

# GERMAN (Foreign Language)

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Paper 0525/01

Listening

## General comments

The standard of achievement attained by the candidates in this examination was very high.

The candidates' ability to spell using the German alphabet showed a distinct improvement over previous years, as did their ability to recognise German numbers. A small number of candidates were happier ticking boxes than giving answers in German. Although spelling mistakes are tolerated under the mark scheme, they must not impede meaning. Anglicisms such as "prizes" for *Preise* etc. are not rewarded.

Virtually all candidates attempted all three sections of the examination, and the vast majority seemed very well prepared to tackle this paper.

## **Erster Teil:**

### **Erste Aufgabe**

This exercise, based entirely on the Defined Content vocabulary as is the rest of Section 1, produced very few problems. A small number of candidates struggled with **Question 2**, ticking the wrong weather box. There was a marked improvement in telling the correct time (**Question 5**).

Correct answers were as follows:

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

### **Zweite Aufgabe:**

Most candidates coped extremely well with this exercise. A small number of candidates omitted *Montag* in **Question 9**. The communication of *Magenschmerzen/Bauchschmerzen* caused problems for some; but spelling the name (**Question 10**) and the telephone number (**Question 15**) showed improvement over previous years.

Correct content was as follows:

- 9 a) Montag b) 8 (acht) Uhr
- 10 Buerke (not: Bürke)
- 11 10 F
- 12 Magenschmerzen/Bauchschmerzen
- 13 3 (drei)
- 14 18 (achtzehn)
- 15 24 43 57

**Zweiter Teil:  
Erste Aufgabe**

This produced very few problems indeed for the vast majority. Any wrong answers did not follow any discernible pattern.

Correct answers were as follows:

- 16 nein
- 17 ja
- 18 ja
- 19 ja
- 20 ja
- 21 nein
- 22 nein
- 23 ja

**Zweite Aufgabe**

The great majority of candidates coped very well with this exercise which required answers in the target language. **Question 25** proved to be the most troublesome. Quite a few candidates replied with answers such as *nicht die Frisur* and subsequently lost a mark here. **Question 29** also seemed taxing; although not necessarily linguistically demanding, a number of candidates could not express the notion that these photos were uninteresting without the Beatles.

Correct content was as follows :

- 24 Fotografin
- 25 ihr Genie/ihre Musik/ihr Talent
- 26 Modedesignerin
- 27 ihre Kleidung/dass sie schwarz trug/den (kragenlosen) Anzug
- 28 begeistert/glücklich, weil es ein Kompliment war/es war in ihrer Anfangszeit
- 29 weil niemand ihre Fotos ohne Beatles wollte
- 30 sie waren (beste) Freunde/die Beatles gehörten zu ihren besten Freunden

**Dritter Teil:**

It was pleasing that most candidates attempted Section 3 and managed to gain marks from this. The first exercise was well within the scope of most candidates.

**Erste Aufgabe**

- 31 D
- 32 A
- 33 B
- 34 B
- 35 A
- 36 C

## Zweite Aufgabe

The most problematic questions were **Questions 38** and **39**. Some candidates omitted that it was the birthday of the *Kinder-Ei*. It was not enough (**Question 39**) to say that he was particularly proud just because the *Kinder-Ei* was well known or that he had read an article. **Question 40** not infrequently elicited the number of people he worked with and thus failed to score. **Question 46** was also problematic for some candidates who gave the answer *unter einem Jahr* and omitted *nicht*.

Correct content was as follows:

- 37 weil das Produkt wichtiger war als der Erfinder
- 38 das *Kinder-Ei* wurde 30 (dreissig) Jahre alt
- 39 das Ei gehört zu den drei bekanntesten Sachen Deutschlands/das Ei ist so bekannt wie Goethe und Beethoven
- 40 (sehr) gut (auch privat)
- 41 seit 22 Jahren
- 42 eine Ausstellung (zum Geburtstag)
- 43 die Figuren, die man sammeln kann/die Sammelfiguren
- 44 durch Zufall/er sieht etwas und baut es (klein/in Miniatur) nach
- 45 man ist nicht immer so kreativ, wie man sein möchte/mangel an Kreativität
- 46 (mindestens) ein Jahr/nicht unter einem Jahr

# GERMAN (Foreign Language)

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Paper 0525/02

Reading and Directed Writing

## General comments

The standard achieved by the vast majority of candidates was very high. In most centres candidates attempted all three sections of the paper. A small number of candidates found themselves more comfortable with those exercises that required ticking and matching instead of giving answers in the target language. In the writing exercises (Part 1, exercise 4 and Part 2, exercise 2), most candidates followed the rubric and addressed themselves to the required bullet points. While marks are available in these two exercises for accuracy in the target language, the rest of the paper is marked primarily for successful communication. Anglicisms and answers in English are, however, not rewarded.

## **Erster Teil**

A small number of good candidates, who achieved a pleasingly high standard in later, more demanding parts of the examination, appeared to have rushed through these introductory exercises and made careless mistakes.

## **Erste Aufgabe**

In general, this exercise was well done; any incorrect answers were random and did not fall into a clear pattern.

- 1 C
- 2 C
- 3 C
- 4 D
- 5 C

## **Zweite Aufgabe**

The majority achieved full or nearly full marks here.

- 6 C
- 7 D
- 8 E
- 9 F
- 10 A

## **Dritte Aufgabe**

Most candidates coped very well with this exercise.

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

### Vierte Aufgabe

3 marks were available for referring to the stimulus (where to meet, which musical instrument/s to practise, how long the session should last) and 2 marks for quality of language.

Most candidates scored very well here. As the building in the rubric was not labelled, a great variety of answers were accepted. A minority of candidates found it difficult to express the idea *von...bis* or *zwischen ? Uhr und ? Uhr*.

### Zweiter Teil

Most candidates scored well in this exercise where they may quite legitimately lift some answers from the text.

### Erste Aufgabe

Correct content was as follows:

- 17 den besten Kindergarten (in Deutschland)
- 18 es hat den großen Preis gewonnen/ist der beste Kindergarten/ist beispielhaft
- 19 weil die Kinder Matten hin- und herziehen/hüpfen/springen/balancieren/mit Matten bauen/sich bewegen [NOT: Bewegung in Kopf und Beinen]
- 20 Malzimmer/Kochstudio/Chemielabor (any two)
- 21 dass die Kinder Eigeninitiative entwickeln/ihren Impulsen folgen sollen (each answer counts only once, but can be exchanged)
- 22 die Kinder selbst
- 23 die Kinder sollen ihren Impulsen folgen/Eigeninitiative entwickeln (each answer counts only once, but can be exchanged)/eine Tagesstätte der tausend Möglichkeiten
- 24 es ist nicht möglich, dass sich ein Kind für nichts interessiert/jedes Kind interessiert sich für (irgend-)etwas/alle können Spaß haben [NOT: ein/jedes Kind/Kinder interessiert/interessieren sich für ALLES/dass sich ein Kind für nichts interessiert (on its own)]

### Zweite Aufgabe

The total mark for this exercise is 15, with 10 for content and 5 for quality of language. Two content marks are awarded for each bullet point (either two pieces of information per bullet point as given below in the examples or ONE piece of information with some elaboration). The examples given are possible suggestions only.

- where the candidate was (ich war in einem Dorf in England)
- what it was like there (es war schön und es gab viel zu tun)
- information about the exchange family (die Austauschfamilie war nett und hatte einen Hund)
- what the candidate did (ich war im Schwimmbad und habe viele Sehenswürdigkeiten besucht)
- what the candidate learnt (mein Deutsch hat sich verbessert und ich kann jetzt auch besser kochen)

The vast majority of candidates scored full or nearly full marks in this exercise. There was a pleasing increase in the number of candidates who successfully incorporated all bullet points in their answers. Most candidates were able to score all 5 accuracy marks.

### Dritter Teil

#### Erste Aufgabe

The majority of candidates seemed aware that they need not write anything for ticking „Ja” answers correctly and coped well with this exercise. **Question 32** seemed to cause problems for some.

- 26 ja
- 27 nein - sie behalten einen Prozentsatz des Verkaufspreises
- 28 nein - Clever & Easy verkauft ein breites/großes/kunterbuntes Angebot
- 29 ja
- 30 nein - der Teddy war (ein Geschenk) von ihrem Mann
- 31 ja
- 32 ja

#### Zweite Aufgabe

In this most demanding exercise of this examination, candidates did well. **Questions 39** and **40** proved the most taxing. A minority of candidates did not understand the idea of *Gegensatz* in Sturm's teaching style and referred to more than one aspect of his teaching but were unable to express the contradiction necessary for full marks.

- 33 dass er/Sturm wieder zu spät kommt
- 34 intensive Mitarbeit/Disziplin/Konzentration/harte Arbeit/sie dürfen nicht (eine Sekunde) abschalten [NOT: Rechnen/an die Tafel kommen etc, just lifted from the text]
- 35 anstrengend/lohnend
- 36 sie können schon den Stoff des nächsten (Schul-)Jahres machen
- 37 es gibt lange Wartelisten
- 38 indem er den Stoff praktisch angeht/Theorie UND Praxis
- 39 Blinden/(ein Chip) warnt vor Hindernissen/Zusammenstößen/wie eine Fledermaus
- 40 (i) er ist lustig/macht Zauberkunststückchen/hat Spitznamen für die Schüler/im Unterricht wird gelacht  
(ii) er ist streng/hat strenge Disziplin/klare Spielregeln/gibt Sonderaufgaben und Nachsitzen (wenn die Schüler etwas nicht richtig/rechtzeitig machen)

# GERMAN (Foreign Language)

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Paper 0525/03

Speaking

## General comments

These comments are to read in conjunction with the **Teachers' Notes** for the June 2006 session.

As in previous years the ability of candidates to communicate in German was impressive and there were many highly scoring performances. Once again there was a wide range of performance from candidates, with the general standard being comparable to that heard in previous years.

Centres generally conducted the Speaking Test very professionally and most Examiners had prepared themselves thoroughly before the examination. Only in a few Centres were Examiners not well prepared for the Role play situations, which resulted in candidates not being fully able to demonstrate their ability; sometimes candidates were confused as a situation developed into an unnecessary mini-conversation; certain Role play tasks were just not asked or completed.

Occasionally, some Examiners did not ask appropriate questions in the Topic and/or General Conversation sections of the test. Thorough preparation for these sections can produce excellent performances from candidates, who should be prepared to use the full range of time frames [present, past and future] in these sections of the test. Examiners of course must ensure that they ask the sort of questions which will allow these time frames to be used: otherwise marks in category B (Linguistic Quality) may well be limited, as is explained on pages 6 and 7 of the **Teachers' Notes**. Examiners must consult these instructions very carefully: there are still a few Examiners who are awarding higher scale **(b)** marks 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 general conversation is very short cannot expect to be awarded full marks if they do not have time to demonstrate a wide range of vocabulary and language structures. In a very few cases, some candidates seemed unaware of what was required of them for the Speaking Test and were rather nonplussed when they were asked what topic they had prepared to speak on; in these cases an unsatisfactory and often rambling 'presentation' about 'Myself/My life' was produced, despite the advice offered on page 6 of the booklet.

Most Centres forwarded the appropriate sample size for the Centre with clear recordings, in labelled cassette boxes; only a few recordings were of poor quality. MS1 copies and Working Mark Sheets should be sent to the Moderator with the recordings. Administrative work in Centres was generally very good this year, with very few clerical errors of addition on the WMS.

The recommended timings for each section of the test were usually observed, but some Centres ran the Topic and General Conversation sections of the test together, which can make moderation difficult.

The mark scheme was usually applied fairly consistently and the order of merit within the Centre was usually accurate. Where adjustments were necessary, the lack of time frames in the conversation sections or failure to complete Role play tasks were usually to blame.

## **Comments on specific questions**

### ***Role plays***

Examiners should encourage candidates to attempt all parts of each task. If only one part of a task is completed, the full three marks cannot be awarded. The majority of candidates however were able to converse fluently in their Role plays and make use of natural and idiomatic German to complete their tasks. Examiners should adhere to the rubrics and printed stimuli of the Role plays and not attempt to add to or extend the set tasks, nor develop them into mini-conversations. Full guidance is given on page 6 of the booklet, under **Structure of the Examination**.

### **Role plays A**

#### *Page 13*

This was a relatively straightforward Role play and most candidates performed well; the final task – asking for further information about the Youth Hostel – did not prove any more complex than the preceding tasks. Candidates were obviously well versed in the formalities of Youth Hostel situations.

#### *Page 14*

This too was not a difficult situation for candidates. The formalities and demands of hotel reception situations were well known.

#### *Page 15*

This situation – making arrangements to meet a friend and suggestions about possible activities – was also straightforward and gave no problems to candidates. The task of turning down a suggested time and replacing this with another was not found to be a problem.

### **Role plays B**

These tasks are more demanding, in that they require the ability to use a range of time frames and to give explanations, justifications and opinions where necessary. Centres are reminded that it is quite appropriate for the Examiner to split the longer tasks demanded in the candidate's rubric.

#### *Page 16*

This task was a familiar task from previous years: an interview regarding a possible job and giving information about one's own previous relevant experience. Candidates approached the task well and were able to give answers in an appropriate tense about past experience and frame questions about the proposed job conditions.

#### *Page 17*

This task too was a familiar task from past years: problems relating to losing a purse or wallet. Candidates were able to report relevant information about the loss in the appropriate tense to their friend and ask for the required help.

#### *Page 18*

This task covered familiar territory: responding to questions from a penfriend's relative about a journey to Germany and their experiences so far in Germany. Again questions were targeted in a range of tenses and straightforward opinions were sought.

### ***Topic (prepared) Conversation***

The Presentations ranged widely from monologues, where even candidates who were struggling were left to fend for themselves, to immediate general conversations with no initial candidate exposition. Examiners are asked to let candidates speak for a full minute before interrupting.

Having said that, many Examiners and candidates did an excellent job by producing a natural and not too over-rehearsed presentation and subsequent discussion with spontaneous exchanges in a variety of time frames, and a full range of vocabulary and structure. The manipulation by candidates of their prepared material is decisive in determining their marks.

The choice of topics was very wide; some candidates chose very challenging topics - there were some very commendable presentations on the environment and the role of women in society; many were able to speak at a very high and sophisticated level; other candidates were happier with less complex topics such as School, home life, future plans etc.

Candidate performance was generally very good on this part of the test with some fluent, interesting presentations and discussions.

### ***General Conversation***

The best performances from candidates in this section of the test were those in which they were encouraged to use a variety of time frames, relevant vocabulary and appropriate structures; many were able to demonstrate a high degree of fluency in their responses to the Examiner's questions. A good range of topic areas was used, including School, holidays, family life, education, daily life etc – all of which are entirely appropriate and all being topic areas where candidates can reasonably be expected to have a suitable command of relevant vocabulary and idiom. A minority of Examiners asked questions which were perhaps too sophisticated for the average candidate, thus denying such candidates the opportunity to demonstrate what they know or could offer with a more basic level of vocabulary and structure.

As has been said in the General Comments section, for both Topic and General Conversation, Examiners must ensure that candidates are offered the opportunity to respond in a range of tenses, otherwise marks above the satisfactory band on scale **(b)** cannot be awarded. Similarly candidates whose topic or conversation is significantly curtailed cannot expect to be awarded full marks if they do not have the opportunity to demonstrate a wide range of vocabulary and language structure.

### ***General Impression***

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

# GERMAN (Foreign Language)

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Paper 0525/04  
Continuous Writing

## General comments

The majority of candidates acquitted themselves very well and there were relatively few weak candidates.

The great majority handled German syntax well and wrote flowing, idiomatic German. Some candidates did not always use capital letters appropriately; they were sometimes omitted for nouns, even in some very fluent scripts and in a number of cases **sie** and **Sie** and similarly **ihr** and **Ihr** were confused. Genders were often incorrect and sometimes nouns changed gender seemingly arbitrarily within the same piece of work.

There was a marked difference on a significant number of scripts between the standard of German in **Question 1** and that in **Question 2**. Some candidates, who seemed to be accomplished letter writers and who produced idiomatic and accurate German in **Question 1**, produced German of a much lower standard for **Question 2**. This would suggest that more structured writing, as in letters, is rigorously prepared to good effect, whereas essay writing may be receiving less attention.

A few candidates produced work that was almost illegible. Candidates should be aware that poor handwriting could be to their disadvantage.

## Comments on specific questions

### **Question 1 (a)**

There were many extremely good letters and it was clear that most candidates were thoroughly versed in this skill and familiar with the range of vocabulary required. Candidates should note the requisite number of words, namely 110 - 140; just a few candidates significantly exceeded this, which was not to their advantage.

**Question 1(a)** was more popular than **Question 1(b)**.

Many candidates wrote an inappropriate letter opening: *Hallo, Wie geht's?* was not infrequent.

Sometimes **du** was used instead of the more appropriate **Sie**.

- Candidates introduced themselves appropriately. Many candidates did not seem to recognise *Freunde* as a plural; there was often confusion as to whether candidates were writing on behalf of friends (as directed by the rubric) or just one friend and whether this friend was male or female.
- Many good reasons for visiting Germany were given here.
- Candidates were able to express their requirements without difficulty, although *Doppelzimmer* and *Einzelzimmer* were not always known and *TV* was sometimes supplied instead of *Fernseher*.
- Most candidates generally expressed arrival times and duration of the visit clearly, although vague arrival times e.g. *nächste Woche* did occur.
- The majority asked an appropriate question, although some addressed the hotel manager as **du**.

Some candidates concluded their letter inappropriately. *Alles Gute* and *bis bald* occurred on a number of occasions.

### Question 1 (b)

This question was less popular than 1 (a), but in general candidates produced interesting answers.

- The majority of candidates expressed why and with whom they had visited the studio. Birthday surprises, prizes and connections with the cast were the most frequently given reasons for the visit.
- Most candidates viewed the filming of a 'soap', although a few went to a chat-show. A significant number failed to make reference to the location of the show: perhaps *stattfindet* had not been understood.
- Appropriate reasons for liking the programme were supplied.
- Candidates seemed to have no problem describing events in the show.
- Suitable questions were asked.

### Question 2

Question 2 is intended to offer candidates the opportunity to write freely and to demonstrate a wide range of language. However as already mentioned, this second exercise was sometimes dealt with less successfully than the first. A few candidates seemed to find this task too much of a challenge and wrote completely irrelevant material, making no reference at all to the fact that the wrong suitcase had been taken home.

There were some very good answers, with generally relevant story lines. In most cases the suitcase was retrieved, although occasionally the candidate was more interested in rejoicing in the good looks of the person who had taken their case and in the ensuing romance, or in spending the vast amounts of cash found in the other suitcase, than in detailing events relating to the luggage. Some candidates suggested that the suitcase had been lost rather than that the wrong one had been taken home.

Some candidates, writing entirely in the present tense, seemed not to have understood the instruction *Erzählen Sie, was weiterhin geschah*: a significant number of candidates spent much or all of the essay scene-setting and reiterating the rubric rather than developing the story, gaining nothing for accuracy or communication. A few wrote solely about their holiday abroad.

Candidates are reminded that essays should not exceed the requisite number of words as this could be to their disadvantage. Most kept within the word limit.