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## FOREWORD

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This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

# GERMAN

## GCE Ordinary Level

Paper 3025/01  
Translation and Composition

### General comments

A wide range of candidates took this Paper and hence there was considerable variation in the quality of the answers submitted. Some candidates with close to native speaker competence in German and a high level of literacy answered with great flair. However, a handful of close to native speaker candidates with a lower level of literacy nonetheless managed to communicate well but their performance was marred by spelling mistakes and a lack of knowledge of basic verb forms. Equally there were many non-native speakers of German who produced impressive answers achieving top marks. At the other end of the spectrum a small but significant proportion of candidates clearly had a passive knowledge of German but struggled to produce even simple sentences and would have benefited greatly from more examination practice.

With few exceptions candidates followed the rubric and answered two of the three questions. Candidates must ensure that they distinguish unambiguously between their rough draft and their final piece. A significant proportion of candidates exceeded the 150-word limit. Only the first 150 words are marked for both language and communication and candidates would be well advised to concentrate on quality rather than quantity. A few candidates adopted the technique of exceeding the word limit and then providing a word total which complied with the rubric - this was unsuccessful.

Candidates are expected to use a past tense to relate the narrative tasks on this Paper although justifiable use of other tenses is permissible. A few candidates had not grasped this and whilst credit was given to some aspects of their writing a sustained incorrect use of tense did have a negative impact on the overall mark.

A sizeable number of candidates chose **Question 2** although **Questions 1 and 3** proved more popular. Linguistically **Question 1** and particularly **Question 3** were far more prescriptive than **Question 2**. Indeed in **Question 3** candidates are forced to produce particular structures and lexical items. Candidates should perhaps consider whether **Question 2** would be a more prudent option as this question offers the possibility of manipulating language structures and vocabulary with which the candidates are already familiar.

Communication Marks, for **Questions 1 and 2** only, were introduced this year. Each essay has a maximum score of five marks available for successful communication of relevant points in unambiguous, but not necessarily completely accurate German. Many candidates scored the maximum marks without difficulty, but poor handling of verbs sometimes obscured the points and prevented the award of marks, and those who wrote at great length were liable to reach the word limit without having covered five separate, relevant points.

### Comments on specific questions

#### **Question 1**

This was a popular choice and all candidates got the gist of the story with many candidates relating it well enough to score full marks for communication. However, some candidates used many English words. Of the candidates who referred to specific sums of money only one was aware that the Euro is now the common currency of Germany rather than the German Mark - this oversight did not incur a penalty. Some surprisingly straightforward lexical items proved problematic for certain candidates who were otherwise doing well and these included waiter, the bill and to order. Candidates also struggled to render the concept of people being taken to a table and taken to the police station. There was significant evidence of inadequate mastery of the imperfect tense both in terms of verb endings and the stem for irregular verbs.

## Question 2

The candidates who chose this question produced the most creative and interesting writing of the Paper. They were able to create a logical narrative sequence expressing their ideas with a wide range of structures and lexis. Option **(b)** of this question proved particularly popular. The imperfect tense proved a problem again for some candidates.

## Question 3

Many candidates attempted this question. Those candidates who are close to being native German speakers occasionally came unstuck on this question as they did not always appreciate and render sufficiently well the finer nuances of the English. Many candidates scored well on this question. However, candidates lacking knowledge of the necessary vocabulary and grammatical structures achieved very disappointing results. The following posed problems for many candidates:

- edge of the wood
- to hide
- up the mountain
- He grew dizzy
- crawled
- deep
- we will take you over the border

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

Many candidates had been well prepared for all or most of the test and scored either well or very well in the three parts of **Section 1**. This very promising start generally continued with success into the first and often into the second part of **Section 2**. The first signs of a lack of time or of real difficulties began to show in the third part of **Section 2**, the cloze-type test. Many candidates would have scored more than the one or two marks they gained here if they had found time to really concentrate and use their reading skills on any part of the text to try and work out what it really meant. In many cases candidates appeared to have been struck by panic fear and reduced to a despairing desire to finish the Paper with an answer in every space.

## Comments on specific questions

### **Section 1**

#### *Erste Aufgabe*

Most candidates attained a high score here, with only **Question 4** being regularly answered wrongly. In almost every case errant candidates opted for answer A. In **Question 1** the word *schicken* was occasionally misunderstood by candidates who felt they needed a place to buy a postcard.

#### *Zweite Aufgabe*

Most candidates found this well within their capabilities and few errors were made.

#### *Dritte Aufgabe*

The candidates found the letter easy and answered accurately.

## **Section 2**

### *Erste Aufgabe*

Almost all candidates found the text and the questions within their grasp and were able to score highly.

### *Zweite Aufgabe*

Only the best candidates were able to answer all the questions correctly, but most candidates managed some of them.

### *Dritte Aufgabe*

This cloze-type test at the end of the Paper requires good reading skills and a sound grounding in grammar. Many candidates failed to do themselves justice here and many lost a high proportion of the 20 marks available. Almost all candidates had time to write in twenty answers, but few had time to ensure that their answers were of the required standard.