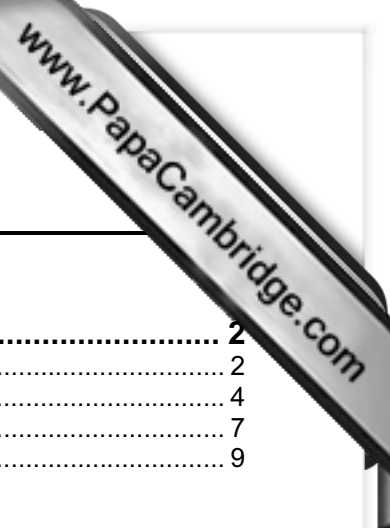


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# FOREIGN LANGUAGE GERMAN

Paper 0525/01

Listening

## General comments

Most candidates coped well with this paper, which was of a similar standard to last year's paper. A number of candidates achieved full or nearly full marks.

As in previous years, candidates obviously found it easier to score highly on ticking and matching exercises than on the production of accurate target language. Mistakes in spelling, phrasing that was different to that used in the mark scheme, etc. were tolerated as long as they did not impede communication.

## Comments on specific questions

### *Erster Teil*

#### *Erste Aufgabe*

This exercise tested comprehension of short dialogues making up a straightforward conversation on the subject of a proposed visit to Germany by one of the speakers. On the whole, candidates scored extremely well here. Questions were of the multiple-choice type. There was no discernible pattern for mistakes – if they occurred – except for **Questions 3** and **5**, indicating an unfamiliarity with numbers but particularly with times where the concept of “half past” is so different in English and German.

#### **Fragen 1-8**

- Question 1** C
- Question 2** D
- Question 3** B
- Question 4** C
- Question 5** B
- Question 6** B
- Question 7** A
- Question 8** B

#### *Zweite Aufgabe*

In this exercise candidates needed to make a note of details from an answerphone message at a travel agents. **Questions 12, 15** and **16** proved the most problematic due to incorrect spelling impeding communication. A number of candidates seemed to be unfamiliar with the German alphabet and were unable to give the correct internet address, a common mistake being the rendering of “w” as “v”.

#### **Fragen 9-16**

- Question 9** (in den) Berge(n)/Alpen
- Question 10** ersten Mai
- Question 11** (€) 200
- Question 12** Halbpension
- Question 13** tanzen
- Question 14** Tierpark
- Question 15** bergsteigen
- Question 16** wiesner

**Zweiter Teil***Erste Aufgabe*

Candidates heard an interview with Nicole on her feelings about growing up. The interview covered free activities, career plans, and relations with her family. This was a true/false exercise which was done well in general. There was no clear pattern of mistakes, with the exception of **Questions 20** and **24**. Here as often with this type of exercise candidates needed to pay particular attention to whether or not there was a negative in the extract, in particular where positioned towards the end of the sentence.

- Question 17** ja  
**Question 18** nein  
**Question 19** nein  
**Question 20** nein  
**Question 21** nein  
**Question 22** nein  
**Question 23** ja  
**Question 24** nein

*Zweite Aufgabe*

At this stage, the examination begins to be rather more demanding and discriminating. On the whole, candidates coped well. Candidates need not write at length. The answer to **Question 25**: "Wann macht Nils das Abitur?" was "in vier Monaten." However, they need to ensure that they include sufficient detail to respond to the question: **Question 28** in some cases produced just "die Schließung von Kindergärten/Schulen", omitting "verhindern" and thus taking on the opposite meaning to that wanted.

- Question 25** in vier Monaten  
**Question 26** seit drei Jahren  
**Question 27** er ist ruhiger geworden  
**Question 28** er will die Schließung von Kindergärten/Schulen verhindern/er will Geld für Jugendclubs bekommen  
**Question 29** (seine) Freunde  
**Question 30** er hat immer gute/nie schlechte Laune  
**Question 31** in der Wirtschaft/einen Job, wo er anderen helfen kann  
**Question 32** er möchte finanziell unabhängig sein/alles selbst bezahlen können

**Dritter Teil***Erste Aufgabe*

Candidates heard an interview on the subject of failings in the German school system and how things could be improved. This was a multiple-choice question which candidates answered well on the whole with no discernible trend of questions that they found particularly difficult.

**Fragen 33-38**

- Question 33** A  
**Question 34** C  
**Question 35** A  
**Question 36** D  
**Question 37** C  
**Question 38** D

*Zweite Aufgabe*

This is intended to be the most difficult and discriminating exercise in the paper. Answers were provided they were correct, even if not phrased exactly as in the mark scheme and so long as mistakes in the target language did not impede communication. Candidates heard an interview with the manager Dorothee Adams, of an all-female computer games club.

**Questions 41, 43 and 46** were generally answered correctly.

**Question 39:** A number of candidates omitted to mention that the club managed by Dorothee was "weiblich" and failed to score full marks as a result.

**Question 40:** Some candidates failed to distinguish between the 8 years she had worked at the club and the six years since she had been the manager.

**Question 42:** The important thing to emphasise here was the fact that the trend was rising; simple percentages and numbers were insufficient.

**Question 44:** Only the best candidates managed to answer this correctly.

**Question 45:** This was not well understood by a number of candidates.

**Question 39** einen weiblichen Club der Videospiele

**Question 40** seit sechs Jahren

**Question 41** im Vorausplanen/bei der Planung

**Question 42** als steigend/wachsend etc.

**Question 43** Jungen wollen gewalttätige Spiele  
Mädchen wollen kreative Spiele (or relevant examples)

**Question 44** Sie erleichtern den Einstieg ins Computer-Medium

**Question 45** weil sie alte Rollenverhältnisse bekräftigen

**Question 46** was man als Kind geschenkt bekommt

**Paper 0525/02**

**Reading and Directed Writing**

**General comments**

As in previous years, this paper was well executed by the vast majority of candidates with many scoring full or nearly full marks. As before, matching/ticking exercises were obviously found easier than answers in the target language, although the postcard and the letter produced some very high scores and good results.

**Comments on specific questions*****Erster Teil****Erste Aufgabe*

Most candidates scored full marks on this exercise.

**Question 1** A

**Question 2** B

**Question 3** C

**Question 4** A

**Question 5** D

*Zweite Aufgabe*

This exercise again was well-answered, most candidates achieving full marks on an exercise matching short pieces of text on the subject of helping out around the house with brief descriptions.

- Question 6** E  
**Question 7** A  
**Question 8** C  
**Question 9** F  
**Question 10** B

*Dritte Aufgabe*

Most candidates encountered no problems with this letter describing a family's moving home, except for **Question 12**, where some failed to make the distinction between a house and a flat, the question referring to *eine neue Wohnung*.

- Question 11** ja  
**Question 12** nein  
**Question 13** nein  
**Question 14** ja  
**Question 15** nein

*Vierte Aufgabe***Question 16**

This writing question carries a maximum of 5 marks. Candidates can gain up to 3 marks for addressing the points in the rubric; two marks are awarded for quality of language, e.g. verbs endings, tenses etc. Most candidates scored well here.

**Zweiter Teil***Erste Aufgabe*

The majority of candidates coped well with this exercise, answering questions in German on a text describing one woman's work for a children's charity, supporting families with a disabled child. Answers which gave the correct information in different phrasing to the mark scheme scored; misspelling, in this Core section of the paper, was tolerated as long as it did not impede communication.

- Question 17** weil ihre Kinder nun aus dem Haus sind  
**Question 18** sie bekommt kein Geld  
**Question 19** aktive Senioren/Familien, die mit den Kindern Probleme haben/Petra Moske  
**Question 20** Familien zu helfen/Partnerschaften zu gründen  
**Question 21** sie kann nicht laufen  
**Question 22** eifersüchtig  
**Question 23** bei der Hausarbeit/sie spielt mit Philip und Lena  
**Question 24** zweimal pro Woche  
**Question 25** Experten

*Zweite Aufgabe***Question 26**

This question carries a maximum of 15 marks, ten marks for Communication to be gained by candidates addressing themselves to the points set out in the rubric. A further 5 marks can be obtained for Accuracy. These 5 marks are awarded on a positive basis with candidates receiving ticks for appropriateness and correctness in the use of tenses, structures, agreements etc. No accuracy marks are awarded for sentences lifted from texts on the question paper, for material that is irrelevant to the question set or for letter introduction or conclusion.

Most candidates scored well here; more than in previous years referred relevantly to the points made in the rubric.

***Dritter Teil****Erste Aufgabe*

The majority of candidates coped well with this exercise, answering questions in German on a text describing one woman's work for a children's charity, supporting families with a disabled child. Answers which gave the correct information in different phrasing to the mark scheme scored; misspelling, in this Core section of the paper, was tolerated as long as it did not impede communication.

**Question 27** ja**Question 28** nein, das ist schwer abzuschätzen**Question 29** nein, die Zahl der Studienanfänger ist eng mit dem Jobmarkt verbunden**Question 30** ja**Question 31** ja**Question 32** nein, (der Chef hatte nicht genug Geld, sie zu bezahlen) sie hat ihre Stelle verloren**Question 33** ja*Zweite Aufgabe*

Most candidates scored well here. All answers, which were correct and communicated adequately even if they were not exactly phrased like the mark scheme, will have scored. A few isolated candidates found this, the most difficult of these exercises, very difficult but managed to score some marks.

**Question 34** nicht besonders gut**Question 35** um das Selbstvertrauen/die eigene Persönlichkeit zu entwickeln**Question 36** ihnen die Selbstbestimmung zu verbieten**Question 37** ruhig/mit Interesse/ihnen das Gespräch/Hilfe anbieten**Question 38** nein, denn das macht ihnen auch manchmal Angst**Question 39** sie ermöglichen vertrauensvolle Gespräche**Question 40** weil man dann sieht, dass es ganz normale junge Leute sind**Question 41** schnelle Reaktion und klare Konsequenzen zeigen/Wiedergutmachung statt Strafe verlangen

<p><b>Paper 0525/03</b> <b>Speaking</b></p>
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### General comments

These comments are to be read in conjunction with the **Teachers' Notes** for October/November 2004.

As in previous years, the ability of candidates to communicate in German is impressive and there were very many highly scoring performances by candidates. The full range of marks was available to all candidates and there was a wide range of performance again this year. Many candidates were native-speaker or near native-speaker standard and were obviously able to gain maximum or near-maximum marks.

Centres generally conducted the Speaking Test very professionally and Examiners had prepared themselves thoroughly before the examination and prepared their candidates to deliver their best. Some Examiners unnecessarily extended the role plays into mini-conversations; in a few Centres some tasks in the role plays were actually not completed. Most Examiners asked appropriate questions in the **Topic** and/or **General Conversation** sections of the test, and candidates seemed well-prepared for these sections. It should be stressed that thorough preparation for these sections can produce excellent performances: candidates should be prepared to use the full range of time frames (present, past and future) – and Examiners need to ensure that they ask the sort of questions which will allow these time frames to be used, otherwise marks in Category (b) on the mark table (linguistic quality) might well be limited.

Only a few recordings were of a poor quality. It should be stressed however, that the tape should run uninterrupted between sections in accordance with the instructions (page 5).

Administrative work in Centres was very good this November; there were few clerical errors of addition on the WMS. It would, however, be helpful if the Role Play Card number were indicated on the WMS for each candidate recorded and also on the tape in the appropriate place.

The recommended timings for each section of the examination were usually observed, although some Examiners did run together the **Topic** and **General Conversation** sections, which can make moderation difficult.

The mark scheme was usually applied fairly consistently and the order of merit within Centres was accurate, where multiple candidates were entered. Where adjustments were necessary, the lack of time frames in the conversation sections or failure to complete all the role play tasks were usually to blame.

### Comments on specific questions

#### **Role plays**

Examiners are reminded to encourage candidates to attempt all parts of each task. If only one part of a task is completed, only one mark can be awarded. The majority of candidates were able to converse fluently in their role plays and make use of natural and idiomatic German to complete the required tasks.

It is highlighted in the **Teachers' Notes** (page 4) that a candidate's mistakes should not be corrected. As has been stated earlier, Examiners should adhere to the rubrics and printed stimuli of the role plays and not add to or extend the set tasks, nor develop them into mini-conversations. Full guidance is given on page 6 of the **Notes**, under **Structure of the Examination**.

#### **Role plays A** (Page numbers refer to the Teachers' Notes)

##### *Page 13*

Most candidates did very well and were fully able to ask the required question and respond appropriately to the Examiner's queries.

##### *Page 14*

Most candidates were able to handle this role play well and could respond in the appropriate register.

##### *Page 15*

There were no problems with this role play, which dealt with simple information of a personal nature.

## Role plays B

These role plays were more demanding in that they required the ability to use different time frames, give explanations, justifications and opinions where necessary. The longer tasks were often split into shorter ones for Examiners, which is quite appropriate.

### Page 16

This role play proved a good discriminator as it involved responses in a variety of time frames. Some candidates found difficulty in expressing adequately how to ask about accommodation, pay and hours of work.

### Page 17

Once again a variety of time frames were necessary for full completion of the tasks, but this was not beyond the scope of many candidates. There were varied reasons given for the cause of the accident and injuries sustained.

### Page 18

Again there was a need to handle a range of time frames for successful communication of tasks here, but this was not beyond the majority of candidates; there were many reasons for visiting Switzerland and the appropriate register was used in most cases.

## Topic (prepared) conversation

A pleasing and wide range of topics was offered. The best examining in this section sounded natural and not too over-rehearsed. It gave rise to natural, spontaneous exchanges whilst encouraging the candidates to use a variety of tense, vocabulary and structure. Examiners are reminded to let candidates speak for a full minute before interrupting: in a few cases candidates were questioned as soon as the section started and this was often not helpful for the candidate.

Candidate performance was on the whole very good on this section and some fluent, interesting expositions and discussions were heard. Candidates presented a very wide range of prepared topics, with subjects, which were relevant or interesting to them personally; these are inevitably more stimulating and can bring forth a whole range of descriptive individual language. Well-prepared candidates are then able to proceed to the **General conversation** with greater confidence, knowing that they will then be able to answer questions on a wide variety of personal issues. Candidates who clearly do not prepare a topic as prescribed by the syllabus, cannot be awarded high marks for Scale (a), Comprehension and Responsiveness.

Examiners must consult the Instructions to Teachers very carefully as there are still a few Examiners who are awarding higher Scale (b) marks for linguistic content to candidates who do not (or cannot) convey past and future meanings. Such candidates cannot be awarded above the satisfactory band (see **Teachers' Notes**, page 6). Similarly, candidates whose topic or conversation is significantly curtailed cannot expect to be awarded full marks if they do not have time to demonstrate a wide range of vocabulary and language structures.

Again it must be noted that some Examiners do not make it clear where the **Topic** ends and the **General Conversation** begins. This can be extremely difficult for the Moderator.

## General Conversation

Again, the best performances from candidates in this section of the test were ones where they were encouraged to use a variety of tenses, relevant vocabulary and appropriate structures and many were able to demonstrate a high degree of fluency in their responses to the Examiners' questions. As in previous years, the overall standard of work heard in this section was high. A good range of topics was discussed, with most Examiners covering at least two or three areas. Topics covered included school, holidays, family life, education, daily life, life in other countries, geographical surroundings and free time – all of which were entirely appropriate.

## General Impression

It was pleasing to see that the impression mark was consistently well used by the majority of Examiners.



<p><b>Paper 0525/04</b> <b>Continuous Writing</b></p>
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**General comments**

The majority of candidates acquitted themselves well and there were very few weak candidates. There were some outstandingly good pieces of writing, the style and accuracy of which suggested native or near native speaker competence and it is possible that such candidates might be more appropriately challenged by a First Language paper.

Presentation for the most part was good, but just occasionally handwriting was difficult to decipher. Candidates should be aware that this could disadvantage them.

The greater majority handled German syntax very well. Some candidates did not always use capital letters appropriately; they were occasionally missing for nouns, even in some very fluent scripts and in a number of cases *sie* and *Sie* were confused.

**Comments on specific questions****Question 1**

There were many extremely good letters and it was clear that most candidates were thoroughly versed in this skill. Candidates would be advised to note the requisite number of words; a few very competent candidates significantly exceeded this, which was not to their advantage. Question (a) was marginally more popular than (b).

- (a)1 Descriptions were appropriate.
- 2 Some good emphatic responses here, expressing the firm objections made to parents.
- 3 Candidates were able to express themselves appropriately.
- 4 Some candidates only mentioned *whom* they would miss and failed to mention *what* they would miss. Both were required.
- 5 The majority asked an appropriate question.
- (b)1 Candidates were able to introduce themselves appropriately and indicate why they were writing.
- 2 A significant number of candidates wrote about one neighbour, seemingly reading *Nachbarn* as *Nachbar*, despite the plural verbs. Candidates would benefit from more careful reading of the rubric and tasks.
- 3 There was no problem here.
- 4 This was tackled with varying degrees of success. A few candidates wrote about what they or their neighbours were going to do, instead of writing about what had been done.
- 5 Suitable questions were asked, although sometimes the hotel manager was inappropriately addressed as *du* or *ihr*.

**Question 2**

There were some very good answers here, with generally relevant story lines. Candidates should not exceed the requisite number of words as this could be to their disadvantage.

Candidates are advised that a narrative in an appropriate past tense is required here as indicated by the rubric: "Erzählen Sie, was weiterhin geschah." Although it is of course acceptable for the narrative to contain small pieces of dialogue, it is not appropriate to write the whole piece as a dialogue.