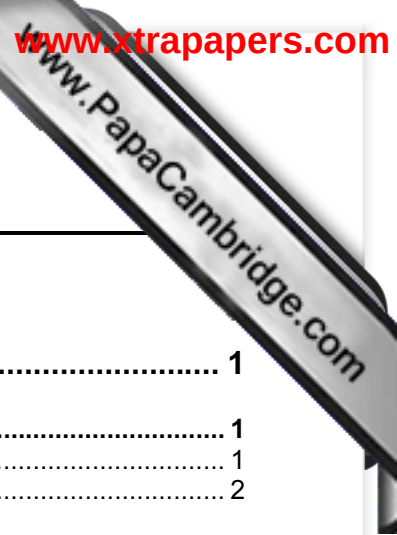




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FOREWORD

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

Candidates who had been well prepared for the rigours of this examination were able to make a commendable attempt at answering the questions. The weakest candidates could not construct a simple German sentence and at worst mixed German and English. These candidates communicated nothing and achieved extremely disappointing marks. All candidates would be advised to check their work carefully for such things as subject-verb agreement, correct use of the auxiliary verb, past participles, word order and spelling.

In terms of examination technique there was an improvement on previous years in that all candidates followed the rubric instructing them to attempt only two of the three questions. However, many candidates did exceed the 150 word limit for **Questions 1 and 2**. This can be disadvantageous as five marks are available for communication, and information communicated beyond the 150 word limit will not be rewarded.

Comments on specific questions

Question 1

The picture story is always a popular choice. The best candidates employed pleasing idioms and even used passive constructions. The convention of the picture story is that it should relate events which happened in the past, and therefore, the perfect and imperfect tenses are the most appropriate for this task. A few candidates seemed to be unaware of this.

This year the story hinged upon the idea that the two young people had travelled to the island by boat and had then set up camp. Many candidates struggled with the vocabulary required. Credit was given to *Boot*, *Segelboot* and even *Schiff* but not *Bott*. Some candidates managed to circumnavigate the issue and use *segeln* which was equally acceptable. Many candidates encountered difficulty again with the second picture when they needed to refer to camping in some way. It was also notable that a small but significant number of candidates could not express the idea of bad weather during the night. These areas of vocabulary seem entirely reasonable at this level and candidates should be encouraged to expand their vocabulary and also to think of alternative ways of expressing a concept when they encounter a demanding situation.

Question 2

- (a) A significant number of candidates attempted this question. Candidates would be well advised to take care to read the prompts provided, and to tailor their answer much more carefully to the prompts in order to obtain better marks for communication.
- (b) The conversation question proved the least popular, although a few more candidates attempted it this year and some of them were able to develop a lively discussion with use of humour. As for (a), candidates should take care to address all of the prompts in their answer.
- (c) The best candidates handled this question skilfully and were able to develop the situation. Once again candidates who did not respond to all the prompts did not achieve full marks for communication.

Question 3

Many candidates had difficulty with the demands of this question. The weakest candidates gained a few points for isolated examples of correct vocabulary but were unable to put together a sentence. The sentence of this translation was designed to ease candidates in gently and award some easy points. It is unreasonable to expect all but the very weakest candidates to be able to render "It was half past five - *Es war halb sechs*" into accurate German but this posed a problem for many candidates and set the tone for some very poor attempts at the translation. The stronger candidates were able to deal with the future tense and were familiar with stock phrases such as "have a good journey" and "good luck."

Paper 3025/02

Reading Comprehension

General comments

Candidates generally were well prepared for this paper and just under half scored at least thirty marks out of sixty. The first two sections of the paper were done well by a number of candidates while the third section (the Cloze-type test) did its usual task of differentiating between candidates.

Comments on specific questions

Erster Teil

Only **Question 1** showed a pattern of frequent wrong answers as many candidates were drawn to the wrong answer **C**, depicting a washing machine, in response to the stimulus: *Kannst du bitte heute abend schnell abwaschen?* instead of to the correct answer **A**, showing a bowl of dishes for washing up. The rest of the questions in **Section 1** were answered correctly by many and there were no other questions which showed such a strong attraction to any one incorrect answer.

Zweiter Teil

Erste Aufgabe, Fragen 16 - 25

Questions 16 to 25 posed few problems to those who read the text carefully. As in previous years, there were no attempts made to confuse candidates, so those who worked methodically through the questions in parallel with the text lost few marks. In **Question 22** the idea that the normal German school provides no healthy food was rejected and in **Question 25**, if candidates gave the correct answer, *in der/unserer Kantine* but added the incorrect information, *oder im Schellimbiss*, which follows on in the text, the mark was withheld as the addition invalidated the correct answer. Candidates should be encouraged to avoid copying more text than is required to gain the mark on each question.

Zweite Aufgabe Fragen 26 - 34

Questions 26 to 34, about a text on the subject of a group of students working together secretly to write a work of fiction and publishing it under a pseudonym, seemed in many cases to provoke more interest than the previous section. Again, candidates scored best if they worked through the text without looking for answers too far on. **Question 28** brought many long answers which finally scored for *Mordfall*. Any candidates who stopped at Sir Mortimer Pope were not judged to have answered the question: *um welches Thema?*

Dritter Teil

This section requires special reading, grammar and writing skills. Many candidates who had achieved good results in **Sections 1 and 2** found the Cloze-type test in **Section 3** very challenging. The reading skill required is of a higher order than in **Sections 1 and 2** and only answers that are totally accurate gain marks. Even if a suitable word is found it also needs to have the correct grammatical form and the spelling of the whole word must be totally correct. There are no half marks for good attempts.