

# **2000 HSC Notes from the Examination Centre German**

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# German

## 2 Unit Z

### Reading Skills

#### General Comments

##### **PART A**

The majority of candidates handled the questions in part (a) competently.

##### **PART B**

This section was handled quite well and candidates were able to demonstrate the understanding of a range of vocabulary and structures. Some candidates did not apportion their time wisely and were unable to adequately answer the last two passages.

Candidates are reminded to take their answers from the passage only, rather than relying on other information that they may believe to be true, but which has no relevance to the passage.

##### **Question 3**

Many candidates had difficulty understanding the first paragraph. Candidates did not always recognise who were the consumers of green tea, and the fact that consumption had risen by about 90% in Germany was overlooked by many.

The saying *Probieren geht über Studieren* was not understood by most candidates. Challenging vocabulary items included: *Ist...gestiegen, Wichtig, Der Unterschied, Brachten, Erkältung / Grippe, Überleben, der teuerste*.

##### **Question 4**

Some candidates did not include relevant detail such as *die bekannte Ringstra\_e, Schöne Berge* and *die alten Schlösser* as the plural forms.

Candidates should also be aware that words can have more than one meaning. In this passage *Geschichte* referred to history, not stories. Other challenging items of vocabulary included: *Reich, Ball* (not ballet), *In der Nähe, Germütlich, Teilen, Hochsommer, Jahreszeit, Schmackhaft* (from “*schmecken*”).

##### **Question 5**

Some candidates were confused in their responses to this passage. It is always advisable to read the English questions and identify the key words in the passage to assist comprehension.

A number of candidates were confused about the neighbours' reactions, wrongly presuming that the relatives were unconcerned about the old lady's bequest of her house to the cats while the neighbours were unhappy about it, when the reverse was the case.

Candidates were also required to recognise that the house was now one of the cleanest, not the cleanest of all.

Vocabulary which was poorly handled included: *Überrascht, Kaum* and *Tierarzt*.

### **Question 6**

Candidates are reminded that they must base their responses solely on the information provided in the passage and not on personal experiences or general knowledge.

Many candidates believed that the dog collar allowed the dog to go for a walk by itself and that the dog could talk to its owner.

Vocabulary items which proved difficult included: *Ampel, Stra\_enkarte, ...schnellsten und einfachsten Weg, Benzin, tragen* (here: “wear” not “carry”).

## **Writing Skills**

This year there was a range of responses and, even though there were some outstanding pieces of writing, the overall standard indicated some candidates were either ill-prepared for this section or ran out of time. Stronger candidates were able to use a wide range of vocabulary and manipulate complex language structures, including *wenn* and *weil* clauses, perfect tense, imperfect of *haben* and *sein* and correct German word order.

Candidates should ensure that they address the topic/cue lines given, rather than producing pre-learned texts which are often irrelevant.

Candidates should work with structures and sentence patterns that they know, rather than attempting to translate English sentences into German, word for word. They should also avoid long lists of repetitive vocabulary, as the aim is to demonstrate a variety of language structures.

In Question 7, cue lines (a) *Kommst du auch mit?* and (d) *Das war dumm!* were the most popular. Many candidates misunderstood cue line (e) and wrote about a birthday without addressing how it would be celebrated. Candidates should ensure that they have met the word limit and that they write 2 monologues/dialogues if attempting Question 7.

In Question 8, most candidates attempted (a). Many candidates did not understand the concept of *Reise*, and wrote about such things as a holiday job or what they did on the weekend.

Candidates are also reminded that they shouldn't borrow slabs of language from earlier sections of the paper. If they do, these sections will be disregarded as obvious plagiarism. An occasional vocabulary item, appropriately incorporated into the candidate's own text, is acceptable.

## Speaking Skills

### Section I – Gelenkte Gespräche

Generally candidates handled this section of the paper well.

#### Question 1

##### Cue I

Many candidates did not know the meaning of *aussehen* especially in its separated form, and therefore just talked about how many and what pets they had.

##### Cue II

Good candidates were able to extend their answers to this question by including when and why they got their pet. Only better candidates handled the *seit* construction well.

##### Cue III

*Wenn* clause was poorly handled. Most candidates had problems with word order and verb agreement.

##### Cue IV

It was pleasing to see the number of candidates who understood this question and extended it well.

#### Question 2

##### Cue I

Candidates need to organise their ideas so that they do not repeat their answers. In this question many candidates answered both cue 2 and cue 3 in an attempt to extend cue 1. This meant they either had to repeat themselves in cues 2 and 3 or floundered for something different to say.

##### Cue III

A number of candidates did not understand *sehen und machen*. Many candidates only listed things they wanted to see and used repetitive structures (eg *Ich möchte die Bergen, die Sehenswürdigkeiten sehen* etc.).

#### Question 3

This question was done particularly well, with candidates extending well and using a variety of vocabulary.

However, candidates had difficulty with the perfect tense auxiliary of certain verbs. Many candidates coped well with the simple past tense, ie *Wie war das Wetter?*

### Section II – Situationsgebundene Aufgaben

Most candidates provided interesting and varied responses. Candidates are advised that rephrasing the question cannot be awarded full marks. Accuracy is important, as well as setting the scene and extending beyond the words given in the cue.

Many candidates did not understand Question 3 and had difficulty with the separable verb *wegfahren*. Many also misunderstood the question to mean, “going on an excursion” rather than a “class trip away”.

## Listening Skills

Candidates' results in this examination reflected a wide range of ability.

Candidates should be encouraged to use the candidate's notes column and circle and arrow in anything they have not had time to transcribe which they feel is relevant to their answer. Some candidates underlined or highlighted the question words in each item question. This appeared to help these candidates to focus on the information required.

Candidates are advised to practise a variety of situations involving numbers such as prices, telephone numbers, times and weights.

- Item 1(b) Many candidates did not include the reference to *anrufen*.  
Item 3 *in der ersten Stunde* was often overlooked.  
Item 5 The speaker needed a lift to the repair shop to pick up his car. Better candidates extended the idea of a broken-down car to include the idea of picking it up after it was repaired.  
Item 9 It is important to be able to recognise umlauts in spelling of names.  
Item 10(a) *Ohren* was often confused with *Augen*.  
Item 13 Both the correct place and time was required.  
Item 15(b) The best candidates extracted three details from the alternatives. Those who expanded on each idea, ie not only mention "you are the best friend" but also "I could imagine / you could have" were rewarded.  
Item 11/17 Candidates who paid attention to cognates gained marks, eg "... *um die phantastischen Naturkontraste dieses Landes zu sehen* and *im Winter interessiert ihn Tennis überhaupt nicht*.  
Item 19(a) Many candidates misunderstood whose penfriend was being referred to.

Items of vocabulary and structures, which caused some difficulty: *anrufen, Post, Taschenrechner, Mathearbeit, in der ersten Stunde, Werkstatt, Rolltreppe, Augen / Ohren, grau, gemischtes, morgen, hell, mir vorstellen, weinen, Ampel, Strassenbahn, Wollmütze, interessiert, ueberhaupt nicht, lieber, eineinhalb Stunden, Tochter*.

## 2 Unit General

### Reading Skills

#### General Comments

Some candidates demonstrated a good global comprehension of the reading passages. However, a number of candidates could improve the technique of showing a global understanding of concepts in their answers. It is also extremely important, however, that relevant detail is not overlooked.

Candidates should read the entire passage and all of the questions before writing answers. This will benefit global understanding and assist candidates in forming their responses, as well as assisting candidates to know what information belongs in which question.

Candidates are reminded that questions can be answered in point form as long as important detail is not omitted. Candidates are reminded to read over their responses to ensure the required concept has been effectively communicated.

#### Question 1

Although candidates demonstrated a good understanding of this passage, they did not respond well to the general nature of the questions asked.

Part (d) proved problematic for some candidates. Candidates often began their answers using information from the second half of paragraph 2, giving quite a lot of detail, but then missing some of the concepts required for the answer in paragraph 3.

Specific vocabulary poorly handled included: *Ausstellung, Ausbildung, Kunst and Künstler, Jeh war gerade fertig mit, Glück zu versuchen, Winzig, Zuerst ohne Erfolg, Die Nase roll haben, Zeitung does not equal Zeitschrift, Fest angestellt, Es reicht (reichen) does not equal reich does not equal riechen, Praktikantin.*

Part (f) was poorly answered. Candidates did not refer to how Bettina felt about her income. Instead they gave information about sharing an apartment with a friend.

#### Question 2

Candidates would be well advised to read the titles of passages for important vocabulary such as “kite” and to reread all answers to avoid conflicting or ambiguous responses. In Part (e), it was important to note that the children were making kites.

The following vocabulary was poorly handled: *Drachen, jährlich, fest, erwarten, Fantasie, Schwarzfedern, Wunderschön, (der) Sieger, Puppenspieler, ...zeigten ihr Können, mit bemalten Gesichtern, Drachenbau.*

#### Question 3

Candidates demonstrated familiarity with the concept of computer games and how they operate.

Parts (c) and (e) were of a general nature and answers required significant detail. Although candidates were able to demonstrate a sound global understanding, a fair amount of detail is often still needed for full marks to be awarded.

The following vocabulary was poorly handled: *riesengro\_, riesig* not *Reise, ganze Häuser, fressen, Dschungel, Held, mehrere Ameisen, blutrot, au\_erhalb der Stadt, sich verdoppeln, Waffen, Königin* is not the same as *König, umringer, beschützen, Nahrung, Schutanzüge, Bildschirm, Spielläden.*

## Writing Skills

Candidates generally performed very well and were able to develop the cues into logical, and at times highly entertaining, pieces of writing. Many used a wide range of vocabulary and showed a good command of grammatical structures and syntax.

The cue line *Was? Schon wieder!* was not well understood, nor was the *ihr* in *Habt ihr gewonnen?*

Some candidates showed a good insight into foreign cultures and an awareness of German geography and famous sights.

The greatest problems encountered were:

- Candidates only writing one monologue/dialogue;
- Candidates using an incorrect text type eg a letter which often contained little relevant material;
- Incorrect use of past tenses;
- *wenn, wann, and als* were often confused; and
- Possessive pronouns were often mixed up.

## Speaking Skills

Candidates were generally well prepared for the Speaking Skills Exam. Many candidates were able to expand on their answers, providing interesting and relevant information. Correct use of word order is very important and communication should be fluent and without undue pauses.

### Situation 1: New girlfriend/boyfriend

- The verb *gefallen* was poorly used and *mögen* was often used in the incorrect form.
- Many candidates could not use *kennenlernen* and *treffen* in the past tense

### Situation 2: New house

- The verb “bought” was often misread as “brought”.
- Simply listing vocabulary items in the room was insufficient to gain maximum marks.
- The future tense was often ignored.

### Situation 3: Job Interview

- Some candidates did not recognise the need for the past tense.
- Candidates needed to listen carefully to the cue line in order to correctly answer the details about the job. Many responses did not address the issue of what they did.

#### **Situation 4: A party**

- The past tense of *einladen* presented difficulty to many, even though it was given in the question.
- Candidates often had problems expressing the future tense.
- To give a complete answer, candidates needed to avoid simply listing foods.

### **Listening Skills**

The majority of candidates performed well and provided detailed answers. Some knowledge of German culture was expected to answer certain questions well, eg Item 11, *Tiergarten* and Item 20, *Gymnasium*.

In those items requiring multiple details, candidates were expected to link concepts to specific examples and not simply provide lists of examples, eg Item 3 – “The houseboat has everything”, linked with at least one detail and Item 10 – to keep fit linked with indoor / outdoor pool, sauna, fitness room.

In the lengthier items, more capable candidates had an excellent grasp of the whole item, whereas weaker candidates focused on only one aspect of the item. Eg Item 13 – candidates who answered that the student was in court because he taped a telephone conversation, did not gain as many marks as candidates who included the detail that the student then sold the information to a newspaper.

Whereas most candidates were able to correctly write the telephone number in Item 8(b), many candidates had difficulty with the larger number in Item 6(b). Candidates should be prepared for a variety of numbers as they often occur in items as telephone numbers, times, dates etc.

The following vocabulary items and structures proved problematic for some candidates: *zweihundertzwanzig*, *Landschaft*, *sich erholen*, *Geschichtslehrerin*, *4050 DM*, misspelling of *Euroflug*, *Mitgliedschaft*, *sympatisch*, *aufstehen*, *Firma*, *Meer*, *Sitzecke*, *Zoo*, *Tiergarten*, *Strassenbahn*, *umsteigen*, *Richtung*, *vorgestern*, *Zeitung* mistaken for *Zeitschrift*, *schuldig*, *teilen*, *Fueherschein*, *bei Rot*, *Kreuzung*, *Seife*, *riecht nach*, *Haut*, *austrocknen*, *genauso ...wie*, *suess*, *mir vorstellen* mistaken for introduce, *Freiheit* mistaken for *Freizeit*, *Gymnasium* is not a gym or hall, *ganz anders*, *Noten* – marks not notes.



## 2/3 Unit (Common)

### Reading Skills

#### General Comments

This section was well handled on the whole by most candidates, even though there was often some confusion as to which information and how much information was required in a number of questions. Most displayed quite a good global understanding of the concepts involved. Candidates are, however, again reminded that attention to detail is still required.

#### *For Example:*

Question 1:

*...wird viele Male psychologisch getestet...* - is psychologically tested many times  
*Wir tun's durchschnittlich dreimal pro Woche* - we do it on average 3 times a week

Question 2

*Immer wieder bekam sie Absagen* - Again and again she was knocked back  
*... solange sie... einen fester job hatte...* - as long as she had...a steady job

Similarly, candidates should be aware of comparative and superlative structures and must ensure that they are adequately translated.

#### *For Example:*

Question 1

*...die beliebteste Freizeitbeschäftigung* - the most popular leisure time pursuit  
*...wird stärker beachtet* - is more strongly noticed

To ensure that answers are clear and unambiguous, it may be necessary for candidates to clarify and interpret information, rather than just give direct translations, which on their own may not clearly explain the concept.

#### *For Example:*

Question 1

*Darum werden Sie...entweder geradeaus oder rechtsherum geführt* - they are led either straight ahead or to the right (ie by the layout of the shops/aisles)

Question 2

*Simone fand ihn toll und glaubte ihm kein Wort* – Simone thought he was great and didn't believe a word he said (thought he didn't really love her)

The recognition and adequate translation of passive structures was often a problem, in particular in Question 1.

The following words and phrases caused difficulty for many candidates:

### Question 1

<i>beobachten</i>	to observe
<i>beachten</i>	to notice
<i>entsprechen</i>	to correspond to
<i>durch Zufall</i>	by chance

<i>anziehen</i>	to attract
<i>Durchschnittlich</i>	on average

### Question 2

<i>Anderthalb</i>	one and a half
<i>vor einigen Jahren</i>	a few years ago
<i>Kaum</i>	hardly, scarcely
<i>immer wieder</i>	again and again, repeatedly
<i>Absagen</i>	refusals
<i>Praktikartenstellen</i>	trainee positions
<i>B_rgerin</i>	citizen
<i>Schwerpunkte</i>	strengths, strong points
<i>konkurrieren</i>	to compete
<i>Sich lohnen</i>	to be worth it
<i>Sich freuen _ber</i>	to be pleased about

## Writing Skills

### Question 3(a) – Narrative

Better responses displayed a wide range of tenses, vocabulary and sentence structure, and were able to link the cues in a cohesive way.

### Question 3(b) – Letter

The majority of candidates displayed a good understanding of the letter and the standard of responses was generally quite high. As usual, the better responses displayed an excellent use of language, employing a wide range of relevant vocabulary, tenses and complex grammatical structures. The better responses also read as authentic replies to the Examination letter.

Candidates are strongly advised not to include pre-learned material. Trying to translate a response from English to German should also be avoided. As this section is a test of writing skills, candidates should be aware that consistently poor spelling and punctuation can have a detrimental effect on the overall impression.

Some common mistakes included:

- *Meine Mutter geht/ist besser*
- Confusion between *Konnte* and *Könnte*
- Incorrect use of *da\_* and *das*
- Inconsistency in the use of the forms of address *du*, *Sie*, and *ihr*
- Incorrect use of the umlaut on basic words eg *höffentlich*, *Kätze*, *Hünde*
- Weak v strong past participles
- *Ihr* form of the verb
- Candidates not recognising *die Diebe* as a plural noun

## Speaking Skills

The 2/3U oral examination tested a good variety of topics, which allowed for a wide range of vocabulary, structures and tenses to be presented.

### Situation 1

The more capable candidates gave elaborate, detailed answers whilst weaker candidates simply listed adjectives or gave simplistic and brief responses. Many candidates had problems with the use of personal pronouns.

### Situation 2

This was challenging for most candidates. The varied use of tenses and / or the passive voice were required. Many candidates did not expand on their answers, as they appeared to have difficulties with the content.

### Situation 3

Many candidates performed well in this situation.

### Situation 4

This situation was more demanding of candidates, as it required the extensive use of the past tense and the future tense. Candidates had difficulty in expressing the following: *Helpen + dative*, Elderly neighbour, *geholfen* and other past participles.

### Situation 5

Some candidates tended to list sites in English without expanding on them in German. Many candidates were inconsistent in their use of *Sie* and *du* within this situation.

## Listening Skills

Vocabulary and expressions commonly misunderstood included: *Schlagzeug / Trommler, die Ostsee, umrundet, so harmonisch wie noch nie, das Handy, der Stra\_enrand, die Stelle, klappen, die Überstunden, Stipendium, Hundehütten, entspannend, Hausarrest, Plaudern, die Bewerbungen, das Fensterputzen, der Kontostand, Lottoscheine*

In Item 9 many candidates did not recognise the significance of *Stadtreinigung* and this had an impact on the second part of the question, when they mistranslated *Mitarbeiter* as “colleagues” instead of “employees”. In Item 14 it was important to mention that the unusual gifts on sale could be bought without worry or fuss etc ( *ohne Sorgen*) from the Internet.

## 3 Unit (Additional)

### Reading Skills

Many candidates found this comprehension challenging. Candidates often had difficulty coming to terms with the general nature of the questions and many compensated for this by virtually translating the whole passage. Candidates should limit themselves to answering the question asked, including relevant detail.

Vocabulary and expressions which presented difficulties included:  
*Bildung/Ausbildung, Realschule, Gymnasium, Schulbesuch, berufliche Ausbildung, Ausbildungsabschlu\_ , zu sätzlich, bei der einheimischen Bevölkerung, unterrepräsentiert, Familien zogen nach..., Zukunftsaussichten.*

The double negative in the clause *sich nicht zuletzt auch negativ auf die Integration auswirken* caused problems for some.

Candidates sometimes omitted relevant information eg *nach der Schule ist Schlu\_ und die wenigsten erlernen einen Beruf*. Many candidates only addressed the first part of this statement, while all was relevant. *Stark abhängiger von – stark* was often overlooked but was relevant to the answer.

Many candidates found it difficult to work out if multicultural experiences were an advantage or an obstacle to be overcome.

Candidates should always allow (if possible) the necessary time to check their work for correct English expression. They should also ensure their answers are not too vague and generalised, eg *einen Beruf erlernen* is not “take a job”.

### Writing Skills

The overall quality of responses was good, although candidates found question (b) challenging. Most candidates were able to demonstrate knowledge of correct essay form (introduction, body of argument, conclusion). Better responses were able to employ a wide variety of vocabulary, tenses and complex sentence structures.

Candidates need to be reminded that their responses must be relevant to the topic. For example, in the question *Die Jugend ist unsere Zukunft*, some candidates tended to reflect on what is wrong with the world or the problems that young people face today, rather than the contribution that young people can make to the future.

Candidates should also allow time to proofread their essays. Careless errors like subject-verb agreement, spelling, incorrect use of *umlauts* and punctuation (especially commas) can detract from the overall impression. One very common mistake was the use of *beide* instead of *sowohl ... als auch!*

## Speaking Skills

Most candidates were able to attain a solid standard in this examination and were essentially familiar with the range of topics presented in the questions. However, it was noticed that this year there was less awareness of the structure and level of expression required for an appropriate 3 Unit response.

Candidates should be reminded of the following:

- The structure of the argument is important. There should be a clear introduction, body and conclusion. Points should not merely be listed but developed with relevant examples and the conclusion must derive logically from the preceding argument.
- The argument must address all aspects of the question. Bear in mind that a balanced argument is desirable.
- Relevance to the question is of paramount importance. Candidates should avoid going off on tangents. This can waste precious time leading to the main issues not being addressed.
- Candidates should avoid rote learning slabs of information. It is very difficult to adapt a pre-learned response to suit the demands of the questions as they are phrased in the examination.
- To answer a question fully at 3 Unit level, it is expected that candidates will demonstrate a range of more analytical expressions and be able to manipulate the language at a more sophisticated level.
- Candidates should avoid repetition of language, content and structures within and across the three questions.
- Candidates need to avoid exceeding the time limit.
- Candidates should be seated directly in front of the microphone in order to ensure clear communication. A garbled, indistinct response is detrimental to the impression created. Candidates should also refrain from speaking too quickly.

### Use of Candidate's Notes

The purpose of writing notes is to assist candidates to organise their thoughts during the preparation time and to provide a prompt or stimulus during the examination. Key words should be written not whole sentences. Candidates should bear in mind that the instructions state: "Candidates may make brief notes during the examination but they must NOT read directly from them".

### Specific Comments

#### **Question 1** *Heutzutage leben viele Paare zusammen ohne zu heiraten. Was halten Sie davon?*

This question was attempted by most candidates. There was a tendency to dismiss marriage as an antiquated tradition in modern society. The emotional factor was widely ignored. Some candidates mistook living together without being married to mean sharing a flat while studying. Better candidates recognised the need for presenting a balanced argument in which the advantages and disadvantages of both institutions were discussed and evaluated.

#### **Question 2** *Ältere Leute tragen viel zu einer Gesellschaft bei. Was meinen Sie?*

Although many candidates were familiar with the topic of *ältere Leute*, there was a recurring misinterpretation of the word *beitragen*.

**Question 3** *Das intensive Sporttraining ist der Mühe wert. Was meinen Sie?*

Many candidates did not address the aspect of intensive training, focussing instead on sport and general fitness. At times the discussion centred on the positive and negative results of sport rather than the value of intensive training. Better candidates recognised that this question implied discussion of the rewards or disadvantages of such training.

**Question 4** *Das moderne leben ist nicht gesund. Sind Sie dieser Meinung?*

This question was well answered in general.

**Question 5** *Was sind die Vor-und Nachteile der Werbung im Fernsehen?*

This question was answered well. Candidates are reminded that the word *Werbung* refers to the concept of advertising, and that television commercials are known as *Werbespots*. Some candidates spoke only about television, not realising that the question was about advertising on television.

## Listening Skills

Candidates need to express themselves clearly and unambiguously and must make sure that they answer in acceptable English.

The following words and phrases presented difficulties to many candidates.

**Item 1**

*Dreiecksform* means ‘triangles’ (not ‘3 corner forms’).

**Item 2**

*Die vorhandenen Stromleitungen* was not understood by the majority of candidates. Candidates often recognised *effizient* but missed *zuverlässig*.

**Item 3**

*Gesundheitsschädlich* – candidates were required to specify that smoking was damaging to one’s health, not just bad for you.

**Item 4**

*3 cm auf Kragenhöhe* was 3 cm above the collar, not 3 cm from the scalp.

**Item 6**

*Falten* are wrinkles, not ‘folds’, ‘faults’ or ‘flabby skin’.

**Item 9**

*...sich schlechter von Krankheiten erholt* referred to recovering from illness, not getting sick more often or getting worse illnesses

**Item 10**

In the context of the passage, *eine sichere Kindheit* meant a ‘secure childhood’, not a ‘safe one’.

## Options

### Film Option

#### General Comments

Most candidates handled the film option question well. It was pleasing to note the number of candidates who had a good understanding of the politics of the time.

#### 2/3 Unit (Common) Course – Question 8

Candidates needed to draw parallels between the lives of Harold and Konrad (b), with particular emphasis on their political differences (ie active/passive) and the ending for both of them.

Some candidates did not expand sufficiently on Konrad's father's political beliefs (c), that is, that he was a supporter of the system (explained) as opposed to Nazism.

#### 2/3 Unit (Common) Course – Question 9

This question was well answered by the majority of candidates. Those who gave examples of how Konrad made compromises, or rarely resisted the 'system' or gave a good explanation of this 'system' gained the most credit. To comprehensively answer (c) candidates needed to discuss the differences between Konrad and Sophie in the following areas: politics, active/passive, love/career. Examples were also required.

#### 2 Unit General Course – Question 9

Candidates showed a good knowledge of Konrad. In (a)(ii), it was necessary to give examples of the differing political opinions. Simply stating there were arguments about the Berlin Wall was insufficient. *Abhauen* in (c), caused difficulty for some candidates although many were able to answer the rest of the question quite well.

#### 2 Unit General Course – Question 10

This question was generally well answered, with many candidates providing good detail about Alexander's role in the film and why he was visiting his father. In (d), it was important to show the significance of Alexander tying Konrad's shoelaces (eg emphasising Konrad's passivity).

### Song Option

The candidates were well prepared and handled the questions competently.

#### 2 Unit General – Question 5 “White Town”

Candidates demonstrated a good understanding of the theme, however some had difficulty translating the quotes. *Reden* was mistranslated as “read” or “run” and *aufziehen* was mistranslated as “cover”, which did not convey the correct image.

#### 2/3 Unit (Common) – Question 4 “White Town”

Some candidates gave very vague translations for the quotes and did not show an accurate understanding of the German.

The music question was particularly well handled and many candidates provided clear, succinct information on the melody, the singer's voice and the instrumentation.

## **2 Unit General – Question 6 *Heute so wie damals***

This question was generally well handled although some candidates mistranslated *Frieden* as “freedom” and did not understand *eine Schar*.

The music question was answered well, particularly regarding the singer’s voice. Some candidates, however, misinterpreted the last part of the music question and concentrated on the refrain rather than the interludes.

In part (a) some candidates did not cite the links from the song, particularly the title, which was the most obvious link. Candidates were required to show the nature of the change in the refrain in part (d).

## **Radio Plays Option**

### **Rache für Perro and der Pupp doktor**

Candidates generally showed a good understanding of the plot and characters of both plays and were prepared for the translation or paraphrasing of the quotations given in both 2/3U and 2UG questions.

In order to handle Option questions well, candidates should be familiar with the language of literary criticism, eg “context” and “significance”.

## **Short Stories Option**

### **General Comments**

Candidates should read all questions first, before starting their answers. Candidates would be well advised to spend time planning the answers. Candidates are reminded to keep in mind the wording used in the question and what answer it requires, eg who? how? compare; discuss; what techniques? Candidates need to support statements made with examples from the text. If they provide quotations in German to support arguments, candidates must demonstrate their understanding of the German by translation into English or an explanation in context.

### **Freitags wird gebadet**

Candidates’ understanding of the plot and characters was generally very sound. Better candidates gave more detail on themes, writer’s intentions and inter-relationships rather than simply retelling the story. Quotations were not always translated or were poorly translated. The idea of a strict family routine involving all family members as a close activity was not fully understood.

### **2/3 Unit (Common)**

- (a) Candidates did not always give sufficient information concerning the character of “Heinz”. Many only said that he was the son and the narrator.
- (c) The dual roles of the mother, the mediator vs the supporter/traditional role was often too simplistic.
- (d) This was poorly translated. Both parts of the question were not always addressed. The concept that the father had control over whether he was there or not, was often confused.



- (e) Candidates handled this question poorly. Candidates often focussed on stylistic devices and plot retelling. They gave examples of structure but did not link them to the writer's intention.

## 2 Unit General

Candidates often gave insightful answers but did not demonstrate specific understanding of the quotes.

- (a) This question required details about who Heinz is and his character.
- (b) Candidates did not always understand that this is said by Heinz' mother to reinforce what the father has already said.
- (c) Candidates were required to discuss all members of the family and how they interrelate.
- (d) Candidates did not always realise that Herr Knopke is the father's superior. He acts as a catalyst for all the events of that evening and the disruption of the routine.
- (e) Candidates had to comment on the routine of the household and how this affected the outcome of the story.

## Der Kopflose

Candidates' understanding of the plot was generally very sound, although some candidates did not get the sequence of the events correct at all times. Candidates must be familiar with and know the correct translations of key lines of the story, approximations were often inadequate.

## 2/3 Unit (Common)

- (a) This is a character question. Information about the plot etc is not needed until later questions. Responses were generally very detailed, but well answered.
- (b) *Hirngespinnste die ihn gequält hatten* – “figments of the imagination/mind which tortured him” was poorly translated.
- (ii) Some candidates missed the point that she could not go through with the promise because she had grown to love him too dearly. The details of what brought about this change were not often clearly expressed.
- (c) Some candidates missed the idea that rumours on causes of death (ie foul play) spread like wild fire.
- (d) Translation of *bewu\_t* = “aware” was not always well conveyed. Modessa's guilt in not fulfilling the promise was well understood. The explanation of how the coroner found Jeremie “not on his back” and therefore the conclusion drawn from this, often needed to be clearer. The guilt associated with Jeremie's selfishness and the relatives' greed and accusations had to be mentioned. Also the “catch 22” of Modessa being guilty of committing a crime versus being guilty of not fulfilling the promise was often ignored.
- (e) Candidates mostly responded well to the “horror techniques” especially the use of suspense. There were often many examples of similar techniques, which candidates should have grouped together. Eg imagery; sound and visual; examples of suspense; withholding information, such as the promise (What was it? Did she fulfil the promise?), the opening of the coffin and the findings.