



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE EXAMINATION 2003

GERMAN

ORDINARY LEVEL CHIEF EXAMINER'S REPORT

HIGHER LEVEL CHIEF EXAMINER'S REPORT

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LEAVING CERTIFICATE EXAMINATION 2003

GERMAN

Higher and Ordinary Levels

Chief Examiner's Report

INTRODUCTION

The Leaving Certificate German Higher and Ordinary Level examinations are based on the syllabus content. The present syllabus was examined for the first time in 1997. Both Higher Level and Ordinary Level have four main components: Oral Production, Listening Comprehension, Reading Comprehension and Written Production.

The Oral Examination consists of an interview, approximately 15 minutes long, during which candidates answer general questions on specific topics from the syllabus. In addition to this, they choose to speak either about a German project they have completed or about a picture sequence, and finally they complete five tasks in a role-play. In order to facilitate integration of the four skills and a theme-based approach, picture sequence and role-play materials are available to candidates early in their first year of senior cycle. In 2003 the oral component was examined between March 31st and April 11th.

The Reading Comprehension, Written Production and Listening Comprehension components are taken in June. The Reading Comprehension and Written Production are examined together in a two and a half hour examination followed by a 40 minute Listening Comprehension Test.

The only element of choice is in Written Production. In the shorter piece of writing, the Äußerung zum Thema, candidates choose between (a) or (b), and similarly in the longer written production question, candidates choose to write a response either to a letter in German or to a stimulus in German with a graphic component.

ORAL EXAMINATION

1. INTRODUCTION

The Leaving Certificate German Oral Examination is in its present format since 1997. The examination is common to Higher and Ordinary Level candidates, and carries 25% of the overall total for Higher Level candidates and 20% for Ordinary Level candidates. (All candidates are marked out of 100 and marks are adjusted later in the State Examinations Commission, Athlone for Ordinary Level candidates, to represent 20% of their total).

The sections within the examination are:

1. **General Conversation** **40 marks**
2. **Picture Sequence / Project** **30 marks**
3. **Role-play** **30 marks**

2. ANALYSIS OF CANDIDATE PERFORMANCE

Section 1: General Conversation

Many examiners reported on the ability of well prepared candidates to hold a natural conversation in the target language, and on their ability to adapt to the various topics introduced. Candidates who performed less well, or those who had insufficiently prepared for the examination, showed difficulty understanding some of the questions. These candidates tended to give very short inaccurate answers. Candidates who treat each question as an invitation to converse with the examiner perform best in this section. Some evidence was reported of candidates who, while they performed well and were accurate in their answering, appeared over cautious, held back too much in their delivery and possibly missed out on the top grade as a result.

Candidates managed some topics better than others.

- All ranges of ability handled the topics on *Familie/ Geschwister, Schulweg, Schulfächer and Hobbies* quite well.
- When asked about *Teilzeitarbeit/ Sommerjob*, many candidates were unable to describe the type of work that they do, even in a few short sentences.
- The topic *Spracherlernen* was generally well prepared and well answered. Many candidates mentioned the difficulty of learning the grammar but find the German pronunciation relatively easy.
- *Aufenthalt im deutschsprachigen Raum* was a popular topic among examiners, often used to examine the Past Tenses. A number of candidates answered this question very well. However, only the most competent candidates used the Perfect Tense well. Many candidates who said they had not been to a German speaking country often had not prepared answers on this topic.

Literary Option within the General Conversation:

What is required in this option is a very brief summary of a literary text or film, in order to give the examiner the opportunity to discuss it a little further with the candidate. Each candidate is asked, *‘Wollen Sie mir über einen deutschen literarischen Text erzählen, den Sie gelesen haben, oder möchten Sie über einen deutschen Film sprechen, den Sie gesehen haben?’* This allows candidates an opportunity to discuss a German poem, story, excerpt from a literary work that they have read, or a German film they have seen. Examiners commented on a low uptake generally of this option, and reported that more candidates chose to speak about a German film than a literary text. Candidates who chose this option were generally very well prepared and scored high marks as a result.

In offering candidates the option of discussing a literary work, examiners experienced a high level of confusion among candidates. Some candidates who seemed unprepared were put off by the question; others misunderstood the term *‘literarischer Text’*, spoke about their textbook and wasted valuable time.

Section 2: Picture Sequence or Project

To ensure this section offers a viable choice to candidates, the marking scheme and level of questioning is structured on parallel lines.

(a) Picture Sequence:

Candidates who choose this option firstly narrate a picture sequence. They then answer some questions relating to the story and this is followed by a brief discussion of issues arising from the general theme of the story. The breakdown of marks is as follows:

- | | |
|--|-----------------|
| 1. Narration of picture sequence | 10 marks |
| 2. Explanation; Future Projection | 10 marks |
| 3. Opinion on a related issue | 10 marks |

The majority of candidates in 2003 opted for the picture sequence. Examiners reported many excellent performances by candidates in the narration section, where they narrated the sequence of events i.e. approximately two sentences per picture, suitably linked. Examiners remarked that many well prepared candidates in the lower ability range managed to tell the story in simple correct German and scored very well in the narration section. There was less evidence than heretofore of candidates delivering long and detailed learned off descriptions of the individual pictures. Such rote learning hinders good communication and is to be discouraged.

A small percentage of candidates failed to link the pictures as required, and said *‘Bild eins, zwei, drei’* etc. before attempting to describe each picture. There was also evidence of candidates having little preparation done for the particular picture sequence they randomly

chose, and a small number of candidates refused outright, despite gentle coaxing by the examiner, to speak on the picture sequence.

The Explanation, Future Projection and Opinion on Issue questions were well answered by many candidates. Many candidates who listened carefully to the question asked, and who then replied in simple correct German, scored well in this section.

Some candidates, however, had difficulty both in understanding and answering these questions. Examiners also reported that many candidates answered questions posed in the Future or Past Tenses in the Present tense. This tended to depress the mark they received.

(b) Project:

Candidates firstly make a verbal presentation of a German project, relevant to the syllabus content, which they have studied during Senior Cycle. They then answer questions arising from their presentation. This is followed by a discussion of issues arising from the general theme of the project. The breakdown of marks is as follows:

- | | |
|---|-----------------|
| 1. Uninterrupted verbal presentation | 10 marks |
| 2. Clarification; Explanation | 10 marks |
| 3. Opinion on a related wider issue | 10 marks |

Examiners reported a varying uptake of this option from school to school. There were examples of all candidates in some schools availing of the project option, whereas in the majority of schools, all candidates opted for the picture sequence.

It is important to remember that marks are awarded for accuracy of vocabulary and structures used by the candidate in speaking about his/her project, and **not** for the physical appearance or content of the project.

Examiners encountered varying standards. One examiner reported as follows: *“A number of the projects were excellent. They were well researched and well spoken about, and it was obvious that a lot of time had been spent doing and discussing the project and these candidates presented their work proudly”*. These candidates had their work well prepared, and had anticipated follow-up and opinion-on-issue questions and scored very highly at this section of the examination.

There was also evidence of candidates who presented projects which did not come across as being their own work. This was particularly evident in the uninterrupted verbal presentation of the project, where some candidates seemed to be attempting to deliver a complicated summary, translated from English to German, but which they were unable to manage. As a result, it sounded very unnatural and often made little sense, as candidates struggled to pronounce German words and sentence constructions which they had not mastered.

Section 3: Role-play

The role-play tests potentially real situations which candidates could encounter with native speakers of German. The marking of this section is weighted in favour of effective communication. Command and accurate use of German naturally play a part in this. The role-play is marked as follows:

Effective communication in the completion of tasks: **20 marks**
(5 tasks x 4 marks)

Vocabulary and accuracy: **10 marks**

Examiners reported that candidates who were well prepared and familiar with the materials did very well on this section. Some interacted very competently with the examiner as they completed the tasks. Others, with more limited command of language, but who adapted well to the examiner in the completion of each task in an effective manner, also gained high marks in this section.

Some candidates had learned off responses to the role-play tasks and proceeded from one task to the next without listening to, or taking account of, the interjections of the examiner. They gave a response they had prepared no matter what the examiner said. This practice interferes with good communication, lowers the overall mark, and is one of the problems resulting from candidates having the materials in advance.

A small percentage of candidates gave the impression that they were seeing the materials for the first time and had little or no preparation done. These candidates tended to use words straight from the role-play card with no manipulation, resulting in very garbled and incoherent German.

Examiners also reported that a small number of candidates, despite encouragement from the examiner, refused to do the role-play. Many examiners commented that many well-prepared candidates in the lower ability range achieved good marks on the role-play. It was felt that candidates who scored poorly had not prepared sufficiently.

Some candidates used „du“ in situations where „Sie“ was the appropriate form e.g. in the role-plays „Anruf beim Arzt“, „Anruf beim Resteraunt“ and „Jugendberge“.

Errors recurring throughout

Pronunciation:

- *Anbieten* was often mispronounced as *anbiten*, *Meilen* as *Mielen* etc.
- There was often no Umlaut pronounced in *Geschäft*, *München*, *Fächer*, *Brüder* (plural), *spät* etc.
- *Ich* was often mispronounced as *Ick*, *Schwester* as *Schwister*

Basic vocabulary and phrases:

- *stellen* was often confused with *putzen*
- *Uhr* was confused with *Stunde*
- *Geschwister* was confused with *Schwester*
- *Buchhandlung* was confused with *Buchhaltung*

- *Jugendherberge* was confused with *Jugendzentrum*
- *der ist* was confused with *es gibt*
- *Sie* was frequently misunderstood for *sie* – she/they
- *Schiedsrichter, Erwachsene* were not always understood
- Question words e.g *wer and warum* were not always known
- There was frequent non agreement of pronoun and verb e.g. *er spielen Fußball*
- Questions posed by examiners in a Past Tense, although understood by candidates were frequently answered in the Present Tense

3. CONCLUSIONS

- In the General Question Section well prepared candidates, who adapted to the various topics introduced by the examiner, generally performed very well.
- Many candidates had difficulty responding in the Perfect Tense.
- Many candidates who said they had not been to a German speaking country often had not prepared answers on the topic of *Aufenthalt im deutschsprachigen Raum*.
- There was a low uptake of **the literature option** and the majority of candidates who chose to speak about literature opted to speak about a German film rather than a literary text.
- There was some evidence of candidates using „*du*“ in situations where „*Sie*“ was the appropriate form of address.
- In the narration of the picture sequence there was less evidence than heretofore of candidates delivering long and detailed learned off descriptions of the individual pictures.
- The majority of candidates opted to speak on a picture-sequence rather than a project.
- Candidates who were well prepared generally achieved very good marks for the role-play.

4. RECOMMENDATIONS TO TEACHERS AND STUDENTS

Recommendations to Teachers

The following recommendations should be helpful to teachers preparing students for the German Oral Examination:

- Use as much German as possible in the classroom and include an oral component as part of all major school tests from the First Year of language learning.
- Use the materials for the picture sequences and role-plays in class from the beginning of Senior Cycle and work them into relevant themes of the syllabus.
- Be strict about correct pronunciation right from the beginning of language learning.
- Address senior candidates with ‚Sie‘ and get them used to using both ‚du‘ and ‚Sie‘ forms of address.
- Train students to look on each question in the General Conversation as an invitation to speak.
- Ensure students have practice discussing all the topics for the General Conversation, including *Aufenthalt im deutschsprachigen Raum* whether or not they have actually visited a German speaking country.
- Encourage students to consider discussing a literary work, which they have encountered during senior cycle, for their oral examination.
- Practice using the Perfect Tense with students as much as possible.
- Dissuade students from delivering long learned off descriptions of the pictures in the picture-sequence.
- Encourage those students taking the project option to write the project in simple German on a syllabus topic of interest to them. Ideally, projects should be written and presented in simple German on a syllabus topic of interest to the candidate. Candidates should be strongly discouraged from compiling their projects through the medium of English or Irish.
- Try to organise mock oral exams either with another teacher from the school or with someone from outside.
- Draw students' attention to the fact that they must deal with each task on the role-play card.
- Train students to listen to and interact with the examiner as they work through the different tasks on the role-play card.
- Vary the wording and format of questions so that the wording of questions by the examiner does not put students off.
- Train candidates taking the project option to present their summary in simple German.
- Get students involved in German debates and German projects. Cultivate their interest in short literary works such as poems and short stories and encourage them to see a German film, if the opportunity arises.

Examiners were appreciative of the welcome they received in schools and of the general effort made to facilitate the examination process in the interest of the candidates. For the small number of schools where conditions were less than satisfactory, it is necessary to remind those concerned of the following:

- Please ensure that the tape recorder you provide is properly maintained and has a recording facility and a tape counter.
- It is essential that the examiner should meet all the candidates together for a short briefing session before commencement of the individual oral examinations. The examiner outlines what takes place, puts the candidates at their ease and has a quick look at the projects of those candidates wishing to take this option.

- Stress to students the importance of punctual attendance at the oral examination. In order to cover for candidates absent from school during the days when the oral examination takes place, it is imperative that schools have a greater number of candidates ready and willing to attend their oral each day than the number the examiner can actually examine. Examiners arrange their schedules in accordance with the number of candidates to be examined in each school. It is essential that examining time is not wasted due to the absenteeism of candidates on any one day and the refusal of others to take their place.
- If at all possible, turn off the intercom in the examination area while the orals are in progress.

Recommendations to Students

The following recommendations should help students preparing for the German Oral Examination:

- Be willing to speak German in class and at every possible opportunity.
- Prepare for the oral examination right from the beginning of Senior Cycle by keeping up to date with class work done on the oral materials. In this way you will boost your confidence at speaking the language.
- Look on each question from the examiner as an invitation to speak and avoid giving *ja* or *nein* answers.
- Remember that the examiner is positively disposed towards you and wants to give you as many marks as possible.
- If you do not understand a question, say so in German to the examiner and he/she will rephrase it for you.
- Prepare each of the five picture sequences and role-plays. It is better to prepare all of them even to a lesser extent than to prepare just three of them in detail. Do not trust to luck!
- Make sure you cover all tasks on the role-play card, manipulating the German phrases on the card as you do so.
- Remember that a two-way real conversation between you and the examiner is required as you work through each task of the role-play.
- A simple accurate version of the narration of the picture sequence is enough to get you the full marks. Convolved versions are often inaccurate.
- Learn the Perfect Tense well. It will be tested.

ORDINARY LEVEL

This report should be read in conjunction with the 2003 marking scheme.

N.B.: Pencil should not be used to answer any section of the paper, not even the Listening Comprehension. Pencil smudges easily; this tends to render answers illegible. Tippex should not be used. A candidate wishing to invalidate an answer should put a stroke through it.

1. INTRODUCTION

The Ordinary Level Leaving Certificate German examination has four main components, viz.

Oral Production	80 marks	=	20%
Listening Comprehension	100 marks	=	25%
Reading Comprehension	160 marks	=	40%
Written Production (incl. Applied Grammar & Äußerung zum Thema)	60 marks	=	15%

Numbers taking German at Ordinary Level

Year	Total	% of total cohort
2000	3,831	6.85%
2001	3,505	6.74%
2002	3,552	6.40%
2003	3,618	6.43%

2. PERFORMANCE OF CANDIDATES

3,618 candidates took the examination at Ordinary Level in the year 2003. This was **6.43%** of the total number of candidates sitting the Leaving Certificate Examination and **42%** of the total Leaving Certificate German candidature. The breakdown, in percentage points, of grades awarded this year and in the three previous years at this level is as follows:

Year	A	B	C	A-C	D	E	F	NG	E-NG	Total
2000	2.6	30.1	38.1	70.8	22.6	5.3	1.3	0.1	6.7	3,831
2001	2.4	32.3	37.5	72.2	21.7	5.0	1.1	0.0	6.1	3,505
2002	3.3	31.1	39.5	73.9	20.5	4.7	1.0	0.0	5.7	3,552
2003	1.10	26.8	41.8	69.7	23.6	5.0	1.4	0.3	6.7	3,618

The grade table reflects the compound result incorporating all four components of the examination.

3. ANALYSIS OF CANDIDATE PERFORMANCE

1. ORAL PRODUCTION: 80 marks (20%)

A comprehensive account of the functioning of the oral component appears at the beginning of this report.

2. LISTENING COMPREHENSION: 100 marks (25%)

First Part (30 marks)

1. (i) The majority of candidates got one correct detail here. This was usually '*old people*'.
(ii) Most candidates managed some variation of *food/lunch/dinner* for one mark, but incorrect answers usually did not have a verb (*brings/delivers*).
2. (i) Most candidates got full marks for '*England*'.
(ii) Not well answered. Many candidates gave the incorrect number '*260*' rather than '*270*'.
3. Most candidates got only one correct detail, which was usually one of the following: '*they are volunteers*', OR '*housewives*' OR '*80 workers*'.
4. This question was not well answered. Only '*Bonn*' or '*the people of Bonn*' were always correct. '*Doctors*' and '*professors*' were rarely understood.
5. This question was not well answered. Most candidates who scored marks here, did so by writing '*getting books from the library*', but '*cleaning/housework*' or '*visiting them in hospital*' were very rarely correct.

Second Part: Anruf (24 marks)

1. Most candidates did not score the full two marks here. The idea of '*student*' or '*training*' was usually missing.
2. This question was usually well answered. Occasionally candidates lost marks because of inaccurate use of verbs, e.g. using '*jumping*' rather than '*running through fire*' in point five on the marking scheme.
3. (i) The spelling of the name was often inaccurate. In particular, misspellings of '*Rauh*' and '*bein*' were very common.
(ii) Most candidates got the four marks for the telephone number, but a sizeable minority had problems with numbers, and reversals of the correct digits often appeared e.g. 38 for 83.
4. The majority of candidates got full marks here.

Third Part: Dialog (21 marks)

Candidates did better in this section than in the second part.

1. (i) Many candidates only got three of the available five marks as they simply said '*she is studying*' and did not mention the examination.

- (ii) Most candidates got full marks here.
- 2. Only a small number of candidates failed to score all three marks for *'twins'*, and even this minority got one mark for understanding they were sisters.
- 3. This was well answered. The most common correct answers were *'Stephanie would do Martina's maths exam'* and *'Martina would do Stephanie's English exam.'*
- 4. The majority of candidates answered correctly here.

Fourth Part: News and Weather (25 marks)

Many candidates found the news bulletin more difficult than other parts of the aural exam.

- 1. (i) This was quite well answered.
(ii) *'19'* was usually correct, but *'98'* was often given as *'89'*.
- 2. Very few candidates gained marks here. It would appear that candidates simply did not recognise *'chemists/pharmacies'*.
- 3. (i) Candidates were challenged by this question.
(ii) This question was generally well answered, with *'film'*, *'photos'* and *'tapes'* being the most common correct answers.
- 4. This question was not well answered. *'2°'* was often the only correct detail given. *'Colder'* appeared often for *'cool/cooler'*.
- 5. This question was reasonably well answered. *'Cold front'* and *'low temperatures'* were the most common correct details.

3. READING COMPREHENSION

TEXT I: Leseverständnis (60 marks)

Most candidates managed to grasp the content and answered quite well, indicating a well-chosen text and an appropriate level of questioning. The standard of answering varied considerably.

- 1. (a) Not many candidates gained a full 18 marks here. The idea of *'quite/fairly'* was usually missing from the first point, and very common misunderstandings included *'the man was reading the sports section'* and *'the passengers bumped their heads'*. Despite these problems though, there were enough other details in the text for most candidates to achieve 12 -14 marks here.
 - (b) Most candidates also managed to gain marks here, but the idea of *'putting the items into his bag'* was often missing from candidates' answers.
- 2. (a) This question was generally quite well answered. *'Her shop is small'* and *'in a quiet part of the city'* were the two most common correct details given by candidates. The idea of *'rarely'* was very often missing (point six on the marking scheme).

(b) Some candidates did not understand that the old lady was curious about the *baby* and so lost all three marks.

3. Headings, correct explanations

The standard of answering varied. Candidates were usually successful in identifying the right heading but often lost marks in the explanation. Candidates seemed to find the words '*billig*' and '*ruhig*' challenging and, surprisingly, also the word '*Pause*' from paragraph four of the text. Even the word '*Antwort*' in paragraph five was often not translated correctly.

4. What belongs together?

This question was well answered.

ANGEWANDTE GRAMMATIK : (15 marks)

1. The two components were usually successfully identified, with (v) '*handgeschrieben*' posing the only challenge. In giving the correct meanings, '*chicken roll*' was more often than not given for '*ham roll*' and '*window/glass*' also proved challenging for candidates.
2. The prepositions were quite well answered. The majority of candidates gained three or four marks out of the five marks available for this question.

TEXT II: Leseverständnis (60 marks)

In this text, the grid allowed candidates to do well, with short answers only required.

1. (a) Both parts of question one proved quite challenging for most candidates, some of whom confused the details on the most popular with the least popular. '*Living at home*' often appeared as the least popular.

(b) Usually '*rent*' and '*room*' were what most candidates got right, and '*digs*' hardly ever appeared.
2. The vast majority of candidates performed well here.
(a) '*He has his own big room*' and '*his mother does his washing*' were given correctly by nearly every candidate.

(b) Candidates seemed to find the vocabulary '*Eingang*', '*Telefonrechnung*' and '*teilen*' challenging. Candidates also misunderstood the idea in points two and three on the marking scheme, and included the verb '*want to*' in their answers.
3. Most candidates made an attempt at all parts of the grid and generally scored well in the 'lives where?' line. The 'advantages' were also well handled, as there was sufficient detail for candidates to choose from. The 'disadvantages' line proved more challenging. The word '*Pinnwand*' proved difficult for most candidates, and many candidates left out the word '*furniture*' from the point about '*the furniture being old-fashioned*.' Also, '*washing-up*' was usually given as just '*washing*'.

TEXT II: ÄUßERUNG ZUM THEMA (15 marks)

- It is clear from examiners' reports that the majority of candidates chose option (b).
- Examiners commented that some candidates did not use the preceding text when answering some of the content points in option (a), and so lost marks.

Option (a): Completing the dialogue as Petra:

Those candidates who took option (a) and used the text well, scored highly in content points A, B and C, but many neglected to use the text properly to answer D and wrote '*ich gehe ins Kino etc*'. The students who took this option usually scored highly on expression also, as they were taking their answers from the text, and so there was very little scope for making mistakes.

Option (b): Replying to the advertisement:

Candidates handled the content of option (b) well, apart from point C, where there was often no attempt at giving an introductory clause. Expression was not as well handled here, most noticeably in the use of verbs e.g. in point C '*ich bin studieren*'; and in point D there were problems with the spelling of '*Nummer*'.

TEXT III: Leseverständnis (40 marks)

This proved to be a well-chosen and accessible text for most candidates at this level.

1. (a) This was generally well answered, though occasionally candidates lost one mark out of a possible three by not translating *München* and by only giving one name for who thought up the idea.

(b) Many candidates found the words '*Wartezeiten*', '*Verkehrsteilnehmer*' and '*Radwege*' challenging.
2. (a) In (i), most candidates got full marks for '*2000*', but in (ii), the detail about '*at telephone boxes*' was hardly ever given.

(b) This was well answered.
3. (a) Most candidates answered well here. Occasionally, '*states*' was wrongly given as a translation for '*Städte*'.

(b) True or False: This was very well answered.

SCHRIFTLICHE PRODUKTION (30 marks)

Examiners commented that option (a), the (letter), was by far the more popular with candidates. Some candidates were challenged by some of the vocabulary needed to describe the '*Bildergeschichte*', option (b).

Option (a): Letter

The opening paragraph of the letter was well handled, and most candidates achieved high content points all the way through the letter. More points than required were frequently included in the case of content points B and C. Only high-performing candidates were able to move between the past tense (content point D) and future/conditional in content point F. Examiners commented that candidates at this level tend to have a poor grasp of the past tense.

Examiners commented on the following sections of the letter in particular:

- **A:** many candidates were unable to convey accurately two details of their work.
- **D:** saying what they had done with the children was often challenging for candidates, as the past tense had not been mastered.
- **E:** candidates had difficulty with basic verb usage here e.g. *'ich bin machen.'*
- **Closing:** some candidates did not provide a suitable closing sentence for the letter. The inappropriate use of *'Auf Wiedersehen'* was quite frequent.

Option (b): Picture Story

The opening paragraph proved more challenging for many of the candidates who attempted it than did the opening paragraph of the letter. Candidates gained reasonably good marks for the content of points A and B, but had difficulty explaining the idea of *'cleaning the cage, the window being open and the bird flying away.'* English and even Irish words were sometimes used. Content points D and E were somewhat better. The words for *'budgie'* and *'cage'* were frequently not used, even though they appeared in the introductory paragraph.

The standard of expression varied. Mistakes in word order, tenses, verb endings and register were quite common, but with most of the marks going for the start and for content, all candidates were able to pick up some marks in this section.

4. CONCLUSIONS

- In general, examiners' reaction to the paper was quite positive. Texts were deemed suitable for this level and reaction to the questions and tasks was also positive.
- Some candidates had difficulty with the deciphering of numbers and the spelling of German names in the listening comprehension test.
- A weakness in vocabulary prevented some students from gaining more marks in the reading comprehension questions.
- While the use of word order in written production has improved, candidates still have difficulty with verb and tense usage. Candidates at this level find the use of the past tense particularly challenging.
- Some candidates lost marks by inventing their own detail in option A of the *Äusserung zum Thema*.

5. RECOMMENDATIONS TO TEACHERS AND STUDENTS

- When practising tape work for students' examination preparation, ensure that they get plenty of practice at numbers, dates, and times and at the spelling and pronunciation of German names.
- Drill students in the spelling of German Christian names and surnames, even when they are not spelled out for them on tape.
- Remind students not to rush in the aural part of the examination, and to answer the questions in the correct place on the paper, e.g. marks are sometimes lost due to details for question one being written in the lines for question two.
- Ensure that students realise that the use of adjectives such as *,traurig, froh'* and adverbs of time e.g. *,manchmal'* would enhance their written work and that simple, clearly expressed sentences are the key to a good mark in the written areas of this paper.
- Students should be reminded that option A in the *Äusserung zum Thema* question must be based on information in the preceding text.

6. SCHRIFTLICHE PRODUKTION – EXEMPLARS OF STANDARD

Option A

The following answer would have merited 14 marks out of 15 for content, and 8 out of 10 for expression. The **content** marks awarded are shown in brackets. The candidate neglected to mention ‚*im August*‘ in content point F. Apart from that, all other content points were adequately covered. Marks awarded for expression are in the top category. (See page 16 of marking scheme.) Note the lack of word-order mistakes and very good accuracy in verb endings. This candidate showed good command of the past tense.

Ich mache den Boden sauber. (A1) Ich sehe die Kinder und ich mache die Abendessen. (A1) Die Familie Schindel sind sehr freundlich und nett. (B1) Sie helfen mich mit mein Deutsch. (B1)

Die Kinder sind in Ordnung. (C1) Sie sind so süß. (C1) Sie heissen Hans und Ulla. (C1) Wir sind am Wochenende in die Stadt gegangen. (D1) Wir haben Zeitschriften, Klamotten und CDs gekauft. (D1) Wir haben viel Spass.

In meine Freizeit (E1) mache ich (E1) ein Deutschkurs (E1). Es ist sehr gut.

Kannst du nach Graz besuchen. (F1) Wir konnten treffen.

Ich muss jetzt Schluss machen. Ich freue mich auf deinen nächsten Brief.

Schreib bald

Dein Frank (CL1)

Option B

The following answer would have been awarded 14 marks out of 15 for content and 5 out of 10 for expression. The **content** marks awarded are shown in brackets. The candidate lost a mark in content point E, as he/she used ‚*stadt*‘ when he/she probably meant ‚*steht*‘. As a result, the sentence is incomprehensible and the mark awarded for **expression** is zero. Apart from that, all other content points were adequately covered. The mark awarded for **expression** is just into the middle category. (See page 16 of marking scheme.) Note a number of word-order mistakes, incorrect verb forms and rather limited use of vocabulary, e.g. the use of ‘cage’.

Stephanie gehen sie in die geschäft (A1) und sprechen sie mit den Frau. (A1) Stephanie liebt den Vogelkäfig am rechts. Es ist eine schöne Wellensittich. (A1)

Sie gehen nach Hause mit ihre neue Wellensittich. (B1) "Hansi" ist sein name (B1) und er ist fröhlich in ihre Schlafzimmer. (B1)

Die nächsten Tag sie denkt dass die "cage" ein bisschen dreckig ist (C1). Sie öffnet die Tür (C1) und Hansi fliegt ausser dem cage.(C1)

Stephanie läuft von dem Haus (D1) aber sie kann Hansi nicht sehen. (D1) Sie rief Hansi (D1) aber Hansi kommt nicht.

Die nächsten tag Karl stadt um ihre Tür mit Hansi. (E0) Hansi war in dem Baum. (E1) Stephanie ist sehr fröhlich. (E1)

HIGHER LEVEL

This report should be read in conjunction with the 2003 marking scheme

N.B.: Pencil should not be used to answer any section of the paper, not even the Listening Comprehension. Pencil smudges easily; this tends to render answers illegible. Tippex should not be used. A candidate wishing to invalidate an answer should put a stroke through it.

1. INTRODUCTION

The Higher Level Leaving Certificate German examination has four main components, viz.

Oral Production:	100 marks	=	25%
Listening Comprehension:	80 marks	=	20%
Reading Comprehension:	120 marks	=	30%
Written Production (incl. Applied Grammar & Äußerung zum Thema):	100 marks	=	25%

Numbers taking German at Higher Level

Year	Total	% of total cohort
2000	6,408	10.68%
2001	5,874	10.5%
2002	5,169	9.32%
2003	5,074	9.02%

2. PERFORMANCE OF CANDIDATES

5,074 candidates took the examination at Higher Level in the year 2003. This was 9.02% of the total number of candidates sitting the Leaving Certificate Examination and 58% of the Leaving Certificate German candidature. The breakdown, in percentage points, of grades awarded this year and in the three previous years at this level is as follows:

Year	A	B	C	A-C	D	E	F	NG	E-NG	Total
2000	12.7	31.2	36.8	[80.7]	17.8	1.3	0.1	0.0	[1.4]	6,408
2001	12.4	30.0	34.1	[76.5]	21.4	1.9	0.3	0.0	[2.2]	5,874
2002	11.4	32.2	36.9	[80.5]	17.9	1.4	0.1	0.0	[1.5]	5,170
2003	11.9	30.9	36.2	[79.0]	19.2	1.7	0.1	0.0	[1.80]	5,074

The grade table reflects the compound result incorporating all four components of the examination.

3. ANALYSIS OF CANDIDATE PERFORMANCE

1. ORAL PRODUCTION: 100 marks (25%)

A detailed report of the functioning of the oral component appears at the beginning of this report.

2. LISTENING COMPREHENSION: 80 marks (20%)

The listening comprehension test is divided into four sections: an interview, a phone-call/message, a dialogue where there is an emphasis on roles and attitudes, and a news bulletin plus weather forecast. All questions must be attempted. In the 2003 examination few candidates achieved in excess of seventy marks out of a total of eighty, with most scoring between forty and seventy marks. Candidates generally did well in Sections One and Three. The main challenges were encountered in answering Sections Two *Anruf* and Section Four *Nachrichten*.

First Part: Interview mit Frau Grundmann (21 marks)

This section was generally well answered, with many candidates scoring 18 marks upwards.

Question 1

- (i) Almost all candidates gave the correct answers here.
- (ii) There was a lot of confusion here, with many candidates incorrectly stating that the volunteers *do the cooking* for the elderly and disabled. *Food* was frequently mentioned instead of *meals*.

Question 2

- (i) Almost all candidates gave the correct answer here.
- (ii) Most candidates omitted the words *more than*, which were required by the Marking Scheme, and so lost one mark.

Question 3

This question was generally well answered, but candidates failing to give more precise answers e.g. stating *they are voluntary* when the Marking Scheme required the more accurate *most are voluntary* lost marks. Many still managed to achieve full marks by correctly answering the other available options (*80 volunteers, pensioners, housewives*).

Question 4

The Marking Scheme required four details, but most candidates only gave two. A frequent misunderstanding for *die Stadt Bonn* was the *State of Bonn*. Not many candidates mentioned *doctors* and *professors* in their answers.

Question 5

Almost all candidates gave the correct answers here.

Second Part: Anruf in der Stunt-Schule (17 marks)

This was generally not well answered. Only candidates whose overall performance merited a high grade achieved full marks. Almost all candidates noted down the message in German, as required in Question One. In Question Two, most made an attempt to refer to the actual language used, as set out in the question, and not to the description of verbal behaviour (he shouts, he sounds worried etc.). However, those who could not find samples of the language used referred in their answers to verbal behaviour and some even quoted examples from previous years' Listening Comprehension tests!

Question 1: Message taking

Anruf von: The first name 'Werner' and the surname 'Rauhbein' caused difficulties for candidates. 'Verner' was the general spelling of the first name. 'Rowbine' was the most popular attempt at the surname. One would expect candidates to be familiar with the German spelling of words containing the 'au' and 'ei' sounds, especially as words such as *Frau, grau, Haus, mein, dein, Bein* etc. are so common.

Problem: Most candidates only managed two points here *i.e. Tochter* and *macht sich Sorgen*. In previous years, many candidates failed to write the message or problem in German, whereas this year very few answered in English. This is a welcome improvement. Examiners expressed surprise that candidates did not recognize the English loan word *Stunt* used on the tape, particularly as candidates showed in Question Two that they understood words like *explosions* and *car crashes*. The most common attempt was *Standfrau*. The spelling of *Tochter* was generally incorrect. It is difficult to understand why so many failed to understand the word "stunt", given the context. Surprisingly, candidates seldom gave the word *gefährlich*, even though this is a well-known word.

Der Anrufer: The correct box was ticked by most.

Telefonnummer: Almost all candidates had the correct telephone number.

Question 2: Examples of Language Used

Very many candidates failed to secure full marks here, even though the options were many. The most common answers were:

- *Um Gottes Willen (Oh my God...)*
- *Ich mache mir (solche) Sorgen. (I'm ... worried.)*
- *Was Gefährlicheres gibt's doch gar nicht. (There's nothing more dangerous than that)*
- *Any one example of a stunt: fällt von Motorrädern/ springt von Brücken und aus Fenstern/ wird von Autos überfahren/ muss durch Feuerflammen rennen/ Ein Autocrash nach dem anderen (one car crash after the other)/ Ein Flammeninferno (an inferno)/ Explosionen*
- *Wenn Tanja sich (nun) verletzt ... (If Tanya gets injured ...)*
- *Sie ist doch erst achtzehn (She's only 18)*

It might be useful for candidates or teachers to refer to the marking scheme to see examples of what was actually required when answering this question.

Third Part: Dialog (18 marks)

Candidates generally did well in this section. The only question that really caused difficulty was Question 3 (ii). Many candidates did not understand that the girls were *going to play a trick on their boyfriends by swapping their identities*. Apt quotations in German were acceptable in this section, but almost all candidates translated what was said into English.

Question 1

- Almost all candidates chose the correct option, identifying that the conversation was between *twin sisters*.
- Most had no difficulty finding two details to support their answer. The most common answers were:
 - *We will look (completely) identical (völlig identisch)*
 - *As twins (we can't be told apart anyway). (Als Zwillinge)*

- *Mama und Papa haben uns doch nur als Babys die gleichen Klamotten angezogen.*
- *If we dress the same nobody will be able to tell us apart/ know whether it is you or I/ know which of us is which (Niemand wird wissen, ob du es bist oder ich)*

Question 2

- Adjective which best describes Stephanie's reactions to Martina's suggestion:
Almost all candidates chose the correct option: **(b) doubtful**.
- Most had two details to support their answer. The most popular options were:
 - *I don't know/I'm not so sure. (Also ich weiß nicht) She repeats, "I'm not so sure" (Also ich weiß nicht.)*
 - *Isn't that a bit risky/dangerous? (Ist das nicht ein bisschen riskant?)*
 - *But that's not fair. (Mensch, Martina, das ist doch unfair!)*
 - *It's our Leaving Certificate, it's not a joke/not to be taken lightly etc. (Es geht um unsere Abiturprüfung. Das ist doch kein Spaß!)*

Question 3

- Most candidates answered this question correctly.
 - Candidates were asked what idea Stephanie comes up with for the following week. The answer sought in the Marking Scheme contained two elements:
 - (1) *that they would buy the clothes anyway and wear them to a party and*
 - (2) *they would play a trick on their boyfriends by swapping their identities.*
- Many failed to get both points here, particularly the second point about going to the party with each other's boyfriends. Many candidates did not pick up on the distinction between "friends" and "boyfriends" and so lost two marks here.

Fourth Part: News and Weather (24 marks)

This section was not answered as well as in previous years, as perhaps some candidates may not have had recent exposure to the specific vocabulary. Few candidates achieved maximum marks here. Candidates had particular difficulty with Questions 1(ii), 2, 3(i) and 4. The vocabulary which candidates seemed to find most difficult included *Seehunde, Virus, Tropfen zum Inhalieren, das Zusammenleben der Kulturen, zunehmend, niedrig*.

Question 1

- Only candidates whose overall performance merited a high grade included all three points required by the Marking Scheme in their answers. There was a lot of wild guessing about the nature of the disaster, with everything from high waves to a plane crash being suggested. Many only achieved one mark here, for understanding the word for 'dying'.
- Very few candidates appeared to recognise the German pronunciation of *virus*. Many included information from the news item on the 2002 Listening Comprehension test about an oil spillage, presumably as a guess.

Question 2

Most candidates understood *Kapseln* but had difficulty with *Tropfen zum Inhalieren*.

Question 3

- Candidates generally answered this question poorly. A typical answer was *Together culture in Germany*, with the individual words being understood but not the general sense.
- Almost all candidates stated three forms correctly.

Question 4

This question generally was poorly answered. Many candidates got the temperature, 2 degrees, correct but did not give the required detail *becoming increasingly cloudy/ becoming cloudier or becoming much cooler*. Only about half of the candidates got the idea of the weather *becoming wintry*.

Question 5

Candidates tended to amalgamate the two subsections to Question Five, answering them together on the same line.

This question was generally well answered but many candidates did not give *Extremely low temperatures*. 'Extreme temperatures' was a common answer. Many candidates did not achieve full marks for this question, as their answers were insufficiently precise.

The overall impression was that candidates were challenged by some of the vocabulary in the Aural section and did not decipher the German pronunciation of words like *Stunt* and/or *Virus*.

3. READING COMPREHENSION: 120 marks (30%)

TEXT I: Leseverständnis (60 marks)

This text proved very accessible and candidates generally did well in this section. Average marks acquired ranged between 40-57, which is unusually high. The vocabulary, although not too difficult, was still testing enough and as a result very few candidates actually achieved the full sixty marks. The questions asked in German were almost always answered in German and many candidates made some attempt at manipulation of the text. The manipulation required mainly involved changing personal pronouns and possessive adjectives from the first person singular *wir*, *unser* to the third person plural *sie*, *ihr*. Not all candidates managed this manipulation successfully. Many less confident candidates left sentences in mid-air and making no sense e.g. *„Sie kommen aus der stinkenden“*.

Frage 1

- Candidates generally managed well here, but some quoted directly from the text with little attempt at manipulation.

The most popular answers were:

- *Sie haben ein (eigenes) Haus / Es ist ein altes Bauernhaus.*
- *Es liegt im Alpenvorland/in einer hügeligen Gegend/ es liegt in den Alpen/ Die Landschaft/die Umgebung ist schön/ die Aussicht ist schön*
- *Freitags verlassen sie die Stadt, (um zum Haus zu fahren)*

Candidates who gave four reasons also mentioned one of the following:

- *Das Essen im Dorfgasthaus schmeckt ihnen. / Sie essen gern im Dorfgasthaus.*
 - *Die Leute aus dem Dorf begrüßen sie, als gehörten sie dazu.*
- Many candidates just quoted verbatim from the text, with no manipulation, and so had their marks halved. Some wrote *die Armen* as their answer here, which of course warranted no marks. Many candidates had no difficulty stating one country the foreigners came from.

- (c) The majority got the answer right, but it was difficult at times to decide if some candidates understood correctly who it was that did not have children. *Sie hat keine Kinder* – By ‚*sie*‘, did they mean Frau Hung herself or the narrator? Where this was not clear, marks were lost. Many also referred to *Die Erzählerin* as *he*, and did so consistently.
- (d) The vast majority of candidates stated that the shoes were for Frau Hung.

The Marking Scheme required two details to support the above answer, but very many candidates only managed one, stating that Frau Hung only had *abgetretene Sandalen/ nur Sandalen* or *Frau Hung braucht Schuhe*. Many failed to add the second point required by the Marking Scheme, namely that the narrator wanted to do something for Frau Hung. In this question also, candidates used the pronoun ‚*sie*‘ very loosely, making it difficult to decide if they were referring to Frau Hung or to the narrator. Marks were lost, where this was not clear.

Question 2

- Candidates generally did well here, but a number of candidates guessed that one of her shoes, or indeed Frau Hung herself, was brought to the shop. Quite a few candidates wrongly stated that *she measured her foot*.
- Most candidates gave at least two correct reasons. The most common answers given were:
 - *Which shoes would Mrs Hung like best/ prefer.*
 - *Special offer/ The price of the shoes*
 - *The style/ fashion/ looks/ materials*
 - *The Hungs were likely to be deported (so she won't need something too warm/lined)/ The suitability of the shoes for Vietnam*

Some candidates wrongly stated that the shoes cost *DM 30.00*. Very few gave the answer that *as a child she would have given anything for boots like that*.

Question 3

- Most candidates answered this question well, but some did not state that the Hungs used to be well off or were better off than they were now. Candidates were asked for three details to back up their answer. The most common answers were:
 - *They had a big TV, radio, video/everything/They had a high-tech tower/lots of hi-fi equipment/ electronic equipment*
 - *Mrs Hung wore a gold cocktail dress*
 - *Mr Hung wore/had a (stylish fashionable) suit*
 - *The baby's clothes were white/ lacy*

The word *Kleid* was sometimes mistranslated as *jewellery*.

- Candidates had the option here of answering *yes* or *no* to the question as to whether or not the narrator and her husband get the reaction they expected to their gift. Most opted for the *No* answer but failed to back it up adequately for full marks. The most common answer was that *Frau Hung puts the shoes back in the box*. Very few got across the idea of *examining the shoes closely*. Many only gave one acceptable detail.

The word *wortlos* was frequently misunderstood to mean *worthless*! Candidates would benefit greatly by examining the core elements of words (here *Wort*) and the meaning of

prefixes and suffixes (here *-los*) to enable them to arrive at the meaning of fairly ordinary words.

The fourth point *She looks as if she is about to cry* was seldom given.

Question 4

The Marking Scheme required candidates to give at least one example of belonging and one of not belonging in order to achieve full marks. Most complied with this requirement and had at least two points. Many failed to find a suitable third point. A small number of candidates did not attempt this question at all, and a very small number understood the word “belonging” in a very literal sense: they tried to give examples of items that belonged to people e.g. *the house belonged to the narrator*. The most popular answers were:

Belonging:

- *Living in the country/ having a house in the country/ having a farmhouse makes them happy /makes their heart sing*
- *The narrator and her husband are welcomed/recognised/greeted as if they belonged.*
- Repetition of/emphasis on the word ‘*unser*’ (*unser Dorf/ unsere Straße/ unsere Herzen/ unsere Seele singt*)
- *The couple invite the Vietnamese into their home*
- *The couple buy Frau Hung shoes/They ask the Hungs what they need to create a sense of belonging*
- *The photo shows the Hungs have a sense of belonging in Vietnam*

Not belonging:

- *The narrator and her husband do not belong in the city, regarding it as smelly and noisy.*
- Example of people not belonging linguistically: *Africans/Afghans/foreigners whom nobody can understand /Mrs Hung pointing/gesticulating*
- *The foreigners wander/walk/go up and down the street (aimlessly)*
- *The Hungs’ likelihood of deportation – they do not belong in Germany*
- *Mrs Hung’s sandals are inappropriate for Germany*
- *Buying shoes for Frau Hung in a discount store/where she wouldn’t normally shop herself*
- Reference by narrator to *the Hungs sitting on (her) designer couch*

A common answer was that *all the different nationalities in the guesthouse show that these people do not belong there and they are staying in the guesthouse, which means they don’t belong in that place*. These answers did not merit marks.

TEXT I: ANGEWANDTE GRAMMATIK (25 marks)

The *Angewandte Grammatik* section of the examination paper tests candidates’ ability to **recognize** and **apply** grammatical structures. The tasks relate back to, or arise from, one of the reading texts and were based this year on **TEXT I**. Tasks in previous years included the identification of various parts of speech, the insertion of adjectives and their correct endings, the recognition of number, tense and infinitive forms of verbs, relative pronouns, question words, indirect speech and the completion of sentences.

This year, candidates generally performed well in Question One but not so in Question Two, which was poorly answered apart from sentence five and, to a lesser extent, sentence four.

Question 1

This required candidates to give the number, gender and case of nouns. Of the three aspects tested, that involving number (singular or plural of underlined nouns) was the best answered, perhaps because *ein* was used in numbers three and four and because *Stadt* in number two is such a common word. The second aspect tested, i.e. gender, was also generally well answered. Many were however misled by the *der* in front of *Stadt* into assuming that it was a masculine noun. The third aspect, i.e. the case of the nouns, was the one that proved most testing. Most recognized *Stadt* as being in the Dative Case and *Gesicht* as being in the Accusative Case. Very many did not recognize that *Überraschung* was in the Nominative Case, and many candidates failed to give the correct case, Dative Plural, for *Lackstiefeln*.

Question 2

Here candidates were given five sentences based on TEXT I, with noun phrases underlined. Candidates were required to ask the question for which each underlined phrase would be a suitable answer. The first sentence served as an example so that candidates could see what was required. Some candidates did not attempt this question at all, despite the fact that a similar question had appeared on the paper in 2001. In sentence two, candidates were required to use the Dative Case or the Genitive Case of ‚*Wer?*‘, depending on how the question was phrased: (*Wem gehört der Fuß? Wessen Fuß ist das?*). Many tried ‚*wer*‘ or ‚*wen*‘, but only very few got ‚*Wem*‘. ‚*Wessen*‘ seemed to be confined to native speakers. The most common attempt was: ‚*Wer gehört der Fuß?*‘ Many mistook *gehören* for *hören* and wrote ‚*Wer hört der Fuß?*‘

In sentence three, candidates were required to use ‚*Worauf /Auf was zeigt die Verkäuferin?*‘ Very few candidates produced one of these. Interference from English, combined with a possible lack of practice in formulating questions using question words, other than the four well-known ones mentioned above, seem to be the reasons why so many failed to cope with this question. The most common attempt was: ‚*Was zeigt die Verkäuferin auf?*‘

Sentence four (‚*Wer hält ein paar Fotos in der Hand?*‘) was sometimes incorrectly attempted, with candidates focusing on the wrong noun-phrase (‚*Was hält Leopold in der Hand?*‘), but most candidates got sentence five correct (‚*Was trägt Frau Hung?*‘).

TEXT II: Leseverständnis (60 marks)

This text also proved to be very accessible to candidates, although they did not score as well here as in Text One. This was mainly due to:

- (a) lack of manipulation of the answers in German;
- (b) failure to give the number of points required in answers to Questions Two and Three.

All candidates, except those whose overall performance merited a high grade, lost marks as a result.

Question 1

(a) Most candidates had the correct information, but many did not attempt to manipulate the original text and included extraneous material. The two most popular correct answers were:

- *Man soll sich (eineinhalb Jahre) vorher informieren*
- *Man sollte es selber wollen / auf eigenen Wunsch fahren*

Most quoted more or less verbatim from the text, but many expressed the answers very nicely in their own words:

- *Bevor man ins Ausland fährt, sollte man viele Informationen sammeln.*
- *Man sollte fahren, weil man fahren will und nicht nur weil die Eltern es wollen*

- (b) Candidates were asked to give four details in their answer, and most had no difficulty in doing so. Very few candidates tried to express the answers in their own words, but the text did not need much manipulation - the answers were short and succinct.

Question 2

- Most candidates gave three details rather than the four which were required for full marks.

The most popular answers were:

- *Get permission / approval of parents*
- *Get information / read books on exchanges*
- *Talk to/get tips from exchange students.*

Many candidates had the point *choose an organisation* but very few mentioned *return the applications by October*.

Most candidates listed three services to be provided by a good homestay organisation, rather than the five which were required for full marks. Not many candidates understood 'Versicherung' and only those with an excellent grasp of the language understood the point about the 'landesübliche Verhaltensregeln', (*customary code of conduct*). The second part of the word 'Verhaltensregeln' was often recognised by candidates, who then gave the following incorrect answer: *explain the rules*. The three most popular correct answers were:

- *Organise an induction/ information/ preparation seminar*
- *Provide information on host country*
- *Discuss problems (such as jealous siblings)*

The word *eifersüchtig* was not understood by many candidates. Many candidates lost six marks here.

Question 3

The Marking Scheme required five details regarding the financial factors which play a part in reaching a decision, but most candidates gave either three or four. The points about the *continuation of child benefit* and about *the flight price being included or excluded* proved challenging for many candidates. The most popular answers were:

- *The cost of the homestay programme /expensive/ 8000 – 9000 Euro*
- *Need about 3000 Euro pocket money*
- *Price difference between shorter / longer stay*

Many candidates just stated *you will need pocket money*. This was regarded as being too vague, as the actual amount of money was the big consideration. Again, as in Question Two, many candidates lost marks here.

Question 4

In this question, candidates were required to match sentences, which were based on the contents of TEXT II. Candidates generally performed well here. Most candidates scored at least six marks out of ten. The two answers which gave rise to most difficulty were 3/d and 4/f.

TEXT II: ÄUßERUNG ZUM THEMA (25 marks)

Both options proved very accessible to candidates. Most candidates opted for (a). The breakdown was approximately 65% for option (a) and 35% for option (b). The marks achieved for content in both options were high, and many candidates scored between 9 and

13 marks. Very few candidates did not attempt the question, and some even answered both options.

The content mark was 13 for both options (11 marks for the bare content requirement, plus two discretionary marks awarded for **additional relevant content, elaboration or comment**), and the Expression mark was 12 for both options.

While Äußerung (a) was the more popular of the two, many candidates did not seem to realise that under the second bullet point ‚*Stellen Sie sich vor, dass Sie für ein Jahr in die Schweiz gehen*‘, they were required to write about themselves. One content mark was lost by failing to do so, and many also lost expression marks as well, because they assumed that the ‚*Sie*‘ meant ‚*she*‘, and had their verb endings incorrect as a result. In the third bullet point, ‚*Ein Jahr im Ausland bringt mehr als ein Monat*‘, some candidates misunderstood this to mean that a year’s stay costs much more than a month.

The content points are labelled in the Marking Scheme as parts A, B and C, and will be referred to as such below.

Option (a): Auslandsaufenthalt

In part **A**, almost all candidates had four relevant sentences. Candidates referred back to the article they had just read and made good use of the vocabulary from Text II: ‚*Sie will nach Irland fahren. Sie macht einen Austausch mit einer Brieffreundin.*‘ Most sentences were basic descriptions of the girl and of her packing her case.

However, some noticeable gaps in vocabulary were also evident here. *Koffer* was generally not well known and *Bettzimmer* was frequently used for *Schlafzimmer*. Other vocabulary items that caused problems for candidates were: *passport*, *globe* and *dictionary*.

In part **B**, many candidates did not heed the instruction: *Stellen Sie sich vor, dass Sie ... in die Schweiz gehen*, and proceeded to answer in the ‚*sie*‘ form, using the plural endings for the following verbs: *Sie mitnehmen X, Y, Z*.

There were some very touching answers here, with many candidates taking pictures of their family members with them so that they could see them while abroad. The mobile phone was another popular item, as were favourite books. However, many of the items listed by candidates were listed in English. This was unfortunate, as candidates could have chosen any three objects for which they knew the German word. *Mobile* instead of *Handy* was one of the most frequently mentioned items candidates would take with them. The reasons for taking particular objects were generally well stated.

In part **C**, *Ein Jahr im Ausland bringt mehr als ein Monat*, many candidates misunderstood this to mean that a year’s stay costs much more than a month’s stay, or that a student needs to bring more items with them.

The question required some element of comparison, and this was generally to be found in candidates’ answers. Many candidates mentioned that one could learn more, see more, travel around more and get to know more people in a year than in a month.

As an example of what candidates actually write under examination conditions, there now follows one example showing clearly all the pitfalls, with misunderstandings, interference from English and mistakes in grammar and orthography. Perhaps students in class could work

through it from the point of view of Content and Expression while keeping an eye on the Marking Scheme, and then examine it with regard to grammar:

Ich sehe ein Mädchen mit ihrer Gepäck. Ich sehe viele Kleidung und ich sehe viele Bucher. Ein Buch sagt „Elementary Dictionary of English“. Ich denke dass Sie ist eine Ausländer.

Sie muss andere kleidung mitnehmen für die andere Wetter. Sie muss Schweiz bücher mitnehmen, denn sie muss sprechen mit die Leute da. Sie muss eine Ausweiß oder ein passport mitnehmen. Sie muss geld mitbringen auch, denn sie muss ißt etwas da.

„Ein Jahr im Ausland bringt mehr als ein Monat“ – Dass ausland ist viel Spaß und die Zeit ist sehr schnell – aber es kostet viel nach Ausland kommen für ein Jahr und billiger für ein Monat. Es kostet viel Geld.

Option (b): „Reisen bildet“

This option was chosen by about a third of the candidates, possibly because some candidates were challenged by the verb „bildet“. In the third section of the task, some candidates were challenged by the phrase „Andere Länder, andere Sitten“.

In part **A**, *Jugendliche verbringen immer mehr Zeit im Ausland. Nennen Sie drei bis vier Gründe, warum das möglich ist*, many candidates lost marks by not reading the full sentence in the instruction carefully. Many thought they were being asked for reasons why young people are going abroad more, and consequently did not answer the question as to why this is possible. It is important that students learn to read questions carefully.

Part **B** was generally well answered. The most popular reasons given by candidates related to language learning, the sun and work. Many candidates showed that they were not familiar with the German names of the countries that they chose e.g. Spain, Greece, France.

In part **C**, some candidates were challenged by the phrase „Andere Länder, andere Sitten“. Most, however, made a good attempt at outlining three differences between countries, referring to topics such as the role of women, alcohol, clothes, religion and food.

Two examples of answers are given below. The first of these does not answer the questions adequately, and reveals serious weaknesses in expression, so the content marks and expression marks awarded would have been low. (Please refer to the Marking Scheme).

Example 1

A: *Ja, Jugendliche verbringen immer mehr Zeit im Ausland, denn es ist ein schönes Pause auf dem Lernen. Man müß sehen die Kulture, die Landschaft und die Sehenfürdekeit in andere Lande. Es ist eine gute (gap left as the candidate did not know the word for “experience”) für die Jugendliche. (Content mark = 0)*

B: *Meiner Meinung nach ist, die drei beliebtesten Reiseziele für irische Jugendlich ist Deutschland, New York und London (B1). Viele Jugendliche gehen nach Deutschland denn meistens hat die Fremdsprache Deutsch. (B1) Sie lernen in Schule. Es is sehr wichtig die Fremdsprache sprechen. (Dis. 1) Man auch gehen nach New York und London denn Sie haben verwandten in die Stadt (B1). Es gibt viele Arbeit in die Stadt auch. (B1) (Content mark = 5 (4+1))*

C: *Andere Länder, andere Sitten – meiner Meinung nach ist das ist rechts. (C1) Man kann viel sehen und neue Freunde machen.(Dis. 1) (Content = 2 (1+1))*

Content 7 marks Expression 5 marks

Example 2

The marks for content and for expression, while by no means perfect, are much better in the following example:

A: *Zweifellos reisen Jugendliche immer mehr heutzutage. Meiner Meinung nach haben sie mehr Geld heute, (A1) weil unsere Wirtschaft so stark ist (Dis. 1). Junge Leute haben eine bessere Ausbildung.(A1) Sie sind auch mehr neugierig. (Dis. 1) Mit der Euro ist es leichter Zeit im Ausland zu verbringen weil es nicht so kompliziert ist. (A1) (Content = 5 (3+2))*

B: *Ich meine, dass Amerika sehr populär mit Jugendlichen ist. Viele haben Verwandten, die dort leben (B1) und es gibt viele Arbeit dort auch. Ich kenne viele Leute, die nach Australien fahren bin. Der Klima ist sehr heiß (nicht so feucht wie in Irland!) und es gibt viel zu tun.(B1) Viele Jugendliche verbringen Zeit in den Europäischen Landern z.B. Frankreich oder Spanien (B1). Sie gehen, um ihre Fremdsprachenkenntnisse zu verbessern: (B1) „Übung macht den Meister!“ (Content = 4)*

C: *Ich bin der Meinung, dass das stimmt. (C1) Zum Beispiel essen wir hier in Irland viel Kartoffeln aber in Deutschland essen sie mehr Wurst und Brot. (C1) In China tragen sie andere Kleidung als sie in Amerika tragen. (C1) Wenn wir in das Ausland reisen, schmecken wir neues Essen und trinken wir neuen Getränken.(C1) Man erlebt viele neue Sitten und Gebräuche, wenn man reist. (Content = 4)*

Content 13 Expression 11

In both examples, the arguments/ reasons put forward by candidates are very similar. In the second part, the reasons for choosing the destinations nearly always centre on the weather, work and learning foreign languages. And for the topic *Andere Länder, andere Sitten*, most candidates confined themselves to food and drink, clothing, religion and the position of women in society.

Below are examples of some idioms/ phrases used appropriately by candidates in this section:

- *In Deutschland hört man die Sprache von morgens bis abends*
- *Die Umgangssprache lernt man am besten im Land selbst.*
- *Man gebraucht die Sprache in Alltagssituationen.*
- *Man erweitert seinen Horizont.*
- *Je mehr ... desto besser*
- *Man kann seine Hemmungen verlieren.*
- *Im Laufe unseres Lebens...*
- *Das war immer der Fall.*
- *Es liegt zum Teil daran, dass...*

Common problems encountered were as follows:

- Word order errors were frequent, especially the failure to invert after adverbs and to insert infinitives in final position.
- ‚*Der ist...*‘ was used instead of ‚*es gibt...*‘
- The genders of common nouns (*eine Probleme, eine Vorteile/Nachteile*) were not well known.
- ‚*würde*‘ was used instead of ‚*wäre...*‘
- ‚*Ich will...*‘ was frequently used for ‚*Ich werde...*‘
- There was a failure to use Reflexive Pronouns.
- ‚*Mann*‘ was used instead of ‚*man*‘.
- ‚*Ich bin interessant in...*‘ was used for ‚*Ich interessiere mich für...*‘
- There was confusion in the use of ‚*Jugend/ Jugendliche/ Jungen*‘
- The names of countries in German were not always well known.
- Expression of opinion: ‚*in meiner Meinung*‘ was used for ‚*Ich bin der Meinung...*‘ or ‚*Meiner Meinung nach...*‘
- Separable verbs such as *aussehen, mitbringen* were not well used.
- Many candidates seemed to be unfamiliar with the Comparative form of adjectives, using instead a translation of the English form with ‘more’: ‚*mehr interessant*‘
- ‚*Putzen*‘ was used for the English verb ‘to put’.
- ‚*langweilig*‘ was used to mean ‚*gelangweilt*‘ or ‚*Langeweile haben*‘. The word was also very often misspelt ‚*landweilig*‘.
- The Plural forms of common nouns were very often wrongly written as follows: ‚*Buch/Buche*‘; ‚*Land/Lande*‘; ‚*Job/Jobbe*‘.

N.B. If candidates find they have insufficient space on which to complete their answer for the Äußerung zum Thema, they should be encouraged to look for extra paper, and should indicate that they have done so, at the bottom of the page in their answer book. This is preferable to writing on the page intended for the letter, or along the margins of the examination paper.

SCHRIFTLICHE PRODUKTION (50 marks)

Of the two options in 2003, the letter (a) was by far the more popular. Less than 1% opted for the *Anzeige* (b). It would seem that many candidates do not consider looking at option (b), which can often be more straightforward and equally as accessible as the letter option.

Option (a): Letter

The majority of candidates scored very well on content. In contrast with other years, candidates seemed to write longer letters, and seemed anxious to display their genuine attitudes to the topics.

Opening: Almost all candidates had an appropriate opening paragraph. Some, however, tended to go overboard with learnt-off phrases. Many candidates still incorrectly write: ‚*Wie gehst du? Ich gehe gut.*‘

Here is one opening paragraph containing some typical mistakes:

Vielen dank für deinen brief, den ich heute morgen erhalten habe. Wie geht's dir? Hoffentlich gut! Es gehts mir prima. Es tut mir leid ich so lange nicht geschriebt, aber ich war studieren. Nun zu deine Fragen, hoffentlich ich beantworten kann!

A very accurate opening paragraph reads as follows:

Vielen Dank für deinen Brief, den ich gestern erhalten habe. Mir geht's gut. Hoffentlich kannst du dasselbe von dir sagen. Ich bin total erleichtert, da meine Prüfungen, der ganze Stress und das Pauken endlich vorbei sind. Ich kann dir viele Informationen schicken. Eine Hand wäscht die andere!

Point A: *Was gibt es sonst noch (an Musik)? Was kannst du mir schicken?*

Many candidates did not pay attention to the word 'sonst' in the question, and their whole reply consisted of their views on *Westlife* and *Enya*. For those who understood the question correctly, there were no problems. Some answers were very entertaining. One such answer was *Wir haben auch Daniel O'Donnell, aber er ist nur für die Omas*. Many candidates omitted to answer the second part of the question and did not refer to sending anything.

Here is an example of an answer by a candidate who had difficulty with the question:

Ich konnte viel information über Westlife schicken. Ich habe viel Westlife Konzert gehen. Ich liebe Westlife. Ich habe buche und es gibt information auf die Internet. Ich weiss nicht viele über Enya, aber ich kann informationen auf die Internet bekommen.

This following example is a much better response:

Westlife sind sehr berühmt, aber ich halte nicht viel davon. Es geht mir auf die Nerven, wenn Leute denken, dass sie die einzige irische Gruppe sind. Wir haben viele Musiker in Irland, die sehr begabt sind. Die größte Gruppe der Welt – U2 – kommen aus Irland. Ich schicke dir eine Zeitschrift mit einem Interview mit dem Führer der Gruppe, Bono. Wir haben auch Samantha Mumba. Sie singt Poplieder. Wir haben auch unsere eigene traditionelle Musik. Die ist sehr populär. Ich kann dir eine CD schicken. Ich hoffe, dass das eine Hilfe sein wird.

Point B: *Hast du auch ein Referat/Projekt für die Schule gemacht? Wenn ja, worüber? Wenn nicht, warum nicht? Erzähl mir darüber!*

Candidates had the option of either writing about a project they had done or writing about why they had not done one. The Marking Scheme required four points for full marks, but candidates did not always give four. Many candidates who mentioned that they had done a *Referat/Projekt*, had done one for the Oral Examination, and were able to gain marks a second time for having done so. Those who said that they had not done a project wrote about the time-pressure of studying for the Leaving Certificate.

This was one detailed reply, containing a few linguistic inaccuracies:

Ich habe viele Projekten für die Schule getan, besonders im Übergangsjahr. Ich habe ein über Berlin gemacht, die größte Baustelle Europas. Ich musste viel Information über die Stadt sammeln. Ich habe auch viele Informationen im Internet gefunden. Ich habe das ganz interessant gefunden. Das war für eine Wettbewerb, aber ich habe nicht gewonnen. Hoffentlich wirst du mehr Glück mit deinem Projekt haben.

The following was a less satisfactory answer:

Nein! Ich mache Rollenspiele und Bildergeschichte. Ich habe nichts so viel zeit für ein Projekt zu machen, aber die Rollenspiele sind sehr leicht.

Point C: *Mein Leistungskurs Englisch ist dieses Jahr super. The Dead School – kennst du das Buch?*

Almost all candidates replied appropriately to the question. Although many candidates had not read **The Dead School**, they answered the question by referring to something else by the author that they had read. This was also acceptable.

- *Wie ist es bei euch im Deutschunterricht?*

Candidates were familiar with this question from their preparation for the Oral Examination and, as a result, there was no shortage of answers. The most common appropriate replies were:

Wir schreiben Briefe; wir lesen Texte und beantworten Fragen; wir lernen Grammatik; wir machen Hörverständnisse; wir sehen Filme.

One candidate replied somewhat inaccurately as follows:

In der Schule sehen wir oft Deutschfilme. Mein Lieblingsfilm ist „Lola rennt“. Das handelt von einem Mädchen, die macht, was es ihr gefällt. Wir haben auch Texte gelesen und Musik gehört. Wir haben Rollenspielen und Bildergeschichten gemacht.

Another rather inaccurate response was:

In Deutschunterricht, es ist landweilig! Wir lernen Grammatik und Verben. Wir lesen Texte und Deutschbuch. Auch wir lernen Rollspiele und Bildergeschichten. Manchmal finde ich interessant, aber meistens es ist sehr landweilig.

- *Sprecht ihr viel Deutsch?*

Many candidates stated that they did not speak German in class, but generally candidates mentioned that some German is spoken. Many candidates related the question to preparation for the Oral Examination.

One good, although not totally accurate, example read:

Bei uns im Deutschunterricht sprechen wir kein Englisch. Je mehr Deutsch sprechen wir, desto besser ist meine Sprachkenntnisse

Another candidate wrote somewhat inaccurately:

Mein Lehrer ist sehr schön und ich wurde sagen dass manchmal spreche ich Deutsch in Deutsch Klasse!

- *Was habt ihr zuletzt gelesen?*

Most candidates gave the title of an English book, but many had also read a German novel in class. The range of titles was interesting and included *„Er hieß Jan“*, *„Mein irisches Tagebuch“*, *„Rolltreppe abwärts“*, *„Viel Glück mein Kind“*.

Not all candidates had read a book however. One candidate's reply was short:

Nein, ich habe nicht zuletzt gelesen.

Another elaborated a little more:

Ich habe nicht eine deutsche Roman lesen. Können Sie mir eine Deutsch Roman schicken? Ich finde, dass sehr interessant. Ich möchte etwas mit Liebe oder etwas über Kultur. Es wäre gut hilfe von mir.

Some candidates did not refer to the question at all and so lost a mark in content.

Point D: *In Irland scheint Alkohol eine wichtige Rolle, besonders bei Jugendlichen, zu spielen. Wie siehst du das?*

Almost all candidates handled this question capably. Candidates described in detail the effects that alcohol is having on young people.

- *Woher kommt das, deiner Meinung nach?*

Almost all candidates gave three/ four reasons for the popularity of alcohol, e.g.:

Die Trinkkultur in Irland; der Druck von Gleichaltrigen; der Stress in der Schule; Alltagsorgen vergessen; die Eltern trinken viel Alkohol zu Hause; Jugendliche haben viel Geld, weil die meisten einen Teilzeitjob haben.

One fairly accurate reply was as follows:

Leider hast du recht, Karla. Alkohol spielt eine große Rolle in dem Leben der Jugendlichen. Meiner Meinung nach ist das eine Schande. Viele Jugendliche haben nicht viel Selbstbewusstsein und um in der Clique zu werden, trinken sie. Das finde ich total doof. Es gibt einen Ausdruck in Irland: „Zuerst nimmt der Mann die Getränk. Dann nimmt die Getränk den Mann.“ So ein Pech! Ich meine, dass Alkohol immer eine Rolle in der Gesellschaft in Irland spielt. Bei Hochzeiten und bei jedem Fest in Irland ist jemand blau. Also machen Jugendliche dasselbe. Rein aus Interesse, trinkst du? Ich trinke nicht. Ich will kein Alkoholabhängiger sein.

Another response, not quite so accurate, but from a different viewpoint:

Manch jugendliche Alkohol jede Woche trinken. Manch auf die disko gehen. Wir sind alles nämlich achtzehn. Es ist nicht so schlecht. Manch zu viel trinken und sie sind krank. Ja, Alkohol eine wichtige Rolle spielen, besonders bei Jugendlichen. Wir mag eine gut Zeit haben. Ich denke es ist nicht so schlecht. Wir sind nähmlich achtzehn.

Another example mentions the influence of parents:

Alkohol ist ein großes Problem mit Jugendlichen in Irland. Junge Leute trinken Alkohol jeden Tag und Leute nur neun Jahre alt sind Alkohol trinken. Es gibt keine Grund, vielleicht ihre Eltern haben Alkohol zu Hause, denn es ist eine Problem mit Eltern auch. Vielleicht sind sie unter Stress oder sie haben Probleme mit Familie. In meiner Meinung gibt es keinen Grund.

Closing: Almost all candidates had an appropriate ending. The number of those using an inappropriate, formal ending, *‘mit freundlichen Grüßen‘*, seems to be receding.

One very good ending read as follows:

*Das war es! Ich muss zum Lernen zurückgehen. Das nervt mich. Hoffentlich habe ich mit deinem Projekt dir geholfen. Ich drücke dir die Daumen!
Schreib zurück, sobald es möglich ist.*

Option (b): Anzeige

It was disappointing that few candidates chose this option.

Point A: *Warum erscheint diese Anzeige in der Zeitung?*

The words ‚Geburtstag‘ and ‚wünschen‘ appeared in the text of the notice, which helped candidates in the handling of this point.

„Sie erscheint in der Zeitung, um Thomas zum 18. Geburtstag alles Gute zu wünschen. Sie wollen seinen Geburtstag offiziell bekannt geben.“, was one very good reply.

- *Wer hat die Anzeige in die Zeitung gesetzt?*

The names of those congratulating Thomas appeared within the notice, so candidates had no problem here.

Point B: *Was hat Thomas oft genervt? Geben Sie mehrere Beispiele aus der Anzeige!*

The example given in the text related to the ‘normal’ fussy instructions issued by parents to their children: Do this, do that! Mind yourself! Wear something warm! If you are going to be late, give a ring! A good candidate wrote: „Eltern nerven eben, das ist ihr Job.“

One very good answer read as follows:

Thomas hat es genervt, dass er so gut von seinen Eltern und streng aufgepasst wurde, und dass sie ihm sagten, wann er zu Hause sein sollte „Pass auf dich auf und zieh dich warm an! Wird’s später? Dann ruf bitte an! Oft hat es dich genervt, wir wissen das!“ Dies zeigt, wie es ihn genervt hat, aber weil die Eltern ihn beschützen wollten und ihn lieben als ihren Sohn.

Point C: *In Deutschland sind solche Anzeigen sehr beliebt: Wie finden Sie diese Anzeige? Begründen Sie Ihre Meinung!*

Many candidates have become very confident in expressing opinions.

One interesting and very good reply was:

„Das wäre zu öffentlich. Außerdem muss nicht jeder wissen, dass ich achtzehn bin.“

Another candidate replied very well as follows:

Ich finde diese Anzeige toll. Ich würde sehr stolz sein, wenn meine Freunde diese Anzeige in die Zeitung setzen würden. Ich mag die „18“ über die Rand der Anzeige.

Point D: *In Deutschland wird der 18. Geburtstag groß gefeiert: Wie sieht es in Irland aus?*

The Marking Scheme required two comments here, but generally only one was given.

- *Was macht man, um die Volljährigkeit zu feiern?*

This was well answered. The pub was the inevitable destination. One candidate responded very well as follows:

„Manche feiern auch klein mit engen Freunden und Familie. Aber es wird auf jeden Fall gefeiert.“

Another candidate wrote somewhat inaccurately:

In Irland ist es auch groß gefeiert. Meistens haben sie ein Party um die Volljährigkeit zu feiern. Es ist oft in der Kneipe und es gibt viele Alkohol getrunken. Leute geben die Geburtstagsleute Geschenke auch.

Point E: *Die Vollendung des 18. Lebensjahres bedeutet, volljährig zu sein, erwachsen zu sein, kein Kind mehr zu sein: Was bedeutet das konkret für Jugendliche in Irland? Was können sie tun, was sie vorher nicht tun konnten? Geben Sie mehrere Beispiele!*

This point was well answered. The most frequent answers were:

- *Man kann den Führerschein machen*
- *Man darf Alkohol trinken*
- *Man darf in Nachtclubs gehen*
- *Man darf rauchen*

One candidate wrote somewhat inaccurately:

Es bedeutet das Gleiche in Irland. Das 18. Lebensjahres ist nicht mehr ein Kind. Er kann Alkohol in der Kneipe kaufen. Man kann auch rauchen. Man kann eine Auto kaufen und die Auto fahren.

Another candidate responded excellently and drew the following conclusion:

„Die meisten Jugendlichen haben jedoch fast alle von diesen Dingen schon vor ihrem 18. Geburtstag getan und der einzige Unterschied ist, dass sie sie jetzt gesetzlich tun dürfen.“

Many candidates made good use of some of the following idioms/ phrases in the Written Production Section:

- *Ehrlich gesagt,*
- *Der Einfluss von Gleichaltrigen ist ein wichtiger Faktor*
- *Alkoholmissbrauch in der Familie führt oft zu Armut und Obdachlosigkeit*
- *Eltern sind nicht immer gute Vorbilder, wenn sie selbst regelmäßig trinken.*
- *Die Regierung steckt den Kopf in den Sand.*
- *So ein Pech!*
- *Eine Hand wäscht die andere*
- *Alles hat seine Vor- und Nachteile*
- *Bezüglich ...*
- *Es ist mir eingefallen, dass ...*
- *Es ist eine Zeitverschwendung*
- *Die Jugendlichen packen das Stier bei den Hörnern*
- *Mir ist zu Ohren gekommen, dass ...*
- *Es ist mein ein und alles*
- *Das Zimmer sieht wie ein Schweinestall aus.*
- *Ich liebe Mickey Harte, aber er ist verheiratet.*

Common Mistakes

The most common mistakes and problems are the perennial ones:

- Word-order errors, especially failure to invert, or to place the verb at the end of the sentence after subordinating conjunctions and modal verbs. The position of pronouns in the sentence was also generally problematic.
- Groß- und Kleinschreibung.
- Endings of irregular verbs, especially Modal Verbs, were incorrect.
- The Present Continuous Tense, translating wrongly from English to German: *Ich bin studieren*.
- The Imperfect & Perfect tenses were frequently incorrect, especially in the case of strong verbs.
- Incorrect plural forms of some nouns: *Projekten, Buche, Joben*.
- The Accusative and Dative of pronouns were regularly confused.
- Relative pronouns: ‚*wer*‘ was used for people and ‚*das*‘ for all others (influence of English).
- The endings of Articles and Adjectives were frequently incorrect.
- The incorrect use of the Comparative form of adjectives: ‚*mehr interessant dann*‘ showed interference from English.
- Interrogatives: ‚*woher, wohin, worauf, wem, wessen*‘ were not well known; there was confusion between ‚*wenn*‘ and ‚*wann*‘.
- Prepositions:
 - There was evidence of uncertainty when trying to translate the English ‘to’;
 1. translating to ‚*zu*‘ where it is not required in German ‚*ich schicke ein Buch zu dir*‘;
 2. uncertainty about the use of *nach, zu, in* when going to a place or country.
 - Using ‚*auf der Wand*‘ for ‚*an der Wand*‘.
 - Confusing prepositions, adverbs and conjunctions: ‚*vor*‘ used for ‚*vorher*‘ and ‚*bevor*‘, ‚*nach*‘ used for ‚*nachher*‘ and ‚*danach*‘
- The Passive: incorrectly using ‚*ist*‘ + Past Participle instead of ‚*wird*‘
- Mistakes with use of separable verbs, especially in final position or infinitive forms with ‚*zu*‘: *zu mitnehmen*
- The subjunctive: incorrect use of *wurde* (Imperfect Tense)
- ‚*möchte*‘ incorrectly used for ‚*mag*‘
- ‚*Der ist...*‘ wrongly used for ‚*es gibt*‘
- ‚*meistens die Leute*‘ incorrectly used for ‚*die meisten Leute*‘
- Confusing ‚*jeder/ jemand*‘ and ‚*jeder/ alle*‘
- ‚*Junge*‘ was frequently incorrectly used for ‚*Jugendliche*‘, even though the latter word was given.
- Inaccuracy in transcribing words given on the examination paper: ‚*trägt*‘ became ‚*tragt*‘; ‚*müssen*‘ became ‚*mussen*‘; ‚*Anzeige*‘ became ‚*Anziege*‘
- Candidates frequently used the incorrect phrase ‚*Meiner Meinung nach, dass...*‘
- The Possessive Adjectives, especially the German for *her, our, your (plural), their*, were generally not correctly used.
- The names of countries other than *England, Germany* and *America* were frequently incorrect.
- Nationalities were not well known, including ‚*die Iren, die Deutschen*‘
- Many used ‚*Partei*‘ instead of ‚*Party*‘
- ‚*viel*‘ and ‚*viele*‘ were used indiscriminately
- ‚*also*‘ was used instead of ‚*auch*‘
- ‚*wissen*‘ and ‚*kennen*‘ were mixed up
- ‚*nicht ein*‘ was used instead of ‚*kein*‘
- ‚*dass*‘ and ‚*das*‘ were mixed up

- ‚Sie‘ and ‚sie‘ were mixed up
- There was a problem with making comparisons: *größer als; nicht so groß wie*
- „um ... zu ...“ clauses were poorly executed.

4. CONCLUSIONS

- Examiners reported that candidates generally answered sections one and three of the Listening Comprehension test well. The main challenges were encountered in the answering of section two *Anruf* and section four *Nachrichten*. Some candidates were unable to decipher the spelling of the German name in section two, and in section four some had difficulty understanding the vocabulary required to answer the questions.
- Candidates generally answered the questions on both Reading Comprehension texts very well, although not all candidates managed the manipulation of answers in German successfully.
- In the recognition and application of grammar section, candidates performed well in the question relating to number, gender and case of nouns but less so in the exercise requiring recognition and insertion of suitable question words.
- Candidates were able to integrate preparatory work for the Oral Examination into their written production exercises. The majority scored very well on content. Candidates who failed to interpret or perhaps read the question properly sometimes lost marks.

5. RECOMMENDATIONS TO TEACHERS AND STUDENTS

- Encourage students to listen to cassettes from previous examinations and to study past marking schemes.
- Students could benefit from carefully targeted work in developing the skills of note taking tested in section two of the Listening Test, as well as in vocabulary building.
- In answering reading comprehension questions in German, students should benefit from practice at changing personal pronouns and possessive adjectives from the first person singular, *wir*, *unser* to the third person plural, *sie*, *ihr*.
- In grammar, there is ongoing need for emphasis on the basics, such as: the position of verbs; verb endings; the present, perfect and imperfect tenses; pronouns in the accusative and dative; possessive adjectives and question words. It would be advisable to practice the following question words with students, emphasising the difference in usage of prepositions in questions relating to persons (*für wen?*) and things (*wofür*). The following list is not exhaustive:
 - *Wer, wen, wesses, wem* (and also in conjunction with prepositions e.g. *für wen, mit wem?*)
 - *Wo, woher, wohin*
 - *woraus*
 - *woran/ an wen*
 - *worauf/ auf wen/ wem*
 - *womit/ mit wem*
 - *wovon/ von wem*
 - *wozu/ zu wem*
 - *worin*
 - *worüber/ über wen*
 - *wovor/ vor wem*
 - *wofür/ für wen*
 - *wogegen/ gegen wen*
 - *worum/ um wen*
 - *was für ein/eine*
- Students should benefit from plenty of practice at the careful reading of examination questions. Correct transcription of words from the examination paper, cannot be stressed enough. The fact that so many candidates coped so well with this year's paper is evidence that most are already aware of this.

6. SCHRIFTLICHE PRODUKTION – EXEMPLARS OF STANDARD

Sample answer 1

The following answer received 19 out of 25 marks for content and 20 out of 25 for expression. Unfortunately the candidate omitted section **B** and missed out on four marks as a result. In point **C** the candidate did not respond fully to the question "Wie ist es bei euch im Unterricht?" and lost another 2 marks. The vocabulary was very good in parts which just brought the expression mark into the top category even though there are some basic mistakes such as "jemand" for "jeder" and "Musikaner" for "Musiker". The word-order and verb ending are generally good. (See page 17 of marking scheme).

Vielen Dank für deinen Brief dass, ich gestern erhalten habe. (Op.1) Mir geht's gut. Hoffentlich dasselbe von dir sagen. Ich bin total erleichtert, da meine Prüfungen, der ganze Stress und das Pauken endlich vorbei sind! Ich kann jetzt viele Informationen dir schicken: „Ein Hand wäscht die andere“! (Op. 2)

Na klar, liebe Karla. Ein tolles Thema! Westlife sind sehr berühmt aber ich halte nicht viel davon. (Dis) Es geht mir auf die Nerven, wann Leute denken dass, sie die einzige Irische Gruppe sind. (Dis) Wir haben viele Musikaner in Irland, die sehr begabt sind. (Dis) Die größte Gruppe in der Welt – U2 – kommen aus Irland. (A1) Vor zwei Jahren bin ich nach einem Konzert gegangen, um sie zu sehen. Das war atemberaubend! (Dis) Ich habe eine Zeitschrift dabei mit einem Interview mit dem Führer der Gruppe, Bono. (A1) Ich kann das und natürlich ein CD von ihren Musik dir schicken. Ich hoffe dass, das eine Hilfe sein wird. (Dis) (All five Discretionary marks now awarded)

Leider habe ich nie das Buch gelesen. (C1) Ich habe gar nicht Zeit für mich selbst heutzutage. Ich hatte Prüfungen und jetzt habe ich mein Teilzeitjob oder mein Familienleben. Ich bleibe zwischen zwei Stühlen! bei uns im Deutschunterricht sprechen wir kein Englisch. (C1) Je mehr Deutsch sprechen wir, desto besser ist meine Sprachkenntnisse, finde ich. (C1) Ich habe nicht so viel Deutschbücher gelesen aber in der Schule sehen wir oft Deutschfilme. (C1) Mein Lieblings ist „Lola rennt“. Das handelt von einem Mädchen, die ihr die Welt macht, was es ihr gefällt.

Leider hast du rechts Karla. Alkohol spielt eine grosse Rolle in dem leben des Jugendliche. (D1) Meiner Meinung nach, ist das eine Schande. (D1) Viele Jugendliche haben nicht viel Selbstbewußsein und um in der Clique zu werden, trinken sie. (D1) Das finde ich total doof. Es gibt eine Ausdrücke in Irland: „Zuerst nimmt der Mann die Getränk. Zunächst nimmt die Getränk den Man“. So ein Pech. Ich meine dass Alkohol immer eine Rolle in der Gesellschaft in Irland spielt. (D1) Beim Hochtage bei jedem fest in Irland ist jemand blau. Also machen die Jugendliche dasselbe. Rein aus Interesse, trinkst du? Ich trinke nicht. Ich will kein Alkoholabhängiger sein.

*Das was! Ich muss jetzt zum Staubsaugen zurückgehen oder meine Mutter werd mir totmachen. „ Verschieb nicht auf morgen, was du heute kannst besorgen“. Das nervt mich. Hoffentlich habe ich mit deinem Projekt dir geholfen. (Cl.1) Ich drucke dir die Daumen! Schreib zurück sobald als es möglich ist. (Cl. 1)
Deine
Anna.*

Sample answer 2

The following answer was awarded 20 marks out of 25 for content and 10 out of 25 for expression. Each point is touched upon but there was not an adequate response to point B and the closing was too abrupt for 2 marks. The expression mark was at the lower end of the middle category. There were frequent omissions of important words, the vocabulary was basic and word-order and endings were generally poor "*Ich kennste nie das Buch.*" (See page 17 of marking scheme).

Vielen dank für deinen brief, den ich heute morgen erhalten habe. (Op1) Wie geht's dir? Hoffentlich gut! Es gehts mir prima. Es tut mir leid ich so lange nicht geschriebe aber ich war studieren. Nun zu deine Fragen, hoffentlich beantworten kann! (Op1)

Oh ja, Westlife und Enya ist seher große heir auch aber ich möchte nicht gern Westlife und Enya. Limp Biskit und Sum Lil gefallen mir gut. (A1) Aber meine Schwester hat Westlife CD's und Posters auf dem Wand. (Dis) Sie hat viele informationen von dem Website www.westlife.com. Ich kann CD's und eine Buch schicken.(A1) Meine Mutti hat Enya CD's und ein Buch auch. Ich kann ein Buch schicken denn sie hat ein Buch gelesen.

Nein, ich habe kein Projekt für die Schule gemacht, denn ich habe kein zeit (B1) denn ich mache meine Leaving Cert .(B1) Hoffentlich ich bekomme gute noten (Dis) und gehe nach Uni in Galway. Gehen Sie nach Uni?

Leider nein.(C1) Ich kennste nie das Buch. In Deutschunterricht, lernen wir Grammatik,(C1) schrieben wir ein Brief (C1) und lessen wir Lesenverständnis.(Dis) Ja, ich spreche viel Deutsch besonders in Deutschunterricht.(C1) Ich möchte gern nach Deutschland gehen (Dis+1) und sprecht viel Deutsch mit die Deutschen. Ich habe die Buch 'Lord of the rings – The Two Towers gelesen. (C1) Es war prima. Frodo ist seher lustig. Hast du leset das Buch?

Ja. Alkohol ist eine große Problem in Irland, besonders mit dem Jugendlichen. (D1) Es gibt viel Stress in der Schule (D1) und Jugendlichen trinken viel Alkohol und die nächsten Tag sie sind krank. (D1) Jugendlichen kann Alkohol bekommen in alles Stadt. (D1)

Ich freue mich auf füf deine nächsten Brief. (C1.1)

Schreib bald.

Mark

7. CONCLUDING REMARKS

This report has spelled out deficiencies in candidate performance in some detail. This is done with the intention of being helpful to teachers. To be complete, the report needs to acknowledge the great work being done by teachers throughout the country. Many pupils are taught by teachers who expose them consistently to good language practice, so that the pupils become very proficient at German. They would have no problem communicating in German and surviving in a German-speaking community. Well done to all concerned!

A final comment from an oral examiner:

“It was a delight to listen to and converse with students who were well prepared, and it was a pleasure to be able to reward them for their hard work. It was lovely to see the delight on students’ faces when they felt they had done well in the examination. I examined candidates who spoke about very interesting projects, which they had prepared for the examination. They seemed so proud of their work. They were a pleasure to examine.”