

GERMAN

Paper 3025/01
Translation and Composition

General comments

There was a wide range of performance on this paper. The best candidates produced answers which included a variety of both language and structure and were able to achieve high marks as a result. Most candidates were well prepared for the examination and knew what was expected of them. Some, however, clearly found it challenging and lacked the basic vocabulary to cope with answering the questions they attempted. Candidates should be encouraged both to expand their vocabulary and to develop strategies to enable them to think of alternatives where they do not know a particular item of vocabulary. Virtually all candidates chose to answer **Questions 1 and 3**, although many clearly lacked the vocabulary to tackle the translation question.

Comments on specific questions

Question 1

Candidates had obviously been well prepared to write a *Bildergeschichte* and most were able to communicate the story successfully. It was not always clear from some candidates' answers who the individual characters were and candidates would be well advised to make sure they keep to what they know and to write as concisely as possible, as well as checking their work closely for accuracy of language. The convention is that the picture story relates to events in the past. The majority of candidates were able to use the simple past tense well but many had difficulty changing tenses and there was some confusion particularly between the future and the conditional, where used.

Question 2

All three options were chosen equally and most candidates were able to write imaginative essays. Where there was a clear choice, candidates were able to write in either the present or the past tense. This did, however, cause some problems when candidates changed inappropriately from one to the other, giving rise to confusion and a lack of communication.

Question 3

The translation question was reasonably done by many candidates, the main stumbling block being single unknown vocabulary items. Examples of lexical items which were problematic included: "adventure", "proudly", "continued", "looking forward to" and "stopped". Candidates were able for the most part to cope quite adequately with the grammatical demands of the passage, particularly in terms of word order.

GERMAN

Paper 3025/02
Reading Comprehension

General comments

Candidates performed well on this paper, resulting in an improvement in performance across the range of grades, on a paper judged to be of a similar level of difficulty to 2005. Attention is drawn in particular to better performance on Section 3, the cloze test. This is a task generally speaking that candidates find challenging and one which differentiates between them

Comments on Specific Questions

Section 1

Exercise 1

Most candidates scored at least 4 out of 5 marks here. A few were unsure about **Question 1** and went for option D, *Musikabteilung*, in response to the question as to where they would find a doll for sale.

Exercise 2

A number of candidates obtained full marks on this matching exercise and most performed well.

Exercise 3

Most candidates coped well with this exercise, a true/ false reading task based on a straightforward letter, and scored high marks.

Section 2

Exercise 1

Only candidates who had serious problems with reading longer passages lost many marks here. There are no marks awarded separately for language on this paper and candidates are not required to manipulate the language of the text: the important thing is to identify correctly the point in the text where the answer may be found and to communicate it fully and without contradicting themselves.

Some candidates responded to **Question 17** with *In Deutschland* only, which was incomplete. The correct answer was: *dass in Deutschland mehr passiert als man gedacht hatte*. In response to **Question 19** a number of candidates thought that the practice of young children having the right to walk out of class for a break **was** widely permissible, whereas in fact the opposite was the case according to the text: *An anderen Schulen geht so etwas nicht*.

Some candidates had difficulty with **Question 21**, erroneously adding a *nicht*, resulting in a statement that it was difficult for some children NOT to sit still for hours on end. Candidates did not lose marks for the lay-out of their answers: in **Question 23**, for example, the two points available were awarded provided the two points were mentioned even if they were on the same line: (i) *Es gibt mehr Ruhe* / (ii) *und bessere Konzentration im Unterricht*. This applied as long as the rest of what was written did not invalidate the correct answers.

Exercise 2

Only the best candidates continued to score high marks on this exercise. Some candidates found it difficult to match the question with the correct part of the text; some gave two answers which were too similar and were awarded two separate marks. Most candidates gained the comparatively easy 2 marks for **Question 28**. Many, however, were not alert to the fact that having failed to look at his bills the young man in the text had only a vague idea of how much he owed which made the concept of *mindestens*, i.e. at least, a significant part of the response to **Question 29**. A number of candidates similarly failed to go into enough detail in response to **Question 31**: *Warum sieht der Berater Christian als typischen Fall?* The somewhat bald statement that all young people have heavy debts was not enough.

Section 3

A higher proportion of candidates than usual proved able to score well on this exercise, which requires a higher order of reading skill than in **Sections 1** and **2**. At the same time there were still a number of candidates scoring very low marks. Close attention to accuracy is required in order to do well on this **Question**: where a suitable word is found it must also have the correct grammatical form. The level of reading skill required and the grammatical accuracy call for a good deal of practice on candidates' part.