

# GERMAN

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| <p><b>Paper 3025/01</b></p> <p><b>Translation and Composition</b></p> |
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## Writing

There was a wide range of candidates for this examination, including native or near native speakers of German. Most candidates were familiar with the rubrics to the questions and carried out the instructions correctly. A few candidates answered three questions when only two answers are required. This is not advisable as it obviously leads to difficulties in terms of time available and is likely to have a negative impact on the candidate's final mark.

Accurate use of tense and verbs was again an issue this year. A number of candidates used the present tense to narrate events in the past, which prevented them from gaining full marks for communication.

### Question 1 Picture Story

This question requires candidates to relate the events depicted using the past tense. The perfect tense, imperfect tense or a mixture of both are acceptable. As in previous years some candidates answered in the present tense resulting in reduced marks. Most candidates seemed quite familiar with the idea of camping and seaside activities and dealt better this year with specific items of vocabulary. There were some items of vocabulary that caused difficulty, notably ice cream, and the misuse of *Raum* instead of *Zimmer*, *Tafel* instead of *Tisch* and *als* to mean "as" or "since". Some candidates also had difficulty with the use of an appropriate verb. There were several good examples of the use of correct word order as in "*Plötzlich begann es zu regnen*" and many candidates also correctly used a good range of subordinating conjunctions such as *weil*, *obwohl* and *nachdem*.

### Question 2 Essays

Rather more candidates than usual attempted questions from this section. Candidates generally attempted to cover all five prompts and there was relatively little evidence of the prompts not being understood.

#### (a) *Ein Feuer in der Schule:*

This was the most popular of the questions in this section, with candidates able to demonstrate the ability to describe the panic caused by the fire and the subsequent arrival of the emergency services. However, some candidates clearly confused *Eltern* and *Lehrer* and many began their account by explaining, "*ich war in der Schule, als es ein Feuer gab.*" Candidates should ensure that they do not simply copy phrases from the question as credit is not given for this.

#### (b) *Ferien in Deutschland:*

This was the least well answered of the essay questions. The better answers included a variety of reasons to visit Germany and valid comparisons with holidays at home. Some candidates did not realise that this question called for a dialogue and simply wrote about whether they would like to go to Germany. Others had difficulty in avoiding using phrases from the rubric in their answers, often simply copying "*Ferien in Deutschland verbringen*" and "*fahren nicht gern ins Ausland*". Some candidates did not understand the word *Entscheidung* therefore did not come to a conclusion, which reduced their marks.

(c) *Kritik über einen Film.*

This was clearly a topic with which most candidates were comfortable and many good opinions were expressed in their answers. There was a tendency amongst candidates to dwell on the description of the film rather than their reaction to it, which was the more demanding aspect of the question. Few candidates mentioned their next visit to the cinema which required writing about a future event and which would therefore have enabled them to gain higher marks.

**Question 3 Translation**

There was evidence this year that candidates were coping rather better than in previous years. Indeed there were several examples of full or near full marks for some sections of the paper, notably the first paragraph. There were also many phrases which caused considerable difficulty to all but the strongest candidates. Many weak candidates struggled to do well on the translation question and scored considerably fewer marks than on the other questions. Certain vocabulary items proved challenging, including torch: *Taschenlampe*; slippers: *Hausschuhe*; burglar: *Einbrecher*, and umbrella: *Regenschirm*. Candidates also had difficulty with many of the verbs, particularly, “was fast asleep”, “took out of”, “broke” and “had woken”. Relatively few managed to complete the exercise with *Ende gut, alles gut!* although some had already successfully used the phrase when answering **Question 1**.

# GERMAN

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| <p>Paper 3025/02<br/>Reading Comprehension</p> |
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## General comments

Candidates' performance on this paper was in line with that in previous years. There was a full spread of marks, with a number of candidates achieving full or nearly full marks, in **Section 1** in particular. **Section 2** proved to be more challenging, though all candidates appeared to be familiar with the rubrics and the question types. **Section 3** posed the biggest challenge for all candidates, but even here candidates appeared well prepared for the layout of the exercise.

## Comments on specific questions

### **Section 1**

#### **Questions 1 – 5**

This initial exercise tests comprehension of short reading extracts by way of multiple choice questions. The correct answers had to be selected from four visual stimuli. This exercise posed very few problems and the majority of candidates were able to get off to a confident start, with most scoring full marks. Only **Question 3** caused any problems with some candidates thinking that *Rechnung* was the menu.

#### **Questions 6 – 10**

Most candidates also scored full marks on this exercise, where short statements about their home life needed to be matched to a list of places in and around the house.

#### **Questions 11 – 15**

Again, this exercise was well answered by most candidates. They were required to read a short letter and decide whether statements on it were true or false. The majority of candidates scored full marks here.

### **Section 2**

#### **Questions 16 - 23**

In this exercise, longer answers had to be produced in the target language in response to questions on a text about pocket money. The first question required candidates to identify the theme of the passage, which most did successfully. In some questions some candidates did not provide two different answers when required. In **Question 17**, for example, some candidates used *auszukommen* and *umgehen* to express effectively the same idea and missed out *sie beginnen es verantwortlich auszugeben* which was required for the second mark. Similarly in **Question 19** many candidates expressed the idea of acting independently twice, but did not mention *müssen nicht ständig bei den Eltern betteln*. **Question 20** was well answered and many candidates were able to score both marks. In most cases only a short phrase or, in some cases, single items of vocabulary are required to give a correct answer. This was true in **Question 23**, where candidates needed to identify any two of *das neueste Handy*, *die tollsten Sportschuhe* or *das allmodernste Videospiel* in order to score two marks. Some candidates added *man braucht* which had the effect of giving the opposite answer to that which was required.

### Questions 24 – 31

Again most candidates started well by successfully identifying two examples of packaging materials in answer to **Question 24** and there were several examples of correct answers to the first three questions in this section. Relatively few candidates identified the need to protect the goods in answer to **Question 27**, many mentioning instead the result of not keeping the goods fresh. **Question 29** also proved quite demanding. It was clear from many of the candidates' responses that the question itself was not always understood. Many did not mention *einen gesunden Mittelweg* and did not recognise that it was the *Strassen, Stadtmitten und Grünanlagen* which need to be protected.

### Section 3

### Questions 32 - 51

Most candidates were able to gain some credit in the first paragraph of this cloze test. Many found it a challenging task and did not score highly on it. The main difficulties were verbs and verb endings (**Question 34**, *gab*, **Question 44**, *reagieren / zugehen*, **Question 50**, *sein*) or identifying an appropriate item of vocabulary which would make sense in the context (**Question 37**, *als*, **Question 45**, *oder*, **Question 48**, *wenn*).

