

Advice and guidance to candidates

Paper 1 Speaking

Please bear in mind, in both Parts, that the Examiner is not trying to catch the candidate out. S/he is only interested in finding out what level each candidate has reached, in terms both of language and knowledge of subject.

Part I Discussion of an article and related themes

The task of reading and discussing a text is not one about which candidates need be apprehensive. The texts themselves are there to serve as a springboard, and are chosen to avoid excessive difficulty in structure or vocabulary. In choosing which text to prepare for the examination, candidates are recommended to consider whether they have something to say about the topic, rather than worrying whether they will be able to understand the text. Familiarity with the format of this part of the test is important: candidates may prepare by practising short spoken summaries and spontaneous speaking, and by acquiring the language used to express opinions about relevant topics.

In the test itself, candidates should:

- use the preparation time fully
- plan a short overview of the text content
- consider the issue in question and their own reaction(s) to it
- be prepared to take the lead in the discussion
- give their reactions to the ideas and information in the text
- be prepared for discussion of broader issues relating to the general heading on the card.

Part II Prepared oral topic

In Part 2, the choice of topic is very important. It should be neither too broad (which can make it hard to cover the topic or to say anything concrete) nor too narrow (there may not be enough to say).

The best conversations often occur when an element of controversy or debate is brought into the presentation. This could be implicit in the title (e.g. *Was Dalí a great artist or a charlatan?*), or it might be introduced under one of the sub-headings (e.g. *The battle of Verdun: [point iv] the tragic aftermath of a great victory*). Candidates who go beyond the purely descriptive and who express personal views can expect to be rewarded, as long as they are able to support their opinions in the discussion.

In preparation for this section, candidates are recommended to:

- avoid trying to find an 'impressive' obscure topic
- choose a subject which genuinely interests them
- be clear about which aspects of it they wish to discuss
- focus in depth on a few aspects of the topic rather than try to cover it all.

In this Part, candidates should:

- fill in the oral form correctly
- present their introduction 'naturally', even if pre-learned
- be ready to lead the discussion and talk freely about their topic
- show interest in, and personal engagement with, their topic
- show evidence of research
- support opinions with evidence.

They should also expect to:

- be interrupted
- be asked to support, clarify and justify statements
- answer unexpected questions
- give examples
- be stretched to their linguistic 'ceiling'.

Advice and guidance to candidates

Paper 2 Listening and Reading Comprehension

What skills are required?

- inference – candidates have to work out the answers from what is read or heard
- manipulation – candidates may be expected to change language so the answer makes sense
- explanation – candidates may need to give reasons for their answers
- synthesis – points of information may need to be combined in an answer
- writing with accuracy and sophistication: quality of language in answers should be high.

Answering target language questions (Reading and Listening Exercise 1)

Candidates are advised to:

- remember that full sentences are not required – although all the required information must be given
- highlight the key words in the question, so that it is clear what information is needed
- note how many marks are awarded for each question (e.g. if 2 marks are available, two separate points are required)
- try to use their own words and avoid reproducing the language of the texts word for word
- practise building a wide vocabulary in the target language, so that they are at ease with finding synonyms for words in the passages
- remember that their answers must make sense.

Answering English questions (Reading and Listening Exercise 2)

Candidates should:

- write their answers in correct English and check spelling
- beware false friends (words that look alike in the target language and English, but have different meanings)
- realise that some target language words can have more than one meaning. They should choose the correct meaning (e.g. in Spanish *local* can mean 'local' or 'place', depending on the context)
- find the appropriate English word, not necessarily one that looks similar to the target language word (e.g.: *velocidad* in Spanish or *vélocité* in French is usually translated as 'speed' in English, not 'velocity')
- make sure the answer sounds like real English and makes sense
- make sure that they give all that is required, while taking care not to omit any essential points.

Advice and guidance to candidates

Paper 2 Listening and Reading Comprehension

Reading Exercise 3 Translation from English to the target language

Translation involves moving material from one language to another. Good translation is a real art that needs much practice, which is often neglected. The ideal is a translation that reads well and that conveys accurately the sense of the original.

In this exercise, candidates are recommended to:

- study the original text in Reading Exercise 2 carefully: it gives vocabulary and structures that can be used and re-worked
- read the English passage carefully to understand what is required
- study the setting, context and tone of the extracts
- use sensible and intelligent guesses where vocabulary is not known
- avoid leaving gaps
- think carefully about the grammar of the sentence being translated. (candidates often encounter problems in translating tenses correctly, spotting adjectival agreements and linking pronouns with the nouns to which they refer.)
- beware literal translation: the result can easily be a meaningless text
- beware paraphrasing, and not stray too far away from the original (but, on the other hand, not be afraid to change word order, parts of speech, etc.)
- remember that accuracy is more important than creativity.

Listening Exercise 3 Summary skills

Writing a good summary is a matter of regular practice and also of acquiring the correct technique. An unsuccessful attempt at a summary may be due to lack of understanding of the original text but, more often than not, it is the way the exercise has been tackled that is at fault.

To write a good summary, candidates should:

- listen to the passage carefully until they have a good idea of what the whole text is about
- not start summarising (or even translating) every sentence. (They will not discard the less significant details, and will quickly run out of words.)
- make rough notes rather than a full draft on the question paper. There may not be time to write out a full draft version of the summary and then write out a clean copy.
- remember that it is not necessary to know the meaning of every word in the text
- remember that this is a summary – an exercise in selection – it is impossible to include every piece of information
- make sure that all the bullet points are covered
- spread the words: it is a common error to say too much about the first half of a passage and too little (or nothing at all) about the second half
- ‘prune’ written summaries, removing unnecessary words without deleting the main points that must be conveyed
- stay within the word limit – 100 words must not be exceeded.

Finally, candidates should check that:

- all the bullet points have been covered
- the gist of the passage has been understood
- there is detail and it is well selected
- the material is expressed concisely
- the summary reads well and is informative
- there is no incorrect information.

Advice and guidance to candidates

Paper 3 Writing and Usage

Part I Writing

When choosing a title in the examination, candidates should:

- spend some time reading all the titles
- think carefully about what each topic is and what is being asked in the title
- think about whether they have something to say in response
- consider whether they possess vocabulary in the topic area
- make a very rough plan before choosing a title
- decide what they think and write an essay plan.

When writing the essay, candidates are advised to:

- use the plan to construct a real argument
- write an introduction, discussion and a conclusion
- keep the essay title in mind throughout
- check whether the points made are relevant
- avoid repetition
- write in paragraphs, making a clear, relevant point in each one
- try to use a variety of language and demonstrate linguistic ability
- write complex sentences when appropriate, but without losing the thread of the argument
- remember to try to interest and/or persuade the reader.

Part II Usage

In this Part, the three tests of verbal knowledge, structural manipulation and other aspects of usage cover a wide range of structures, but should not present major difficulty to candidates who have broad experience of the language and an awareness of the need for accuracy in writing. It is useful to be familiar with the format of the tests: this will help candidates to be aware of the type of knowledge required. Intelligent, careful reading of texts in the target language, attention to personal linguistic development in terms of structures, and experience of working through similar tasks can all help in preparation for this section.

In this Part of the examination candidates are recommended to:

- read each question carefully and make sure they understand the sense of the sentence
- avoid leaving any questions unanswered
- use their experience of and 'feel for' the language as well as their knowledge when deciding on an answer (e.g. ask themselves 'Have I heard or seen a similar sentence?')
- proofread carefully their answers to Exercises 1 and 2.

Advice and guidance to candidates

Paper 4 Topics and Texts

In both Parts, candidates should:

- read the question with care, and think about what they are asked to do
- plan their answer and organise their material with close relation to the question
- define the terms of the question in the introduction
- keep the question in mind throughout
- support any assertions with close references to the text and/or film
- make sure quotations, if used, support the argument
- make sure all quotations are accurate
- use paraphrasing and allusion as an alternative to overlong quotations
- take care to include analysis and argument, and avoid narrative
- demonstrate knowledge by using it as supporting evidence for the argument
- exclude information that is irrelevant to the question.

Part I: Cultural Topics

Candidates should:

- make sure that they learn the necessary vocabulary to write about their topic, when preparing for this Part
- remember that the rubric requires reference to only two of the works. Writing about all three may lead to a lack of depth
- try to demonstrate their knowledge of underlying themes, and mention comparisons and links between the two works
- proofread carefully after writing, paying special attention to verb forms and agreements.

Part II: Literary Texts

In context questions candidates should:

- make sure they analyse the extract showing how its content is related to the rest of the work
- avoid using the passage as a springboard for a general essay
- be careful to analyse, rather than re-tell the story of the extract.

GERMAN – PRINCIPAL COURSE

Paper 9780/01

Speaking

General comments

All the candidates sitting this examination, the first of its kind, had been entered appropriately. They had undertaken impressive preparation and were able to cope very well with its demands.

Comments on specific parts of the examination

Part I: Discussion of a newspaper article and related topics

Four articles were offered, under the general headings of:

- 1 Medical advances
- 2 The developing world
- 3 Law and order
- 4 Food and drink

Candidates were required to choose one at the start of the preparation time. All the cards were selected, but the article on law and order proved to be the most popular.

The format of the Speaking Test based on the newspaper article caused no problems, presumably because candidates had been well prepared beforehand and knew what to expect. Candidates gave a short overview, and then proceeded to offer personal views on the article and issues arising from it. Finally, they were encouraged to comment on broader issues relating to the general heading on the card. It is pleasing to report that the vast majority of candidates saw this as an opportunity to discuss issues at a high level, and almost all conversations were impressive in many ways. Most candidates showed good to excellent understanding of the articles and their issues. Similarly, most candidates were able to score high marks for Range and Accuracy, as well as Pronunciation and Intonation. It was evident that they had been taught the linguistic skills needed to communicate competently in unexpected situations, and that they had at their disposal the linguistic structures necessary to do this successfully. Many had also spent some time in a German-speaking country and reaped the benefits. All made good (in many cases excellent) attempts to lead the conversation.

Part II: Prepared topic discussion

This section of the examination was done extremely well. Candidates had researched an aspect of their chosen field diligently and had become experts in that area. They were able to discuss the themes maturely and often with finesse. Candidates were invited to make a short introduction to the topic and the reasons for its choice. The discussions then followed the 5-8 headings chosen previously and almost all candidates had excellent factual knowledge at their fingertips. In addition, candidates coped well with unexpected questions relating to their chosen topic. Many of the discussions were highly impressive in terms of content and linguistic competence. Good factual knowledge was often matched by an ambitious range of language and structures, as well as authentic pronunciation and intonation. Furthermore, the breadth of the syllabus regarding topic choice gave candidates the opportunity to choose topics in which they were really interested. Topic titles included historical and sporting figures, music, film, politics, manufacturing and technology.

Finally, there is no doubt that candidates had taken great pains to prepare themselves very well for this examination. Their industry, enthusiasm and willingness to interact with an unknown visiting Examiner were evident throughout, making what could be a nervous situation into a successful dialogue. It is delightful to be able to reward such positive attitudes where reward is due.



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<p>Paper 9780/02</p> <p>Reading and Listening</p>

General comments

In **Part I** of the examination (Reading), candidates are required to produce precise answers to questions, either in German or in English, and to translate a short passage in English into German. In **Part II** (Listening), candidates answer questions in both languages and write a summary of a recorded passage. Although the questions that require answers in the target language also test the ability to manipulate German lexically, as well as grammatically, the questions in English are not necessarily easier to answer. A proportion of candidates in fact achieved more precision with their answers in German than with those in English. Nevertheless, although this was the first year of the new Pre-U examination, the level of the candidates' performance in this paper was very impressive.

Comments on specific questions

Part I: Reading

Reading Text 1

Candidates generally fared well in this exercise, even if **Questions 3, 4 and 7** proved challenging for some. Full sentences were not compulsory for this task, but answers had to be tailored to the question.

Question 1

Kinder on its own was not accepted as it involved no manipulation of the text and did not take into account the question word *Worauf* which calls for the use of the word *auf* in the answer.

Question 2

This was generally answered correctly, with different levels of manipulation.

Question 3

The manipulation of *beruflich engagiert* caused some candidates to produce an incorrect answer, as they seemed not to be aware of the difference between *einen Beruf haben* ('to have had professional training/to have learnt a trade') and *einen Beruf ausüben/einen Job haben* which was the correct answer.

Question 4

This was generally answered correctly, but a few candidates had trouble manipulating the language for their answer.

Question 5

This was generally answered correctly.

Question 6

This was generally answered correctly.



Question 7

A number of candidates overlooked the comparative aspect of the question. They expressed a view as to how children would fare financially in the future without relating it to the financial situation of their parents, e.g. *'Dass ihre Kindern später arm/ärmer sein werden'* instead of *'Dass ihre Kindern später ärmer sein werden **als sie selbst**'*.

Question 8

This was generally answered correctly.

Question 9

This was generally answered correctly.

Reading Text 2

Overall, this task elicited good answers in English, although **Questions 14** and **15** posed problems for some candidates.

Question 10

To score the mark, candidates were required to qualify their answer by adding 'without resorting to violence' or 'other than through violence.'

Question 11

This was generally answered correctly.

Question 12

This was generally answered correctly.

Question 13

This was generally answered correctly.

Question 14

Some candidates had difficulty discerning that Florian Drescher qualified the freedom of choice accorded to the youths in terms of subject matter with the expectation that the lyrics be ethically tenable.

Question 15

Some candidates overlooked *'die meisten'* in the subordinate clause *'..., das die meisten erfolgreichen Profi-Rapper vorleben'*, turning Florian Drescher's criticism of most into an indictment of all professional rappers. Other candidates overlooked, or did not grasp the meaning of, the verb *vorleben*, thereby confusing rappers with gangsters as such.

Question 16

This was generally answered correctly.



Reading Text 3

This exercise requires a good range of vocabulary as well as grammatical accuracy. The majority of candidates completed it successfully.

Question 17

Vocabulary which caused particular problems included *heruntergekommen*, *rasiert*, *leiten*, *sich ausdrücken* and *friedlich*. A large number of candidates used the wrong prepositions for *auf den Straßen* and *an den Straßenecken*, and there was frequently confusion between *bereit* and *bereits*. The most common grammatical difficulties were posed by subject-verb agreement, adjectival endings and word order.

Part II: Listening

Listening Text 1

Most candidates did very well in this part of the test, but some appeared to find **Question 20** challenging.

Question 18

This was generally answered correctly.

Question 19

This was generally answered correctly.

Question 20

Precision was required in the formulation of a response to this question. Two out of three possible answers were required. Jürgen Konrad is interested in the psychology of '*Heimat*'; in the strained relationship it has with the German past; and in the fact that the play he has produced has provoked controversy. Candidates did not receive a mark for compounding separate points, e.g. '*Das Verhältnis der Deutschen zu 'Heimat'*' was not acceptable.

Question 21

This was generally answered correctly.

Question 22

This was generally answered correctly.

Question 23

This was generally answered correctly.

Listening Text 2

Candidates did well in this exercise, but a few were not specific enough in their answers, particularly in **Question 25**.

Question 24

This was generally answered correctly.

Question 25

Though most candidates got the first part of the question right ('to make the indigenous population aware of the problem'), some did not enumerate the three parties involved in the development of a concept for summer tourism: the ski lift company, the local population, and the mayor of Schladming. In some cases '*die Leute vor Ort*' was erroneously taken to mean 'the population of the suburbs'.



Question 26

This was generally answered correctly.

Question 27

This was generally answered correctly.

Question 28

This was generally answered correctly.

Question 29

A few candidates mistook *absterben* for *aussterben* and translated it as 'dying out'. The wrong translation was not accepted.

Question 30

This was generally answered correctly.

Listening Text 3

Overall, candidates produced good answers. They had to be disciplined in order to cover all the bullet points required within the word limit; a very small number of candidates lost out on valuable marks by not keeping to it.

Question 31

- *Definitions of child poverty.*
Some candidates lost a mark here by ignoring the plural –s in 'Definitions' and only summarising the definition of child poverty in Germany. Examiners expected a relational statement here, e.g. 'Whereas child poverty in developing countries means hunger, in Germany child poverty is not determined by hunger.'
- *Specific aspects of child poverty in Germany.*
This was generally answered correctly.
- *Impact of child poverty on Germany's economy.*
A number of candidates did not answer this question accurately. It was not acceptable to write 'Children have to support the nation' or 'Today's children will pay tomorrow'. What was looked for was a sentence containing the following elements: 'In the future, today's poor children will have to pay for the pensions of their elders/of the generation currently at work.'
- *Disadvantages faced by immigrant children.*
This was generally answered correctly.
- *Link between immigrant families and child poverty in Germany.*
This was generally answered correctly.



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Paper 9780/03
Writing and Usage

General comments

In this paper, candidates are expected to demonstrate general knowledge of topics and an understanding of how grammatical structures are applied accurately. Generally speaking, candidates who did well in **Part I** were able to show good knowledge of the topic area covered in the essay question chosen. They illustrated their arguments with an appropriate mixture of description, analysis, and evaluation. In **Part II**, candidates were asked to manipulate sentences and complete a multiple choice task. Both tasks demand detailed knowledge of grammar and confidence in its application.

Comments on specific questions

Part I: Discursive essay

The essay titles are very carefully worded and the first task of candidates when tackling an essay must be to consider what is expected of them. It may also help to write the essay title at the beginning of the essay. Candidates should be reminded to keep an eye on the task and to ask themselves whether each point they are making is relevant. It should be borne in mind that repetition of material may increase the word count, but not the mark awarded. Successful candidates structured their thoughts into coherent, consistently relevant essays.

The essay should be a carefully constructed argument, which is properly introduced, discussed, and brought to an appropriate conclusion. The writer is seeking to persuade the reader of the validity of the argument s/he is putting forward. Only very few candidates did not write an introduction, while others wrote an introduction which was identical to their conclusion. A very small number did not succeed in arriving at a clear and summative conclusion.

Clear paragraphing also helps to structure a coherent argument. Generally, candidates should use one paragraph for each main point they wish to make. Although in some cases candidates did use paragraphs, the points they were making were not always coherent. This made it more difficult for the reader to follow the argument.

On a very few occasions the tasks were partly ignored. The majority of candidates successfully explored the main implications of the question, however, developing their ideas into coherent arguments. The best of these candidates wrote essays which were wholly convincing.

The language used in most essays was of a good standard and easy to follow.

Examples of particular weaknesses included problems with:

- cases e.g. „... *aber den Begriff hat sich verändert*“
- the use of *ß* versus *ss*; the former should be used after diphthongs or long vowels, the latter after short vowels
- the use of *das* versus *dass*
- word order
- idiomatic usage, e.g. „*Sie werden von Langeweile unterdrückt.*“

In a small number of essays the use of colloquialisms detracted from the formality of style required.

Examples of particular strengths included:

- good stylistic range and appropriate use of style
- good use of rhetorical questions
- confident use of subjunctive and conditional structures.

All answers were of a good length with only a few candidates writing more than the 450 words required.

- 1(a)** Generally, the candidates who answered this question wrote well-considered and relevant essays. There was a slight tendency to try to cover too much ground, which meant that some essays ended up being more descriptive than discursive.
- 1(b)** There were a few fairly weak essays on this topic, which did not focus enough on the family, or, where they did, refrained from giving concrete examples and, instead, relied on generalisations which were then not analysed or properly evaluated. Although this topic and the topic about young people may have looked relatively straightforward at first sight, candidates need to be careful in their planning and selection of material in view of the considerable scope of such topics.
- 1(c)** The best essays described a number of difficulties that young people face today. These included parental divorce, pressure at school, and problems with the environment. The best candidates marshalled their ideas effectively and also explained why they thought these problems meant that young people did not have much reason for optimism. Weaker candidates produced an unevaluated list of problems. These candidates would often conclude their essay by baldly stating whether they agreed or disagreed with the topic statement without having properly argued their case in the preceding discussion.
- 1(d)** Most candidates who chose this topic responded well to it. They were able to provide, to compare and to evaluate relevant and detailed knowledge of different education systems in well structured essays. Many candidates demonstrated good knowledge of the German school system and, in particular, were able to draw on personal experience when offering examples.
- 1(e)** In general, the essays on this topic showed good insight into a variety of issues around smoking in public places. A small number of responses, however, lacked proper development and organisation.

Part II: Usage

The majority of candidates did very well in this part of the paper. Candidates appeared to be well prepared and scored highly, especially in **Exercise 3**.

Exercise 1 Questions 2–6

Candidates did well in this exercise. Most took care to include all the relevant parts of the original sentence in their answers. In **Question 4**, a very small number of candidates appeared not to have understood that ellipsis had to occur in the second part of the sentence, and rewrote the sentence as “*Am Samstag bin ich ins Kino gegangen und ich habe den neuen Film gesehen.*” In **Question 5**, it was not acceptable to use “... *gefahren ist, ...*” because *fahren* has a direct object.

Exercise 2 Questions 7–11

Again, candidates showed confidence in tackling these tasks and most were very successful. In **Questions 9 and 11**, *wird* was not acceptable.

Exercise 3 Questions 12–32

The majority of candidates completed this task very successfully.



GERMAN – PRINCIPAL COURSE

<p>Paper 9780/04 Topics and Texts</p>

General comments

In this first year of the new Pre-U examination, Examiners were impressed with the enthusiasm and sophistication shown in the candidates' responses to a range of topics and texts. There were some excellent responses leading to high levels of achievement.

The aim of the Topics section of the paper, of encouraging the acquisition of a broader cultural knowledge of the topic studied through the texts/films chosen, had clearly been met in the vast majority of answers, with some candidates producing essays of an exceptionally high standard. The way in which some candidates managed to compare and contrast their chosen topic texts/films and tie them to the underlying themes of the topic concerned were worthy of first year undergraduates, if not higher. The vast majority of answers engaged well with the terms of the questions, with the best answers revealing detailed knowledge of the texts/films used as supporting evidence in a cogent and coherent line of argument. The level of language was slightly variable, yet in the main it was of a very high standard. A number of candidates did make some rather basic errors (with the gender of *Film*, for example). It was also evident that some candidates would have benefitted from a rather broader range of vocabulary pertinent to the topic, which would have allowed them to express their insights more convincingly. The overwhelming majority of candidates managed to strike a good balance when discussing the two works studied for their topic, and many were capable of drawing considered comparisons between them in accordance with the terms of the question.

Given that this is first year of literature titles set in English it was somewhat understandable that the responses to the Texts part of the paper were a little more varied in quality. The best answers showed an excellent ability to organise material in direct reference to the terms of the question and also showed great command of the detail of the text studied and proved to be cogent and considered arguments. Some candidates did have problems structuring their answers, above all in defining the terms of the question in a clear introduction and conclusion. Equally, the level of English was also a little variable, with some candidates having trouble finding the right register or lacking crucial critical vocabulary. A number of candidates used memorised quotations from their particular text and often used them tellingly when combined with an analysis; however, some candidates seemed to structure their efforts around such quotations and lost focus in their argument as a result. Paraphrasing and direct reference to the texts can be just as effective as direct quotation and certainly more effective than lengthy quotations which do not target the terms of the question.

There are two types of questions available in the Texts section of the paper. The first is a commentary question, asking candidates to consider a particular passage, to refer it to its context and then to analyse specific elements within it. Although quite popular, this type of question was not always done well. It is vital, therefore, to place the passage in context and then to answer the specific points raised in the rubric through close reference to the passage in question. This was not always effectively done as some candidates used the passage as a springboard for a wider, more general essay which, consequently, did not answer the question fully. Others tended towards a more basic, narrative approach to the passage, instead of providing a focussed analysis of it. Few candidates made use of the line numbers which are given in the paper in order to facilitate detailed discussion and analysis. The better candidates were able to make convincing cases and did so by close reference to the passage before widening their perspective to show how the elements and themes contained in the passage were evident or developed elsewhere in the text. The second is an essay-type question. Responses to the questions of this kind were rather more even, and quite a few candidates showed excellent analytical ability. Some candidates adopted a rather narrow take on the question, especially when invited to agree or disagree with a view, so adopting a more critical approach is important, as is a considered essay plan before putting pen to paper.

Candidates should number each question carefully and note the numbers of the questions answered on the front cover of the answer booklet. It would also help if candidates would start on a new page in their answer booklet for their second essay.

Comments on specific questions

Part I: Cultural Topics

Question 2

- A** The most successful candidates identified some of the key aims of the authors involved in their evocation of the post-war period. The best answers were able to contrast the works chosen, above all with respect to the works' depiction of the direction West Germany was taking in the *Nachkriegszeit*. The stark contrast between the pessimism of Borchert and the optimism of *Das Wunder von Bern* was made often. The rather more complex picture painted in Böll's work did cause some confusion. The notion of *Hunger* and the scepticism regarding the *Wirtschaftswunder* in particular was not always convincingly explored. The best candidates drew their thoughts together very well in well-rounded conclusions. Some basic vocabulary proved a problem for some candidates in this essay.
- B** This proved the more popular question on this particular topic. Candidates explored the redeeming notion of love in the Böll text well, the best using short quotation to significant effect. Equally, notions of familial love in *Das Wunder von Bern* were also elucidated well, although there was some confusion about the role of Helmut Rahn on occasion. At times, certain elements of the film were not known in enough detail. There was some overreliance on certain scenes when others would have provided a more pertinent picture, for example in relating the detail of Richard's treatment of his children. Some responses revealed poor control over vocabulary, with the spelling of *Kaninchen* proving especially tricky. There were some basic errors in terms of knowledge of Borchert's text, with only a hazy notion of the play's climax in evidence in some answers. As a result, the discussion of love within the text lost some force. Some basic vocabulary proved a problem for some candidates in this essay.

Question 4

- A** This proved the more popular question on this particular topic. All candidates chose to answer on *Am kürzeren Ende der Sonnenallee* and *Das Leben der Anderen*. The most successful candidates showed excellent powers of analysis in their discussion of Christa-Maria Sieland and her role as a woman in the GDR, showing how, as a female actor, she is used and abused by men of the state for their own ends. Some candidates revealed sketchy knowledge of her motivations and actions, for example when discussing her coercion into informing on Dreyman. Some candidates did not spell the characters' names correctly. Most candidates drew attention to the main female characters in Brussig's work well, showing good understanding of their different roles. When it came to the second part of the question regarding the treatment of women as opposed to men by the state there were problems, as some candidates did not address this fully, or did so in a superficial way. Some basic vocabulary proved a problem for some candidates in this essay.
- B** On the whole, the responses were good. As there are three works for each question and the questions have to be phrased in a general way, it is important that candidates commit themselves to specific objectives in a well-defined introduction. Here, a focussed discussion of the behaviour of a few well-chosen characters from the film would have enabled candidates to channel their efforts more effectively. Treatment of the Brussig text was good, but, again, more precision in the choice and use of examples would have benefitted some responses. Some basic vocabulary proved a problem for some candidates in this essay.

Part II: Literary Texts

Question 10

- A** There were too few answers to make a general comment.
- B** There were too few answers to make a general comment.
- C** This proved the most popular question in this section. There were some good responses, with thorough knowledge of the text in evidence. Some answers were a little narrow in their interpretation of the question. The use of the phrase 'to what extent' in the question gives an indication that it is

unlikely that a black and white answer is expected. Some agreed wholeheartedly with the contention of the title, illustrating their opinion to good effect. Others broadened their focus to include information from the text which might have been employed to counter the contention of the title. Notions of 'fatal' were crucially also a little hazy, with a precise analysis of the family's final decision and the father's part in it not always clear. A number of characters were referred to in English, e.g. 'The Boss' rather than *der Prokurist* and the text was often referred to as simply a 'book' rather than an *Erzählung*. Some candidates drew on autobiographical information about Kafka in response to the question, but, occasionally, in a rather crude way. Good candidates showed excellent range and sophistication in their close reading and an ability to relate the title to a wider view of the text.

Question 11

- A** This proved the most popular question of the paper, but as is made clear in the opening remarks, it was rather unevenly handled. Some candidates tackled the question without taking heed of the specifics of the question. Almost all candidates placed the passage correctly in its context of Scene 3 and many discussed the presentations of Galileo and Sagredo quite well. Weaker candidates tended to give a narration of events on the page and often only up to a point. Questions of this type demand sensitivity to the passage and very close reading and these were not evident in all answers. The ideas expressed of belief and reason were well explored by the better candidates and then placed in the wider context of the play, as the narrow-mindedness of Galileo is seen here fully for the first time. The interaction between competing notions of *Glauben*, *Vernunft* and science's role also prompted some telling insights. A number of candidates drew attention to the atmosphere created in the extract and sought to assess its dramatic function in forcing the audience into a critical position regarding the action, showing good awareness of the techniques of Epic Theatre. A small number of candidates referred to the play as a 'book' and seemed to lack a sensitivity to the theatrical nature of the work. It is advised that candidates are made aware of the particular requirements of commentary-type questions in future examination sessions.
- B** Candidates fared well in this question. All proved able to discuss the Church within the work as playing the role of authority, not in a theological sense, but rather in the sense of arbiter of power and dictator of social structures. The best answers gave wide-ranging examples of the role played by the Church throughout the play; weaker answers showed a rather sketchier knowledge of the play, and, whilst making sound points, did not always back them up sufficiently through direct reference to the text. Few answers pointed out the distancing effect created by the use of history in the play. For instance, the setting up of the Church as authority reveals the changeability of social structures in accordance with Brecht's notion of theatre's link to the contemporary world. A number of candidates discussed the evolution of the text itself from its first incarnation to the final version produced after Hiroshima, yet still tied the play to a specific historical context rather than one which includes our own time. Although it provides a key underpinning to an interpretation of this work, understanding of Epic Theatre was not always as solid as it might have been. Technical vocabulary was noticeably absent in some answers. That said, it was clear that the majority of candidates had engaged enthusiastically with a challenging text.
- C** There were too few answers to make a general comment.

Question 12

- A** There were too few answers to make a general comment.
- B** This question generated an enthusiastic response indicating an awareness of a good number of complex issues in the book. One or two perceptive answers referred to the viewpoint that the book is judged to relativise the Holocaust. There was a thorough examination of Hanna's illiteracy and the role that it played throughout the novel. Candidates pointed to it being the driving force for her changing jobs from tram operative to concentration camp guard. There was consideration too of the role of illiteracy during her trial, and how this affected the outcome. A number of essays dealt effectively with the key idea that illiteracy itself was not so much important as the fear of stigmatization arising from Hanna's fear of being discovered to be illiterate and that moral and intellectual awareness are smothered by the preservation of a social mask. Her desire for concealment of her illiteracy in the courtroom leads to evasion and self-incrimination. Candidates developed arguments to show that this strategy overrides any concerns for truth or moral concerns. Some candidates ably made the link between illiteracy as a phenomenon and illiteracy as a metaphor for an inability to construct a moral language, to develop a 'moral alphabet'. Some answers alluded to the morality articulated in *War and Peace*, but often did not develop this further.

Some candidates also pointed out that her later acquired literacy made no difference to her character and drew conclusions about her guilt.

On the question of guilt there was some interesting discussion of her deeds as a guard. There was clear condemnation of her actions leading to the death and mistreatment of camp inmates, and good points made about her perception of guilt. Quite rightly, many candidates mentioned her rejection of the prison sentence and Hanna's assertion that only the dead could understand her position. Fewer candidates could distinguish and develop the argument that society judged her, that Michael judges her (with emotional baggage and a certain bias attached), but that Hanna's self-perception or motivation is different (and ultimately only known by interpretation and inference). There was no mention of the information gleaned from the prison chief on Hanna's development (ceasing to wash, reading Holocaust literature), which would have better informed arguments on coming to terms with guilt. Some answers suggested that her suicide was an admission of guilt, though other more perceptive answers balanced this with her desire not to go out into society. Some candidates did not distinguish guilt with Hanna feeling guilt in their argument.

All the answers were cogently argued.

- C** There were some robust and engaging answers which focussed on varying types of guilt (theft, failure to see that justice was done in the courtroom, Michael's love for an arguably morally vacuous ex-prison camp guard), and these were developed thoughtfully, though not always with clear reference to the text.

Michael, through his reflections and biography, makes the reader aware of not only his love of or lust for a former SS guard, but also of the interlinking of his physical experiences of violence, sex and manipulation. Candidates could usefully have developed their points on psychology to reflect on Michael's psychology and personality, though there were a few answers which were astute on the importance of the role of physicality in/on Michael's mind. One of the important points made by candidates was the generational conflict (Part 3) and the realisation that Michael's role in the affair was not passive, and this echoes feelings of guilt felt by the post-war generation in Germany.

As a guard, Hanna was able to establish her own authority in forcing camp inmates to read to her. Some candidates were able to point out the inversion of the power relationship in the outside world where the literate have an advantage over her. Few went on to establish the link that Michael was serving the same purpose in having to read to her; what he and the camp inmates have in common is the instrumentalisation of their abilities by Hanna and manipulation and domination by her.

The narrator's standpoint, or, more specifically, the unreliability of the narrator, was alluded to but could have been developed further in argument. The story is written from his standpoint and moves between the interconnected present-day reflections and impressions of past events and experiences. Michael has, in his way, become dependent on her emotionally (lover, mother-figure, etc.) and the fact that he cannot distance himself from Hanna is key to his tendentious approach and colours his story and feelings of guilt.

All the answers were thoughtful and indicated a good understanding of the text, though candidates were not always successful in backing up their assertions with close reference to the text.

