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1999 HSC
German
Enhanced Examination Report

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1999 HIGHER SCHOOL CERTIFICATE GERMAN ENHANCED EXAMINATION REPORT

2 Unit Z

Listening and Speaking Examinations

Listening Skills (30 marks)

General Comments

The markers were pleased with the standard of the candidates' responses in this examination.

Candidates are reminded to read each item carefully before answering. It would be beneficial if students underlined the key elements in the question in order to help them focus on the information required for a correct response.

Candidates should use the space provided to complete an answer as a guide to the amount of detail required.

Candidates should be aware that alternative answers should NOT be given, especially when these alternative answers are contradictory. In such a case, the correct answer is often negated by an incorrect alternative, and results in no marks being awarded.

Full sentence answers are not required as this wastes valuable time. Candidates should take advantage of the time allowed at the end of the examination to read their answers and ensure that all responses are intelligible.

Many candidates demonstrated only a basic knowledge of German numbers. These appeared in a variety of situations such as time, distances, dates, temperatures and prices. Students are encouraged to practise these right up to the time of the examination.

Item 1

(b) Most students did not understand they were going 'to the forest'.

Item 2

(b) *feiertags* was often rendered as Friday which caused confusion with the castle's opening times during the week.

Item 5

(b) 'The cost of living there was expensive.' The students needed to state that flats/rents are expensive there.

Item 9

- (b) Candidates needed to show that the question was about gardening, which is her hobby.

Item 11

- (a) Candidates needed to include the information that Klara is well paid.

Item 12

- (b) The date needed to be included. Stating that she wanted to arrive two days later was insufficient.

Item 17

- (b) Candidates needed to mention **how long** the stay in Munich was, as this determined the final price.

Item 21

- (a) Candidates should have indicated that Sonja lost weight because she was on a diet.

Items of vocabulary or expressions that caused difficulty were:

aussehen

Weihnachtsmarkt

Wohnung

Hühner

früher

Insel

Geschäftsreisen

Panne – often rendered as flat tyre

freundlich – often rendered as nice/kind

Kreuzung – intersection/crossroad **not** crossing

Ausflug – **not** a flight

Turm

bewölkt

möglich

Lebenspartner – **not** love partner

gekochtes Ei

Schwarzbrot

ausgeben

Typical Answers

Item 3

Excellent response

- (a) A birthday celebration for Helmut.
- (b) Helmut doesn't like fish and the restaurant's speciality is fish. He likes meat. He also does not eat vegetarian food.
- (c) They serve Wiener Schnitzel and pork chops.

Comment: The most important detail in (b) was given, i.e. Helmut does not like fish. The candidate gave an excellent answer by supporting this point with several relevant details.

Average response

- (a) To celebrate Helmut's birthday.
- (b) Helmut doesn't like fish. He likes meat.
- (c) The restaurant also has Schnitzel and pork.

Comment: More relevant detail was required in (b). In (c) the candidate needed to be more specific and refer to pork chops.

Item 7

Excellent response

- (a) The Weber family won a million in lotto.
- (b) They are going to an exotic island and will stay in expensive hotels.

Comment: This was an excellent response even though the detail about camping was not included. The question is about the holidays **since** winning the money.

Average response

- (a) The Weber family won a million in Lotto.
- (b) They are going to an exotic island, camping and staying in hotels.

Comment: Although the candidate understood where the family was going he/she did not show understanding that the family no longer goes camping. The candidate contradicted him/herself.

Item 16

Excellent response

- (a) He has a bad cough, headache and fever and couldn't sleep the whole night.
- (b) His mother will drive him.
- (c) He'll be there in 1/2 hour.

Comment: This candidate clearly showed understanding of the use of the past tense in (a) in that Daniel ‘couldn’t sleep last night.’ In (c), by stating that he would be there in 1/2 hour, the candidate demonstrated good global comprehension of the fact that Daniel would be there ‘on time’.

Average response

- (a) He is coughing, has a headache and fever and can’t sleep.
- (b) His mother will take him in the car.
- (c) He’ll be there on time.

Comment: In (a) the candidate did not demonstrate an understanding of the link between Daniel’s illness and the fact that he could not sleep last night because of it. In (c) stating ‘he’ll be there on time’ was a good response. Some candidates simply said ‘he’ll be there’ with no indication of his punctuality.

Speaking Skills (20 marks)

As in previous years most students were well prepared for this examination and demonstrated a pleasing range of vocabulary items and grammatical structures.

Students should:

- plan answers so they do not repeat phrases or give information where it is not required;
- speak clearly and confidently;
- expand answers, but stay on the topic.

Gelenkte Gespräche

The 2 Unit Z Speaking Skills descriptors on the following page are an indication of the criteria used for categorising students’ responses.

Difficulties encountered by students where expressions were misunderstood included:

wie oft?

seit wann?

Wie sieht Ihr Zimmer aus?

1999 HSC 2 UNIT Z GERMAN — SPEAKING SKILLS DESCRIPTORS

10 MARKS	Outstanding <ul style="list-style-type: none"> – excellent communication – relevant to the topic – may be minor errors which do not detract from the overall communication – uses complex constructions without much hesitation – wide variety of vocabulary – pronunciation and delivery confident – extends very well
8–9 MARKS	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 MARKS	Above Average <ul style="list-style-type: none"> – responds to all of the cues – clear communication despite some errors – sound answers with some extension – delivery may be hesitant in parts – uses common vocabulary
5 MARKS	Average <ul style="list-style-type: none"> – responds to all the 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 MARKS	Below Average <ul style="list-style-type: none"> – very basic attempt to answer the situation – able to respond to the majority of the cues – anglicisms – many grammatical errors – frequent hesitation – misunderstands the questions
2–3 MARKS	Unsatisfactory <ul style="list-style-type: none"> – cannot respond to some 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 MARK	Poor <ul style="list-style-type: none"> – barely comprehensible – extremely limited/virtually no communication
0 MARKS	Incomprehensible/Not Attempted <ul style="list-style-type: none"> – no relevant communication/does not attempt the situation

Typical Answers

Situation 2

Outstanding response

- *Ich habe hier seit ich sieben war gewohnt. Vorher habe ich in Melbourne gewohnt.*
- *Mein Zimmer ist ganz klein, aber gemütlich. Es gibt einen Schreibtisch mit einer Lampe. In der Ecke ist ein Sessel. Ich habe natürlich ein Bett. Die Wände sind gelb gestrichen und mein Teppich ist weiß. Mein Zimmer gefällt mir.*
- *Ich sehe meine Nachbarn jetzt nicht so oft, aber sie sind sehr nett. Als ich jünger war, haben sie immer auf mich aufgepaßt.*
- *Hier gibt es nicht so viel für junge Leute zu tun. Im Sommer können wir in der See oder im Hallenbad schwimmen. Man kann auch ins Kino gehen, wenn ein guter Film läuft. Es gibt viele Cafés, wo wir Freunde treffen können.*

Comment: The student spoke confidently and fluently, extended well and provided relevant details.

Above Average response

- *Ich wohne hier seit 18 Jahre. Mein Haus und meine Stadt gefällt mir.*
- *Mein Zimmer sieht sehr nett aus. Ich habe ein Bett und die Teppich ist blau. Ich habe einen schönen Blick auf den Garten aus meinem Fenster.*
- *Meine Nachbarn sind immer nett. Sie sind alt und haben ein Hund.*
- *Junge Leute können spazieren gehen, schwimmen oder Rad fahren. Sie können auch Sport treiben, zum Beispiel Fußball oder Tennis.*

Comment: The student used a good range of vocabulary items and grammatical structures.

Average response

- *Ich wohne in mein Haus für zehn Jahre.*
- *Mein Zimmer ist klein und hat ein Bett und ein Tisch. Das Bett ist groß und blau.*
- *Sie sind nett.*
- *Junge Leute kann ins Kino gehen. Wir können Sport treiben.*

Comment: The student understood all the cues and gave basic responses.

Situationsgebundene Aufgaben

Many students produced detailed and thoughtful answers. Simply rephrasing the question as the answer was insufficient to score full marks.

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

1999 HSC 2 UNIT Z GERMAN — SPEAKING SKILLS MARKING CRITERIA

3 MARKS	<ul style="list-style-type: none"> – clear understanding of the requirements of the situation – good extension beyond basic communication – minimal repetition of vocabulary from the question – communicates fluently – may have minor errors
2 MARKS	<ul style="list-style-type: none"> – correct response, but little extension – communicates the basic message from the cues – mostly correct
1 MARKS	<ul style="list-style-type: none"> – a basic response showing some understanding of the question – no extension – no use of sentence structure – repetitive, uses words in the question
0 MARKS	<ul style="list-style-type: none"> – no attempt at situation – total misunderstanding of the question – irrelevant – non-German

Difficulties encountered by students included:

nicht

allein

gleich[en] (Fächer)

in der Reinigung

Typical Answers

Situation 5

Excellent response

- *Mutti, leider habe ich nicht genug Geld am Samstag auszugehen. Kannst du mir ein bißchen Geld geben? Ich möchte ins Kino mit meine Freunden gehen. Vielleicht kann ich die Wohnzimmer aufräumen.*

Comment: The response was relevant and extended well.

Above average response

- *Mutti, ich möchte am Samstagabend ins Kino gehen. Ich habe kein Geld. Kann ich 20 Dollar haben?*

Comment: The candidate communicated the message in simple German.

Average response

- *Mutti, kann ich haben Geld?*

Comment: The candidate communicated the message at a basic level.

Written Examination

Section I — Reading Skills (40 marks)

Part A - *Kommunikative Aufgaben* (10 marks)

The majority of candidates coped well with this section of the examination. However, candidates are advised to read the texts carefully and refer to them as they answer each question. It was evident from incorrect answers that quite a number of students answered questions by guessing or by applying general knowledge. In 1 (c), three answers could have been possible. However, in order to be consistent with the tourist wanting a cheap hotel, only (b) was correct.

In Question 2 (e) the time proved to be difficult. *16.30 Uhr* is not *halb vier*.

Part B (30 marks)

General Comments

Candidates who had a good knowledge of a wide range of vocabulary were able to handle this section very well. Many candidates did not read the questions carefully, gave unnecessary details and omitted important ones.

It is still important to learn seemingly unimportant words as very often they can completely change meaning. In question 4 (c) for example *bald* and *irgendwann* point to the future which is necessary for the answer.

Many candidates were unable to recognise the gender of German names. Heike and Hannelore were referred to as 'he' even though *sie* appeared in the text.

Geographical names like *Rhein*, *Ostsee* and *Hamburg* were not recognised.

Candidates are not penalised for incorrect English spelling. However, if the incorrect spelling is actually another English word that is incorrect in the context of the answer, that answer can obviously not be accepted.

Question 3 Hero, The Four-Legged Policeman

While it was not required as part of an answer, it was interesting to note that many candidates did not realise that Hero was a dog. Some candidates were also unaware that the ending *-in* in *Polizistin* referred to a woman. They did not take note of the reference to Hannelore as *sie* and referred to her as 'he'.

Items of vocabulary that proved difficult were:

starke Nerven - just nerves was not good enough, as it changed the meaning

Baum

Eingang

Gemüseladen

Problemstadtteil

Sie gibt Gas - 'She gives gas' was not accepted

Einwanderer

Lebensversicherung

gutes Aussehen - **not** eyesight

Typical Answers

(c) How do the criminals react to Hero?

Excellent response

The criminals are immediately scared of him. Hannelore says that with a dog you receive much more respect. Lots of criminals don't take police seriously, but when Hero comes they stand there like soldiers and some even get weak at the knees.

Average response

With respect. They stand still like soldiers.

Comment: The idea of being scared was left out and needed to be included for full marks. It was found in the last sentence of the first paragraph and was overlooked by quite a number of candidates.

Question 4 Concerns For The Future

Candidates are advised to read the questions very carefully. Some answers to (d) (What regular expenses does the family have?) mentioned expenses like excursions and holidays.

Difficult vocabulary included:

Arbeitsstelle - **not** work place

Gymnasium - **not** gymnasium or gymnastics

Miete

Bauernhöfe

in unserem Alter was sometimes expressed as 'old age'

Typical Answers

(c) What concerns do they have about Heike's employment?

Excellent response

They are concerned that she might lose her job as computers will take over.

They are scared that she might not be working in future because of her chronic asthma.

Comment: All necessary details were included.

Poor response

Heike's work is already being done by computers. She can't work because of her chronic asthma.

Comment: The future tense was not recognised, which gave a wrong interpretation of the whole answer.

(f) How is the family able to afford holidays?

Excellent response

In the last two years they have only had bike-riding holidays and gone to camp sites and farmhouses. They have stayed overnight for about 20 DM. There is nowhere cheaper.

Comment: All necessary details were included.

Average response

They stay in camping-grounds. Overnight it costs only 20 DM. A car is too expensive.

Comment: The fact that the car is too expensive was not required here. However, the necessary detail, that they used bikes as transport, was omitted, as well as the alternative accommodation in farmhouses.

Question 5 Hiking

Some difficulties encountered by candidates included:

- *Felder* was not known by many candidates.
- This question asked for 'general advice', not a detailed elucidation of the food.
- The idea of 'dehydration' or the body losing water had to be expressed. Many candidates did not answer the question 'Why', they just mentioned how much water hikers were supposed to drink.
- *Taschenmesser*

Typical Answers

(d) What sort of underwear is recommended for hiking? Why?

Excellent response

Underwear that is made of material that air can flow through, so that the sweat can escape and not stay on the body

Average response

The underwear should be made of light breathable material, so the body does not sweat

Comment: 'so the body does not sweat' was not accepted, since the idea of 'sweat escaping' had to be expressed.

Question 6 Interviews at Heathrow

Some difficulties encountered by candidates included:

in die Arme was often translated as ‘in the army’. Many candidates left out the fact that some people were waiting for a connecting flight.

was passiert ist was poorly understood.

plötzlich ‘suddenly’ gave many candidates the idea that the police stopped the bus.

Schmerzensgeld - the idea of money for injury/ pain/ compensation had to be expressed.

entlang

‘lived like nomads’ or ‘a nomadic lifestyle’ did not convey the meaning expressed in the passage.

Typical Answers

(c) What unusual experience did the three young Australians have in Thailand?

Excellent response

They were asleep on the bus and were woken up when the bus suddenly stopped because there was an elephant standing in the middle of the road.

Comment: All relevant details were correctly expressed.

Average response

While they were in the bus they saw the policeman and an elephant standing in the middle of the road.

Comment: The idea that the elephant stopped the bus was not clearly expressed here.

Section II — Writing Skills (10 marks)

The overall standard of the writing responses was good, with the stronger candidates displaying an impressive range of vocabulary and understanding of German grammar and syntax.

It was pleasing to see that candidates were flexible in the positioning of the cue line in Question 7 and that a wide range of idiomatic expressions was used. The inclusion of pre-learned material can be useful, when relevant. However, a fluent but thematically irrelevant response cannot be awarded maximum marks. While perfection is not expected, candidates should be aware that grammatical inaccuracy, eg poor spelling and incorrect verb-endings detract from the overall quality of the responses.

The 2 Unit Z Writing Skills Descriptors on the following page indicate the criteria used for the awarding of marks. While a candidate 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.

1999 HSC 2 UNIT Z GERMAN — WRITING SKILLS DESCRIPTORS

<p>10 MARKS</p>	<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
<p>8–9 MARKS</p>	<p>Very Good/Excellent</p> <ul style="list-style-type: none"> – very good level of communication – well-structured ideas – very good understanding of grammatical form – generally accurate but occasional mistakes that are sometimes significant – some variety of vocabulary and language structures – relevant to the topic
<p>6–7 MARKS</p>	<p>Above Average</p> <ul style="list-style-type: none"> – above average level of communication – logical flow of ideas – some 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
<p>5 MARKS</p>	<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
<p>3–4 MARKS</p>	<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
<p>1–2 MARKS</p>	<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
<p>0 MARKS</p>	<p>Incomprehensible/Non-Attempt</p> <ul style="list-style-type: none"> – non-attempt or no communication established

Typical Answers

Question 7 (a) *Ich habe ein Problem.*

Outstanding response 10/10

- A: *Tag, Heidi! Hast du Lust, zu meiner Party am Freitagabend zu kommen? Du weißt, am Freitag habe ich Geburtstag!*
- B: *Ach, ja! Es würde mir gefallen, zu deiner Party zu kommen. Aber ... ich habe ein Problem.*
- A: *Was ist los?*
- B: *Meine Eltern sind sehr böse auf mich, weil ich so schlechten Noten in den letzten Prüfung bekommen habe. Ich darf nicht ausgehen, ohne meine Eltern zu sagen, wohin ich gehe, und wann ich zu Hause sein werde.*
- A: *Das macht nichts!*
- B: *Aber Mutti has gesagt, ich kann nicht mehr ihr Auto borgen. Du wohnst so weit von mir ... wie komme ich bei dir.*
- A: *Keine Sorge! Meine Schwester hat seit zwei Wochen ihren Führerschein. Sie kann dir abholen. Also - willst du kommen, bitte?*
- B: *Ja, hoffentlich. Du bist eine gute Freundin, Petra! Ich freue mich sehr auf deiner Party.*

Comment: This response was most impressive and displayed a high degree of accuracy and authenticity. The candidate demonstrated a wide variety of vocabulary and grammatical structures and used the cue line in a natural and relevant manner.

Question 8 (b) *Schreiben Sie an einem Freund/einer Freundin, wie Sie Ihren Geburtstag gefeiert haben.*

Above average response 6–7/10

Berlin, den 26 Oktober

Liebe Klaus,

Ich habe mich so über Deinen letzten Brief gefreut. Sei bitte nicht böse daß du so lange eine Antwort warten mußttest, aber ich habe ein neues Teilzeitjob, und ich habe einfach keine Zeit.

Ich arbeite in einer alten Café. Ich bin Kellnerin. Um meistens ich arbeite am Freitags nach der Schule und am Samstags und Sonntags nachmittags.

Um meistens ich den Leute serviere Trinke und essen. Aber manchmal ich muß hilfe mit der sauber machen. Ich verdient 10 Mark pro stunde.

Ach nein, Mutti ruft. Ich muß hilfe mit der sauber machen. Ich verdient 10 mark pro stunde.

Ach nein, Mutti ruft. Ich muß den Tisch fürs Abendessen decken.

Hoffentlich schreibst du bald wieder.

Bis Bald

Gretel

Comment: Despite a number of errors in grammar, syntax and spelling, there is a logical flow of ideas and the response is very relevant. The overall message is well communicated.

(e) *Kommst du mit mir einkaufen?*

Average response **5/10**

- A: *Wann ist Erikas geburtstag?*
B: *Es ist fünften Mai. Warum?*
A: *Ich habe kein geschenk für sie.*
B: *Ich auch. Ich habe kein Geld.*
A: *Ich spare mein Geld weil im zwei Monaten im Amerika reisen will.*
B: *Wir kaufen ein zussamen dann?*
A: *Ja, gut. Kommst du mit mir einkaufen?*
B: *Wenn?*
A: *Ahn ... Donnerstag um halb vier?*
B: *Tut mir leid. Ich habe Tennisspielen.*
A: *Shade. Das ist ok. Ich kaufe mit mein Bruder.*
B: *Bis später.*
A: *Auf wiedersehen.*

Comment: Although the sentence structure and the vocabulary are simple, the overall message is clear and relevant.

2 Unit General

Listening and Speaking Examinations

Listening Skills (30 marks)

Most students appeared to be well prepared and attempted to respond to the questions in detail. Candidates should be encouraged to make use of the Candidate's Notes column, as those who do not often miss important details. Candidates should also use the reading time at the end of the examination to ensure that their answers are intelligible. Candidates should be aware that alternative answers should NOT be given, especially if they are contradictory.

Comments on specific items include:

Item 1

Many candidates confused their understanding of tenses and incorrectly answered that Dieter's sister had already been to Italy.

Item 4

Comparatives such as *kleiner*, *ruhiger* and *schöner* appeared not to be understood by some students. Students must be aware of the dual meanings of many words and take note of the context of these words.

Examples include *Küche* (item 1), *Geschichte* (item 3), *Bank* (item 8), *Platz* (item 8)

General

Items 5, 7, 9, 11 and 12 were generally well handled, with students demonstrating good global comprehension of these items i.e. an understanding of the ideas or concepts in the items rather than just single items of vocabulary.

The following items of vocabulary proved difficult for some students:

<i>Reiseführer</i>	<i>Hauseingang</i>	<i>der dreißigen Jahre</i>	<i>auf öffentlichen Verkehrsmitteln</i>
<i>Überstunden</i>	<i>fehlen sich</i>	<i>Abendessen</i>	<i>Kreuzung</i>
<i>römisch</i>	<i>ausruhen</i>	<i>Gehalt</i>	<i>Gepäck</i>
<i>Hals</i>	<i>leergetrunken</i>	<i>Buchhandlung</i>	<i>Telefonzelle</i>
<i>schützen vor</i>	<i>Jahrhundert</i>	<i>Eintritt</i>	

Fahrrad (bike, not motorbike) and *bonbons* (lollies, not bonbons) were often mistranslated.

Candidates should be reminded that the German currency is the Deutsche Mark. It is not equivalent to the dollar and should not be expressed as such.

Typical Answers

Item 6

Excellent response

- (a) He got caught in the rain while riding his bike and took shelter until the shower passed.
- (b) He should have a shower or bath to warm-up.

Comment: Although the detail about where Peter took shelter was not included, the student demonstrated a good global understanding of the item and correctly answered both questions.

Average response

- (a) He got caught in the rain while riding his bike then stopped and had a cup of hot chocolate.
- (b) He should have a shower or bath.

Comment: Although the detail about taking shelter was misunderstood, the candidate understood that Peter got caught in the rain. The detail in (b) was incomplete.

Item 19

Excellent response

- (a) His younger brother is sick in hospital. His mother is staying in a hotel nearby.
- (b) Children recover more quickly if their parents are nearby.

Comment: The student showed a good understanding of this item by including the detail in (a) that Oliver's mother was staying in a hostel near the hospital where his brother was a patient.

Average response

- (a) His younger brother is sick in hospital.
- (b) Their parents can be nearby.

Comment: Although the candidate understood the gist of this item, not enough detail was given in order to gain full marks, ie that Oliver's mother was staying in a hostel nearby and that children recover more quickly if their parents are close to them.

Item 20

Excellent response

- (a) (i) straight ahead and right at the intersection
- (ii) She has lots of luggage
- (b) in the telephone booth, on the wall on the left is a list of numbers of different taxi companies.

Comment: All relevant details were included.

Average response

- (a) (i) straight ahead and right at the crossing
- (ii) She has lots of bags
- (b) in the telephone booth

Comment: Average marks were awarded because the candidate incorrectly rendered *Kreuzung* as crossing in (a) (i) and did not give enough detail about where the telephone numbers for taxis were in (b). Although in (a) (ii) the student did not render *Gepäck* as luggage, he/she nevertheless demonstrated a clear understanding of why the woman should take a taxi.

Speaking Skills (10 marks)

Most candidates performed commendably in this section of the examination and there were some outstanding responses in all four situations. Candidates must be reminded that the Speaking Skills examination is an opportunity for them to show what they know, and to communicate this knowledge in a reasonably confident, fluent manner. It is therefore important to elaborate in situations such as 2 and 4 and wherever possible in the more prescriptive situations and to do it as fluently as possible. Candidates should not necessarily aim for grammatical perfection at the expense of this fluency. Very often a highly marked response will have some mistakes but the degree of communication and elaboration will be impressive. A response that is repetitive and slow will not achieve these same high marks.

Candidates should also remember that each of these situations is a conversation and they should therefore listen to the Teacher/Examiner's cue lines. Often a simple *Ja* or *Nein* can add to the sense of

communication, even though the candidate may not have been specifically instructed to say this. The cues provide considerable help and ideas in formulating a response.

Teacher/Examiners should ensure that candidates are seated comfortably in front of the tape recorder and they should speak clearly and at reasonable volume towards the recorder/microphone.

Teacher/Examiners should remember that candidates are allowed up to 15 seconds between each situation. This permits candidates to gather their thoughts before commencing the next conversation.

Hints to Candidates

When practising for this examination, candidates should take note of the following:

- Effective communication is most important.
- Speak clearly, fluently and confidently.
- Read cues carefully and try to interpret them accurately.
- When elaborating, stay on the topic and do not recite whole passages that have been pre-learned and which are only vaguely relevant.
- Avoid listing (eg sports, hobbies) and try to use a variety of verbs and structures to talk about such things.
- Avoid using English. If unsure of a vocabulary item, try to express it some other way in German.
- Revise tenses, particularly Perfect Tense, modal verbs and word order.
- Try to vary word order and structure eg put a time phrase at the beginning of a sentence or use a subordinate clause where appropriate.
- Use expression and intonation. Try not to be monotone.

The Examination

Each of the four situations was given an impression mark out of 10 based on the descriptors listed on the following page. All situations are of equal value. Each cassette is double marked and, should any discrepancies arise, is marked again by a third independent marker.

Difficulties encountered by candidates included:

Situation 1 Leisure

- sports ground - *Sportplatz* was not well known
- pronunciation of many sports was often anglicised
- *nach* was misused in ‘to the sports ground’
- some candidates misinterpreted ‘afford’ and spoke about how much money they earn
- candidates need to use a variety of phrases, instead of just listing after *Ich spiele ...*

1999 HSC GERMAN 2 UNIT GENERAL — SPEAKING SKILLS DESCRIPTORS

<p>10 Marks</p>	<p>Outstanding</p> <ul style="list-style-type: none"> – impressive level of communication – relevant to the topic and fluent – logical flow of ideas – uses a variety of vocabulary and structures without much hesitation – good grasp of grammar and syntax – high degree of authenticity and accuracy; only minor errors
<p>8–9 Marks</p>	<p>Very Good/ Excellent</p> <ul style="list-style-type: none"> – very good level of communication – relevant and logical flow of ideas – good structure – uses a good variety of vocabulary and language structures – very good understanding of grammar and syntax, despite occasional, even significant mistakes
<p>6–7 Marks</p>	<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 – uses a variety of structures and vocabulary – a number of common errors in grammar and syntax
<p>5 Marks</p>	<p>Average</p> <ul style="list-style-type: none"> – satisfactory level of communication - overall message conveyed – is 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 much beyond the cues
<p>3–4 Marks</p>	<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 – uses many anglicisms – repetitive and very elementary vocabulary
<p>1–2 Marks</p>	<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
<p>0 Marks</p>	<p>Incomprehensible/ Not Attempted</p> <ul style="list-style-type: none"> – No communication / does not attempt the situation

Situation 2 Exchange Students *Austauschschüler(in)*

- exchange student - many did not know *Austauschshüler(in)*
- spent 3 months - tense and time-phrase caused difficulties
- problems with pronunciation of *Australien* and *Familie*
- overuse of words such as *nett, schön, gut, streng*
- use of past tense in the last 2 cue lines
- description of family was often poorly done, amounting to a list of family members and pets. There was scope here to describe personalities and interests.

Situation 3 Invitation to a school ball

- use of *nach* instead of *zu*
- problem with 'when and where' - not *wenn und wer*
- 'would love to' often mistranslated by *würde lieber*
- misuse of *gehen/fahren* for 'going'
- difficulty with *erlauben* - many candidates were unable to express this concept, even in some other form e.g. *Meine Eltern werden bestimmt nein sagen.*

Situation 4 Part-time work

- overuse of *nett, freundlich*
- 'at night' caused problems for some candidates
- some candidates contradicted themselves by saying they earned good money in cue line 2 and then said they were not happy with their pay in cue line 3.

Typical Answers

Situation 2

Outstanding response

- *Ja, ich habe drei Monaten lang als Austauschschülerin in Australien gewohnt. Das Lebensstil in Australien ist sehr schön. Die Leute sind sehr freundlich und es war eine schöne Reise.*
- *Meine Austauschfamilie war sehr nett. Unsere Hans war sehr groß und ich habe zwei Schwestern und ein Bruder gehabt. Wir haben auch am Wochenende zum Strand gefahren. Dort haben wir, sind wir geschwommen und haben Fussball am Strand gespielt.*
- *Ja, ich bin nach Uluru gefahren, das ist in die Mitte von Australien. In Australien ist das Wetter sehr heiß und trocken. Ich bin auch nach Sydney gefahren. Dort habe ich das Opernhaus und die Sydney Harbour Bridge gesehen. Sie sind sehr groß und schön.*
- *In Australien sind die Schule ziemlich groß und nicht zu streßig. Die Schülerinnen und Schüler sind sehr freundlich und waren auch hilfsbereit. Die Stunden sind auch oft interessant.*

Comment: This candidate expressed himself/herself carefully, yet fluently. Pronunciation was excellent and tenses and word-order were mostly very good. There was a variety of ideas and vocabulary items.

Above average/ very good response

- *Ich bin drei Monate als Austauschschüler in Australia gewohnt. Das hast mir sehr gut gefallen. Die Leute war immer so nett und auch war das Wetter schön.*
- *Meine Gastfamilie, die heißen Schmidt. Die kommt auch aus Deutschland war sehr nett. Sie hat ein komische Hund, der Bingo hieß und auch hat sie drei Kinder, zwei Mädchen und ein Junge.*
- *Nicht so viel, nur die Städt um die Nähe von Sydney. Aber ich bist viel spazierengegangen und ich habe auch viel, viel getrunken.*
- *Die Schule in Australien hat mir sehr gut gefallen. Die Lehrer war am meistens nett aber ich mußte eine Uniform tragen. Und ich träge lieber meine einige, nein, ich träge lieber meine Kleidung.*

Comment: This candidate clearly expressed the message and was fairly fluent. He/she used a reasonable range of ideas, although there could have been more elaboration in cue lines 2 and 3. Pronunciation was good, except for words like *Städt* and *träge*.

Average response

- *Ich habe nach Australia als Austauschstudent drei Monat geblieben. Es war sehr schön und viel Spaß.*
- *Ich mit die Familie Braun geblieben. Sie war sehr sympathisch. Sie macht für mich Picknicks und wir gehen zum Strand viele.*
- *Ja, in Australia habe ich Kangaruhs und Koalas gesehen. Ich mag Tiere.*
- *In der Schule bist die Pause sehr kurz. Aber ich mag die Lehrer und Lehrerin, sie war sehr nett.*

Comment: This candidate was able to respond to all the cues using basic vocabulary. He/she was reasonably fluent and confident, although some words were mispronounced. Poor use of the past tense and a number of other errors detracted from the overall impression. There was not a lot of elaboration.

Situation 4

Outstanding response

- *Ja, ich arbeite teilzeit im Supermarkt. Ich arbeite nachts aber manchmal auch an dem Wochenende.*
- *Es ist nicht schwer, aber es ist sehr langweilig. Es gefällt mir überhaupt nicht. Die Leute sind immer ungeduldig und ich muß die ganze Zeit stehen.*
- *Nein, ich verdiene nur acht Mark pro Stunde. Ich glaube, daß es nicht genug Geld ist. Ich möchte mehr Geld verdienen, weil nächstes Jahr mache ich eine Reise nach Europa. Es ist wichtig, viel Geld zu haben, um viel zu kaufen.*
- *Überhaupt nicht. Ich möchte eine Lehrstelle kriegen als Friseurin in den Zukunft. Meine Eltern wollen, daß ich in die Uni gehen. Ich mag diese Idee überhaupt nicht. Ich werde mein Abitur nicht machen.*

Comment: This candidate spoke fluently and confidently with excellent pronunciation and intonation. He/she used a variety of vocabulary and structures and had a good grasp of grammar and syntax. There were only minor errors and a very impressive level of communication was achieved.

Above average response

- *Ja, ich habe einen Teilzeitjob im Supermarkt. Ich muß immer spät Abend arbeiten.*
- *Das Arbeit ist gut. Es ist nicht schwer. Das Gehalt ist ziemlich gut, aber ich muß immer spät arbeiten und dann bekomme ich kein Schlafen.*
- *Ich verdiene hundert Mark pro Woche. Das ist nicht genug Geld, weil ich will eine Wohnung mieten. Weil ich selbstständig sein will.*
- *Nein, ich will da nicht immer arbeiten. Spät, in der Zukunft, will ich als Ingenieur arbeiten, weil ich habe Interessiere für Gebäude.*

Comment: This candidate conveyed the message clearly and quite confidently with some good extension of ideas. There was a logical flow of thoughts and mostly good sentence structure. Pronunciation and intonation were reasonable.

Average response

- *Ja, ich habe ein Teilzeitjob in ein Supermarkt. Ich arbeite am Nacht.*
- *Die, mein Teilzeitjob ist sehr gut. Die Leute sind sehr nett und es ist nicht so spät und die Geld ist gut.*
- *Ich verdiene siebzig Mark pro Woche, aber es ist nicht genug. Ich möchte mehr Geld, weil es mag einkaufen.*
- *In die Zukunft werde ich Lehrerin aber ich arbeite nicht in die Supermarkt.*

Comment: This candidate conveyed the overall message but was quiet and very hesitant in doing so. Extension of ideas was fairly limited and the general impression was that it was an average performance.

Written Examination

Reading Skills (35 marks)

The majority of candidates demonstrated good overall comprehension of the reading passages with Question 1 proving to be the most difficult. Question 3 was answered especially well. It was evident that candidates were able to relate to such an experience.

Candidates are reminded that questions can be answered in point form. They must take care, however, that important detail, relevant to a comprehensive answer to a question, is not omitted.

Question 1 Moving to Australia

Difficulties encountered by candidates included:

erst vor fünf Tagen - NOT 'had heard for five days'

zu Weihnachten - 'at Christmas time', another stress factor, was omitted by many candidates or misunderstood.

von seinem Arbeitgeber nach Sydney geschickt - the idea of being sent by his German firm was often missing in the answer. Many candidates thought he had got a job with a German company.

Many candidates answered that Margit had been learning English for only six months which was not surprising since the whole family had done so. The 'surprising' aspects here were that Margit was only five years old and could neither read nor write.

möblierte Wohnung

This question was well handled, although *Lebensmittel* was often misinterpreted as 'standard of living'.

Many candidates did not know the meaning of *aufgehört* and thought it meant that the candidates did not listen at school.

Riesenurlaub was confused with *Reise*. A 'travelling holiday' was incorrect.

Waschmittel für bunte Wäsche was misunderstood by many candidates.

Typical Answers

(g) What complaint does Sebastian's mother make about him?

Excellent response

Unfortunately he stopped studying at school when he knew he wouldn't get his next report in Germany.

Comment: This answer included all relevant details.

Average response

Unfortunately he found out that he wouldn't get his next report from Germany.

Comment: This answer omitted the mother's main complaint that he had stopped studying.

(i) What did the mother pack for herself? Why?

Excellent response

25 packets of washing powder for coloureds because she had heard that it is not available in Australia.

Comment: All relevant details were included.

Average response

She allowed herself one luxury. She heard in Australia you can't get detergent for washing clothes, so she brought 25 packets.

Comment: This answer did not include the very important fact of 'coloured clothing' which needed to be included in the answer.

Question 2 A Year Abroad

Difficulties encountered by candidates included:

Ein Jahr weg von zuhause - 'A year away from home' was accepted but **not** 'from the house or the home'

Ein liebevolles Verhältnis

behandelt - treated **not** handled

The answer to this question was not found in Paragraph 4. Candidates must read the question carefully before searching for the relevant information. The fact she worked long hours was **not** a negative experience.

'Gaining independence' for *Selbstvertrauen* was not accepted.

Typical Answers

(e) What were the negative aspects of the experience?

Excellent response

She was sometimes homesick, especially when the job was stressful. She was also afraid of speaking English.

Comment: The idea of 'homesickness' was linked with a stressful job.

(f) How has this experience prepared her for the future?

Excellent response

Because she now speaks English well, getting a job as an air hostess should not be a problem. She has also gained great self-confidence in the US. With that she will achieve anything she wants.

Comment: All relevant details were included.

Average response

She wants to be a stewardess, her English is now not a problem, so that will help her. In America she achieved her biggest dream. Now everything she wants she will achieve.

Comment: This answer made no reference to her gaining self-confidence. 'In America she achieved her biggest dream' was incorrect.

Question 3 No! Not That Shirt

Some difficulties encountered by candidates included:

Überraschung - the idea of surprise was often omitted.

losgehen

The tense was a problem here. Many candidates said 'he spent' not that 'he probably will spend'.

Some candidates gave only the boy's opinion. The **difference** of opinion had to be pointed out.

ein paar Monate, NOT one or **two** months.

Typical Answers

(g) Why was the boy embarrassed?

Excellent response

They had finally found an item of clothing that they both liked. He went into the change room, and as soon as he had taken off his pants his mother opened the curtains. Behind her stood two girls who were laughing.

Comment: The first sentence was not necessary here to gain full marks.

Average response

His mother came and hung some pants for him to try on over the dressing room door. Behind her stood two girls his age who were laughing. He wasn't laughing.

Comment: The embarrassing idea of being caught with his pants down because his mother opened the curtains was not clearly expressed.

Writing Skills (10 marks)

Most candidates had prepared themselves well for this section and demonstrated a wide range of vocabulary and a sound command of a variety of grammatical structures. The use of authentic, idiomatic expressions enhanced the work of many candidates.

The most popular cue lines were: (c) *Du hast Glück gehabt* and (b) *Das ist aber eine gute Idee!*. Most candidates were able to develop dialogues or monologues appropriate to the situations, but candidates are reminded that the cue line should be an integral part of the response, rather than a purely incidental line unrelated to the main theme. ‘Pre-learned’ material must be relevant to be included.

It was pleasing to note that an increasing number of candidates incorporated authentic, relevant aspects of modern German society in their responses, thus making them more realistic.

One area of concern was the inability of a significant number of candidates to conjugate verbs correctly and/or to maintain the appropriate use of tense.

Common spelling and syntactical errors occurred in the following:

Tschüs/ Tschüß/ Tschüss

Wie geht es dir? Es geht mir gut

auf Wiedersehen

*Er/ Sie **hat** Geburtstag*

Geschenk

*Es **macht** Spaß*

ja

*Er/ Sie **kommt** zu spät*

Geburtstag

*ein **gebrauchtes** Auto (NOT **genutztes**)*

Candidates are also reminded to pace themselves throughout the examination in order to complete satisfactorily the required word limit of both monologues/ dialogues.

Specific comments to cue lines

(a) ***Ich hatte Angst. Es war so dunkel.***

The concept of *dunkel* was not always expressed

Past tense was not always recognised

(b) ***Schön, dich wiederzusehen!***

The idea was not always expressed that the participants in the situation had not seen each other for some time.

(c) ***Du hast Glück gehabt.***

Glück haben was often confused with *glücklich*.

Some element of misfortune must have occurred to warrant this response

(e) ***Das ist aber eine gute Idee!***

The *Idee* should be really significant, as indicated by the use of *aber*.

(f) ***Warum hast du eigentlich nie Geld?***

The idea of *nie* was not clearly expressed in some responses.

The 2 Unit General writing skills descriptors which follow indicate the criteria used for the awarding of marks. While a candidate may 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.

Typical Answers

Excellent response (10/10)

Question (c) *Du hast Glück gehabt.*

- Franz: *Na, Steffi! Du siehst glückstrahlend aus. Was ist denn passiert?*
Steffi: *Rate mal, rate mal, Franz! Ich habe Lotto gewonnen!*
Franz: *Gratuliere, Steffi. Du hast Glück gehabt.*
Steffi: *Natürlich! Und jetzt kann ich mir das gebrauchtes Auto, das wir letzte Woche gesehen haben, leisten!*
Franz: *O, Steffi! Wenn ich in deiner Zustand wäre, würde ich ein funkelneues Auto kaufen. Was denkst du davon?*
Steffi: *Nein, Franz. Ich will das gebrauchtes Auto kaufen. Also, was machst du jetzt?*
Franz: *Eigentlich nichts. Und du?*
Steffi: *Ich auch nichts. Vielleicht könnten wir aber zu einer Eisdiele gehen, wo wir ein Eis kaufen könnten. Hast du Lust dazu?*
Franz: *Ich würde gehen, aber ich habe kein Geld*
Steffi: *Mach dir keine Sorgen, Franz! Ich spendiere dir!*
Franz: *Danke, Steffi!*
Steffi: *Bitte schön, Franz! Los geht's!*

Comment: This response demonstrated an outstanding level of language control with a high degree of authenticity and a wide variety of idiomatic expressions.

1999 HSC GERMAN 2 UNIT GENERAL— WRITING SKILLS DESCRIPTORS

<p>10 MARKS</p>	<p>Excellent</p> <ul style="list-style-type: none"> – impressive level of communication – 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
<p>8–9 MARKS</p>	<p>Very Good/Excellent</p> <ul style="list-style-type: none"> – very good level of communication – relevant and logical flow of ideas – good structure – very good variety of vocabulary and language structures – very good understanding of grammar and syntax, despite occasional, even significant mistakes
<p>6–7 MARKS</p>	<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 – some variety of structures and vocabulary – a number of common errors in grammar and syntax
<p>5 MARKS</p>	<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
<p>3–4 MARKS</p>	<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
<p>1–2 MARKS</p>	<p>Poor</p> <ul style="list-style-type: none"> – little communication – most irrelevant and no structure of ideas – minimal knowledge of grammar and syntax – elementary words linked inaccurately – prevalence of English patterns of speech
<p>0 MARKS</p>	<p>Non-Attempt</p> <ul style="list-style-type: none"> – non-attempt or no communication established at all

Typical Answers

Very good response (8–9/10)

Question (d) *Das ist aber eine gute Idee!*

Meine Mutter hat mir gesagt, du sollst ins Ausland fahren? Ja, ich dachte, das eine gute Idee war. Aber wo?

Ich möchte besonders nach Deutschland zu fahren. Da konnte ich mein Deutsch und meine Kenntnis von Deutschland verbessern. Sowohl das Geld als auch die Unterkunft sind kein Problem für mich, weil ich einen Teilzeitjob habe. Für die Reise habe ich etwas Geld gespart. Auch ich habe eine Brieffreundin, die in Deutschland wohnt. Für eine Weile werde ich bei ihr wohnen.

In diesem Land gibt es viele Sehenswürdigkeiten. Der Schwarzwald in Bayern und das Brandenburger Tor in Berlin zum Beispiel.

Jetzt klingt diese Idee ganz gut. Aber, bevor ich abfahre, muß ich meinem Paß und meine Reiseschecks organisieren. Ich kann kaum warten, bis ich abfahre. Natürlich freue ich mich so darauf.

Comment: A very good level of language was achieved despite some significant grammatical, syntactical and cultural misunderstandings.

Average response (5/10)

Question (e) *Warum hast du eigentlich nie Geld?*

A: *Hello Anja!*

B: *Hello Bernd.*

A: *Wie geht's?*

B: *Mir gehts gut. Und du?*

A: *Mir auch. Was machst du?*

B: *Oh ich werde zur Schule gehen. Leider habe ich ein Nachschulleunterricht in Biologie. Wie langweilig. Was machst du?*

A: *Ich gehe zum Treffen mit meiner Freundin. Wir werden Mittagessen zusammen haben. Aber später werde ich mit fünf Freunden treffen - für ein Getränk. Kommst du mit? Du kannst deine Freundin mitbringen.*

B: *Ach ... leider kann ich nicht kommen Bernd. Ich habe kein Geld zum Ausgehen.*

A: *Warum hast du eigentlich nie Geld?*

B: *Letzte Wochenende habe ich mit meiner Freundin einkaufen gehen. Ich habe ein ganz tolle neue Jacke gekauft ... und Hose, einen Rock und Schuhe. Du mußt die neue Jacke sehen! Aber sie war ganz teuer also ich habe kein Geld mehr.*

A: *Schade. Einmal etwas Zeit. Ich werde dich später sehen. Tschüß.*

B: *Tschüß Bernd.*

Comment: An overall message was conveyed and a basic knowledge of sentence structures, grammar and vocabulary was evident, even though there were some significant errors.

2/3 Unit (Common)

Listening and Speaking Examinations

Listening Skills (25 marks)

Candidates were well prepared for this examination and responses were of a very high standard. Candidates demonstrated a good grasp of the concept of global understanding and were also able to provide relevant detail. All candidates were able to attempt all items.

It must be remembered that responses must make sense in English. Some German words and phrases, if translated literally, make little or no sense, eg in item 4 *fliegende Haare* (fly away hair) 'flying hair' does not make sense.

Items that sometimes caused difficulty included:

Item 1

Candidates did not always express the idea that Susanne spent her early years in Korea.

Item 2

Many candidates wasted valuable time writing about the speaker liking to travel. This detail was not needed to answer the question.

Rucksäcke was often expressed badly or not understood and the word *Kamm* was not understood by many students. *Ich habe alles dabei* was not always well expressed.

Item 6

It was important to give a detailed explanation of to whom or what a percentage referred. Many candidates did not mention that it was 10% of **Germans**.

Item 8

Candidates did not always make it clear that the item dealt with train travel.

Item 11

Testbände were often associated with bands. However, many candidates expressed the idea well by referring to 'demo' tapes.

Item 12

Vorfahrt beachten was often not understood.

Item 13

Haltung zum Leben was sometimes well expressed, but some candidates did not understand the gist of this item, ie that the mental and physical systems of the body were linked and that they affect each other.

Item 14

es was often related to the reported, not the child.

Item 19

Some candidates misunderstood *Motorrad* and thought that a young mother had been killed.

Item 20

The meaning of *preiswert* was not always well conveyed.

Typical Answers

Excellent response

- (a) her 'fly away' hair : if there is a bit of wind, her hairstyle is destroyed
- (b) whilst her hair is wet, apply the lotion then dry on a lower setting
- (c) plastic combs or brushes

Comment: This answer was correct and awarded full marks. In (a) the candidate understood *fliegende Haare* and in (b) the two ideas were correctly expressed

Average response

- (a) flying hair, hair that goes everywhere in the wind
- (b) before drying the hair she should put the lotion on dry hair on a low stage
- (c) plastic combs or brushes

Comment: In (a) the candidate did not understand what was happening to the hair, that only a small amount of wind caused a problem. The answer to (b) did not make sense.

Item 5

Excellent response

- (a) She doesn't want to live with her boyfriend any more. She feels like an old married woman.
- (b) (i) The couple developed quite differently
- (ii) She doesn't want to make all the decisions

Comment: This answer was correct and awarded full marks. The overall sense of the items was comprehended and all relevant details were included.

Average response

- (a) like an old married woman
- (b) (i) no desire to meet people alone
- (ii) she wants to experience new things

Comment: Not all relevant detail were given and the candidate clearly did not understand the context.

Item 13

Excellent response

- (a) The mental and physical systems are linked. They affect one another.
- (b) Your immune system is boosted
- (c) Your approach to life

Comment: This answer showed global understanding and was awarded full marks.

Average response

- (a) The spiritual and physical system are separate
- (b) Your immune system is stronger
- (c) Your attitude to life

Comment: The link between the mental and physical elements of the body was not understood. All other relevant details were mentioned.

Speaking Skills (20 marks)

Candidates' responses in all the situations were pleasing. Candidates seemed better prepared in their ability to communicate in the language, but less prepared to develop interesting explanations and details.

The topics were well chosen as they included a good range and varying tenses were needed. In general, candidates performed well and both teachers and candidates are to be congratulated.

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

- pronunciation and intonation continue to be good;
- responses flowed well, and the speed of delivery was generally good;
- better use of tenses was evident;
- candidates employed more complex grammatical structures;
- candidates made every effort to speak clearly and with confidence;
- use of pre-learned material was not evident in this year's performances;
- listing of vocabulary items was avoided and instead a brief explanation of each item was offered.

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

- it is essential to listen and respond to teachers' cues;
- too much unnecessary elaboration where the same information is repeated; utilising the same safe verbs and ideas;
- using an English word and attempting to disguise it with a German accent, eg ski;
- illogical responses;
- repeating the same details, vocabulary items and ideas in several situations, eg although the concept of 'he annoys me' was repeated the better students were able to employ varied expressions for this in German, eg *er geht mir auf die Nerven* or *er nervt mich*
- carelessness in verb forms, eg *die Nachbarn sind* (not *ist*);

Candidates should note the following:

- Past participles and their correct auxiliary verbs need revision;
- The explanations given in answering a question need to be adequate without being too basic;
- It is sometimes very easy to lose track of one's argument during long and complicated sentences. It is better to maintain an argument/conversation by shortening the length of sentences and developing shorter, more concise and grammatically accurate language. Long complex sentences sometimes detract from the intelligibility of an answer because clarity and understanding are lost.

General Comments

Situation 1 – Helping with Homework

This situation allowed the better prepared and more relaxed students to demonstrate their language skills. Many candidates did not elaborate on 'why it is so important'. Specific problems included:

help	<i>heifen + dative, ich helfe dir</i>
playing sport	<i>Sport treiben</i> but <i>Tennis spielen</i>
NOT help him again	<i>ich helfe dir aber nie wieder</i>
watches too much TV	<i>du siehst/schaust einfach zu viel fern</i>
meet	<i>treffen + uns</i>

Situation 2 – Neighbours

This was a more challenging situation. Able students gave more imaginative and less predictable responses. Examples of responses with predictable and meagre responses included:

The details of where one lived	<i>schön and nett</i>
Explain how the neighbours have been annoying you	<i>Sie spielen die Musik zu laut</i>
Explain what you are going to do about the situation	<i>Ich rufe die Polizei an</i>
Describe the person you are sharing the house with	<i>Mein Freund ist groß und nett</i>

Specific problems included:

the neighbours have been annoying you *meine Nachbarn gehen mir auf die Nerven*
(the plural had to be expressed in the verb too)

Situation 3 – Preparing for the holidays

This was the most enjoyable situation as the more able students utilised varied tenses and elaborated where needed. Specific problems included:

exhausted *müde* (was too basic)
Ich bin so erschöpft

just *einfach*

going to relax *mich* (reflexive) *entspannen*

have been very busy *ich war sehr beschäftigt*

3 details why you were busy not given in the past tense

on holidays *auf Urlaub* **not** *Ferien*

poor pronunciation *organisieren* and *packen*

Situation 4 – The final school year

There was a great range of responses as this situation allowed more able students to display their linguistic skills, yet weaker responses still managed to develop simplistic answers with limited vocabulary items. Specific problems included:

final examination *meine Abschlußprüfung* or *mein Abitur*

spend a lot of time inside *drinnen* or *zu Hause*

he/she often complains *er/sie beschwert sich oft darüber*

plans for the future future tense or present tense + time element

Situation 5 – An accident

Some candidates did handle this situation particularly well, especially in their elaborations. Candidates are reminded to read all the cues and the order of cues carefully so that they do not provide inappropriate material.

Specific problems included:

stay in bed *im Bett bleiben*

a detail of how you'll keep up with school work *Mein Freund bringt mir die Hausaufgabe*

Suggestions to Teachers

- Read the 1998 HSC German Enhanced Examination Report.
- Read the Guidelines for conducting the HSC oral examinations.
- Allow 15 seconds (NO MORE) between situations.
- Do not prompt students, either directly by giving candidates necessary vocabulary items, or indirectly.
- Read only what is written as the Examiner's lines.
- **Ensure** before the examination that all recording instruments are in working order.
- Have the 'heads' of the cassette recorder cleaned if recording is not clear.
- Ensure that the in-built microphone (if used) is facing and near the candidate.
- Ensure the examination is located in a quiet environment.
- Preempt any noise – phone calls, bells, student movement in corridors, rehearsals for music, students crying.
- Send in cassettes which have failed to record – this is a Board requirement.
- **Never** stop the recording.
- The recording should **not** be stopped, except in extenuating circumstances. In such cases a letter of explanation must be sent to the Board when the examination cassettes are returned.
- Read the examiner's cues at a normal pace.
- Minimise your own dramatic performance.
- Avoid cutting students off before they have completed their lines.
- Check carefully that candidates record their own, correct candidate and centre numbers.
- Do not whisper – it can be picked up and may be interpreted as prompting.
- Practise past HSC oral examinations under exam conditions. This may help to reduce nervousness.

Typical Answers

The following samples reflect the types of answers students gave. They have been ranked using the marking criteria. Unfortunately, these written samples cannot express the intonation, hesitation, pronunciation, fluency, confidence in a candidate's voice, etc, which a Marker would hear from a tape recording. However, they do give an idea of the desired standards of each marking range.

The 2/3 Unit (Common) German Speaking skills descriptors which follow indicate the criteria used to award marks. Although a student's performance may 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.

1999 HSC GERMAN 2/3 UNIT — SPEAKING SKILLS MARKING SCHEME

10 MARKS	<p>Outstanding</p> <ul style="list-style-type: none"> – speaks confidently and fluently (ie without significant hesitation) – uses correct grammatical constructions – uses varied and correct tenses – excellent command of word order – there may be minor grammatical errors – the message is clear and interesting – excellent command of language, especially in the open-ended questions – varied vocabulary and appropriate idiomatic terms – no pre-learned slabs 	
9 MARKS	<p>Excellent</p> <ul style="list-style-type: none"> – sophisticated level of communication – attempts complex structures – there may be some errors in grammar – very good command of all aspects of the language 	<ul style="list-style-type: none"> – More sophisticated message and style of response
8 MARKS	<p>Very Good</p>	<ul style="list-style-type: none"> – Less sophisticated message and style of response
6–7 MARKS	<p>Above Average</p> <ul style="list-style-type: none"> – full message and clear language with some pausing and hesitation – an attempt to elaborate, where necessary, using good vocabulary – good understanding of general grammatical points – finer points consistently elude candidate – good pronunciation and intonation 	
5 MARKS	<p>Average</p> <ul style="list-style-type: none"> – able to answer all cues with a considerable number of errors – simple responses only – message still communicated – very little extension supplied beyond the given cues – has some problems with elementary grammar – struggles to find the right words – pauses and some anglicisms – pronunciation often has English flavour 	
3–4 MARKS	<p>Below Average</p> <ul style="list-style-type: none"> – some communication – has little to say – repetitious – little or no structure evident – speech is monotonous and hesitant with many pauses – anglicisms may be used frequently – marked English pronunciation – a significant amount of content omitted 	
1–2 MARKS	<p>Poor</p> <ul style="list-style-type: none"> – very difficult to understand – only a few very poorly constructed sentences expressed – generally isolated ideas – virtually no communication established – very limited amount of message conveyed 	
0 MARKS	<p>Incomprehensible/Not Attempted</p> <ul style="list-style-type: none"> – no attempt made to respond to the examiner’s cues – German used is either incomprehensible or completely irrelevant 	

Sample Answers

Situation 3

Outstanding response (10/10)

- *Ach, weißt du, ich bin völlig erschöpft...ich will mich nämlich ... ich will mich erholen, das heißt, ich will mit dem Hund im spazieren ... im Park spazieren gehen. Das ist sehr beruhigend. Es gibt einen Park in der Nähe von mir und wir können das Wasser sehen und alles ist sehr schön. Ich finde es, ich finde es sehr gut im Freien zu sein, wenn ich gestreift bin.*
- *Die letzte Woche war ich sehr beschäftigt. Ich hatte viel zu tun in der Schule und ich habe viel Streß gehabt. Am Montag habe ich, mußte ich eine Matheklassenarbeit schreiben und es war sehr schwer. Ich bin eine nicht sehr starke Schülerin und ich bekomme ich schlecht Noten in Mathe. Das war sehr streßig. Auch mußte ich viel Sport treiben, weil ich in vielen Mannschaften spielen und das hat viel Zeit gedauert. Auch habe ich in einem Konzert Klavier gespielt. Ich war sehr nervös, aber es war gut, aber jetzt bin ich sehr müde.*
- *Ich fahre in Urlaub. Das freut mich, weil ich ... ahm ... eine Pause brauche. Als Vorbereitung für die Reise muß ich ... ein Paar Sachen machen. Ich muß nämlich meinen Reisepaß organisieren und auch ein neues Koffer kaufen, weil mein altes kaputt ist und meinen Personalausweis organisieren, so daß ich in Kneipe trinken kann.*
- *Ich fahre nach Neuseeland ... ich fahre mit ein Paar Freunde aus der Schule und wir wollen zum Strand fahren in Neuseeland. Es gibt viele schöne Strände dort. Wir wollen den ganzen Tag am Strand liegen und den schönen Sonnenuntergang beobachten und über Gott und die Welt reden. Auch hab' ich gehört, daß es viele wunderschöne Cafés in Neuseeland gibt. Sie haben einen sehr guten Ruf, deshalb will ich ein neue Kultur erleben und das Essen auch. Ich freue mich sehr auf meine Reise.*

Comment: Despite a few minor errors in grammar and pronunciation the candidate spoke confidently and fluently. His/her responses indicated that he/she had listened to the Examiner's questions and responded accordingly. These responses displayed a sophisticated level of performance and utilised varied and complex structures as well as a wide range of interesting vocabulary items. This was supported by excellent, appropriate elaboration and good use of idiomatic expressions.

Excellent response (9/10)

- *Überhaupt nicht, ich bin erschöpft, ich muß mich entspannen und ein bißchen ausruhen. Vielleicht ... ich denke, daß ich ein schönes langes Bad habe.*
- *Letzte Woche war ich sehr beschäftigt. Ich habe einen neuen Job bekommen und ich mußte jeden Tag lernen wie man alles dort macht, und das war vier Stunden pro Tag und dann habe ich auch zwei Prüfungen für mein Abitur gehabt und leider war meine Großmutter im Krankenhaus und ich mußte sie auch jeden Tag besuchen und frische Blumen bringen und mit ihr reden. Glücklicherweise geht es ihr viel besser.*
- *Glücklicherweise gehe ich nächste Woche in Urlaub, aber ich habe natürlich noch nicht meine Sachen eingepackt. Ich muß noch meine Kleider und meine Zahnpasta und Zahnbürste einpacken, und ich muß noch die Karten abholen von der ... den Flughafen.*

- *Ich gehe nach Deutschland. Hoffentlich kann ich dort meine Sprachkenntnisse verbessern. Und ich will auch schwimmen gehen, oder sagen wir mal baden an die Ostsee. Danach gehe ich wieder in Berlin und dann kann ich den Fernsehturm und Brandenburger Tor besuchen.*

Comment: The major difference between these candidates and those of the ‘Outstanding’ category was in the way they responded. Their responses were generally not as fluent, particularly in the open-ended questions. Nonetheless, candidates utilised elaborate language and complex structures, which impressed the markers.

Very Good (8/10)

- *Ich bin so erschöpft. Ich will einfach nur nichts machen. Vielleicht schaue ich ein bißchen fern oder geh’ ins Kino mit meinem Freund oder vielleicht geh’ ich einfach Tennis spielen.*
- *Die letzte Woche war sehr streng. Ich hatte viele Prüfungen, da mußte ich jeden Tag für drei Stunden in die Schule, dann mußte ich zurückfahren, um wieder für meine neuen Prüfungen zu lernen. Meine Mutter ist auch noch krank, da mußte ich auf meine dreijährige Schwester aufpassen, da gibt es immer sehr viel zu tun.*
- *Nächste Woche gehe ich zum Glück in die Ferien. ... Ich muß aber noch anrufen, um das Hotel zu reservieren und auch den Flug.*
- *Ich gehe zur Küste hinauf. Da gibt’s ein riesiges Konzert und das geht den ganzen Tag lang. Und nachher werde ich natürlich an den Strand gehen, schwimmen, vielleicht ein bißchen segeln, das wird bestimmt viel Spaß machen.*

Comment: These candidates did not demonstrate their talents in the same way as the ‘Outstanding’ and ‘Excellent’ students. The responses lacked a creative flair and did not usually include sufficient elaboration. However the responses included minimal errors and were interesting and comprehensive. Pronunciation and fluency were not as solid or as consistent as in the better responses.

Above Average response (6-7/10)

- *Heute abend bin ich übermüdet, ich werde mich einfach ausruhen. Hoffentlich werde ich eine Romane lesen oder einfach fernsehen.*
- *Der letzte Woche bin ich sehr beschäftigt, ... Am Dienstag haben wir Besuch und ich habe sie die Sehenswürdigkeiten zeigen und am Donnerstag hätte ich eine Klassenarbeit und ich muß mich daran vorbereiten. Und am Freitag bin ich zu einer Party gegangen. Es war groß Party und wir haben die ganze Nacht getanzt und getrunken und gegessen und zwar jetzt bin ich sehr übermüdet.*
- *Nächste Woche werde ich auf Urlaub fahren. Ich habe das Flug schon gebucht, aber jetzt muß ich meinen Paß besorgen und meine Kleidung einpacken und meine Reiseschecken bestellen.*
- *Ich fahre nach der Schweiz. Ich werde da Schifahren, natürlich. Und ich werde das weltbekannte Sehenswürdigkeiten sehen und auch werde ich ... meine Freundin, da in eine kleine Ort wohnt, besuchen.*

Comment: The message was quite clear and there were frequent attempts at elaboration in the open-ended questions. However, the response was often punctuated by pauses, and some errors in grammar and lexical use were evident. Pronunciation and intonation were good, but there was less variety in the structures used and more obvious faults in word order, inconsistent command of tenses, etc. Overall, however, the message was delivered with a degree of fluency.

Average response (5/10)

- *Heute abend mache ich nichts, ich bin so müde. Ich möchte eine heiße Dusche und vielleicht sehe ich ein bißchen fern. Ich möchte auch ein bißchen klassische Musik hören.*
- *Letzte Woche mache ich so viel. Ich habe ... ich habe prüfungen gemacht und ich habe so viel gelernt ... und ich habe eine neues Arbeit gemacht. Ich möchte vielleicht ein bißchen Zeit für mich.*
- *Nächste Woche bin ich im Urlaub. Ich muß ... uhm ... ich muß ein Paar Sachen kaufen mit andere Dinge, vielleicht eine Bürste oder Zahnpasta und Kleider.*
- *Wir haben ein große Reise mit dem ganzen durch Australien geplant. Wir möchten in den Bergen wandern und ... Melbourne sehen und vielleicht fahren wir nach Brisbane. Wir möchten auch den Hafenbrücke sehen in Sydney und auch das schönste Küste auf Queensland sehen.*

Comment: Although the candidate answered all the questions posed by the Examiner, the message was limited and laborious in its delivery. While the answers often contained numerous errors, the message was nevertheless comprehensible. The candidate had some difficulty with the control and range of language structures and vocabulary items and there were frequent pauses and repetitions. Pronunciation and intonation were flawed and some words were uttered in English.

Written Examination

Reading Skills (25 marks)

Both texts were well handled by a large number of candidates. A good understanding of vocabulary was evident in many responses and candidates who included all relevant details in their answers scored well.

While it is advisable to keep as close as possible to the text, candidates should avoid ‘word-for-word’ translations, as these often result in clumsy and confused answers, which bear little resemblance to English.

Prepositions can also play a key role. For example: *daß ich bei mir anfangen muß* - that ‘I have to start with myself’ (not ‘by myself’).

It is also important to include incidental but important qualifiers, eg *die Schule war zum Sterben langweilig; gefühllose kleine Monster; unsere Städte sind voller Aggressivität.*

Candidates should take care when transcribing tenses, as this can affect meaning. For example, *Tausende starben* - ‘thousands died’ (not ‘are dying’); *warum diese Menschen ... so leiden mußten* - ‘why they had to suffer’ (not ‘must suffer’).

Some vocabulary items which caused problems included:

<i>Spätfolgen</i>	- after effects, aftermath etc. (not aftershock)
<i>gemeinsam</i>	- together (not commonly)
<i>besorgte den Haushalt</i>	- cared for the household (not cleaned the house)
<i>leiden</i>	- to suffer (not be unlucky)
<i>unschuldig</i>	- innocent (not undeserving)
<i>was ich gerade tue</i>	- what I am doing (not what I can do)

Specific Comments

When asked to give a number of details in a response, candidates should be careful not to split information which belongs together, especially when a wide variety of alternatives are offered in the text, for example in Question 1 (b) where candidates were asked to give three details to describe Lisa as a child. In this answer the fact that Lisa liked to wear cute children's clothes with pretty shoes and white socks can only be regarded as one detail, not two.

Candidates should always remember that full answers are often required to show good global comprehension. For example in question 1 (c) for the detail *sich mit den Eltern sehen zu lassen kommt gar nicht in Frage*, candidates were expected to say that Lisa does not want to be seen with her parents under any circumstances (or words to that effect).

Candidates should also be guided by the question when faced with unfamiliar vocabulary. A number of candidates had difficulty with the phrase *Frieden in der Welt* (often mistranslating it as 'freedom'), when the English expression was given in the question.

Difficulties encountered by candidates (per situation) included:

Typical Answers

Question 1 (f) What do parents need to understand about their children? Give THREE details.

Excellent response

- (i) Children don't orientate themselves around their parents so strongly any more. They look for people of the same age.
- (ii) When they don't want to have anything to do with their parents any more it doesn't mean they have turned into little monsters without feelings.
- (iii) Children don't change fundamentally, they just seem outwardly different than they did before.

Comment: This answer is correct with all elements clearly expressed.

Average response

- (i) Also when it's hard for the parents they need to show understanding.
- (ii) When they don't want anything to do with their parents it doesn't mean they are becoming insensitive little monsters.
- (iii) The kids aren't directing themselves against their parents, but are searching for same aged kids who they are attracted to.

Comment: Half of this answer is correct. (ii) and part of (iii) contain accurate responses, ie that students search for 'same aged kids'.

**Question 2 (f) (i) What has experience taught the author?
(ii) How does he believe he can contribute to world peace?**

Excellent response

- (i) That he has to start with himself - how he reacts with other people who he has contact with.
- (ii) There is no other option but to respect all people, their cultures, beliefs and traditions. He also tries constantly to think himself whether what he is doing is bringing world peace.

Comment: This is a complete and correct answer, clearly expressed.

Average response

- (i) He has learned everything has to start with him, how he reacts to people - those he has direct contact with.
- (ii) He believes he must respect all people, their ideas/ thoughts and traditions. He also tries to ask what he can now do to bring peace to the world.

Comment: Only (i) is correct. This candidate has not understood the concept of *Glauben* (religion, beliefs) and has also misunderstood the second part of this response.

Writing Skills (15 marks)

Question 3 (a) Guided Narrative

The overall quality of the responses was lower than in question 3 (b), the Letter. Candidates are reminded not to attempt the guided narrative unless they have practised it thoroughly, otherwise they may not fulfil the requirements of the narrative or achieve the appropriate level of language and range of vocabulary. More able candidates were able to employ a range of tenses, a wide range of vocabulary and were able to link the cues, thus making their narrative more cohesive.

Question 3 (b) Letter

The candidates demonstrated a good understanding and control of the letter format, and the standard of responses was generally quite high. Most candidates addressed the questions asked and wrote a comprehensive response to the letter.

More able candidates successfully used a variety of grammatical structures and tenses, as well as a wide range of vocabulary, including relevant idioms. Their responses were detailed, but not unnaturally lengthy, and they tended to be creative, interesting and authentic responses to the examination question.

Weaker candidates often tended to struggle with some basic language concepts, such as word order, use of the perfect tense and case endings. Candidates are again reminded that including long, pre-learned passages of irrelevant material is counterproductive. Answers must be appropriate to the context of the letter and such pre-learned, irrelevant passages merely detract from the overall impression of the response. Adhering to correct letter format and correct spelling also contribute to the overall impression.

The 2/3 Unit Writing Skills Descriptors which follow indicate the criteria used for the awarding of this section of the paper. It is, however, important to remember that while a candidate may 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.

1999 HSC GERMAN 2/3 UNIT — WRITING SKILLS DESCRIPTORS

<p>15 MARKS</p>	<p>Outstanding</p> <ul style="list-style-type: none"> – displays an excellent, impressive command of the German language – fluent and confident response with only minor errors – displays a sophisticated, authentic level of language – employs a wide range of relevant vocabulary and complex grammatical structures – uses appropriate idiomatic expressions
<p>13–14 MARKS</p>	<p>Excellent</p> <ul style="list-style-type: none"> – demonstrates the communicative goals set by the question – the response reads coherently, despite some errors – employs a wide range of interesting and relevant ideas – uses a wide range of vocabulary and some complex grammatical structures
<p>10–12 MARKS</p>	<p>Very Good/Above Average</p> <ul style="list-style-type: none"> – demonstrates a sound understanding of the question – the response is thorough and clearly communicated – may contain minor errors, or perhaps one or two major lapses – attempts to use complex grammatical structures, but not always successfully – employs a good range of vocabulary – displays good control of vocabulary and grammar overall
<p>8–9 MARKS</p>	<p>Average/Satisfactory</p> <ul style="list-style-type: none"> – demonstrates a substantial understanding of the question – the message is generally clear, but may lack detail – there may be repetition – employs a more restricted range of vocabulary and grammatical structures – uses simple sentence structure – contains numerous lexical and syntactical errors
<p>5–7 MARKS</p>	<p>Below Average</p> <ul style="list-style-type: none"> – displays an understanding of the question, but the response is minimal – some information may be absent or irrelevant – numerous lexical and syntactical errors hinder reading and understanding – uses anglicisms – employs simple sentence structure that sometimes reflects English word order
<p>2–4 MARKS</p>	<p>Poor</p> <ul style="list-style-type: none"> – achieves little communication – significant mistakes hinder understanding, despite repeated readings – uses many anglicism – sentence structure reflects English word order – may not address many of the questions asked – much of the material may be irrelevant to the question
<p>0–1 MARKS</p>	<p>Non-Attempt/No Communication/Irrelevant</p> <ul style="list-style-type: none"> – no attempt is made to respond to the questions asked – German used is either incomprehensible or completely irrelevant

Typical Answers

Outstanding response (15/15)

Sydney, den 20.9.99

Lieber Volker,

vielen herzlichen Dank für Deinen Brief. Ich habe mich wie immer riesig darüber gefreut. Ich verstehe natürlich auch daß du in letzter Zeit viel mit Dimitri Zeit verbracht hast.

Meiner Familie geht es gut. Meine Schwester Lily hat mit der Schule angefangen. Ihr gefällt es aber nicht so gut weil sie unseren Hund "Chester" sehr vermißt. Mein Bruder Jochen hat seit neuem eine Freundin. Die zwei sind richtig süß - aber das darf man natürlich keinem zwölfjährigen sagen! Joachim geht es bestens. Er studiert immer noch Medizin (zum Erstauenen meiner Eltern) und wohnt seit etwa 2 Monaten nicht mehr zu hause. Meinen Eltern geht es gut. Seit sie geschieden sind, ist das Familienleben viel ruhiger. Lily leidet schon ein bißchen darunter aber zum Glück sehen wir Mutti und Vati etwa gleich viel. Die Schule ist zur Zeit ein bisschen streng aber es wird schon bald besser gehen!

Daß mit der Geschäftsreise stimmt - aber es ging nur Mutti. Vati wohnt nicht mehr mit uns seit der Trennung (und der nachfolgenden Scheidung). Da meine Eltern aber nur noch gut befreundet sind ist Vati für zwei Monate bei uns eingezogen. So war das nicht schwierig für uns. Joachim kam uns oft besuchen und kochte jeweils das Abendessen, Jochen spielte mit Lily und ich putzte und räumte alles auf mit Vati!

Die Radtour scheint aber eine prima Idee zu sein. Natürlich würde ich unheimlich gerne mitfahren! Ich fahre nämlich sehr gerne Rad und Frankreich ist ein wunderschönes Land mit den vielen Schlößern.

Wir haben leider nicht so viele Austauschschüler bei uns. Ich weiß auch nicht woran das liegt. Vielleicht finden Leute das Wetter zu warm hier! Letztes Jahr hatten wir aber ausnahmsweise einen Junge aus Kanada. Er sprach Englisch sowie französisch, denn er kam aus Quebec. Er war unheimlich freundlich und erzählte uns wunderschöne Geschichten über den Winter und die Schnee bedeckten Berge. Ich bin zum Glück immer noch im Kontakt mit ihm.

Leider habe ich zur Zeit nicht so viel Zeit um Sport zu treiben. Ich mache jetzt nur noch Yoga einmal in der Woche und sonst spiele ich Fußball mit meiner gemischten (Knaben und Mädchen) Mannschaft. Das macht mir viel Spaß! Hoffentlich kann ich aber bald wieder mit Tennis anfangen!

Naja, jetzt muß ich aber abschließen. Ich muß Lily eine Geschichte vorlesen damit sie einschläft.

Schreibe mir bald wieder.

Herzliche Grüße an die ganze Familie

Deine Karin

Comment: This was a thorough and authentic response to the letter. The candidate used a wide range of vocabulary and grammatical structures appropriately. Although there are one or two minor errors, they did not detract from the overall quality of the response.

Above average response (10–12/15)

Sydney, den 27 September

Liebe Steffi,

wie geht es dir? Vielen Dank für deinen lieben Brief. Ich freue mich immer wenn ich Post von dir bekomme, und endlich habe ich eine Antwort von dir!

Meiner Familie geht es gut, aber meine Großmutter ist seit fünf Tage im Krankenhaus. Sie hat probleme mit ihrem Herzen gahabt. Aber hoffentlich, geht alles in ordnung. Ich möchte nicht darüber viel sprechen.

Als meine Eltern auf der Geschäftsreise waren, haben ich und meine Geschwister viel Spaß gemacht! Am erstens war es schwierig, gut auszukommen ohne Eltern, aber schrittweise haben wir gelernt, zusammen zu arbeiten, es hat meine jüngere Brüder sehr gut gefallen, daß ich nie schimpfe, oder ein Ordnungsfimmel habe!

Aber jetzt sind meine Eltern zurückgekommen und wir haben noch einmal ein normales Leben! Ich stehe kurz vor meinem HSC, und ich muß viel darüber lernen. Eine Radtour durch Frankreich klingt sehr spannend, aber ich weiß nicht, ob ich Geld haben werde. Als ich über deine Idee gelesen habe, habe ich gedacht: 'Irgendwann werde ich auch so eine exotische Reise machen wie Steffi!' Trotzdem, vielleicht könnte ich eine Arbeit finden, und Geld für eine Reise durch Frankreich sparen. Ich muß darüber nachdenken.

Ich möchte auch Dimitri kennenlernen. Ich liebe über andere Länder lernen, aber wir haben viele Austauschschülern in meiner Schule. Trotzdem, meine Freundin, Andrea ist seit drei Monaten Austauschschüler in Italien! Spannend, oder?

Ich treibe gern Sport. Fußball und Basketball spiele ich am liebsten, aber jetzt habe ich nicht viel Zeit dafür. Ich muß leider jeden Tag für die Schule lernen. Ich wande auch gern, und in unserer letzten Ferien bin ich mit meiner Jugendgruppe in die Berge gefahren. Wir haben unsere Zelte mitgenommen, und unter dem Mond geschlafen. Es war wunderbar, daß wir so frei und unbeschwert atmen können!

Achso, das ist alles für Heute. Es ist schon spät, ich schlafe langsam ein. Ich werde nach die Radtour denken!

Bis bald

Deine Karen

Comment: This response was thorough and clearly communicated, but it employed a less extensive range of ideas and vocabulary. Despite some grammatical errors, the student showed good overall control of the language.

Average response (8–9/15)

Nürnberg, den 1.10.99

Liebe Steffi,

Es war toll, von Dir zu hören! Wie geht's? Ich hoffe, daß Du im Moment nicht so beschäftigt bist.

Ich fühle mich im Moment sehr gut. Meine Familie ist auch gut. Claudia hat ein Freund! Ich kann es nicht glauben, sie ist nur 12 Jahre alt. Meine Mutti und Vati ist schon nach Hause gekommen. Sie Haben so viel Geschenke zu uns gegeben!

Es war ein bißchen schwer für meinen Bruder und meine Schwester und ich. Wie mußten unsere Essen kochen (aber meistens isßen wir Pizza!) Wir mußten unsere eigenen Kleidungen waschen, das war ziemlich furchtbar! Für zwei wochen hatte ich keine sauberen söcken, weil ich nicht genug zeit hatte meine Kleidung zu waschen. Wir mußten auch immer Fahrrad fahren weil ich noch keine Führerschein habe.

Ich muß meine Eltern fragen, ob ich durch Frankreich fahren kann. Danke sehr für die Einladung! Ich würde sehr gern gehen. Wann fangt Euch an?

Dimitri klingt toll aus. Ich will ihn treffn. Ich habe ein groß interesse um leute aus anderer Kulturellen. Wir haben viele Austauschschülern. Im Moment gibt es ein in meine Klasse. Er heißt Anton und er kommt aus Griechenland. Weißt du, daß ich eine Austausch in Australien achte? Meine Austauschpartnerin kommt über Weihnachten. Ich freue mich sehr auf ihrer Besuch.

Natürlich habe ich noch Zeit dazu, um Sport zu treiben! Es ist so wichtig in meinem Leben. Ich spiele in einem Fußballmannschaft. Im Moment spiele ich auch Handball. Ich spiele in dem Schulmannschaft, und wir haben alle unserer Spielen gewonnen. Ich gehe auch mindestens zweimal pro Woche im Fitnessstudio.

In meiner Freizeit spiele ich auch gern Klavier. Ich bin in einem Band. Wir sind nur neu begonnen, aber wir haben schon ein Konzert gemacht! Es war für unsere Eltern. Ganz spannend, oder?!!

Die Langweilig Mathe stunde, die ich dieses Brief in geschrieben habe, ist endlich vorbei!

Schreib mich bald

Deine Karin

Comment: This candidate answered all the questions asked in the letter, but the responses were not well developed. Much of the sentence structure was simple and there were numerous grammatical errors and some incorrect use of vocabulary. On the whole, however, the candidate managed to write a reasonably cohesive response.

2/3 Unit (Common) and 2 Unit General

Section III - Options (15 marks)

Part A - Songs

General Comments

Some reminders to candidates. When doing the examination:

- translate **all** quotations;
- explain to whom pronouns refer;
- explain devices such as irony, metaphors, imagery and personification;
- comment on changes of mood or attitude that occur in a song;
- state the message in the music questions, then relate musical points to the message;
- substantiate any opinion with evidence from the song.

Pre-learned often irrelevant material is no substitute for an original, interpretative response that answers the question asked.

2/3 Unit (Common) Course

Specific Comments

Question 4 *Neue Männer braucht das Land*

Most candidates had a basic understanding of the theme and the message of the song and demonstrated their knowledge in the music question. A good response made relevant comments on melody, voice and instrumentation, relating them to specific points in the lyrics and explaining why particular techniques were used. It was, however, possible to gain full marks in the question by giving good detailed responses covering two elements of the music. The wording of the question allowed candidates to demonstrate what they knew. Weaker responses dealt with one aspect of the question, or were unclear in meaning or incomplete in interpretation.

Typical Answers

Question 4 (c)

Give the meaning and explain the significance of the following line(s):

(iii) *Wenn du so bist wie dein Lachen*

Excellent response

'If you are like your laugh'. She is looking for someone who enjoys life and is genuine. It is here, where the singer focuses on the individual *du* for the first time, showing a change of attitude. In the beginning of the song she is after any man, but here it is as if she has found someone to possibly commit to.

Comment: The quotation was correctly rendered in English, the idea of the importance of inner qualities was expressed, as was the recognition that there is a change of focus on the singer's part from men in general to an individual.

Average response

'If you are like your laugh'. This indicates that the singer is looking for someone who laughs a lot, who enjoys life and with whom she can enjoy life.

Comment: The quotation is correctly translated and the singer's appreciation of his enjoyment of life was expressed.

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

Excellent response

The message is that women are looking for a new kind of man, an emancipated one who will fit in with women's feminist attitudes.

- There is no real introduction, to reflect the urgency in the singer's search for a new man.
- Her voice is strong and determined, reflecting her determination to find a man and her strength as an emancipated woman.
- The drumbeat is strong and regular throughout the song, reflecting the continued, determined search.
- The last verse is sung less aggressively, indicating her willingness to bend for a man who she thinks is the right one.
- *braucht das Land* is emphasised by voice and drumbeat to highlight the message that the country needs new men.
- The melody changes in the last verse to reflect a change of focus in the singer.

Comment: This response showed a good understanding of how the elements of melody, voice and instrumentation could be related to the message.

Average response

The song starts and finishes quickly to give a sense of urgency. The synthesizer is consistent and holds the song together. The singer uses an authoritative voice to show her determination. There aren't many instruments in the song, so that it is kept simple.

Comment: This response was detailed on some points, but was vague on others, where generalisations about the instruments were made.

Question 5 *Heute Abend ist Demo im Wald*

Most candidates demonstrated a sound understanding of the theme and message of the song. However, a few candidates did not identify the use of personification in the song. Most quotations were well translated, with the exception of *erreichen* in *heute nacht erreichen sie die Stadt*. Most candidates had trouble identifying the difference in meaning and context of *Leute*, *Mensch* and *Menschen* in Question 5 (b).

Typical Answers

Question 5 (d) Give the meaning and explain the significance of the following lines:

(ii) *sie entrollen Transparente, darauf steht in echtem Tierlatein*

Excellent response

'they unfurl banners, on which is written in real animal language'. Here the animals can be seen acting like humans protesting. They have banners with slogans on them - an example of personification, where the animals use language to communicate. Many different kinds of animals unite to unfurl these banners, showing that this issue of humans destroying the animals' environment is more important than any natural differences between animals.

Comment: The student understood the concept of personification and gave good examples. The quotation was correctly translated and was linked to the theme and message of the song.

Average response

They unroll banners on which is written in real animal Latin. At demonstrations people usually take banners with messages written on them. The banners help reinforce the idea that the animals are holding a protest against humans.

Comment: The quotation was correctly translated. The idea of animals having human characteristics was conveyed.

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

Excellent response

- The melody is light and catchy, which contrasts with the serious message the animals want to deliver to the humans - stop destroying our environment or the earth will die soon.
- The fast rhythm throughout the song signifies the urgency of the message.

- There is a build up of instrumentation in verses 1 and 2 to reflect the scene of more and more animals gathering to protest.
- In the refrain there is harmony of voices to show the animals united in protest.
- The voice slurring *bald* in the refrain highlights the ‘soon’ - there is no time to waste.

Comment: This answer addressed all three points in the question, explaining the link between music and message.

Average response

The music is quick and in country and western style. The fast music is to show the urgency of the protest. The voice also sings fast, to show that humans have to do something now. The refrain is repeated to reinforce the message.

Comment: A couple of valid points were made with some vague comment on the style of the musical accompaniment.

2 Unit General

Question 5 *Neue Männer braucht das Land*

Most candidates demonstrated a good general understanding of the theme and message of the song. They understood what kind of man the singer was looking for and more able candidates conveyed the idea of her search being a difficult one. Quotations were well translated, with exception being *Hünen* in *Große Chancen haben Hünen*. In (c) (i) some had difficulty explaining why she needs to assure men that she is not going to attack them with scissors, ie that she is a feminist, but not a radical one. In (c) (ii) more able candidates commented on her ability as a feminist to do the choosing of a man – a role reversal, where women now have the power to choose a partner, unlike in the past, where men alone possessed that power. Candidates should avoid making irrelevant comments, eg she chose *Hünen* because it rhymes with *Bühnen*. The music question was handled better than in previous years, with more candidates able to explain the connection between music and message.

Typical Answers

Question 5 (a) Comment on the title of the song.

Excellent response

The title of the song *Neue Männer braucht das Land* means ‘The country needs new men’. In this song the modern woman is looking for a modern, emancipated man. This search is found not to be an easy one; which can be seen in the title, as she believes there need to be new men in the country before she is able to find a modern man who is looking for a modern woman.

Comment: The title was referred to and translated. The concept of ‘new men’ was explained, as well as the understanding that the singer is having trouble finding one.

Average Response

The title means 'new men is what the country needs'. The title is basically the message of the song. Feminism has left men behind. The nation is full of new women but they need new men to partner.

Comment: The title was correctly translated and the idea of new men being needed for today's feminist was well expressed.

Question 5 (e) (i) How does the singer's voice reinforce the message of the song?

(ii) What effect is created by the drums?

(iii) Comment on the function of the refrain.

Excellent response

- (e) (i) The singer's voice is strong and confident. This reinforces the message of the song as it shows the singer is not afraid to say what she is looking for. She is also determined to succeed in her search.
- (ii) The drums are used in the song to show the strength of the modern, emancipated woman. They are a constant, strong force throughout to reflect the pace and energy of her search.
- (iii) The refrain *ich sprüch's auf jede Wand, neue Männer braucht das Land* means 'I'll spray it on every wall, the country needs new men' - this is the message of the song; that is to say that modern woman is looking for a modern emancipated man. Her search is causing the singer to believe that this kind of man is hard to find. The refrain is repeated to reinforce the message.

Comment: Each element of the music was clearly linked to the message of the song.

Average response

- (e) (i) The singer's voice is full of conviction and strength, which implies the urgency of the message.
- (ii) The drums denote her determination to succeed.
- (iii) The refrain sums up the message of the song 'the country needs to give depth to her cause'.

Comment: Voice was well described and connected to the message. The drums were not described before being linked to the message. The refrain's function was summed up adequately.

Question 6 Heute Abend ist Demo im Wald

Most candidates demonstrated a sound understanding of the theme and message of the song. All candidates identified *sie* as animals, with most being able to give a more detailed answer. Most candidates were able to identify the use of personification in the song. 6 (b) was treated superficially by most, with few able to translate *Leute*, *Mensch* and *Menschen* and then put each word into its correct context. Most candidates handled the music questions well.

Typical Answers

Question 6 (c) (i) Why is the behaviour of the frog so surprising?

Excellent response

‘And the frog, shaking with rage, pleads - let the storks live’. The frog and stork are natural enemies in nature. The frog is asking the humans not to kill the storks, even though the storks are predators of frogs. This is surprising behaviour and demonstrates that the problem of humans destroying the environment is so great that even natural enemies unite for the cause.

Comment: The candidate used a quotation to demonstrate how the frog behaves towards the stork. The fact that the frog and stork are natural enemies was stated. The reason for them uniting was clearly expressed.

Average response

The frog’s behaviour is so surprising because he is defending the rights of the stork, an animal which is usually the frog’s enemy.

Comment: The stork was identified as the natural enemy of the frog. The surprising aspect of the frog supporting the stork was explained.

Question (e) (i) What instruments are used in the song? What effect do they create? (ii) How is the singer’s voice used to reinforce the message of the song? (iii) Comment on the function of the refrain.

Excellent response

- (e) (i) There is a honky-tonk piano effort on the keyboard or synthesisers played throughout the song, which creates a light hearted mood. This is in contrast to the serious message of the song and highlights the fact that humans must save, not destroy, the environment. There is a fiddle played which adds a country and western feel to the music, which reinforces the idea of the country (animals) coming to town (to confront the humans).
- (ii) The singer’s voice is very fast which highlights the urgency of the situation - that the destruction must stop now. *Demo* in the refrain is sung off the beat to highlight the need for a protest.
- (iii) The refrain contains the message of the song - humans should stop contaminating the environment and killing animals. It is repeated at the end of the song to reinforce the message. Many voices sing in harmony in the refrain to reflect the many animals uniting in protest.

Comment: All elements are clearly described and linked strongly to the message.

Average response

- (e) (i) In the song there is a honky-tonk style piano which gives a fun atmosphere to the song.
- (ii) The singer's voice is fast with a sense of urgency about it, showing the urgency of finding a solution to the destruction of the environment.
- (iii) The refrain is like the actual message of the song. It tells the listener exactly what the animals are saying.

Comment: The candidate made solid points on voice and refrain, but did not link the light honky-tonk style piano to the message.

Part B - Radio Plays

General Comments

Candidates showed a good knowledge of the plays and most were able to discuss the issues involved.

It is important to remember that the passage quoted gives a context to the questions asked. Any quotations taken from that passage for a question should be clearly explained within candidates' answers. Candidates should be familiar with the vocabulary of the plays such as *Spur*, *Reue*, *übergeschnappt*.

Information given in answers should be relevant to the question. Candidates often gave a summary of the plot without addressing the question asked. All questions should be read first before candidates attempt to answer the first one. This avoids the loss of time providing detail for one question, which may be required more relevantly later.

'Compare and contrast' requires an answer that discusses both the similarities and differences of the two plays.

Typical Answers

2/3 Unit (Common)

Question 6 *Rache für Perro*

(b) *Ein Hund -!*

Perro

How do these words demonstrate the different attitudes of Redwood and Summerfield to what had happened?

Excellent response

Summeffeld's incredulous 'a dog - !' shows how ridiculous he thinks the situation is that he will be murdered for accidentally running over a dog, which was so small it couldn't even be noticed. He de-personalises Perro, calling him 'a dog', able to be replaced on any street corner. It is clear he cannot comprehend the close relationship that Redwood had with his dog and has no sympathy for his loss.

To Redwood it is his best friend, Perro, who has been ‘murdered’. His use of the name (interrupting Sommerfield) reinforces the unique, special relationship he had with Perro, that abruptly finished when Sommerfield’s lack of sympathy or remorse now seems to fuel Redwood’s resolve to avenge his Perro’s death by killing Summerfield.

Comment: This answer outlined the different attitudes well and incorporated the different perspectives on the accident with relevant elaboration.

Average response

Summerfield does not at this point care very much about Redwood’s silly little dog - it was ‘a dog’. He is not yet familiar with the deadly consequences Redwood has in mind.

Comment: While this response referred to Redwood and Summerfield’s attitudes to the dog, Perro, it did not elaborate on ‘what had happened’ previously when the accident occurred, and the different attitudes to Perro’s death.

(c) Sie sind tatsächlich übergeschnappt

Do you think this statement is true?

Excellent response

When Summerfield tells Redwood that he really has gone crazy, I think it is true, as Redwood is portrayed as irrational and fanatical in his obsessive interest in his dog, Perro; he was teaching it to talk and he is willing to kill for this dog. There is also his belief that it’s worse to run over his dog than it is to run over a wife - this reinforces his craziness. There is also something abnormal about a man who would plan such crank confessions so that he will not be suspected of a crime he does commit and confesses to. It is a twisted mind that views a dog’s death as sufficient reason to plan a cold-blooded vengeful murder.

Comment: This response addressed the quotation well and gave several cogent arguments to support the point of view taken. It should be noted that candidates who gave the opposite point of view were given credit according to the strength of supporting arguments.

Average response

Yes, I do think Summerfield has a point when he says Redwood has really lost it, for coming into his house, invading his privacy and crying over a silly dog that he regarded as being on a higher level than humans. Summerfield had no clue that he’d run over it and now Redwood accuses him of the dog’s murder and plans to kill in revenge. He’s crazy.

Comment: This response showed a clear understanding of the quotation given and supported the viewpoint taken, by referring to Redwood’s abnormal relationship with his dog. However, it did not offer any other arguments to support the view taken.

2 Unit General

Question 7 *Rache für Perro*

(a) Why did Summerfield and Redwood meet?

Excellent response

Redwood has forced his way into Summerfield's house because he feels he must avenge the death of his dog, Perro. Redwood accuses Summerfield of running over his dog five weeks before, when he was speeding. To Redwood it was 'murder' and now Summerfield must die for it. Redwood had tracked Summerfield down, as the final part of his plan, having being inspired from Perro's grave.

Comment: This answer expressed clearly the role Redwood has played in forcing this confrontation and his calculated intentions in seeking Summerfield out.

Average response

Redwood and Summerfield meet at Summerfield's place. Redwood had wanted to meet Summerfield because he thinks he killed his dog, Perro, and he wants to get 'Revenge for Perro' as the title suggests, by killing him.

Comment: The intrusive nature of Redwood's arrival was not clearly expressed, although the answer referred to the past encounter when the dog died. No reference was made, either, to how the dog died.

(b) *Sie zeigen nämlich keine Spur von Reue.* Why does Redwood say this?

Excellent response

Redwood says this because Summerfield doesn't seem to show any trace of regret or remorse over his dog, Perro's death. The dog meant so much to Redwood and he was so affected by his loss that he expected some sympathy for the death of his best friend. Redwood is trying to get Summerfield to accept that he's guilty. The fact Summerfield doesn't seem to care does help Redwood feel he's justified in killing Summerfield – not only did he kill Perro, but he is also uncaring after his death. He sees Summerfield as trying to buy his way out (marble headstone) and insensitive.

Comment: The answer gave several possible reasons for Redwood's accusation and was well supported.

Average response

'You're showing no regret.' Redwood says this to Summerfield because he's still calling Perro 'a dog'. Redwood doesn't think Summerfield has shown any real signs of guilt or understood what a tragedy it was to lose a unique friend.

Comment: The issue of Redwood's loss and expectation of concern from Summerfield were addressed, but no other reasons were put forward.

2/3 Unit (Common)

Question 7 *Der Pupp doktor*

(a) Who is the *Pupp doktor*

Excellent response

The *Pupp doktor*, or doll doctor, is a man who owns a shop full of valuable dolls. He also restores and makes dolls of quality. He was once an eye doctor but was struck off the register. The *Pupp doktor* is an evil man who turns out to be a serial killer. He's obsessed with creating dolls and kills people for his own purposes, i.e. to get beautiful, lively eyes for his dolls.

Comment: This response gave important and relevant information about the protagonist of the play.

Average response

The *Pupp doktor*, doll doctor, is the owner of a doll shop. He is very proud of his achievement with all his collection. From the beginning we see his obsession with these 'toys'. He is a self-centred man who detests human relationships and by the end of the play we see how far his obsession with dolls has come – he will kill for them.

Comment: Although the response addressed certain characteristics, no mention was made of the *Pupp doktor's* past profession, his de-registration or of the specific fascination with the eyes of the dolls he re-creates.

(d) Explain how the *Pupp doktor* is able to escape justice.

The *Pupp doktor* is able to escape justice because he is very selective in choosing his victims. He carefully checks whether his customer has any husband or child who would miss her, if he killed her. He also is very careful to isolate his victim, making sure there is no means of escape for her to inform on him and bring him to justice. He drugs her and locks the door. The *Pupp doktor* also leaves no evidence for others to see as his beautiful dolls with human eyes are not for sale. Who would suspect a kindly old man with a doll's shop of any crime. He is very cunning and avoids the arm of the law.

Comment: This was a well-elaborated answer showing a sound understanding of the play with several sound arguments supporting the answer.

Average response

The *Pupp doktor* knows that he could suffer the consequences of his murder, so he establishes that his victim (the customer) will not be missed if he were to kill her. He asks about her daughter, then her husband and subtly discovers that she has no family. Considering she has inherited dolls, it suggests that her godmother is dead. He clearly works out he is able to escape justice because he minimises the chances of her death being found out.

Comment: This response gave a well-developed answer of one part of the *Pupp doktor* scheme, but did not extend to other steps he takes to prevent his detection.

2 Unit General

Question 8 Der Pupp doktor

(b) (iii) *da hatte ich die passenden Augen noch nicht*

What is the significance of this statement?

Excellent response

'I still didn't have the suitable eyes there'. The *Pupp doktor* is very fussy when it comes to choosing the eyes of the dolls he makes. He says that the eyes are the most important part of a doll and he is willing to wait. The significance of this statement is that he didn't have the eyes before, but now he does, is implied. This points to his sinister intentions to trap the customer and remove her eyes. This comment heightens the dramatic tension and the audience is now genuinely fearful for the customer's safety.

Comment: This response addressed the quotation given and highlighted well the signal and warning the statement reveals.

Average response

He's talking about an almost finished doll which the customer pointed out and he says he had not yet found the suitable eyes for it. When he later says that he now has found them, this arouses suspicion.

Comment: The answer gave a basic explanation of the statement's significance but did not elaborate on the argument.

(c) **Compare the *Pupp doktor's* attitude to people and dolls.**

Excellent response

The *Pupp doktor* would much rather share the company of his dolls than of people. His dolls are his creations, fate, his reminders of conversations and they are much more important than human beings. He does not seem to get on well with other people, his wife divorced him and he has a marked dislike of children who he does not see as worthy of having anything but plastic dolls. His 'anti-social' nature is shown in that he values the appropriate materials for his dolls over human lives.

Comment: The comparison between attitudes to people and dolls was well expressed and discussed.

Average response

The *Pupp doktor* considers dolls to be his companions, and as substitutes for normal human relationships. He is obsessed with his dolls and has a very strong feeling of attachment. He really likes having his dolls around him. They remind him of conversations like the one he's now having.

Comment: This response dealt well with the *Pupp doktor's* attitude to dolls, but did not address the comparative issue of attitude to people in sufficient detail.

2/3 Unit (Common)

Part C - Film Das Versprechen

General Comments

Many candidates demonstrated good knowledge of the film and were able to elaborate on, and interpret relevant aspects.

Candidates rendered the quotations well in English but are reminded **not** to write them out in German.

Again candidates are reminded to write only on the stills referred to in part (e) of the question. That is, comment on either Stills 1-8 (2/3 Unit Question 8, 2 Unit General Question 9) or 9-16 (2/3 Unit Question 9, 2 Unit General Question 10).

Quotations should not only be rendered in English, but also examined closely. For example, explain **who the people are** if they are referred to in a quotation.

Question 8

Specific comments on individual questions are as follows:

- (a) (i) A 'who is' question is straightforward and does not require telling the whole story. Candidates needed to mention that Sophie **escaped** to West Berlin.
- (ii) Sophie's job was not a priority for her in comparison with Konrad's dedication to his **career**. Candidates are reminded that there is no indication in the film that she actually **disliked** her job. It was also necessary to mention that it was Konrad's dedication to his career that kept them apart.
- (b) It is important for candidates to realise that a question asking for the significance of a quotation/expression/word, etc usually will require some depth of interpretation. Here talking about Konrad's character as shown through the film was relevant because of the way in which he asked the question of Sophie.
- (c) Many candidates overlooked the aspect that the 1936 Olympic Games were held at a time when the Germans were one nation and did not therefore refer to the significance of this in terms of Sophie and Konrad's relationship.
- (d) See typical answers for Question 8 (d).
- (e) Some candidates give a description of what they see in the still without naming the film technique and its effect. Please refer to the typical answer for Question 9 (e) for a good example of how this type of question should be answered and the excellent response in the typical answers for Question 8 (e). Composition within frame and framing were confused by some candidates when referring to clothing, the technique is **costuming**, music is **sound** and red is **colour**.

Typical Answers

Question 8 (d) *Das, was du gemacht hast, war das, was du machen wolltest, und alles andere ist Illusion.*

What is the significance of this statement?

Excellent response

‘What you did was what you wanted to do and everything else is an illusion.’

Sophie is showing that she has lost the idealism she had as a youth, has matured and become more cynical. She believes Konrad did what he wanted, that is, he stayed in the East because of his career as an astro-physicist. He offered excuses for not coming to the West (e.g. the escape through the sewers - he tripped on his shoelaces) but Sophie knew it was always she who tried to keep the relationship going. To him, the relationship didn't really exist.

Comment: This response was a comprehensive answer showing a good understanding of the nature of Konrad and Sophie's relationship through Sophie's mature eyes.

Average response

‘You did what you wanted and everything else was an illusion.’

Sophie is sick of Konrad's excuses for not joining her in the West. She feels he never made the effort and didn't really want to be with her. His job was more important.

Comment: The candidate showed understanding of the quotation but did not elaborate sufficiently. There was no mention of the change in Sophie over the years to cause her to make such a statement or that their relationship really was an illusion and not a priority for him.

Question 8 (e)

Excellent response

Still 3 has two different techniques.

Costuming - Sophie has red clothing. It is a ‘mature’ red symbolising a more mature Sophie. She also wears red as a link to Konrad in the East as red is the colour of socialism. In this still, **framing** is used. Sophie is framed by the tourists which makes us focus on her and her inner tension.

A **long shot** is used in Still 5. The foreign tourist group is in the centre, symbolising freedom of movement in free West Berlin.

In Still 6 **composition within frame** is used. Konrad and Sophie are clearly separated by the table and the vertical lines of the window. This means that they are still apart in their relationship.

The **close-up** in Still 8 focuses on Sophie's expression of regret and disappointment.

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

Question 9

Specific comments on individual questions are as follows:

(a) Alex's relationship with Lena needed to be explained.

- (b) An explanation of Alexander's promise (to take Lena to see the pandas at the zoo) was required. Candidates also needed to mention here that Elisabeth was becoming jealous of Konrad's past (his relationship with Sophie and hence Alexander).
- (c) A result of Elisabeth making this statement was also that Konrad and Alex began to speak more openly about the past.
- (d) See typical answers for question 9 (d).
- (e) See typical answers for question 9 (e).

Typical Answers

Question 9 (d) *Hierzubleiben war ein Wagnis, ein Abenteuer. Wir wollten hier etwas ganz Neues aufbauen.*

Why is this statement surprising?

Excellent response

'To stay here was a dare, an adventure. We wanted to build something new here.'

This statement of Konrad's is surprising because it is a total contradiction of his actions throughout the film. Previously he had spoken against the political system in East Germany - for example he refused to sign the paper supporting the Russian invasion of Czechoslovakia and he had thought about defecting to Stockholm to be with Sophie. He was also very committed to his career and proud of what he had achieved - this is why he stayed there as he may not have done so well if he had gone to the west. Konrad's character is marked by passivity and excuses. For example, during the initial escape he tripped over his shoelaces and didn't go with the others. When Sophie organised another escape for him, the attempt was uncovered and he didn't have to make the decision to go.

Comment: This response explained the significance of the quotation well, showing depth of understanding.

Average response

'To stay here was a daring adventure. We wanted to build something new here.'

Konrad never really wanted to go in the first place when he tripped and didn't follow the others. Also he was more interested in becoming an astro-physicist than going to the West to be with Sophie.

Comment: This response gave an adequate rendering of the quotation, but did not mention Konrad being against the system in the East. It also lacked the depth of the excellent response.

Question 9 (e)

Excellent response

Still 9 - **Composition within frame.** In the background is part of the astro-physics institute drawing our attention to the importance of Konrad's career. In the foreground we see Konrad and Elisabeth - the focus is on them sharing an intimate moment.

The **mid-shot** in Still 12 shows Konrad's workplace with Konrad and Alex separated by the ladder. This represents the wall that separates them in real life.

In Still 14 Konrad and Alex are in East Berlin and are **framed** by buildings which give a feeling of entrapment.

The **close-up** in Still 15 of Alex tying Konrad's shoelaces is symbolic of Konrad's excuse for not escaping.

Still 16 - **sound** the violin music is the same music that is played when Konrad thinks of Sophie and vice versa. He is reminiscing about how things could have been.

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

Average response

In Still 9 **costuming** is used. Konrad and Elisabeth are wearing white coats. **Lighting** is used in Still 12. The lighting is on Alex because he is the one asking the questions about the past.

In Still 13 there is a **close-up** of Alex's face to show how happy he is being with his father.

Still 15 has **lighting** on Alex's hands to emphasize the passivity of Konrad painting the panda. He wants to 'paint over' what the west has to offer.

Comment: Some of these responses were good. However, the film technique was not always mentioned (Still 11), or the reason it is used was neglected (Still 9).

2 Unit (General)

Question 9

Specific comments on question 9 (c) follow. Please also refer to the notes on the 2/3 Unit (Common) Film section of this report for 9 (a), (b) and (e). That is, see 2/3 Unit (Common) 8 (a), (b) and (e).

- (a) Some candidates were unable to show clear understanding of the quotation. Candidates need to be familiar with the German script.
- (b) Candidates were expected to comment on Konrad's passive nature throughout the film. He simply accepted the situation and got on with his career, married and had a child.
- (c) See typical answers for question 9 (d).

Typical Answers

Question 9 (d) *Du kannst nicht zwanzig verpaßte Jahre auf'n Paar ... offene Schnürsenkel schieben [...]*

What does Sophie mean by this remark?

Excellent response

'You can't blame 20 lost years on a pair of untied shoelaces.'

Sophie thinks that Konrad always did what he wanted to do. It was literally the reason he didn't escape with Sophie and the others in 1961 when he tripped over his untied laces. Sophie feels he always had an excuse for not coming to the West to be with her and that he really just wanted to stay to become a famous scientist.

Comment: This was a complete answer as it gave Sophie's reason for Konrad not coming to the West. The quotation was explained accurately.

Average response

'You can't blame 20 years on a pair of shoelaces.'

Sophie means that his was the excuse Konrad used for not coming to the West, as it was actually why he didn't come in the first place - he tripped over his shoelaces. As far as Sophie is concerned he always had a reason for not coming and joining her.

Comment: The quotation did not include the idea of 20 **lost** years. The response also did not express Sophie's thoughts that Konrad did just what he wanted to do.

Question 10

Please refer to the notes on the 2/3 Unit (Common) Film section of this report for 10 (a), (c), (d) and (e) that is, see 2/3 Unit (Common) 9 (a), (c), (d) and (e).

Typical Answers

Question 10 (b) (ii) Why is she concerned about the panda?

Excellent response

(ii) Elisabeth is concerned about the panda given to Lena by Alex because she doesn't want him to promise things to her daughter that he can't keep. She doesn't want Lena to want things she can't have. She is also concerned that Lena will begin to realise the differences in lifestyles between East and West and start to ask questions about it. She is also jealous of Konrad's past relationship with Sophie, Alex's mother. Alex has now become a big part of Konrad's life, and Lena's too.

Average response

Elisabeth doesn't want Lena to know about life in the West as she wouldn't be able to go there. She is concerned about Alex's promises like taking Lena to see the pandas in the zoo. She will want things she can't possibly have.

Comment: This response neglected to mention Elisabeth's jealousy of Konrad's relationship with Sophie and Alexander.

Part D - Short Stories

2/3 Unit (Common)

Question 10 *Die Fernsehshow*

General Comments

Candidates did not always explain in their answer where Rose is in the extract given, thus leaving out the important detail that Rose has just performed a piece as one of the contestants on the Hermann Hermann show and that all the action described in the extract is taking place on camera. In (c) (ii) candidates were required to describe Hermann Hermann and give details from the story to support their statements. In (d) (i) candidates found *Also doch* difficult to express in English, although a variety of answers was accepted. Many candidates did not place this revealing moment in the story. In (e) various aspects of growing old were accepted as long as they were supported by relevant examples from the text.

(c) (i) Who is Hermann Hermann?

(ii) What sort of person is he?

Excellent response

Hermann Hermann is the host of the TV show that Hedwig loves to watch. He was once a second rate pop singer in Rose and Hedwig's youth. His audience is mostly made up of women like Hedwig.

Hermann Hermann is very superficial and vain. He tries to cover up his age by wearing clothes which no longer suit him as well as scarves which hide his wrinkly neck. He treats his contestants poorly and is rude to Rose calling her a 'silly cow' under his breath, whilst maintaining a smiling façade for the cameras.

Average response

Hermann Hermann is the host of a game show. He used to be a well known pop singer. Hermann Hermann ignores his age and acts younger than he really is. However, now he is fatter, bald and has false teeth. He is a superficial person. He flirts with the audience and dislikes the contestants. He smiles at the audience whilst saying 'stupid cow' through his teeth.

Question 11 *Der Kopflose*

General Comments

Approximately 2/3 of the candidates answered the questions on *Der Kopflose* both at the 2/3 Unit and 2 Unit (General) level.

Candidates are again reminded that quotations in italics in any part of the questions are to be translated into or rendered/explained in English. Candidates often related their answers to the quotations but did not translate or convey the meaning of the quotation anywhere in their answer. Unfortunately some good responses did not include translations. Candidates are also reminded of the need to provide relevant detail and not to re-tell the entire story (see part a).

Quotations were not always translated in (b) and (c). Some candidates related answers to the quotation but did not translate them. In (b) (iii) candidates neglected to discuss the development of her change of attitude. In (b) the idea of ‘panicky fear = *kopfloose Angst*’ was mentioned, but from the responses it was clear that this was misunderstood. In the story it states clearly that Jeremie did not have a panicky fear; he was convinced that he would awaken buried in his coffin and was determined to avoid this situation by having Modessa cut off his head.

In part (b) the translation of *es ist nicht leicht* was often incorrect. In (e) the build up of expectations was not adequately dealt with, with some candidates dealing solely with the implications suggested by the title, ie that someone would end up headless. This was not considered to be a sufficiently complete answer.

(c) *Modessa, du hast starke Nerven - und kannst es*

Do people assess her character correctly?

Excellent response

Modessa, you have strong nerves - and can do it. Jeremie assesses her character correctly at first. She is brave and strong. But his constant reminders deter her. She is, however, not strong enough to cut his throat when he is dead because by the time he dies she loves him too much. She couldn't understand his fears and dismissed them. Her nerves are actually not very strong because she is annoyed and aggravated by Jeremies' constant questioning. The relatives and other people who talk about Jeremie and Modessa do not make correct assessments either. They think that Modessa married Jeremie for his money and then killed him. They think that she is a despicable woman and not the grieving widow. At the end of the story Modessa truly loves Jeremie and looks back with great fondness on the wonderful times they had together.

Average response

Modessa, you have strong nerves - and can do it. Modessa isn't really strong. Jeremie seemed to think this and thought she would do what he had asked of her. But she wasn't able to do it in the end. Jeremie's relatives also assessed her wrongly. She was in it for the money according to them. They were wrong. In the end Modessa's growing love for Jeremie meant that she could not cut off his head.

(e) How does the writer build up expectations in the reader that make the ending so shocking?

Excellent response

The writer builds up expectations and suspense by withholding information. The story begins like a fairytale about a married couple, but suspense is quickly introduced in the reasons Jeremie has for marrying Modessa and the conditions Jeremie places on her before they get married. We are told that Jeremie gives Modessa the knife, however, it is not until later that we are told what she is meant to do with it. Suspense is built up because when Jeremie dies, Modessa enters the room where Jeremie is laid out and closes the door. No more is said. The reader imagines her doing the deed. Similarly we don't find out till the very end of the story whether Modessa has gone through with it. We read about her extraordinary reaction to seeing Jeremie's body, but do not know why she is hysterical until the last line.

Average response

The writer deliberately chooses to withhold as much detail as possible in order to build up suspense in the story. Through the reference to Modessa having ‘strong nerves’ and Modessa ‘meeting her preparations’ the reader is given the impression that Modessa has in fact carried out the task. However, through the use of a twist in the final paragraph when the coffin is re-opened and the body is found not lying on his back, the reader is made aware that Modessa did not fulfil Jeremie’s one wish.

2 Unit General

Question 11 *Die Fernsehshow*

General Comments

Candidates are reminded to give all necessary details. Often the details serve to provide important background information which leads up to the point in time being discussed in the given extract.

Candidates should read questions carefully giving special regard to words such as ‘a change in character’. In (e) candidates were required to discuss the change in Rose’s character. They needed not just to discuss how she was after the incident, but also before this incident, to provide a complete answer. The translation in (e) was also quite difficult and needed to be as accurate as possible.

(e) *Dann hauchte sie einen Kuß Richtung Kamera, warf den behaarten Lappen über die Schulter ins Publikum, ...*

To what extent does this action reveal a change in Rose’s character?

Excellent response

‘She blew a kiss straight down the camera and threw the hairy rag over her shoulder into the audience...’ This shows a turn around in Rose’s character. She has gained complete power over Hermann Hermann, whose façade and image are destroyed. She is now confident and has proved her point of argument with Hedwig about Hermann Hermann’s supposed wig. Rose’s confidence now is much increased from the beginning of the story when she was uncomfortable, nervous and sweating while waiting to go on stage and perform her piece. This also means a change for Hedwig, who, to some extent, will have to face reality and change her ways.

Average response

‘Then she blew a kiss directly into the camera, and threw it over her shoulder into the audience...’ This is Rose’s final action, which is her wish from Hermann Hermann. Hedwig would rather throw the TV out of the window than believe that Hermann Hermann wore a wig. Here Rose proves exactly that. Rose wanted Hedwig to give up watching TV so much and now she will have to. Rose was always convinced that Hermann Hermann wore a wig and is delighted to have the opportunity to reveal to his audience that he is not all he seems.

Question 12 *Der Kopflose*

General Comments

The quotation in (c) *es ist nicht leicht* was not translated correctly. In (d) candidates did not go into enough detail in (i): what did Modessa do? In (d) (ii) candidates were required to give some background details leading to the build-up to the opening of the coffin. Candidates are again reminded not to assume that the examiners know the story. Candidates must show that they know **what** actually happened **when**.

(b) How do other people view their relationship?

Excellent response

Other people do not like the relationship between Jeremie and Modessa, thinking that the age difference was too big. Some people thought that Jeremie had married Modessa in order to ‘try his luck for a third time’, and get an heir, who would be welcome with the large fortune. Some relatives also worried that if Modessa did have a child there wouldn’t be enough money left over for them. When Jeremie does die, rumours start about Jeremie and Modessa. Many people do not think she is a grieving widow. Because of such rumours as ‘she murdered him’ the greedy relatives set up an investigation to see whether Jeremie had died a violent death.

Average response

Other people thought the age difference between Jeremie and Modessa was too big for them. Jeremie had enough calculating relatives, who worried whether or what would left over for them (of Jeremie’s huge fortune) if Modessa had any children. They believed Modessa married him for his money and that an heir would be welcome with his large fortune.

(d) (i) What does Modessa do when her husband dies?

(ii) How do you explain Modessa’s reaction at the end of the story?

Excellent response

Modessa’s reaction is totally justified, once the coffin is opened for inspection because Jeremie’s relatives want to prove that Modessa really did kill her husband. She sees Jeremie lying not on his back, which only suggests one thing. Namely that Jeremie was buried alive. Modessa is devastated because her husband had given her everything she’d wanted and he had only asked her one thing in return. She had promised to cut off his head, but she had dismissed his fears as figments of the imagination and let him down.

Average response

When the coffin is re-opened during the investigation into Jeremie’s death, the authorities find no signs of a violent death. But Modessa begins to scream when she sees Jeremie is not lying on his back. This means that Jeremie was buried alive. Modessa is upset, because she had never taken his fears seriously.

3 Unit (Additional)

Listening and Speaking Examinations

Listening Skills (15 marks)

Candidates were well prepared for this examination and demonstrated a very good understanding of a wide range of topic areas. All candidates attempted every question and most seemed to have grasped the concept of global understanding.

Difficulties arose when students did not state clearly what they meant in their answers. Clumsy expression often led to ambiguous answers. Candidates should re-read their answers to ensure that they make sense. Loose phrasing can also lead to the omission of vital information.

Candidates should read each question carefully and concentrate on supplying all relevant detail. Irrelevant information is not awarded any marks. It is therefore a waste of valuable time to write down everything that is heard.

The following words and phrases that were important to the understanding of particular items presented difficulties for some candidates:

Item 1

Werkzeug - a work tool, used for work

Item 2

möglichst oft – as often as possible

regelmäßig – regularly

die Stimmung heben – to lift the mood **not** clear the mind

Item 3

todkrank – terminally ill, **not** dead sick or sick to death

in den Slums – ‘in the slums’ was not often recognised

Sinn – sense, purpose meaning

massenweise – en masse, **not** many people, but large numbers

Item 5

sich abhärten – to toughen up

Item 7

ein Versuch – an attempt

Diät-Getränk – a diet drink **not** an ‘earth’ drink

Item 8

nach zwölf Jahren – after 12 years of schooling

Pflichtfächer – compulsory subjects

Fleiß – diligence, ability to work hard

Item 10

Göttin der Liebe – goddess of love, **not** love god

Typical Answers

Item 4

Excellent response

- (a) (i) At the emergency station in Istanbul
- (ii) She looks after members of the German Automobile Club who have difficulties overseas
- (b) (i) react flexibly to every character
- (ii) quickly find the right solution for every emergency

Comment: All elements were correct and clearly expressed.

Average response

- (a) (i) She works for 3 years in a business centre for an emergency call
- (ii) to receive the emergency call and try a good solution for the situation
- (b) (i) she must be understanding
- (ii) flexible with every character

Comment: Relevant information was missing from (a), ie that the emergencies related to cars belonging to members of the German Automobile Club. (b) was well answered.

Item 8

Excellent response

- (a) (i) The HSC equivalent should be done in 12 years instead of 13
- (ii) Science and History should be made compulsory
- (b) (i) HSC has lost quality
- (ii) School students lack concentration, the ability to work hard and discipline

Comment: The candidate fully comprehended the item and was able to express themselves very well.

Average response

- (a) (i) The HSC should be introduced after Year 12
- (ii) Science and History should be compulsory
- (b) (i) The HSC has lost its quality

- (ii) German education lacks diligence and discipline

Comment: (a) was well answered, but in (b) the candidate did not distinguish between the examination and students.

Item 9

Excellent response

- (a) (i) baths are more expensive
(ii) showers are quicker
(b) 10% of all households' electricity consumption goes to leaking bath water.

Comment: The student understood the item well and gave clear responses.

Average response

- (a) (i) increased awareness about the use of energy
(ii) Showers are much cheaper
(b) cost of the energy bill of one family, 10% of what has to be paid for usages in the bathroom.

Comment: The necessary detail was given in (a) but the candidate did not grasp the notion that 10% referred to energy used by households to heat water for the bath.

Speaking Skills (10 marks)

Most candidates 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:

- Note-taking skills need to be practised in order to make optimum use of this facility.
- The whole question needs to be addressed, not just part of it.
- The structure of the argument is important. There should be an introduction, the body in which points are not merely listed but developed with relevant examples given, and a conclusion which must derive logically from the preceding argument, be compatible with it and not introduce any new ideas.
- Relevance to the question is of paramount importance. Students should avoid going off on tangents. This can waste precious time with the result that the main issues might not be addressed.
- Candidates should avoid rote learning slabs of information since 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.
- To achieve an in-depth response, a variety of aspects needs to be addressed. Candidates should demonstrate a more abstract and analytical range of expression and a flexibility in their

manipulation of the language. Capable candidates who do not use an appropriate register may sell themselves short.

- Candidates should avoid repetition of language, content and structures across the three questions.
- Candidates should take care to speak clearly in order to enhance communication. A garbled, indistinct response detracts from the impression. Candidates should also refrain from speaking too quickly.

Use of Candidate's Notes

Although these notes were not marked, they may be referred to by the markers as part of a monitoring process. Candidates are reminded that this is not an oral reading test, nor a writing test. Writing should be confined within the boxes provided.

Better candidates were practised in using the notes and were able to assist their argument by providing themselves with an effective visual prompt. Candidates did this in a variety of ways, eg use of arrows, mind maps, columns of pros and cons, etc.

Some advice to candidates:

- The purpose of writing notes is to assist candidates 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.
- Candidates should bear in mind that the instructions state: 'Candidates may make brief notes during the examination, but they must NOT read directly from them.'

Candidates who read their answers run the risk of their answer sounding unnatural and contrived.

General Comments on individual questions

Question 1 *Freunde sind wichtiger als Eltern. Was meinen Sie dazu?*

This question was attempted by most candidates. More able candidates acknowledged the differing roles that parents and friends play in the well-being and personal development of the individual. Weaker candidates presented a superficial approach, simply listing examples of activities undertaken with friends and services provided by parents.

Question 2 *Sport sollte ein Pflichtfach in der Oberstufe sein. Was halten Sie davon?*

Whilst most candidates were able to discuss the importance of sport generally, only the more able ones demonstrated a clear understanding of the implication of the words *Pflicht* and *Oberstufe* in the context of the question.

Question 3 *Australien sollte einen Militär- oder Zivildienst einführen. Was halten Sie davon?*

Most candidates avoided this question. Those who attempted it focussed on *Militärdienst* to the neglect of *Zivildienst* which was either omitted completely or misinterpreted. More able candidates demonstrated considerable ability in dissecting the question and examining it in the context of Australian society and international affairs.

This question had the potential to challenge more able candidates.

Question 4 *Viele Jugendliche leiden unter Depressionen. Was meinen Sie dazu?*

This question enabled candidates to provide a wealth of information across a range of topics, resulting in a pleasing diversity of responses. Reasons for adolescent depression were given; however, most answers were descriptive rather than discursive.

Question 5 *Was sind die Vor- und Nachteile von Handys?*

This was the most straightforward of the five questions, requiring a discussion of advantages and disadvantages of mobile telephones. Most candidates demonstrated competence in weighing up both sides of the argument.

Candidates are awarded marks according to the criteria in the 3 Unit Speaking Skills Descriptors on the next page. It is important to note, however, that these criteria are a basis for awarding a mark. Whilst a candidate may exhibit typical characteristics from a particular category, there may be other overriding factors that influence the award of a mark from a higher or lower category.

1999 HSC GERMAN 3 UNIT — SPEAKING SKILLS DESCRIPTORS

<p>10 MARKS</p>	<p>Outstanding</p> <ul style="list-style-type: none"> – speaks clearly and fluently – an excellent, sophisticated level of language and authentic pronunciation – minor grammatical errors are acceptable – perfection is not required – variety and diversity of grammatical structures and vocabulary – convincing, logical, well-constructed argument and in-depth discussion of topic – impression created is one of a student with an impressive command of all aspects of the language
<p>8–9 MARKS</p>	<p>Very Good/Excellent</p> <ul style="list-style-type: none"> – a well-constructed argument that is effectively communicated – clear message – a very good understanding of general grammatical points – impression created is one of a student with a very good and competent command of all aspects of the language
<p>6–7 MARKS</p>	<p>Above Average</p> <ul style="list-style-type: none"> – message is fairly well communicated – arguments are not as well developed – more basic level of language and structures – not always accurate – pronunciation may lack authenticity – may list points rather than develop an argument – a superficial presentation – impression created is of a student with a sound command of the language
<p>5 MARKS</p>	<p>Average</p> <ul style="list-style-type: none"> – question understood and answered accordingly – generally clear message – may struggle to find the right words, resulting in pauses and some anglicisms – pronunciation often has a slight English flavour – reasonable grammar, able to stay on the topic, but only at a basic level – impression created is one of a student with a basic command of the language
<p>3–4 MARKS</p>	<p>Below Average</p> <ul style="list-style-type: none"> – some communication achieved, but language is simplistic – often repetitious – little or no structure – delivery tends to be monotonous and hesitant – frequent use of anglicisms, including pronunciation – elementary grammatical errors – impression created is of a student with a limited command of the language
<p>1–2 MARKS</p>	<p>Poor</p> <ul style="list-style-type: none"> – difficult to understand – only a few sentences are spoken – sentences are strung together very poorly – sentences have little relevance to the topic – often heavily influenced by English – virtually no communication established – may be long pauses – impression created is of a student with a poor command of the language
<p>0 MARKS</p>	<p>Incomprehensible/Not Attempted</p> <ul style="list-style-type: none"> – no communication established or non-attempt – completely inaccurate or irrelevant

Typical Answers

Question 1

Outstanding response (10/10)

Freunde sollen allgemein nicht wichtiger sein wie Eltern, weil schließlich sind es die Eltern, die ihren Kindern ein stabiles Zuhause geben sollen, Fürsorge, elterliche Liebe. Aber für manche ist dies leichter gesagt als getan, denn oft können sich viele Kinder mit der Eltern nicht verstehen und können sich eher mit einem Freund mehr antrauen. Eltern sollten ein stabiles Zuhause geben. Sie sorgen für den Unterhalt, für Essen und Trinken und Kleider. Sie geben ihren Kindern Unterstützung, wenn sie Probleme haben, Pflege und Liebe. Und Eltern sind schließlich unersetzlich. Sie werden immer deine Eltern bleiben, während Freunde nicht unbedingt immer deine Freunde sein werden.

Freunde aber sind auch wichtig, da du manchmal mit einem Freund ein besseres Geheimnis teilen kannst wie mit deinen Eltern. Sie bleiben – verständnisvoll und manchmal können Kinder mit Gleichaltrigen viel besser kommunizieren als mit Eltern.

Aber wie gesagt, Eltern sollten immer wichtiger bleiben wie Freunde, denn Eltern sind schließlich immer dort, während Freunde etwas ersetzbarer sind.

Comment: This student gave a fluent and concise response, addressing the question from both angles and presenting a balanced argument. Despite some minor hesitations in the delivery, the student demonstrated a high degree of competence and authenticity and delivered a clear and articulate message.

Question 2

Excellent/Very Good response (8–9/10)

Ich bin der Meinung, daß Sport auch in der Oberstufe sein sollte. Ich bin dieser Meinung, weil ich glaube, daß viele Schüler in der Oberstufe gar keine Sport treibe. Ich glaube, daß Sport gute Einflüsse hat. Zum Beispiel wenn man ein Sport treibt, lernt man oft viele andere Leute kennen und wird man auch seinen Streß vermeiden. So etwas ist sehr wichtig in der Oberstufe, weil die Schüler natürlich unter viel Streß wegen ihre Abschlußexamen stehen. Ich habe auch in der Zeitung gelesen, daß manchmal daß im Jahr 2020 jeder Australiern Übergewicht sein würde. Ich glaube, um so eine schreckliche Situation zu vermeiden, sollte Sport ein Pflichtfach in der Oberstufe sein. Dagegen muß man einwenden, daß vielleicht wenn Sport ein Pflichtfach in der Oberstufe ist, wird manche heute es hassen und deswegen es später im Leben nicht treiben. Ich stimme aber nicht mit dieser Meinung herein. Manche meinen auch, daß es eine Zeitverschwendung ist, Sport in der Oberstufe zu treiben Sie sagen, daß es wäre viel besser, mehr zu lernen als Sport zu treiben. Diese Leute sind auch der Meinung, daß Schüler in der Oberstufe werden nicht richtig teilnehmen, wenn sie es nicht wollen, und deswegen wird es ganz blöd sein, Sport eine Pflichtfach in der Oberstufe zu machen. Na, im Allgemeinen bin ich aber der Meinung, daß Sport ein Pflichtfach in der Oberstufe sein sollte, weil die Vorteile die Nachteile überwiegen.

Comment: This response was in the very good/excellent category because the student presented a logical, effectively communicated argument. However, the response lacked the polish and sophistication evident in the previous example and was somewhat more inaccurate than the level of performance expected of the outstanding category.

Question 1

Above Average response (6–7/10)

Um ein erfülltes Leben zu leben, glaube ich, daß man braucht – gute Verständnis zu die Eltern und die Freunde braucht. Die Eltern natürlich sorgen für uns als Kinder. Sie helfen uns. Sie lieben uns. Sie sollen uns lieben, sie sind unsere Eltern. Es macht nichts, was wir machen, sie lieben uns. Es ist sehr schwer aufzuwachsen. Wir brauchen Hilfe. Unsere Eltern sind immer da. Sie sagen, was wir machen können, was wir machen müssen. Zum Beispiel, wenn – am Anfang, wenn wir lernen zu lesen, - wenn wir zu lesen lernen, helfen sie uns. Sie sagen, das ist A, das ist B, das is C. Wir sind ihnen schuldig. Persönlich muß ich sagen, meine Eltern – ich liebe meine Eltern sehr. Sie sind sehr wichtig in meinem Leben. Sie haben so viel für mich gemacht. Sie fahren mir überall, sie geben mir Geld, wenn ich es brauche. Ich würde sagen, persönlich für mich sind Eltern wichtiger als Freunde, weil sie haben so viel für mich gemacht und ich habe viele Freunde, aber ich habe gefunden, daß vielleicht sind wir nicht so eng gefreundet. Aber ich gebe zu, daß es sehr wichtig ist, viele Freunde zu haben. Sie sind gleichartig. Es gibt kein Generationskonflikt. Wir können zusammen diskutieren, was sehr schwer ist, mit der Eltern zu diskutieren. Aber mit Freunden ist sehr schwierig, weil es ist ganz einfach mit ihnen zu stritten, mit ihnen zu streiten. Also, man braucht in das Leben. Freunde und Eltern. Man kann nicht ohne diese Leute leben. Aber für mich persönlich liebe ich meine Eltern sehr und ich finde sie sehr wichtig.

Comment: This candidate successfully addressed the question, but the response was more limited than the previous two. The vocabulary and structures were more simplistic and repetitious, there were numerous grammatical errors and the argument was more basic.

Question 4

Average response (5/10)

In der heutigen Gesellschaft leiden sicher viele Jugendliche unter Depression. Dafür gift es viele Gründe. Viele Jugendliche denken, daß sie kein Zukunft haben. Arbeitslosigkeit ist sehr hoch und ... sie denken, daß sie eine Stelle ... finden ... nicht finden werden. Familienabbruch ist auch eine große Grunde...Verursache ... Depressionen, weil Leute denken, daß ihre Eltern sie nicht lieben. ...Viele Leute auch erwarten zu viel von ihre Kinder und die Kinder denken, daß sie kann diese Erwartungen nicht erfüllen. Also, werden sie deprimiert, ... Immer mehr Lente...nimmt auch Drogen ... nehmen auch Drogen und das ist auch eine groß Verursache Depretzionen.

Comment: The student made a sincere effort to address the question, but the overall impression was affected by the frequent hesitation and the lack of vocabulary and structures needed to sustain meaningful communication.

Written Examination

Section I - Reading Skills (15 marks)

General Comments

The standard achieved in the 3 Unit Reading section was very pleasing, with candidates showing a sound grasp of the vocabulary used and the context in which it was placed. Many candidates were well practised in this skill and knew that all **relevant** details were essential to score full marks in each question. Although the global sense of the answer is always taken into consideration, answers without the required detail will often be inadequate. On the other hand, it is a waste of time to add large amounts of information which are superfluous to the answer.

While the majority of candidates handled this answer well, some candidates still translate the whole passage and disadvantage themselves by:

- wasting valuable time and
- running the risk of incorrectly answering the question(s) as asked.

Candidates should be reminded that an important part of Reading Skills is the ability to answer a question or questions clearly and succinctly. Candidates who resort to translating the whole passage sometimes give an answer inappropriate to the question and disadvantage themselves accordingly.

Many candidates showed good exam technique and only relatively few gave alternatives in their responses. Candidates must decide themselves which interpretation they wish to place on an answer. For example, in question (a), a student who answered: ‘**Christiane notices/learns 122 numbers in the correct sequence in just 5 minutes**’ could not be credited with a mark, as a different meaning was indicated by each alternative.

Vocabulary causing difficulty included:

<i>sich merken</i>	learn (not notice)
<i>Kolonnen</i>	columns, rows etc. (not colonies, colonials)
<i>acht Arten</i>	eight types (not arts)
<i>Einzelheiten</i>	details, small individual things etc (not facts, information)
<i>Verhaltensstörungen</i>	behavioural (not relationship or social disturbances)
<i>Lernstoff</i>	the curriculum, what was being taught, what was being learned (not learn stuff)

The question causing most problems was question (f) (i) What makes a successful employee according to a psychologist from Mannheim?

Many candidates did not realise that *eine hoch ausgebildete Verarbeitungskapazität* referred to a highly developed capacity to process things/facts, work them out or work them through etc. Although a wide range of synonyms and explanations were accepted, the majority of candidates misunderstood this phrase and thought it referred to the capacity to work hard.

Candidates should also be aware that German words may have two meanings and they must use the context of the passage to decide which meaning is correct. For example *Christiane lernt ... Zahlenkolonnen*. The context tells us that she learns the numbers (by heart), not that she studies them. While the difference in meaning may seem minimal, candidates at 3 Unit level are expected to make such distinctions.

Candidates should also be mindful of the impact of 'small' words. For example, in question (d) 'How are IQ tests currently viewed?' The answer needed to reflect the text of the passage, which stated that *...Intelligenz-Tests sind wieder sehr gefragt*. This required the candidates to say that the tests were popular, or in demand, not simply that some people were asking for them.

Typical Answers

(g) Why is it important for highly intelligent children to be tested?

Excellent response

- Often these children are not aware how gifted they are and suffer from that.
- They also notice that they are different from their fellow students and become loners or class clowns.
- It is very important that they are placed in correct schools, because otherwise it could lead to learning and behavioural disturbances.

Comment: All aspects of this answer were clearly and accurately given.

Average response

- Often they don't know how talented they are and fall under
- They recognise they are different from their friends and become lonely, do everything alone, or a class clown
- If the correct school isn't chosen for them, then life without the same meaning leads to learning and relationships.

Comment: Only the second point (containing two elements) was correct.

(d) How are IQ tests currently viewed?

Excellent response

Scientists say that IQ tests are no longer adequate to test IQ. But despite this they are still sought after. IQ tests are often used by companies so they can employ the right people for the right job.

Comment: A completely correct response, which indicated that IQ tests are popular, not simply that they are used by some people.

Average response

Scientists are now thrilled that IQ tests are no longer used to measure IQ. Firms are increasingly often using tests of this type to install the correct applicant.

Comment: The first part of this answer was incorrectly understood. The second was correct. Although clumsily expressed, this did not detract from the meaning. The third part, stating that IQ tests are popular (again), was omitted.

Section II — Writing Skills (10 marks)

This question allows candidates the opportunity to demonstrate their command of the German language and the overall quality of the responses was very high. There was a clear preference for the question on poor employment opportunities for young people over the question on the ageing Australian population. Perhaps candidates saw the former as being more relevant to their own lives. Generally, the essays followed the expected format—introduction, body of essay and conclusion—and candidates were able to employ a wide variety of relevant vocabulary and grammatical structures.

Candidates need to be reminded of the need to write on the topic and to answer the question asked. Relevance is vital if the candidate is going to be awarded a high mark. Marks are awarded according to the way in which ideas are presented and developed and the validity of the argument. In addition, candidates need to demonstrate a good command of vocabulary and more complex sentence structures, rather than writing safe but simplistic responses.

Some candidates still tend to rely too heavily on the ideas given in brackets and try, often unsuccessfully, to incorporate them into their essays. This can result in an essay with several unrelated, superficial arguments. It is recommended to choose two or three suggestions to discuss and to treat each of them in detail. At the same time, candidates should avoid the tendency to focus too closely on just one of the ideas in brackets, thus changing the whole direction of the essay and writing off the topic.

In answering question 2 (a), not all candidates understood the meaning of the word *gering*.

In answering question 2 (b) on the ageing population, a number of candidates demonstrated a lack of insight and an inability to relate to the dilemma of the aged. Some answers were over-simplifications which did not go beyond personal experiences with their own grandparents. Other candidates had obviously prepared thorough responses on the topic of old age in general, but they could not relate these to the impact of an ageing population on society.

The 3 Unit Writing Skills Descriptors on the following page form the basis for the awarding of marks. It must be noted however, that, while a candidate'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.

1999 HSC GERMAN 3 UNIT — WRITING SKILLS DESCRIPTORS

<p>10 MARKS</p>	<p>Outstanding</p> <ul style="list-style-type: none"> – the essay is clear, fluent and coherent – conforms to essay structure: introduction, body of essay, conclusion – presents a wide range of relevant, impressive and original ideas, which are developed logically and thoroughly – demonstrates a sophisticated, accurate and authentic level of language – employs a wide range of grammatical structures – displays excellent grasp of tense, mood, conjunctions and word order – employs a rich vocabulary and appropriate idiomatic expressions
<p>8–9 MARKS</p>	<p>Very Good/Excellent</p> <ul style="list-style-type: none"> – presents a well-constructed, effective and clear argument – employs a wide range of interesting and relevant ideas – there may be some minor errors or even one or two major lapses – demonstrates a very good command of all aspects of the language
<p>6–7 MARKS</p>	<p>Above Average</p> <ul style="list-style-type: none"> – good levels of relevance and communication are maintained – employs a less extensive range of vocabulary and structures – attempts less complex structures – adheres to correct form, but introduction and conclusion may be brief – communication is fair, but ideas are not developed in detail – arguments might be less logical – able to use appropriate generalisations, but may occasionally resort to anecdotal style
<p>5 MARKS</p>	<p>Average</p> <ul style="list-style-type: none"> – overall impression is of a coherent whole – maintains average levels of relevance and communication – uses some generalisations but resorts to anecdotal style – has a command of basic grammar, but employs only a narrow range of structures – employs a narrow range of vocabulary – ideas may be presented randomly and may not be fully developed or logical – contains a few lexical and syntactical errors which may hinder understanding
<p>3–4 MARKS</p>	<p>Below Average</p> <ul style="list-style-type: none"> – demonstrates a narrow range of ideas, which are not logical or well developed – resorts to listing, repetition and anecdotal style – introduction or conclusion may be missing – uses simple sentence structure which sometimes reflects English word order – appropriate sequencing of ideas may be a problem area – some statements are incomprehensible, despite repeated readings
<p>1–2 MARKS</p>	<p>Poor</p> <ul style="list-style-type: none"> – achieves very little communication – might not conform to essay structure – ideas are not developed – is largely anecdotal and repetitious – contains much irrelevant information – contains many lexical and syntactical errors, which make it almost impossible to comprehend
<p>0 MARKS</p>	<p>Incomprehensible/Not Attempted</p> <ul style="list-style-type: none"> – has made no attempt to answer the question – the answer is completely irrelevant, unsatisfactory or unintelligible

Typical Answers

Question 2 (a) Die Chancen für junge Leute, auf dem jetzigen Arbeitsmarkt eine Stelle zu finden, sind gering. Was halten Sie davon?

Outstanding response (10/10)

Im Großen und Ganzen, bin ich der Meinung, daß die Behauptung, daß die Chancen für junge Leute, auf dem jetzigen Arbeitsmarkt eine Stelle zu finden gering sind, etwas oberflächlich ist. Natürlich kann man generell behaupten, daß es heute im Gegensatz zu früher weniger Jobs gibt, vor allem für junge Leute, aber dann muß man gleichzeitig auch in Kenntnis nehmen, daß sich vieles verändert hat und es heute, unter anderem, größere Möglichkeiten und Berufsrichtungen gibt, speziell für junge Leute.

Die Aussage könnte auch deshalb als nicht völlig richtig gelten, da es heute nachweisbar ist, daß in vielen Berufsgebieten, wie zum Beispiel in der Technologie und mit dem Internet, es immer mehr Chancen für junge Leute gibt Stellen zu finden. Dieses Gebiet des Arbeitsmarktes erlebt gerade ein derartiges Boom und wird wahrscheinlich in den kommenden Jahren noch wachsen. Gerade junge Leute die sich besser mit der Technik auskennen und im Großen und Ganzen um einiges schneller lernen können werden ununterbrochen gesucht.

Im Gegensatz zu früher entscheiden sich viel mehr Leute heute ein Universitätsstudium zu absolvieren, damit sie in einem gewünschten Gebiet sich vertiefen und spezialisieren können, in Folge dessen werden solche Leute nun viel häufiger von Arbeitgebern gesucht. Mit dem heutigen Erfolgskampf der am Arbeitsmarkt herrscht wollen und teilweise brauchen Firmen die besten und am ausgebildeten Arbeiter, damit sie gegen andere Firmen eine Chance haben und erfolgreich bleiben.

Man muß auch in Betracht ziehen, daß heute viel mehr Jugendliche den Wunsch haben nach der Schule sich nur ein Teilzeitjob zu suchen um Geld zu verdienen, dann erstmal zu reisen und dann wieder nur Jobs zu suchen.

Natürlich auch die Zahl der Lehrstellen, das heißt der Lehrlinge, ist um einiges gestiegen. Es scheint heutzutage viel attraktiver für Jugendliche aus der Schule auszutreten und in einen jungen Alter als Lehrling angestellt zu sein. Es scheint, daß die Jugendliche dann im späteren Berufsleben meistens sehr erfolgreich werden, da sie große Erfahrung in ihrem Gebiet beherrschen.

Es ist auf jedenfall richtig, daß mit der heutigen Arbeitslosigkeit ein Großteil davon Jugendliche sind, aber man muß sich dann auch fragen, ob das nur wegen geringe Berufschancen ist und nicht auch weil sich die Mentalität und Einstellung diese Jugendliche mit den Jahren sehr verändert hat. Es ist aber auch richtig, daß viele Firmen mehr und mehr Angestellte suchen die mehr Arbeitserfahrungen haben auch wenn das bedeutet, daß sie nicht mehr die jüngsten sind.

Ich finde grundsätzlich, daß es genug Chancen für Jugendliche gibt, sie müssen nur dafür arbeiten, vielleicht heute mehr als früher, dafür sind ihre Aufstiegschancen und jegliche andere Möglichkeiten heute auch größer.

Comment: This was a clear, fluent and coherent essay. It presented a well thought out argument that was sustained throughout. Despite one or two errors, the language used was excellent and the candidate displayed an excellent grasp of tense, mood, conjunctions and word order, combined with a rich vocabulary.

Above average response (6-7/10)

Heutzutage ist es ganz schwer für junge Leute, einen Job zu finden, und das ist ein großes Problem in unsere Gesellschaft, wenn junge Leute keinen Job bekommen können. Sie werden deprimiert, und sie haben keine Lust, zur Schule zu gehen. Aber es gibt auch einige Dinge die sie machen können, um eine bessere Chance zu haben, einen Job zu bekommen.

Arbeitslosigkeit ist heutzutage ein großes Problem. Nicht nur junge Leute, aber auch ältere Leute haben Probleme, wenn sie einen Job finden wollen. Wenn junge Leute sehen, daß es ganz schwer für sie nach der Schule einen Job zu bekommen ist, werden sie deprimiert, und sie glauben, daß es keinen Sinn hat, in der Schule zu gehen.

Es gibt einige Dinge, die man machen kann, um bessere Chancen zu haben, einen Job zu bekommen, wenn man eine Universitätsausbildung hat, als wenn man nach der zehnten Klasse die Schule verläßt. Experten meinen auch, daß es leichter ist, eine Lehrstelle zu bekommen, wenn man nach der zehnten Klasse die Schule verläßt, als wenn man nach der zwölften Klasse die Schule verläßt.

Zweitens gibt es Dinge wie zum Beispiel Arbeitserfahrung und Teilzeitarbeit, die man im früheren Jahren gemacht hat, die die Chancen besser machen, einen Job zu finden. Arbeitserfahrung ist ganz wichtig für junge Leute, weil es ihnen hilft, die Arbeitswelt zu sehen. Teilzeitarbeit ist auch wichtig, und wenn es möglich ist, sollte junge Leute einen Teilzeitjob finden.

Zum Schluß läßt sich sagen, daß es heutzutage ganz schwer für junge Leute einen Job zu finden ist. Trotzdem sollten junge Leute zur Schule gehen, und, wenn es möglich ist, auf die Uni gehen, um eine große Chance zu haben, einen Job zu bekommen.

Comment: This essay adhered to the basic, accepted format of introduction, body and conclusion. The argument was clearly communicated and reasonably well-sustained, but it was not well as developed as those in the excellent/very good and outstanding ranges. The language used was basically correct, but the candidate employed a less extensive range of vocabulary and grammatical structures.

Average response (5/10)

Berufchancen für junge Leute sind gering. Sie müssen auf die Uni gehen. Sie müssen gute Qualifikationen haben. Sie müssen Arbeitserfahrung haben und sie müssen die beste für die Stelle sein. Leider, in unsere Gesellschaft, gibt es viele junge Leute als Berufs. Arbeitslosigkeit ist eine sehr große Problem. Sie ist immer steigen, weil viele Jugend nicht genug Ausbildung haben.

Wenn eine junge Leute sich die Schule nicht gefallen, wollen sie nicht zur Schule gehen. Sie sollen eine Stelle stattfinden aber heutzutage möchten Arbeitgeber nur die beste Qualifikation. Wenn man nicht auf die Uni gehe, kann man kein Job finden.

Universitätsausbildung hat eine Nachteil. Sie ist sehr teuer. Arme Leute können nicht zahlen und deswegen gibt es so viele Arbeitslose. Man muß die beste Qualifikation haben und deshalb muß man auf die Uni gehen und Arbeitserfahrung haben. Leider ist sie auch schwer zu finden. Alle Arbeitgeber möchten eine Leute mit Erfahrung. Deswegen kann man keine Erfahrung anfangen.

Man hat die beste Chancen, wenn man auf die Uni gehe, und wenn man ein Teilzeitjob habe. Dann habe man gute Qualifikation und ein paar Monate Arbeitserfahrung. Wenn man eine Stelle schließlich finden, hat man mehr Probleme. Hat die Stelle ein Zukunft? Muß man viele Studierende arbeiten um erfolgreich zu sein? Diese Frage muß man überreden und nachdenken. Man muß alle die Vor und Nachteile nach denken und dann kann man sich entscheiden.

Zusammenfassend, gibt es viele Sache man muß nach denken. Universitätsausbildung ist sehr wichtig um erfolgreich zu sein und eine Stelle zu finden. Leider für unsere Jugend ist es immer schwer.

Comment: The candidate understood the question and wrote a basic response in essay style. The ideas presented were simplistic and not particularly well developed. Although the candidate had a command of basic grammar, he/she employed a narrow range of structures and there were a few major lapses. The range of vocabulary used was also narrow.