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# FOREIGN LANGUAGE GERMAN

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<p>Paper 0525/01</p>
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<p>Listening</p>
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## General comments

In general, candidates performed very well with many achieving high marks, particularly in **Sections 1** and **2**. As in previous sessions, producing German words and phrases posed a problem for a small number of candidates. Nonetheless, these candidates were able to demonstrate their understanding in exercises where only their passive knowledge of German was tested (e.g. multiple choice and matching exercises).

## Comments on specific questions

### *Erster Teil*

#### *Erste Aufgabe*

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

Most candidates scored full marks here. When they did not, **Questions 3** and **7** were most frequently answered incorrectly.

#### *Zweite Aufgabe*

Question 9	<i>Berge/Alpen/Schweiz</i>
Question 10	<i>zwei/2</i>
Question 11	<i>zwei/2</i>
Question 12	<i>€ 2000</i>
Question 13	<i>Frühstück</i>
Question 14	<i>reiten (gehen)</i>
Question 15	<i>Kahlig</i>
Question 16	<i>67 06 86</i>

Again, most candidates achieved full marks. Where this was not the case, **Questions 15** and **16** were the most likely to cause problems. Candidates do not have to spell out numbers, but if they do, they must do so in accurate German. Hence, *zweithousand*, for instance, could not be rewarded.

The German alphabet does not seem to be widely known.

**Zweiter Teil**

*Erste Aufgabe*

- Question 17**    *Ja*  
**Question 18**    *Nein*  
**Question 19**    *Nein*  
**Question 20**    *Nein*  
**Question 21**    *Ja*  
**Question 22**    *Nein*  
**Question 23**    *Ja*  
**Question 24**    *Nein*

There was no discernible pattern to errors if any were made; most candidates scored full marks here.

*Zweite Aufgabe*

- Question 25**    *Es gefällt ihr immer weniger/Sie findet es langweilig(er).*  
**Question 26**    *Es war mehr los/es gab mehr junge Leute, die zusammen etwas machten.*  
**Question 27**    *18/achtzehn*  
**Question 28**    *Man kann abends wegfahren/jeder hat woanders Freunde.*  
**Question 29**    *Räume sind (von Clubs) reserviert/Man kann sich nicht gut treffen.*  
**Question 30**    *Es gibt zu viele alte Leute/Junge Leute können nicht unter sich sein.*  
**Question 31**    *Autowerkstatt/kleine Läden*  
**Question 32**    *Um eine Ausbildung (als Bürokauffrau) zu machen.*

Candidates able to express themselves reasonably in the target language scored well here. **Question 26** proved a challenge to those who could not quite express *Es war mehr los*. At **Question 31**, Autowerkstatt proved to be a difficult word to spell for some candidates. At **Question 32**, some candidates guessed that the city was attractive because of the brilliant shopping that could be done there.

**Dritter Teil**

*Erste Aufgabe*

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

A fair number of candidates got full marks. Some candidates apparently did not fully understand (or take the time to work out) the meaning of the different choices. A minute number opted not to tick any choices, missing out on any marks they might have gathered.

*Zweite Aufgabe*

- Question 39** (i) *Er ist nicht mehr so beweglich/Er kann nicht mehr so hüpfen/springen.*  
(ii) *Er ist erfahrener/weiser.*
- Question 40** *Es ist ihm nicht wichtig.*
- Question 41** *Er dachte sie seien ernst/humorlos.*
- Question 42** *Sie haben doch Humor/sie lieben den Zirkus.*
- Question 43** *Er hört Musik (mit Tempo).*
- Question 44** *Er hat einen sanften, verträumten Sinn für Humor/Er ist kein "Tortenwerfer".*
- Question 45** *Es soll unterschiedliche geben.*
- Question 46** *Den Zirkus wird es immer geben.*
- Question 47** *Er hat eine Stiftung gegründet, die für die Ausbildung/Schule bezahlt.*

It was apparent that those candidates who scored lower marks on this exercise did not really comprehend the questions, as a number of correct answers were given, but allocated to the wrong question. A sizeable number did score very well here. The need for active production of the target language stood in the way of some candidates in this last and, intentionally, most demanding exercise.

**Paper 0525/02**  
**Reading and Directed Writing**

**General comments**

In general, candidates performed well, particularly in **Sections 1** and **2**, with a significant number achieving full or nearly full marks. As in Paper 0525/01, a small number of candidates found producing German words and phrases challenging, but could nonetheless demonstrate understanding in matching and ticking exercises. In **Section 2, Question 25**, most candidates adhered to the word limit, with only a very small minority exceeding this. Even very good candidates, however, disregarded some of the bullet points, losing out on some marks as a consequence.

**Section 3, Exercise 1**, caused most problems. This may be because candidates are not yet fully familiar with this type of questioning or because they did not understand the text. In a number of cases, the correct JA/NEIN was ticked, but the answers given were made up. Some candidates appeared to have made a distinction between paper and an exercise book in **Question 29**. Nevertheless, if they did so and ticked NEIN and gave a plausible explanation, they received one mark.

Most candidates scored well on **Section 3, Exercise 2**, provided they were able to express themselves intelligibly in the target language.

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

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

Most candidates scored full marks here.

*Zweite Aufgabe*

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

Virtually all candidates scored full marks here.

*Dritte Aufgabe*

- Question 11** Ja  
**Question 12** Nein  
**Question 13** Ja  
**Question 14** Nein  
**Question 15** Ja

Most candidates scored well. The words *Nordsee*, *Fähre* and expressions relating to the weather caused some problems. A few did not understand what *Sandschlösser* meant.

*Vierte Aufgabe*

- Question 16** Maximum of 5 marks: 3 for communication, 2 for quality of language

Most candidates scored full marks on this exercise.

**Zweiter Teil**

*Erste Aufgabe*

- Question 17** *Sie steigt/Anzahl wird immer größer etc.*  
**Question 18** *Seit sie 15 war/Seit 4 Jahren.*  
**Question 19** *Sie ist gleich.*  
**Question 20** *Wohnheim/Zimmer klein/teilt Küche und Bad/Aufenthaltraum für alle*  
**Question 21** *komplex/voll*  
**Question 22** *Wie man Verkehrsunfälle dokumentiert/Streit schlichtet.*  
**Question 23** *Auf das Verkehrstraining.*  
**Question 24** *Durch ein Praktikum.*

The great majority of candidates scored well here. The most problematic questions were: **Question 18**, where some candidates simply put *15 Jahre(n)* (not *seit vier Jahren* or *seit sie 15 Jahre alt war*), and **Question 20**, where the notions that only a bed and a table fitted into Sandra's small room were often taken as constituting two *Beispiele* of Sandra's *Unterkunft*, which was not enough to score two marks.

*Zweite Aufgabe*

**Question 25** Maximum of 15 marks: 10 for communication, 5 for quality of language/accuracy

Nearly all candidates scored high marks. The few exceptions were those who took no account of the bullet points. Most frequently omitted the last part of the last bullet point (how they intended to travel home).

**Dritter Teil**

*Erste Aufgabe*

**Question 26** *Nein, das Klassenzimmer ist sehr ordentlich.* [2]

**Question 27** *Ja* [1]

**Question 28** *Nein, sie findet es schwer.* [2]

**Question 29** *Ja* [1]

**Question 30** *Nein, die Schüler bestimmen selbst, was sie herunterladen.* [2]

**Question 31** *Nein, sie machten sich zuerst Sorgen/hatten Vorbehalte.* [2]

**Question 32** *Ja* [1]

**Question 33** *Ja* [1]

It would seem that a number of candidates are not yet totally familiar with this question type. This resulted in a number of candidates ticking the correct *NEIN* box without realising what else was required. Some candidates made a distinction between paper and exercise books rather than between paper and lap-tops in **Question 29**. If they could justify their choice, they received one mark. A fair number of candidates did very well on this exercise.

*Zweite Aufgabe*

**Question 34** *Es war sein erster Tag dort/sein erster persönlicher Kontakt mit Behinderten.*

**Question 35** *Es ist für die Karriere wichtig (um soziale Kompetenz zu lernen).*

**Question 36** *die hohe/erhöhte Nachfrage aus Deutschland*

**Question 37** *als gut angelegt/als gute Investition*

**Question 38** *Weil er weniger gemacht hat als an einem normalen Tag*

**Question 39** (a) *Alles muss schnell gehen/Er liebt den Druck*

(b) *Alles ist langsamer/muss geplant und eingeteilt werden*

**Question 40** *Dass man nicht alles managen und verbessern kann*

**Questions 37** and **40** posed the most problems here. In answer to **Question 37** some candidates merely quoted the actual price. Some answered "*dass sich alles managen/verbessern lässt*" to **Question 40**, which is exactly the opposite of the required answer.

<p><b>Paper 0525/03</b></p>
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<p><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 2003.

As in previous years, the ability of candidates to communicate in German is impressive and there were very many highly scoring performances by candidates. Many candidates were 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 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, or, in the case of 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 of the test. 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) in these sections of the test. Examiners should, therefore, give ample opportunity to ask the sort of questions which will allow these time frames to be used, otherwise marks in category B (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 session; there were no clerical errors of addition on the Working Mark Sheets. It would still 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, but 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 the Centre was accurate. Where adjustments were necessary, the lack of time frames in the conversation sections or failure to complete all the Role Play tasks, were usually at fault.

### **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 booklet, under Structure of the Examination.

#### **Role Plays A**

##### *Page 13*

Most candidates did very well. Some candidates, however, failed to pick out appropriate types of *Obst*.

##### *Page 14*

Most candidates were able to handle this Role Play well and showed that the set task was one which they were fully conversant with.

##### *Page 15*

There were no problems with this Role Play, which dealt with simple health problems.

## Role Plays B

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 longer tasks were often split by the Examiners, which is quite appropriate. Most candidates also took note to consider the context of the setting provided in the rubric.

*Page 16*

Some candidates found difficulty in expressing adequately how to ask about 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. Varied reasons were given for why the candidate had chosen to visit Germany.

*Page 18*

Again there was a necessity of handling a range of time frames for successful communication of the tasks here, but, again, this was not beyond the majority of candidates; lost property is obviously a well-rehearsed topic in Centres!

## Topic Conversation

A pleasing and wide range of topics was offered. The best examining in this section sounded natural. It gave rise to 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, which was often not helpful for the candidates.

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 usually very 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)** (quality of presentation and preparation).

Examiners must consult the Instructions to Teachers 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 tenses. 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 Conversation** ends and the **General Conversation** begins.

## 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. 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 included school, holidays, family life, education, daily life, life in other countries, geographical surroundings and free time – all of which were entirely appropriate. Some Examiners, however, pose questions which are too sophisticated for the average candidate, thus denying such a candidate the opportunity to demonstrate what they know or can offer with a more basic level of vocabulary and structure.

## General impression

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



**Paper 0525/04**  
**Continuous Writing**

### General comments

There was a clear difference in ability between candidates this session. 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 entered for the First Language Syllabus.

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

In the main, candidates wrote using the reformed spelling rules, as required. However, occasionally it was apparent that some were still not applying these. This was most in evidence with the use of *ß* in *daß*, which is no longer correct.

A great majority of candidates handled German syntax 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 should be advised to note the requisite number of words; a few very competent candidates exceeded this significantly, which was not to their advantage. **(a)** proved to be more popular than **(b)**.

- (a)1** Reasons for the visit were appropriate.
- 2 Some good answers here, but some candidates clearly did not understand the idiom and read *halten* to mean stop/prevent.
- 3 Many candidates failed to ask a question and merely stated their intentions. Candidates are advised to note that the instruction: *Fragen Sie* and indeed *Bitten Sie* require a question, either direct or indirect.
- 4 Candidates were able to suggest a wide variety of activities.
- 5 Most candidates wrote appropriately.
- (b)1** Candidates were able to introduce themselves appropriately.
- 2 This was well answered.
- 3 There was no problem here.
- 4 Candidates were generally able to formulate an appropriate question.
- 5 Suitable outings and activities were suggested, but a question was not always asked.

#### **Question 2**

There were some very good answers here, although a significant number of weaker candidates completely misunderstood the rubric and wrote about parties/nightclubs, burglaries or other problems at the neighbour's house and a couple wrote about smoking. Other stories were relevant with appropriate vocabulary, although fire brigade/firemen did not always seem to be known. The use of tense was almost always correct. It was evident that while letter writing had been very well rehearsed and executed in almost all cases, this exercise was often dealt with less successfully by the same candidates.