:** This is a rather simplistic response in both content and language. The student struggled with this answer, resulting in hesitancy and repetitions. Although the message was understood, the argument did not flow naturally.

### **Poor (1–2)**

#### **Situation 4**

*Ja, eine Problem für den Australia ist, am, am, da wir verlieren die natürliche Landschaft. Australia produziert mehr dreißiger Tonnen Müll pro Jahr und der natürliche Landschaft ist, am, ist nicht gut und am, Australia muß recycle and, und, am der Mülldeponie ist arbeitet von 24 Stunden pro Tag und am sind recycle der Dosen, Flaschen, Plastische und am ...*

**Comment:** At times the student was difficult to understand. Sentence structure was poor and greatly influenced by English. The delivery was hesitant. The overall impression was of a student who had not mastered the language and whose communication was at times non-existent.

### 3 UNIT (ADDITIONAL) WRITTEN PAPER

#### Section I: Reading Skills

(15 marks)

Students coped well with this section of the paper even though the area of experience described may not have been so familiar to them. For example, the word *Senilität* (*senility*) posed problems for a considerable number of students.

Students 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 the markers. Students 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, students had to be very precise about the specifics of the prediction. In order to gain full marks, they had to include all the relevant information in their answer, eg *The number of people **over 70** whose native language is not English will make up **just about** a quarter of the elderly citizens in Victoria.*

Unfortunately, some students understood the content, but could not gain full marks as they misread *Übersiebzig* as *over 60s*. Students are advised to double check their accuracy when transcribing seemingly 'simple' numbers or words. Another example where the inclusion of all relevant detail was an issue, was in Question 1(d), eg *The unpaid helpers visit German speakers in old people's homes, hospitals and private homes.* Some students omitted one of the places the volunteers visit or mistakenly thought *unbezahlt* meant *numerous*.

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

Vocabulary and structures which presented difficulty to some students included:

<i>freiwillig</i>	voluntary, <b>not</b> freewilling
<i>knapp</i>	just short of/just about/almost
<i>berufliche Sozialarbeiterinnen</i>	professional [career] social workers [as opposed to the <b>unpaid helpers</b> ]
<i>unbezahlt</i>	unpaid
<i>Deutsch-Australischer Hilfsverein</i>	German-Australian Support Group
<i>Verständnis für</i>	understanding for/dealing with
<i>eventuell</i>	possible/chance of/if the person becomes <b>not</b> eventual
<i>Senilität</i>	senility
<i>Schützling</i>	charge/protegé/person they are looking after <b>not</b> darling
<i>Fragen und Nöte</i>	questions and concerns
<i>mit Rat und Tat zur Seite stehen</i>	to give support
<i>Vorbereitungen</i>	preparations [setting up].

## Typical Answers

### Question 1(b): What prediction is made for the year 2005?

#### Excellent Response

*The number of people over 70, who don't have English as their first language, will make up just on a quarter of senior citizens in Victoria.*

**Comment:** This is an accurate answer, with all details correctly expressed — **just on** a quarter, in **Victoria**, people over **70**, who do not speak English as their **first** language.

#### Average Response

*About a quarter of the people over 70 in Melbourne will be from backgrounds where English is not their native Language.*

**Comment:** The student has clearly understood the gist of the text. However, the lack of precision detracts from the overall understanding, eg *knapp* was not clearly understood (it should be expressed as just under/just on) and the reference to the place name was inaccurate.

#### Poor Response

*In the year 2005 one quarter of old people in Victoria will not speak English.*

**Comment:** This answer is inaccurate and vague. *Old people* is too general for *people over 70* [Übersiebzijährige] and *will not speak English* is inaccurate. No marks were awarded for this answer.

### Question 1(c): Why is the situation not such a problem for the German community in Melbourne?

#### Excellent Response

- (i) *The German community will not for 20 years reach the stage where the topic of old-age care becomes relevant.*
- (ii) *The German-Australian Helping Society already plays an important role. It has 2 professional social workers, who are paid, and 80 volunteers.*

**Comment:** This is an accurate and well-expressed answer. The inclusion of details such as *already* and *professional* shows a complete understanding of the issues involved.

#### Average Response

- (i) *Will reach the relevant age-group (over 70 years old) only in 20 years time.*
- (ii) *The German-Australian Help Club already has an important role in Melbourne.*

**Comment:** The details given in this answer are correct and clearly expressed. It would not, however, be awarded full marks because not all the relevant information is given.

### Poor Response

- (i) *When it reaches the predicted number of elderly in 20 years, they will already be prepared.*
- (ii) *The German-Australian Helping Office has already a lot of people.*

**Comment:** Although this response shows an understanding of individual items of vocabulary, it does not demonstrate a grasp of the issues being described and is too general in its rendering of certain concepts.

## Section II: Writing Skills

(10 marks)

This section of the examination paper gives students a chance to demonstrate their command of German and it was pleasing to see the considerable number of intelligently written essays. The majority of students chose the *Rassenhaß* topic and dealt with the questions it presented in all their complexity. Generally the essays here followed the expected format — introduction, body of argument and conclusion — and the vocabulary, sentence structure and orthography were considerably better than for the second topic. Among those who chose the *Schlüsselkinder* topic there seemed to be quite a few who confused *Schlüsselkinder* with *Straßenkinder* — all the key ideas given in brackets were dealt with, but the actual concept of the topic remained elusive to them.

In order to prepare for this section of the examination it should be remembered that an awareness of current affairs is a distinct advantage and that extensive reading in German about these events gives students not only the understanding but also the vocabulary to deal with these questions.

Students need also to be reminded that they have to write about the topic. Stating simply that racial hatred is only one problem of society and that there are those of pollution, the environment or overpopulation and then writing an obviously prepared essay on these does not constitute a valid attempt.

In summary, the usual comments can only be reiterated:

Students' responses demonstrating a good command of vocabulary and more complex sentence structures are awarded more marks than those which have been restricted to simplistic, but safe compositions.

Particular attention ought to be paid to punctuation. Omission of commas often leads to misunderstandings and the need to re-read the passage in order to gain the full meaning.

Students have to write about the topic under discussion, not matters distantly related to it. Repetition of argument as well as anecdotes or completely spurious statistics only detract from a good essay.

The essay form must be adhered to: introduction, body of argument and conclusion are considered essential by markers.

Marks are awarded according to the way in which ideas are presented and developed, the validity of the argument, and the way the language is used, including the ease with which the student is able to handle more than the most simple grammatical constructions.

The criteria used by the examiners in awarding marks are the content (effective communication of ideas, proper essay structure, development of a wide range of ideas and arguments, relevance

to the topic and appropriate language) and effective expression (wide diversity of expressions and linguistic structures, fluency, accuracy, authenticity, complexity in structure, rich vocabulary, clarity and comprehensibility). The 3 Unit Writing Skills Descriptors on the following pages form the basis for the award of marks. It must be noted, however, that while a student may display typical characteristics from a certain category, there may be other overriding factors which will influence the award of a mark from a higher or lower category.

Students should be aware that excessive length does not mean a better essay — lack of development of ideas or rambling discourse will detract from the overall impression.

## 1997 HSC 3 UNIT GERMAN WRITING SKILLS DESCRIPTORS

<b>10 MARKS</b>	<b>Outstanding</b> An outstanding discursive narrative. Attainable for a non-native German. The essay is clear, fluent and coherent. Conforms to essay structure: Introduction, body of essay, conclusion. Discussion presents a wide range of extremely relevant, impressive, original ideas, which are developed logically and thoroughly. Demonstrates an excellent, sophisticated, accurate and authentic level of language throughout. Large diversity of grammatical structures with excellent grasp of tense, mood, conjunctions, word order, very rich vocabulary, correct idiomatic expressions. Perfection, however, is not expected.
<b>8–9 MARKS</b>	<b>Very Good/Excellent</b> Excellent, thorough discussion: presents well-constructed argument which is effectively and clearly communicated. Wide range of interesting, relevant ideas, which will not be quite as well developed. Despite some minor errors or even one or two major lapses, narrative is a coherent whole. Demonstrates very good understanding and solid command of all aspects of the language.
<b>6–7 MARKS</b>	<b>Above Average</b> Demonstrates a good grasp of more basic language. Employs a less extensive range of vocabulary and structures. Adheres to correct form, although introduction and conclusion may be brief. Structures are typically less complex. Fairly clear communication of ideas, however, these are not developed in great detail, nor are the arguments as logical. Demonstrates ability to employ appropriate generalisation, although some students may occasionally resort to anecdotal style. Essay reads as a coherent whole. Good levels of relevance and communication are maintained.
<b>5 MARKS</b>	<b>Average</b> Demonstrates understanding of question and responds accordingly, generally conforming to essay structure. Some generalisations are used; however, there is more of a tendency to use anecdotal style. Command of basic grammatical structures is expected, but there is a less extensive range of these. Also less diversity in vocabulary. Points may be presented at random and not fully developed or logically argued. Reading and understanding may occasionally be hindered by a few lexical and syntactical errors, so that re-reading of short sections may be necessary to gain a full sense of what is written. Overall impression is of a coherent whole. Average levels of relevance and communication.



<p><b>3–4 MARKS</b></p>	<p><b>Below Average</b></p> <p>Demonstrates a narrow range of ideas, which are not particularly well or logically developed. May sometimes resort to listing and anecdotal style; may be repetitious. Appropriate introduction and conclusion may be missing. Perhaps not always relevant. Use of appropriate conjunctions for logical development may be a problem area. Number of lexical and syntactical errors. Simple sentence structure which sometimes reflects English word order. Some anglicisms. Some errors make important statements incomprehensible, even after repeated readings. Basic coherence, but level of language is below standard expected of an average 3 Unit student.</p>
<p><b>1–2 MARKS</b></p>	<p><b>Poor</b></p> <p>Very little communication is achieved. May not necessarily conform to essay structure. Little or no development of ideas. Largely anecdotal discussion/personal narrative. Often quite repetitious. Much irrelevant information. Many lexical and syntactical errors make it virtually impossible to gain a complete understanding of the text. Overall impression is of a student who is unable to present even a basic, logical argument in a coherent way.</p>
<p><b>0 MARKS</b></p>	<p><b>Incomprehensible/Not Attempted</b></p> <p>Either no attempt made to answer question, or an answer which is completely irrelevant, unsatisfactory or unintelligible and has not communicated anything on the topic. (May even include a student who has written acceptable narrative, but the content is completely unrelated to the topic.)</p>

## Typical Answers

**Question 2(b): *Rassenhaß bleibt ein weltweites Problem in den 90er Jahren. Was meinen Sie dazu?***

### Outstanding Response

(10/10)

*Heute sei die Zeit der internationalen Gemeinschaft, und obwohl es immer noch Rassenhaß in der Welt gibt, bin ich der Meinung, daß das Problem der Vorurteile gegen Fremden ist nicht so groß wie in früheren Zeitaltern. Der Fernseher und das Telefon haben fremde Länder viel näher gemacht, und nicht mehr sind wir in unserem eigenen Land isoliert. Deswegen haben wir gelernt, mit einander zurecht zu kommen. Rassenhaß gibt es immer noch, aber das Problem ist gar nicht so groß wie früher.*

*Rassenhaß heißt Unwissenheit und Vorurteile — wenn man nichts über andere Religion oder ein anderes Land weiß, dann hat man vielleicht Angst vor den verschiedenen Gewohnheiten der fremden Leute. Der Fernseher und das Internetdienst haben dieses Problem fast gelöst. Der alltägliche Mann kann vieles über andere Länder lernen — das Ausland ist nicht mehr eine Schiffsreise weg, sondern ist in unseren Wohnzimmern. Wenn alle Leute die Zeit nehmen würden, mehr über ihre Nachbarn zu lernen, dann würden sie verstehen wie sinnlos Rassenhaß ist.*

*In Australien sind wir gar nicht von anderen Kulturen isoliert. Unsere multikulturelle Gesellschaft bedeutet, wir haben viel Kontakt mit anderen Sitten, und meine Meinung nach hat die australische Bevölkerung gelernt, mit die Gewohnheiten fremden Leuten umzugehen. Ein multikulturelle Stadt hat auch viele Vorteile für die in der Gegend wohnende Leute — sie können zum Beispiel chinesische Restaurants oder italienisches Essen geniessen. Ohne diese kulturellen Einflüsse wäre es langweilig. Wir hoffen nur, daß die Asylbewerber oder andere fremde Leute, die hierher kommen, bringen ihre eigenen Vorurteile nicht mit.*

*Viel Rassenhaß stammt aus uralte Gründe — Gründe die die Leute selbst vergessen haben. Eine Lösung ist, daß Jugendlichen die Gelegenheit haben könnten, ein anderes Land zu besuchen — vielleicht als Austauschschülerin. Wenn man ein Fremder ist, wird man mehr bereit, andere Kulturen zu akzeptieren.*

*Rassenhaß bleibt ein weltweites Problem in den 90er Jahren, aber das Problem ist nicht so groß wie in früheren Generationen. Die Wissenheit, die durch Technologie sowie Fernseher kommt, sind die beste Lösung. Ins besondere in Australien sind wir viel mehr bereit, andere Mentalitäten kennenzulernen, und dadurch, mehr Verständnis zu haben.*

**Comment:** A well-written essay. The language is fluent and the mistakes are few and minor and therefore do not affect the meaning. The student presented factual arguments and original ideas as to the solution of the problem. The conclusion was a positive look towards the future.

### Excellent Response

(8–9/10)

*In mancher Hinsicht gibt es noch ein Problem mit Rassismus in unserer Gesellschaft, besonders in bestimmten Ländern, aber ich glaube, daß es besser werden kann und daß die Situation schon verbessert.*

*In manchen Ländern bleibt Rassenhaß bestimmt noch. Neulich hat es in Serbien einen Krieg gegeben, der auf Religion und Raß gegründet wurde, und in anderen Ländern ist die Stimmung zwischen Rassen noch gespannt. Die Deutschen, zum Beispiel, haben jetzt Probleme mit den*

vielen Gastarbeitern, besonders den Türken. In Australien gibt es Vorurteile auch, besonders gegen die Ureinwohner und Asiaten. Leute wie Pauline Hansen ermutigen Rassismus in unserer Gesellschaft.

Viele Leute fürchten sich vor alles, was fremd ist. Andere Kulturen haben andere Ideen, Kleidung, Einstellung, ein anderes Aussehen und eine andere Lebensweise. Rassistische Leute mögen andere Rassen nicht, weil sie fremd sind, und manchmal auch, weil sie erfolgreich sind.

In Australien manche alberne Leute beschwerten sich über den Asiaten, denn, (wie sie sagen), die nehmen die Arbeitsplätze weg.

Allerdings gibt es diesen Rassenhaß, aber meiner Meinung nach, wird die Verhältnisse zwischen Rassen immer besser. Sogar wenn ein bißchen Rassismus existiert, glaube ich, daß es nicht stark genug ist, einen Weltkrieg zu verursachen. Die Frieden heutzutage ist relativ gut, und Leute fürchten sich zu sehr vor einem Atomkrieg, einen Krieg zu beginnen. Außerdem ist die allgemeine Einstellung zu anderen Rassen besser als früher. Weil Leute heutzutage mehr reisen, sind wir im großen und ganzen besser informiert über andere Kulturen. Gesellschaften rund um die Welt sind jetzt multikulturell, besonders hier in Australien, und das hilft uns, fremde Rassen zu verstehen und akzeptieren. Auf globaler Ebene, stimulieren internationale Tätigkeiten (wie die Olympiaden) gute Beziehungen zwischen Ländern.

Also ich meine daß das Problem verbessert. Es gibt weniger Rassenhaß heutzutage als früher, weil wir mehr über andere Rassen wissen. Leider besteht jedoch Rassismus noch, und es ist ein weltweites Problem bis es ganz verschwunden ist, aber wir können etwas gegen Rassenhaß tun. Wir können Vorurteile durch die Erziehung der Kinder zerstören, so daß die nächste Generation andere Rassen dulden und akzeptieren wird.

**Comment:** This piece of work does not have quite the sophistication to place it into the outstanding category. The arguments are very good, clearly stated and developed and the essay form is adhered to. The conclusion draws the essay together. Although there are fewer mistakes than in the previous example, the language is not quite as extensive nor the sentence structures as complex.

**Above Average**

**(6-7/10)**

Ich bin der Meinung, daß Rassenhaß und Ausländerfeindlichkeit ein sehr ernstes Problem ist. In vielen Ländern gibt es Leute, die nicht in diesem Länd geboren waren, und diese Leute müssen gegen Rasshaß kämpfen.

In den 60er und 70er Jahren gab es viele Leute aus der Türkei, die nach Deutschland gekommen sind, um zu arbeiten. Jetzt gibt es viele Türkische Leute in Deutschland, die gegen Rassenhaß kämpfen müssen. In Australien in den 60er Jahren, sind Leute aus Italien und Griechenland gekommen auch zu arbeiten. In den 80er und 90er Jahren sind die Leute aus Asienten gekommen. Australien ist jetzt eine multikulturelle Gesellschaft aber Rassenhaß existiert noch.

Es gibt Rassenhaß in vielen Ländern für viele Gründen. Erstens, die Ausländer nur ihre einige Sprache sprechen und sie halten ihre einige Gewohnheiten an. Deshalb, die Einwohnen sehen, daß die Ausländer nicht aufpassen und hier fängt Rassenhaß an. Zweitens, die Ausländer sind bereit für wenig Geld zu arbeiten. Manche Einwohner glauben, daß die Ausländer ihre Jobs wegnehmen und deshalb gibt es Ausländerfeindlichkeit.

Wir müssen etwas gegen Rassenhaß tun. Es ist ein weltweites Problem und wird immer schwieriger. Aber die Frage ist, wie kann mann Rassenhas und Ausländerfeindlichkeit

*reduzieren? Wir können die Kinder in der Schule und zu Hause erziehen über verschiedene Länder und Leute um die Vorurteile abzubauen. Wir müssen die Ausländer akzeptieren und dann können wir in einer harmonische Gesellschaft wohnen.*

*Rassenhaß bleibt ein weltweites Problem der heutigen Zeit. Es existiert in vielen Ländern und wir müssen etwas deswegen tun oder das Problem wird immer schwieriger werden.*

**Comment:** This essay is competently written. The range of vocabulary is not quite as extensive and the structures are also less complex than the previous example. Mistakes are more pronounced but the meaning is still clear. Frequent repetitions detract from the flow of the essay.

### **Average Response**

**(5/10)**

*Meiner Meinung nach, bleibt Rassenhaß ein weltweites Problem in den 90er Jahren. Nicht nur in Australien, sondern in Europa und im Osten kämpfen Leute, die verschieden Hautfarben haben. Es ist seit lange her so.*

*Einleitend möchte ich sagen, daß Rassismus in Australien ein Problem ist. Wir haben hier eine multikulturelle Gesellschaft — das hat natürlich Vorteile und Nachteile. Heute gibt es viele Menschen, die selbstsüchtig sind. Sie wollen die Gewinn (das interessantes Essen, zum Beispiel) aber die Probleme wollen sie nicht. Auch Poiltiker (z.B. Politikerin Pauline Hanson) haben keine Verständnis für Leute die anderer Meinungen sind.*

*Es gibt Vorurteile, die total unfair sind. Zum Beispiel: Leute in Australien glauben, daß die Aborigines überhaupt nichts für die Gesellschaft machen. Es ist geglaubt, das sie nur Alkohol trinken und sich über Land beschweren. Man muß nicht vergessen, daß dieses Land wirklich dieser Leute gehört, und wir haben es vor 200 Jahre gestohlen. Eine Verständnis für andere Kulture ist sehr wichtig wenn wir dieses Problem stoppen wollen, und es beginnt mit der Kinder: Wieso nicht in der Schule eine Framdsprache lernen?*

*Es gibt natürlich andere Probleme in der 90er Jahren, aber Rassenhaß ist eine der Größt. Das Verbrechen wird immer schlechter wenn wir nichts zum helfen tun. Jeder will verstanden sein und gehört sein. Wir müssen nochmal lernen, daß alle Menschen gleich sind und hoffentlich wird das Problem in der Zukunft verschwinden, oder wenigstens immer kleine werden.*

**Comment:** This student still has a good understanding of the question and the answers to the problem are basically sound. The range of vocabulary and grammatical structures is more restricted. The arguments are occasionally anecdotal and not fully developed. The style is also too *umgangssprachlich* at times. However, it still adheres to the expected format.

### **Below Average Response**

**(3–4/10)**

*Rassenhaß bleibt ein weltweites Problem in den 90er Jahren, aber es gibt auch andere verschiedene Probleme in das Welt. Umweltverschmutzung, Kriminalität und Kriege sind auch eine weltweites Problem.*

*In Australien haben wir viele Leute von viele Länder. Sie haben verschiedene Religionen und Traditionen, aber wohnen friedlich zusammen. Diese Leute wohnen zusammen, und manchmal machen Gruppen. Sie sprechen ein andere Sprache, ihre Muttersprache. In Australien gibt es Streiten, weil diese Leuten sehr verschiedene sind. Sie bringen und kaufen Sachen und sie haben verschiedene Kulturen. Verschiedene Religionen bauern Grenze zwischen Leute auf, und deshalb ist Rassenhß ein weltweites Problem.*

*Das Welt hat auch verschiedene Leute mit verschiedenen Farben. Manche Leute sind Asien und manche sind schwarze. Die meisten sind weiß und es gibt viele Europäische Leute. Wenn man Probleme mit andere Leute hat, heißt es oft Vorurteile. Vorurteile ist ein großes Problem. Diese Probleme ist groß und braucht zu lösen werden.*

*Internationales Verständnis ist auch ein großes Problem. Wenn wir z.B. in Australien wohnen, kennen wir nicht viel über andere Länder. Wir lernen Geschichte in der Schule, aber es ist nicht genug. Wir haben keine Verständnis über verschiedene Religionen, Traditionen und Kultur. Wir müssen nach die Länder fliegen dafür eine Verständnis zu bekommen. Wenn wir nicht viel über andere Leute kenne, sind unsere Chancen für Freiheit und glücklich nicht viel. Ich denke, daß Rassenhaß ein weltweites Problem in den 90er Jahren bleibt, aber es können besser zu machen.*

*Rassenhaß ist nicht das großes Problem. In unsere Welt haben wir auch Umweltverschmutzung. Die Luft ist nicht sauber und es gibt smog über die Stadt. Es kommt von Schornsteinen, und es ist manchmal giftig. Wir haben auch Wasserverschmutzung von Abwasserkanäle die in Fluß gehen (so wie beim Rhein) and Abwasserrohren und Kläranlage die überlaufen vor allem, wenn es regnt. Wir müssen ein Lösung für die Umweltverschmutzung finden.*

*Kriminalität is ein andere Problem. Man kann nicht allein am Abends durch die Straß spazieren gehen. Es ist sehr gefährlich. Manche denken, daß Leute diese Unfälle machen . Ich habe gelesen, das die meisten Leute denken, daß Leute von andere Länder es machen. Es ist nicht immer richtig, aber Streiten und Kriege sind die Konsequenzen.*

*Rassenhaß ist immer ein Problem. Es ist nicht nur in den 90er Jahren, und hat früher passiert. Ich denke, daß Rassenhaß ein gros Problem ist, aber nicht die einzige Problem. Wir müssen zusammen arbeiten, und deshalb können wir einander verstehen und akzeptieren. Rassenhaß beibt ein weltweites Problem in den 90er Jahren und wir müssen eine Lösung finden.*

**Comment:** Although this is a rather long essay, its length did not improve its quality. The introduction already foreshadows that the student is also going to discuss other problems as well — which have nothing to do with the topic and therefore do not attract marks. The arguments are contradictory within one paragraph (*diese Leute wohnen friedlich zusammen ... In Australien gibt es Streit, weil diese Leuten sehr verschiedene sind.*) The ideas put forward are not developed and the command of the language is well below that expected of a 3 Unit student.

## 2 UNIT GENERAL ORAL/AURAL

### Listening Skills

(30 marks)

The overall standard of the examination was pleasing, with a significant number of the students performing at a high standard.

Even though the markers are looking for a global understanding of each item, students are still expected to include essential information.

Students should use the allotted time at the end of the examination to check that they have written clearly and that their answers make sense. They should also be mindful of transferring all relevant information from the Candidate's Notes column. This can be done by circling and arrowing the information to the appropriate section of the Question Paper, if insufficient time is available.

Items of vocabulary which caused difficulty were:

<i>Aufstiegsmöglichkeiten</i>	<i>Freude</i>
<i>eine Menge</i>	<i>Frankreich is not Frankfurt</i>
<i>Eintritt</i>	<i>Gasthaus is not guesthouse</i>
<i>Ersparnisse</i>	<i>Bücherregal</i>
<i>Kakao</i>	<i>bequem</i>
<i>Rücken</i>	<i>Stuhl</i>
<i>Klassenarbeit</i>	<i>aus hellem Holz</i>
<i>Todesunfälle</i>	<i>allerlei</i>
<i>Lebensmittel</i>	<i>gemütlich</i>
<i>Sessel</i>	<i>gegenüber</i>
<i>Handtasche</i>	<i>anprobieren</i>
<i>beobachtet</i>	<i>schon lange</i>
<i>übermorgen</i>	<i>vorne</i>

In Item 2 students often confused *Freude* with *Freunde*.

In Item 3 students confused *Frankreich* with *Frankfurt*. Students must be reminded that they need to listen very carefully, especially to words which often cause confusion.

Students found Item 4 difficult in (a) and missed the concept that when three nights were booked they only needed to pay for two, ie *the third night was free*. Some students also said that the price included a *trip to Disneyland*, not realising that they were *staying at the Disneyland Hotel*. It was the *Eintritt (entrance to) Disneyland* which was included.

### Typical Answers

#### Item 5

#### Excellent Response

- (a) *Something romantic like going to watch an ice hockey game in the city.*
- (b) *Go to the cinema and then to a pub to eat.*

**Comment:** In (a) it was not necessary to state ‘something romantic’ or where the game was held to gain full marks.

### Average Response

(a) *To an ice hockey game.*

(b) *Go to the movies or to a guesthouse to eat.*

**Comment:** The student in (b) did not understand that she wanted to go out to eat as well, after the movie. *Gasthaus* was wrongly interpreted.

### Poor Response

(a) *Watch an ice hockey game.*

(b) *Go to the cinema or to a guesthouse.*

**Comment:** In (a) the student did not give any idea of going out to a game and (b) was incorrect.

## Item 11

### Excellent Response

(a) *The handbag of a store detective.*

(b) *Trying on a pair of shoes.*

(c) *The detective had observed the man for a long time and held him with a colleague’s help.*

**Comment:** A complete answer gaining full points.

### Average Response

(a) *A handbag.*

(b) *Trying on shoes.*

(c) *Caught him with the assistance of a colleague.*

**Comment:** (a) left out the detail of who owned the handbag. In (c) the student omitted that the detective had been observing him for a long time.

### Poor Response

(a) *A bag.*

(b) *Buying a pair of shoes.*

(c) *The police came after the detective called them.*

**Comment:** The student failed to indicate what type of bag was being referred to in (a) or that the detective was trying on the shoes. The student did not provide the detail required in (c).

## Item 15

### Excellent Response

- (a) *3 months.*
- (b) *All types of cake. More than 20 types of tea and coffee.*
- (c) *That he invites her there after work.*

**Comment:** The student had a clear and complete understanding of the item

### Average Response

- (a) *3 months.*
- (b) *Cakes and 20 types of tea and coffee.*
- (c) *That they go there in the afternoon.*

**Comment:** The students missed the idea that there was a wide variety of cakes in (b). In (c) *nach der Arbeit* was not acknowledged by the student and hence full marks could not be awarded.

### Poor Response

- (a) *3 months.*
- (b) *Good cakes and lots of tea and coffee.*
- (c) *That they met there after work.*

**Comment:** In (b) the student did not give enough detail to qualify tea and coffee and cakes. In (c) the idea of *einladen* was missed, ie he was to invite her there.

## Item 17

### Excellent Response

- (a) *Nienberge, in a farmhouse in a quiet neighbourhood.*
- (b) (i) *3 bedrooms.*
  - (ii) *Comfortable living room.*
  - (iii) *A small garden behind the house.*

**Comment:** This student has supplied all the necessary information. Nienberge is spelt correctly. For full marks in (a) either the *town* or *a quiet neighbourhood* was acceptable. *Farmhouse* could have been placed in (b) to give a detail of the house.

### Average Response

- (a) *Neenbürger.*
- (b) (i) *3 bedrooms.*
  - (ii) *Living room.*
  - (iii) *A small garden.*



**Comment:** In (a) the student's spelling of the town was accepted on this marking scheme. In (b) not enough detail was given about the living room or the location.

### Poor Response

- (a) *Neunburger.*
- (b) (i) *3 bedrooms.*
- (ii) *No cinema or sport centre nearby.*
- (iii) *His friends live so far away.*

**Comment:** In (a) the spelling of the town was not accepted because it did not resemble the German closely enough. The information in (b)(ii) and (b)(iii), although expressed in the item, was not relevant to the required details about the house.

### Speaking Skills

(10 marks)

The majority of students were able to achieve a pleasing level of communication in this section of the examination. Students consistently handled Situation 2 very well. Where the cue is open ended students should elaborate as much as possible to maximise their marks. As the main criterion for this examination is communication, students are reminded that getting the idea across is of the utmost importance. A student whose grammar is impeccable but who is very slow and hesitates in responding is not likely to achieve the same high marks as a student who speaks confidently and fluently but makes some minor errors in the delivery.

Teachers are reminded that it is imperative to instruct students to listen to the Teacher/ Examiner's cues. These cues provide valuable assistance to the students with vocabulary and structures.

It should be noted that direct translation of words is not always necessary. The rendering of the idea is most important. Correct tense and word order are still proving to be a problem in this section.

When practising for this examination, students are advised:

- to remember that communication of the ideas is of the utmost importance;
- to speak clearly and confidently;
- to avoid pauses as this detracts from the impression;
- to avoid using English. If the German word is not known then students should try to express it differently rather than relying on English;
- to revise grammar — tenses, word order, adjectival endings;
- to extend and elaborate wherever possible.

Each of the four situations is given an impression mark out of 10, based on the Descriptors which follow. All situations are of equal value. Students are given credit in their responses for their ability to communicate creatively the sense and the context of an answer, not merely translate lexical items in isolation. Each cassette is double marked. In order to resolve any discrepancies, should they arise, the cassette is marked again by a third independent marker.

## 1997 HSC 2 UNIT GENERAL GERMAN SPEAKING SKILLS DESCRIPTORS

<b>10 MARKS</b>	<p><b>Outstanding</b></p> <p>The student's answers are relevant and to the topic. The student's answer is the best that can be expected from a 2 Unit General student and a non-native German speaker. The student's message is clear and he/she is able to extend himself/herself well in the open-ended cues. The student speaks confidently without much hesitation. Although there may be minor errors they do not detract from the overall impression.</p>
<b>8-9 MARKS</b>	<p><b>Very Good/Excellent</b></p> <p>The student attempts more complex structures, with some errors in grammar. The message is clear. There is a variety of vocabulary and the student uses language confidently. Pronunciation is good. However, the student is not able to extend himself/herself as well as the outstanding student.</p>
<b>6-7 MARKS</b>	<p><b>Above Average</b></p> <p>The message and language are clear with an attempt to elaborate where necessary, using basic vocabulary. The student makes mistakes, but still manages to communicate the message. He/She may hesitate in parts, which can impede communication. He/She may extend a little beyond the cues.</p>
<b>5 MARKS</b>	<p><b>Average</b></p> <p>An average student, who is able to respond to all the cues with a lot of errors, but the general message is still communicated. Very little extension is evident beyond the given cues. He/She has problems with elementary grammar. He/She will struggle to find the right words, which results in pauses and some anglicisms. The pronunciation is anglicised.</p>
<b>3-4 MARKS</b>	<p><b>Below Average</b></p> <p>While there is some communication, the student has little to say. There are repetitions. Little or no structure is evident. The student is hesitant and anglicisms may be used frequently. Not all the content is covered. Pronunciation is poor.</p>
<b>1-2 MARKS</b>	<p><b>Poor</b></p> <p>The student is very difficult to understand. He/She only says a few things, which are often hard to understand. Virtually no communication is evident.</p>
<b>0 MARKS</b>	<p><b>Incomprehensible/Not Attempted</b></p>

## Difficulties encountered by Students

### Situation 1: Summer Holidays

*until Christmas*

*as much as*

*happy*

*present and future tenses*

*giving an explanation.*

### Situation 2: In a Restaurant

*last night*

*many students failed to break up the first cue in order to get around the complexity of this cue*

*past tense*

*say that you enjoyed it.*

### Situation 3: Your Grandmother is in Hospital

*explaining the accident— many students did not adequately answer this question*

*past tense.*

### Situation 4: Train Travel

*much earlier*

*takes (duration)*

*by car*

*he often comes home late.*

Markers were impressed by the variety of answers to the last cue in each of Situations 2 and 3.

## Typical Answers

### Situation 1

#### Excellent Response

(10/10)

- *Ich arbeite bis zum Weihnachten. Ich arbeite im Schuhgeschäft an der Kasse. Die Arbeit ist gut und ich verdiene sehr viel. Ich will viel Geld sparen so viel als ich kann.*
- *Ich spare für eine Reise im Januar. Ich fahre nach Coffs Harbour für drei Wochen. Ich fahre mit dem Auto. Die Fahr dauert mehr als acht Stunde. Das ist langweilig.*
- *Ich fahre mit drei Schulfreundinnen. Sie heißt Petra, Karin und Maria. Wir übernachten in einem Luxushotel. Wir sind sehr reich natürlich! Wir schwimmen gehen. Ich schwimme sehr gut. Ich will auch in die Sonne liegen. Wahrscheinlich kriege ich einen Sonnenbrand aber das ist mir egal*

- *Meine Eltern sagen sie sind fröhlich über meine Pläne. Sie meinen ich brache ein Rest. Ich habe dieses Jahr zu viel Arbeit gemacht.*

**Comment:** The student's response was very clear and he/she was able to display a wide variety of vocabulary, and the use of idiomatic expressions is impressive. Although there were minor errors, they did not detract from the very confident delivery and effective communication.

### Situation 2

- *Gestern abend bin ich mit ein neuen Freund von der Schule ins Restaurant gegangen.*
- *Er ist Bernd. Er ist mein neuen Freund und ist sehr nett. Er interessiert sich für alte Filme und ich interessiere mich auch für alte Filme. Er sieht ein bißchen komisch aus. Er hat weiße Haare und weiße Augenbrauen aber sein Bart ist rot.*
- *Das Essen war wunderbar. Wir haben Sauerbraten mit Kartoffeln gegessen. Zum Nachtisch haben wir Schokoladekuchen mit Sahne. Schokolade schmeckt wunderbar.*
- *Ja ich will das Restaurant empfehlen. Das Restaurant ist sehr toll und die Essen ist preiswert. Es ist auch bequem. Veilleicht gehen wir da zusammen nächste Woche.*

**Comment:** An excellent level of communication has been achieved by this 2 Unit General student. The overall impression was enhanced by correct use of tenses, variety of vocabulary, and good extension of ideas. The student spoke confidently and had excellent pronunciation. Minor errors did not interfere with communication.

### Above Average Response

(6–7/10)

### Situation 1

- *Ich arbeite bis Weihnachts. Ich möchte wieviel als möglich sparen.*
- *Ich spare für eine Reise in Januar. Ich gehe in die Schweiz für eine Paar Woche*
- *Ich...ich fahre mit drei Freundinnen, der in die Schule kennengelernt. Ich möchte — wenn wir sind in die Schweiz möchten wir viel Skilaufen auch wir möchten die Sehenswürdigkeiten besuchen.*
- *Unsere Pläne gefällt meine Eltern sehr gut, weil letztes Jahr hat sie auch in der Schweiz eine Winterferien gemacht.*

**Comment:** Although the student makes some mistakes there is a clear message communicated. The attempt at extending a little beyond the cues and the variety of vocabulary contribute to an above average impression.

### Average Response

(5/10)

### Situation 1

- *Ich arbeite zu Weihnachsten und ich spare zu viel das ich kann.*
- *Ich spare eine Urlaub im Januar. Ich gehe nach England vor drei Woche.*
- *Ich gehe mit drei Freundin von meine Schule. Wir gehen zu Fußball und besichtigen.*
- *Meine Eltern sind lustig über meine Pläne. Sie denke daß, es ist sehr gut daß ich gehe on meine Urlaub.*

**Comment:** The student has responded to all the cues but with a lot of errors. The message does, however, still come across. Very little extension is evident. The use of basic vocabulary and the hesitant delivery detract from the overall impression.

**Below Average Response**

**(3–4/10)**

- *Ich bin Teilzeit zu Christmas und mit gern einen ... einen Taschengeld.*
- *Ich ... ich habe eine ... eine in Januar in. Ich will will nach March zu Berlin für zwei zwei Woche.*
- *Ich mit gehen mit drei Schulfreundins ich will schwimmen oder ich tanze in der Kino.*
- *Meine Eltern sind happy about meine Plane.*

**Comment:** Whilst there is some communication the student has little to say. The student is hesitant and uses anglicisms. Not all the content is covered.

## WRITTEN PAPER

### Section I: Reading Skills

(35 marks)

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

Students are reminded to include all relevant details in their answers. For example, in Question 2(g) it is not sufficient to say *wash hands*. The answer should include *as often as possible*.

Students should answer all questions fully **in English**. For example, in Question 1(c) it is not acceptable to refer to *Oma* and *Opa* without expressing these in English.

Students are also reminded to re-read their answers to ensure that they have not contradicted themselves.

### Question 1: Benefits of the Extended Family

Areas of difficulty for Question 1 were:

<i>Holz</i>	wood/timber
<i>Enkel</i>	often confused with <i>Onkel</i>
<i>Geheimnisse</i>	secrets
<i>Sinn</i>	the meaning was not often known
<i>Wahl</i>	choice
<i>bügeln</i>	to iron
<i>Erziehung</i>	the upbringing
<i>Fernsehsendungen</i>	TV programs
<i>Im Hintergrund liegt Omas Garten</i>	many students misunderstood this saying that Grandmother was lying in the back garden.

### Typical Answers

### Question 1(c): How do the grandparents occupy their time?

#### Excellent Response

*The grandmother has a garden, in which she's always planting potatoes and vegetables. The grandfather enjoys explaining to his grandson the uses of the hammer, nails and wood in his corner workshop.*

**Comment:** The student has recognised all the key vocabulary items and includes relevant details in a clearly worded response.

#### Average Response

*The grandmother plants potatoes and vegetables and the grandfather works in his workshop.*

**Comment:** The student does not give the same degree of relevant information about what Grandfather does in his workshop.

### Poor Response

*They have a garden with potatoes in it near the workshed.*

**Comment:** The student has not distinguished who they are and has provided very little detail.

### Question 2: Travelling with Children?

Items of vocabulary presenting difficulties included:

<i>der See</i>	the lake, <b>not</b> the sea
<i>das Angebot ist groß</i>	a lot of things/a wide variety
<i>reichen</i>	to be sufficient
<i>öffentlichen Verkehrsmitteln</i>	public transport [confused with <i>traffic</i> ]
<i>die häufigste Erkrankung</i>	many students neglected the superlative.

### Typical Answers

**Question 2(b): (i) What type of holiday is becoming more popular?  
(ii) Why?**

#### Excellent

(i) *Flying to exotic countries and leaving the snow and cold behind.*

(ii) *There is a large range of offers and the prices make it affordable.*

**Comment:** This student gave a complete answer with all the required details.

#### Average Response

(i) *Taking flying machines to exotic islands.*

(ii) *The possibilities are big and the price is right.*

**Comment:** The student showed an understanding of these questions. However, key vocabulary was poorly translated.

#### Poor Response

(i) *Fly to the snow and cold to an exotic country.*

(ii) *Because it is bigger or not as expensive.*

**Comment:** The response to (i) was contradictory. The student only showed a limited understanding of the two questions.

**Question 2(c): Why can changes in time, climate, and food be a problem for children?**

#### Excellent Response

*Children find it hard to adjust quickly and 2–3 weeks is not enough time to get used to it.*

**Comment:** This response shows a clear understanding of the question.

### Average Response

*Children find it harder to adjust to changes in time, climate, food and this can make them moody.*

**Comment:** The student has understood part of the answer, but has failed to recognise the word *reichen*. Repeating part of the question in the answer is unnecessary and wastes valuable time.

### Poor Response

*A sudden change in time, climate and food in their everyday lives at home can be a problem.*

**Comment:** This student's answer is only a paraphrase of the question.

### Question 3: Should children have their own TV?

Items of vocabulary presenting difficulties included:

<i>Krimi</i>	students had difficulty in translating this concept
<i>Programm wechseln</i>	poorly understood. Many students just said 'Can watch my own program' without reference to changing channels
<i>Kinder könnten dann unabhängig [...] entwickeln</i>	this sentence was only understood by the best students
<i>Fernseher im eigenen Zimmer</i>	was often expressed too generally in another room or forgotten altogether
<i>Familienverhältnisse [...] gestört [...]</i>	students often translated <i>gestört</i> as destroyed
<i>vernünftiges Zeitlimit besprechen</i>	only very good students coped with this expression.

### Typical Answers

#### Question 3(e): Name TWO positive aspects of having a second TV.

### Excellent Response

*A second TV can solve the problem, by reducing arguments in the home. Children can be independent of their parents and develop their own TV viewing habits.*

**Comment:** This answer is completely correct. The student has mentioned more than two positive aspects and has interpreted the last part of the response very well.

### Average Response

*Solves the problem and reduces the arguments.*

**Comment:** This answer was a little too general. Students are reminded to include all relevant information from the text.



**Poor Response**

*Solves a lot of problems, the children can watch TV with their parents.*

**Comment:** The student has not fully understood the text.

**Question 3(h): What do psychologists claim?**

**Excellent Response**

*Family relationships become unsettled as the children spend too much time alone.*

**Comment:** The student has clearly understood the two main ideas of this question.

**Average Response**

*Family ties are destroyed when the children are alone a lot.*

**Comment:** The student did not clearly understand the meaning of *gestört*, even though he/she has grasped the general idea.

**Poor Response**

*The family atmosphere is affected when the children watch too much TV.*

**Comment:** The student has failed to recognise the word *Familienverhältnisse* and misinterpreted the last part of the response.

## Section II: Writing Skills

(10 marks)

A large number of students are to be congratulated on the impressive levels of language and communication achieved in the Writing Section of the examination. Students were well prepared for all the suggested themes, and the markers felt that the variety of cue lines gave plenty of opportunity for students to demonstrate their knowledge. However, a number of students appeared to utilise pre-learned segments of material which they had difficulty adapting to the cue lines in a logical way. Students must understand that best marks are awarded to those who establish a clear link between the situation or theme of the cue line and the development of ideas throughout the written text. The cue line should not be inserted as an incidental line, unrelated to the main theme of the text.

Students who received higher marks than average were able to develop their dialogue/monologue by introducing a good variety of vocabulary, expressions and language structures, by showing a sound command of grammar and syntax and by developing an interesting, logical story in keeping with the cue line. For a marker to read the text to its best advantage, neat writing should be encouraged.

The following criteria are used in awarding marks for this question:

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

The **2 Unit General Writing Skills Descriptors** which follow are **not** a checklist, but rather a help in choosing the appropriate category. While students may display typical characteristics from a particular category there may be overriding factors which influence the awarding of a mark from a higher or lower category.

**1997 HSC 2 UNIT GENERAL GERMAN  
WRITING SKILLS DESCRIPTORS**

<p><b>10 MARKS</b></p>	<p><b>Excellent</b></p> <ul style="list-style-type: none"> <li>— impressive level of communication</li> <li>— best that can be achieved by a non-native speaker</li> <li>— text is relevant to the topic and fluent; logical flow of ideas</li> <li>— excellent variety of vocabulary and structures</li> <li>— excellent grasp of grammar and syntax</li> <li>— high degree of authenticity and accuracy; only minor errors</li> </ul>
<p><b>8–9 MARKS</b></p>	<p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>— very good level of communication</li> <li>— relevant and logical flow of ideas</li> <li>— good structure</li> <li>— some variety of vocabulary and language structures</li> <li>— sound understanding of grammar and syntax despite occasional, even significant mistakes</li> </ul>
<p><b>6–7 MARKS</b></p>	<p><b>Above Average</b></p> <ul style="list-style-type: none"> <li>— above average level of communication, message clearly conveyed</li> <li>— relevant and logical for the most part</li> <li>— limited variety of structures and vocabulary</li> <li>— a number of common errors in grammar and syntax</li> </ul>
<p><b>5 MARKS</b></p>	<p><b>Average</b></p> <ul style="list-style-type: none"> <li>— satisfactory level of communication — overall message conveyed</li> <li>— may be irrelevant in parts but some sequencing of ideas</li> <li>— basic sentence structure and simple vocabulary</li> <li>— may be significant errors in grammar and syntax</li> </ul>
<p><b>3–4 MARKS</b></p>	<p><b>Below Average</b></p> <ul style="list-style-type: none"> <li>— limited level of communication</li> <li>— limited relevance and may be illogical in parts</li> <li>— little structure of ideas</li> <li>— many significant errors in grammar and syntax</li> <li>— reliance on English patterns of speech</li> <li>— repetitive and very elementary vocabulary</li> </ul>
<p><b>1–2 MARKS</b></p>	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>— little communication</li> <li>— mostly irrelevant and no structure of ideas</li> <li>— minimal knowledge of grammar and syntax</li> <li>— elementary words linked inaccurately</li> <li>— prevalence of English patterns of speech</li> </ul>
<p><b>0 MARKS</b></p>	<p><b>Non-Attempt</b></p> <ul style="list-style-type: none"> <li>— non-attempt or no communication established at all</li> </ul>

## Typical Answers

### Excellent Response

(10/10)

#### Question 4(c): *O je! Ich habe keine Zeit mehr auszugehen.*

*O je, ich habe keine Zeit mehr auszugehen. Mein deutscher Brieffreund hat mich nach Deutschland eingeladen. Zum Glück darf ich reisen. Stell dir vor wie aufgeregt ich bin, meine Deutschlandkenntnisse zu erweitern, und die Leute kennenzulernen. Hauptsache ist daß es mir Freude bereitet.*

*Vor der Abreise ist noch viel zu erledigen. Ich habe nicht genug Zeit. Zuerst muß ich die Flugkarte besorgen dann muß ich mich um eine Reisepass bewerben. Ausserdem muß ich Reiseschecks bestellen. Ich muß warme Kleidung kaufen, weil das Wetter in Deutschland sehr oft kalt ist. Ich muß einen warmen Mantel kaufen, obwohl so was hier schwer zu kaufen ist.*

*Ich habe die Absicht, zu fliegen. Ich nehme an, daß ich am Dienstag den zweiten Januar um halb neun am Flughafen anzukommen. Ich freue mich unheimlich darauf.*

**Comment:** This student established an excellent level of communication with a very high degree of authenticity and fluency. The range of vocabulary and sentence structure was impressive and only minor errors are evident. This is considered an example of the best that can be achieved by a non-native speaker.

### Very Good Response

(8–9/10)

#### Question 4(b): *Endlich habe ich meinen Führerschein.*

*Max: Hallo Sophie, warum siehst du so glücklich aus?*

*Sophie: Endlich habe ich meinen Führerschein!*

*Max: Gratulieren! Das sind gute Nachrichten. Ich bin stolz von dir. Also, kann ich eine Probefahrt haben?*

*Sophie: Vielen Dank. Nein, es tut mir leid Max, aber ich habe keines Auto. Das nervt mich!*

*Max: Sprichst du die Wahrheit? Aber was machst du mit einer Führerschein und kein Auto?*

*Sophie: Ich weiss es nicht. Hoffentlich wird mein Vater mich dieses Wochenende das Auto geben.*

*Max: Ja, hoffentlich. Was für ein Pech, wenn er das Auto nicht gibt.*

*Sophie: Ja, das wird Schade sein. Ich denke, dass ich einen Job finden muß. Ich spare für mein eigenes Auto.*

*Max: Klingt toll! Das ist eine gute Idee Sophie.*

**Comment:** The student has achieved a very good level of communication, demonstrating a logical flow of ideas and a variety of vocabulary and idiomatic expressions. The student has a sound knowledge of grammar and word order despite occasional mistakes.

**Above Average Response**

**(6–7/10)**

**Question 4(d): *Das Wetter ist so schlecht, was machen wir?***

- A: *Hallo, Andrew am Apparat*  
B: *Hallo Andrew, hier ist Uwe. Wie geht's?*  
A: *Gut danke!*  
B: *Gut, das Wetter ist schlecht, was machen wir?*  
A: *Ich weiss nicht.*  
B: *Vielleicht wir könnten ins Kino gehen?*  
A: *Leider kann ich nicht. Ich habe vielen Hausaufgaben zu machen.*  
B: *Für wann?*  
A: *Ich habe vielen Mathematik für Montag.*  
B: *Ja, und heute ist Samstag. Ich habe Lust, einen Film zu sehen.*  
A: *Aber meine Eltern hat gesagt, ich darf nicht ausgehen, weil ich so vielen Hausaufgaben habe und meine letzten Noten für Mathematik war fünf.*  
B: *Vielleicht ich könnte dir helfen. Das macht es schnell.*  
A: *Ja, das geht, danke. Und dann wollen wir ins Kino gehen?*  
B: *OK. Ich werde Wolfgang und Hans anrufen.*  
A: *Dann komm dir bei mir?*  
B: *Ja, in ungefähr zwanzig Minuten.*  
A: *OK. Tschüß!*  
B: *Auf Wiederhören!*

**Comment:** The student has successfully conveyed the message despite a number of common errors. There is some variety in sentence patterns and tense.

**Average Response**

**(5/10)**

**Question 4(b): *Endlich habe ich meinen Führerschein***

*Endlich habe ich meinen Führerschein. Ich habe auch genug geld verdient zu ein neues Auto kaufen. Ich habe es schon gesehen. Es ist dünnkelgrün mit automatischer Fenster. Der innerhalt ist Blau, mit vier Sitzter, aber nur zwei Türen. Mein neues Auto hat Klimeranlageund ein CD Spieler. In mein neues Auto will ich nächstes Jahr zur Universität fahren. Aber diese ferien will ich auch um Australien fahren, weil ich kann fahren selbst. Ich möchte die Sehenswürdigkeit besuchen ohne Eltern. Meine Eltern sagt, ich kann das Auto nächste Woche kaufen.*

**Comment:** This student has used very basic sentence structure and simple vocabulary to communicate. There is a number of significant mistakes but the overall message is still clear.

**Below Average Response (3–4/10)**

**Question 4(e): *Mutti, ich muß mein eigenes Zimmer haben.***

- A: *Mutti, ich muss meine eigenes Zimmer haben.*  
B: *Warum?*  
A: *Alles meine Freunden hat eigenes Zimmer und ich will ein Zimmer das ist bequem, modisch und gross. Es ist zu kleiner für zwei Menschen.*  
B: *Wo ist Jake gehen schlafen?*

A: *Ich wisse nichts. Er schlafen viel lärm und dann kann ich nicht schlafen. Er trägt mein Kleider und er hörst mein Kassetten und CD ohne fragst.*

B: *Nein, du kannst nicht eigenes Zimmer.*

**Comment:** This response contained many errors and there was little development of ideas. Simple vocabulary and very poor sentence structures characterised this answer and hindered effective communication.

**Poor Response: (1–2/10)**

**Question 4(a): *Weißt du, was ich gefunden habe?***

A: *Weißt du, was ich gefunden habe?*

B: *Ich habe ein sonnenbrille gefunden.*

A: *Wo und wie, vielleicht es ist Julies.*

B: *Vielleicht, Ich will Herr Newth gegeben. Er will gegeben.*

A: *Ja, das ist eines gutes Idea. Er will Morgan.*

**Comment:** There is little communication in this response which demonstrates minimal knowledge of vocabulary, sentence structure or grammar. It is repetitive and uses English patterns of speech.

## Section III: Options

### PART A: SONGS

#### Brandstifter

Most students demonstrated a good, general understanding of the theme and message of the song. Quotations were generally correctly translated. However, many candidates lacked an understanding of their relation to the overall theme and message. The music question proved difficult for most students to answer well. They were required to comment on the introduction, use of voice in the refrain and instrumentation. The second part of the music question was answered best, while comment on the instruments tended to be vague and insubstantial.

#### Typical Answers

**Question 5(c): Why does the singer mention the following?**

(i) *Im neuen Deutschland*

#### Excellent Response

*‘in the New Germany’ — this is referring to the post 1990 United Germany when East and West reunified, as one country. However, there is now ironically division between people because of the racist ideas re-emerging in Germany and racists acts committed by Neonazis. The singer says ‘It is dark in Germany, not only at night’, due to the return of Neonazism. People see darkness returning rather than a sense of optimism for the future of the New Germany.*

**Comment:** There was a correct translation of the quotation and understanding of its reference to Reunified Germany and the threat to peace from neo-Nazi groups.

#### Average Response

*‘Im neuen Deutschland’ — in the New Germany. This is a reference to the unification of Germany in 1990, after the Berlin Wall was torn down in 1989.*

**Comment:** This answer gave a correct translation of the quotation and showed an understanding of its reference to Reunified Germany.

#### Poor Response

*‘in New Germany’ — this is to show that Germany is no longer an evil place and has changed from when Hitler ruled.*

**Comment:** There was a correct translation of the quotation, but no understanding of the reference to Reunified Germany.

- Question 5(e):**
- (i) **What effect does the long introduction create?**
  - (ii) **What is the effect of adding other voices to the singer's voice in the refrain?**
  - (iii) **What instruments are used in the song, and what effect do they create?**

### Excellent Response

- (i) *The long introduction creates tension and unease by use of low drone on synthesiser. This gives a sense of foreboding, a forewarning against racism.*
- (ii) *The other voices in the refrain strengthen the singer's message of opposing Neonazism, indicating many are against it.*
- (iii) *The lead guitar throughout is distorted, reflecting twisted ideas of the Neonazis. The drums are strong with a regular beat throughout, reminiscent of an army marching band.*

**Comment:** This response links the music to the lyrics, making reference to the effect of the long introduction, the effect of the addition of voices in the refrain, and also the effect created by the use of certain instruments.

### Average Response

- (i) *The introduction creates a building up, of emotion, of war. It is almost military at the beginning, suggesting warfare, and the military pomp of Hitler rallies. It goes on, builds up, to a sound like hollow gunfire, suggesting its violence, then quietens down as it goes into verse 1.*
- (ii) *This adds two effects.*  
*Firstly, it emphasises the main words of the chorus, and the main ideas:*  
*keinen Führer — no leader*  
*keine SA — no SA*  
*which go back to the primary issue of not letting the past happen again.*  
*The second effect is so that it almost sounds like a Hitler rally, with voices yelling slogans, with emotions very high along with determination.*  
*The tempo beat doesn't really change — it is primarily how the instruments are played that give the feeling of smoothness in the verses, and the violent culmination in the chorus.*
- (iii) *The use of the guitar also homes in on the target audience — the youth of today. They must be taught of their past so they can watch for the signs of a recurrence. The 'heavy metal' is also aimed at the youth also implying skin heads, as this is their kind of music.*  
*The voice is also used for maximum effect — it too can be seen as an instrument — quiet in the verses, building with the instruments to a scream at the end and choruses, amplifying their message.*

**Comment:** There were some good music links with the lyrics, but only vague descriptions of the instruments added.



### Poor Response

- (i) *A long introduction is a time of remembrance of peace then anger at all that was lost.*
- (ii) *Adding other voices means many agreeing with the singer.*
- (iii) *Electric guitar is distorted to make us feel angry.*

*The bass is the heartbeat of the song.*

**Comment:** There is only a shallow understanding of the theme when attempting to link it with the music. There is only a very vague mention of the instruments used.

### Ein Jahr Garantie

It was surprising how few students really understood the theme of the song and the imagery used. Many did not realise that a woman was being described using advertising slogans. Some quotations were a problem, eg *streichelweich* was often confused with *strahlendweiß* when translated. The students had to translate correctly the quotation, say which product it referred to and, in some cases, how this applied to the singer's relationship with the woman described. The music question proved very difficult for many. Students had to comment on the introduction, how the singer's voice reinforces the message of the song as well as the instruments used. Very few students covered all aspects of the question adequately.

### Typical Answers

#### Question 6(c): What do the following words refer to?

- (i) *Mundgeruch*

### Excellent Response

*'Mundgeruch', smelly breath — this refers to the fact that the woman doesn't have bad breath, that she is clean and nice to be around. It is also a reference to a commercial for toothpaste or mouthwash.*

**Comment:** This answer gives a correct translation of the quotation, a reference to the product and also a comment on how the singer feels about the woman.

### Average Response

*'Bad breath' — this refers to an advertisement for toothpaste.*

**Comment:** There is a correct translation and reference to the product. However, there is no interpretative comment on the singer's feelings.

### Poor Response

*'Bad breath' — this is an ad about what to do about bad breath.*

**Comment:** While the quotation is expressed correctly in English there is inadequate reference to the product concerned.

- Question 6 (e):** (i) How does the introduction set the mood of the song?  
(ii) How does the singer use his voice to reinforce the message of the song?  
(iii) What instruments are used, and what effect do they create?

### **Excellent Response**

*The introduction of the song begins on one note with a bass beat, which creates a sense of anticipation. The beat is catchy, which sounds like many advertising jingles.*

*The voice sounds very bored through the song which is a reflection of the monotony of advertising and the lack of deep feelings he has for his girlfriend.*

*The bass guitar plays a constant rhythm and repetitive melody which reflects the bombardment of advertising slogans. The instruments fade out towards the end suggesting that the superficiality of relationships caused by advertising will never end.*

**Comment:** This response gives a good description of what happens musically, where it occurs in the song and why in relation to the theme. The answer refers to these with reference to the introduction, voice and instruments.

### **Average Response**

*The introduction consists of narrow, repetitive chords of guitar showing the narrow, superficial nature of advertisements and the repetition is like the hypnotic nature of repeated ads. The singer's voice is soft, showing how easily influenced he is by advertising. The guitar highlights the shallowness of the message.*

**Comment:** This response makes good points on the introduction and voice only.

### **Poor Response**

*Various instruments in the introduction set the mood of the song. The mood is a bit sad. The singer uses his voice to reinforce the message of the song. Honkytonk piano and guitar near the end of the song show how ads affect people. Various words create a feeling of sadness in the song.*

**Comment:** There are only vague mentions of some aspects of the music with no development of ideas or interpretative comments. There is also little connection to the theme.

## **PART B: RADIO PLAYS**

For general comments see the reference to the Radio Plays in the 2/3 Unit (Common) section of this report.

### **Rache für Perro**

#### **Typical Answers**

**Question 7(b): In what ways did Redwood treat his dog like a human being? Refer to details mentioned in his conversation with Summerfield.**

#### **Excellent Response**

*Redwood regarded the death of his dog as worse than the murder of his wife would have been. He could speak to his dog on a higher and more human level than he could with Summerfield. He was also teaching his dog how to speak. He refers to Perro as being highly intelligent, his best friend and says they understood each other. He even provided a marble headstone for him after he was run over.*

**Comment:** This response provided a clear and reasoned argument of how Redwood's dog was treated by him.

#### **Average Response**

*Redwood treated his dog, Perro, like a human being because he told Summerfield that he had committed a crime far worse than killing Redwood's wife, in running over Perro. Redwood had also started to teach Perro to talk to him.*

**Comment:** This gave some detail to support the answer, but it needed stronger argument supported by other ways in which Redwood treated Perro as human.

#### **Poor Response**

*Perro was loyal to Redwood and he treated the dog as his best friend.*

**Comment:** This response needed to address the specific way in which Redwood elevated Perro to human status. Inadequate detail was given.

**Question 7(e): How does the dog's appearing here change events at the end of the story?**

#### **Excellent Response**

*The dog draws the attention of the Inspector who asks about it and Redwood explains it is a Chihuahua. Redwood is asked to write the word down as the Inspector has become suspicious of him. The Inspector compares what Redwood wrote with the writing discovered on a newspaper found at the scene of Summerfield's murder. So now, instead of being thrown out of the police station as he had anticipated according to his own meticulous plan, Redwood is arrested for the murder of Mr Summerfield on the written evidence of the word 'Chihuahua' and his full confession.*

**Comment:** This response gave a coherent and logical explanation of the circumstances which changed the conclusion of the story.

### Average Response

*The dog's appearing here gets the Inspector interested. He calls it a rat, but the Inspector is told by Redwood it is a Chihuahua. He tricks Redwood into writing it and remembers this was what was written at Summerfield's place. So Redwood's plan fails.*

**Comment:** This addressed the question in a general way, without giving sufficient detail to draw together all the events which lead to Redwood's conviction.

### Poor Response

*The appearance of the dog interests the Inspector who offends Redwood by calling it a rat. This leads to Redwood getting caught.*

**Comment:** There is insufficient detail and there is no logical progression of steps leading to the discovery of Redwood's guilt and arrest.

## Der Pupp doktor

### Typical Answers

**Question 8(b):** *Aus der hab' ich schon getrunken.* What is the significance of this statement and the accompanying stage direction?

### Excellent Response

*'I have already drunk out of that one.' The Pupp doktor has seemingly drugged the cup of coffee he intended for the female customer, taking away the first cup (stage direction), to ensure she gets the right one. He wants her drugged so that he can remove her eyes to use for his unfinished dolls.*

**Comment:** This response gives an accurate translation of the quotation given with a comprehensive explanation of the significance and reference to the stage direction.

### Average Response

*'I've already had a drink out of this one.' This statement is made by the Pupp doktor to calm the customer and make sure she takes a different cup, which is probably drugged, because her voice gets slower towards the end of the play.*

**Comment:** The translation of the quotation is well addressed, but there is no reference to the stage direction or the intended consequences of the drugging.

### Poor Response

*This is where he starts to talk about his past and when he was an eye doctor. The Kundin gets drowsy, he straps her in a chair and that's where the play ends.*

**Comment:** This is an inadequate response to the question with no reference to the German quotation or to the stage direction. There is also a lack of accurate detail.

**Question 8(e): How important are dolls in the Pupp doktor's life? Give details.**

**Excellent Response**

*Dolls are obviously the most important thing in the Pupp doktor's life, so important that to perfect his special collection (that he would never sell) he is prepared to remove the eyes of a human being, and, we assume, murder for them. The fact that he says he also spends a year to complete a doll shows he's totally consumed by them. Dolls are fate. They are his substitute for normal human relationships.*

**Comment:** This is a comprehensive answer which addresses the question, showing a good understanding of the issues of the play.

**Average Response**

*Dolls seem to be very important because the Pupp doktor knows all about them with all the details of manufacture. He won't let the Kundin say anything against them. This is all he does now after being a doctor.*

**Comment:** This is a general response to the question without elaboration which could reinforce and heighten the importance.

**Poor Response**

*Pupp doktor's dolls reminded him of events in his life like conversations, so they were like souvenirs.*

**Comment:** This did not address the central issues of the play or convey the extent of the Pupp doktor's obsession for dolls.

## PART C: FILM

### Das Versprechen

#### Question 9

Most 2 Unit (General) students chose to do this question and indeed, it was generally well answered. However, many students failed to explain obvious facts in relation to certain questions. As well as knowledge of the content students also need to be able to interpret when appropriate.

For specific comments on Parts (d)(i) and (d)(ii) see below. For all the other questions please refer to the notes on the Film in the 2/3 Unit (Common) section of this report.

- (d) (i) It is important to refer not only to obvious detail but also to expand on the thought. For example, it should be explained that Konrad wants Harald to arrange for a letter to be delivered to Sophie and it also needs to be explained why Konrad cannot get the letter to Sophie himself.
- (d) (ii) Similarly, in addition to explaining that Harald wants Konrad to get the latest flyers from Prague, the content of the flyers should also be explained.

#### Typical Answers

#### Question 9(a)(ii): Give TWO ways in which Sophie's character differs from that of Konrad.

##### Excellent Response

*Sophie is more decisive and less passive than Konrad. These traits can be seen in Sophie's persistence when escaping from the East and the fact that Konrad is prepared for life in the East. Sophie's passionate nature can be seen when she stands up for democracy in Prague and is arrested.*

**Comment:** This is a complete answer. Two ways in which Sophie's character differs from that of Konrad's are given to support this opinion.

##### Average Response

*Sophie's character differs greatly from Konrad's in two ways:*

- (a) *Sophie is the one who makes all the decisions and takes initiatives. She is the one who planned an escape for Konrad, which was uncovered.*
- (b) *Sophie is strong in her beliefs unlike Konrad, which led them to being separated in Prague, when she went outside into the street to join the protest against the tanks.*

**Comment:** This response is adequate. Examples to support the character traits are given. However, Konrad's character is not explained clearly.

##### Poor Response

*Sophie's character differs from that of Konrad in that she is more strong-willed and independent. She refuses to have her life governed by the Stasi, so she leaves.*

**Comment:** This response is poor as two different character traits of Sophie are not mentioned nor is Konrad's character mentioned.

### Question 10

Fewer students chose to do this question and in general it was not as well answered as Question 9. Many students failed to explain obvious facts in relation to certain questions. Students must be reminded that they must **not** assume knowledge on the part of the markers.

For specific comments on Question 10(c)(iii) please see below, for all other questions refer to the comments in the relevant section of the 2/3 Unit (Common) report.

(c) (iii) Students did not always make it clear that they understood the statement/quotation.

### Question 10 (b) (ii): Why has Sophie chosen to live in this particular area?

#### Typical Answers

#### Excellent Response

*Sophie has chosen to live in this particular area because it is close to the Berlin wall, which keeps her and Konrad apart. This is as close as she can be to Konrad without actually being in the East. In 1961 she escaped with some friends from East Berlin to the West. Konrad was going to escape too but did not succeed.*

**Comment:** This response is a complete answer. There is an explanation of why Konrad and Sophie live on different sides of the wall and a plausible explanation of why Sophie lives so close to the wall.

#### Average Response

*Sophie could have chosen to live in this particular area for any number of reasons. She may have decided to live there so she could be as near to Konrad as possible.*

**Comment:** This response has given a reason for Sophie's having chosen to live where she does, but does not explain why she and Konrad live on opposite sides of the wall.

#### Poor Response

*Sophie lives here, because she works as a tour guide. She lives in the West because she believes it to be freer than the East, with fewer restrictions and thus more opportunity to be herself and to do what she wants.*

**Comment:** This response explains why Sophie lives in the West, but makes no reference to the reason for her living so close to the wall.

## PART D: SHORT STORIES

For General Comments please see the relevant section in the 2/3 Unit (Common) report on the Short Stories.

### Masken

#### Question 11

This question was generally well done, with some students showing a great depth of understanding of the story. The conditional *ich würde* ... proved difficult for quite a number of the 2 Unit (General) students.

#### Typical Answers

**Question 11(d): What indications are there throughout the story that the two people are feeling uncomfortable?**

#### Excellent Response

*Both Erich and Renate are very uncomfortable with their lies. This is evident when Renate lies about her job and evades Erich's gaze by looking out of the window at the pigeons. When Erich congratulates her on her job she blushes. Erich overreacts to her job by thumping the table and exclaiming 'Donnerwetter!'. He smokes hastily and when questioned about himself he stutters as he stalls for time to consider a plausible answer. Both Erich and Renate are so preoccupied with their own lies that they fail to notice those telltale signs of embarrassment in the other. They also cannot meet each other's gaze at the railway station in the afternoon and when they do accidentally meet each other's gaze they look away at the station's archways.*

**Comment:** The student attributes detail correctly to each of the characters and makes the connection between the characters' discomfort and their lives.

#### Average Response

*Erich and Renate are uncomfortable when they are lying — they laugh too loudly, smoke a lot and drink too much brandy. They can't look each other in the eye when they lie about their jobs.*

**Comment:** The student is generally aware of the details, but does not correctly attribute actions. A link is made between the characters' unease and their lying.

#### Poor Response

*They are uncomfortable with each other because they are embarrassed. He looks out the window and she smokes too much.*

**Comment:** Actions are incorrectly attributed and no attempt is made to explore the link with the characters' lying.



## Der Nachtvogel

### Question 12

Students showed a poor knowledge of the facts of the story. The translation of *Jetzt ist die Scheibe kaputt!* was poorly done. Students are advised to read the questions carefully and to tailor their responses to each part specifically. The tendency was to retell the entire story in Part (a).

### Typical Answers

#### Question 12(b): *Jetzt ist die Scheibe kaputt!* How and why did this happen?

#### Excellent Response

*'Now the window (pane) is broken.'*

*The boy was once again alone at home. He is particularly frightened and hears tapping/scratching at his bedroom window and believes it is the Nachtvogel (Nightbird) trying to come into his bedroom. He feels that he must do something to protect himself and grabs a vase of flowers and water and hurls it at the window and breaks it. In reality, the noise he hears is actually his parents who have forgotten their keys. They had got a long pole from a nearby construction site and were tapping on the window in an attempt to attract the boy's attention because he has not answered their repeated ringing of the doorbell.*

**Comment:** This answer gives the correct translation of the German quotation. The student gives a particularly comprehensive answer contrasting what the boy imagined had happened with what had actually happened.

#### Average Response

*'Now the window is broken.'*

*The boy is scared because he is on his own and he thinks that the Nightbird is about to get him as he can hear it scratching up on the wall, pecking on the window with its beak and ringing the doorbell. To protect himself he threw a vase of flowers at the window.*

**Comment:** The English translation of the German quotation was correct. Students in this range were not able to relate the full sequence of events, nor give the parents' version of what really happened.

#### Poor Response

*The boy is frightened of the Nightbird and throws a vase of flowers at the window because he thinks it is going to attack him.*

**Comment:** In responses such as this, the German quotation was often not given or was incorrect. The student has only stated why the window pane is broken, without mentioning the sequence of events which led to the boy's taking such action.

## 2 UNIT Z ORAL/AURAL

### Listening Skills

(30 marks)

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

Students are reminded to read each question carefully before attempting their answer. Students should also be mindful of transferring all relevant information from the note-taking column. This can be done by circling and arrowing the information, but only if short of time. Students should also use wisely the time allocated at the end of the test to ensure that they have written clearly and that their answers make sense.

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

Items of vocabulary which presented some difficulty included:

<i>Eintrittskarten</i>	<i>gehustet</i>	<i>Griechenland</i>	<i>Zwiebel</i>
<i>Nichtraucher</i>	<i>teilen</i>	<i>Jahresende</i>	<i>Hausarbeit</i>
<i>naß</i>	<i>wegen des Baus</i>	<i>zum Braten</i>	<i>Krimi gelesen</i>
<i>Mehl</i>	<i>Teelöffel</i>	<i>Blick aufs Meer</i>	<i>Informatik</i>
<i>bei Markus</i>	<i>Sonntag (confused with Samstag)</i>	<i>bergsteigen</i>	<i>plaudern.</i>
<i>Strand (not Stadt)</i>	<i>WC</i>	<i>Rückfahrkarte</i>	
<i>die Bayerischen Alpen</i>	<i>Getränke</i>	<i>der See</i>	

### Comments on specific items

- Item 1** (b) He worked 8–10 hours **daily** with a one hour **lunch** break.
- Item 3** The night time forecast was actually read *before* the daytime one in this item. Many students failed to understand this.
- Item 4** (a) (i) Thomas **forgot** his money.  
(ii) She had to pay for **tickets** and drinks **not** drinks and food/snacks.  
(b) Failure by some students to express the idea that they would go **out** to eat.
- Item 5** Very few students realised it was a **return, non-smoking** ticket.  
If students insist on converting from 24 hour time it is essential to **include am or pm** in the answer, ie 4.46 **pm**.
- Item 6** (a) Many students failed to communicate that Susanne needed a **lift** to Greece and Turkey. Saying she had no car was not sufficient.  
(b) She offered to **share** or **contribute** to the cost of petrol **not** pay for it all.

- Item 8** Was generally not well handled. Many students confused *der See* with **die See** and very few in (c) realised that they had to **go back** to Darmstadt and take the **freeway**.
- Item 10** Very few students knew the bridge was closed because of the **construction** of a new underground station.
- Item 11** Quantities needed to be included for students to score points. **Zwiebel** was known by few students (which was essential to answer (b)).
- Item 12** (b) It was insufficient to say that tomorrow was the last day of school. Again students are urged to include detail; ie **and they aren't doing anything**.
- Item 13** (b) Very few students realised the speaker was driving and was lost and thus had to **follow** the bus — **not** travel on it.
- Item 15** (a) Franz and Christine met at Markus'. Some students weren't aware that Markus is a boy's name. The meaning of **bei** was not known by many.
- (b) The idea of **tonight** had to be conveyed for the student to score points.
- Item 17** (b) Kirsten was reading a detective novel **not** watching TV/film.
- Item 19** (a) (ii) Uschi was so tired **after the first week at school**.
- (b) She decided to go to the **beach** (Strand) **not** the city (Stadt).
- Item 20** **WC** was not widely known.  
Spelling was poorly handled.
- Item 23** Students are reminded it is necessary to translate German place names into English when appropriate.

## Typical Answers

### Item 4

#### Excellent Response

(a) (i) *Thomas forgot his money.*

(ii) *He coughed the whole way through the movie.*

(b) *That she come over at around 19.00 and they'll go out to dinner.*

**Comment:** This answer is completely correct, although the time was not needed in (b) on this marking scheme. NB. In part (a) any TWO of the three possible answers were acceptable.

#### Average Response

(a) (i) *He forgot the money.*

(ii) *She had to pay for the food and drinks.*

(b) *They'll have something to eat tonight.*

**Comment:** In (a) (ii) no marks could be awarded because the answer was tickets and drinks. In (b) it was not made clear that they were going out to eat.

**Poor Response**

- (a) (i) *The film was boring.*  
(ii) *She forgot the money.*
- (b) *Go to his place and they'll eat together.*

**Comment:** This student showed little understanding of the item and could not be awarded any marks.

**Item 5**

**Excellent Response**

*Berlin*  
*16.46*  
*Augsburg*  
*Return and non-smoker*  
*6*

**Comment:** All information has been supplied including both details about the type of ticket.

**Average Response**

*Berlin*  
*16.56*  
*Auchsberg*  
*Non-smoker*  
*6*

**Comment:** Augsburg, although spelt incorrectly, was accepted in this case. The time of departure was incorrect. Insufficient information about the type of ticket was given to score a point.

**Poor Response**

*Berlin*  
*4.46*  
*Oxberge*  
*One way*  
*6*

**Comment:** Time when converted must include am or pm to score a point. The spelling of Augsburg was too far off the mark and wrong information about the type of ticket was given.

**Item 6**

**Excellent Response**

- (a) *A lift to Greece and Turkey as she has no car.*
- (b) (i) *Speaks fluent Greek and Turkish.*  
(ii) *Share the petrol costs.*

**Comment:** In (a) the response is completely correct and in (b) fluent wasn't required on this marking scheme to gain full marks.

### Average Response

- (a) *She would like to get to know Greece and Turkey but has no car so she would like to take someone with her.*
- (b) (i) *Speaks the languages.*  
(ii) *Will pay part of the petrol cost.*

**Comment:** Although this student in (a) has understood the vocabulary he/she missed the concept that Susanne wanted a lift. In (b) languages (plural!) was accepted as long as Greece and Turkey were clearly expressed in (a).

### Poor Response

- (a) *She has no car and wants to travel to Greece and Turkey.*
- (b) (i) *Can teach Greek.*  
(ii) *Pay for the petrol.*

**Comment:** This student only understood isolated items of vocabulary and no clear comprehension of details was demonstrated.

## Item 12

### Excellent Response

- (a) *Her father will not allow her. She has school tomorrow and she has promised to help her mother with tidying and vacuuming the house.*
- (b) (i) *It's her last schoolday (tomorrow) and they're not doing anything.*  
(ii) *She has no homework and she can do the housework on the weekend.*

**Comment:** All details were given to gain full marks. In (a) only one reason was required. In (b)(i) the student correctly linked last schoolday with not doing anything to gain the point. Only one idea was needed in (b) (ii).

### Average Response

- (a) *Because she has school tomorrow.*
- (b) (i) *Because tomorrow is the last day of school.*  
(ii) *She has no homework.*

**Comment:** In (b) (i) tomorrow is the last day of school is insufficient information to gain a point.

### Poor Response

- (a) *She has to stay home and study.*
- (b) (i) *She can help in the house on the weekend.*  
(ii) *She has no school tomorrow.*

**Comment:** (a) is incorrect and in (b) (i) detail regarding help in the house was required.

### Item 14

#### Excellent Response

- (a) *He finds it really difficult and doesn't get along so well with his teacher.*
- (b) *She is really good in Biology so he will go to her place at 2.30 this afternoon so they can study together for tomorrow's test.*

**Comment:** A very complete answer demonstrating perfect understanding of the situation. Only one detail was required in each of (a) and (b) on this marking scheme in order to gain full marks.

#### Average Response

- (a) *He finds it hard.*
- (b) *She will help him study.*

**Comment:** The student should have given detail in (b), ie study for the test tomorrow or study with him because she's good at Biology.

#### Poor Response

- (a) *He doesn't like the teacher.*
- (b) *He will go to her place to learn.*

**Comment:** (a) is incorrect and in (b) more detail is required, ie at 2.30.

## Speaking Skills

(20 marks)

The overall standard in this section of the examination remains high. Students seemed well prepared and were able to employ complex sentence structures using a wide range of vocabulary.

Better students answered in full sentences, allowing them to show a greater range of ability in the language. Although a simple phrase may have answered the question on a basic level, weaker students were unable to show off their ability to use the language to the full. This was particularly evident in the open-ended items where the students were expected to extend themselves. Students are reminded that long pauses during an item and continual repetition only detract from the overall impression.

Teachers/Examiners are reminded to conduct the examination in a quiet room, free from potential interruptions, ensuring before the commencement of the examination that equipment is in full working order. Whilst students are permitted to repeat any part of the situation in progress, they are not permitted to return to the situation once the Teacher/Examiner has moved on to the next situation. Teachers/Examiners should keep the conversation flowing but they should not try to hurry the student along. Students should be given every opportunity to respond. However, prompting students in English or German during the examination is not permitted under any circumstances.

### General Hints

It is recommended that students;

- speak clearly and confidently;
- prepare situations thoroughly and leave nothing out as in Situation 3, question 2 saying where but not how they spent their birthday;
- use their imagination. Students were often unable to extend themselves as they felt they needed to give personal details about their lives as in Situation 2, question 3. Some students simply answered no, they didn't have a pet;
- take care with pronunciation;
- avoid long pauses which detract from fluency;
- avoid using English words. Try to re-phrase an expression if a particular word cannot be remembered;
- extend wherever possible.

### Gelenkte Gespräche

Many students handled these situations confidently and thoroughly. They were able to show off their German well, using a wide range of vocabulary, particularly in Situations 1 and 2. The use of the past tense in Situation 3 was a problem as a number of students failed to recognise the question '*Wann hatten Sie Geburtstag?*' and consequently answered in the present tense. Students also answered question 3 '*Mit wem haben Sie Ihren Geburtstag gefeiert?*' in question 2 where they spoke of where and how they spent their birthday. It is important to use the preparation time well as long pauses throughout the situation are penalised. There was an obvious temptation to repeat information already given in each situation and better students were able to avoid doing this.

The **2 Unit Z Speaking Skills Descriptors** which follow are an indication of the criteria used for categorising students' answers. It must be remembered, however, that while students may exhibit typical characteristics from a particular category, there may be other overriding factors which influence the awarding of a mark from a higher or lower category.

**1997 HSC 2 UNIT Z GERMAN  
SPEAKING SKILLS DESCRIPTORS  
GELENKTE GESPRÄCHE**

<b>10 MARKS</b>	<p><b>Outstanding</b></p> <p>The student's answers are relevant to the topic. The answer is the best that can be expected from a 2 Unit Z student. Although there may be minor errors these do not detract from the overall communication and impression. The student is able to use more complex constructions without much hesitation. The student extends very well.</p>
<b>8-9 MARKS</b>	<p><b>Very Good/Excellent</b></p> <p>The message and the language are clear and a variety of vocabulary is used. The student has good understanding of grammar and uses language confidently. More complex structures may elude the student. Pronunciation is good.</p>
<b>6-7 MARKS</b>	<p><b>Above Average</b></p> <p>The student is able to answer all of the cues using basic vocabulary. Makes mistakes but still manages to communicate the message. May hesitate in parts, which can impede communication. May extend a little beyond the cues.</p>
<b>5 MARKS</b>	<p><b>Average</b></p> <p>An average student who answers the majority of cues and is able to communicate the message. Is hesitant in parts and makes a lot of errors. Does not extend beyond the cues.</p>
<b>4 MARKS</b>	<p><b>Below Average</b></p> <p>A very basic attempt to answer the situation. The student is able to answer the majority of cues but anglicisms impede communication. Many grammatical errors. The student hesitates frequently. Misunderstands the questions.</p>
<b>2-3 MARKS</b>	<p><b>Unsatisfactory</b></p> <p>The student cannot respond to many of the cues. Although there is an attempt at communication, it is hesitant and repetitive. Uses many anglicisms and knows only one or two phrases. Poor expression and pronunciation. Misunderstanding of the questions is evident.</p>
<b>1 MARK</b>	<p><b>Poor</b></p> <p>Barely comprehensible.</p>
<b>0 MARKS</b>	<p><b>Incomprehensible/Not Attempted</b></p> <p>No communication/does not attempt the situation.</p>



## Difficulties encountered by students

### Situation 1

- lack of extension
- *pro Woche/in der Woche* not commonly used
- confusion with money/the value of the Mark
- separable verbs — *ich abwasche* instead of *ich wasche ab*
- tended to list things rather than use a variety of structures
- focused on what they bought rather than what they did with the money.

### Situation 2

- too repetitive, better students described personalities
- some students relied on personal experience instead of being creative
- misunderstood last question and said what they did last weekend or said what they did with their friends rather than what they did together as a family.

### Situation 3

- failure to answer any or all questions in the past tense
- not answering both *wie* and *wo*.

## Typical Answers

### Situation 1

#### Excellent Response

(10/10)

- *Ich bekomme zwanzig Mark pro Woche. Mein Vater geben mir das Geld am freitagabend, aber das ist mir nicht genug denn ich muß viele Sachen kaufen.*
- *Ich helfe meiner Eltern bei der Hausarbeit. Jeden Abend trockene ich ab und wasche ich ab. Am Wochenende mähe ich den Rasen und manchmal wache ich der Auto.*
- *Ich kaufe viele Kleider, Zeitschriften und CDs. Mein Lieblingsgruppe ist Oasis und ich kaufe viele CDs von dieser Gruppe. Manchmal ich spare mein Geld.*
- *Ich arbeite in ein italenisches Restaurant. Ich arbeite zweimal in der Woche — montags von vier bis neun Uhr und samstags den ganzen Tag. Ich bekomme acht Mark pro Stunde.*

**Comment:** The student spoke confidently and fluently without much hesitation. The pronunciation was excellent and although there were a few minor errors in grammar and word order these did not detract from the communication. The student extended well, giving lots of relevant detail.

### Above Average (8/10)

- *Ich bekomme von meiner Mutter fünf zu zehn Mark pro Woche und mein Oma magst mich zwei Mark für Schokolade geben.*
- *Jeden Woche raume ich mein Zimmer ab und manchmal ich wische die ganze Haus Staub. Taglich ich decke den Tisch.*
- *Ich will nach die Prüfung reisen. Ich spare meistens mein Geld. Ich kaufe oft Abenteuer Roman und Schallplatten.*
- *Ich arbeite in ein Lebensmittelgeschäft in der Nähe von mein Haus.*

**Comment:** The student was able to respond using more sophisticated language and extended well. A hesitant delivery impeded communication slightly.

### Average Response

(5/10)

- *Ich bekomme zwei Mark.*
- *Ich putzen mein Zimmer und ich decken den Tisch.*
- *Ich kaufen Comics und Kleidun.*
- *Ich arbeiten bei McDonalds fur drei Stunden.*

**Comment:** The student does not extend beyond the basic response. There is some hesitancy and some incorrect pronunciation, word order and verb endings. However, the main concepts were communicated.

### Below Average Response

(2–3/10)

- *Fünf Dollar.*
- *Ich gehe meine Mutter zu kaufen.*
- *Ich kaufe eine Schokolade.*
- *Ich macht nothing.*

**Comment:** The student's answers are brief and/or incomprehensible. There is no attempt at extension and the student is unable to answer the last question correctly without the use of English.

### Situationsgebundene Aufgaben

Generally, as the questions came from a wide variety of topic areas they were well handled by the students. Students need to be reminded that communication is the most important criterion and this is best conveyed when students answer with more than a short, clipped response. A variety of vocabulary is necessary for full marks in this section of the examination. Some students failed to understand that they were to give directions in question 6 rather than seek them and the past tense in question 8 was a problem for weaker students. It is pleasing to note that students were able to respond confidently to double questions, as in 2 and 3.

These short answers were marked out of 2 marks each, to a total of 10, which was reduced to 5 marks.

Criteria for the awarding of marks in certain categories are as follows:

### SITUATIONSGEBUNDENE AUFGABEN

<b>2 MARKS</b>	<p><b>Very Good/Excellent</b> The student answers the question using two or more phrases. Attempts more complex vocabulary and expressions.</p>
<b>1 MARK</b>	<p><b>Average</b> Responds to question on a basic level.</p>
<b>0 MARKS</b>	<p><b>Poor/Irrelevant/No Communication/Non-Attempt</b> The student does not attempt the question. The answer given is totally irrelevant. Misunderstands the question and answers inappropriately/incorrectly.</p>

#### Typical Answers

##### Question 7

##### Excellent Response

*Guten Tag. Ich möchte ein Zimmer für ein Nacht. Ich möchte ein Doppelzimmer mit Bad und ein Blick auf dem See. Was kostet die Zimmer?*

**Comment:** The student's response was relevant and concise. Although there were minor errors the student was able to display a wide variety of vocabulary and the response showed good extension.

##### Average Response

*Ich möchte ein Zimmer mit Bad.*

**Comment:** Whilst the student was able to get the message that he/she wanted a room with a bath, there was no explanation of the type of room. He/she did not respond beyond the minimum.

##### Poor Response

*Hast du ein Hotel?*

**Comment:** The student was unable to show an understanding of the question.

## Written Paper

### Section I: Reading Skills

(40 marks)

#### PART A: KOMMUNIKATIVE AUFGABEN

This section was generally well done, with most students adapting to the slightly different format. A few students, however, appeared to be answering without reference to the given passage. For example, in (a) they selected (D) as the most appropriate response to a teacher.

Students should ensure that they read the given situations carefully in order to select the relevant answers.

#### PART B

Many students handled this section competently, although there was clearly a wide range of abilities.

Students who scored well gave all relevant information, using clear English expression. Students should avoid giving general answers and refer carefully to what is expressed in the text. They should ensure that they include **all** relevant information, including adjectives, adverbs, comparatives and superlatives. Students should re-read their answers to ensure they make sense. A sentence translated directly from German often leads to a confusing answer.

Students should not expect the markers to choose the correct alternative. Credit is not given if a student gives a list of alternative answers, eg Question 6(e) *Her father is a chemist/doctor*.

Students must take care **not** to use German words in their answers, eg Question 6(i) *hektisch* is not acceptable in the answer. It must be expressed in English.

#### Question 3: A Tennis Star Reborn

Most students understood the basic idea of this passage, but many neglected to give sufficient details.

The following items of vocabulary were often misunderstood:

<i>Orte</i>	places
<i>zweite Frau</i>	second wife
<i>Schlagzeug</i>	drums
<i>Unfalltod</i>	accidental death
<i>etwas Wichtiges</i>	something important
<i>Möglichkeit</i>	possibility.

## Typical Answers

### Question 3(e): Which roles does Patty Smyth play in McEnroe's life?

#### Excellent Response

- (i) *She is his second wife.*
- (ii) *She is a drummer in his band.*

**Comment:** This was an accurate answer, containing all relevant information.

#### Average Response

- (i) *She is his wife.*
- (ii) *She plays in his band.*

**Comment:** This answer omitted details from both sections and was thus unable to score full points.

#### Poor Response

- (i) *She is working in the band with him.*
- (ii) *She is a musician.*

**Comment:** Once again, details were omitted and the fact that she is a musician does not answer the question.

### Question 3 (f): How does McEnroe compare his skill as a tennis player and a musician?

#### Excellent Response

*He knew that he was better at tennis, but he could never again play as well as he used to. He knows that he can get better at music, even though he isn't the best singer in the world.*

**Comment:** This answer clearly demonstrates the student's understanding of the comparison and was expressed with all relevant details.

#### Average Response

*He says that he is not the best singer in the world and that he was a much better tennis player.*

**Comment:** This student has only understood one half of the comparison.

#### Poor Response

*He says that he was a better tennis player than a musician because he had been doing it for longer.*

**Comment:** This student has relied on a general answer and has omitted details.

#### Question 4: Not without my Telephone

A few relatively common vocabulary items caused difficulties in this question:

<i>Lokal</i>	bar, pub
<i>Telefonzelle</i>	telephone booth/box
<i>Mantel</i>	coat, <b>not</b> jacket
<i>Rückenschmerzen</i>	back pain/ache
<i>mehrere</i>	several
<i>Anrufbeantworter</i>	telephone answering machine.

#### Typical Answers

##### Question 4(d): What are some of her phone calls about?

##### Excellent Response

- (i) *What to get her Mum for her birthday.*
- (ii) *Whether to go to the movies or a bar with her friend today.*
- (iii) *About her back ache.*

**Comment:** This is a clearly expressed answer, containing all relevant details.

##### Average Response

- (i) *About what her sister gave her Mother for her birthday.*
- (ii) *Whether to go to the movies or the local area.*
- (iii) *About her back pains.*

**Comment:** The student misunderstood the tense in (i) and did not understand *Lokal*.

##### Poor Response

- (i) *What to get her mother for her birthday.*
- (ii) *Where she and her friend should go tonight.*
- (iii) *About being sick.*

**Comment:** Although this answer shows a basic understanding, it is too general and lacking in detail.

#### Question 4(h): What is her nightly routine?

##### Excellent Response

*When she arrives home she goes straight to the phone, even before taking off her coat and putting down her bag. Naturally she makes several twenty minute phone calls.*

**Comment:** This answer shows a clear understanding of the text and is well expressed.

##### Average Response

*She goes straight to the phone, before taking off her coat and bag and talks for more than twenty minutes.*

**Comment:** This student did not understand *mehrere*, causing a mistranslation of the idea.

##### Poor Response

*She comes home, goes to the answering machine and listens to it for twenty minutes.*

**Comment:** This response bears little resemblance to the original text, and therefore does not constitute a correct answer.

#### Question 5: Christmas with a Difference

Although there were some excellent responses to this question, many students drew on their own background knowledge and often provided answers of a general nature.

Some vocabulary items which caused difficulties were:

<i>Weihnachtsmann</i>	Father Christmas, Santa
<i>erreichen</i>	to reach
<i>Briefe</i>	plural was not recognised
<i>weder ... noch</i>	neither ... nor
<i>Schulsachen</i>	confused with <i>Schultaschen</i>
<i>Turnschuhe</i>	joggers, sneakers, etc, <b>not</b> just shoes
<i>ausdrucken</i>	to print.

##### Typical Answers

#### Question 5 (c): Why was he disappointed?

##### Excellent Response

(i) *He received neither an answer nor the presents he wanted.*

(ii) *He only received socks, underwear and school things.*

**Comment:** This response shows a thorough understanding, with all relevant details.

### Average Response

- (i) *His presents didn't come.*
- (ii) *He received socks, underwear and a school bag.*

**Comment:** Part (a) is acceptable, but could have been better expressed. *Schulsachen* was misunderstood.

### Poor Response

- (i) *He could not find his presents.*
- (ii) *His letters were full.*

**Comment:** This student has not understood the text.

### Question 5 (e): How do parents and friends use this system?

#### Excellent Response

*Parents and friends simply need to print the list. After each sale the desired gift is automatically erased from the computer list.*

**Comment:** A complete and detailed answer.

#### Average Response

*They are sent this list from the computer and buy what the child wants.*

**Comment:** This student did not understand *ausdrucken* and omitted details about the erasure.

#### Poor Response

*They need a list of what they want and the computer will tell them where to get it.*

**Comment:** This student has not understood the text.

### Question 6: Where Do I Belong?

This question tended to be either very well done or poorly understood.

Some items of vocabulary which caused difficulties were:

<i>anders</i>	different
<i>Muttersprache</i>	often expressed as <i>mother's language</i>
<i>sie verdienen gut</i>	often expressed as <i>she earns good money</i>
<i>sich verstehen</i>	often expressed as <i>understand</i> .



## Typical Answers

### Question 6 (c): How does she get on with her mother?

#### Excellent Response

*She gets on great with her mother. They have similar interests and can mostly discuss everything.*

**Comments:** A complete and detailed answer.

#### Average Response

*They understand each other and have the same interests.*

**Comment:** This student has not understood *verstehen uns toll*.

#### Poor Response

*Her mother has not understood her daughter and they fight a lot.*

**Comment:** This student has not understood the vocabulary and has provided a general answer without reference to the text.

### Question 6(h): How has the attitude of her parents changed since their arrival in Germany?

#### Excellent Response

*When they were students her parents wanted to stay in Germany and have nothing more to do with Indonesia because they were interested in German culture. But now they suddenly want to go back to Indonesia.*

**Comment:** This answer clearly shows the change in attitude and provides full details.

#### Average Response

*When they arrived they were interested in German culture but now they suddenly want to go back to Indonesia.*

**Comment:** This answer shows the change in attitude, but lacks some of the required detail.

#### Poor Response

*They have become adapted to the German way of life and don't want to return to Indonesia.*

**Comment:** This student has misunderstood the text and has failed to show a change of attitude.

## **Section II: Writing Skills**

**(10 marks)**

The overall standard of the students' responses to the Writing Section of the paper was very good. Many students were able to write a well-developed response to the cue lines, showing an impressive range of vocabulary, language structures and a good grasp of grammar fundamentals.

Fluency of expression and good use of idiom at this level was most pleasing to see. Better students in Question 7 were able to maintain relevance to the suggested situation of the cue line and develop an interesting and well-constructed dialogue. Question 8 allowed students to show their talents and a large number of students wrote well-constructed letters, following the prescribed topics and maintaining relevance throughout.

The criteria used for the awarding of marks appear in the 2 Unit Z Writing Skills Descriptors which follow. While a student may display typical characteristics from a certain category, there may be other overriding factors which will influence the awarding of a mark from a higher or lower category.

## 1997 HSC 2 UNIT Z GERMAN WRITING SKILLS DESCRIPTORS

<b>10 MARKS</b>	<p><b>Excellent</b></p> <ul style="list-style-type: none"> <li>— impressive level of communication for a 2 Unit Z student</li> <li>— fluent and a cohesive structure</li> <li>— relevant to the topic</li> <li>— high degree of accuracy with only minor errors</li> <li>— wide range of vocabulary and language structures</li> <li>— the best that can be expected from a 2 Unit Z student</li> </ul>
<b>8–9 MARKS</b>	<p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>— very good level of communication</li> <li>— good structure of ideas</li> <li>— solid understanding of grammatical form</li> <li>— generally accurate but occasional, sometimes even significant mistakes</li> <li>— some variety of vocabulary and language structures</li> <li>— relevant to the topic</li> </ul>
<b>6–7 MARKS</b>	<p><b>Above Average</b></p> <ul style="list-style-type: none"> <li>— above average level of communication</li> <li>— logical flow of ideas</li> <li>— limited variety of structures and vocabulary</li> <li>— lack of consistency in application of grammar and syntax rules</li> <li>— a number of common errors in grammar and syntax</li> <li>— relevant for the most part</li> </ul>
<b>5 MARKS</b>	<p><b>Average</b></p> <ul style="list-style-type: none"> <li>— overall message is evident</li> <li>— some sequencing of ideas</li> <li>— may have frequent errors in grammar and syntax</li> <li>— simple sentence structure and vocabulary</li> <li>— may be irrelevant in parts</li> </ul>
<b>3–4 MARKS</b>	<p><b>Below Average</b></p> <ul style="list-style-type: none"> <li>— limited communication established</li> <li>— repetitive and reliant on English patterns of speech</li> <li>— only limited relevance to the topic</li> <li>— limited understanding of grammar and syntax rules</li> <li>— high number of inaccuracies</li> </ul>
<b>1–2 MARKS</b>	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>— little communication and no structure of ideas</li> <li>— minimal knowledge of grammar and syntax</li> <li>— elementary words linked inaccurately</li> <li>— over-reliance on English patterns of speech</li> </ul>
<b>0 MARKS</b>	<p><b>Non-Attempt</b></p> <ul style="list-style-type: none"> <li>— non-attempt or no communication established at all</li> </ul>

## Typical Answers

### Excellent Response

(10/10)

**Question 8: Schreiben Sie einem Freund/einer Freundin, was Sie nach dem Abitur machen.**

Sydney, den 17.11.97

Liebe Inge!

Vielen Dank für Deinen Brief. Du hast wahrlich einen wunderbaren Urlaub gehabt. Nach dem Abitur fahre ich mit meinen Freunden nach Salzburg in ...sterreich. Wir werden dort drei Wochen verbringen. Wir übernachten in einem hübschen Gasthaus in der Stadtmitte.

Jeden Tag habe ich alte Kirchen und Museen zu besuchen. Und ich muß bestimmt auch das Haus sehen, wo Mozart gewohnt hat. Ich habe in einen Buch gelesen, das jeden Sonntags einige junge Leute 'Eine Kleine Nachtmusik' spielen im Garten.

Wir möchten auch viele Ausflüge ins Gebirge unternehmen. Ja, ich liebe die Natur sehr. Meistens spazieren wir den ganzen Tag, und jeden drei Stunden ruhen wir und essen etwas. Meine Freunde und ich lieben das Abenteuer.

Liebst du die Natur auch? Ich schreibe bald einen Postkarte aus Salzburg.

Alles Gute ... Deine Freundin,  
Michaela.

**Comment:** This response is fluent and cohesive and shows an impressive range of vocabulary and language structures. Accuracy and authenticity are features of this student's work.

### Very Good Response

(8–9/10)

**Question 7(e): Mutti, ich habe Bauchschmerzen.**

A: Mutti, ich habe Bauchschmerzen.

B: Oh, Christina, warum?

A: Ich meine ich habe zuviel zum frühstück gegessen. Ich bin so krank.

B: Nehme diese Aspirin. Ich werde ein Termin machen für dich.

A: Aber Mutti! Heute haben wir einen Ausflug.

B: Du muß unbedingt im bett bleiben! Möchtest du ein glas kalt Wasser?

A: Ja, bitte. Danke schön, Mutti, du hast rechts. Ich muß im bett bleiben, weil ich krank bin.

**Comment:** This response shows a high degree of accuracy and good use of idiomatic expression. Variety in tense and sentence structure is evident and the range of vocabulary is good. The student has established a very good level of communication, relevant to the suggested situation.

**Above Average Response (6–7/10)**

**Question 7(e): *Mutti ich habe Bauchschmerzen.***

*Ute: Mutti, ich habe Bauchschmerzen.*

*Mutti: Zeit wann Ute?*

*Ute: Zeit gestern Nachmittag.*

*Mutti: Veillicht ißt du etwas schlecht?*

*Ute: Nein. Ich esse nur Gemüse am Mittagessen.*

*Mutti: Mache ich für heute abend einen Termin?*

*Ute: Nein, ich möchte nicht der Ärzt.*

*Mutti: Ich müßte heute in der stadt fahren. Kaufe ich für dich etwas in der Apotheke?*

*Ute: Ja, bitte. Etwas gegen Bauchschmerzen.*

*Mutti: Alles klar. Jetzt muß du im Bett leigen, du hast auch Fieber. Trinke du dieses Limonade und schlafst. Hast du Kopfschmerzen?*

*Ute: Ja.*

*Mutti: Veillicht hast du Erkältung.*

**Comment:** This response is relevant to the cue line, however, the range of vocabulary and grammatical structures is limited and there are some errors. The text establishes clear communication.

**Average Response**

**(5/10)**

**Question 7(a): *Mein Auto ist kaputt.***

*A: Hallo Boris, wie geht's?*

*B: Prima, Sven, danke, wer is dein Auto? Normalerweise du fährt im Auto.*

*A: Ja mein Auto ist kaputt.*

*B: Wirklich, das ist schrecklich.*

*A: Ja, ich hatte ein Unfall, zwischen die Bank und die Rathaus.*

*B: Kann ich helfen?*

*A: Nein, danke, Boris. Ich müß mein Auto reparieren am Samstag Morgens.*

*B: Kannst du reparieren das Auto dein selbst?*

*A: Ja, die Problem ist relativ klein.*

*B: Prima, du bist viel Spaß haben.*

*A: Ja, übrigens, ich muss mein Photos abholen. Tschüss.*

*B: Tschüss.*

**Comment:** This response is relevant to the situation suggested in the cue line and the overall message is clear. Simple sentence structures and vocabulary are used and common errors are evident.

**Below Average Response (3–4/10)**

**Question 7 (a): *Mein Auto ist kaputt.***

A: *Gute Morgen!*

B: *Gute Morgen!*

A: *Was ist los?*

B: *Mein Auto ist kaputt.*

A: *Deine Auto ist kaputt.*

B: *Ja, das Bateria ist leer.*

A: *O mein Got, das ist verboten.*

B: *Ich bin telephonierte eine Automekanik, der komme in halb von zwölf.*

A: *Ich könne helfen sie?*

B: *Nein, ich trinken ein Kaffe auf eine restaurant.*

A: *Danke vor helfen.*

B: *Bitte.*

A: *Aufviedersen.*

**Comment:** Although this response showed an understanding of the cue line, there is a minimal level of communication established and a reliance on English speech patterns. Spelling is poor and there are many elementary mistakes.