

GERMAN

Paper 9780/01
Speaking

Key message

In order to do well in this examination, candidates should:

- in Part I, consider the issue raised in their chosen article and their own reaction(s) to it
- in Part II, choose a subject which genuinely interests them and which clearly relates to a country where the target language is spoken
- in Parts I and II, be prepared to take the lead in the conversation
- in Parts I and II, be ready to engage in natural and spontaneous discussion.

General comments

The Speaking Test was tackled with a high degree of success by most candidates. They approached the tasks with confidence and, due to their extensive preparation, were able to cope with its demands without major difficulties. All candidates were familiar with the format of the Test.

Part 1: Newspaper article and related themes

Four articles under the general headings of Equality of opportunity, Family, Cultural life/heritage and Young people were offered, with candidates choosing one at the start of the preparation time. The themes of all four topics proved accessible to candidates and they presented a large range of creative ideas and personal views. The articles on Family and Young People were chosen slightly more frequently than the other two.

Candidates made good use of the opportunity given to them during the preparation period for making brief notes. These notes can be used as prompts or reminders during the Speaking Test, but will in no way hamper a spontaneous and genuine conversation.

The format of the first part of the Test caused few problems, because most candidates had been well prepared by their Centres and knew what to expect. After choosing an article in the initial part of the preparation period, candidates then prepare for the Test, knowing that they are expected first to give a brief overview of the article, then to offer views on issues arising directly from it and finally to comment on broader issues related to the general topic heading. While candidates need not be specialists in the topic discussed, they are expected to be able to give an opinion that is underpinned by some knowledge of the topic.

It is pleasing to report that the vast majority of candidates took the opportunity given by the texts to discuss issues at a high level and almost all conversations were impressive in their own ways. Candidates showed good to excellent understanding of the articles and the issues discussed in them. Similarly, most were able to score high marks for Range and Accuracy as well as for 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. All made good (in many cases excellent) attempts to lead the conversation. It is worth noting that all aspects of the mark scheme encourage candidates to converse with fluency and spontaneity while using a range of complex vocabulary and structures. For top marks one expects the candidate to take the initiative in developing and expanding the discussion.

Card 1: 50 Jahre Gleichberechtigung – Was hat sich getan?

Candidates who chose this article summarised it without difficulties. Questions on the text covered issues on equality, such as the fact that women still are not as influential as men in the world of employment, that more women work part time and that women are paid less than men for the same work. The wider issues covered included: traditional gender prejudices; typical jobs for the respective genders; the question of whether equal

rights between the genders will ever be fully achieved; discussions about the difference between equal rights and equality and, in some cases, opinions held in various countries and religions.

Card 2: *Immer weniger Babys in Deutschland!*

Again, summarising the article caused few difficulties. Questions on the text covered ways in which young families can be encouraged to have children (financial assistance or better child care provisions?), different ways of assisting young families, and possible reasons for the current decline in the German population. Wider issues included: the conflict between traditional gender roles and the desire for women to have careers; changing family patterns; discussions about the respective merits of nuclear and extended families and the frequent breakdown of family life and the potential reasons for this.

Card 3: *Das kulturelle Erbe Deutschlands im Internet*

Summaries of this text were mostly excellent. Questions on the text discussed the potential advantages of a digital library of Germany's cultural heritage, the importance of culture for a country, and the respective advantages of visiting a virtual museum as opposed to really seeing the artefacts directly. Wider issues included discussions as to what constituted culture, whether one can learn from one's cultural heritage and whether culture is becoming less important in our hectic world.

Card 4: *Die Schule schwänzen*

Again, candidates who chose this article were able to summarise it without difficulty. Questions on the text covered possible reasons for truancy, peer pressure and exam stress or boredom at school. Wider issues involved discussions about the value of a good education, problems for young people in our time and the conflicts they might have in finding meaning in their lives.

Part 2: Prepared oral topic

Most candidates performed very well in this section of the Speaking Test. The only restriction on candidates' choice of topic is that it must relate to a target language country and must not be on any of the texts/films prescribed for Paper 4. The large majority of candidates had researched their chosen topics diligently and had become experts in that area. Often the topics chosen reflected personal interests and passions, and consequently candidates showed commitment and depth in their discussions. Themes were discussed maturely and often with finesse.

Candidates were invited to first give reasons for their choice of topic. The discussions then followed the headings chosen previously. Almost all candidates had excellent factual knowledge at their fingertips. In addition, they coped well with unexpected questions asking for clarification and personal opinions. Many of the discussions were impressive in terms of content and linguistic competence. Good factual knowledge was usually matched by an ambitious range of language and structures, as well as authentic pronunciation and intonation. The range of vocabulary offered by candidates was also impressive in most cases.

Topic titles included historical figures and historical events, various aspects of music, the arts and film, in-depth discussions on literary texts, political and current affairs issues and environmental topics. The following specific titles (in no particular order) may give an impression of the breadth of choice:

- *Schweizer Schokolade*
- *Heinrich Heine*
- *Die Verwirrungen des Zöglings Törless*
- *Ludwig van Beethoven*
- *Erneuerbare Energien für Deutschland*
- *Die Erhebung Tirols*
- *Der Film „Die Welle“*
- *Albert Einstein*
- *Cannabis in Deutschland*
- *Die Meistersinger von Nürnberg*
- *Das Ruhrgebiet*
- *Brechts Dreigroschenoper*
- *Kernkraft in Deutschland*
- *Wolfgang Amadeus Mozart*
- *Der Baader Meinhoff Komplex – Film und Wirklichkeit*

- *Multikulturelles Deutschland*
- *Die Hochzeit des Figaro*
- *Das Olympia Attentat 1972*
- *Ernst Ludwig Kirchner*
- *Papst Benedikt XVI*
- *Der Komponist Robert Schumann*
- *Die Rolle des Punks in Deutschland*

Communication with all Centres prior to the exam was efficient and effective. Agreement about exam dates was reached very early and all candidate topic sheets were communicated to the Examiner in good time. This efficiency in communication considerably reduced stress on the actual examination day.

Finally, there is no doubt that candidates had taken a great deal of care to prepare in depth for this examination. Their hard work, enthusiasm and readiness to interact with an unknown visiting Examiner were evident throughout, making what might have been a nervous situation into a highly successful dialogue.



GERMAN

Paper 9780/02
Reading and Listening

Key messages

In order to do well in this examination, candidates should:

- focus only on the required information and communicate it precisely in their answers
- pay particular attention to conveying the required information to the examiner in unambiguous language.

General comments

In the Reading part of the examination (**Part I**), candidates are expected to answer two sets of questions, one in German, the other in English, as well as to translate a short passage from English into German. For the Listening part of the examination (**Part II**), candidates listen to three recorded interviews in German and then answer two sets of questions, one in German, the other in English. For the third interview candidates are required to write a guided summary within a strict word-limit. The questions are carefully worded and make considerable demands on candidates' levels of comprehension. The lexical and grammatical challenges of answering questions in the target language are complemented by the attention to relevance and accuracy required for the answers in English. Overall, this year again the candidates performed very well and achieved good results.

Comments on specific questions

Part I – Reading Text 1

Candidates generally did fairly well in this exercise, even if **Questions 2** and **5** caused some difficulties.

Question 1

The idea of the temporary quality of Julia's job was taken on board by most candidates and generally answered correctly.

Question 2

A number of candidates struggled with this question, in particular with the seemingly contradictory *ungewöhnlich* and *typisch* which they found difficult to reconcile. The concept of being overqualified had to feature, as well as the idea that Julia's situation is typical for many young people nowadays.

Question 3

This was generally answered correctly.

Question 4

This was generally answered correctly.

Question 5

Although the majority of candidates understood the principle of the older generation having an advantage over the younger one, there was some confusion as to what exactly Dr. Jörg Tremmel finds unjust.

Question 6

This was generally answered correctly.

Question 7

Most candidates picked up on the idea of the negative impact of the employment market on young peoples' plans. A number of candidates, however, did not make direct reference to the postponement of plans with words such as *später* or *verschieben*, which cost them a point.

Part I – Reading Text 2

Candidates did particularly well in this exercise, with only slight problems with **Questions 10** and **11a**.

Question 8

This was generally answered correctly.

Question 9

This was generally answered correctly

Question 10

- (i) Most candidates produced the correct answer to the first part of this two-part question, naming either the rise in production costs or the fall in the value of the euro against the dollar as the first factor contributing to the rise of the cost of computers.
- (ii) The second part of the question proved a little more difficult and a number of candidates failed to name the link between the slowdown in production of computers and the scarcity of the product as the second factor.

Question 11

- (a) A number of candidates only named one of the two methods manufacturers of computers use to indirectly raise their prices. Most of them stated the fact that the new versions are equipped with a smaller memory or a lower speed, but they often omitted to state either that the price remains the same, or that customers are not getting the same value for money.
- (b) Here most candidates correctly came up with the idea of price comparison, but in order to obtain the full two points two different methods had to be specified of how this comparison is achieved, namely by using Internet search engines or price comparison websites, or by being patient.

Question 12

This was generally answered correctly.

Part I – Reading Text 3

The translation into German requires a good range of vocabulary and a high level of grammatical accuracy. Considering the difficulty of the task, the majority of candidates performed remarkably well this year.

Question 13

None of the vocabulary caused serious problems, even if some candidates chose the wrong translation of *to mean* given the context, namely *meinen* instead of *bedeuten*. A number of candidates translated *worried* with *unberuhigt*. A surprising number of candidates struggled with the adjective *worse* which was mostly translated as *schlechter* or even as *schlecht* instead of *schlimmer*.

In terms of grammar a number of candidates were unsure whether to apply the subjunctive form of *haben* after *Er macht sich Sorgen, dass er vielleicht nicht genug...* This resulted in a whole range of incorrect attempts at the subjunctive, such as *haben wäre*. A high proportion of candidates found it difficult to observe the correct word order for *er wird müssen*, and used *werden* in the infinitive instead, which resulted in the

incorrect ...*dass er die Preise vergleichen werden muss*. Some candidates used *vergleichen müsste* instead of the future tense *wird vergleichen müssen*.

Part II – Recording 1

Candidates generally scored high marks with this exercise, although there were a few problems with questions 16 and 17.

Question 14

This was generally answered correctly.

Question 15

This was generally answered correctly.

Question 16

A large number of candidates omitted to say that the cost of 10 € for an e-book is merely an approximate value. A few candidates got confused as to which of the two – printed book or e-book – is cheaper.

Question 17

The majority of candidates understood what the question was aiming at. Quite a number of them, however, failed to answer the question correctly, because they stated the problems rather than proposing a solution for them.

Question 18

This was generally answered correctly.

Question 19

This was generally answered correctly.

Question 20

The survival of the printed book in competition with e-books was given as the correct answer by most candidates, but some of them omitted the comparison with previous survivals of the printed book in the past.

Part II – Recording 2

This exercise was generally answered well by most candidates.

Question 21

This was generally answered correctly.

Question 22

This was generally answered correctly.

Question 23

In order to obtain a point, it was not sufficient to answer this question with 'too little time', as some candidates did. They had to specify that Hilary Hahn is busy with her work, or busy travelling for her work.

Question 24

- (i) Generally this was answered correctly, but some candidates wrote that Hilary's teacher was like her grandfather, whereas he was like a grandfather figure for her.
- (ii) This was generally answered correctly.

Question 25

This was generally answered correctly.

Question 26

This was generally answered correctly.

Question 27

This was generally answered correctly.

Part II – Recording 3

The summary in English of Recording 3 is a challenging exercise. Candidates must be mindful to adhere to the very tight word limit and they must make sure that within that limit they cover all four bullet points. A small number of candidates lost valuable points by exceeding the word limit.

Question 28

- *Germany's current recycling record*

A total of 3 points could be achieved for an answer which took account of all aspects of the bullet point. Several candidates omitted at least one of the three following elements of the full answer: namely either that Germany's recycling record currently stands at 63%, that this is a reasonable rate, or that it still needs to be improved, since 24 million tonnes of rubbish a year are still being incinerated in Germany.

- *More effective use of bins for separating out waste*

This was generally answered correctly.

- *Impact on cost of refuse collection*

This was generally answered correctly.

- *The role of government*

Within this bullet point candidates were required to make reference both to the fact that the German government is not ambitious enough with its recycling targets and that a rate of 85% should be aimed for. A significant number of candidates were confused by the current quota of achieved (63%) and the target of 65%, which would make for an increase of only 2% in ten years.

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Paper 9780/03
Writing and Usage

Key message

In order to do well in this examination, candidates should:

- in Part I, choose a title on which they have something to say and for which they have command of appropriate structures and lexis
- in Part I, plan their essay to produce well-structured and persuasive arguments
- in Part I, write complex sentences when appropriate, but without losing the thread of the argument
- in Part II, read each question carefully and make sure they understand the sense of the sentence(s)
- in Parts I and II, carefully proofread their responses.

General comments

In this part of the examination candidates are expected to demonstrate both the ability to compose an extended piece of writing in German and an understanding of how to apply grammatical structures accurately. In Part I (*Discursive Essay*) candidates are expected to demonstrate a good knowledge of the topic area referred to in their chosen essay question, illustrating the points they make with an appropriate mixture of description, analysis and evaluation. In Part II (*Usage*) candidates have 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 (40 marks)

In Part I, successful candidates planned their essay and then structured their thoughts into a coherent, relevant response. There were a few candidates who omitted the planning stage and plunged straight into their essay, which led in some instances to deviations from the title or to repetition.

Focus on the terms of the question: Most candidates engaged very well with the terms of the question set and focused on the issues raised. Only a very few candidates wrote around the topic, rather than writing a clear answer to the question. The majority explored the main implications of the question, some developing their ideas into coherent arguments, and more candidates than last year wrote wholly convincing answers.

The essay titles are very carefully worded and candidates' first task when tackling an essay must be to decide what is expected of them. It also helps if candidates write the title of the chosen task at the top of the essay. This point was heeded by all candidates this year and it clearly helped remind them throughout the task whether the points they were making were relevant. Candidates also need to bear in mind that repetition of points made may increase the word count, but not the mark, even if these points are relevant to the question.

Structuring the essay: An essay should be seen as an argument, with the writer seeking to persuade the reader of the validity of the points being put forward. An argument must be properly structured, introducing the theme, presenting evidence and leading to a conclusion. A few candidates omitted the introduction or started their essay with what would effectively be their conclusion, while others did not come to any clear conclusion. Some wrote very long introductions, which covered most of the points they wanted to make, including a conclusion, which inevitably led to repetition further on in the essay.

Clear paragraphing also helps to structure a coherent argument: normally, candidates should use one paragraph for each main point they wish to make. Most candidates did use paragraphs, but the points they were making were not always coherent. This makes it more difficult for the reader to follow the argument.

Language: All essays were easy to follow, with almost all candidates able to apply German word order rules correctly, although a few lost themselves in very complex sentence patterns. The best candidates showed flair and style, whilst many were able to use idiomatic language correctly.

Examples of particular weaknesses:

- Use of *kein* e.g. *Es ist nicht ein Problem.*
- Anglicisms e.g. confusion of *Ding* and *Sache*
- Language not idiomatic e.g. *Sie werden Spaß machen.*
- Word order in complex sentence structures
- Spellings e.g. *Atomenergie ist besser als Öl oder Kohl.*
- In a few essays colloquialisms interfered with the formality of style required e.g. the use of *kriegen* or *wieso*

Examples of strengths:

- evidence in several essays of candidates beginning to develop a good writing style
- confident use of subjunctive and conditional
- some excellently structured arguments using a variety of rhetorical devices
- strong paragraphing, i.e. making the point, giving examples and then analysing and evaluating

Length: All answers were of good length with some candidates writing more than 450 words. This led to repetition or a few irrelevant sentences in some cases.

Question 1

- (a) Most responses were relevant. Candidates clearly felt strongly about this statement, which gave weight to their arguments in most cases. There was both agreement and disagreement with the statement and most points were made well and explained and evaluated to a high standard.
- (b) Most answers were well planned and well written, with relevant and topical examples as well as some detailed analysis and evaluation. A few essays relied on generalisations which were then not analysed or evaluated enough. Many answers to this question about nuclear energy showed that candidates had been keeping an eye on world news, and the best essays also displayed a good knowledge of current political debates in Germany. Some essays included a level of detail beyond what was necessary to achieve high marks, but of course this was the icing on the cake for some answers.
- (c) Several candidates selected this task. The best essays described how people spend their free time nowadays and offered opinions on these activities, but only a few candidates felt strongly about how people should spend their free time. Some answers drew comparisons with the past. Many essays pointed out the pressures at school and at work and considered the importance of free time.
- (d) Several candidates chose this statement, which triggered some eloquent responses. Candidates on the whole described, compared and evaluated well the advantages and disadvantages of intensive sports activities at a young age. Several candidates also demonstrated a good knowledge of the demands that sporting activities can put on a young person if they are ambitious and wish to progress either to high achievements or a professional career in sports. The best essays included strong opinions on the subject, which were backed up with good examples and facts. Some personal experience also featured with positive results.
- (e) This question might have led to a discussion of why people travel, the way travel can allow us to widen our horizons by experiencing new cultures, and the importance of travel for local job markets and business. Any responses tapping into the idea of showing respect for local people and cultures as well as for the environment would also have been appropriate.

Part 2

The majority of candidates did very well in this part of the paper. Candidates were well prepared and scored highly.

Übung 1

Candidates did well in this exercise. The focus here was on the correct verb form, and where the correct form was used the mark was awarded. A few candidates struggled with the word order in **Question 4** and several repeated the subject *ich* at the beginning of the second clause, thus becoming confused about the word order.

Übung 2

In this exercise the focus was on word order. A variety of answers were given for **Question 9**, most of which were accepted. Very few candidates changed *wir* to *sie*, which is what was expected here for reported speech. A small number of candidates did not start **Question 10** with the word in brackets as asked for in the rubric, which led to mistakes.

Übung 3

The majority of candidates completed this task very successfully. There was a typographical error in Question 24 where *sondern* was printed as *sondem*, and measures were taken to ensure that no candidates were disadvantaged as a result. Among the very few questions which caused confusion were **27** and **30**, where a few candidates chose the wrong answer. This may be connected with the fact that here idiomatic usage was being tested rather than grammatical knowledge. It is worth noting that the few candidates who scored lower on language in their essay and/or made mistakes in Übung 1 and 2, also tended to make errors in this task.

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Paper 9780/04
Topics and Texts

Key Messages

In order to perform well in this examination, 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 attention to the question
- take care to include analysis and argument, and avoid simply retelling the story.

General Comments

This was the second year of the new Pre-U examination and numbers remained broadly in line with last year's first cohort. Again the Examiners were impressed by the levels reached in candidates' responses to a range of topics and texts. It was evident that some of the comments in last year's report have been taken to heart by Centres and improvements were noted above all in the answers in English. There is no doubt that the overwhelming majority of candidates had engaged fully and critically with their topics and texts and that the educational experience has equipped them with a broad range of skills.

The stated aim of the Topics Section, of encouraging the acquisition of a broader cultural knowledge of the topic studied through the texts/films chosen, was clear to see in the vast majority of answers, with some candidates producing essays of a very high standard, if not quite the pinnacle of some of last year's answers (see The Example Candidate Response booklet). The best answers revealing detailed knowledge of the texts/films used as supporting evidence in a cogent and coherent line of argument aimed at the precise terms of the question, with the very best managing to interweave underlying thematic perspective and to look beyond the immediate material in order to enhance their interpretations. The level of language was again somewhat variable, yet in the main it was of a very high standard. A few candidates did make some rather basic errors (gender of *Film*, *Staat*, *Stasi* for example). A solid core vocabulary pertinent to the topic study should be learnt by candidates so that they are in a position to express themselves to the level required. Some words (for example *linientreu*) seemed to take candidates away from the precise terms of the question and candidates would do well to use the precise terms of the question in order to structure their own response. Candidates managed to strike a better balance when approaching two texts/films and also, either in conclusion or in the body of the essay, showed the ability to draw considered comparisons between the two works according to the terms of the question. Weaker candidates often had difficulty in writing a cogent introduction, one which tackles the question, or a conclusion to their argument, and tended towards narrative and padding in their responses. Candidates would be very well advised to answer on only two of the texts in each particular topic rather than attempt to answer covering three.

The stated aim of the Texts Section, of encouraging literary appreciation through detailed textual analysis, also produced a good range of responses. Lessons had obviously been learnt from last year and a good level was attained by a pleasing number of candidates. The best answers showed an excellent ability to organise material in direct reference to the terms of the question, showing 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. Quotations were used in a more effective way than last year and there were very few instances of misquotation. Direct allusion and/or paraphrasing were also employed to good effect.

This year there were very few candidates who attempted a context style question. The results were very variable, either proving very precise, critically engaged responses to the extract before broadening out to link the extract to the rest of the work; or very basic indeed, so much so that the level of knowledge of the text was questionable. Candidates responded rather more evenly to the conventional literature question, some showing high levels of analytical ability. As last year, on occasion some candidates did adopt a rather narrow approach to the question, especially when invited to agree or disagree with a view. Adopting a more critical approach is important, as is a considered plan made before putting pen to paper. In approaches to

some texts, notably *Der Vorleser*, there were notable omissions in a number of scripts. Overall, however, the standard of Topics answers was still slightly higher than that of Texts answers.

Candidates should be strongly encouraged to number each question carefully and note the number of the questions answered on the front cover of the answer booklet, for not all candidates did so. It would help if candidates would start a new side in their answer booklet for their second essay.

Comments on Specific Questions

Part I: Cultural Topics

Of the Topics questions, **Topic 2 Die Nachkriegszeit**, **Topic 4 Das Leben in der DDR** and **Topic 5 Die Wende (one candidate)** attracted responses. Reports will only be given on those questions attempted by more than one candidate.

Question 2 A

A small number of candidates attempted this question. The standard was generally high, with the best answers showing very good insight into the underlying themes tackled in the texts. In some answers the development of ideas struggled to reach beyond the depiction of everyday life rather than an engagement with the emergence of characters from the war. Very good insights were shown particularly in relation to *Das Wunder von Bern* and its link to the emergence of a new West German sense of identity.

Question 2 B

This proved the more popular question on this particular topic and was well done by many candidates. The best answers stayed focused on the economic situation of West Germany, looking into the deeper social impact it has on the characters involved. Weaker answers tended to make simple, sometime questionable, deductions (for example the symbolism of the *Waschmaschine* in Walter or the importance of *Brot*). Others were rather diverted by background history and as a result did not focus on the texts as much as they could have done. Again some basic vocabulary was less than secure as was the use of cases (*von die Wirtschaft, das Wirtschaftsleute*)

Question 4 A

This proved the most popular question on the paper and spanned all three texts. Almost all candidates displayed good knowledge of the source material and were able to discuss representations of victimhood, though not all targeted effectively the 'inwieweit' of the question. Some answers were effectively structured, and looked in turn at the film then the book; those answers which attempted to be comparative in each paragraph tended to be less cogent in their argument. A number of candidates had trouble with '*das Individuum*', understanding the term to mean 'individuality' and/or 'individualism'. Some candidates did not mention the endings of the works, particularly with regard to *Das Leben der Anderen* and Christa-Maira Sieland. The best answers also identified the importance of narrative perspective in responding to this statement. Candidates should ensure that they give a balanced view of each text

Question 4 B

This was also attempted by a good number of candidates. A good number gave reasonable answers to the question on friendship, and all drew a distinction between the representations in the different texts. A number did not draw a line between '*Freundschaft*' and a romantic involvement and therefore lost sight of the terms of the question in places. Some answers were well informed and thoughtfully argued, drawing attention to the different perspectives of the source material. Weaker answers looked for examples of friendship without integrating detail and analysis, and dwelt (unhelpfully) on issues such as the difficulty of making friends with people from the West or the Berlin Wall as a barrier to friendship in generalized terms.

Quality of language: almost all answers were clear and unambiguous in their expression. There was a range of breadth of vocabulary and variable control of accuracy: at the top end candidates were impressive in their command of the language and their fluency, writing analytical essays with fluency and a degree of idiom. Weaker answers displayed a less firm handling of cases, verbs and adjective endings. The gender of some common nouns was not known (Film, Beispiel, Staat), and plurals, generally well handled, were also found to be testing (e.g. Opfer).

Part II: Literary Texts

Of the Literary Texts, only four texts attracted responses, *Die Judenbuche*, *Tonio Kröger*, *Leben des Galilei*, and *Der Vorleser*. Reports will only be given on those questions attempted by more than one candidate.

Question 7 B

There was a small number of responses to this question. Candidates did not always define the legal system nor identify the forces which expose its inadequacy. A serious omission which was evident was a discussion of the judicial system and/or a lack of critical engagement with the role which nature plays. The best answers did identify the principle of uncertainty which underpins the *Novelle*.

Question 7 C

A small number of candidates attempted this question. The best responses were wide-ranging with a sensitivity for the text when it came to pinpointing the role of 'landscape' in the *Novelle* and showed rich textual knowledge. Others offered a very limited their take on 'Landscape' to looking at one aspect of it, (the role of moonlight for example) and it is vital that candidates plan their response in advance, thinking through the terms of the question before putting pen to paper.

Question 11 B

There was a small number of responses to this question and they dealt very well with the different levels of seeing within the play, amply illustrating its significance within the play. Little exploration of the importance of seeing for the audience was in evidence and this key aspect, the critical engagement of the spectator, merited more discussion.

Question 11 C

This question attracted more responses and many candidates proved most effective in crafting a considered answer drawing on extensive knowledge of the play. The point that contradictions are caused by prevailing conditions (in accordance with theories of Epic Theatre) was not always made and hence the analyses tended to focus on the character of Galilei, rather than see either the wider social picture or the link to a critical engagement of the audience. Some candidates had difficulty engaging with the terms of the question.

Question 12 B

Answers engaged well with the question, and candidates generally agreed that reading was a means of manipulating people and power in the novel. Some candidates displayed a decent knowledge of Kantian *Unmündigkeit*, and interesting points were made about the extent to which there was enlightenment through reading, whilst others displayed little knowledge of this aspect of the novel, limiting their insights to Part I of the novel. Whilst most of the discussion centred on Hanna's actions, candidates were also careful to give consideration to Michael and his interface with literacy and reading (though few answers mentioned the recorded readings). Not all conclusions focused fully on the title however, and some answers gave rather more consideration to the 'tool of power' aspect. Some candidates had limited perspectives of the work as a whole and had seemed rather less certain of textual details of Parts II and III, when these are crucial to a reasoned response to the question.

Question 12 C

Some candidates displayed a good knowledge and understanding of the text and were able to argue, some persuasively, that Hanna's illiteracy weighed heavily in rejecting outright condemnation of her behaviour, though answers did not always develop a consideration of justice, morality and literacy in their discussion. Such answers were well illustrated from the text. Some weaker candidates did not locate the quotation or look at the brutality of Hanna with reference to the whole text, again limiting their response to Part I of the novel without a full engagement with the issues arising in the rest of the novel, issues which put Part I into perspective.