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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

GERMAN

GCE Ordinary Level

Paper 3025/01
Translation and Composition

General comments

The very best candidates produced sophisticated answers using complex German and consequently achieved very high marks indeed. Candidates are required to answer two of the three questions on this paper. **Question 1** is a *Bildergeschichte* in which candidates are given the outline of a story to relate. **Question 2** gives the candidates a choice of three open-ended scenarios to write about. **Question 3** (the translation) is totally prescriptive in terms of content and of language. Many candidates were well prepared for the exam and knew what was expected of them. A small minority, however, did seem to have difficulty with the level of German required and with how to approach this exam. All candidates would benefit from re-reading their answers both for accuracy and for meaning.

Comments on specific questions

Question 1

Candidates grasped the gist of the *Bildergeschichte* well and most were able to communicate the story successfully. Many candidates were clearly unfamiliar with vocabulary relating to sending letters and post boxes. A substantial number of candidates seemed unaware that *Die Beiden* should take the third person plural form of the verb and therefore *die Beiden waren/fielen* is correct. Weaker candidates often exceeded the 150 word limit and would be better advised to concentrate on quality rather than quantity. Candidates seemed unsure when to use *als*, *wenn*, *wann* or *während* and often chose inappropriately. The very best candidates used a wide range of structures to express complex ideas and even handled the pluperfect passive competently – impressive indeed!

Question 2

Option **(a)** was a popular choice. Most candidates were able to use the content suggestions to compose a satisfactory answer.

Fewer candidates attempted option **(b)** and those who did struggled to develop any kind of sophisticated extended discussion.

Many candidates chose option **(c)** and some related very lively dramas explaining why the friend did not arrive. Some candidates seemed unaware that *Freund* would refer to a male friend. As the question was asked in the perfect tense the answer was expected to use the past tenses.

Question 3

The translation tests a wide range of vocabulary and structures in a very prescriptive fashion. Almost without fail candidates fared less well on this question than on the other question they attempted. The evidence suggests that candidates wishing to maximise their marks would be well advised to consider the less linguistically prescriptive questions.

There was confusion over when to use *als* and *wenn*.

Some candidates did not use the accusative for “he noticed a big fish” – *er bemerkte **einen** grossen Fisch*.

Woher and *wohin* were frequently confused.

In “Josef wanted to know...” to know was often rendered by *kennen* rather than the more appropriate *wissen*.

Dolls and a stone also repeatedly caused problems.

<p>Paper 3025/02 Reading Comprehension</p>
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General comments

Very many candidates had been well prepared for the different parts of this paper. A large proportion of candidates achieved a good score and almost all candidates scored over half the marks available.

Comments on specific questions

Erster Teil

Most questions were answered very accurately by most candidates.

Question 2

Candidates who failed to choose the right answer tended to opt for C.

Question 3

Answer A attracted those who did not fully understand Schachspielen.

Question 4

Answer D had a few followers.

Question 6

Dagmar (Option D) does not do a lot to help, but the question asks who does "gar nicht".

Zweiter Teil

Both the passages chosen this year seemed to have struck a chord with candidates.

Hilda's desire to help families with difficulties now that her own children have flown the nest and the vocabulary used in the article were well within the knowledge of most candidates. Only **Question 24** frequently received wrong answers, with Petra Moske being offered as the person who chose helpers.

Relationships between parents and teenagers also seemed to be a subject close to the candidates' hearts, although the vocabulary was more testing and led to a number of candidates having to make guesses which often meant that their answers did not always match the question they were trying to answer.

Dritter Teil

As this very rigorous section is worth 20 marks out of 60 it is obviously the part of the paper which discriminates most. Very few candidates this year did very well and rather a high proportion ended with very low marks. The exercise involves advanced reading skills as well as accuracy in grammar and spelling and candidates need to bear this in mind as they train.