



BOARD OF STUDIES
NEW SOUTH WALES

1998 HSC

EXAMINATION REPORT

German

Including:

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

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1998 HIGHER SCHOOL CERTIFICATE

GERMAN ENHANCED EXAMINATION REPORT

2 Unit Z

Listening and Speaking Examinations

Listening Skills (30 marks)

General Comments

The markers were very pleased with the overall standard of students' responses in this examination, with a significant number of students performing at a high level.

Students should be reminded of the importance of reading each item carefully before attempting an answer. It would be beneficial if students were to underline the key elements in the question in order to help them focus on the information required for a correct response.

Students must take particular care when transferring information from the 'Candidate's Notes' column. If short of time, however, this can be done by circling the information and arrowing it to the relevant area of the examination paper.

Students should use the amount of space provided to complete an answer as a guide to the detail required. Conversely, superfluous information not required in an answer should be avoided.

Many students demonstrated only a basic knowledge of German numbers. Students are expected to detail numerals in a variety of situations such as time, prices, telephone numbers and ages.

Students must use DM where applicable. The use of the dollar sign (\$) is penalised, since the two are not equivalent. Conventional note form or abbreviations are acceptable providing the meaning is clear.

Students should be aware of the time constraints in the examination and are advised not to waste valuable time by rewriting the question. Full sentence answers are not required. Students should take advantage of the time allowed at the end of the examination to read their answers and make sure that all responses make sense.

Comments on specific items:

Item 1

- (c) Many students misunderstood *DM 75* and thought that the skirt had been reduced by 75 Marks.

Item 3

- (b) *Write in German: She has only been learning Italian for 6 months. Her Italian is not very good.*
Many students confused writing in German with Italian and learning Italian with German.

Item 5

- (a) *People who like shopping and who do not have time to shop.*
It was important for students to convey both ideas to gain full marks.

Item 9

- (b) While many students conveyed the idea of 'two buttons', they did not specify that the buttons were missing.

Item 10

Student responses to this question were of a high standard, however, there was some confusion with *Dienstag*.

Item 20

- (b) *They can stay for free in their parents' room.*
It was necessary to include both details for a complete response.

Items of vocabulary or expressions that caused difficulty were:

Sportsendungen

Briefmarken sammeln — confused with *Briefe schreiben*

Hausaufgaben — homework **not** housework

gegenüber

zwischen

Rathaus

füttern

Schlange

Fröhlichkeit

Spülmaschine — dishwasher **not** washing machine

fehlen

sich entspannen

Strand

Berge — many students thought this was a town

Dörfer

Fluß

wandern

gesessen — often confused with *gegessen*

Meerschweinchen.

Typical Answers

Item 6

Excellent response

- (a) *She has too much homework and then she has to clean up her room.*
- (b) (i) *Opposite the town hall in the city centre.*
(ii) *Between the bank and supermarket.*

Comment: All necessary details were included.

Average response

- (a) *A lot of homework.*
- (b) (i) *Near the town hall.*
(ii) *Between the bank and the supermarket.*

Comment: In part (a), a complete answer was not provided and in part (b)(i), the preposition was incorrect.

Poor response

- (a) *Has to do housework/clean room.*
- (b) (i) *In front of Parliament House.*
(ii) *Near the bank and the supermarket.*

Comment: Only minimal marks could be awarded to the student because vocabulary was misunderstood in both part (a) and part (b).

Item 14

Excellent response

- (a) *DM 25 and DM 50*
- (b) (i) *Telephone over 65 countries from almost every phone without money.*
- (ii) *It is much cheaper than ringing from a hotel and you can let your parents know where you are.*

Comment: All information was provided, although only two details were required in part (b).

Average response

- (a) *DM 25, DM 50*
- (b) (i) *Call over 65 countries.*
- (ii) *Always let your parents know where you are.*

Comment: The information is not completely correct. In part (b)(i), the student did not understand the concept of calling in/from over 65 countries.

Poor response

- (a) *\$25, \$15*
- (b) (i) *You can call without any money.*
- (ii) *It is cheaper to call from a hotel.*

Comment: The student demonstrated some understanding of vocabulary, although global understanding was not achieved.

Item 17

Excellent response

- (a) *He was a student at the university there 30 years ago.*
- (b) *He often went for a hike with his group along the river and afterwards they sat for hours in a café.*

Comment: The student's response was completely correct although '30 years ago' was not required as part of the answer to the question.

Average response

- (a) *He was a student there at university.*
- (b) *He hiked with his friends at the river and ate in a café.*

Comment: The student did not indicate completely the idea of 'sitting for hours' in a café. However, marks were gained for demonstrating global understanding of the item.

Poor response

- (a) *A student.*
- (b) *Went to river and a café.*

Comment: No clear understanding of any detail was demonstrated, although some isolated items of vocabulary were understood.

Item 18

Excellent response

- (a) *We went to the mountains.*
- (b) *It was warm and sunny every day.*
- (c) *They went bike riding every evening and rode through the small villages.*

Comment: All details were included in the student's response. This item proved to be a good discriminator.

Average response

- (a) *Mountains.*
- (b) *Warm and sunny every day.*
- (c) *Went sailing every day and rode bikes.*

Comment: The student did not gain full marks because he/she did not extend the answer sufficiently in part (c) to include 'riding through small villages'.

Poor response

- (a) *Berger.*
- (b) *Hot and sunny.*
- (c) *Went horse-riding behind the hotel.*

Comment: The student did not demonstrate a clear understanding of the details in this item.

Item 21

Excellent response

- (a) *He is helping his brother move to Berlin.*
- (b) (i) *Sharing an apartment with two friends.*
(ii) *Has a part-time job in a department store.*

Comment: All information was supplied, demonstrating a sound knowledge of all the vocabulary contained in the item.

Average response

- (a) *Helping his brother move.*
- (b) (i) *Going to buy an apartment with friends.*
- (ii) *Has a part-time job in a shop.*

Comment: In part (b)(i) no marks could be awarded because the idea was ‘sharing an apartment’. The student gained marks for part (b)(ii) by demonstrating an understanding that the work was ‘part-time’.

Poor response

- (a) *Visiting his brother.*
- (b) (i) *Friends are paying for him.*
- (ii) *Has a job.*

Comment: The student demonstrated little understanding of this item. Only a rudimentary knowledge of basic vocabulary was evident.

Speaking Skills (20 marks)

General Comments

It was pleasing to note the high standard of students’ responses this year. Most students were well prepared and able to demonstrate a good command of German vocabulary and syntax.

Teachers should note:

While students are encouraged to give extended answers, they should avoid excessively long responses, particularly where these involve long pauses or repetitions that detract from the overall impression. In Situation 3, the question ‘*Wo wohnen Sie hier in Deutschland?*’ did not require a detailed description of rooms, furniture, etc. An excellent response was: ‘*Ich wohne in einem kleinen Dorf auf dem Lande, nicht weit von München. Ich wohne bei meiner Tante in einem schönen Einfamilienhaus. Der Ort gefällt mir.*’

Completed tapes must be spot-checked carefully to ensure that the student’s voice is clear and audible. The student, rather than the teacher, should sit close to the microphone, as a poor recording may make it difficult for the markers to hear the student’s responses.

Remember that pauses of up to 15 seconds are allowed between each situation. Within each situation, students should be given the opportunity to develop their answers, although long pauses should be avoided.

Students should:

- Plan answers carefully.
- Speak clearly and confidently.
- Avoid long pauses and use of English words.
- Expand answers, but stay on the topic. Remember, it is not necessary to tell the truth!

Gelenkte Gespräche

Many students handled these situations well and demonstrated a wide range of vocabulary and structures.

The 2 Unit Z speaking skills descriptors which follow on the next page are an indication of the criteria used for categorising students' responses. It must be remembered, however, that while students may exhibit typical characteristics from a particular category, there may be other overriding factors that influence the awarding of a mark from a higher or a lower category.

1998 HSC 2 UNIT Z GERMAN SPEAKING SKILLS DESCRIPTORS

Gelenkte Gespräche

Marks	Criteria
10	Outstanding <ul style="list-style-type: none"> – the best that can be expected from a 2 Unit Z student – excellent communication – relevant to the topic – may be minor errors which do not detract from the overall communication – uses complex constructions without much hesitation – uses a wide variety of vocabulary – extends very well
8–9	Very Good/Excellent <ul style="list-style-type: none"> – very good communication – good variety of vocabulary – uses a variety of structures – good pronunciation – extends beyond cues
6–7	Above Average <ul style="list-style-type: none"> – responds to all cues – clear communication despite some errors – sound answers with some extension – delivery may be hesitant in parts – uses common vocabulary
5	Average <ul style="list-style-type: none"> – responds to all cues – able to communicate the message – may be hesitant in pronunciation and delivery – uses basic vocabulary – limited or repetitive use of structures – may make a lot of errors – very little or no extension beyond the cues
4	Below Average <ul style="list-style-type: none"> – very basic attempt to answer the situation – able to respond to the majority of cues – uses anglicisms – many grammatical errors – frequent hesitation – misunderstands some questions
2–3	Unsatisfactory <ul style="list-style-type: none"> – cannot respond to many of the cues – an attempt at communication which is hesitant and repetitive – uses many anglicisms – knows only one or two phrases – poor expression and pronunciation – misunderstands the questions
1	Poor <ul style="list-style-type: none"> – barely comprehensible
0	Incomprehensible/Not Attempted <ul style="list-style-type: none"> – no communication established/does not attempt to answer the question

Difficulties encountered by students included:

Question 1: Am Wochenende

(c) *aufstehen* was often interpreted as *ausgehen* or *bleiben*.

Many students missed opportunities to make comparisons, such as *normalerweise/manchmal* and *gern/am liebsten*.

Question 2: Ferienarbeit

Lack of planning led to repetition of answers or to student's having nothing to add in response to the second question: *Warum arbeiten Sie in den Ferien?/Was machen Sie mit dem Geld?*

Question 3: Auf der StraBe

Warum and *wo* were often misunderstood.

Past tense was lacking in poorer responses.

Typical Answers

Situation 1

Outstanding response

- *Normalerweise stehe ich um sechs Uhr auf, aber am Wochenende ist es ganz anders. Samstagsstehe ich um acht Uhr auf, weil ich Basketball spiele. Sonntags stehe ich um zehn oder elf Uhr auf.*
- *Manchmal bleibe ich mit meiner Familie zu Hause, aber oft gehen wir ins Kino oder ins Café, wo wir plaudern.*
- *Ja, wann ich die Zeit haben. Fast jeden Morgen mache ich mein Bett und oft wasche ich ab.*
- *Am Wochenende helfe ich Vati in die Garten und mähe ich den Rasen. Oder manchmal, wenn Mutti müde ist, mußb ich auf meine Schwestern aufpassen.*
- *Zu Hause gibt es nicht viel zu tun. Aber abends ich lese gern ein Buch oder ich sehe mit meiner Familie fern. Oder manchmal werden wir Karten zusammen spielen. Aber am liebsten höre ich Musik.*

Comment: The student spoke confidently and fluently without much hesitation. Pronunciation was excellent. There were a few minor errors in grammar and word order, but these did not detract from the communication. The student extended well, giving an appropriate amount of **relevant** details.

Above Average response

- *Ich stehe auf um acht Uhr am Wochenende.*
- *Am Samstagabend gehe ich normalerweise mit meine Freundinnen aus. Ich gehe gern ins Kino oder ins Disko.*

- *Ja, ich helfe meine Eltern viel. Samstagnachmittag räume ich mein Zimmer auf. Sonntagabend mache ich unsere Abendessen. Ich bügele auch.*
- *Ich sehe am liebsten fern. Ich kann in meinen Zimmer fernsehen. Ich sehe am liebsten Filme.*

Comment: The student was able to respond using a good range of vocabulary. Delivery was fluent and pronunciation good, despite some minor errors.

Average response

- *Am Wochenende ich stehe um zehn Uhr auf.*
- *Am Samstagabend ich spiele die Computer.*
- *Ja, ich koche gern, spülen ab und Wäsche waschen.*
- *Ich hören Musik oder fernsehen.*

Comment: The student did not extend beyond the basic response. There was some hesitancy and some incorrect pronunciation, word order and verb endings. However, the main ideas were communicated.

Below Average response

- *Ich stehe mit meine Freund am Woherende.*
- *Am Samstagabend ich mache meine Hausaufgaben.*
- *Ja, ich mache die Kochen.*
- *Ich mache meine Zimmer.*

Comment: The student's answers were brief and there was no attempt at extension. The delivery was hesitant and basic vocabulary and repetitive structures were used. The student misunderstood *aufstehen*.

Situationsgebundene Aufgaben

Many students gave fluent, well-prepared answers. Students who simply rephrased the question in their answer did not score full marks. Some students did not understand the intent of the situation and/or only addressed part of the question.

The criteria which appear in the following chart were applied to this section.

1998 HSC 2 UNIT Z GERMAN

Situationsgebundene Aufgaben

Marks	Criteria
2	<ul style="list-style-type: none"> – clear understanding of the requirements of the situation – good extension beyond basic communication – includes greetings, names, setting the scene – able to use past tense where necessary
1	<ul style="list-style-type: none"> – no repetition of vocabulary from the question – a basic response showing understanding of the question – little or no extension – little sentence structure – no past tense where necessary – repetitive – uses words from the question
0	<ul style="list-style-type: none"> – does not attempt situation – misunderstands the question

Difficulties encountered by students:

- Confusion between *Reisebüro* and *Verkehrsamt*.
- Some students simply stated what was wrong with them.
- An explanation of why they wanted to borrow the car was needed.
- Good responses included a request for petrol and another service (water, air, tyres etc).
- Difficulties were encountered with the past tense.

Typical Answers

Situation 1

Excellent response

Guten Morgen. Wir planen eine Reise nach Europa in Dezember. Wir möchten sechs Wochen bleiben. Zuerst möchten wir nach Deutschland fliegen. Was kostet einen Flug nach Berlin?

Comment: The student's response was relevant and concise and showed a variety of vocabulary and good extension.

Average response

Was kostet es nach Deutschland zu fahren?

Comment: The student communicated the message at a basic level, but provided no extension.

Below average

Ich möchte eine Stadtplan von Berlin.

Comment: The student confused the function of the *Reisebüro* and the *Verkehrsamt*.

Written Examination

Section I — Reading Skills (40 marks)

Part A: Kommunikative Aufgaben (10 marks)

General Comments

The majority of students coped well with this section of the examination. Students are advised to focus on the specific information provided in the texts when selecting the appropriate answer and to keep in mind that the questions follow the text in order. This is important, as it can have implications for the correct answer. For example, in question 2(b) it was important to know that despite the plane's delay, the uncle had actually arrived in Paris. For this reason (C) was the correct answer.

In question 1(b), the best response was (B) although (C) was also accepted as correct, as the difference between *darf ich* and *kannst du mir* when speaking to one's mother is minimal. Students should remember that markers are always ready to award points for a logical response.

There was a good correlation between the marks achieved in Part A and Part B, indicating that it was not possible to gain a good score in Part A by simply guessing.

Part B: (30 marks)

General Comments

This section was also well handled by many students, who showed a good knowledge of a wide range of vocabulary.

Some students did not allocate their time wisely and, as a result, were unable to complete the final one or two comprehensions. Students should never fall into the trap of spending too much time on the first half of this section. It is much better to guess an answer and move on, and then return to anything uncertain at the end of the exam. A point misunderstood may only be worth a minimum number of marks and it is false economy to spend too much time on an individual question.

Students should always remember to focus on the text for their answers and not rely on general knowledge, which is invariably inadequate or imprecise.

Time taken to read the question thoroughly is time well spent. For example, in question 3(e), candidates were asked to give details of Beate's job and where she lived. A number of candidates did not directly answer the question, stating instead that Beate's sister had moved out of home, which Beate found hard to understand. While the information had been correctly located in the passage, this answer did not address the question. The correct answer was that Beate lived at home with her parents.

Students should always give as much relevant detail as possible. The inclusion of correct detail is often used to differentiate between students. On the other hand, it is unnecessary and a waste of time to translate large slabs of the passage. A succinct answer which directly addresses the question is all that is needed to achieve full marks.

Question 3: A Hobby for Everyone

Although this text was relatively short, it required close reading to ensure accurate answers.

Concentration is necessary if marks are not to be lost through carelessness.

For example, in part (a) students were required to say that the girls ‘thought of’ football at least twice a week, **not** that they ‘played’ football twice a week. Part (b) required students to say the girls joined a **women’s** football club. In part (c), a number of students answered that the girls played soccer twice a week instead of saying that they trained. Although *trainieren* is a simple word, marks were thrown away because this was not included in the answer. To answer part (f), students had to say the girls went to the disco **to dance**.

The following items of vocabulary proved difficult for some students:

vorschlagen

anderthalb

Lehre (although it was adequate to say she was learning to become a baker)

mindestens.

Typical Answers

Question 3 (d)

(i) **What do their parents think of their choice of sport?**

(ii) **What concerns their father?**

Excellent response

(i) *They have nothing against it. They respect the wishes of their daughters.*

(ii) *He worries that his daughters will be hurt. He would like them both to concentrate on getting ahead in their careers.*

Comment: This was a complete answer as it provided all the required information.

Good response

(i) *Parents haven’t seen them play soccer yet, but they respect their daughter’s wishes.*

(ii) *Their father wants them to concentrate on their jobs – to develop. He is stressed that they might get hurt.*

Comment: This candidate correctly identified three elements of this answer, but did not understand *nichts gegen*.

Average response

- (i) *Their parents respect their choice. The mother is a sports manager.*
- (ii) *He would like them to concentrate more on their jobs.*

Comment: This student was awarded marks for global understanding. Information about the mother's job was included by many candidates, but was irrelevant (and in this case incorrect).

Poor response

- (i) *Their mother is the manager of the team.*
- (ii) *Their father is concerned that they will get hurt badly.*

Comment: Only one element of this answer was correct.

Question 3 (e) Give details about their jobs and where they live.

Excellent response

- (i) *(Cornelia) works for the post office. She earns 3000 DM per month. She lives in a small flat near her parents.*
- (ii) *(Beate) has an apprenticeship at a bakers. Lives at home because it is nice and also is cheap.*

Comment: This student provided clear and accurate details. (The reason Beate lived at home was not a necessary part of the answer).

Good response

- (i) *(Cornelia) lives in a small apartment near her parents. She works in the post office and earns 3000 DM per month.*
- (ii) *(Beate) lives at home. She works in a bakery as a teacher.*

Comment: This student gave an almost perfect answer but did not recognise Lehre.

Average response

- (i) *(Cornelia) lives in a small apartment (sic). She earns 3000 DM a month.*
- (ii) *(Beate) stays at home. She would like to become a teacher when she is older.*

Comment: This student did not mention where Cornelia worked and did not understand *Lehre* or *Bäckerei*.

Poor response

- (i) *Work at a post office. Earns under 3000 DM. Lives in a small place, cheap.*
- (ii) *Lives in a cheap, small, beautiful house close to parents. Must pay rent. Work as checkout chick. Has no job.*

Comment: Only one element of the response (the post office) was correct. By incorrectly translating *nur*, the student could not be given a mark for describing Cornelia's salary in the answer to part (i).

Question 4: Mobile Telephones — A Must for Teenagers

This passage was more challenging than the first comprehension and a number of students had difficulty providing complete answers. Some were influenced by their own knowledge of schools and mobile phones and drew too heavily on personal experience rather than finding the appropriate information from the text.

Vocabulary that students found difficult included:

zehnte

so wichtig wie

Blitztelefonate

Spielsachen.

Typical Answers

Question 4 (d) (iii) Why did he feel the way he did about having a mobile phone? Give TWO details.

Excellent response

1. *With the phone he is always able to speak to his friends.*
2. *Almost all his friends have a mobile phone. For him it is as important as Nikes and jeans.*

Comment: The THREE required elements of this answer, including relevant adverbs, were correctly given.

Average response

1. *He can always be speaking to his girlfriend.*
2. *Because all his friends have one and it is as popular as having Nikes and jeans.*

Comment: The candidate misunderstood *Freunde*. This was a common error.

Poor response

1. *He can call his friends to talk to them.*
2. *Everyone has to have one. It's an accessory.*

Comment: This response paraphrased the content of the text, but did not include any of the relevant detail necessary to gain points.

Question 5: Choosing the Right Job

Many students found this question well within their capabilities. Once again, those students who provided accurate, relevant details gained the highest points.

Vocabulary causing difficulty for some students included:

lustig – funny **not** fun

verlassen

etwas Richtiges

Fahrrad – bicycle **not** motorbike

vor 4 Jahren – 4 years ago **not** for 4 years

entdecken.

Typical Answers

Question 5 (g) Why is Rolf learning Spanish?

Excellent response

He wants to speak Spanish with Manuela. Perhaps he might travel to Spain one day. There he can work as a teacher.

Comment: All elements of this answer were accurately expressed.

Average response

He wants to talk to his girlfriend in Spanish and maybe one day they will both go to Spain together.

Comment: This response made no mention of the possibility of working in Spain as a teacher.

Poor response

Because his girlfriend Manuela is Spanish, so that he and Manuela can speak Spanish.

Comment: The required detail was missing from this response, hence the student was awarded minimal marks.

Question 6: No Tickets, Please

This passage contained a variety of complex elements. Students needed to be guided by the keywords in the text and to concentrate carefully on the English questions in order to answer effectively. As with the other passages, students who did not rely on general knowledge gave the best responses. For example in part (f) (i), some students assumed the boulevard that the mayor proposed was like any other (for pedestrians, cars, etc) and overlooked the fact that it was for buses and bicycles only.

Items of vocabulary which students found difficult included:

Belgien

Straßenring

automatisch

verpassen

sicher.

Typical Answers

Question 6 (h) Name THREE advantages of this project.

Excellent response

- (i) *Shopping is easier.*
- (ii) *The city centre is safer for children.*
- (iii) *Buses reach the city centre from the station in 5 minutes.*

Comment: This response was complete.

Average response

- (i) *Shopping is easier.*
- (ii) *The city centre is more people friendly.*
- (iii) *The bus is 5 minutes from the station in central.*

Comment: While points (i) and (ii) were correct, point (iii) did not make sense.

Poor response

- (i) *Reaching the centre is easier and faster.*
- (ii) *It is safer for kids.*
- (iii) *It takes 15 minutes for the bus to get from the train station to the city centre.*

Comment: Point (i) is a generalisation surmised from the passage but without basis in the text. Point (iii) contains the incorrect number of minutes. Only point (ii) is correct.

Section II – Writing Skills (10 marks)

General Comments

The overall standard of the writing responses was very good, with stronger students displaying a most impressive range of vocabulary and understanding of German grammar and syntax.

An approximately equal number of students attempted the cue lines in question 7 and the letter in question 8. The letter provided stronger students with an opportunity to showcase their skills, but the sustained nature of the response sometimes proved a challenge for less able students.

Better responses demonstrated a variety of vocabulary and grammatical structures, which were manipulated correctly and effectively. Students should avoid repetitious phrases and sentences in their writing. Colloquial phrases, when used appropriately, add authenticity to the text.

While inserting pre-learned sections can be useful, they should only be used when relevant and appropriate to the given situation. The cue line should be an integral part of the text and not merely incidental. A fluent, but thematically irrelevant response cannot be awarded maximum marks.

Students are reminded that their responses do not need to be true, as they often have difficulty in attempting to express complex ideas. When using humour, students should ensure that it is appropriate and not offensive.

Correct letter format was important in question 8.

The criteria used for the awarding of marks in the 2 Unit Z writing skills descriptors appear on the following page. While a student may display typical characteristics from a certain category, there may be other overriding factors that will result in the awarding of a mark from a higher or lower category.

**1998 HSC 2 UNIT Z GERMAN
WRITING SKILLS DESCRIPTORS**

Marks	Criteria
10	<p>Outstanding</p> <ul style="list-style-type: none"> – impressive level of communication for a 2 Unit Z student – fluent and a cohesive structure – relevant to the topic – high degree of accuracy with only minor errors – wide range of vocabulary and language structures
8–9	<p>Very Good/Excellent</p> <ul style="list-style-type: none"> – very good level of communication – well structured ideas – solid understanding of grammatical form – generally accurate but occasional mistakes that are sometimes significant – some variety of vocabulary and language structures – relevant to the topic
6–7	<p>Above Average</p> <ul style="list-style-type: none"> – above average level of communication – logical flow of ideas – limited variety of structures and vocabulary – lack of consistency in application of grammar and syntax rules – a number of common errors in grammar and syntax – relevant for the most part
5	<p>Average</p> <ul style="list-style-type: none"> – overall message is evident – some sequencing of ideas – may have frequent errors in grammar and syntax – simple sentence structure and vocabulary – may be irrelevant in parts
3–4	<p>Below Average</p> <ul style="list-style-type: none"> – limited communication established – repetitive and reliant on English patterns of speech – only limited relevance to the topic – limited understanding of grammar and syntax rules – high number of inaccuracies
1–2	<p>Poor</p> <ul style="list-style-type: none"> – little communication and no structure of ideas – minimal knowledge of grammar and syntax – elementary words linked inaccurately – over reliance on English patterns of speech
0	<p>Incomprehensible/Non-Attempt</p> <ul style="list-style-type: none"> – non-attempt or no communication established

Question 7(e) Ich habe einen Brief bekommen.

Outstanding response 10/10

Endlich ist die Schule aus, und ich freue mich auf die Ferien.

Ich habe vor, mit meiner Freundin Sophie mit dem Auto nach Queensland zu fahren. Vor drei Monaten, habe ich meinen Führerschein bekommen – also kann ich das Auto von meinem Bruder borgen. Ich habe einen Brief bekommen von meiner Tante und wir können bei ihr bleiben.

Ich wollte eine kleine Wohnung mieten aber ich konnte es mir nicht leisten.

An der Queensland Küste, gibt es viel zu tun und Jeden Tag will ich bis spät schlafen anstatt langweilige Hausaufgaben zu machen. Ich möchte alle die Sehenswürdigkeiten da besichtigen. Das wird toll sein.

Comment: This was a most impressive response for a 2 Unit Z student. The monologue was fluent with a wide range of vocabulary and language structures. Despite minor errors, the monologue was very natural and demonstrated the student's command of German syntax.

Very Good response 8–9/10

Monika: War das der Briefträger? Ist Post für mich da?

Ingrid: Nein, Monika, aber ich habe einen Brief bekommen. Ich denke, daßder von meiner neuen Brieffreund ist.

Monika: Von deiner Brieffreund? Ich wußte nicht, daßdu eine Brieffreundin hast!

Ingrid: Ja, mein Englishlehrer hat alles eingerichtet. Er kommt aus Australien und er hat es mit eine Schule in Sydney eingerichtet, wo er Deutschlehrer war.

Monika: Schreibst du in Englisch, oder?

Ingrid: Ja, ich schreibe in Englisch und sie schreibt mir in Deutsch.

Monika: Na ja, Ingrid, wenn möglich, kann ich die Briefmarken für meine Briefmarken sammlung haben?

Ingrid: Na klar Monika.

Monika: Danke schön Ingrid. Ich habe keine Briefmarken aus Australien in meiner Sammlung, weil ich niemand in Australien weiß!

Comment: This response was accurate and demonstrated a good command of grammatical form. It was relevant, fluent and well structured.

Question 7(d) Fantastisch! Das möchte ich auch machen.

Above Average response 6–7/10

- A: *Das ist fantastisch Wolly! Das möchte ich auch machen.*
- B: *Was ist dann fantastisch Heidrun?*
- A: *Es ist fantastisch, das du ein Weltrundfahrt machts!*
- B: *Ja, das stimmt, ich fräue mich zehr viel deshalb.*
- A: *In welchen Lande fährst du?*
- B: *Ich fahre nach Frankreich, Italien, Greichenland, Spanien, Amerika und Australien.
Und ich fahre auch nach Japan.*
- A: *Wie findest du so viel Geld, das zu machen?*
- B: *Ich habe zeit zwei Jahren in einem Kafé gearbeitet. Die ganze zeit habe ich mein Gelt gespart.
Heidrun, das heist ich habe genug Geld viür zwei reisen. Du sagst du willst auch fahren
- du kannst!*
- A: *Wolly, du bist zu gut. Das ist ganz fantastisch!*

Comment: This response communicated the message, using basic grammar and syntax. There was a logical flow of ideas and the dialogue was relevant to the cue line.

Question 7(b) Können Sie mir helfen?

Average response 5/10

- *Guten tag, Abby. Wie geht es?*
- *Gutt. Und du?*
- *Gutt. Heute habe ich Geburtstag. Am samstag abend habe ich ein Party. Alle meine Freunde ist kommen kann du kommst*
- *Ja. Was Uhr?*
- *Um 18 Uhr es beginnt. Können Sie mir Helfen?*
- *Ja. Was?*
- *Ich mußsieben freonden abholen aber ich habe funf sette im Auto*
- *Ich kann helfe. Ich habe jetzt mein Fuhreschein und ich kann Mutti Auto borgen. Ich kann drei Freunden abholen.*
- *Danke*
- *Auch klar!*

Comment: The overall message was clear, despite a significant number of errors in grammar and syntax. Both vocabulary and sentence structure were relatively simple. Many students did not realise the significance of *Sie* in the cue line.

Question 7(a) Leider habe ich nur noch zehn Mark.

Below Average response 3–5/10

Ich bin sehr hunger. Jetzt uns für etwas zu essen geht. Ja, das ist eine gutes idee. John.

Da ist ein neues Restaurant in die Stadtzentrum und HeuteAbend ist offeningabend.

Ich werde mutti's auto borgen.

Ich habe meine führschein.

Oh, Leider habe ich nur noch zehn Mark.

Also, Heuteabend werde ich bezahlen.

Comment: Limited communication was established, demonstrating a limited understanding of grammar and syntax. Many students did not address the concept of *noch* from the cue line.

2 Unit (General)

Listening and Speaking Examinations

Listening Skills (30 marks)

General Comments

The markers were impressed with the level of communication on this examination. Students are expected to demonstrate that they have a good understanding of the general concepts or ideas in each item. They should also take care to include enough relevant detail to score full marks.

All answers should be re-read in the three minutes allocated at the end of the examination to ensure that answers have been completed, that they make sense and that details from the Candidate's Notes column have been transferred. If there is insufficient time, the relevant information can be circled and arrowed across to the appropriate section of the question.

Comments on specific items:

Item 3

- (b) (ii) Many students did not understand that part of the prize was two **excursions** to the city. Although students could have included other details to gain full marks, those who chose to include this detail often described it as 'two flights to the city'.

Item 4

- (b) Students often confused prepositions in the expressions *Tante aus der Türkei* and *zum ersten Mal nach Österreich!*

Item 8

- (b) This item was answered well by most students who demonstrated a good knowledge and understanding of the relevant vocabulary, such as *Uhr, Lampe, Kilometerzähler, wasserdicht, Taschenlampe ... in die Tasche stecken.*

Item 9

- (a) Many students did not understand that weekend guests could expect 'family friendly service'.

Item 10

- (a) A volcano erupted. Many students used their imagination and invented other disasters.

Item 12

- (b) Markers were impressed that most students demonstrated a good understanding of the concepts in this item.

Item 18

This item proved challenging for students if they missed the idea that the advertisement was for people who were going on holiday by train and taking their pets with them. They were often not able to answer the second part of the question. Many students thought that people wanted their pets minded while they were away on holiday.

General Comments

Many items contained information that required students to have an understanding of numbers. Knowledge of numbers in German is basic and students are expected to write numerals accurately.

For example, amounts of money, time, phone numbers and ages were often carelessly transcribed, which caused even very capable students to lose marks.

Items of vocabulary or expressions that caused difficulty were:

Klimaanlage

Bauernhof

Ausflüge

Lehrlinge

Lohn

Hochzeit

gültig

Nachbarschaft

eine Dreiviertelstunde

verlängerte An- und Abreisezeiten

familienfreundliche[n] Leistungen

Ausbruch des Vulkans

Häuser in Brand

Verwandte

*zwanzig vermißt **not** verletzt*

durch Werbung unterbrochen

Mannschaft

übermorgen

Panne

Mietshaus

Müll — container

*Fenster **not** fence*

*der See **not** die See*

kariert.

Typical Answers

Item 6

Excellent response

- (a) A romantic wedding under tropical palms.
- (b) When they return to Germany the marriage is not officially recognised.
- (c) 472902.

Comment: Full marks were awarded and all details were correct.

Average response

- (a) A romantic wedding in the tropics.
- (b) Upon arrival in Germany their passports are not in order.
- (c) 472902.

Comment: No marks were awarded for part (b) as the student did not demonstrate any understanding that the marriage was invalid in Germany.

Poor response

- (a) A romantic honeymoon overseas.
- (b) When the newly married couple arrive home the marriage does not work out.
- (c) 749202.

Comment: No marks were awarded. Although the student realised marriage was involved, there was no indication that the marriage took place overseas.

Item 10

- (a) (i) A volcano erupted.
- (ii) Houses were on fire from burning lava and whole villages were buried under ashes.
- (b) 9 people dead and 20 missing.

Comment: THREE correct details were given here. Only TWO were required for full marks.

Average response

- (a) (i) Lava has flowed down the volcano.
- (ii) Thousands of people were affected.
- (b) 9 people dead and 20 missing.

Comment: The student did not give sufficient detail about the people involved, or explain that they had to flee the island. Although the eruption was not mentioned, the concept of an erupting volcano is understood.

Poor response

- (a) (i) A big explosion.
- (a) (ii) Lava hit the town.
- (b) 9 men died and 20 inhabitants were injured.

Comment: The student could only gain minimum marks in part (a) as not enough detail was given. The student also misunderstood *vermißt*.

Item 12

Excellent response

- (a) They have a maximum concentration span of 10 minutes.
- (b) Almost all children sit in front of the T.V. In the afternoon, programs are interrupted every 10 minutes by commercials.

Comment: To gain full marks, students did not have to include the word 'almost'.

Average response

- (a) Short attention span of 10 minutes.
- (b) Children sit in front of the T.V. in the afternoon and do not do their homework or exercise enough.

Comment: The student did not achieve full marks because commercial breaks were not mentioned in the answer.

Poor response

- (a) Concentration problem for about 10 minutes.
- (b) Ads run for 10 minutes on T.V. when children are watching.

Comment: The student had no clear idea in part (a) that the concentration span only lasts 10 minutes. The student recognised individual vocabulary items but did not understand the context and therefore misinterpreted the meaning.

Item 15

Excellent response

- (a) They were attacked and robbed by two men with pistols.
- (b) (i) Money.
- (b) (ii) Credit cards.
- (c) Robbers were arrested by police when their car broke down.

Comment: The student demonstrated a clear understanding of the item, giving sufficient necessary detail.

Average response

- (a) They were held up by 2 men with guns.
- (b) (i) Money.
(ii) Watches.
- (c) The robbers were caught when they had a car accident.

Comment: Although the student had some understanding of the situation, full marks were not achieved because of the incorrect detail.

Poor response

- (a) They were pushed over by 2 men.
- (b) (i) Money.
(ii) Credit cards.
(c) The police chased them in their car.

Comment: The student achieved marks for part (b) but otherwise did not demonstrate an understanding of the concepts in this item.

Speaking Skills (10 marks)

General Comments

Most students achieved a pleasing level of communication in this section of the examination. Situation 1 was particularly well handled and better responses contained a variety of vocabulary and expressions. Students need to be reminded that where the cue is open-ended they should elaborate as much as possible in order to maximise their marks. The main concept of the Speaking Skills examination is for the student to demonstrate as much relevant German as they can. A one-word response or a simple phrase cannot be marked as highly as an essentially correct, more complex one. Since the main criterion for this examination is communication, students are reminded that expressing the idea fluently is more important than presenting a response that contains impeccable grammar, but is slow and hesitant in delivery. A response that is repetitive and slow is not likely to achieve the same high marks as one that displays confidence and fluency in the language. It is important to note that a highly marked response will not necessarily be without mistakes.

Teachers are reminded that it is essential for students to listen to the Teacher/Examiner's cues (as in situation 2, question 1). These cues provide students with valuable assistance with vocabulary and structures.

Students should be aware that the markers are listening for the way an idea is rendered, not a direct translation. Correct tense (especially in situation 2) and word order are still proving to be a problem, as are correct gender and adjectival endings.

When practising for this examination, students are advised to note the following instructions:

- Communication of the ideas is of paramount importance.
- Speak confidently and fluently.
- Avoid long pauses between phrases or being too slow in delivery as these detract from the impression created.
- Avoid using English and attempt to express an idea using familiar vocabulary and grammatical structures.
- Revise grammar, including tenses (especially the present perfect), word order (*weil* clauses, models, time phrases), adjectival endings.
- Wherever possible, to extend beyond the given cues.
- When asked to explain something, such as: *Say why you won't be home for dinner*, give two or more reasons.

Each of the four situations in this section were given an impression mark out of 10 based on the descriptors listed on the following page. All situations are of equal value. Students are given credit in their responses for their ability to communicate creatively the sense and context of an answer, not merely translate the 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.

Difficulties encountered by students:

Situation 1: Making a Doctor's Appointment

an appointment – *Termin* was not well known

Arzt – often mispronounced

morgen früh vormittag – was not well known

don't feel well – *sich fühlen*: the reflexive was used badly

lack of variety about 'what is wrong'

for + time – *seit + dative* was not well known.

Students needed to use a variety of phrases when elaborating on what was wrong. Merely listing the types of '*Schmerzen*' they were suffering was not adequate.

Situation 2: Helping with Housework

- cleaning up the room – *aufräumen* was not well known or the past participle was not used
- saying sorry
- past tense was poorly used
- future tense was incorrectly used, for example use of *will* instead of *werde*
- cooking terms were incorrect, for example students often said *kuchen* or *Küche* instead of *kochen*.

1998 HSC GERMAN 2 UNIT GENERAL SPEAKING SKILLS DESCRIPTORS

Marks	Criteria
10	<p>Outstanding</p> <ul style="list-style-type: none"> – impressive level of communication – best that can be achieved by a non-native speaker at a 2 Unit General standard – relevant to the topic and fluent in delivery – logical flow of ideas – uses an excellent variety of vocabulary and structures without much hesitation – good grasp of grammar and syntax – high degree of authenticity and accuracy with only minor errors
8–9	<p>Very Good/Excellent</p> <p>very good level of communication</p> <ul style="list-style-type: none"> – relevant and logical flow of ideas – good structure – uses a variety of vocabulary and language structures – sound understanding of grammar and syntax despite occasional, even significant mistakes
6–7	<p>Above Average</p> <ul style="list-style-type: none"> – above average level of communication, message clearly conveyed – relevant and logical for the most part – limited variety of structures and vocabulary – a number of common errors in grammar and syntax
5	<p>Average</p> <ul style="list-style-type: none"> – satisfactory level of communication, overall message conveyed – may be hesitant in delivery – may be irrelevant in parts but some sequencing of ideas – basic sentence structure and simple vocabulary – may be significant errors in grammar and syntax – does not extend beyond cues
3–4	<p>Below Average</p> <ul style="list-style-type: none"> – limited level of communication – limited relevance and may be illogical in parts – little structure of ideas – may be significant errors in grammar and syntax – often uses anglicisms – repetitive and very elementary vocabulary
1–2	<p>Poor</p> <ul style="list-style-type: none"> – very hesitant overall – little communication – mostly irrelevant and no structure of ideas – minimal knowledge of grammar and syntax – elementary words linked inaccurately – relies heavily on English patterns of speech
0	<p>Incomprehensible/Not Attempted</p> <p>no communication established / does not attempt the situation</p>

Situation 3: On Exchange in Germany

- time phrases (*um 10 Uhr*)
- transport (*mit dem Bus, mit einem Taxi*)
- future tense.

Some students did not read the heading and did not realise they were in Germany on exchange. Other students were quite unrealistic about what can be achieved in a day. While students are encouraged to demonstrate as much German as possible, it is still preferable to stay within the bounds of reality.

Situation 4: Future Plans

- examination
- living at home
- too expensive
- after school
- flat/apartment.

Typical Answers

Situation 2

Outstanding response

- *Gestern habe ich mein Zimmer aufgeräumt. Was sagen Sie?*
- *Oh, es tut mir leid. Ich habe nicht diese Kleidungen unter dem Bett gesehen. Ich hatte nicht viel Zeit.*
- *Morgen habe ich eine Matheprüfung und ich habe den ganzen Wochenende gelernt. Es ist sehr wichtig und alle, daßich weiß, ist Mathe, Mathe, Mathe. Ich freue mich sehr darauf, wenn ich fertig bin.*
- *Ich kann natürlich nächstes Montag im Haushalt helfen. Ich kann die Rase mähen und das Geschirr abwaschen, wenn du willst.*

Comment: The student expressed himself/herself confidently and fluently using a variety of vocabulary items and expressions and by extending concepts and ideas. The overall impression was enhanced by correct word order, commendable use of subordinate clauses, an excellent command of the past tense and excellent pronunciation. Minor errors did not detract from the student's communication.

Above Average response

- *Ich habe mein Zimmer aufgeräumt gestern.*
- *Entschuldigung. Ich habe die Kleider nicht gesehen. Ich habe nicht viel Zeit gehabt.*
- *Ich habe soviel Hausaufgaben machen. Und ich habe auf dem Telefon gesprochen mit meine Freunde und die Zeit geht so schnell... Ich weißnicht.*
- *Ich mache die Hausarbeit morgen und ich können die Glaser waschen.*

Comment: The student expressed a clear message. The ability to extend a little beyond the cues, the confident use of the past tense and a variety of expressions added to the overall impression.

Average response

- *Ich hatte mein Zimmer gestern putzen.*
- *Es tut mir leid. Ich sehe nicht die Kleider unter das Bett. Ich habe kein Ziet.*
- *Ich habe mein HSC und meine Freund ist krank.*
- *Übermorgen. Ich werde die Kirche putzen, ich werde die Auto putzen und die Hund frissen.*

Comment: The student was able to respond to all the cues using basic vocabulary and with little extension. The inability to use the past tense and the many errors detracted from the overall impression.

Below Average response

- *Ich habe meine Zimmer saubermachen.*
- *Entschuldigung. Ich sehe nicht die Kleider. Ich habe nichtÖ Ich habe nicht...zu Zeit.*
- *Ich bin der Hausaufgaben und ich bin der Kino gehen.*
- *Ich bin der Hausarbeit on Samstag und ich will der Hund saubermachen.*

Comment: Although there was an attempt to cover all the required content, the student's hesitant delivery and poor grammar made it difficult to understand the overall response.

Situation 3

Outstanding response

- *Die Stadt ist sehr wundersch...n. Es gibt Schnee überall, und das finde ich ganz toll. Es gibt keinen Schnee in Wollongong.*
- *Heute gehen wir nach Frankfurt, um ein Stadtrundfahrt zu machen. Hoffentlich können wir einkaufen gehen.*
- *Leider nicht. Einige meiner Freunde holen mich ab um fünf Uhr. Wir gehen zur einer Party.*
- *Ich glaube, ungefähr elf Uhr. Die Freunde mit dem Auto bringen mir zurück.*

Comment: An excellent level of communication was achieved by this 2 Unit General student. Although there were minor errors, the student was able to use idiomatic expressions confidently and the delivery was fluent. An impressive reponse.

Above Average response

- *Die Stadt ist sehr schön. Ich finde die Leute sehr freundlich.*
- *Heute gehe ich ins Kino oder ins Schwimmbad. Wann es sehr sonnig, dann gehe ich ins Schwimmbad, wann es ist nicht sonnig gehe ich ins Kino.*
- *Nein, ich kann nicht, mein Freund hat anrufen und sagte, daßich mußins Kino gehen.*
- *Seit elf Uhr, beim Taxi.*

Comment: The student was able to extend somewhat in this situation. Although there are some mistakes, the message was clear. The small variety of expressions contributed to an above average impression.

Average response

- *Diese Stadt ist wunderbar. Die Stadt ist ruhig.*
- *Vielleicht ich werde Tiefsee tauchen und Pferden reiten gehen.*
- *Nein, ich gehe in dem Restaurant mit mein Freund.*
- *Etwa elf Uhr. Ich würde bei nach Hause ein Taxi fahren.*

Comment: The student showed little evidence of extension and used only basic vocabulary. Pronunciation was poor in parts and the delivery slow, which created an overall impression of a performance in the average range.

Below Average response

- *Es ist sehr groß und hat viele Kleider. Ich habe meine Geld sparen.*
- *Heute ich gehen im Kino mit mein Friend und denn gehen ich im Concert.*
- *Das Concert beginn am acht Uhr und Mein Friend essen in ein Restaurant.*
- *Ich gehe nach Hause auf zwölf Uhr. Ich fahre ein Taxi.*

Comment: Many of the concepts were not communicated and the student occasionally relied on English to convey the message. Pronunciation was often poor and the delivery was also hesitant.

Written Examination

Reading Skills (35 marks)

General Comments

The majority of students demonstrated good overall comprehension of the reading passages. However, as in previous years, students continue to omit relevant details. For example, in question 3(c), the required answer included a *cool, refreshing glass of water* **not** merely *a glass of water*.

More care needs to be taken with words that have two distinct meanings. In question 3(h), *Karte* needed to be rendered as ‘a card’, but in question 3(i), *Autobahnkarte* was ‘an expressway map’. In question 1(c), *Schnee und Eis* rendered as ‘snow and ice cream’ was unacceptable.

Poor English spelling can often cost students points. If the meaning of the word is obvious, then a mark is awarded, *resturants, picturesk, alla cart*. However, ambiguous English spelling cannot be accepted, such as question 1(c), *pictureess* (picturesque?), question 3(b), *toiled* (toilet?), question 3(c), *reshing* (refreshing?).

Students are reminded that questions can be answered in point form as long as important detail is not omitted. Sometimes whole sentences are wordy and time wasting.

Question 1: Being an Exchange Student

Difficult vocabulary items included:

<i>Grenzen</i>	borders	<i>genauer</i>	more exactly
<i>Alltag</i>	everday life	<i>Schule/Schüler</i>	school/pupil
<i>kennenlernen</i>	to get to know	<i>Schnee und Eis</i>	snow and ice
<i>verstehenlernen</i>	to come to understand	<i>erleben</i>	to experience
<i>Bilderbuch</i>	picture book	<i>auswählen</i>	to choose, select
<i>werden</i>	to become	<i>Schlösser</i>	castles
<i>Hitze</i>	heat	<i>verbringen(verbrachte)</i>	to spend (spent)

Question 2: Luck in Lotto

Difficult vocabulary items included:

<i>aufgeben (aufgegeben)</i>	to give up
<i>Vorort</i>	suburb
<i>das Leben neben den Reichen</i>	life among/next to the rich
<i>Gewohnheiten</i>	habits
<i>wie ein Paar alte Schuhe</i>	like a pair of old shoes
<i>Nachbarn/Nachbarschaft</i>	neighbours/neighbourhood

Wohnwagen caravan

A number of students made assumptions about the meaning of a passage as a result of their general knowledge rather than through careful reading. Many students assumed, for example, that since the Lotto winners are rich, they now preferred champagne and caviar to beer and chips. The word *nicht* in *nicht ... eine Menge Geld* was often overlooked, as students seemed to assume the parents would now give their son a lot of money.

Question 3: Rest areas on the Autobahn

Difficult vocabulary items included:

<i>Baustellen</i>	road works
<i>mit guter Küche</i>	with good cooking not cakes
<i>[mit] aufmerksamem Service</i>	attentive service
<i>[mit] vielseitigen Angeboten</i>	a variety of/varied offers
<i>gepflegte Atmosphäre</i>	good quality/classy/well maintained atmosphere
<i>Nachtisch</i>	dessert
<i>privat geführt</i>	privately managed
<i>eine Karte, auf der Sie einige Fragen beantworten können</i>	many students interpreted this as <i>a card on which you can ask questions</i>
<i>regelmäßig</i>	regularly
<i>unabhängige Experten</i>	independent experts
<i>des Schweizer Hotelier-Vereins</i>	from the Swiss Hoteliers Union/Association
<i>das gilt für die größeren genauso wie für die kleineren</i>	many students interpreted this as <i>big and little people</i> , rather than <i>the larger and smaller rest areas</i>

Typical Answers

Question 1(e)(ii) How is this achieved?

Excellent response

The organisation chooses the schools and then this partnership often lasts for years. Every school sends a group of 15–20 students and a teacher once a year half-way round the world.

Comment: This was a clear answer that focused on how the IAO organises the exchanges rather than the philosophy behind the organisation.

Average response

Every school sends one group a year of 15–20 pupils and a teacher on exchange.

Comment: This answer omitted the role of the IAO in linking the partner school. ‘On exchange’ was considered an acceptable explanation of *um die halbe Welt*.

Poor response

By sending the student to the country for up to a year where they go to school.

Comment: The specific details of the exchange organisation (number of students, teacher) were overlooked and *einmal im Jahr* was misunderstood.

Question 1(g) What do German schools offer their Australian exchange students? Why?

Excellent response

German schools offer them extra lessons in German because the Australian students find school in Germany harder, because they only begin learning foreign languages in Year 7.

Comment: This was a clear, succinct answer containing all THREE points expected in the marking criteria.

Average response

They get to do an extra German course because they only start learning German in Year 7 whereas the Germans have learnt English for at least 7 years.

Comment: This student failed to note that the Australian students find school in Germany harder and included irrelevant information about how long German students had learnt English.

Poor response

The students can learn English from their friends as they have been studying English for 7 years.

Comment: This answer scored no points as it ignored what the German school offered Australian students. No mention was made of the language difficulty Australians face in German schools. This student did not recognise that Australian students only start learning languages in Year 7.

Question 2(b) Why were they unhappy with their lives eighteen months later?

Excellent response

They know that their life near the rich made them unhappy. They couldn't easily forget that they once lived among the working class. They felt they couldn't throw away old friends and living habits like a pair of old shoes.

Comment: This answer emphasised that living among rich people didn't make them forget their working class origins.

Average response

They know now that this rich new life can't make them forget their old working class life and their old friends who only have a pair of old shoes. They prefer beer and frenchfries to champagne and caviar.

Comment: This student failed to note *wie ein Paar alte Schuhe* and did not mention the old working class habits or link their preference for beer and fries to these habits that they cannot forget or throw away.

Poor response

Because they were losing their old friends. They couldn't visit their old friends with a pair of old shoes.

Comment: This student failed to note that the Schröders' life among rich people was making them unhappy and that they could not forget their working class roots. Again the student misinterpreted *wie ein Paar alte Schuhe*. There was also no mention of the old habits (*Gewohnheiten*).

Question 3(d) What is to be found at the 'WILLKOMMEN' rest stops?

Excellent response

Good cooking, friendly, attentive service, a variety of offers and a well-maintained atmosphere. You are their personal guest and they will gladly fulfil your big and small wishes.

Comment: Maximum points were awarded for this comprehensive answer. Any three out of a possible four features were acceptable.

Average response

They have good kitchens, friendly, attentive service and a comfortable atmosphere.

Comment: 'Kitchens' was not acceptable and the 'atmosphere' was not described precisely enough.

Poor response

It's a rest stop and it's quiet as anything. You'll probably get a nice cake, nice friendly service, buy a newspaper. It's where your dreams come true.

Comment: This student, as did many others, mistook *Küche* for *Kuchen* and failed to note the attentive service, the atmosphere and the variety of offers.

Question 3(h) How can customers comment on the service?

Excellent response

At every "Willkommen" rest area you receive a card on which a few questions can be answered.

Comment: The student correctly understood that the card had questions to be answered by the customer.

Average response

By answering questions on a ticket at every Willkommen rest stop.

Comment: Ticket was not acceptable for *Karte* here.

Poor response

You can ask questions by sending in a postcard.

Comment: The student misinterpreted the word *beantworten* and confused the postcard with the customer comment card.

Question 2(c)(ii) What other changes have they made?

Excellent response

They exchanged their expensive car for a middle class car and a caravan.

Comment: This student was awarded maximum points for accurately describing The exchange of cars and for correctly expressing *Wohnwagen*.

Poor response

They bought a family wagon and living wagon.

Comment: No mention of exchanging the expensive car for the less expensive one was noted and living wagon was not considered acceptable for *Wohnwagen*.

Writing Skills (10 marks)

Most students appear to have been well prepared for the writing task and it is pleasing to note the high standard achieved, the wide range of vocabulary and the good command of a variety of grammatical structures. Many students enhanced their writing with appropriate idiomatic expressions.

The cue lines provided students with the opportunity to address a range of topics. Cue lines (a) and (c) were the most popular choices. Most students developed dialogues or monologues appropriate to the situation. However, a number of students used 'pre-learned' segments, which did not always contribute to the logical progression of the situation. The cue line should be an integral part of the text rather than a purely incidental line that is unrelated to the main theme. A fluent but thematically irrelevant response cannot be awarded maximum marks.

Students are advised to ensure that their attempts at humour are appropriate and that they are not offensive.

The 2 Unit General writing skills descriptors which follow indicate the criteria used for the awarding of marks. While a student might display typical characteristics from a particular category, there may be overriding factors that result in the awarding of a mark from a higher or lower category.

1998 HSC 2 UNIT GENERAL GERMAN WRITING SKILLS DESCRIPTORS

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

Typical Answers

Outstanding response (10/10)

Question 4(a) Ich habe am Wochenende so viel zu tun!

A: *Ulrike, wie geht's? Ich habe dich seit langem nicht gesehen!*

B: *Leider geht es mir nicht so gut Brigitta.*

A: *Tut mir leid. Warum? Ist etwas los?*

B: *Nein (es ist nicht Ernstes). Ich bin nur ein bißchen gestreßt. Ich habe am Wochenende so viel zu tun!*

A: *Was mußt du machen?*

B: *Ich muß nur meine Hausaufgaben für Mathe und Physik fertig machen und ein Buch für Englisch lesen. Am Sonntagmorgen muß ich mit meiner Familie in die Kirche gehen und inzwischen am Samstag und Sonntag Abend muß ich bei McDonalds arbeiten!*

A: *Mensch du bist sehr fleißig! Kann ich dir irgendwie helfen?*

B: *Ja, kennst du jemanden, der für mich bei McDonalds am Samstag arbeiten kann.*

A: *Eigentlich ja! Ich werde mein Freund Stegan fragen.*

B: *Danke Brigitta.*

Comment: The student demonstrated an excellent level of communication with a high degree of fluency and authenticity. The variety of structures and the use of idiom were impressive. This was considered an example of the best that can be achieved by a non-native speaker.

Very Good response (8–9/10)

Question 4(b) O nein! Der Zug hat Verspätung.

Martin: *O'nein! Der Zug hat Verspätung. Er kommt mindestens noch eine halbe Stunde später. Was machen wir? Das Fußball Spiel zwischen Bayern München and Borussia Mönchengladbach fängt um sechzehn Uhr an. Und es ist schon vierzehn Uhr!*

Heinrich: *Zuerst mußt du ruhig sein Martin, oder finden wir nie eine Lösung! Vielleicht können wir meinen Bruder anrufen, er lebt in der Nähe von dem Stadion, er wird vielleicht uns abholen. Aber ich bin nicht ganz sicher. Ach nein, das geht nicht! Ich habe eigentlich vergessen, dass er am Samstag den ganzen Tag arbeitet. Ich glaube daß wir spät werden!*

Martin: *Ach ja! Ich habe eine gute Ahnung, mein Schwester kann uns abholen. Sie ist jetzt zu Hause und kommt sicher. Schnell gehen wir!*

Comment: The student established a very good level of communication with a well-structured, logical and relevant dialogue. The student has demonstrated sound knowledge of grammar and syntax, despite occasional errors.

Above Average response (6–7/10)

Question 4(c) Nein, ich habe keine Lust mehr!

A: *Tag, Max. Wie geht's?*

B: *Nicht schlecht. Und du?*

A: *Es geht mir gut. Hast du Lust schwimmen zu gehen?*

B: *Nein, ich habe keine Lust mehr! Es ist zu kalt.*

A: *Bist du verrückt? Der sonne scheint! Es ist warme.*

B: *Ich habe keine Lust schwimmen zu gehen, aber ich will volleyball zu spielen.*

A: *Ich auch habe Lust volleyball zu spielen, aber der stadium ist vier kilometre von hier.*

B: *Es machst nichts. Ich habe meine neue Motorad. Es gibt genug platz für zwei personen.*

Comment: The student conveyed the message clearly and in a logical sequence, although there was a limited variety of sentence structure and a number of common errors in grammar and syntax. A significant number of students did not convey a clear understanding of the meaning of *mehr* in the cue line.

Average response (5/10)

Question 4(e) Ach! Ich habe zu viel gegessen.

*Gestern Abend bin ich mit Johanne, mein Freund, für Inas Geburtstags Party zu ein Chinischen Restaurant. Es war ein Selbsbedienungsrestaurant und **ich habe zu viel gegessen**. Aber, das Essen war lecke! Da war auch eine Schokoladen kuchen, (Johanne hat der Küche gebacken) und ich habe drei Stücke gegessen. Wenn die Party war zu ende, Johanne und ich sind eine Café gehen, um eine Eis zu kaufen. Jetzt, ich fehle so fett!*

Comment: The student conveyed the overall message and demonstrated knowledge of basic sentence structure, despite some significant errors. The errors towards the end of the text affected the overall impression. A significant number of weaker responses contained lengthy lists of food, rather than a logical, structured piece of writing.

Below Average response (3–4/10)

Question 4(d) Mein Bruder/Meine Schwester ärgert mich.

Mein Bruder ärgert mich, er komst im meine zimmer und er finde meine geld und dan er gehen ins kino mit mein geld. Im nachsten jahre ich will wonnen mit mein Freundin Liz am ein wohnung. Aber erste ich mußein teilzeit arbeit haben und ich mußviele geld haben. Und dann ich mußein auto gekauft aber mit meine eltern helfen.

Aber es ist besser zu haben eine bruder dann keine schwester oder brüder.

Comment: The student relied heavily on English speech patterns and demonstrated a poor understanding of German syntax.

2/3 Unit (Common)

Listening and Speaking Examinations

Listening Skills (25 marks)

General Comments

Students were generally very well prepared for this examination and responses were of a high standard. Most students were able to demonstrate global understanding; that is, they were able to understand the gist of the items, and were also able to provide relevant details when necessary. Most students were able to attempt all items.

Sometimes little details were relevant and necessary as they had an impact on the overall meaning. When these were omitted or wrongly conveyed, no marks were awarded for the answer. Two examples follow.

Item 10

ideales Alter bis 35 Jahre – ‘ideal age is 35’ received no marks.

Item 16

kann am Morgen bis zu einem Kilo mehr wiegen – no marks were awarded for ‘weighs one kg more’.

Students need to be sure that answers are given in acceptable English. Some German words and phrases may seem deceptively simple but if translated literally they make little sense, for example:

Item 2

Tagesmütter had to be explained clearly. Expressions like ‘mothers for day-care’, ‘day/daily mothers’ were not awarded a mark.

Similarly, compound words in German often need to be expressed in many more words in English, for example:

Item 10

Organisations - und kommunikationsstark – have good organisational skills and be able to communicate well.

Students are still showing a weakness when it comes to numbers. Numbers are a part of every day life and students must not underestimate their importance. Students will only be sure of numbers if they practise them regularly.

Item 19

140 Bahnhöfe – ‘140’ was frequently expressed as ‘150’.

Items of vocabulary that caused difficulty included:

Item 1

österreichische Schilling (öS) – when currency is mentioned students must use that denomination, not change it to a different one, eg dollars or DM.

Item 1 Part (b)

freier Eintritt ins Hallenbad und in die Sauna – both places are allowed free entry. These details are linked and must be mentioned to receive the mark.

Zwei Übernachtungen inklusive Frühstück – these details are linked and both details were needed to receive the mark

Item 6 Part (a)

öffentliche[n] Gärten – ‘public gardens’ was the correct answer and ‘open gardens’ was not awarded a mark.

Item 8 Part (b)

für ihre Lieben – ‘for their loved ones/those they love’ was the correct answer, not ‘for their love/for love’.

Item 9 Part (b) (i)

It was important that students were specific in explaining to whom the cat and dog belonged. ‘Their cat’ or ‘their dog’ did not demonstrate total understanding. Students had to make it clear that it was Mr Meier’s/the neighbour’s dog and Mrs Volker’s cat.

Item 10

eine Verkaufsleiterin – Not many students made it clear that the sales managers had to be female. Students must make the distinction between male and female.

Item 14 Part (b)

zur Strafe – The idea that Daniel was sent to bed as a punishment was awarded the mark.

Item 15

8 und 18 Uhr – Students must not use the German word *Uhr*. They must give am/pm/o’clock or between 8.00 and 18.00 hours or between 8am and 6pm.

Item 16 Part (a)

Waage was often mistaken for *Wagen*.

Item 17

als sich die Schirme nicht öffneten – Both the noun and the verb indicated plurality. Students must be aware of plurals. Many students answered this question assuming a tandem jump was taking place. They did not realise that both parachutes did not open.

Typical Answers

Item 1

Excellent response

- (a) This Spring.
- (b) (i) 2 nights accommodation including breakfast.
 - (ii) free entrance to the swimming pool and the sauna.
 - (iii) every meal in the restaurant followed by Mozart's opera in the castle park.

Comment: This answer was correct and was awarded full marks. Where two details were linked they were included in the answer.

Average response

- (a) In Spring.
- (b) (i) 2 nights accommodation including breakfast.
 - (ii) free entrance to the swimming pool and the sauna.
 - (iii) dinner at the castle restaurant.

Comment: A lot of detail was relevant and correct. However, in part (a) it was not clear that the special package was available 'this Spring' and not 'in Spring' generally. In part (b) (iii) the opera performance after dinner was needed to complete the answer.

Poor response

- (a) In Spring.
- (b) (i) includes breakfast.
 - (ii) dinner is eaten in a castle.
 - (iii) 2260 schilling for twin share.

Comment: Again it was not clear in part (a) that the special package was available 'this Spring' and not 'in Spring' generally. Each answer in part (b) needed more detail to be complete.

Item 6

Excellent response

- (a) Potatoes were used as a decorative flower in public gardens.

- (b) The dried plants were burnt and the smell was so good that a man took a potato out of the fire and tasted it.

Comment: All details were perfectly understood and the answer was awarded full marks. The concept that the smell of a potato cooking in the fire enticed someone to taste the potato was expressed well in this answer.

Average response

- (a) As a decorative flower in open gardens.
(b) A man out of curiosity put it over the fire, ate it and found that it tasted very good.

Comment: ‘Open gardens’ is a different concept from ‘public gardens’. It was not understood that it was by accident that the man tasted the potato. Nor was it understood that it was the smell that aroused the man’s curiosity and enticed him to taste it.

Poor response

- (a) It was grown in gardens.
(b) The potato was burnt in the fire.

Comment: The answer for part (a) did not explain that the potato was used for decorative purposes. The response for part (b) did not answer the question fully enough. There was no detail about the enticing smell of the potato.

Item 13

Excellent response

- (a) desire, habit or nervousness
(b) She found through a comparative study that identical twins smoked the same number of cigarettes but with non-identical twins there were big differences in the number of cigarettes they smoked.

Comment: All elements of this answer were correct. Who and what were compared was clearly indicated.

Average response

- (a) desire, habit or nervousness
(b) Non-identical twins have stronger differences in smoking patterns than identical twins when all started smoking in the same way.

Comment: The response to part (a) was correct. The last part of the response in part (b) was not very clear.

Poor response

- (a) Heavy smoking has nothing to do with health, nervousness or liking.
(b) She took two identical twins who smoked heavily and found they were very different from non-identical twins who did different things.

Comment: Two elements of the answer to part (a) were misunderstood. In part (b), the purpose of the comparison was misunderstood. The identical twins smoked the same amount, whether or not they were heavy smokers, but there were vast differences among non-identical twins .

Speaking Skills (20 marks)

Students' responses in all the situations were very good. It appears that each situation was of equal difficulty, which suggests that students were very well prepared over a broad range of topics. They showed flexibility and were able to adequately communicate the required ideas by rephrasing the cues. For example in situation 3, 'He has decided to leave school' – *Er hat sich entschlossen, die Schule zu verlassen* could have been more simply communicated as *Er will nicht mehr in die Schule gehen*.

It was pleasing to observe the following positive aspects of students' performances:

- Open-ended questions were handled better than in previous years.
- Fewer students simply listed vocabulary, a greater number of them elaborated on each concept.
- Pronunciation and intonation were good.
- Responses flowed well, and speed of delivery was generally good.
- Students listened and responded to teachers' cues.
- Better use of verb tenses was evident, but common past participles (eg *angerufen, bekommen, ferngesehen*) and auxiliary verbs still need to be revised.
- Students are employing more complex grammatical structures such as subordinate clauses.

Students are advised to avoid the following factors that can detract from the examiners' overall impression:

- Too much unnecessary elaboration where the same information is repeated *ad nauseam*.
- Use of pre-learnt material which is only vaguely relevant to the situation.
- Illogical response, eg one would **NOT** go to Germany primarily for surfing and sunbaking, nor leave school early to go to university.
- Repeating the same details in several situations, eg many students used the same ideas in three different situations when describing jobs.
- Carelessness in the use of words such as *Freund/Freundin – Schüler/Schülerin – eine Lehre/ein Lehrer*.

General Comments

Situation 1: On the Telephone

This was quite well handled, as it involved a topic to which young people could relate. It allowed better students to show off their language skills. Specific problems included:

an hour *eine Stunde* (**not** *eine Uhr*)

about *etwa / ungefähr / zirka*

I watched TV *Ich habe ferngesehen*
I prefer to stay at home *Ich bleibe **lieber** zu Hause.*

Situation 2: Learning German

This was a more challenging situation, but on the whole it was well done. Most students displayed a sound cultural knowledge. Specific problems included:

seit + present tense

(foreign) language *eine Fremdsprache*

It's fun *Es macht mir Spaß (not *Es ist sehr Spaß*)*

the differing use of *seit* and *vor* in time expressions

nationalities *Mein Vater ist Deutscher*

misinterpreting cues, eg **why** it is important to learn a foreign language.

Situation 3: Talking about an Exchange Student

This was the most difficult situation. Specific problems included:

exchange student *Austauschschüler*

he has decided *Er hat sich entschieden/entschlossen*

to leave school *die Schule verlassen (not *lassen*)*

I have just *Ich habe gerade/eben/vor kurzem/neulich*

Many students had difficulties with the first cue, which was very long. In such cases students are encouraged to divide the sentence and create more manageable, shorter sentences.

Situation 4: Buying a Car

There was a range of responses and the situation allowed better students to display their linguistic skills, while weaker students were able to give simple answers with limited vocabulary. Specific problems included:

Driver's licence *Führerschein*

a used car *ein gebrauchtes Auto*

Situation 5: Making Plans for the Weekend

Students tended to respond best in this situation. They were able to say a lot and were quite imaginative in their responses. Specific problems included:

marks *Noten*

I don't **spend** enough time *Ich **verbringe** nicht genug Zeit mit meinen Hausaufgaben.*
on schoolwork.
after that *danach*

Students failed to respond to the final cue, suggesting **when** you could do something together.

Suggestions to Teachers:

Read the 1997 Enhanced Examination Report.

Carefully read the guidelines for conducting the HSC German Speaking Skills Examinations.

Do **NOT** prompt students.

Read **ONLY** what is scripted for the Examiner.

Please be sure to check **all** recording instruments before the commencement of the Speaking Examination.

Ensure that the in-built microphone (if used) is facing and near the candidate.

Ensure the examination is conducted in a quiet environment.

Pre-empt any noise – phone calls, bells, student movement in corridors, rehearsals for music, students crying. (Perhaps a box of tissues should be easily accessible!)

Send cassettes that have failed to record back to the Board with a letter of explanation.

Read the Examiner's scripted cues at a normal tempo.

Minimise your dramatic performance.

Avoid cutting students off before they have completed their situations.

Ensure that the students say their own, correct Candidate Numbers onto the cassettes.

Practise past HSC Speaking Examinations under exam conditions. This will help reduce nervousness.

Typical Answers

The following answers are a reflection of the types of answers students gave. They have been ranked using the marking criteria that appear on the following page. Unfortunately, these written scripts cannot express the fluency, confidence, intonation, hesitation, pronunciation, etc which a marker would hear in the taped examination. However, these answers do give an idea of the desired standards of each marking range.

The 2/3 Unit German speaking skills descriptors, which follow, indicate the criteria used for the awarding of marks. While a student might display typical characteristics from one category, there may be overriding factors that result in the awarding of a mark from a higher or lower category.

1998 HSC 2/3 UNIT GERMAN SPEAKING SKILLS DESCRIPTORS

Marks	Criteria
10	<p>Outstanding 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>
8-9	<p>Very Good/Excellent 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>
6-7	<p>Above Average 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>
5	<p>Average An average response in which the student communicates their message and answers all cues, but makes many errors. Very little extension is supplied beyond the given cues (simple responses only). The student has problems with elementary grammar and struggles to find the right words, which results in pauses and some anglicisms. The pronunciation has an English flavour.</p>
3-4	<p>Below Average 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. Anglicisms include pronunciation.</p>
1-2	<p>Poor 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>
0	<p>Incomprehensible/Not Attempted – non-attempt or communication not established</p>

Outstanding Responses

The candidates spoke confidently and fluently and without much hesitation. It was pleasing to see how many non-native speakers were in this category. They were competent in the use of more difficult structures and used varied vocabulary in the open-ended questions. There were some minor errors, but these did not affect the listener greatly. The candidates in this category managed to convey the impression that they were indeed engaged in conversation and answered the examiners' questions with great independence. This was supported by interesting and appropriate elaboration where necessary and by good use of idiomatic expressions.

Outstanding response (10/10)

Situation 3

- *Also, ich lese einen langen Brief. Ich habe diesen Brief ... g'rade ... ich habe diesen Brief gerade gestern gekriegt. Es ist vom dem Austauschschüler, Peter, und er hat unsere Schule letztes Jahr besucht.*
- *Also, er hat sich en... entschieden, die Schule zu verlassen. Ich war sehr überraschen, und hm, er hofft, daßer Filmdirektor Filmdirektor werden kann. Das finde ich ganz spannend, aber ... er weißt, daßes in diesem bei diesem Beruf viel Konkurrenz gibt. Er m...chte Filmdirektor werden, weil er weil er durch die ganze Welt reisen will, und viele Filme ... hm ... überall die Welt drehen, und er hat mir gesagt, daßalle seine Filme eine moralische oder politische Aussagen tragen tragen ... werden. Ich finde, daßer sehr ehrgeizig ist.*
- *Also natürlich waren seine Eltern ganz auf ... hm ...überrascht darüber. Sie haben immer erwartet, daßPeter ... nach der Schule zur Universität gehen würde, und ... sie erwarten ... weile sie so viel ... für die Schulgebühren bezahlt haben. Also, sie waren 'n bißchen schockiert, und sie haben auch gesagt, daß... diesen Berüf sehr ... sehr unzuverlässig ist, da die ... da man nie sicher sein kann, daßman daßes Arbeit gibt, und deshalb ist die finanzielle Lage sehr unsicher. Aber leider können sie nicht viel dagegen machen, weil Peter ein bißchen sturr ist, wie du weißt.*
- *Ja, du hast recht. Er hat vor, ... in der Zukunft, zuruch nach Aus zuruch zum Australien zu fahren. Er hat gesacht, daß, wenn er gluck hat, ... ah will er in Australien einen Film drehe. Das wäre fantastisch, aber das möcht' ich eigentlich stark bezweifeln. Er hat gesagt, daß, wenn er Gluck hat, ... ah will er in Australien einen film drehe. Das wäre fantastisch, aber das möcht'ich eigentlich stark bezweifeln. Er hat gesagt, daßer Ö in Sydney ein bißchen Zeit verbringen will, und ... er möchte auch im Norden fahren, und ... ja, er möchte die exotische Tiere ins Meer fotografieren, und ja, er hat er hat so viel gesagt, ich weißnicht, ob er verrucht ist, oder ob er es ... wirklich ob er's ... alles wirklich schaffen kann.*

Outstanding response (10/10)

Situation 4

Ich gehe, um ein Auto zu kaufen. Ich suche jetzt ein gebrauchtes Auto, das ... nicht zu teuer ist. Es sollte auch gut fahren.

Ich arbeite jetzt als Kellnerin in einem Restaurant, und habe davon viel Geld gespart.

Ja, ich habe vor sechs Monaten meinen Führerschein gemacht.

Ja, es ist wahr. Ich wohne in der Stadtmitte, aber ich darf nie allein mit dem Zug fahren. Außerdem kosten Taxis mir zu viel.

Excellent/Very Good Responses

Candidates 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 candidates and those of the 'Outstanding' category was their lack of creativity and they did not usually elaborate as well.

Excellent response

Situation 3

- *Ich habe einen ... langen Brief von meinen letzten ... Jahrs Austauschschüler, Peter, bekommen.*
- *Er hat sich entschlossen, daßer von der Schule abgehen will. Er möchte eine Lehre als Friseur machen. Die geht die wird für vier Jahre gehen, denn es macht ihnen ihm Spaß, Haare zu schneiden und färben.*
- *Seine Eltern sind sehr böse darauf, denn sie finden, daßein Friseur nichts für einen Jungen ist, denn das ist ein Mädchenberuf.*
- *Ja, er will ... noch immer nach Australe in der Zukunft nach Australien zurückkommen, denn er möchte ... zuerst hier Urlaub machen. Danach möchte er einen kleinen Salon aufmachen.*

Very Good response

Situation 3

- *Isch ... erhielt gerade einen langen Brief ah ... von dem Austauschschuler ah des letztes Jahres, der Peter.*
- *Er ... ah ... er schreit, daßer dem Entschlußgefaßt hat, ah um die Schule zu verlassen. Er hofft, ... Lehre zu machen und ah ... Geld verdienen.*
- *Seine Eltern waren ah ... natürlich ganz bose auf ihn, weil sie willen, weil sie wollen, daßer auf die Uni geht, und ah ... daßer ah ... das Abitur macht.*
- *Ja, das stimmt. Er will ah ... noch in der Zukunft nach Australien fahren, und ah ... er will das neue Olympische Stadion besuchen.*

Very Good response

Situation 4

- *Ich möchte einen ... eine neue Auto kaufen. Ich m...chte ... eine nagelneuen VW Pritcha kaufen.*
- *Ich habe eine ... hm ... Teilzeitbeschäftigung. Ich arbeite als Stallmädchen in der Reitschule in meiner Nachbarschaft. Ich arbeite ... dort jeden ... jeden Morgen von vier Uhr bis sechs Uhr früh. Ich werde sehr gut bezahlt. Ich bekomme zwanzig Mark die Stunde, und deshalb denke i, daßich ... das ... Auto ... hm ... leisten kann. Ich habe auch drei .. hm .. ich habe drei ... tausend March gespart.*
- *Ja, letztes Wochenende habe ich meine Fuhrerschein beko ah gemacht.*
- *Ja, das stimmt. Ich wohne I mitten in der Stadt, aber ... ah ... wie du wie Sie wissen ah wie du weißt ... hm ... öffentliche Verkehrsmittel dauert immer sehr lange, und deshalb möchte ich einen Auto haben.*

Above Average Responses

The message was expressed quite clearly and there were frequent attempts at elaboration in the open-ended questions. The pronunciation and intonation were good but there was less variety in the structures used; grammatical as well as the odd lexical errors were more common. The message was still quite fluent with little hesitation.

Above Average response

Situation 4

- *Also, ich ... ich werde heu hm ... eine Auto kaufen. Hm ... ich suche eine ein kleines Auto und hm ... a am liebs am liebsten suche ich ein rote Auto, weil ... weil rot weil rot mein Lieblingsfarbe ist.*
- *Seit ungefähr sechs Jahren habe ich mein Geld sparen und hm ... und deshlab kann ich hm ... das Auto leisten.*
- *Ja, letztes Monat habe ich meine Fuhrerschein bekommen. Es war zeimlich schwer, aber auf der andere Seite hm es macht viel Spaß.*
- *Ja hm, das glaube ich, hm, daßich in der in die Stadtzentrum ... wohne, aber ich brauche ein Auto, weil ... meine Mutter wohnt hm in dem in dem Land, und deshalb jede Wochenende mußich ihr besuche.*

Above Average response

Situation 3

- *Es ist ein Brief von ... die der Austauschschülerin, Peter, wer hat bei meiner Familie letztes Jahr gewohnt. Es ist ein sehr lange Brief.*
- *Er hat enscheidet, aus der Schule zu gehen. Er möchte ein Arbeit zu finden, aber ich nicht ichbin nicht so sicher, daßdas ... daßes ist ein sehr gute Idee. Ich glaube, daßer ... eh daßes besser sein, wenn er in der Schule bleiben.*

- *Seine Eltern sind auf meiner Erfahrung. Er sind ... eh ... sie glauben daßes ist nicht sehr gut. Sie hat gesag ... sie hat haben gesagt, daß er mußalleine wohnen, wenn er nicht in die Schule in die Schule gehen.*
- *Ja, er beabsichtige, nach Australien kommen, späterer. Er m...chte seine ... alt ... seine Freunden besuchen, das er hat getroffen, wann er war hier, in letztes Jahr. Er möchte auch ein bessere Arbeit in Australien finden. Er glaubt, daßer hat bessere Beruf ... Chancen hier, weil er spricht gut Englisch und auch Deutsch.*

Average

The responses from these students followed the given cues very closely, but rarely went beyond the required information. 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 accurate and there were occasional words expressed in English.

Average response

Situation 3

- *Ick ... möchte ein Auto kaufen. Hm ... Ick möchte ein ... Mitsubishi mit ... vier Tön und viele Platz für mick und meine Freunden.*
- *Hm, ick habe ein Teilzeitsbeschäftigung. Ick verdient ... hm genug Geld, ... und ich spare seit ... zwei Jahren.*
- *Ick habe eben meine Fuhrerschein gehabt ... hm ... von ... drei Tage.*
- *Hm ... es is ... richtig, daß... ich in der Stadtmitte bleiben. Hm ... eine Auto ist ... hm ... st ... hm ... nein. Ick kann Schule fahren, ... und ... es ist ... einfach leichter.*

Below Average Responses

Although some meaning could be gleamed from these responses, these students had great difficulty 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.

Below Average response

Situation 3

Ich habe ein Brief ... hm ... von meinem Frem ... hm ... Fremfreund ... ah ... Peter. Er war Fremstudenten hier.

Er schreibt, daßer ... Schule hm gelassen hat. Ah ... ihr möchte ein Job in Australien ah ... ihr möchte ein Job in Australien haben.

Sein Eltern sorgt für ihm ... hm ... sie ... hm ... glaube, daß... es nicht eine sehr gute Idie ist.

Ah ... er m...chte ... hm ... ein ah ... Job hier in Australien habe. Ihr ... ihr möchte auch hier zu zu studieren.

Below Average response

Situation 3

- *Ick habe eine lange Brief ... von meine Auslanderstudent, Peter. Er war het letzte letztes Jahre.*
- *Er möchte Schule ... nicht gehen. Er möchte in ... er möchte als ... als Arzt bekommen.*
- *Ihre ... Eltern war ein bißchen ... argerlich, aber sie hat verstehen, daßPeter nicht an der Schule bleiben.*
- *Er will nach Australien besuchen später. Er möchte ... an ein andre ... Jahre in Australien bleiben, weil er liebe Australien. Wenn er sind hier, er möchte ... eine Ferienhause zu kaufen.*

Written Examination

Reading Skills (25 marks)

General Comments

This section was generally handled very well by most students. It was obvious students had taken note of the comments made by the markers in the examination reports from the previous two years, as they demonstrated both global understanding and attention to detail. A response is deemed excellent if it displays a combination of these two elements.

In the past students have been advised to avoid giving alternative answers, if these answers are contradictory. However, elaboration is encouraged and is often necessary if an expression is difficult to render in English. For example:

Question 1: *Man [kann] sich auf sie verlassen* — one can rely on them (ie you know they will watch out for the children).

Die Familien sind zu unabhängig — the families are too independent (ie they keep to themselves more or are more detached from the neighbours).

Question 2(e)

Eine Arbeitslokomotive — a work train locomotive (ie a train used for repairs and maintenance).

[...] *das Schild in die falsche Richtung fuhr* — the sign travelled in the wrong direction (ie it seemed she was leaving rather than arriving at Frankfurt station or she missed her stop).

The following examples from both questions show how the small words can be vital in conveying the full meaning of a phrase or sentence.

Question 1: Home Alone in Germany

Specific problems included:

überrascht werden – to **be** surprised

kennen kaum die Nachbarn – **scarcely** know the neighbours

existiert noch – **still** exists

[...] *daßman die Nachbarn ... sehr gut kennt* – one knows the neighbours **very well**

zu unabhängig – **too** independent

Question 2: The Train to Nowhere

Specific problems included:

übermüdet – to be overtired

könnte einschlafen – **might** fall asleep

nicht mal eine Adresse – **not even** an address

The following words and phrases caused difficulty for many students:

Question 1

sich freuen – to be happy

tagsüber – during the day

gegenseitiges Vertrauen – mutual trust

Unsinn machen – to misbehave

bereit sein – to be ready, prepared

sich verlassen auf – to rely on

Wohnblock – block of flats

Einfamilienhäuser[n] – detached houses

kaum – hardly, scarcely

sich entwickeln zu – develop into

Question 2

Ich war ... eingeladen worden [von] – I had been invited by

Es ging um – it concerned

schließlich – after all

alltägliche Sachen – everyday things

Papiertaschentücher – tissues

waren nicht leicht zu erhalten – were not easy to get

einschlafen – fall asleep

umsteigen – change trains

ich erschrak – I was shocked

Ostblockländer – Eastern Bloc countries

Typical Answers

Question 1(e) What can both parents and children expect from one another?

Excellent response

Mutual trust. On one side children trust that the parents come home at midnight, as promised. On the other side, parents trust the children won't misbehave in the house.

Comment: This answer showed that the student clearly understood the text and the response was clear and well expressed. The words *wie versprochen* and *Unsinn* have been appropriately rendered.

Average response

Trust. Parents will return home at midnight as agreed and children will not make a mess at home.

Comment: This answer provided some correct detail. The concept of a mutual promise was implicit, but *Unsinn* was not expressed correctly.

Poor response

Parents should promise to come home at midnight and kids should be in bed at home.

Comment: Some detail was included, but there was no demonstration of global understanding.

Question 1(f)(ii) What is the reason for this in the new German States?

Excellent response

One still knows one's neighbours very well and can rely on them (if the need arises). In the large apartment blocks there still exists a real sense of family.

Comment: This was a full and most accurate response. The concept of 'still' was picked up and all relevant details were included.

Average response

They still know their neighbours very well. In the apartment blocks a real family feeling exists.

Comment: The concept was understood, but the important element of being able to rely on the neighbours, was omitted.

Poor response

The parents know the neighbours well and can trust them around their children.

Comment: Insufficient detail was given. The choice of trust to express *verlassen* is not appropriate in the context of the passage.

Question 2(d) Why did the author ask the conductor to wake her?

Excellent response

She was completely overtired when she got into the train to Frankfurt, where she had to change trains. She thought she might possibly fall asleep during the journey.

Comment: This answer contained all the relevant information, rendered *ich könnte einschlafen* particularly well, and demonstrated an understanding of the subjunctive form of the verb.

Average response

She was completely exhausted and because she wanted to sleep during the journey, she asked him to wake her a 1/4 of an hour before arriving in Frankfurt where she had to change trains.

Comment: This student showed some global understanding, but failed to grasp the significance of *könnte*.

Poor response

She was overtired when she got on the train to Frankfurt and she thought she would get some sleep. So she asked to be woken up a quarter of an hour before Frankfurt because she had to get off.

Comment: This student demonstrated only a vague idea of the answer and omitted essential information relating to the author's fear of falling asleep and having to change trains at Frankfurt.

Question 2(g) Why was the situation urgent?

Excellent response

In a couple of minutes the train for Poland would be leaving Frankfurt's main station. She had no addresses in Warsaw and only knew that a colleague would pick her up from the station.

Comment: This answer contained all the required information and was well expressed.

Average response

There was no-one on the train. She did not know what to do. She hadn't got an address in Warsaw. There was supposed to be a colleague to pick her up at the station.

Comment: This answer omitted the important information that her train to Poland was due to leave the station in a few minutes.

Poor response

Because in a couple of minutes the train in Frankfurt will leave to Poland and that's the one she needed to catch. She only knows that someone would be at the station.

Comment: This answer did not indicate that the author had no address in Warsaw, and was not specific enough about who was going to pick her up.

The following points do not apply to this year's paper, but they are important to remember.

- Slang should be avoided since it is too open to misinterpretation. Students should remember that they are communicating with markers and not peers.
- Alternative answers should not be given, particularly if these are contradictory. The markers will not choose the correct answer.
- Care should be taken with words which have more than one meaning. The meaning that fits in with the context of the passage should be chosen.
- It should be remembered that questions generally follow the order in which the answers occur in the passage.
- There is nothing wrong with using English cognates. It is usually the best word to express the idea given.
- Although the number of lines given is usually an indication of the length of the answer sought, the student should not hesitate to go beyond these lines if it is felt that additional information is required.

Writing Skills (15 marks)

Question 3(a) Guided Narrative

This year's question appealed to students and more attempted the narrative than in previous years. Generally speaking, it was handled better than in the past, with many students being attracted to the topic of *Austauschschüler*.

Students are reminded not to attempt the guided narrative unless they have practised it and feel confident that they can achieve the appropriate level of language and range of vocabulary required. Some students may have been tempted by a perceived easy topic and cues. Weaker responses, however, tended to display a limited use of tenses, simple sentence structure and a limited range of vocabulary, thus not achieving a standard of language expected at the 2 Unit level.

On the positive side, many students were able to interlink the cues, which resulted in a more cohesive narrative.

Question 3(b) Letter

The students displayed a good understanding of the letter and the standard of responses was generally quite high. This year's letter encouraged students to display a wide variety of vocabulary, tenses and structures. Most students were able to address the questions asked and respond to the letter as a whole, although weaker students did experience some difficulties with putting into context the references to parents and dogs.

Better responses displayed an excellent use of language, employing a wide range of relevant vocabulary as well as complex grammatical responses.

Students are reminded of the importance of relevance when responding to the letter. Weaker responses tended to answer the questions asked without relating their answer to the original letter. For example, the parents being old-fashioned should have been linked with the trip to Spain. Similarly, students were expected to write about how they convinced their parents to allow them to acquire a dog, rather than writing about their dog.

Students need to be aware that including long, pre-learned passages of irrelevant material is a waste of time. Markers look for relevance in assessing students' responses. Students who use a memorised opening paragraph would be well-advised to read the examination letter first, so that they do not omit important information such as, in this case, why their last letter was so brief.

Pre-learned introductions and conclusions neither add to the impression created nor detract from it. Students should devote their time to answering the question.

Most students adhered to correct letter format, although careless spelling such as *Leibe Christine* does not create a good initial impression. Spelling mistakes and inaccuracies in basic grammar may detract from an otherwise sound response. Students should allow time to check their responses and pay particular attention to verb endings, verb conjugation, past participles, auxiliary verbs, word order, etc.

Simplistic responses should be avoided and students are expected to achieve a standard of language in keeping with the 2 Unit course. To do this, some complex sentence structure and idioms need to be included.

The 2/3 Unit writing skills descriptors which follow indicate the criteria used for the awarding of marks in this section of the paper. Remember that while a student might display typical characteristics from a particular category, there may be other overriding factors that result in the awarding of a mark from a higher or lower category

1998 HSC 2/3 UNIT GERMAN WRITING SKILLS DESCRIPTORS

Marks	Criteria
15	<p>Outstanding</p> <p>The best that can be achieved by a non-native speaker. The student responds in a fluent, confident manner, demonstrating a sophisticated level of language. Despite some possible 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>
13–14	<p>Excellent</p> <p>The student fully achieves the communicative goals set by the question. A wide range of interesting and relevant ideas are presented, but not well developed. There may be some errors, but the overall response reads coherently. The student uses a wide range of vocabulary and uses some complex grammatical structures.</p>
10–12	<p>Very Good/Above Average</p> <p>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 that the student has good control of vocabulary and grammatical structures.</p>
8–9	<p>Average/Satisfactory</p> <p>The student demonstrates a substantial understanding of the letter/narrative outlines. The message is generally clear, but may be lacking in detail. There may also be some repetition. The student employs a more restricted range of vocabulary and structures than in the ‘Above Average’ category. The sentence structure may be simple and there may be numerous lexical and syntactical errors.</p>
5–7	<p>Below Average</p> <p>Whilst the student displays an understanding of the letter/narrative outline, the response may be quite minimal and/or some information may be absent or irrelevant to the topic. Reading and understanding of the response may be hindered by numerous lexical and syntactical errors. There may be some anglicisms and a simple sentence structure that sometimes reflects English word order.</p>
2–4	<p>Poor</p> <p>The student achieves little communication. 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. Alternatively, the student may have failed to answer many of the questions asked, or a large amount of material is irrelevant to the question. The overall impression is that the student was unable to write a meaningful answer to the question.</p>
0–1	<p>Non-Attempt/No Communication/Irrelevant</p> <p>The student 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 24. November

Liebe Christine!

Vielen Dank für Deinen Brief. Ich habe ihn gestern bekommen und ich freute mich sehr, Post von Dir zu kriegen! Es tut mir Leid daßmein letzter Brief so kurz war, aber damals mußte ich viele Prüfungen in der Schule schreiben und deshalb hatte ich fast keine Zeit, einen Brief zu schreiben. Dieser Brief wird bestimmt länger sein.

Wie schade, daßDu durch Spanien nicht fahren darfst. Es wäre so toll, wenn Du es machen dürftest! Leider sind meine Eltern auch ganz altmodisch. Letztes Jahr wollte ich auch mit Freunden reisen aber sie sagten, daßich zu jung war. Das ist Unsinn! Ich bin alt genug, das zu machen, was ich will! Jetzt, wo ich das Abitur mache ist es noch schlimmer. Sie meinen, daßich immer hinter meinen Büchern sitzen soll, um gute Noten zu kriegen. Das mag wohl sein, aber ich kann ja nicht immer lernen. Momentan hab'ich kein gutes Verhältnis zu meinen Eltern, denn sie sind immer so altmodisch!

Es wäre doch phantastisch, wenn Du einen Hund bekommen könntest. Für mich war es nicht so schwer, meine Eltern zu überzeugen, da sie tierfreundlich sind. Aber sie dachten natürlich auch, daßder Hund Schmutz und Arbeit machen würde. Deshalb habe ich versprochen, alles selbst zu machen. Seit zwei Jahren haben wir einen Hund, den ich sehr liebe. Ich gehe immer mit ihm spazieren und mußihn auch füttern. Aber das ist mir egal. Das Allerwichtigste ist, das ich ihn halten darf! Ich bin ganz sicher davon, daßDu deine Eltern auch überzeugen könntest!

Du hast nach Mary gefragt. Seit einer Woche besucht sie wieder die Schule, aber leider ist sie immer ganz krank. Nachmittags ist sie immer völlig erschöpft und sie findet die Unterrichtsstunden sehr anstrengend. Normalerweise ist die so fleißig und lernt regelmäßig, aber jetzt hat sie gar keine Lust dazu. Sie ist so geduldig und klagt nie, aber ich weiß, daßsie sich nicht wohl fühlt. Ich hoffe aber, daßes ihr bald besser gehen wird.

Du hast auch über meine Klassenreise gefragt. Ich dachte auch, daßich es hassen würde, in einem Zelt zu schlafen, aber in der Wirklichkeit hat es mir sehr gefallen. Trotzdem war der erste Tag schrecklich. Wir mussten lange im Bus sitzen und dann sind wir erst spät angekommen. Es war schon dunkel und es war fast unmöglich, die Zelte aufzuschlagen! Aber am anderen Tag haben wir alles Mögliche gemacht. Wir sind geschommen und wir haben gesegelt. Unter anderen, haben wir auch eine Spaziergang gemacht. Die Umgebung war unglaublich malerisch! Am letzten Tag haben wir etwas fhnliches gemacht, aber wir mussten leider auch wieder nach Hause fahren. Nachts haben wir gesungen und viel geredet. Ich würde Camping Dir herzlich empfehlen!

Jetzt mußich Schlußmachen, weil ich meine Hausaufgaben machen soll. Ich freue mich schon auf Deinen nächsten Brief.

Deine Sarah.

Comment: This was a thorough and confident response to the letter. It utilised a wide range of vocabulary and incorporated complex grammatical structures appropriately. One or two minor errors did not detract from the quality of the response.

Excellent response (13–14/15)

Sydney, den 10. Dezember.

Liebe Christine!

Vielen Dank für Deinen Brief den ich heutemorgen erhalten habe. Es freut mich, so bald von Dir zu hören. Da ich vor einigen Wochen Prüfungen hatten, konnte ich nur einen kurzen Brief schreiben. Aber jetzt sind meine Examen vorbei und etwas Freizeit habe ich endlich für mich selbst. Wie Du weißt, habe ich neulich mit meiner Klasse einen Campingausflug gemacht. Ich muß sagen, daß das eine schreckliche Erfahrung war. Du weißt doch, daß ich ein Stadtmensch bin und mich nicht für das Land interessiere. Trotzdem habe ich da viele Wanderungen untermommen. Aber das war so anstrengend. An dem zweiten Tag hatten wir ganz heiteres Wetter und deswegen wollten wir eine Radtour machen. Leider hatte es kurz danach angefangen, zu regnen und der Weg war folglich ganz glatt und naß geworden. Als ich um eine Ecke abbog, war ich hingefallen und verletzt. Obwohl die Verletzung nicht schwer, konnte ich nichts anders machen, als nach Hause zu fahren. Also war ich schon an dem zweiten Tag nach Hause geschickt. Jedoch war ich kaum enttäuscht, da ich mich das Leben in einem Campingplatz nicht gewöhnt konnte.

Es ist wirklich schade, daß Deine Eltern nicht wollen, daß Du nach Spanien fährst. Früher waren meine Eltern auch so. Denn sie haben immer Angst, daß es gefährlich ist, daß einige junge Leute ins Ausland fahren. Aber jetzt habe ich sie endlich überzeugt, daß ich reif und unabhängig bin. Also darf ich in den kommenden Ferien mit meinen Freunden nach Amerika fahren. Darauf freue ich mich jetzt schon.

Ich finde es komisch, daß Du Dir einen Hund wünschst, da Du in einer Wohnung in der Stadtmitte wohnst. Trotzdem bin ich ganz dafür, weil ich der Ansicht bin, daß ein Hund das Leben glücklicher macht. Obwohl meine Eltern waren am Anfang ganz dagegen, daß ich einen Hund kaufen wollte, hatten sie trotzdem es erlaubt, weil ich ihnen versprochen haben, für den Hund Koko zu sorgen. Damit sie nichts für Koko machen mußten. Außerdem durfte Koko nicht ins Haus. Das war aber nicht so schwierig, da wir ein großer Hinterhof haben. Aber jetzt hat Koko meinen Eltern auch gefällt. Für sie ist Koko kein Problem mehr, sondern sie ist ein Teil unserer Familie.

Du hast in Deinem Brief gefragt, wie es meiner Schwester Anna jetzt geht. Also, jetzt ist er völlig erholt. Aber weil sie bald Examen hat, muß sie gesund bleiben. Deswegen treibt sie jetzt jeden morgen Sport, um sich gesund zu halten. Da es bei uns jetzt Frühling ist, gibt es fast immer schönes Wetter. Aus diesem Grund geht sie gern jogging. Wenn ich etwas Freizeit habe, spiele ich ab und zu sogar Tennis mit ihr. Obwohl ich normalerweise selten Sport treibe, macht es mir trotzdem viel Spaß.

Na ja, ich muß jetzt Schluß machen, da es bei mir schon spät ist. Sobald Du wieder zeit hast, schreib mir doch bitte. Ich warte aufgeregt auf Deinen nächsten Brief.

Mit bestem Gruß.

Deine Sarah.

Comment: This student responded well to all aspects of the letter. There were a few basic errors but the complex structures were handled competently. A wide range of vocabulary was used to make the response interesting.

Above Average response (10–12/15)

Sydney, den 25. November

Leber Alexander!

Wie geht es Dir eigentlch? Es ist wieder Zeit daßich Dir ein paar Zeilen schreibe. Keine sorgen, ich schreib Dir auch einmal wider einen langen Brief daßDu zufrieden bist! Bei mir ist alles in Ordnnng – spitze geht es mir!

Mein Klassen Campingausflug war sehr spanend, ich habe eine tolle Zeit gehabt. Leider mußte ich doch in einem Zelt schlafen, aber so müßten auch alle anderen, und glaub es mir, die haben auch ein theater gemacht weil nemand wollte in einem zelt schlafen. Aber wir hatten alle eine gut Zeit gehabt. Wir haben bei einem Campingplatz am Strand übernachtet. Daßwar sehr erholsam. Wir lagen alle im sand und hatten die heiße Australieschen Sonne genossen. Wir sind auch selbstverständlich Surfen gegangen und haben die ellen gereitet. Im Meer ist es auch schön schwimmen zu gehen. Das Saltzwasser tut den Körper viel gutes zum relaxieren.

Ich mußehrlich sagen daßmeine Eltern kein bischen altmodisch sind. Sie wären froh wenn ich die gelegenheit hätte ins Ausland zu gehen, und überhaupt, nach Spanien zu fliegen.

Ich habe eine schwere Zeit gehabt, bis ich entlich meine Eltern überzeugt habe, mir einen Hund zu kaufen. Einen Fisch oder einen Vogel hätte Ihnen nichts ausgemacht, weil die nicht umeinander rennen. Wir haben sowieso nicht viel Platz für Tiere. Ich habe versprochen daßich nach meinem Hund aufpasse, jeden Tag mit ihm laufen gehe und auch selber ihn füttere, dann waren sie mit mir einverstanden, so lang der Hund nicht zu großist, war auch eine Regel.

Vor einem Monat hatte meine Schwester hohen Fieber gehabt, und so bald sie probiert hat aufzustehen, hatte sie den Greißlauf bekommen und ist ihr swindelrig geworden und sie mußte gleich wieder hinliegen. Ich mußsagen daßes ihr jetzt viel besser geht. Manchmal hatt sie immer noch Kopfschmerzen aber das Mindeste ist vorbei.

Jetzt mach ich schluß. Ich hoffe daßder Brief diesmal Dir lang genug ist. Viele herzliche Grüße an alle!

Dein Daniel.

Comment: This student presented a variety of interesting ideas. The letter read as a genuine and spirited response to a friend. The student employed a wide variety of grammatical structures and vocabulary, not always successfully, but the lapses did not detract too much from the response.

Average response (8–9/15)

Clontin, den 24. November.

Liebe Christine,

Entschuldigung, aber ich fühle mich heute nicht wohl. Na dann, vielen Dank für Deinen Brief! Meine Schwester ist viel besser jetzt, daher kann ich schreiben. Die letzten vier Woche war sehr hektisch.

Der Campingausflug! Ja! Ich freute mich sehr auf er, aber es gefällt mir nicht. Du hast recht – ich habe meine Lehrer geärgert drei Tage lang. Das Essen war sehr schlecht, aber ich hatte meine eigenes Essen gebraucht. Dann hat meine Lehrer es genommen! Ich denke, dass sie ass es nach nur eine Tage. Ich hasse meinem Bett auch! Aber genug.

Sechs junge Leute in einem Auto durch Spanien! Meine Vater wurde ein Herzinfarkt haben. Ich denke, dass alle Eltern sind so altmodisch. Meine Eltern lassen mir nicht allein zu Hause bleiben! Vielleicht, wenn Du zeigen könntest, dass der Fahrer sicher ist, kannst Du gehen. Ausserdem Du bist nicht so jung jetzt. Wenn Du willst fahren, was kann deine Eltern machen? Vielleicht können sie Deinen Taschengeld kurzen, aber was sonst?

Ich weiss nicht warum, aber meine Eltern vertrauen mich. Daher, wann ich habe gesagt, 'Ich will ein Hund', und habe versprochen, dass ich es stubenrein machen worden, die haben es gekauft. Jetzt pinkelte meinem Hund oft in dem Wohnzimmer, und meine Mutter kann das nicht leisten. Ich weiss nicht wie Du kannst Deine Eltern überzeugen, Dir einen Hund zu kaufen.

Wie ich habe gesagt, ist meine Schwester jetzt viel besser, aber vor einem Monat scheint es nicht so gut. Sie war sehr krank, und meine Mutter hatte sehr viel Angst, dass sie toten könntest. Vielleicht kann sie sogar nächstes Monat nach Kiel fahren, um Dich zu sehen. Aber wir müssen noch ein Paar Wochen warten.

Jetzt muss ich mein Zimmer reinigen, Entschuldigen Sie, aber ich muss gehen. Wieder – vielen Dank für Deinem Brief. Bis nächste Monat.

Tschuss!

Dein Daniel

Comment: This student answered all the questions asked in the letter, but the responses were brief and not well developed. The sentence structure was simple and there were numerous grammatical errors and some incorrect use of vocabulary.

Below Average response (5–7/17)

Sydney, den 15. December

Liebe Christine!

Wie geht's? Mir geht's gut. Es tut mir leid da ich so lange nicht geschrieben habe, aber ich habe sehr viel für die Schule tun müssen. Du kennst es ja!

Ich bin nicht mit meine Klasse zu einen Campingausflug, weil bin ich ins Krankenhaus. Ich war in einem Autounfall. Ich will erklärteÖ Wie du weißhabe ich für zwei Monaten meinen Fuhrenschein gemacht. Ich kann ganz gut gefahren, aber es gibt noch Situationen wo mir die Erfahrung fehlt. Es war eben eine solche Situationen. Es war in Strömen geregnet, als ich von der Schule nach Hause fuhr. Ich bin ziemlich langsam gefahren, aber trotzdem nicht langsam genug. Ja, und als der Lastwagen von mir stehengeblieben ist, bin ich hinten darauf gefahren. Meine Armen sind gebrochen, und ich habe jetzt eine große Kopfschmerzen. Ich habe noch mit meine Freundin gesprochen, aber hoffentlich war es sehr gut!

Ya, meine Eltern sind auch altmodisch. Ich kann nicht gehen mit meine Freund ins Kino, weil ich bin so jung. Aber was kann ich tun?

Habe ich Dir eigentlich noch gesagt, daßich habe einen hund? Sie heißt Julia. Er ist ziemlich klein, und hat kurzes, dunkel haare. Er ist so süß! Meine Eltern habe ihn gekauft für mein zehnten Geburtstag. Es war Liebe aus dem Ersten Blick! Meine Eltern sind streng, aber sehr nett! Ruff mich an, und ich will mit Deine Eltern gesprochen. Für deine Geburtstag will du ein Hund habe!!

Meine Schwester sind jetzt gut. Sie war für einundeinhalbes Monaten ins Bett nach Hause bin, aber der Arzt habe keine Annung was mit ihn los war. Sie hat eine Kopfschmerzen, ihr bauch tut weh, und sie war sehr traurig. Ich weißes nicht! Sie sind jetzt sehr gut, und dann bin ich glücklich!

Bis bald!

Viele Grüsse,

Deine Sarah.

Comment: Although the student displayed an understanding of the letter, they did not respond adequately to the questions. A significant amount of irrelevant material formed the body of the letter. The sentences were simpler and many anglicisms were used when the student attempted to respond to the questions asked. Many syntactical and grammatical errors also emerged at this point.

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

Section III – Options (15 Marks)

All options were marked globally: an impression mark was awarded according to the quality of the answer presented. Because of this holistic approach, **all** options were **double marked**.

In essence, all options questions are guided essays. As such, they 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 broader, more holistic, interpretative appreciation and analysis.

Students should be mindful of the following:

Where a question makes specific reference to a quotation, it should be translated, paraphrased or discussed within the response to the question.

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

General Comments

Here are some reminders to students. When doing the examination:

- Translate the quotations in full.
- Explain to whom pronouns refer.
- Explain devices such as irony, metaphors and imagery.
- Comment on changes of mood and so on that occur in a song.
- State the message in the music questions, then relate musical points to the message.
- Markers are looking for original, interpretative answers, so writing memorised sections from the HSC Songs booklet is not recommended.

2 Unit (Common) Course

Comments on specific questions:

Question 4: Mambo

Most students demonstrated a basic understanding of the theme and the message of the song. The music question was well handled by some students, but proved a challenge for others. A good response covered three elements of the question (melody, voice, instrumentation) while relating them to specific points in the lyrics and explaining why certain techniques were used.

Weaker responses were unclear and incomplete, sometimes dealing with one element of the question. Students would benefit from translating or paraphrasing all German quotations into English, and answering all parts of a question.

Typical Answers

Question 4(c)(i) How does the refrain vary each time it is sung?

(ii) What is the significance of these changes?

Excellent response

- (c) (i) As the time passes the driver gets more frustrated. It starts off with 'I must keep looking around' to 'I look around' ending with 'I drive around aimlessly'.
- (ii) The significance of these changes is that the driver is becoming increasingly frustrated as time goes past and is unable to find a parking spot in order to reach his loved one. He goes from being confident of finding one to losing hope and giving up.

Comment: The change each time in the refrain was accurately expressed and the significance of these changes was clearly stated.

Average response

- (c) (i) 'I'll keep looking around', 'I must keep searching', 'I'm driving around aimlessly'.
- (ii) He becomes increasingly frustrated as he searches for a parking spot.

Comment: Some accuracy in translation of quotations was evident and the general idea of a change in the driver's mood was conveyed.

Poor response

- (c) (i) The second half of the last line changes in each refrain.
- (ii) The singer is desperate to find a parking spot.

Comment: There was no English rendering of the relevant lines nor was there any indication of the change in the driver's mood as the song progresses.

Question 4(e) How does the music reinforce the message of the song? In your answer, you may refer to melody, voice and instrumentation.

Excellent response

The message of the song is not to get worked up about daily inconveniences like city traffic and trying to find a parking space.

- the ‘Aaah ...’ at the beginning of each chorus shows the driver’s exasperation at not finding a parking space.
- The bongos, steel drums, horns, etc combine to create the mambo style of music indicating the lighthearted mood.
- The last chorus is repeated to indicate his never-ending search and driving in circles.
- The abrupt end could mean that he has given up looking for a parking space.

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

Average response

The message is the congestion of city life with pollution and masses of cars.

The instruments used are the xylophone, trumpet, drums and bongo giving a tropical feel. The mood is upbeat and bright.

Although the singer is frustrated, both the music and voice are lighthearted.

The ‘aah’ which leads into the chorus may suggest a cry of annoyance.

Comment: This response was detailed on some points, but lacked clarity on others.

Poor response

Instruments used were bongo drums, keyboard and guitar.

The melody makes you feel restless and is made of short tones.

His voice changes in parts where he shows how uncomfortable he is.

The bongo drums make the best tones which bring the speed and restlessness across to the listeners.

Comment: As with most poor answers, this response was inaccurate when listing instruments and vague when commenting on the use of voice, instruments and melody. The message was not stated.

Question 5: Manchmal weine ich sehr

Most students demonstrated a sound understanding of the theme and message of the song. However, many students did not show that they understood irony in the song (eg ‘Pills being colourful, not tasting a bit dangerous but which were in fact harmful to the patients’). Most quotations were well translated, with the exception of *Es schneit bereits. Doch jetzt im August..* where *bereits* was often misunderstood. It is suggested that students also explain pronouns in quotations.

Typical Answers

Question 5(b) Comment on the use of irony in the second stanza.

Excellent response

The irony in the second stanza consists of the fact that the doctors are 'jovial' and the nurses well-groomed and they smile constantly, despite the depressing situation of a mental institution. It may be their way of coping, but the patients felt they don't care about their situation. It is as if outward appearances (smiles, being well-groomed) are more important to them than the emotional needs of the patients. 'The tablets are colourful and administered daily and they don't really taste a bit dangerous'. It is said sarcastically. They may look harmless, but are in fact very dangerous.

Comment: The student understood the concept of irony and gave some good examples.

Average response

The cheerful doctors and well-groomed nursing staff contrast with the patients' misery, especially as they never stop smiling.

Comment: The concept of irony was understood, but it was not well supported by examples.

Poor response

The second stanza is filled with irony. Examples are the behaviour of the male nurses, 'they laugh, laugh incessantly'. They at first seem jovial, but we begin to see they mistreat their patients and laugh at their disabilities. 'The pills are colourful and daily'. This statement reveals that patients are given medication without them knowing why.

Comment: The concept of irony was not well understood. The incorrect translation of the quotation led to an incorrect explanation.

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

Excellent response

The message of the song, that patients require and deserve more respect and better, more personal care in psychiatric institutions in order to get well, is supported by the music.

- *unaufhörlich* in the second stanza is drawn out, showing the patient's irritation at the insincere smiling of the carers.
- The small trill played on the piano in the introduction represents the few hopes and dreams of the patient.
- *Wir werden sicher bald gesund* in the third verse is said excitedly to show the hope and excitement of the patient at the thought of getting well again.
- The cello and trombone in the conclusion play slowly and sadly to convey the idea that there is in fact no hope for recovery for this patient.

Comment: This answer addressed all three points in the question and explained what happens in this music, where it happens and why. The message was stated clearly.

Average response

The message is about how patients in mental institutions are being treated. This is a dark message and the music is dark too.

Initially piano sounds full of hope and is uplifting,

The trombone and cello music at the end is very sombre and depressing, sounding like funeral music, signifying the man's impending death.

The voice is emotional, with no hope or cheerfulness.

Comment: The message was not clearly stated. One good musical point was made, while others were incomplete and did not address what, where and why.

Poor response

The piano has a strong element of solitude and is often heard alone and relates well to message.

The singer's voice is generally depressing.

The tune is slow and melancholy.

Comment: No message was stated. The answers were vague and incomplete and did not note the changes in voice and melody, nor did they mention instrumentation.

2 Unit (General) Course

Comments on specific questions

Question 5: Mambo

Most students demonstrated a good, general understanding of the theme and message of the song. They gave appropriate detail when explaining who *ich* and *du* were in the refrain and used quotations to correctly explain Grönemeyer's view of traffic wardens and other drivers. Question 5(d) was a challenge to some students, as translation of the quotations was essential. Many students gave only general responses to this question.

Typical Answers

Question 5(c)(i) How does Grönemeyer view traffic wardens?

Excellent Response

Grönemeyer views traffic wardens as lurking panthers, ready to strike. 'Lauern wie Panther, zum Sprung bereit'. They are waiting on every street corner stopping people parking illegally. Grönemeyer certainly dislikes them as they are in full control.

Comment: This answer gave all the relevant details of Grönemeyer's view of traffic wardens and also clearly explained the imagery used.

Average response

The traffic wardens are viewed as a nuisance, waiting on every corner to give tickets to anyone who does the wrong thing.

Comment: This is a correct paraphrase from the text, however some detail was omitted.

Poor response

He views traffic wardens as pathetic and doesn't think they are doing their job.

Comment: This answer makes only a general statement, with no reference to the lyrics.

Question 5(e)(i) Why is the song called 'Mambo'? (ii) What instruments are used in the song and what effect do they create? (iii) How does the singer use his voice to reinforce the message of the song?

Excellent response

- The song is called 'Mambo' because the melody and instrumentation is Latin American in Mambo style. It creates a lighthearted mood, as if Grönemeyer is telling the listener not to take traffic problems so seriously.
- Brass instruments are used to sound like car horns being used by impatient drivers. The bongo drum solo near the end of the song heightens the panick-stricken state of the man stuck in traffic.
- The message of the song is that we are slaves to technology and wasn't technology supposed to make life easier? It is a criticism of modern technology. Before each refrain there is a frustrated 'aah' from the singer, showing he's sick of traffic problems.

Comment: This answer clearly addressed all aspects of the question. It effectively explained what happens in the music, where it happens and why.

Average response

- The dance the Mambo is an upbeat kind of dance, like the sounds of the poor guy trying to find a place to park.
- Bongo drums set the beat, like the heartbeat when you get really angry or excited and the trumpets are like the noise of car horns.
- The voice tries to stay calm in verses but sounds exasperated in the chorus.

Comment: In this answer, there was an incomplete connection between what happens in the music, where it happens and why.

Poor response

- The song is called Mambo because it is what relates to the music – it's very dancy.
- The instruments used include drums, bongos, maracas etc and they create an image of tension.
- The voice sounds happy at times and then frustrated, like when he begins each refrain.

Comment: Very vague and insubstantial answers.

Question 6: Manchmal weine ich sehr

Most students demonstrated a sound understanding of the theme and message of the song. All students understood who *ich* was and where he was, and they were also able to give two references. Some students found it challenging to explain to whom *dir* referred, giving inappropriate detail in their answers. Many students mentioned musical points when explaining 'how we know that he is unhappy here', which belong more properly to part (e). Many students found the question on music a challenge to answer.

Typical Answers

Question 6(b) *Auch daßich mich sehne nach dir? Whom does dir refer to?*

Excellent response

'Also that I long for you'. 'You' is the person that he loves and longs for and who is in the outside world. He also sees this person each day in the park from his bed, whether they be real or imaginary. This person is, however, a source of hope in the patient's life.

Comment: The quotation was translated correctly. The answer also referred to other parts of the song as well as to the symbolism relating to this person.

Average response

The *dir* refers to someone on the outside. It is assumed that he is having a relationship with this person when he says 'I'm longing for you'.

Comment: This answer gave a correct rendering of the quotation and demonstrated an understanding of who the person is, but not what the person symbolises.

Poor response

The *dir* refers to a friend, perhaps a girlfriend, outside the mental asylum.

Comment: There was a basic understanding of who the person is, but there was no reference to the lyrics.

Question 6(e) (i) What role does the voice play in the song?

(ii) What instruments are used in the song, and what effect to they create?

(iii) How does the music in the conclusion reflect the singer's state of mind?

Excellent response

- The voice for much of the song reflects the sad, melancholic mood of the institution. The voice becomes harsh and angry on *Ärzte* and *Pfleger* and *lächeln, lächeln unaufhörlich* to show his disregard for the doctors and carers.
- Instruments are piano, cello, trombone. Slow piano played in the introduction creates a sombre mood, typical of such an institution. But the playful trill on the piano also indicates hope.
- The cello and trombone play a sad melody at the end of the song to reflect his hopelessness.

Comment: This answer addressed all aspects of question, clearly stating what happens in the music, where it happens and why.

Average response

- The voice in the song sounds very depressed, at times a little hopeful, yet mostly caught up in his own sadness.
- The instruments in the song are piano, a cello and a trombone. They create a dark mood, reflecting the voice.
- In the conclusion the music is deep, dark and passionate.

Comment: The statements about the singer's voice and the conclusion were insubstantial. Correct instruments were mentioned, but there were only vague allusions to the effect created.

Poor response

- Sad and whining tone of voice – set tone for his life.
- Piano, guitar, cello are instruments used; piano is sad, guitar is dreamy, cello is emotional.
- He is beginning to calm down after expressing his sadness out loud.

Comment: There was only vague and insubstantial comment on the singer's voice. The instruments listed were incorrect and their effect was not related to the lyrics. No mention of the music in the conclusion, only a general comment about the singer's state of mind.

Part B – Radio Plays

General Comments

Students generally showed a good understanding of the plots of both plays which was required in the comparative questions in both the 2/3 Unit and 2 Unit General courses. Those who could analyse issues and substantiate their answers gained credit for their thorough knowledge of plot and character.

It is important for students to organise the time they spend on all sections of the examination so that they can complete all questions. It is also essential that they read all questions first, before beginning to write their answers, thus avoiding unnecessary repetition and poor use of time.

Quotations provided from the chosen passage should be situated in this specific context first, before being placed in the wider context of the play.

Both plays need to be studied so that students will be prepared for comparisons. If required, they should be able to look at similarities and differences, and be conversant with key facts from both stories. The study guide should be seen as an aid to the individual's detailed study of the text.

The terms 'irony', 'character' and 'significance' need to be understood. There was also confusion demonstrated in the incorrect use of 'puppet' and 'optometrist' in *Der Pupp doktor*.

Question 7: Rache für Perro

Typical Answers

Question 7(b) *Sind Sie verrückt?* How do Redwood's actions towards (i) Perro and (ii) Summerfield reinforce Summerfield's opinion of Redwood?

Excellent response

(i) 'Are you crazy?' Redwood's obvious crazy obsession with Perro is apparent when he claims that his death was worse than that of a wife, that he was teaching him to speak and that he conversed with Perro on a level higher than humans do.

(ii) Summerfield's view of Redwood as mad is also reinforced, when Redwood forced his way into his home and threatened to kill him for having run over his dog. His erratic mood swings and justification for his intentions of murder and cold-blooded planning indicate how crazy he is.

Comment: This response comprehensively addressed the question through Summerfield's perspective.

Average response

(i) Redwood's actions towards Perro make Summerfield think Redwood is crazy, because the love he shows the dog has gone too far and he kept talking about him. Summerfield thought Redwood wanted money and cannot understand who would kill someone for running over a dog by accident.

(ii) Summerfield could not believe someone wanted to kill him, but discovered his madness when he heard his plans on committing murder.

Comment: This answer covered the issue of obsession, but did not elaborate on its extent.

Poor response

(i) Perro was more than a best friend to Redwood.

(ii) Redwood threatened to kill him. He thought he was crazy and should see a doctor.

Comment: Insufficient support given is from the play to justify the statements that are made.

Question 7(d) *Rücksichtslos Verantwortungslos, Mister Summerfield.* What does this reveal about Redwood's character?

Excellent response

'Reckless, irresponsible, Mister Summerfield'. These few words show how Redwood is quick to try and condemn and jumps to conclusions and that he will not change, despite what Summerfield says, because he is so convinced of his own right. It also shows how obsessed he was by his dog's death and how over-exaggerated and irrational his response was, in planning in such a calculated way, with such precise details, to murder a human for revenge.

Comment: The answer addressed the character traits revealed and situated the quotation well in the context of the passage given. It gave a good analysis of the character, supported by a sound understanding of the play.

Average response

This comment shows Redwood is keen to blame people and here it's Summerfield for being reckless and thoughtless and for going too fast.

Comment: A good understanding given of Redwood's comment was shown and there was a logical situation of it in context with reference to one character feature.

Poor response

He's strange, absurd deranged and obsessed with his dog, Perro.

Comment: This answer did not show an understanding of the question or specific context in the play.

Question 6(e) Compare and contrast the way the theme of death is treated in *Rache für Perro* and *Der Pupp doktor*.

Excellent response

Neither Redwood nor *der Pupp doktor* show any sign of remorse or conscience for ending a person's life. Each is convinced of his righteousness, obsessed with a dog or dolls, respectively, which are regarded as more important than humans. Both assume 'God-like' powers and control to be the judge, jury and executioner.

However, Redwood murders for revenge, which differs from *der Pupp doktor* who kills to gain the eyes of the customer. Death in *Rache für Perro* is also a recurring motif throughout the play, witnessed and expected, whereas in *der Pupp doktor* it is assumed at the end, but outside the time frame of the play.

Comment: This answer represented a well-elaborated analysis of similarities and differences in the treatment of death in the two plays.

Average response

In both plays there is a story about mad people who are obsessed and murder other people, and think they are right. Redwood shoots Summerfield dead for his dog and the Doll Doctor drugs the customer and takes her eyes.

Comment: While some similarity between the two plays was discussed, there was no reference to an 'contrast'.

Poor response

Redwood tells a person he will kill him, but the *Pupp doktor* makes the customer unconscious.

Comment: This answer did not give the specific details required to establish the reasons for the deaths in each play, nor did it compare and contrast them. Students are reminded to give all details that are relevant to an answer and to establish a wider context.

Question 7: Der Pupp doktor

Typical Answers

Question 7(a) Explain the irony of the title of the play.

Excellent response

The title ‘*Der Pupp doktor*’ (The Doll Doctor) suggests a gentle, friendly man who repairs dolls for children and who therefore likes children. The irony lies in the character later revealed who is an evil, murderous person who hates children. The ‘Pupp doktor’ restores beautiful dolls but is a de-registered doctor who destroys human life to do it.

Comment: This was an excellent discussion of irony, explaining the differences between what is assumed and what is revealed with relevant elaboration.

Average response

A doll doctor is supposed to be friendly and the word has images of happiness. However, by the end of the play we see the doll doctor is not good, but a murderer who enjoys killing people to get their eyes and put them in his own dolls.

Comment: A good link is made with the doctor image and reality in this play. The response could have gone further to include reference to the irony with dolls and children.

Poor response

The title is ‘*Der Pupp doktor*’ – Doll Doctor. This doctor attempts to make the dolls life-like.

Comment: There is no attempt to explain the irony inherent in understanding ‘*Puppe*’ or ‘*Doktor*’ in the context of the play.

Question 7(d)(i) Why has the *Kundin* come into the shop? (ii) How does she contribute to the outcome of the play?

Excellent response

(i) The customer has inherited 13 dolls from her late godmother. She is now interested, wants to know more about doll collections and look around.

(ii) As a naïve, gullible young woman, she allows herself to be manipulated by the Pupp doktor to go to the back of his shop. She has the beautiful eyes suitable to be the next victim so he can remove her eyes for his dolls.

Comment: The role the customer plays in her downfall was well addressed, as was the fate the Pupp doktor has in mind for her — the perfect victim.

Average response

(i) Although the Pupp doktor believes the customer came to get dolls restored, she has really come to sell some.

(ii) She contributes to the outcome of the play as she is the victim of a murder by the Pupp doktor to get eyes for his dolls.

Comment: The details given in (i) were not completely factual and did not provide complete reasons for the customer's interest.

Poor response

- (i) She came out of interest.
- (ii) By getting her eyes out and murdered.

Comment: This answer was incomplete and did not demonstrate any real knowledge of the play. The answer to part (ii) provided no link to the *Pupp doktor's* motivation.

Question 8: Der Pupp doktor

Typical Answers

Question 8 (a)

- (i) *Wie alt ist Ihre Tochter?*
- (ii) **Why does the *Pupp doktor* ask the *Kundin* this question?**

Excellent response

He asks her the question of how old her daughter is, we think at first, to find out if she wants to buy a doll or just why she's come. However, we realise later in the play he had a more sinister intent in wanting to check if she had family who would miss her if she became his victim and he took out her eyes.

Comment: This answer situated the quotation appropriately in the context of the passage given and related it well to the whole play and to the *Pupp doktor's* motivation.

Average response

He asks the customer to see if she has a daughter and find out if she's looking at the dolls for a child. He thinks that to give one of his dolls to a child would be pure waste as children damage dolls. He wants to find out if he should tell her to go elsewhere and get a plastic doll.

Comment: Although the response placed the quotation well in context, it did not relate the question to the wider context of the play, or to the *Pupp doktor's* ulterior motives.

Poor Response

The *Pupp doktor* asked this to be polite and because he thought she wanted to buy a doll for her daughter.

Comment: This basic response had insufficient detail and needed to link the question to the rest of the play.

Question 8(c)

KUNDIN: Sie war kinderbs.

PUPPENDOKTOR: Na, umso besser!

Explain why the Pupp doktor's response is so surprising.

Excellent response

It shows an obvious dislike/hatred of all children when the doll doctor comments 'all the better' when the customer says her aunt was childless. The image we have of a doll doctor is that of a kindly man who fixes dolls for children. However, this doll doctor sees children as nuisances, he views his dolls as better companions than children and thinks children don't deserve these dolls.

Comment: The student gave a detailed and logical explanation of why the *Pupp doktor's* response was a surprise.

Average response

His response is surprising because you would expect a doll doctor to have children. He says they're only cute after two. He says dolls are more important than children.

Comment: This answer did not refer to the quotation in order to establish why surprise would be registered, although the answer established the general expectation of a doll doctor's response.

Poor response

It is surprising because a doll doctor is supposed to be a friendly person who repairs dolls. We get a completely different picture.

Comment: Insufficient detail hampered the explanation. Students needed to include all relevant details to ensure the argument was logically presented.

2/3 Unit (Common) Course

Part C — Film: Das Versprechen

General Comments

Most students coped well with the film option, demonstrating a sound knowledge of the facts. However, many showed only a superficial knowledge of socialism. Students are advised to know what ‘socialism with a human face’ is.

The quotations were rendered well in English, but some students are still writing these quotations in their answers. This is unnecessary and a waste of valuable time.

Some students also quote in German in their answers. Whilst it is pleasing to see the depth of knowledge the students have, they must demonstrate understanding of what the German means.

Students are reminded that simply describing what they see in the still will gain them no credit. They must mention the name of the technique, why it is used and how it relates to the story.

Question 8

Specific comments on individual questions are as follows:

- (a)
 - (i) Students needed to mention that Lorenz was able to travel outside East Germany or that he enabled Konrad to travel to Prague.
 - (ii) When referring to Lorenz’s decision it was necessary to include that he resented the arrogance of his West German colleagues – this was a reason for his refusing the job offers.
 - (iii) It was important that students highlight the differences between and Konrad’s decision. For example, Lorenz decided not to go for political reasons, whilst Konrad was concerned about his career.
- (b) It was important to show some understanding of what ‘socialism with a human face’ actually meant, such as more freedom and less repression.
- (c) Many students overlooked mentioning how/why Sophie came to be living in the West.
- (d) This question was well answered.
- (e) Many students did not name the film technique used and wasted time discussing stills generally. Teachers are advised to refer to the typical answers for question 9, part (e) to gain an insight into how this type of question should be answered.

Composition within frame and **framing** were frequently confused. Students are reminded that they should refer to the technique of **costuming** when mentioning what a character is wearing.

Typical Answers

Question 8(a)(iii) How did Lorenz's decision differ from Konrad's?

Excellent response

Lorenz decides against something rather than for something. He made an active decision to stay in the East. Although he could see faults in the Communist system he disliked the Western values and attitudes even more. Konrad, on the other hand, did not have a choice. He is a fairly passive character in the film and allows external circumstances to keep him in the East.

Comment: This response was a comprehensive answer that highlighted the difference between Lorenz's and Konrad's decisions.

Average response

Lorenz decided against something rather than for something. He chose to remain in the East for political reasons.

Comment: This response was incomplete since it did not mention anything about Konrad's decision.

Poor response

Lorenz did not want to go to the West but Konrad did. Konrad tripped over his shoelaces and didn't escape.

Comment: This response was rated 'Poor' because it showed little understanding of the men's decisions and how they differed.

Question 9

Specific comments on individual questions are as follows:

- (a) (i) Students needed to make it clear that it was East Berlin, not just the East or East Germany.
- (b) Many students did not mention that this was one of the times when Konrad was active.
- (c) (i) The aspect of Müller's character being a hypocrite at the end of the film was overlooked by most students.
(ii) Many students did not show an understanding of the 'agreement' as a form of blackmail.
- (d) The purpose of Müller saying this to Konrad was that it was a warning or a subtle way of antagonising him. Few students mentioned this.
- (e) Please refer to the typical answers for question 9, part (e).

Typical Answers

Question 9(d) Why does Müller say that the West did NOT suit Konrad's bother-in-law?

Excellent response

Harald was a pacifist and a firm believer in peace. He took part in protests with his wife Barbara and was arrested for strapping himself to a window with the number 20 written on his chest signifying the number of years the wall had been up. He was forcibly taken to the West without Barbara whom he could not bear to be separated from. He decided to cross back to the East and was shot dead by the border guards. Müller is sarcastically referring to Harald's problem with the West as a means of letting Konrad know he knows everything.

Comment: This response was a complete answer showing good understanding of the question.

Average response

Müller mentioned that the West did not suit Konrad's brother-in-law because after Harald was sent over to the West against his will he tried to return over the border and basically committed suicide as he walked into the borderguard's bullet. He preferred to die than live in the West without his beloved Barbara.

Comment: This response showed quite a good understanding of the facts but neglected to mention why Müller made the comment to Konrad.

Poor response

He says this because Harald was killed at the border trying to get back into the East. Müller says this because perhaps Harald didn't like what he saw in the West.

Comment: In this response the student did not say that Harald was forced to leave or that he could not bear to be separated from Barbara. In addition the answer did not demonstrate any understanding of why Müller made the comment.

Question 9(e)

Excellent response

Still 10 uses **composition within frame**. We see Alexander off-centre, with the photo of the communist leader centred. Alexander is seen as small and insignificant and powerless whilst 'Big Brother' is always watching.

Costuming in Still 10 sees Alexander dressed in a red American college jacket. This indicates not only western influence and affluence, but also he is wearing his mother's colour – he is the link between Sophie and Konrad.

Framing is used in Still 12. Konrad is on the other side framed by the glass which shows his entrapment in East Berlin and lack of freedom.

The **long shot** in Still 13 shows Müller at the end of the alley playing alone. This is used to show the narrow, straight down the line view of the Stasi and that you never know who the players in the system are.

A **midshot** is used in Still 14. We can clearly see the expressions on both faces – Konrad's look of anger and Müller's disinterest.

The sound of the bowling in Still 16 adds to the threatening atmosphere and Müller's breathing also lets us know how terrified he is.

Comment: This response identified several film techniques used, described how they were used and importantly, why.

Average response

A long shot is used to set the scene in Still 9.

In Still 10 Alexander is wearing a red sports jacket. Red is used to symbolise the West.

A close-up of Alexander is used in Still 11 to show that he doesn't understand why he can't see his father.

Parallel editing is used in Stills 11 and 12 to show Alexander's and Konrad's faces as they realise they are not going to see each other. Alexander is confused and Konrad is anxious.

In Still 15 we see the expression of anger and determination on Konrad's face. Still 16 is a midshot showing Müller being threatened.

Comment: Some of these responses were good. However, the film technique was not always mentioned, or the reason it is used was neglected.

Poor response

In Still 10 framing is used to show Alexander as powerless against the East Germans.

In Still 12 the director uses a close-up to show how worried Konrad is.

Composition within frame is used in Still 9 to show how the East Germans are always watching you. The cars are Trabis.

Alexander is wearing red in Still 10 and this colour represents the West in the film.

Comment: This response was rated 'Poor'. It was not clear that the student had much understanding of film technique, or why a particular technique was used. In some cases the wrong film technique was mentioned.

2 Unit General Course

Question 9

This question was generally well answered, although students are encouraged to provide detail and interpretation when appropriate.

Specific comments on individual questions follow. Please also refer to the notes on the 2/3 Unit (Common) Film Section of this report.

- (a) (i) Students were expected to state not only who Lorenz is but what his relationship is to Konrad.

- (ii) Lorenz's decision (ie not to take up Western job offers after the war) was misunderstood by many students. It is important to look carefully at the passage given in the examination paper so the questions can be answered in context.
- (iii) If students misunderstood part (a)(ii), then no marks could be given for why Lorenz reached his decision.
- (b) (i) Simply stating that the meeting was taking place 'before the tanks rolled in' was insufficient. It needed to be made clear that it was a Soviet invasion.
- (ii) Many students did not express the idea that Lorenz was waiting to warn Sophie of Konrad's current career prospects.
- (c) Simply stating that Sophie's idea was to move to Prague was not enough. Students needed to show why she decided on Prague.
- (d) The significance of the use of the past tense by Sophie was missed by many candidates, ie that Sophie is looking to a new beginning with Konrad in the East. Many talked generally about the stills instead of concentrating on the three techniques asked for.
- (e) Refer to the notes on the stills in the 2/3 Unit (Common) section of this report and the excellent response in the typical answers for question 9(e).

Typical Answers

Question 9(b)(ii) Why does Lorenz wait for Konrad and Sophie?

Excellent response

Lorenz is certainly worried about Konrad's absences and his lateness to conventions. He tells Sophie that Konrad is about to ruin his career because the Stasi, such as Kuhländer, are always observing him. He also indicates that perhaps it is Sophie who is causing this. He wants to make Sophie aware of this.

Comment: This was a complete answer as it included the idea that Lorenz wants to make Sophie aware of what is going to happen to Konrad's career.

Average response

Lorenz is worried about Konrad ruining his career because of his frequent absences and lateness. This is because Sophie is with Konrad in Prague.

Comment: This response was adequate. However, there was no mention of Lorenz wanting to make Sophie aware.

Poor response

To warn Konrad that he is not the only one who has noticed his absences. The Stasi is becoming curious about Konrad's motives for being in Prague.

Comment: This response did not mention that Lorenz is concerned for Konrad's career prospects or that he is there to warn Sophie.

Question 9(e)

Excellent response

A high-angle shot is used in Still 3. This shows someone is watching over their conversation – the Stasi. It shows how powerful the Eastern government is and also the vulnerability of Konrad and Sophie.

Composition within frame in Still 2 shows Lorenz between Konrad and Sophie. This focus on Lorenz gives him power as his help, or rather, lack of, will decide the future of Sophie and Konrad. It also demonstrates his disapproval/concern.

Costuming in Still 6 shows Sophie in red indicating her link to Konrad and her verve for life. Konrad's tie is undone. He is now more relaxed, beginning to break his ties with the rigid communism of East Germany.

Comment: This response covered all three techniques well, explaining why the techniques were used and how they related to the story.

Question 10

Most students chose this question and it was generally well answered. Specific comments on individual questions follow.

- (a) The fact that Konrad is seen as a passive character throughout most of the film was not mentioned by many students.
- (b) (i) Some students carelessly mixed up East and West.
- (c) (i) This was one of the times when Konrad was active.
(ii) The role of the Stasi was not explained fully by many students.
- (d) (i) The reference to Harald's involvement in the peace movement was not expressed well by some students.
(ii) The explanation of Harald's protest was done very well.
- (e) Many students confused **framing** and **composition within frame**.

Typical Answers

Question 10(a) Who is Konrad?

Excellent response

Konrad is an astrophysicist who lives in East Berlin. He was Sophie's boyfriend when she escaped to West Berlin through the sewers in 1961. He didn't escape but promised to come later. He didn't but they did meet up again 7 years later in Prague where their son, Alexander, was conceived. He is a passive character who places a great deal of importance on his career.

Comment: This was a detailed response which included the important aspect of Konrad's character, that he is a passive person.

Average response

Konrad is the leading male in the film and an astrophysicist. He did not escape with his girlfriend, Sophie, and still lives in East Berlin, while she lives in West Berlin.

Comment: This response gave details about Konrad, but did not include the idea of him being a passive person who fails to take initiative to be with Sophie again.

Poor response

Konrad is Sophie's lover and the father of her son, Alexander.

Comment: This response did not give enough detail. It mentioned neither his career, nor the escape, nor his passivity.

PART D – SHORT STORIES

2/3 Unit (Common)

General Comments

Most students demonstrated a sound understanding of the plot and characters, particularly in the short story '*In der Gondel*'. Students are again reminded to translate or accurately paraphrase all German quotations in the questions. Many students did not include an accurate translation in their answer.

A variety of answers was accepted in *Aloysius* part (e), and in *In der Gondel* part (c)(ii) and part (e), provided that any interpretation could be supported with specific examples from the text.

It is suggested that students read all parts of the question before commencing this section to avoid repetition across their responses. However, students were given credit for answers throughout their entire responses.

Question 10: Aloysius

Students did not translate *Fußboden* or *er wunderte sich* correctly. Some students did not place the dream in the correct sequence of events, nor did they comment on Aloysius' dream in part (c). Students must be prepared to deal with questions referring to style or structure. Students must remember to refer to specific sections of the story.

2 Unit General

Question 11: 'Aloysius'.

Students demonstrated a sound understanding of the basic plot. However, finer details were often overlooked.

Typical Answers

- Question 11 (c)**
- (i) Who is Aloysius?**
 - (ii) What is his role in the story?**

Excellent response

- (i) Aloysius is the name of the puppy given to Moritz by his parents. It is significant that Moritz' parents named the dog after the patron saint of children, because Aloysius will be looking after Moritz, like a guardian angel.
- (ii) Aloysius is to be a comparison to Moritz and a source of distraction during the divorce. Aloysius and Moritz are actually in a parallel situation, both embarking on a new phase in their lives.

Comment: The student successfully demonstrated a detailed knowledge of the story, as well as the character of Aloysius and his role.

Average response

- (i) Aloysius is the name of the puppy given to Moritz to help him get through the divorce. Aloysius is named after a saint.
- (ii) He is going to be a comparison to Moritz.

Comment: The significance of Aloysius' name was not fully explored. The idea of the parallel situation was omitted.

Poor response

- (i) Aloysius is the name of the puppy given to Moritz by his father.
- (ii) Aloysius is supposed to make things easier for Moritz.

Comment: This response showed a confused understanding of the details. Both parents gave the dog to Moritz. The student understood the main reason for giving the dog but did not give an extended answer.

Question 12: 'In der Gondel'

This question was well understood and answered, demonstrating a sound knowledge of the plot and the relationships of the characters.

Typical Answers

Question 12

(a) ‘Vor fünf Jahren wollte sich einmal einer ertränken, ...’

(i) Why had the narrator wanted to drown himself?

(ii) Why did he not drown?

Excellent response

‘Five years ago someone wanted to drown himself’.

(i) The narrator, Enrico, had been very jealous of Francesco, because his girlfriend Noelly had openly flirted with Francesco five years ago when they took the gondola trip in Venice. Enrico had wanted Noelly to pay more attention to him, because she was looking up at Francesco all too lovingly.

(ii) Enrico had jumped on the seat, but Noelly had held on to him and then embraced him stopping him from throwing himself into the canal. In any case, the canal is not deep enough for even a non-swimmer to drown in. Francesco demonstrates the depth of the canal by dipping his oar into the canal.

Comment: The student provided an accurate translation of the German quotation and demonstrated a comprehensive understanding of the events of the story.

Average response

‘Five years ago someone wanted to drown himself’.

(i) Enrico had been jealous of Francesco, because Noelly (his girlfriend) had flirted with him.

(ii) Enrico had threatened to throw himself in, but Noelly stopped him from throwing himself into the canal.

Comment: In this response the student demonstrated a sound understanding of the story but did not provide elements of detail.

Poor response

‘For five years you wanted to drown yourself’.

(i) Enrico wanted Noelly to pay more attention to him or else he would throw himself in.

(ii) He didn’t drown because he didn’t throw himself in.

Comment: The quotation was mistranslated. The student only gave a rudimentary response, and did not provide an answer with sufficient detail. The response was very superficial.

Typical Answers

Question 10 part (b) What are Moritz' motives for running away?

Excellent response

Moritz runs away so there will be no child to divide, this refers directly to Moritz' dream where he meets Theo der Teiler, the separator of children of divorced parents. He hopes that his parents will be so worried that he has gone missing, that they will not argue with each other. He wants them to experience some of the same feelings of anxiety he has experienced.

Comment: Student has a clear understanding of the plot and has included in this response the main motive for running away, ie that a child could be divided between parents in a divorce and Moritz did not want that to happen to him.

Average response

Moritz runs away and thinks that it will serve them right to feel some of the same feelings he has. He also feels that having his parents worry so much will bring them back together.

Comment: This response shows a good understanding of the plot, but has not mentioned his main motive for running away.

Poor response

Moritz runs away from home, so that his parents won't argue so much. He thinks he is to blame for their problems.

Comment: This response shows an inaccurate knowledge of the plot and poor interpretation of the story.

Question 11 'In der Gondel'

Most students showed a good understanding of the plot and interpretation of this story. Students handled the concept of irony in (c)(ii) better this year but are reminded to provide several examples to back up their answers.

Problems with translations occurred with:

vor fünf Jahren

einmal

einer.

Typical Answers

Question 11(d) What role does the weather play in the story?

Excellent response

The weather five years ago, when Enrico was with Noelly it was the best summer ever. It never rained. This type of weather mirrors Noelly's happy and sunny nature and the positive relationship she had with Enrico. The weather on this occasion with Marlen is cold and this has kept the tourists away. This mirrors Marlen's unhappy and miserable nature. The weather reflects the contrasting relationships that Enrico had with two different women on two different occasions.

Comment: The student commented on the weather using direct examples from the story and connected the importance of the weather with the personalities of the two women and Enrico's relationship with them.

Average response

When Enrico was with Noelly five years ago the weather was sunny and it never rained. When he was with Marlen the weather was cold and rainy. This reflects the personalities of the two women.

Comment: In this response, comments about the weather were less specific. The relationship between the weather and the two female characters was not sufficiently developed.

Poor response

Five years ago the weather was lovely. This time it was cold.

Comment: This response only gave a rudimentary description of the weather and no correlation was made between the role of the weather and the two women.

3 Unit

Listening and Speaking Examinations

Listening Skills (15 marks)

General Comments

Students were fairly well prepared for this examination and demonstrated a sound understanding of the various topic areas. Very few left questions unanswered and most demonstrated a global understanding of the various items. This is of paramount importance as marks are awarded for the overall comprehension of the item.

Students need to express themselves clearly and unambiguously in their answers and must practise this skill. They also need to be sure that their answers are given in acceptable English. Some German words and phrases may seem deceptively simple but if translated literally they make little sense. An example of this is in Item 2 – *Freizeitjobs*. Students who wrote ‘free time jobs’ did not explain the concept of jobs in the leisure industry and could not be awarded full marks. Students must realise that, while clumsy expression might sometimes allow the meaning to filter through, marks are not given for an answer that actually conveys something other than is meant or is meaningless in English.

Loose phrasing of an answer can also mean that vital information is missed.

In Item 8, nine people were injured amongst whom were two children — not nine people **and** two children.

In Item 2, society is placing more value on relaxation and entertainment as a balance to ever increasing stress in the workplace, **not** in contrast to the stress in the workplace.

In each of these examples, a key word indicated whether or not the item had been comprehensively understood.

Students need to use their time wisely, taking careful note of the questions when they are read out before the commencement of the item. Students should then be careful to concentrate on answering the questions asked. While marks are not deducted for unnecessary information that does not contradict the answer, vital time can be lost in noting down irrelevant details.

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

Item 1

Flüchtling – refugees or people seeking asylum, **not** immigrants.

Item 2

als Ausgleich – as a balance **not** compared to

Unterhaltung – entertainment.

Item 3

gesund ernähren – how people eat had to be explained

besonderen Ausweis – the sort of identification, or the special group of people who would have it, had to be conveyed.

Item 4

mitfahren – the notion of ‘sitting in on a driving lesson’ had to be conveyed.

Item 7

der Umzug – a lot of people talked about ‘trains’ rather than ‘moving’

Item 8

Surprisingly, this item caused some difficulty even though it was asking for simple information.

überwiegend von Ausländern bewohnten Haus – mostly foreigners lived there, **not** a house only for foreigners

darunter – misunderstanding of this word led to misconception of the number of casualties

in der Nacht zum Samstag – most people overlooked this piece of information

Erdgeschoßwohnung – the idea of an apartment was often not conveyed, even though there were several references to it in the text

Item 9

Glück – in this context this word mean happiness, not ‘luck’.

dosieren – while the notion of apportioning stress in manageable doses was acceptable, to ‘dose stress’ was not. This notion does not make sense.

Item 10

Autofahrer – students had to be explicit and make it clear that people were actually drivers.

Typical Answers

Item 2

Excellent response

- (a) The number of employees in the leisure industry has increased dramatically.
- (b) This reflects that society puts a lot more value on entertainment and relaxation as a balance to the ever-increasing stress of working life.

Comment: All elements of this answer were correct. Some students gave examples of the growth in employment in the leisure industry in their answer to part (a), but this was not necessary unless the student talked about ‘free time’ jobs. By mentioning some of the examples given, some students clarified what ‘free time jobs’ meant. Part (b) was paraphrased in many different acceptable ways.

Average response

- (a) The number of jobs where people work so that others can have fun has greatly increased.
- (b) Our society places a lot of emphasis on entertainment and relaxation while at the same time our work lives are becoming more and more exhausting.

Comment: The student answered part (a) well but did not grasp the concept of a balance between relaxation and work.

Poor response

- (a) There was a strong increase in free time jobs.
- (b) Society places a lot more worth on entertainment than stressful jobs.

Comment: The answer to part (a) did not mean anything. The student did not understand the basic concept of the item.

Item 4

Excellent response

- (a)
 - (i) Experiences of friends are useful.
 - (ii) You can be an onlooker of a practical driving lesson.
- (b) Further seminars and safety training after you have done the driving test.

Comment: This student fully comprehended the item.

Average response

- (a)
 - (i) Ask friends about their experiences.
 - (ii) Free introductory lessons.
- (b) They offer continuation lessons on driving skills and security.

Comment: Part (a) was well answered but the student did not convey the idea of safety training in part (b).

Poor response

- (a)
 - (i) Through friends' recommendations.
 - (ii) From information which is free and can save lives
- (b) Personal service and talking to you before and after the test.

Comment: Part (a)(i) was well answered. However, there was no mention of safety training in part (a)(ii) and the student did not comprehend the situation well enough to be able to answer part (b).

Item 7

Excellent response

- (a) The moving of the government and big companies has brought about a building boom.
- (b) Kreuzberg has become a popular part of the city and therefore rent prices have increased and the Turks can no longer afford to live there.

Comment: The student understood the item well and made TWO points in both part (a) and part (b). There were a possible THREE points to be made in both parts.

Average response

- (a) The huge firms and companies in Berlin have undertaken huge construction activities.
- (b) Because the flats are now too expensive to rent because of the new orientation of Kreuzberg.

Comment: In part (a) the student has understood that there was a building boom but not why the boom occurred nor the extent of it. Part (b) described TWO of the THREE possible reasons given.

Poor response

- (a) The buildings are being renewed, rebuilt, renovated because of government plans and companies.
- (b) Because it is too expensive.

Comment: Items of vocabulary were understood in part (a) but the general gist was not. Part (b) was answered giving only ONE of the THREE possible reasons.

Speaking Skills (10 marks)

General Comments

Most students approached this examination with confidence and were familiar with the range of topics presented in the questions. They showed an awareness of the structure and level of expression appropriate for a discursive response at 3 Unit Level.

Students should be reminded of the following:

- Relevance to the question is of paramount importance. Students should locate the keywords in each question and make sure they address them, to ensure that the content of the answer relates directly to what is actually being asked.
- Students should avoid going off on tangents. This can waste precious time with the result that the main issues might not be addressed.
- They should avoid rote-learning slabs of information as it is difficult to adapt the content of a pre-learned response to suit the demands of the questions as they are phrased in the examination.
- This is an oral examination, therefore:

- a clearly spoken presentation enhances communication and
- a monotonous response detracts from the impression.
- It is not necessary to re-state the question in the introduction. It is often an advantage to state your position (agree/disagree) and commence your discussion of the topic.
- A conclusion which ties in the various elements of the argument is important.
- To achieve an in-depth response, a variety of aspects need to be addressed.
- Avoid repetition of language, content and structures across the three questions.

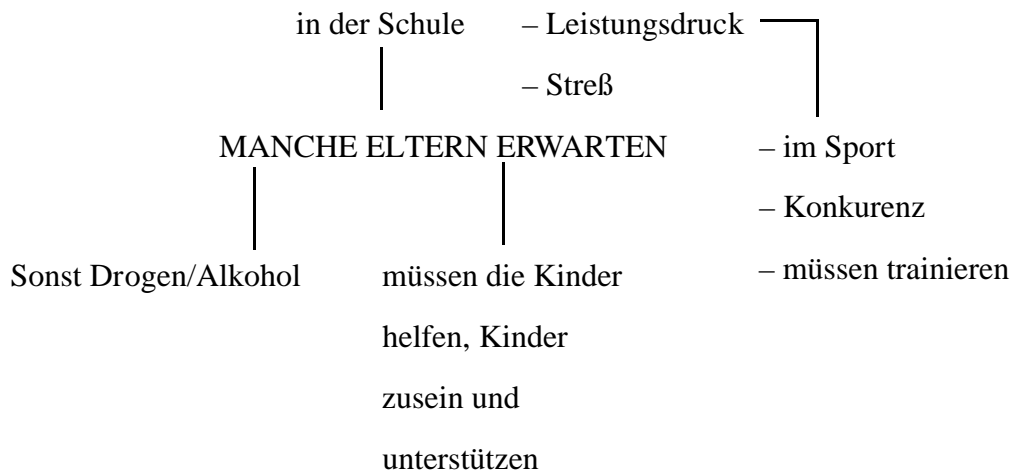
Use of Candidate's Notes

The use of notes for 3 Unit students in the Speaking Skills Examination was introduced for the first time in 1998. Although these notes were not marked, they were referred to by the markers as part of a monitoring process. It was apparent that, while some students made effective use of the opportunity, others did not understand their proper function. This is not an oral reading test, nor a writing test. Students must confine writing to stay within the boxes provided.

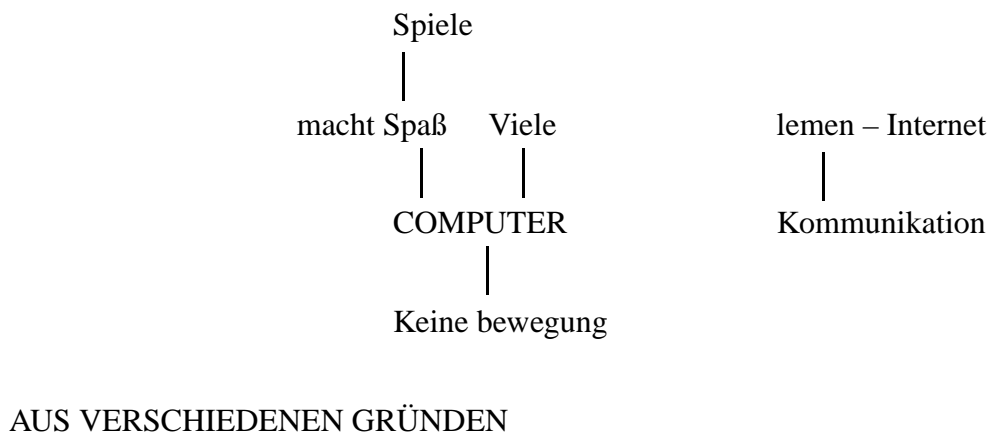
Some advice to students:

- The purpose of writing notes is to assist students to organise their thoughts during the preparation time and to provide a prompt or stimulus during the examination.
- Keywords should be written, not whole sentences.
- When whole sentences are written, this generally leads to reading. This is a contravention of the instruction that clearly states: 'Candidates may make brief notes during the examination, but they must NOT read directly from them'.
- Students who write too much in the boxes usually penalise themselves because:
 - there is no time left for an oral run-through during preparation time;
 - they limit their responses to one or two points only;
 - once written information is used up, students may be unable to continue, therefore quality and depth of response are lacking.
- Better students were practised in using the notes and were able to assist their argument by providing themselves with an effective visual prompt. Students did this in a variety of ways, eg use of arrows, mind maps, columns of pros and cons, etc.
- Some examples of efficient and beneficial use of the Candidate's Notes are provided below.

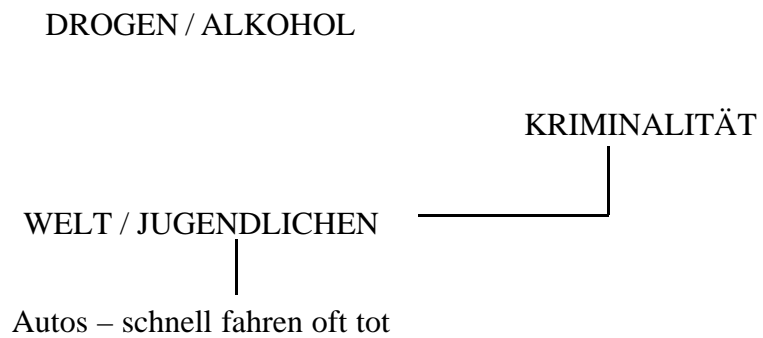
Question 2



Question 3



Question 4



<p>Question 2</p> <p>erwarten</p> <ul style="list-style-type: none">– gute Noten aus der Schule– eine gute Ausbildung kriegen– viel Geld verdienen	<p>Sie glauben nichts</p> <ul style="list-style-type: none">– was ihren Kindern brauchenoder möchten– was für Arbeiten sie möchten
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<p>Question 4</p> <p>Gefährlich</p> <ul style="list-style-type: none">– Alkohol und Drogen und Gruppendruck beeinflussen– selbstmorder können– sie können deprimierend werden, wegen, streßoder zuviel Druck	<p>Gesund</p> <ul style="list-style-type: none">– besser Medizin und Ernährung– viele Dienste mit ihre Problem, zu helfen– besser Verständnis der Probleme
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<p>Question 5</p> <p>Politische Welt</p> <ul style="list-style-type: none">– wir kennen nichts daß die Medien möchten nicht sagen– unsere Meinungen sind von die Massenmedien beeinflussen	<ul style="list-style-type: none">– nur einige Leute kontrollieren unsere Zeitungen und Nachrichten am Fern– viele Leute können andere Information meht kriegen– Aber wir haben noch Freiheit and Demokratie
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Question 1 + Beruf oder Studium auswahl + Selbstdisziplin + Erziehung + die selbe Idee des Lebens	– 17, man will ausgehen aber hat nicht genug Zeit – man will audere Ereignisse des Lebens – reisen – arbeiten, Geld, sparen
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Question 2 – Die Eltern wollen alles gut 17 – Verantwortlichkeiten zu Huse, Schule uud ein normales Leben fuhren	– zu fiel stress und druck
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Question 4 – wir leben im Dreck – F.C.I. stört die Ozon sicht – Auto absse, verschmutzt	+ Recycling + Zu fußzur Schevle gehen + Umwelt + freundliche producte + Solarzell im ostereich
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Question 2

- Elten wissen nicht
- Leiten unter zu veil Streß – Schule
- Konkurrenz
- Leistungsdruck
- Hobby ... Plan wie Chef
- Hausarbit – Eltern arbeiten
- Keine Zeit für die Kinder
- Wollen gute Noten
- Schlechte Entwicklung – Eltern arbeiten/Streiten/geschieden

Question 3

- sogar wichtige als das Fernseher
- Informationsquelle [nicht nur für typen von texten]
- Kommunikation
- Spiele
- Mit anderen Leute nicht richtig auskommen
- jeder Frei Minuten keine Zeit verbringen

Question 5

- Werbung – sendungen
- nicht wahrheitsgetreu – unrealistisch
- informiert Fernseh
- materialistischen geworden – übertrieben
- falsche Bild vom Leben – gewaltsam
- wichtig für die – Kinder und Jugendliche sind besonders beeinflusst
- Entwicklung
- Stelle neue Produktion

Comments on the Specific Questions:

Question 1: Schüler sollten ein Jahr länger zur Schule gehen. Was halten Sie davon?

This was a straightforward question that was not open to misinterpretation. However, it did require a discussion of both sides of the statement.

Question 2: Eltern erwarten zuviel von ihren Kindern. Was meinen Sie dazu?

This question was also unambiguous. Weaker responses relied on listing rather than a development of an argument. Better responses avoided the tendency to over-personalise and often dealt with both sides of the issue.

Question 3: Der Computer ist jetzt die beliebteste Freizeitbeschäftigung von Jugendlichen geworden. Was meinen Sie dazu?

Students were required to focus on *beliebteste* and *Freizeitbeschäftigung*. This was not an invitation to simply discuss the pros and cons of computers in society without relevance to the question.

Question 4: Die Welt der Jugendlichen ist heutzutage sehr gefährlich. Sind Sie dieser Meinung?

The keywords here were *Jugendlichen* and *gefährlich*. Weaker responses discussed problems of young people or the dangers faced by society as a whole without linking the two.

Question 5: Die Massenmedien beeinflussen unser heutiges Leben zu sehr. Was meinen Sie dazu?

This question tended to be avoided by the less confident students. Most of the students who attempted this question were able to speak fluently and construct an intelligent argument on the topic.

1998 HSC 3 UNIT GERMAN SPEAKING SKILLS DESCRIPTORS

Marks	Criteria
10	<p>Outstanding</p> <p>An outstanding response for a non-native speaker. Student speaks clearly and fluently. The message is relevant to the topic. Student demonstrates an excellent, sophisticated level of language and pronunciation with authenticity. However, perfection is not required and minor grammatical errors are acceptable. The student demonstrates variety and diversity of grammatical structures and vocabulary, convincing, logical, well-constructed argument and in-depth discussion of topic. The impression created is one of a student with an impressive command of all aspects of the language.</p>
8–9	<p>Very Good/Excellent</p> <p>Student presents a well-constructed argument, which is effectively communicated. The message is very clear. The student 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>
6–7	<p>Above Average</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 might be a student who lists points rather than develops an argument, giving a superficial presentation. The impression created is of a student with a fair command of the language.</p>
5	<p>Average</p> <p>The student understands the question and answers accordingly. The message is generally clear. The student struggles to find the right words, which results in pauses and some anglicisms. The pronunciation often has a slight English flavour. The student has reasonable grammar and is able to remain on the topic, but only at a very basic level. The impression created is one of a student with a basic command of the language.</p>
3–4	<p>Below Average</p> <p>While 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 might be used frequently; the student speaks a German which is often ‘anglicised’ in many ways, including pronunciation. Elementary grammar errors. The impression created is one of a student with a limited command of the language.</p>
1–2	<p>Poor</p> <p>The student is very difficult to understand. Only a few sentences are spoken, which are strung together very poorly and have little relevance to the topic. The presentation is heavily influenced by English; virtually no communication is established. There may be long pauses. The impression created is of a student with a poor command of the language.</p>
0	<p>Incomprehensible/Not Attempted</p>

Typical Answers

Question 2

Outstanding response (10/10)

Ich bin fest davon überzeugt, daß Eltern in der heutigen Gesellschaft zu viel von ihren Kindern erwarten. Also, was erwarten Eltern von ihren Kindern? Also, normalerweise erwarten Eltern gute Note, Erfolg in der Schule und auch berufliche Erfolg. Sie erwartet, daß... Sie erwarten, daß ihr Kind in der Schule Sport treibt und auch gute Note bekommt. Viele sind sehr stolz darauf, daß ihr Sohn ... ihr Sohn oder ihr Tochter Rechtsanwalt oder so was ... ah ... werden werden. Und viele Kindern fühlt, daß sie in einer echte Tradition sind und sie müssen fortsetzen.

Also, auf Kinder gibt es viel Druck – Leistungsdruck in der Schule; sie müssen ganz gute Noten bekommen, besonderes für das Abitur, weil dann und nur dann können sie an die Universität gehen. Und sie müssen auch für ein Diplom bekommen ... die Universität ... einfach weil es in der heutigen Gesellschaft zu viel Konkurrenz gibt für Ausbildungsstellen und für Arbeitsstellen. Und deshalb muß ein Kind mit sogar acht Jahren anfangen, gute Note zu bekommen. Und sie sind oft von ihre Eltern gezwungen, diese Note zu bekommen. Und deshalb gibt es ganz zu viel Druck auf ein Kind. Deshalb bin ich der Meinung, daß Eltern in der heutigen Gesellschaft zu viel von ihren Kindern erwarten.

Comment: This candidate gave an intelligent and thoughtful response to the question. Although the language used was not perfect, he addressed the question well, focusing on the various forms of pressure that parents can exert and the consequences for the children.

This student spoke confidently and clearly. Although he sometimes paused for thought or repeated a word or phrase, the meaning was always coherent and the communication was never lost.

The student had used his preparation time well. He did not repeat slabs of pre-learned material but used the vocabulary at his disposal to address the question as printed on the examination paper. He did not attempt complicated arguments or explanations which were beyond his capabilities, but presented an interesting argument and a good conclusion, which were well within his range. The response was to the point and held the interest and attention of the examiner.

This student used his brief notes to good effect. His keywords were accompanied by arrows and bullet points to help guide his argument.

Outstanding response (10/10)

Question 5

Ja, es ist wahr, die Massenmedien beeinflussen unser heutiges Leben zu sehr. Es könnte gesagt, werden, daß der moderne Mensch, ein Opfer der Werbung ist. Die Werbung zum Beispiel regt unsere Kauflust an. Man will alles kaufen, was man im Fernsehen sieht. Meiner Meinung nach ist es fast unmöglich heutzutage den aufwendigen Geschmack der Kinder zufrieden zu stellen. Aber auch Erwachsenen sind zu sehr von den Massenmedien beeinflusst. Zum Beispiel Reporter können durch halbe Wahrheiten und Tricks die Öffentlichkeit beeinflussen. Aber es gibt auch Vorteile der Massenmedien Zum Beispiel jeder sollte das Recht haben, ihre Meinung zu äußern.

Und also, die Massenmedien erlaubt, daßman ihre Meinung bilden kann. Und auch die Werbung hat eire positive Wirkung auf unsere Gesellschaft. Zum Beispiel in unserer Gesellschaft Ö ah Ö wird eine große Auswahl angeboten. Deshalb ist die Werbung notwendig, damit wir uns für neue Pordukte informieren können usw. Also an Ende des Tages ist es eigentlich ein bißchen schwer zu sagen, ob die Massenmedien eine positive oder eine negative Wirkung auf uns hat.

Comment: This student presented a cogent argument that was delivered in an articulate manner. The student obviously felt comfortable with the expressions she used and at no time did these sound forced, rote-learned or unnatural. Despite some errors that included the anglicism *am Ende des Tages*, the student presented her viewpoint in an interesting and logical way. She addressed the question well and used the time allowed to show positive and negative influences that the mass media have on our society.

The student spoke steadily and clearly. She did not rush her presentation and used the inflections in her voice to assist her in the presentation of a convincing argument.

Very Good/Excellent response (8–9/10)

Question 2

Ich finde, daßmanche Eltern viel zu viel von ihre Kinder erwarten. Sie erwarten gute Noten in der schule. Das führt zu Streßund viele Kinder sind unter Leistungsdruck. Die Eltern erwarten auch, daßdie kinder gut im Sport sind und dann müssen sie ganz viel trainieren und öfters macht das unglücklich, wenn die Kinder selbst nicht machen möchten. Viele Elter aber unterstützen ihre Kinder und wissen was ihre Kinder machen können und möchten nur das Beste für ihre Kinder aber auch die Eltern, die zu viel von ihren kindern erwarten möchten auch daßihre Kind das Beste für ihre Kinder und möchten de um die Erwartungen sind nur hoch, weil die Eltern das Beste haben für ihre Kinder haben möchten. Wenn die Eltern die Kinder nicht unterstützen, findet man öfters, daßdie Kinder zu Drogen oder Alkohol greifen, weil sie irgendeine ein eine Lösung für ihre Probleme finden möchten, aber sie wissen das eigentlich nicht, daßDrogen und Alkohol eigentlich nichts für sich sie tut sondern mehr Probleme verursacht. Ich finde, daßmanche Eltern viel zuviel von ihre kinder erwarten aber andere unterstützen sie anch, so daßsie das Beste vom Leben bekommen.

Comment: This student has presented a balanced argument and has demonstrated competence in vocabulary and structures. However, some elements are repetitive and limit the argument. This results in the response being classified as ‘Very Good/Excellent’ rather than ‘Outstanding’.

Very Good/Excellent response (8–9/10)

Question 4

Ja, ich finde dass die der Welt der Jugendlichen sehr gefährlich ist, weil viele junge Leute zu Drogen and Alkohol greifen und viele sind auch abhängig, ihre Probleme lösen, dann greifen sie nach Drogen oder Alkohol und dann können sie wegen diese Drogen sterben oder schwierige Probleme haben im im Leben, weil diese Drogen nicht so gut für ihren körper sind Jagendlichen sind die welt der Jugendlichen ist auch gefährlich wegen kriminalität. Viele junge Leute, weil sie eben gelangweilt sind oder nichts besser zu tun haben sind führen es führt sie zu Kriminalität sie stehlen oder sie tun einfach Leute weh, weil sie nichts besser zu tun haben.

Manchmal es ist auch, weil sie Geld für Drogen oder Alkohol brauchen, weil sie so abhängig sind. Eine andere gefährliche Sache in der Welt der Jugend ist daß Jugendliche gern schnell fahren in Autos und sie sie merken nicht, daß man, wenn man so schnell fährt die ganze zeit können Leute sterben. Sie fahren oft viel zu schnell und manchmal auch betrunken und man hört immer von Unfälle mit junge Leuten.

Ich finde, daß die Welt der Jugendlichen heutzutage sehr gefährlich ist und deshalb habe ich manchmal Angst davor. Aber hoffentlich wird es in der Zukunft viel besser.

Comment: This student has successfully addressed the issue of the dangers faced by young people today rather than their problems. There was a comprehensive argument and each point was well developed. The level of language used places this response in the very good/excellent category.

Above Average response (6–7/10)

Question 1

Nein! Schuler sollte nicht ein Jahr länger zu Schule gehen. Erstens brauchen alle Jugendliche ja Unabhängigkeit nicht bekommen, wenn man noch in die Schule geht. In die Schule man lernt nur über die Welt. Man kann es nicht erfahren. Eh Alle Jugendliche brauchen auch der richtig wichtige Welt zu erfahren. Sie sollten eine Arbeit bekommen, Geld verdienen und sich selbst finanziell unterstützen. Aber wenn Schuler noch in die Schule geht, können die das nicht machen. Sie müssen zu Hause bleiben und mit ihren Eltern, weil sie nicht genug Geld sich selbst finanziell unterstützen verdienen können.

Man sollte nicht ein Jahr länger in die Schule bleiben aber des Welt aber mehr in des Welt der Klasse lernen. Das Welt der Klasse sollten verbessern ... so alle Jugendliche können mehr lernen und sich vorbereiten sich für die richtige Welt vorbereiten. Und schließend möchte ich sagen, daß Schuler nicht ein Jahr länger zu Schule gehen sollten.

Comment: This response was fairly simplistic in language and content. Although the message was communicated, the lack of depth and variety placed it in the 'Above Average' category.

Average response (5/10)

Question 1

Ja, am also ich denke, dass am Schuler sollten ein Jahr am länger zu Schule gehen, weil ich denke, dass ein Jahr am nicht genug Zeit ist. Am in der letzten Jahr in der Schule müssen am Schule die am die HSC machen und ich denke, dass am zu das zu viel Stress verursacht. Am wenn man nicht genug zeit für die am prüfungen haben, haben sie zu viel Stress und dann sie wie am suchen für am diese Problemen und fliehen. Am Das kann viele negative Folgen haben am weil am diese Jugendliche Drogen nehmen am und am rauchen und trinken um die Realität zu entfliehen. Am auch am auch am wenn man mehr zeit haben am können sie am am die Arbeit am mehr am bei am bessere zu lernen. Am sie können in der HSC am am besser Noten bekommen und ich denke, dass am das besser ist weil am sie am die Schule am bei am besser in die am HSC gehen. Am im im großen und ganzen am denke ich dass, am die eine Jahr länger ist dann besser, weil es ist besser für die Noten und für die stress und ich denke, dass Stress sehr am wichtig ist und wir sollen diese probleme lösen.

Comment: The student made a reasonable attempt to address the question but the overall impression was affected by incorrect pronunciation which was often anglicised. Communication was achieved, but the student lacked the vocabulary and structures to develop and sustain her argument. There was also a considerable amount of hesitation indicated by the many ‘ams’ [ums] in the transcript.

Average response (5/10)

Question 5

Heutezutage ... ah ... Computer spieles eine grosse Role in unserem Lebern ah. Heute ... ah ...ah... die Leute kommunizieren über verschiedene Mitten ah zurn Beispiel Internet ah ... ah... da können sie miteinander reden und ah ... ah ... ihre Erfahrungen austauschen.

Zweites ist, daßviele Kinder spielen .. mit der Computer spielen ja, was eigentlich viel zeit nimmt, Früher waren die Computer nicht so populär .. ah ... da hat man mehr der Fernseher angeschalt ja. Aber heutezutage sind ... ist der Fernsehen viel mehr ver nach lässigt ... viele ... viele Leute verbringen mehr und mehr Zeit auf dem Computer, weil er sehr interessant ist.

Man kann verschiedene Aufgaben erledigen, zum Beispiel man mußHausaufgaben machen, da kann man auf dem Computer gleich schreiben. Auch ein wichtiger. Gund warum die Leute so viel Zeit auf dem Computer vebringen, ist daß man auf dem Computer sehr kreativ werden kann – man kann .. malen, man kann viele Linien Kreirn und ... zum Schluß könnte ich nur sagen, daß der computer Einfluß und Interess für die Computer wird noch mehr steigend aus unserer Gesellschaft .. am ... aus unserer Gesellschaft .. am wird mehr und mehr kompuesient.

Comment: This student understood the question and attempted to discuss whether the computer is the most popular leisure activity, compared with another activity (in this case the television), and elaborated on its uses and attraction beyond the world of work. He therefore addressed the topic and did not try to divert his answer to another area of discussion he might have preferred but which would have been largely irrelevant. The student remained focused on his line of argument and attempted a conclusion.

His delivery was often hesitant but the pauses were not between individual words. While the impression was one of uncertainty, communication was not lost and the candidate was able to say whole clauses without hesitation. Pronunciation tended to be unclear, especially at the end of words and this detracted from the general impression.

Errors in vocabulary and structure did detract from the message, although the thread of the argument was never lost. The student was able to communicate his ideas adequately and showed a range of vocabulary and ideas.

The student only made fair use of the written keywords. In his preparation time he had noted down individual words, which he was able to use, but had also written whole sentences/clauses, which he was unable to include in his discussion. More keywords would have been of greater assistance.

Below Average response (3–4/10)

Schüler sollten ... nicht ein Jahr länger zur Schule gehen ... un ... In die erste Jahr der Schule macher die Schüler nichtsSie ... möchten für ein Beruf studieren.. nichts zu lernen, was sie nicht benutzen würde ... äm... Wenn man ein Arzt bekommen, äm brauchen sie kein Musik oder Phisik aber sie lernen (English pronunciation) daßin die Schule. Wenn man außßen arbeiten, müssen sie kein (Inglisch benutzen aber das ist, was sie in der Schule lerner (English pronunciation). Das ist warum ein Jahr länger zur Schule zu gehen ist nicht ein gute Idea (English pronunciation).

Comment: This student was hampered by his limited range of vocabulary and uncertainty with regard to language structure. His delivery was halting, with many pauses between individual words, so that although he spoke for 90 seconds, the content in his answer was lacking. He also had difficulty when pronouncing some words and had to resort to English pronunciation in some instances (eg. Physik, lernen, Idea). This candidate had difficulty in communicating his ideas and present only a limited answer in favour of or against an additional year at school. His command of language structure was shaky.

Expressions such as *Wenn man ein Arzt bekomme* led to a breakdown in communication and placed this candidate in the 'Below Average' category.

Below Average response (3–4/10)

Ich bin stark überzeugt, daßder Computer ist jetzt die beleibteste Freizeitbeschäftigung von Jugendeiche geworden und es ist nicht sehr gut, weil es macht nicht gut von ihren Gesundheit. Die Jugendlichen machen keiner Sport und dafür haben sie keinen Energie und es macht auch nicht gut für ihren Augen, weil sie ihren ganzen Zeit mit der Computer sind. Sie ausgehen nicht ... oder Fremden an der Computer stehen ... sie sprechen mit ihnen der ganzen Tag. Auch manche ... manche Leute auch heiraten mit den Leuten von dem Computer und sie wissen, llll sie haben keine Ahnun wie die Leute sind. Sie können einen Kriminal.....

Comment: This candidate spoke quite easily and only hesitated from time to time. However communication was affected by insufficient command of vocabulary and language structure. The candidate knew what she wanted to say but was hampered in her delivery by inadequate knowledge of the necessary vocabulary. She was unable to draw her answer to a conclusion and left the final sentence incomplete. This response was difficult to follow and was placed in the 'Below Average' category.

Written Examination

Section I — Reading Skills (15 marks)

Students performed well in this section of the paper, despite the fact that some students found some of the questions somewhat ambiguously worded. The content covered an area that was quite familiar to the students and therefore most coped well with the content and vocabulary of the passage.

Quite often, weaker responses involved students failing to give all the relevant detail, rather than giving incorrect information. It is most important that students always write what they believe to be the complete answer, even if it means going beyond the number of lines given.

Answers should include all relevant details. Small words and time phrases can be most important to the overall meaning and students are expected to be very precise in their answers.

For example, *Weit über eine halbe Milliarde Mark geben die Hersteller jährlich für Werbung aus* should include both ‘much more than half a billion marks’ and ‘annually or per year’ in the answer.

Similarly, ‘*Wer zu Hause mithilft, kann seine monatlichen Einnahmen durchschnittlich um vierzig Mark aufbessern*’ required the students to be specific about the monthly income and improving on average by DM 40.

Unfortunately, when students understood the content and included all relevant details, they sometimes misread numbers or were not accurate in transcribing numbers. *Milliarde* (billion) presented some problems and *Sechs-bis siebzehnjährigen* was often translated wrongly as ‘sixteen and seventeen years old’. *Die Vierzehn-bis Siebzehnjährigen* was often transcribed as ‘14–16 year olds’. Students are advised to double-check their answers where amounts of money, age and other numbers are involved.

Students are also urged to use English structures and standard English usage when writing their answers. Literal translation of the passage can result in almost incomprehensible English. For example, *Das Markenbewußtsein der Kinder ist heute nicht selten stärker als das ihrer Eltern* is much better rendered as ‘the brand awareness of children today is more often stronger than that of their parents’ than as ‘not seldom stronger’ or ‘not rarely stronger’. English written in German word order is also very difficult to understand, and students are advised to re-read answers to ensure the meaning in English is clear.

Vocabulary which presented difficulty to some students included:

<i>Milliarde</i>	– billion not million
<i>Konditorei</i>	– café/cake shop not confectionary shop
<i>Konsum</i>	– consumer or consumption not consume
<i>Marken</i>	– brands not markets
<i>Säfte</i>	– juices not drinks.

Students are reminded that currencies (*DM*, dollar) are **not** interchangeable.

Typical Answers

Question (d) How does working part-time help Ann Schmidt's financial situation?

Excellent response

She works one afternoon a week in a cake shop and receives 500 marks a month for that. She also works for a clothing firm as an in-house model. She gets some more money for that. She also gets a 25% discount on all the clothes she buys from the clothing company she works for.

Comment: This answer was thorough. All details were accurate and correctly expressed, eg 500 marks a month, in-house model.

Average response

She earns about 500 marks a month and her other job earns her a 25% discount on clothing, so she is better off in that respect too.

Comment: The student did not include all details about the first position and did not mention the position as a model for the clothing company. Nevertheless, the student clearly understood the original text.

Poor response

She saves DM500 in a month. As a model she earns much more than in the bakery. She also gets to keep the clothes she won't be seen in the same clothes twice.

Comment: While the student has generally understood this paragraph, insufficient detail has been provided, such as the cake shop and the 25% discount.

Question (f) How does business react to this trend?

Excellent response

Because the youth places so much value on brand names, advertising is aimed specifically at them. Well over half a billion marks is spent by the manufacturers of special childrens' products like toys, juices and sweets annually for advertising. With this they want to lead the young people into trying their products.

Comment: This answer commented in detail on the way in which advertising is used, and included all the details mentioned in the original passage.

Average response

Because young people place so much value on the dollar, advertising is directed towards them. Over half a million marks are spent each year by manufacturers on special children's products like toys, sour and sweet things to lead young people to their products.

Comment: While this answer included some correct details, such as advertising directed at youth, other details were incorrect, for example *Millarde* translated as 'million' and *Säfte* as 'sour things'. The student understood the overall concept, but was not thorough enough in answering. 'Money spent on products' was wrong, but otherwise the student had a reasonable grasp of the original text.

Poor response

Over half a million marks are spent on special children's products each year.

Comment: This response lacked detail and the student has misunderstood the idea of the money being spent on advertising, not products themselves. Again, *Milliarde* was wrongly rendered as 'million'.

Section II — Writing Skills (10 marks)

This question gives students the opportunity to demonstrate their command of German and the overall quality of the responses was excellent. There was a slight preference to choose the question on *Aussehen* over *Technologie*, however there was no noticeable difference in the quality of response. Generally, the essays followed the expected format – introduction, body of argument and conclusion – and students were able to employ a wide variety of vocabulary and sentence structures. Spelling was also reasonable.

Students need to be aware of current affairs and should be encouraged to read widely in German to prepare for this examination.

Students need to be reminded that they must write about the topic. In the *Technologie* question, some students acknowledged that technology can destroy the environment, but then proceeded to focus on the environment for the rest of the essay. This should be avoided at all costs.

This year it was particularly noticeable that in their introduction a number of students wrote *Meiner Meinung nach und wie ich glaube!* This is incorrect usage.

Students' responses that demonstrate 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.

More attention needs 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.

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.

In awarding marks the markers look firstly at content. This means a clear, logical, well-developed argument using a variety of ideas, proper essay structure, relevance to the topic and appropriate language. They also look for effective communication which involves employing a wide range of expressions and structures, fluency, accuracy and authenticity.

The 3 Unit Writing Skills Descriptors on the following page form the basis for the awarding of marks. It must be noted that while a student's response might display characteristics from one category, there may be other overriding factors that will place it in a higher or lower category. All responses are double marked.

1998 HSC 3 UNIT GERMAN WRITING SKILLS DESCRIPTORS

Marks	Criteria
10	<p>Outstanding An outstanding discursive narrative. The best that can be achieved by a non-native speaker. 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 and 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 and correct idiomatic expressions. Perfection, however, is not expected.</p>
8-9	<p>Very Good/Excellent 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 as those in the 'Outstanding' category of responses. Despite some minor errors, or even one or two major lapses, the narrative is, as a whole, coherent. Demonstrates very good understanding and solid command of all aspects of the language.</p>
6-7	<p>Above Average 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, although these are not developed in great detail, nor are the arguments as logical as in the higher marking categories. Demonstrates the ability to employ appropriate generalisations, although some students may occasionally resort to an anecdotal style. Essay reads as a coherent whole. Good levels of relevance and communications are maintained.</p>
5	<p>Average 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 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>
3-4	<p>Below Average Demonstrates a narrow range of ideas, which are not logical or well developed. May resort to listing and anecdotal style. May be repetitious. An appropriate introduction and conclusion may be missing or perhaps are not 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 the standard expected of an average 3 Unit candidate.</p>
1-2	<p>Poor Very little communication is achieved. Might not 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 text. Overall impression is of a candidate who is unable to present even a basic, logical argument in a coherent way.</p>
0	<p>Incomprehensible/Not Attempted 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 (a) Wir legen zu großen Wert auf das Aussehen. Was meinen Sie dazu?

Outstanding response (10/10)

Es ist wohl kaum übertrieben, wenn man sagt, dass unsere Gesellschaft zu materialistisch ist. Heutzutage kann man keine Zeitung aufschlagen, ohne das einer Werbung ins Auge springt, die einem sagt, was man tragen soll, was man essen soll. Die Medien werden immer einen grossen Teil unseres Lebens spielen, und natürlich gibt es Menschen, die dieser Werbung negativ reagieren. Dann legen sie zu grossen Wert auf das Aussehen.

Zum einen kann Geld ein Problem sein. Mädchen werden immer ihren Eltern sagen, dass sie neue Kleidung brauchen, sogar wenn sie einen neuen Kleid gerade gekauft haben! Dann werden die Eltern wahrscheinlich ein riesiges –Nein! sagen, und Mädchen und Eltern werden sich streiten. Das heisst, dass wenn man zu grossen Wert auf das Aussehen legt, kann das zu Familienproblemen führen. Bestimmt ist das eine negative Auswirkung.

Man muss jedoch nicht die Gesundheit ausser acht lassen. Viele Menschen (oft Mädchen) werden nichts essen, weil sie fest glauben, dass sie dick sind. In fast jeden Fällen sind diese Mädchen natürlich nicht dick. Und die Fotos von Frauen, die ihnen in den Medien immer gezeigt werden, die unheimlich dünn sind, helfen diesen armen Mädchen allerdings nicht. Leider wird diese psychologische Krankheit manchmal tödlich sein, und dann hat die Gesellschaft ein schönes junges Leben verloren. Man muss akzeptieren, dass unsere Gesellschaft hier zu grossen Wert auf das Aussehen gelegt hat.

Man sollte sich allerdings immer im klaren sein, dass es auch ein Phänomen im Schulhof gibt. Leider werden manche Kinder diskriminiert, weil sie die Kleidung tragen, die nicht modisch sind. Vielleicht werden diese Kinder nicht zu einer grossen Party eingeladen, oder sogar schlimmer, werden diese Kinder beleidigt. Kinder können sehr gemein sein, oder?

Aus all dem lässt sich nur folgern, dass unsere Gesellschaft ein ernstes Problem hat, und das müssen wir am wenigstens versuchen zu ändern. Wie können wir das tun? Wir müssen alle akzeptieren. Wir müssen alle die gleichen Chancen und Rechte geben – ganz gleich, welche Kleidung sie tragen. Klingt einfach, ja?, aber ist doch schwierig.

Comment: This was a clear, fluent and coherent essay. The argument was sophisticated and well sustained. The language, though not perfect, demonstrated an excellent command of all aspects of German and an excellent range of vocabulary.

Excellent response (8–9/10)

Unsere Gesellschaft legt sehr viel wert auf das Aussehen. Die Zeitschriften sind immer voll mit den schönsten Kleider und Schminke. Diesen großen Wert auf das Aussehen führt oft zu Probleme mit der Gesundheit und es bestimmt wie wir unseren Leben führen.

Für jede Jahreszeit gibt es eine neue Mode und man sollte immer etwas tragen was zu dieser Mode passt. Deshalb geben viele Leute sehr viel Geld für Kleidung aus, die sie nicht brauchen, und sie im nächsten Jahr sowieso nicht tragen können. Dieses Geld wird ausgegeben, nur weil man gut aussehen mußum in dieser Gesellschaft reinzupassen.

Es gibt auch viele sorten Schminke und Pflegenprodukte. Man darf überhaupt keine Pickel haben und die Haut mußimmer wunderhübsch aussehen. Wenn jemand nicht sehr hübsch ist, fühlt er als ob er alle diese Produkte braucht.

Am fernsehen sieht man auch immer schöne Damen die schlank und perfekt sind und junge muskelöse Männer. Die Gesellschaft zeigt uns die ganze Zeit wie wir aussehen sollten und dann verspricht die Werbung das man tatsächlich so aussehen kann. Leider können nur sehr wenige Leute so aussehen und deshalb können schlimme Gesundheitsprobleme anfangen. Heutzutage ist Magersucht eine schlimme Krankheit, besonders für Jugendliche. Sie möchten so dünn wie die Modelle sein und leider führt es zu großen Gesundheitsprobleme.

Diese Probleme werden von unserer Gesellschaft selbst angefangen, weil wir zu viel wert auf das Aussehen legen. Viele Leute fühlen als ob sie wie die Modelle aussehen müssen und kaufen deshalb viele Kleider und Schminke und geben viel geld aus. Es kann auch zu gefährlichen Gesundheitsprobleme führen, und nur wegen des Aussehens.

Comment: This essay presented a well-constructed argument. It was clearly expressed and contained a wide range of relevant ideas which were quite well developed. The language was very good with some excellent vocabulary.

Question 2(b) Bestimmt die Technologie unser Leben? Diskutieren Sie!

Above Average response (6–7/10)

Nach der Meinung und wie ich glaube nach der Meinung der großen Mehrheit Einwohner ist das die Technologie bestimmt unser Leben. Zum ersten wir haben mehr freizeit weil die Menschen alles mit den neuen Technologie machen. Zum Beispiel die computern machen alles diesen Tagen und dafür menschen machen keinen schwer arbeit. Sie sollten nur ein Knopf pressen.

Then folgendes tema ist den Verkehrsmittel. Diesen Technologie bestimmt unsere Leben weil jetzt haben wir Autos. Autos machen alles viel leichter. Wir können irgendwo mit sie fahren und das macht kein problem weil wir wollen nicht müde werden. Es ist auch nicht langweilig weil in dem auto können wir Musik hören.

Auch mit die neue Technologie, Wissenschaftlers können unsere Wasser saubereh machen und auch aure Luft verbessern.

Auf der andere Seite die Technologie bestimmt nicht unser Leben über den tema das Arbeit. Weil wir haben viel mehr Technologie und diesen Tagen wir machen alles mit das computer und dafür sie brauchen viel weniger Leute. <ber den Technologie wir haben viel weniger Arbeits und das macht es schwer für viele Leute. Sie haben keinen Geld und dafür können nichts schön für ihre Familie kaufen.

Denn letzten tema ist das Internet. Das ist eine gute Technologie für unser Leben. Mit dem Internet können wir viel lernen und auch viele Leute kennenlernen. Wir können mit Leute von der andere Seite der Welt sprechen und es ist auch nicht sehr teuer wie ein Telefon. Auch viele Leute die über Internet gesprochen haben waren sehr froh mit einander und dafür haben gehairatet.

Zum schlußich glaube das die Technologie bestimmt unser Leben weil es mach Leben viel leichter.

Comment: This essay was in the correct format and the argument was fairly clear, though there were a few lapses in logic. The basic language was good, but there were fewer complex structures and a more limited range of vocabulary.

Question 2 (a) Wir legen zu großen Wert auf das Aussehen. Was meinen Sie dazu?

Average response (5/10)

Heutzutage ist das Aussehen sehr wichtig, besonders für Mädchen. Es gibt viel Druck, daß sie gut aussehen haben müßten. In Australien, die Mode jedes Jahr verändert. Es kostet zu viel, die neue Kleidung jedes Jahr zu kaufen. Es gibt auch Druck durch die Medien. Wenn man Werbung sieht, dann sind die Menschen immer schön. Man glaubt, wenn man gut sieht, dann hat man Gesundheit.

Die Mädchen interessieren sich für Kleidung und Schuhe. Deshalb gibt es Druck durch die Werbung. Mädchen müssen die teurerer Kleidung kaufen oder die Kleidung, daß beliebt ist. Das ist schade, weil man keine verschiedene Kleidung sieht.

In der heutigen Gesellschaft is Arbeitslosigkeiten ein großes Problem. Deshalb haben Leute nicht so viel Geld. Wenn man ein bißchen alter ist, vielleicht hat man eine Familie mit zwei oder drei Kinder, und man kann nicht die neue Mode leisten. Viele Kinder kann daß nicht verstanden, weil ihre Freunde die neue Mode tragen. Die Wettkampf zwischen Kinder kann ein großes Problem werden.

Auch wenn man zur Arbeit geht, zum Beispiel als Sekretärin, muß man die richtige Kleidung tragen. Meistens kostet daß viel. Auch wenn man arbeitet, hat man nicht viel Zeit, kaufen zu gehen, und dann spart man nicht viel. Es kostet auch viel, Make-up zu kaufen. Frauen glauben, daß sie müssen Make-up tragen. Das ist schade, weil viele Frauen sieht gut aus, ohne Make-up.

Im großen und ganzen, glaubt man, daß das Aussehen zu wichtig ist. Es gibt zu viel Druck durch die Medien, daß Leute, besonders Mädchen, ein gut aussehen haben müssen.

Comment: The student understood the question and answered in essay style, yet made use of a much narrower range of vocabulary and grammatical structures. The argument was clear, but much more simplistic.

Below Average Response (3–4/10)

Wie man ausseht ist für mich sehr wichtig. Jungen und Mädchen must gutte Kleider tragen und sollte Modisch Aussehen. Es hat nichts zur tun mit Gruppendruck, und die Medien spielt nur eine kleine Rolle auch.

Wenn ein Junge seht eine Mädchen und sie siet gut aus, dan ist er impressert. Die Mädchen trägt schöne Kleide und schue, ihre Harre ist auch sehr Modish. aus. Wenn die Mädchen keine schöne Kleider hatte, dan der junge wurde nicht noch mal gegooked.

Kosten von die Kleider macht doch nichts. Mann kann viele güte Kleider von ein zweite hand laden kaufen. Vielleicht mehr modish als eine teure kleidung laden.

Heute die Mode ist ein bischen von alles. Etwas Alt, Etwas neu. Ein schickes Rock und ein altes fünfzigjährige hembt.

Mode, ist wenn man etwas anderes trägt legen zu großen wert auf das Aussehen, order wie du Ausseht hat garnichts mit Gruppendruck zu tun. leute sagt ìGruppendruckî wenn Sie die neue mode nicht richtig findest.

Die Medien seigt nur, die neue mode. Sie geben beispiele uber was leute heut zur tag macht und trägt. Im anfangst die Medien seigt nur was ist anderes, leute muß das nicht niemen wie sie must ankleiden.

Ich finde das wir liegen nicht sehr viel wert auf das Aussehen. Man must gut Aussehen, mit güte Kleider weil du must ein Stand nehmen, und man mußetwas sagen.

Comment: While this response had a clear introduction and conclusion, the body of the essay demonstrated a very narrow range of ideas that were not well developed, though the argument was still comprehensible. The language was simple and there were quite a few grammatical errors. At times the English influence was very strong. Overall, the standard of language was below that expected in the 3 Unit course.

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