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FOREWORD

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.**

FOREIGN LANGUAGE GERMAN

Paper 0525/01

Listening

General comments

The general standard of achievement attained by the candidates in this examination was very high, with many candidates achieving full or nearly full marks.

A very small number of candidates this year found numbers and spelling with the German alphabet difficult. As in previous years, candidates generally found it easier to match and tick than to produce answers in the target language. Virtually all candidates attempted all sections of the examination as recommended and appeared well prepared for this examination.

Comments on specific questions

Erster Teil

Erste Aufgabe Fragen 1 - 8

This exercise tested comprehension of short dialogues making up a conversation about the forthcoming school holidays. The two speakers compared plans, then looked ahead to the new school year in September.

The exercise, based entirely on the Defined Content as is the rest of **Section 1**, produced very few problems, though a small number of candidates still struggled with time as evidenced in **Question 5**.

Question 1 B (1)

Question 2 A (1)

Question 3 B (1)

Question 4 B (1)

Question 5 C (1)

Question 6 A (1)

Question 7 C (1)

Question 8 C (1)

[Total 8]

Zweite Aufgabe Fragen 9 - 16

In this exercise candidates made a note of details of a message left on their home answering machine relating to the school German exchange programme. In general, the exercise posed few problems for candidates. A small minority found the alphabetical spelling of the name (**Question 13**) difficult. With regard to **Question 15**, some candidates failed to indicate that the time referred to the evening. Most candidates were able to understand the numbers necessary to cope with **Question 16**.

Question 9 (der Klassen-)Lehrerin/Frau Müller (1)

Question 10 Arm (1)

Question 11 Samstag (1)

Question 12 Bahnhof (1)

Question 13 GUERTLER (1)

Question 14 reiten (1)

Question 15 20:00 Uhr/acht Uhr **abends** (1)

Question 16 39 41 52 (1)

[Total 8]

Zweiter Teil

Erste Aufgabe Fragen 17 - 24

This was a true/false exercise, in which candidates heard an interview with a school pupil explaining how he earned money in his spare time by looking after pets when their owners were on holiday for example. It posed virtually no problems for the vast majority of candidates. Where a mistake was made this was usually the wrong answer to **Question 17** which stated: *Christof's Foto war in der Zeitung*, whereas candidates heard: *Erst wollten Sie auch ein Foto von mir drucken, daraus ist aber leider nichts geworden*.

Question 17 nein (1)

Question 18 ja (1)

Question 19 nein (1)

Question 20 ja (1)

Question 21 nein (1)

Question 22 ja (1)

Question 23 nein (1)

Question 24 ja (1)

[Total 8]

Zweite Aufgabe Fragen 25 - 32

Most candidates coped extremely well with this exercise, even though it demanded answers in the target language. They heard an interview with Claudia describing a typical day in the advertising agency where she was doing work experience. The marking of this type of exercise puts the emphasis on communication rather than on grammatical accuracy. This allows even weaker candidates to shine. Anglicisms, however, are not rewarded.

Question 25 bei einer Zeitschrift/Zeitung/einem Magazin (1)

Question 26 Kreativität/wie man von der Idee zum Artikel kommt/das Schreiben (1)

Question 27 zwölf/ein Dutzend (1)

Question 28 bei der Chefin (1)

Question 29 man muss auf die Zeit aufpassen/Termine überwachen (1)

Question 30 Weil die Leserinnen in ihrem Alter sind/sie kann gut für sie schreiben, weil sie sich in sie hineinversetzen kann/sie weiß, was ihre Leser interessiert (1)

Question 31 dass sie von so vielen Menschen gelesen/gesehen/gehört wird (1)

Question 32 die Zusammenarbeit macht Spaß (1)

[Total 8]

Dritter Teil

Erste Aufgabe Fragen 33 - 38

It was pleasing that virtually all candidates attempted **Section 3**. As this examination is marked positively, this gave scope for all to attain further marks. It is, however, clearly the most demanding section of this examination.

The first exercise of **Section 3**, a multiple choice exercise, posed few problems for the bulk of the candidates. When mistakes occurred, they were usually clustered around the last three questions, **Questions 36 - 38**, but without there being a clearly discernible pattern. A few candidates seemed to have chosen the answers which they would normally expect to be true, without reference to the tape.

Question 33 D (1)

Question 34 A (1)

Question 35 A (1)

Question 36 B (1)

Question 37 A (1)

Question 38 B (1)

[Total 6]

Zweite Aufgabe Fragen 39 - 45

Despite this being the most demanding exercise of this examination, most candidates coped very well here. They heard an interview with a Japanese artist working in Germany. He spoke about his childhood and compared Japan and Germany, as well as describing his individual way of working. **Question 41** – *Warum ist Herr Nara hauptsächlich nach Deutschland gekommen?* – was the one most frequently answered wrongly. A number of anglicisms (Noodlesoup/drinkt beer etc.) lost marks for a small minority of candidates.

Question 39 Er trägt schwarze Kleidung/ist lässig (1)

Question 40 Er war oft allein (weil seine Eltern arbeiteten)/hat viel gemalt/gelesen/sich seine eigene Welt aufgebaut (2)

Question 41 Weil seine Freundin in Hamburg/Deutschland wohnt und er ohne sie nicht leben kann (1)

Question 42 einsam/hilflos (wie in seiner Kindheit) (1)

Question 43 mit (Nord-)Japan/da ist es auch kalt und regnerisch (2)

Question 44 Er arbeitet wie wild/immer nachts/hört laute Musik/isst dabei (Nudelsuppe)/trinkt Bier (2)

Question 45 als Hilferuf (1)

[Total 10]

Paper 0525/02
Reading and Directed Writing

General comments

The majority of candidates acquitted themselves very well in this examination, many achieving full or nearly full marks. Most candidates attempted all three sections of the paper, giving them access to all marks available. As the examination is marked primarily for communication rather than for grammatical accuracy (apart from the letter-writing exercise, **Question 25**, where accuracy is required and rewarded), most candidates profited from attempting all sections and being able thus to add to their marks.

Section 1 of the examination is based exclusively on the Defined Content Syllabus and most candidates appeared well prepared for this examination.

It was particularly noticeable that the style of the first exercise in **Section 3** seemed more familiar to candidates than in previous years, resulting in higher marks there.

Comments on specific questions***Erster Teil******Erste Aufgabe Fragen 1 - 5***

Virtually all candidates did well on this multiple choice exercise. In **Question 1** „*abwaschen*“ was confused by a few with „*Wäsche waschen*“. Apparently careless reading of **Question 4** led a few candidates to choose the wrong answer here.

Question 1 A (1)

Question 2 B (1)

Question 3 C (1)

Question 4 C (1)

Question 5 D (1)

[Total 5]

Zweite Aufgabe Fragen 6 - 10

Most candidates answered questions on this matching exercise well, without making mistakes. There was no discernible pattern to the few incorrect answers.

Question 6 C (1)

Question 7 D (1)

Question 8 A (1)

Question 9 F (1)

Question 10 E (1)

[Total 5]

Dritte Aufgabe Fragen 11 - 15

Candidates read a letter on starting out at secondary school and completed a true/false exercise on it. Most scored full marks here.

Question 11 nein (1)

Question 12 nein (1)

Question 13 ja (1)

Question 14 ja (1)

Question 15 nein (1)

[Total 5]

Vierte Aufgabe Frage 16

Question 16

[Total 5: 3 marks for addressing the rubric, 2 marks for quality of language]

Most candidates scored full marks on this short writing exercise. Just a few candidates lost a mark for failing to mention all three points in the rubric or by writing in the wrong tense as indicated by the prompts given on the question paper.

Zweiter Teil

Erste Aufgabe Fragen 17 - 24

Most candidates coped very well with this exercise involving comprehension questions on a text relating to eating patterns among primary school children and describing an initiative to introduce them to healthier options. There were no specific problems to note.

Question 17 wie wichtig gutes Essen ist/es hilft einem zu lernen (1)

Question 18 Chips/Schokoriegel/ungesundes Essen/Fastfood (1)

Question 19 Übergewicht/Untergewicht/Mangel an Konzentration (2)

Question 20 gesundes Essen (1)

Question 21 Ganztagschule/alle Schüler essen hier gemeinsam zu Mittag/die meisten Schulen sind gegen 1 Uhr zu Ende (1)

Question 22 die Firma „Essen für Kinder“ (1)

Question 23 zu gutem Essen/dass es an anderen Schulen auch gesundes Essen gibt (1)

Question 24 das eigene Essen in ihrer Schule/sie weiß, was drin ist/selbst gekocht (2)

[Total 10]

Zweite Aufgabe Frage 25**Question 25**

There are 10 marks for communication and 5 marks for accuracy and appropriate language to be gained here. Each bullet point in the rubric yields 2 marks. Most candidates scored very well. Even if the candidate mentioned only *one* favourite subject but expanded on this choice, 2 marks were awarded. A small minority lost marks by totally overlooking a bullet point. This was particularly true with regard to issuing an invitation at the end; a small number of candidates only wrote about their own holiday plans without inviting their correspondent.

The 5 marks available to credit accuracy 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 ending.

Dritter Teil**Erste Aufgabe Fragen 26 - 32**

It was noticeable that candidates seemed more familiar with this type of exercise and thus gained more marks than at previous examination sessions. In general, nearly all candidates scored well. The expression *im Ausland* seemed not well understood by just a few candidates.

Question 26 ja (1)

Question 27 nein, es handelt sich um einen Krimi/die Geschichte von Sir Mortimer Pope (2)

Question 28 ja (1)

Question 29 nein, der Lehrer/Schmid schrieb die ersten vier Kapitel (2)

Question 30 nein, die Autoren trafen sich jeden Donnerstag/wöchentlich (2)

Question 31 ja (1)

Question 32 ja (1)

[Total 10]

Zweite Aufgabe

Most candidates scored well in this exercise even though it is the most demanding of this examination. The text here concerned a social issue, a helpline for elderly people. Candidates answered comprehension questions on it. There was a small number of candidates only who attempted to "lift" from the text without appearing to understand the material.

Question 33 um mit einsamen alten Leuten zu sprechen/es kümmert sich um alte Menschen (1)

Question 34 nur um über Kleinigkeiten zu reden/ mit kleinen Problemen/mit großen Problemen/mit Familienproblemen/wegen des Verlusts von Ehepartnern/Geldproblemen/schlechter Behandlung in der Familie (2)

Question 35 durch Flugzettel/Presseartikel/amtliche Mitteilungen/Mundpropaganda (2)

Question 36 als oft schwierig/als schwere/keine leichte Aufgabe (1)

Question 37 sie haben nicht genug Geld/Personal (1)

Question 38 To answer this question candidates needed to distinguish between the two organisations referred to: „Tafel“ and „Seniorentelefon“:

beim Seniorentelefon arbeiten alle Leute zusammen/in einem Büro/haben sie ein Büro/arbeiten sie dreimal in der Woche/bieten sie alten Menschen Kontakt;

bei der Tafel wird alles von zu Hause organisiert/haben sie kein Büro/bieten sie armen Leuten Essen an/arbeiten sie viermal pro Woche

Question 39 man sammelt Nahrungsmittel ein (die kurz vor dem Verfalldatum stehen) und teilt sie an Bedürftige aus (1)

Question 40 sie haben ihren Einsatz nie bereut/bekommen so viel zurück, wie sie investieren (1)

[Total 10]

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| <p>Paper 0525/03</p> <p>Speaking</p> |
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General comments

These comments are to be read in conjunction with the **Teachers' Notes** for October/November 2005.

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

Centres generally conducted the Speaking Test very professionally. Examiners had prepared themselves thoroughly before the examination and their candidates were likewise ready 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 here can produce excellent performances: candidates should be prepared to use the full range of time frames (present, past and future) in these sections. Examiners should give ample opportunity to ask the sort of questions which will allow these time frames to be used otherwise access to marks under Scale (b) in the mark scheme relating to linguistic quality is 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 Teachers' Notes (page 5).

Administrative work in Centres was very good this November; there were no clerical errors of addition on the working mark sheets (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 generally applied consistently and the order of merit within Centres was accurate where multiple candidates were entered. Where adjustments were necessary, factors like 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. Many 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** booklet (page 4, 7(h)) 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 booklet, under **Structure of the Examination**.

A role plays

Page 13

Most candidates did very well. Some candidates, however, did mix up whose party was planned and said whom they would like to invite. Responses to the last two tasks were often concise and brief, but could nonetheless still score full marks.

Page 14

Most candidates were able to handle this role play well and showed that the set task (arrangements for a possible meeting) was one with which they were familiar.

Page 15

Most candidates were able to play the role of the tourist official and offer suitable information to the enquiring tourist in an appropriate form.

B role plays

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

Page 16

This role play proved a good discriminator as it involved responses in a variety of time frames. The final response to task 5 could again be very brief without involving loss of potential marks provided it was correct.

Page 17

Once again, a variety of time frames was necessary for full completion of the tasks, but this was not beyond the scope of most candidates. Many candidates did not, however, repeat the time of arrival in Stuttgart, as required in task 5.

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 some pleasing and interesting offerings as to how the candidate might deal with a difficult customer!

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 up to 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 candidates nor did it allow them to demonstrate how well they had prepared.

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 on 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 on scale (a) in the mark scheme (quality of presentation of material in the topic).

Examiners must consult the Marking Instructions in the **Teachers' Notes** very carefully as 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 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 a few Examiners do not make it clear where the **Topic** ends and the **General Conversation** begins, which can be difficult for the Moderator.

General Conversation

Here, too, the best performances from candidates came where they were encouraged to use a variety of tenses, relevant vocabulary and appropriate structures and very 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 extremely 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 are entirely appropriate. Some Examiners do, however, pose questions which are too sophisticated for the average candidate or offer only a brief opportunity for a conversation.

General Impression

It was pleasing to see that the Impression mark out of 10 was consistently well used by the majority of Examiners.

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| <p>Paper 0525/04 Continuous Writing</p> |
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General comments

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

The greater majority handled German syntax very 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** 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, namely 110-140; a few very competent candidates significantly exceeded this, which was not to their advantage. Part **(a)** tended to be more popular than part **(b)**.

(a) Occasionally **du** was used instead of the more appropriate **Sie**.

- Candidates introduced themselves appropriately.
- Many good reasons for writing were given here.
- Candidates were able to describe their pet without difficulty.
- Many imaginative and moving reasons were given for keeping the dog.
- The majority asked an appropriate question, although some merely expressed the hope that their plight would be understood.

- (b)
- Most candidates referred to an activity undertaken and news received in the post as per the rubric that they had won a prize for this. Just a few candidates ignored the rubric and described winning a prize at an event such as a gymkhana.
 - Candidates were able to describe their prize without difficulty.
 - Candidates were able to describe how they felt.
 - Responses were appropriate with most families rejoicing at the candidate's success, whilst some expressed the jealousy of siblings.
 - Suitable questions were asked.

Question 2

There were some very good answers here, with generally relevant story lines. In most cases the young woman shoplifting in the department store was reported and led away, although occasionally the candidate showed true kindness for a poor and needy person and paid for the stolen goods.

Some candidates spent too much of the essay scene-setting and repeating the rubric rather than developing the story. Candidates are reminded that essays should not exceed the requisite number of words as this could be to their disadvantage.

Candidates are reminded that a narrative in an appropriate past tense is required here as indicated by the rubric: *Erzählen Sie, was weiterhin geschah*. Both the imperfect and the perfect tense are considered appropriate past tenses. Just a few candidates wrote part of or their entire essay in the present tense, which was incorrect. Although it is of course acceptable for the narrative to contain small sections of dialogue, it is not appropriate to write the whole piece as a dialogue.