

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

GERMAN

In 1995 770 students presented for the examinations in German, approximately the same candidature as that of the previous year. 172 students sat for the 3 Unit paper, 271 for the 2/3 Unit (Common), 177 for the 2 Unit General, and 150 for the 2 Unit Z paper.

ORAL/AURAL

SPEAKING SKILLS

General Comments

The majority of candidates seemed to be well prepared for the examination and, on the whole, the level of ability was very pleasing.

Schools are once again reminded to provide their candidates with the best possible recording facilities and environment. In some cases recordings were of poor quality due to a high level of background noise. If the recording is stopped at any point, a letter of explanation must be sent to the Board of Studies. Schools and examiners are also reminded to be guided by the Rules for the Conduct of the Examination. It is again emphasised that a pause of longer than 15 seconds between Situations will be penalised.

2 Unit Z

General Comments

Candidates who were awarded excellent marks used a variety of ideas and concepts in each Situation rather than repeating the same ideas. The more competent candidates gave at least three different elements in each answer and expanded on these, showing a wider range of vocabulary and sophistication of expression.

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Candidates should be encouraged to use more adjectives and adverbs in their answers.

Specific problem areas:

- Verb endings : *Er spiele Korbball*
- Possessive Pronouns : *Sie Hobbys sind.....*
- Interrogative Pronouns : *was, wann, wo, etc.*

PART A

Situation 1

The description of a friend was well done. Expansion of Hobbies and variation of ideas were needed here. The perfect tense was generally not handled well.

Situation 2

| | |
|-----------------------|--|
| <i>Wann?/Wo?</i> | Many candidates failed to answer both questions. |
| <i>Liebingsfächer</i> | Too many candidates failed to notice that this was plural. |
| <i>Sport</i> | A variety of vocabulary was needed, not just <i>ich spiele</i> . |
| <i>Uniform</i> | Generally this was handled competently. Candidates must ensure that they first describe the uniform and then give an opinion about it. |

Situation 3

This situation was well handled. Many of the problems that arose came from a misunderstanding of the question words - *was, wann, mit wem, wie*.

PART B

The majority of candidates were able to answer each item with two good responses.

Students are encouraged to expand as much as possible in order to gain maximum marks.

Pronunciation and fluency were of a high standard.

Students are reminded not to repeat the question in their answer, e.g. *Ich habe furchtbare Zahnschmerzen*.

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- Some had problems with qualifying expressions - *maybe, could be* and modal words *können, müssen*.
- Some stumbled over very basic words, e.g. days of the week.

Students are reminded not to ramble on about matters that are unrelated to the situation and will not be rewarded; this may, in fact, result in a poorer impression mark.

Some candidates did not realise that there were five Situations this year.

Specific problems encountered were:

Situation 1

Say you prefer swimming : candidates needed to use *Ich schwimme lieber* not just say that they like swimming.

Say you like to sleep in : this was not well handled.

Fit is not the same as *gesund*, thus things that one eats were not accepted for the answer to "Say what you do to keep fit".

Situation 2

"Say that you had an argument" : *wir haben gestritten/Streit gehabt/Krach gehabt* was not acceptable - *wir haben ein Argument/einen Kampf gehabt*.

"Say that could be a good idea" needed possibility, e.g. *vielleicht/das könnte eine gute Idee sein*.

Situation 3

"Say you spent 200 marks" : *gespendet/spendiert* were not acceptable.

Every Saturday : *jeden Samstag* **not** *alle Samstag*.

"Say that you earn 50 marks" : *ich verdiene/bekomme/kriege 50 Mark* **not** *ich mache 50 Mark*.

Describe the work you have to do : some candidates described the effects the work had on them or wrote about their workmates, e.g. *ich treffe viele Leute*, but failed to describe the actual work.

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Situation 4

- Say where you would like to study* : good German pronunciation was needed for the response to be acceptable.
- Explain that you were born in Australia* : *Australien* was needed here not *Australia*.
- ...but your mother is German* : *aber meine Mutter ist Deutsche (ist deutsch was accepted)*.

Situation 5

- Say that you get on very well with your grandparents* : *ich komme sehr gut mit meinen Großeltern aus/habe eine sehr gute Beziehung zu meinen Großeltern*.
- Three things you do to help around the house* : *any three things to help older people around the house were accepted*.

3 Unit Additional

Thorough preparation was apparent in most cases. Candidates showed their ability to use interesting vocabulary and expressions as well as a satisfactory degree of grammatical accuracy.

Students are again reminded to speak for a minimum of one minute and a maximum of two minutes in each of the three chosen situations as everything said after that time is disregarded. Those who did not answer the question but, instead, attempted to reproduce information related to the topic which they had learnt by heart, lost marks.

Question 1

Here candidates were asked to state an opinion and give reasons for it. It was insufficient to talk about the usefulness of computers in our society.

Question 2

This question could have been answered either by taking a clear stance (*ja/nein*) or by adopting a balanced view. Some candidates misread the question and spoke about *alle Leute* not *alte Leute*. They were given low marks.

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2 Unit General

The majority of candidates performed well on a paper which allowed them to display their extensive knowledge of German. It was rewarding to see the number who were aware of the need to give detailed answers to maximise their marks.

Multiple choice items were extremely well handled and many candidates translated well some German phrases which required thoughtful wording in English, e.g. *Tankwart, Direktorin der Sparkasse, ihre Jungen auf der Welt bringen, Direktwahltelefon.*

Items of vocabulary which caused greatest difficulty were:

| | | | |
|------------------|--------------------------------|------------------|--------------------|
| <i>leihen</i> | <i>kaninchen</i> | <i>weich</i> | <i>Eier</i> |
| <i>außerhalb</i> | <i>indianische Stirnbänder</i> | <i>Sparkasse</i> | <i>Klimaanlage</i> |
| <i>Delphine</i> | | | |

Candidates need to be aware of qualifying words, e.g.

| | |
|-------------------|---------------|
| <i>wenig Zeit</i> | <i>abends</i> |
| <i>mehr als</i> | <i>oft</i> |
| <i>stärker.</i> | |

Difficult items of vocabulary were:

| | |
|-----------------------|-------------------------|
| <i>kostenlos</i> | <i>nächste Apotheke</i> |
| <i>Anfang Oktober</i> | <i>Naturwunder</i> |

2/3 Unit Common

On the whole candidates coped well with this section of the examination. While a reasonable rendition into English was expected in the answers, many synonyms were accepted and students were not necessarily penalised for difficulties in translation. The following examples, however, show that accuracy is essential.

- Item 7 : Smokers can get *drops* from the chemist, **not** *capsules*.
- Item 10 : The people referred to were *short-sighted*, **not** *people who wear glasses*.
- Item 15 : The cars were *to stay outside the town*, **not** *to be left at home*.

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Although the pace of the examination was challenging, most students were well prepared and made a good attempt to handle all questions. Students are reminded to pay attention to accuracy when dealing with simpler items of vocabulary, numbers, etc. Errors can often occur when students are concentrating on complex vocabulary and fail to hear simpler more obvious details, e.g. in Item 4 in which *eight people were injured*. Effective use of the Candidate's Notes can assist in such cases.

- Items 7-9 : Many students based their answers on general knowledge rather than on details given in the items. Students should base their answers on the information given in the text rather than make sweeping statements based on general experience.
Vocabulary which proved difficult included:
Schadstoffe, Tropfen, schützt.
- Items 12 and 13 : The multiple-choice items were well handled and presented little difficulty for most students.
- Item 14 : This item was misunderstood by many students, who based their answers on general knowledge of phone cards and how to use them. Relatively few realised that the cards could also be used outside Germany.
- Item 18 : The numbers in this item and the words *Gegenstände, wert* and *bar* proved difficult for many.
- Items 19 and 20 : Both items were well answered by the majority of candidates; the spelling and phone number were given correctly by the majority.

3 Unit Additional

Most candidates were well prepared for this section and possessed a wide range of vocabulary. The pace of the examination meant that most students had to use note form in their responses to ensure sufficient time for all the relevant detail. Effective use of the Candidate's Notes to record key words is of assistance here.

Items which presented particular difficulty included:

- Item 3 : Many students did not understand that every second position (or 50% of positions) would disappear. A common misconception was that one person in two would lose his/her job. Students should also beware of writing nonsensical answers, e.g. saying that jobs would *fall away*.

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- Item 8 : Whilst most understood that the bank offered insurance, the fact that it was offered from the moment an account was opened was often overlooked.
- Item 9 : Relatively few students realised that Peter Hauptmann's record showed the number of driving lessons taken to get his licence. Many seemed to be confused by the other statistics mentioned in the item.
- Item 10 : Any two from a range of answers which explained why alcohol has become popular with students were accepted in Part (b).

WRITTEN PAPER

2 Unit Z

SECTION I

PART A

Kommunikative Aufgaben

This section of the paper was generally well attempted. The importance of reading the cue lines very carefully should be stressed.

PART B

The standard in this section was, on the whole, very pleasing, and the majority of candidates attempted all questions. Students are again reminded that they should give all details pertinent to the question. In many cases students did not distinguish between singular and plural nouns.

Question 11 : Learning German by Telephone

This question was well handled by most students. The following expressions caused difficulty, however:

Schule besuchen
mehere
Kopfhörer

There was considerable confusion regarding the correct translation of *sie*, especially in the final paragraph. Many interpreted this as meaning that the students are doing the travelling.

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Question 12 : Film Success

In many cases students failed to give enough relevant detail. The following vocabulary items caused difficulty:

Verkäuferin
Briefträger
Gesicht
offen
zur Zeit
das Hauptteil
sich gewöhnen was often confused with *wohnen*.

Candidates did not appear to understand the comparative constructions well.

Question 13

Very few students scored full marks in this question. Words that caused problems were:

mußte
Licht
Heim

Many students did not understand the meaning of living conditions in (a).

Question 14

There was a very pleasing understanding of this passage, the following expressions, however, caused problems:

Licht
fast
lachendes Personal
and compounds such as *Farblichtbilder*

A number of candidates failed to distinguish between *verkaufen* and *kaufen*.
Spiegel was often confused with *spielen*.

There was, on the whole, a sound understanding of expressions such as *Jeder hat Angst vor.....*

Whenever candidates were unsure of the meaning of sections of the passage they were at least able to give answers that were both logical and plausible.

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2 Unit General

SECTION 1 : Reading Skills

The three passages were handled well by the majority of candidates. Again the failure to provide all the relevant details caused many students to lose marks. Some questions were answered only in general terms. It is important to read the questions carefully before attempting any answers as they can provide clues to the comprehensions rather than answering questions from general knowledge. It is essential for candidates to reread answers to ensure that they make sense in English.

Question 1 : Parents and Grown-up Children Under One Roof?

This passage presented few problems for most candidates who seemed familiar with much of the vocabulary and the topic. The following expressions caused problems:

enttäuscht
die Verantwortung
sich kümmern
jetzt genieße ich

Many candidates translated some expressions too literally, e.g:

von den Eltern frei zu schwimmen
meine Beine bequem unter den elterlichen Tisch stecken

Question 2 : Foxy Photographer

This passage presented candidates with many difficulties. In particular a number did not realise that it was the fox who had taken the photograph (Question (a)).

Vocabulary which was misunderstood included the following:

| | | |
|-------------------|---|--|
| <i>Jungen</i> | : | interpreted as <i>boys</i> |
| <i>geschossen</i> | : | often confused with <i>geschlossen</i> |
| <i>einzig</i> | : | often translated as <i>only</i> |

Question 3 : On-Line Businesses

This passage proved to be the most difficult for many candidates; even though the topic was familiar the language structures were fairly complex. Once again detailed answers were required.

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Many students did not understand the expression:

lehnt sich der Kunde zurück in seinen Sessel.

Comparative expressions also caused problems, e.g:

kundenfreundlicher
attraktiver

Other items of vocabulary which presented difficulty were:

günstige
Werbung
Beratung
Schlange stehen
durchschnittlich

2/3 Unit Common

SECTION I : Reading Skills

Although this section was well handled by the majority of candidates, students need to be reminded of the following:

- Too many candidates translated verbatim sections of information without looking at the passage as a whole to ensure it made good sense in English and also answered the question.
- Words like *eng* and *richtig* need to be looked at in the context of the passage and to be interpreted in this context.
- Candidates seemed reluctant to use English cognates such as *Streß*.
- Many candidates failed to recognise comparatives (*glücklicher, ruhiger*).
- Candidates must read all questions carefully and answer accordingly.
- Answers must reflect comprehension of the text without omitting relevant detail.

The following expressions caused difficulty for many students in the passages.

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Question 1 : Is There a Man in the House?

| | |
|-------------------------|--|
| <i>Kindermedizin</i> | means <i>paediatrics</i> . |
| <i>anschließend</i> | candidates did not realise that Hendrick's wife had completed her medical studies. |
| <i>kundige ich</i> | unfamiliar word - <i>to quit</i> . |
| <i>stand ich auf</i> | here not <i>stood up</i> but <i>got up</i> . |
| <i>dem Kleinen</i> | singular refers to ONE child. |
| <i>Einige Kollegen</i> | <i>a few</i> colleagues not <i>one</i> . |
| <i>Anderthalb Jahre</i> | one and a half years not another half year. |
| <i>Fernfahrer</i> | <i>long distance driver</i> . |
| <i>umsonst</i> | in vain. |

Question 2 : Athletes Trained by Hypnosis?

| | |
|---|---|
| <i>Geschwindigkeit</i> | speed. |
| <i>Fachleute</i> | experts. |
| <i>arbeiten zusammen</i> | work together. |
| <i>Leistungen</i> | achievements, performances. |
| <i>an der Grenze seiner Möglichkeiten</i> | many candidates found this difficult - <i>limit</i> not <i>border</i> . |
| <i>beobachten die Sportler</i> | the athletes do the observing. |
| <i>Veranstaltung</i> | event. |
| <i>in Wirklichkeit</i> | in reality. |
| <i>Zustand</i> | condition, circumstance. |

Question 3 : House Swapping

| | |
|-----------------------------|---|
| <i>hohe Dollarkurs</i> | high dollar exchange rate. |
| <i>anders dachten als</i> | thought differently from. |
| <i>die Gegend stimme</i> | the area was suitable. |
| <i>bieten</i> | to offer. |
| <i>ehrlich</i> | honestly. |
| <i>darstellen</i> | to present. |
| <i>früheren Diplomaten</i> | former diplomat. |
| <i>bei der Ankunft</i> | on arrival. |
| <i>wildfremden Menschen</i> | total stranger not wild crazy foreigners! |
| <i>Gewohnheiten</i> | habits. |
| <i>Hausschlüssel</i> | was sent/arrived by mail - needs to be understood and stated. |

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3 Unit Additional

SECTION I : Reading Skills

Question 1 : Refugees and Asylum-seekers in Germany

Most candidates had few difficulties with this text since they seemed to grasp the general meaning and were usually able to isolate the relevant sections. There are still many candidates, however, who are losing valuable marks because they fail to include all relevant details. Students should remember to choose the English word appropriate to the context of the question; they should not list several meanings, hoping that one is correct. Contrary meanings result in loss of marks.

Some candidates seemed to be unaware of the political system in Germany.

Landesminister does **not** mean *a country minister* or *a lands minister*, but *a state minister*.

Candidates should not overlook important qualifying words, e.g:

*völlig unvorbereitet
und uninformiert* completely unprepared and uninformed.

große Angst great fear.
jede Adressenänderung every change of address.
beengte Wohnverhältnisse cramped living conditions.

Other phrases and constructions causing problems were:

| | |
|--------------------------|--|
| <i>Altfälle</i> | not important, old refugees, nor old people, but old cases. |
| <i>nach dem Bericht</i> | not after the report but according to the report. |
| <i>freiwillig</i> | not willingly but voluntarily. |
| <i>verschwindet</i> | not cheat but disappear. |
| <i>Milliarden</i> | not millions but billions. |
| <i>die Einführung</i> | not the leading of the new law but introduction. |
| <i>Kochgelegenheiten</i> | not cooking opportunities but cooking facilities. |

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2 Unit Z

SECTION II : Writing Skills

Question 15 : Dialogues/Monologues

The majority of candidates coped well with this section. Although many met the length requirements, only a few elaborated their ideas sufficiently to attain full marks. Those who possessed a wide range of vocabulary and structures scored highly.

Students must remember to keep to the topic and maintain relevance to the cue line as well as presenting some kind of logical introduction and conclusion in their answer. Introduction of prepared material after the cue line, but not relating to it, was penalised heavily.

More attention needs to be paid to:

verb endings in the present tense,
correct use of past tense, and
prepositions.

More idiomatic expressions would have helped gain a higher mark.

Questions (b) and (d) required past tense and this caused problems for a number of candidates.

Question 16 : Letter

The format of the letter was generally good. Whilst most students kept to the topic and had well structured letters (introduction, body, conclusion), marks were lost for poor use of past tense, not writing on the topic and insufficient words.

2 Unit General

SECTION II : Writing Skills

Question 4

The better candidates were able to use the cue line and build an interesting story around it, including a logical introduction, body and conclusion. Material irrelevant to the topics or rote-learned was heavily penalised.

Candidates need to understand that adequate time must be devoted to this skill during the examination in order not to lose marks by being unable to write two dialogues or monologues.

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2/3 Unit Common

SECTION II : Writing Skills

General Comments

The majority of candidates performed this section well. Students should be reminded that a good grasp of the perfect and future tenses is indispensable in the writing section. Moreover, the ability to construct sentences containing a main clause is an important prerequisite for this section.

In both the letter and the narrative, students should be reminded that they have limited time and a limited number of words with which to work. They are better advised to aim for relevance, accepting the possibility of a few errors, than to write ten lines which are free of mistakes but irrelevant to the goals set by the question.

(a) Narrative/Discussion

This question was attempted by a small number of candidates and the standard was quite high. Students should be reminded to write accurate responses to the outline points. They should avoid repetition and listing. Similarly, long sections of irrelevant material, often learned by heart, had nothing to do with the goals set by the question and were penalised accordingly.

(b) Letter

Students should be reminded that the 2/3 Unit letter question is based on a letter of felicitation and requires a response to the letter as a whole included in it. Letters should demonstrate consistency and independence from the language and structures contained in the original.

Highest marks were awarded to those who wrote a complete response to the letter as a whole and who adhered to the conventions of format. Long and irrelevant introductions, sometimes learned by heart, distracted significantly from the information contained in a number of responses. Undue repetition, listing and responding to questions asked in the original letter with a single word or phrase were also features of letters that could only be awarded a lower range of marks.

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3 Unit Additional

SECTION II : Writing Skills

The majority of candidates chose the first question.

Ohne Auto kann man nicht leben.

Highest marks were awarded to candidates who:

- wrote a concise, relevant introduction and conclusion;
- developed ideas in a thorough, consistent and interesting way;
- employed a wide range of structures and vocabulary.

Responses which relied solely on an anecdotal style and failed to generalise points and ideas relevant to the topic were penalised. Those awarded a lower range of marks often had difficulty in maintaining relevance throughout their responses, or were unable to communicate their ideas in a coherent and logical manner. Students should be reminded that their ability to employ the present, perfect and imperfect tenses, as well as the simpler forms of the conditional, is indispensable at this level. Similarly, the ability to vary sentence structure and correctly use a range of conjunctions is also most important.

OPTIONS

2/3 Unit (Common) and 2 Unit General

PART A : Songs

2/3 Unit Common and 2 Unit General

General Comments

The standard of answers was quite good, although answers to Question 6 were the best.

While some candidates answered the music question correctly, many are still merely *describing* the music when they should be *showing how the music reinforces the message of the song and how the music helps to convey the message*, e.g.

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Die Tänzerin

voice-hard
clicking

on Torpedoes
time running out

shows how her words hurt
creating tension

Frauen kommen langsam aber gewaltig

introduction and voice
strong energetic,
powerful throughout

more and more
instruments join in

as more and more women join
the social revolution
challenging men
saying women can't be stopped.

Translating quotations is an easy way of accumulating marks but, once again, candidates failed to translate all the quotations given. This automatically led to loss of marks.

Students are reminded that no extra marks are given for quoting in German, and this is time consuming.

Question 5 : Die Tänzerin

- (a) Many candidates forgot to translate *Tänzerin*. Students generally described the singer's relationship with the dancer, choosing one of the two possibilities.
- (b) It is important to recognise that a question such as this demands that one goes through the entire song, giving every detail relating to the description required.

Question 6 : Frauen kommen langsam aber gewaltig

2/3 Unit Common

- (d) The question was generally answered well. Some candidates, however, did not explain the quotation in (ii) well enough; rather, they concentrated on the following line in the song. Neither was the second line of the quotation translated as well as it might have been.

2 Unit General

- (c) Candidates did not always answer both parts of the question.

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PART B : Radio Plays

Question 7 : Todesengel

2/3 Unit Common

Candidates are reminded to cover details as well as concepts in their responses.

Many candidates answered the questions very well, although it was surprising that some good candidates still did not translate quotations. Simple quotations in (c) and (d), however, were well handled. The majority of candidates described the *Substanz* in detail, while good candidates noted the two reasons for Kettler's refusing to answer the Mann's questions. Weaker candidates did not note that there actually was substance in the flat. Very good candidates discussed the power relationship between the Mann and Kettler, some mentioning the surprising show of humanity by the Mann at the end of the play, and the pivotal role played by the Mann in bringing about the change in Kettler's behaviour in relation to both Marga and his professional responsibilities.

2 Unit General

Very few attempted this question. Part (b) caused translation problems and, although in (e) concepts were well covered, details were missed. Only the best candidates realised that suspense continues beyond the ending of the play, as it is not known how Antje will relate in the future to either Kettler or the Mann.

Question 8 : Essen Bananen gern Kuchen

2/3 Unit Common

Students are reminded, when arguing a case, to underpin their arguments with examples from the play.

Most candidates answered (a) well, and realised that the boys went to different new schools.

On the whole, Part (b) was poorly translated.

Weaker candidates translated Part (c) as a comparative. Students are reminded that they should not restrict their argument by answering simply *yes* or *no*. They can examine both sides of the argument.

The better candidates did this in (d) and gained full marks in this section.

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In (e) candidates handled sound effects well, but only the better candidates commented on how Tommy's language use was confident, at first in his imaginary world. Only the best candidates noted this change from Tommy's being tongue-tied to being articulate as his real and imaginary worlds united in the *Indian language* scene at the end of the play.

2 Unit General

Candidates are reminded to read the questions carefully and to relate all arguments to the questions themselves. (d) *How does Micha treat Tommy at home?* Here candidates wasted time in describing Tommy's behaviour in detail, while ignoring Micha's role. Some who understood Micha's family role did not give examples to show how Tommy was treated. On the whole the radio play techniques were well handled.

PART C : Film/Video

General Comments

Contextual questions were generally very well answered, although candidates are still describing what they can see in the stills. No marks are awarded for this. Mention must be made of the technique used, the effect it creates and why it gives this desired effect.

e.g. *Gerichtssaal*

| | | |
|--------------------------|------------------------------------|---|
| close-up | mother's facial expression | anxious |
| composition within frame | Sonja outside church - hand behind | dominance of church hand as authority figure. |

Haus Rosenberger

| | | |
|--------------------------|--------------------------|---|
| mid-shot | composition within frame | division between family life and Sonja's quest. |
| composition within frame | grouping | dejection/despair |

Candidates must be sure of techniques such as close-up, mid-shot and long-shot, e.g.

| | | |
|----------|-------------------------------------|-------------------------|
| close-up | facial expression | describe the expression |
| mid-shot | shows part of the scene | describe the scene |
| | facial expressions can also be seen | describe the expression |

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Question 9 : Gerichtssaal

- (a) Candidates did not always answer both parts of the question.
- (c) This type of question requires only that one refers to the section of the film quoted and outlines each apparent motive. Candidates did not always refer to all motives.

Question 10 : Haus Rosenberger

- (a) Candidates did not always translate the quotation correctly.
- (c) Each part of the question was not always answered. It is important to refer back to and the question as asked in order to ensure that it is adequately answered.
- (d)

PART D : Short Story

Question 11 : In der Gondel

The majority of students displayed a sound knowledge of the context of the story and were familiar with its vocabulary. These candidates were able to address all the questions.

2/3 Unit Common

Candidates must ensure that they know the basic details of the story, e.g. *Venice not Vienna*. Quotations given must be translated accurately, e.g. *Ein schöner Sommer damals* was frequently translated as *a more beautiful Summer*, with the concept of time (*then, at that time*) often ignored.

- (d) Here candidates were expected to comment on all four main characters in the story.
- (e) In this question the reference to the story's structure and its conversational tone was intended to guide the direction of students' responses.

2 Unit General

Candidates with a sound knowledge of the story were able to gain good results in this question. They are, however, reminded to translate all quotations given, and to respond adequately to all parts of a question.

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Question 12 : Stenogramm

Many candidates were able to give the many, varied details relating to car make, colour, occupants and motives in their answers. Some, however, became confused when presenting such details in justifying their answers.

2/3 Unit Common

Quotations given must be translated accurately, e.g. *ich will doch keinen Ärger haben* was often given as *I will not have any trouble*. Some candidates missed the relevance of the title of the story and did not comment on the precise nature of the language used. Many made no reference to the use of dialogue, description, and to the actual newspaper report.

2 Unit General

A number of candidates noted the importance of the story's theme, viz. the indictment of human indifference. Some clearly understood the issues and concepts involved but did not underpin their answers with sufficient detail. On the whole, students failed to emphasise the function of different language genres. The majority showed that they knew the plot well, and answered the questions in the appropriate section as required.