



**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

**JUNIOR CERTIFICATE EXAMINATION 2005**

**GERMAN**

**ORDINARY LEVEL CHIEF EXAMINER'S REPORT**

**HIGHER LEVEL CHIEF EXAMINER'S REPORT**

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*This Report should be read in conjunction with the 2005 Junior Certificate German examination papers and marking schemes, which can be downloaded from the State Examinations Commission website, [www.examinations.ie](http://www.examinations.ie)*

# 1. INTRODUCTION

## 1.1 General Comments on the Syllabus

The current syllabus for German is a common syllabus for Ordinary and Higher Levels of the Junior Certificate. It was devised in the early Eighties as the syllabus for Intermediate Certificate German, with a one-level examination, and formed the basis of that examination for all candidates from 1987 on. In 1993, when the Junior Certificate replaced the Intermediate Certificate, a second level of examining (Ordinary Level) was introduced. The syllabus is rooted in the communicative approach to language learning, based around the needs and interests of pupils.

## 1.2 Examination Format

The subject is examined at two levels, Ordinary and Higher. Each level has three compulsory sections, and in addition an optional school-based oral assessment component. All candidates are tested in the skills of *listening comprehension*, *reading comprehension* and *written production*, while a tiny number of schools take up the school-based oral option. The marks allocated for each section are as follows:

		<b>Higher</b>	<b>Ordinary</b>
<b>Section I</b>	Listening Comprehension	140	140
<b>Section II</b>	Reading Comprehension	100	120
<b>Section III</b>	Written Production	80	60
<b><i>Total for most candidates</i></b>		<b><i>320 marks</i></b>	<b><i>320 marks</i></b>
	(Optional) Oral Examination	80	80
<b><i>Total for candidates taking the oral</i></b>		<b><i>400 marks</i></b>	<b><i>400 marks</i></b>

### **1.2.1 Oral Examination**

A total of 230 candidates underwent the optional oral examination in 2005. 44 candidates took the oral component at Ordinary Level, with 186 candidates taking it at Higher Level.

This optional examination is school based. It is administered and assessed by the candidate's teacher. The test lasts between five and ten minutes, and teachers may opt to use their own format or to use the format suggested by the SEC, which is as follows:

- (a) General Questions
- (b) 2 Role Plays (one where candidate initiates, one where candidate responds)

Where a teacher opts to use his/her own format, a copy of this and of the marking scheme used are forwarded to the State Examinations Commission (SEC) with the results. The performance of the candidates is recorded, these recordings are retained in the schools and later, if so requested by the SEC, are available to be forwarded to the SEC.

### **1.2.2 Written Examination**

This examination is of two and a half hours duration for candidates taking either Higher or Ordinary Level. The comprehension sections of the paper are to be answered in Irish or in English. Candidates answering in Irish have a 5% bonus added to their marks, with the bonus tapering off for marks above 75%. The paper comprises three sections:

#### **Section I: Listening Comprehension**

This section has five sub-sections, A-E. The recorded material is the same for both levels, though questions are more demanding at Higher Level. The material ranges from monologues through announcements to short verbal exchanges of a transactional nature, such as seeking/giving directions, organising shopping lists or recipe ingredients, to more developed conversations, some of which are telephone conversations. Section E is dedicated to aspects of the topic of school and learning. The candidates are asked to answer the accompanying questions in English or in Irish, and are assessed on their ability to demonstrate understanding of what they have heard.

## Section II: Reading Comprehension

This section has seven sub-sections, A-G. The material covers a range of reading skills, from recognition of public signs, gist comprehension of short advertisements, to gist and detail comprehension from notices, advertisements, magazine articles and a semi-literary narrative. Some testing of spoken material is included in this section, to encourage a positive washback effect in the absence of a compulsory oral, with classroom language being tested in D for both levels and the logic of dialogue in F of the Ordinary Level. In general, in order to test the levels of comprehension, questions require to be answered in Irish or English.

## Section III: Written Expression

In this section, candidates are tested on their ability to write accurately and appropriately in German. Two questions are to be answered. At each level, candidates work from stimulus material in German to compose a letter. At Higher Level, the second question requires the writing of a short note or postcard from a given stimulus. At Ordinary Level, there is a choice of a second question which may be gap-filling or completion of a dialogue.

### 1.3 Candidature in 2002-2005

A total of **7,132** candidates took the examination at Higher Level in 2005, while **3,211** candidates took Ordinary Level. This indicates a decrease of 518 (HL) when compared with numbers from 2004.

The following table shows the numbers taking German at each level since 2002:

**Table 1: Numbers of Junior Certificate German candidates 2002 – 2005**

Year	German candidates*	% of total Junior Cert. candidature	Higher Level		Ordinary Level	
			Candidate total	%	Candidate total	%
<b>2002</b>	12,277	20.4	8,382	<b>68.3</b>	3,895	<b>31.7</b>
<b>2003</b>	11,256	19.0	8,057	<b>71.6</b>	3,199	<b>28.4</b>
<b>2004</b>	10,897	19.2	7,651	<b>70.2</b>	3,246	<b>29.8</b>
<b>2005</b>	10,343	19.1	7,132	<b>69.0</b>	3,211	<b>31.0</b>

\* A small number of Leaving Certificate candidates (60-100) sit J. Cert. as *ab initio* candidates, usually for the LCVP language component.

## 2. ORDINARY LEVEL

### 2.1 Introduction

A total of 3,211 candidates sat the Junior Certificate German examination at Ordinary Level in 2005.

### 2.2 Performance of Candidates

The following table shows the number of candidates sitting the Ordinary Level paper in the years 2002 to 2005 and the percentage of candidates achieving each grade in those years:

**Table 2: Results for Junior Certificate German Ordinary Level 2002 – 2005**

Year	Total	A	B	C	D	E	F	NG
2002	3895	4.9	30.4	32.1	20.3	9.2	2.9	0.3
2003	3199	5.0	43.6	33.2	12.8	3.9	1.4	0.2
2004	3246	6.7	35.0	32.0	17.0	6.9	2.2	0.1
2005	3211	7.6	34.3	32.8	17.0	5.6	2.6	0.2

**Table 3: C+, D and E- rates for Junior Certificate German Ordinary Level 2002 – 2005**

Year	Total	C+	D	E-
2002	3895	67.4	20.3	12.4
2003	3199	81.8	12.8	5.5
2004	3246	73.7	17.0	9.2
2005	3211	74.6	17.0	8.4

Midway through 2003, a modification was introduced whereby the number of sections to be attempted in Section III was reduced from three to two. B and C became alternatives, but had already been set without regard to comparability of difficulty. As the good results in B had tended to be offset by poor results in C, counting B on its own in 2003 led to a once-off blip in the grades, with more B grades and overall a higher pass percentage than normal.

## 2.3 Analysis of Candidate Performance

### Section I - Listening Comprehension

The questions demand less detail of candidates at this level than is the case at Higher Level. The sections become progressively more challenging, to balance encouragement with the need for questions to discriminate between levels of performance.

Assistant examiners had difficulty reading the answers of candidates who used pencil in this section. Pupils should be told that they must use pen or biro, not pencil.

### Part A: Grid filling from two monologues

This part was on the whole very well answered, with some clear exceptions.

*Where from:* There were some candidates who failed to recognise *Österreich*, and even a few who did not understand *Deutschland*. A few candidates also gave the name of one or both towns. The marking scheme accepted either town or country for the mark.

*Age:* Most candidates got 16 and 15 correct.

*Does he/she like school?* A simple *yes* or *no* was a sufficient answer. Some candidates backed up their answer with reasons.

*Where working for the summer:* ‘Tankstelle’ was less often known than ‘Souvenir-geschäft’, but acceptable answers included *petrol shop* and *garage*.

*How much earned:* sometimes these boxes were left blank. It was mainly the higher scoring candidates who got *Euro 120* correct, and they often omitted *per week*.

### Part B: Short transactions: B1: directions; B2: train tickets; B3: money mislaid

This part was very well answered, with many candidates scoring full marks. In question **B1**, candidates are required to rewrite the full sentence to minimize the possibility of copying.

### Part C: Transactions: C1: hotel booking; C2: public announcement; C3: recipe

In **C1**, a more challenging section, a number of candidates left the script blank. While candidates understood ‘zu laut’, they often ascribed it to the *room next door*. The *smell of cigarette smoke* was not often given as an answer. In **C2**, numbers and place names were not well recognised, while the last three ingredients in **C3**, i.e. *flour*, *hazelnuts* and *lemon juice* were frequently unknown.

### **Part D: Longer exchanges: D1: telephone booking; D2: debriefing after holidays**

This was on the whole well answered, but lots of candidates wrote the cost of one ticket, not the total as required by the question, for **D1 (ii) (a)**. In **D1 (iii)**, some candidates wrote the name of the person and the actual telephone number instead of just *name* and *phone number*. Many candidates used guesswork to answer **D2 (ii)**, e.g. *read a magazine, flight long/boring*.

### **Part E: Long telephone conversation with school focus**

This was also well answered. The question that was most frequently poorly answered was **E2**, *whether Nathan likes his new school and why*, even with four possible pieces of information to choose from. Some candidates did not recognise the word 'Band'.

## **Section II - Reading Comprehension**

As in the previous section, the questions become progressively more challenging, to balance encouragement with the need for questions to discriminate between levels of performance. Nonetheless, candidates tend to perform well in this section.

### **Part A: Matching signs and pictures**

This was well answered, with many candidates getting full marks.

### **Part B: Advertisements**

This question was very well answered, with many candidates achieving full marks.

### **Part C: True/false advertisement**

This section too was well answered. However, some candidates noted that they had difficulty reading the map which was a little fuzzy when reproduced.

### **Part D: Matching captions to pictures**

Some candidates left blanks in this section or else got the wrong answer. Some wrote "Was kostet dieses Buch?" for G or "Guten Appetit" for H. An intriguing incorrect answer for picture C was "Diese Geschichte ist sehr interessant" as the teacher points directly at the window.

### **Part E: Grid filling: holiday plans**

This question was well answered even by candidates whose overall performance was poor and who left some other questions blank.

Ages, destinations and activities were well answered, although some answers were too general, e.g., *play sports* rather than the actual sports that were specified.

The duration was sometimes confused, as between *week and month*.

‘Schwestern’ was often not recognised as a plural form, with *sister* being written instead of *sisters*.

### **Part F: Jumbled dialogue**

This question, which tests comprehension of how dialogues are logically structured, was as always a challenge to the students. Some candidates left a lot of blanks or did not attempt the question. A small percentage of candidates scored full marks. This is a section which discriminates well between the various ability levels.

### **Part G: Semi-literary narrative**

Candidates who scored an overall result in the E and F range tended not to attempt questions F or G. Again, this piece proved to be one of the real discriminators in the examination. Some candidates did not answer well on the *description of the dog*, or about the *two things that Thomas did before leaving*. Most candidates got G5, the multiple choice question, correct.

## **Section III – Written Expression**

Many candidates performed poorly and some very poorly indeed in this part of the examination, obtaining a score below their average performance in other parts of the paper. This should be no surprise, as productive skills tend to lag far behind receptive skills in the early stages of language learning.

*There are some exemplars of standard provided at the end of the report*

### **Part A: LETTER**

*Appearance, age, hobbies, pocket money and when the summer holidays begin* were well answered on the whole. However, some candidates do not write the date in German properly.

*When do you get up in the holidays:* The prefix ‘auf’ in the verb ‘aufstehen’ was nearly always omitted in the answer, with many writing “Ich stehe um 10 Uhr”.

Many answered the question “Wie lange dauern die Sommerferien?” with variations of incorrect German. The verb ‘dauern’ was not recognised and many wrote “Die Sommerferien lange 3 Monate”. In reply to “Gehst du gern in die Schule?”, many candidates wrote “Ich gern in die Schule”, omitting the verb ‘gehe’.

A number of candidates omitted to answer questions 6 and 7. Question 9 was a two-part question, a number of candidates omitted the reason. A very low percentage of candidates finished off the letter, thus losing two content marks.

A feature of many weaker letters is that candidates do not transpose the ‘deine’ of the question to ‘meine’. This is something which could be dealt with in class.

#### **Common language mistakes:**

- Incorrect use of capital letters; non-capitalisation of nouns
- Word order rules not respected, especially inversion of verb and subject.
- No prefix in a separable verb sentence
- Two subjects often used in the one sentence, i.e. ‘ich’ and ‘du’
- Incorrect verb endings
- English words used, especially for *clothing* and *items bought with pocket money*
- Inability to write dates correctly in German

#### **Part B (NOTES / SENTENCES) or Part C (DIALOGUE)**

Candidates are required to answer either B (Notes/Sentences) or C (Dialogue). Where candidates attempt both, the higher mark is awarded. About 40% of candidates attempted both B and C, with the majority, though not all, of these gaining a higher mark on question C.

#### **Part B: NOTES / SENTENCES**

This gap-filling exercise tests certain aspects of transforming memo-style notes into full sentences. Candidates are required to respect correct word order and in some cases to supply appropriate verbs with correct endings.

This question was not well answered. Most candidates did not change the verb endings according to the subject or appear to realise that a subject normally goes with a verb.

Separable verbs were not well handled. Sentences 5-10 were particularly poorly answered. However, sentences 11 and 12 were often well answered.

### **Part C: DIALOGUE**

This question was more satisfactorily answered by those candidates who attempted it. It was remarkable how few candidates knew the German word for *stamps* and how few could spell the German for *goodbye* correctly.

### **Optional school-based Oral**

The number of candidates presenting for the optional oral examination at this level was 44. The results obtained in the oral component are as follows, indicating that the oral mark may bring candidates' results above the national result:

**Table 4: Results for Junior Certificate German Ordinary Level 2005, Optional Oral**

<b>Grade</b>	<b>No. of Candidates</b>	<b>% of Candidates</b>	<b>National result</b>
<b>A</b>	4	<b>9.1</b>	<b>7.6</b>
<b>B</b>	19	<b>43.2</b>	<b>34.3</b>
<b>C</b>	15	<b>34.1</b>	<b>32.8</b>
<b>D</b>	5	<b>11.3</b>	<b>17.0</b>
<b>E</b>	1	<b>2.3</b>	<b>2.6</b>

## 2.4 Conclusions

- The 2005 paper was considered by examiners as a good test of candidates' ability.
- The overall performance of candidates in this examination was in line with that of previous years.
- The optional oral examination tends to improve a candidate's overall grade.
- Candidates in general perform well on the receptive skills tests, in the listening comprehension section and the earlier parts of the reading comprehension.
- The questions which act as effective discriminators of performance tend to be F and G of the Reading Comprehension plus the Written Expression section.

## 2.5 Recommendations to Teachers and Candidates

The following points may be of help in preparing for the examination at this level.

### Teachers:

- Teachers should refer to the published marking scheme, available at [www.examinations.ie](http://www.examinations.ie).
- Teachers should reinforce basic vocabulary as often as possible. Students at this level need regular revision of everyday topics like *days of the week, the months, numbers, dates, place names, school subjects, hobbies, days of the week, the months, numbers, dates, place names, school subjects, hobbies, pocket money, weather*, etc, as set out in the syllabus.
- Teachers should make regular use of a map of Germany, Austria, Switzerland to make students more aware of and familiar with the location and spelling of major cities and regions in the German-speaking countries.
- Teachers should spend more time on tape work, helping students to focus on finding the answers they need.
- Teachers should stress to candidates that they not use pencil or correction fluid.

- Teachers should ensure that candidates develop good examination technique, reading questions carefully to check exactly what information is being looked for.
- Teachers should encourage candidates to attempt all sections and questions on the paper.
- Teachers should emphasise that all candidates can learn to finish off a letter correctly.
- The structure of a present tense sentence needs to be emphasised at this level i.e. subject, verb; time, manner, place.

### **Candidates:**

- Candidates should read all instructions carefully and make sure they answer the Listening and Reading sections in Irish or English, not in German.
- Candidates should resolve to attempt all questions on the paper and not to leave blanks.
- Candidates should read the questions, underlining the information that is being sought in the question, e.g. if two details are required, then underline the word two.
- Candidates should know the basic words that come up each year, such as *days of the week, the months, numbers, dates, place names, school subjects, hobbies, pocket money, weather* and also descriptive adjectives for *appearance*.
- Candidates should remember never to write in pencil or to use correction fluid in an examination.
- Candidates need to be clear about the proper structure of a present tense sentence. It is simplest to always start with the subject and then follow on with the verb, ensuring that the verb has the correct ending.
- It is important to know how to finish off a letter. Candidates should make sure they are very familiar with a suitable ending.

### 3. HIGHER LEVEL

#### 3.1 Introduction

A total of 7,132 candidates sat the German examination at Higher Level in 2005.

#### 3.2 Performance of Candidates

The following table shows the number of candidates sitting the Higher Level paper in the years 2002 to 2005 and the percentage of candidates achieving each grade in those years:

**Table 5: Results for Junior Certificate German Higher Level 2002 – 2005**

Year	Total	A	B	C	D	E	F	NG
2002	8,382	10.5	29.7	32.2	20.7	6.2	0.6	0.1
2003	8,057	12.6	28.7	31.9	20.5	5.7	0.6	0.0
2004	7,651	12.0	28.5	32.3	21.3	5.5	0.4	0.0
2005	7,132	11.6	31.2	32.4	19.4	4.8	0.6	0.0

**Table 6: C+, D and E- rates for Junior Certificate German Higher Level 2002 – 2005**

Year	Total	C+	D	E-
2002	8,382	72.4	20.7	6.9
2003	8,057	73.2	20.5	6.3
2004	7,651	72.8	21.3	5.9
2005	7,132	75.2	19.4	5.4

The tables above show that candidates sitting this paper level have performed well over the years, with about 40% of them consistently scoring over 70% in the paper, and about three out of every four students achieving a C Grade or better on the paper, and a really good result on the 2005 paper.

### 3.3 Analysis of Candidate Performance

#### Section I: Listening Comprehension

The tape section proved to be a good test of candidate ability, easing candidates gently into the examination and discriminating well between better and less good performances.

Assistant examiners had difficulty reading the answers of candidates who used pencil in this section. Pupils should be told that they must use pen or biro, not pencil.

#### Part A: Grid filling from two monologues

This question formed a good introduction to the test. Higher marks were, in general, gained on extract 2, relating to Johann, than on extract 1, Anna.

- *Town and country*: Most candidates got the country correct. Surprisingly few appeared to recognise the town of 'Innsbruck'. Guesswork brought answers like 'Isburg', 'Inswoch', 'ins Puck', 'Pock' etc. While 'Leipzig' seemed better known, it was often incorrectly spelled.
- Recognition of dates, and in particular of number, was not good in the case of candidates scoring grade C and below: *Birthday*: '16<sup>th</sup>' was given for 6<sup>th</sup> *March*, and '7<sup>th</sup>' or '10<sup>th</sup>' for 17<sup>th</sup> *May*.
- *Presents received*: This was well answered except at the lower grades.
- *Feelings about school*: Most candidates answered this correctly.
- *Two reasons why*: The options given gave scope for candidates to gain full marks.
- *Hours of work*: As observed on previous occasions, some candidates seem to have problems deciphering the continental usage of the 24 hour clock. This is an item of cultural awareness that deserves ongoing emphasis in the classroom situation.
- *Summer job in: Souvenir shop* was sometimes understood to be *supermarket*. The word *souvenir* was often misspelled. While *garage* may well be used in some parts of

the country to denote a *petrol/filling station*, in German it denotes a shelter for a car and so was not accepted by examiners of this level.

- *Money needed for*: Some candidates did not recognise ‘Norwegen’, and relatively few candidates recognised ‘DVDs’, tending to answer with *CDs*. *A trip, youth group and cinema tickets* were the most common correct responses; some candidates wrote *concert tickets*.

### **Part B: Short transactions: B1: directions; B2: train tickets; B3: money mislaid**

This question allowed candidates to display a good level of listening skills.

1. The destination and directions were understood, but the detail *over the bridge* was often omitted.
2. ‘Düsseldorf’ was often misspelled, and candidates who performed less well tended not to have understood the time correctly. Candidates in the A and B categories were able to answer the ‘Umsteigen’ detail correctly, it was a good discriminator question. 38 *Euro* was often answered with *8.30 Euro*. Some candidates replied *it cost less*, which, while demonstrating comprehension of ‘BahnCard’, was not a sufficient answer to the question ‘What did her ticket cost’.
3. This question was well-answered. The detail ‘Briefumschlag’, which was not required for full marks, was mostly seen in answers by A and B candidates. An occasional candidate translated ‘Briefumschlag’ as *letter*.

### **Part C: Transactions: C1: hotel booking; C2: public announcement; C3: recipe**

Candidates in the range A-D tended to perform well on this section.

1. (i) The correct detail *loud/noisy* was frequently given in the wrong context by candidates achieving less than a B grade. The source of the noise was often taken to be the people in the next room rather than the street! ‘...riecht es stark nach Zigaretten’ and ‘zum Park hinaus’ were not well-understood. There was also a lot of guesswork – *shower not working, beds not comfortable enough, not what he expected*.  
(ii) Candidates generally only scored 2 marks. Candidates quite often made reference to a *parkhouse* or a *car park*. Relatively few candidates included the *luggage brought to the room* detail.  
(iii) Well-answered, though some candidates answered *self-service*.

2. Some candidates again had difficulty with number recognition. While many candidates got the departure gate '42' correct, candidates with a lower result overall tended not to manage 'LH411'. Many answered '11', some gave '40011'.
3. *Hazelnuts* and *lemon juice* were the most challenging ingredients for some candidates in the lower grade categories.

#### **Part D: Longer exchanges: D1: telephone booking; D2: debriefing after holidays**

Part D proved a good test, with A-C candidates coping well and gaining good marks.

1. For some candidates, 'Köln' and the numbers proved problematic.  
The location of the ticket office, in *Wienerplatz*, proved challenging for many candidates. *Underground station /subway* was given by a minority of candidates. 'Morgen' was often mistranslated as *tomorrow morning*. 'Gutmann' and the phone number were correctly noted down by most candidates.
2. (i) A surprising number of candidates failed to pick up the idea that her dog Ringo was involved. It appeared that candidates did not recognise 'fressen' nor did they understand 'gejault' from context. Very few candidates gave three correct details. Many candidates limited themselves to *he/they missed her* and wrote nothing else. More detail was required for a satisfactory answer.  
(ii) The most common answers here were *direct from Frankfurt* and *ate something*. Some said *watched films* without the number *two* and lost marks; the idea of the flight taking 8 hours and yet time passing quickly was not often reflected in the answers.  
(iii) Candidates with an overall grade C or below did not provide sufficient linked information to gain full marks, although there were lots of options. The visit to the *Statue of Liberty* was rarely included in the answers.

#### **Part E: Long telephone conversation with school focus**

This part was well-answered, with even candidates in the lower achievement range gaining a respectable mark. The marking scheme provided extra options.

1. Well-answered, though few understood *loves it in the country*.
2. There was some confusion evident in the answering here around the *long day*. Some wrote *it's very long* without specifying whether they were referring to the day or the

school journey. The detail about *no cafeteria / no canteen* was rarely understood – *no food / does not like the food / small cafeteria* were the most common answers.

3. *Friends* and *concert* were usually understood, but *school band* appeared less frequently in answers.
4. This question was well-answered, though *Neustadt* was rarely given.
5. This question on *arrangements* was answered quite well. Sometimes just one detail was given or the information was not specific enough and marks were lost.

## **Section II: Reading Comprehension:**

Candidates tended to perform well on this section.

### **Part A: Understanding public signs**

This question was well answered by most candidates. The most common error was to select ‘Arbeitszimmer’ for ‘Lehrerzimmer’. ‘Buchhandlung’ was sometimes mistaken for ‘Bibliothek’.

### **Part B: Recognition of small ads**

This question was, as is usually the case, well-answered. Ads 2 and 6 and on occasion ad 7 caused difficulties: the most common mistake was putting *orchestra* as no. 2 (allowing the picture to dominate) and *scouting organisation* as no. 6. Some examiners mentioned that this question was a little more of a challenge this year, whereas in the past candidates have tended to score full marks.

### **Part C: Information retrieval from pamphlet**

1. ‘Behindert’ was not widely understood.
2. Explaining the services offered was poorly done. ‘Lieferdienst’ and ‘Senioren-Hilfsdienste’ were not understood and seldom featured correctly in the answers. ‘Putzen’ was translated as *put*.
3. ‘Drogerien/Getränkemärkte’ were difficult to translate, but there was still good scope for full marks. *Drug shop* was a common mistranslation.
4. Some candidates whose answering was poor took the question to mean at what time the service *opened*.

### **Part D: Classroom language**

This was fairly well-answered; the most common mistaken answers were: 1b, 2a and 3b. It appeared that ‘zurück’ in 1b may not have been understood, and that pupils may not be as accustomed as one might hope to hearing instructions beginning with ‘Nimm’.

### **Part E: Grid filling: Book reviews**

1. An example is usually given in Higher Level to indicate the type and degree of information needed. At Ordinary Level on the equivalent task, the type of information sought is sufficiently obvious and an example was not given at Ordinary Level on the Sample Paper of 1992 or since, nor do candidates seem to need one.
2. This was well-answered generally, and there were many extra details to choose from. ‘Lösen’ was sometimes translated as *lost*. *Not for the nervous/faint-hearted* and *friends solve the case* were not often given as answers. Some candidates seemed not to have understood ‘Weihnachten’.
3. While again this question was well-answered, some candidates had difficulties understanding the following:  
‘Schüler’ (*school* given as answer), ‘Internet-Führer’ (given as *leader*), ‘knapp’, ‘praktische’ (given as *practice*), ‘ein Buch, das in jede Hosentasche passt’.
4. The title of the book was rarely correctly translated – it was not the easiest of titles - and many did not distinguish between *like* and *love*. ‘Verliebt’ was often not understood. Candidates often misunderstood ‘an einem Wochenende’ - *in one weekend*, tending to translate it variously as *at the weekend*, *every weekend*, *at the end of the weekend*.

### **Part F: Journalistic text**

The text was appreciated by the candidates as topical and related to their interests

1. ‘Jungen’ was often understood to mean *young people* and was generally not well translated. Many candidates gave answers which were correct, but did not carry marks in the marking scheme. Candidates frequently forfeited marks by giving less detail than the marking scheme demanded, as in saying where the boys were from without saying they were *five* boys.
2. ‘Klatschen’ was not known at all.
3. ‘Selbstsicher’ and ‘locker’ proved difficult to translate. ‘Fast’ was taken to mean *fast*.

4. 'Seit drei Jahren' was not always understood. Candidates often gave words in the plural when they should have been in the singular and vice versa. 'Schon' was often mistaken for 'schön'.
5. 'Ihre eigenen Lieder' was poorly translated, as was 'CD ist jetzt da, frisch aus dem Presswerk'. There were problems with 'Einladungen' and 'laden sie ein'. Some candidates did not understand 'arrangiert' or left it out of their answer. *Uriah Heep invited them to play* was hardly ever given.

### **Part G: Semi-literary narrative**

Some candidates did not attempt this section. Those who did, generally answered well.

1. Candidates did not always get the details exactly and lost marks accordingly. 'Nachmittag' was not always understood.
2. *Moving house* instead of *moving town/city* was a common mistake. Many candidates mistook 'Stelle' for *sofa*!
3. Most candidates answered well. However, some candidates took 'Schiffe' as *cliffs* and 'vorbeifahren' as *travelling on*.
4. 'Segelschiff in einer Flasche' was seldom correct and was often read as *flask*.
5. There was rarely enough detail given in answers here to warrant full marks. There was confusion with the train, e.g., *had to get the train / train did not go to Southern Germany*. 'Meer' was often not understood, and quite often candidates did not include details about *normal town with houses, cars* etc. and lost marks.

### **Section III: Written Expression:**

#### **Part A: LETTER**

The letter was perceived as a very good discriminator, with plenty of scope for all levels of ability. There was scope for the better candidates (e.g. F) to excel, yet the topics were accessible to all candidates. Examiners found it reassuring that most candidates did attempt to respond to at least some of the *actual* questions, rather than going off on their own tangent. As always, a certain number of candidates lost marks by ignoring the topic questions and writing down learnt-off, irrelevant material.

## **Content**

### **ST: Start**

Most candidates had an opening prepared, some very good, some too lengthy. The content marks available do not warrant a very long opening paragraph.

### **A: Weather; Clothes to pack**

This was well handled. Frequent weather mistakes were: ‘es regnet’, ‘es ist reigenerish’, ‘es ist regnet’. The verb ‘einpacken’ caused some word order difficulties. There were very many plural errors in the ‘Klamotten’ detail.

### **B: Ideas for presents to bring for parents**

Some candidates did not appear to understand the question and were not always clear who was bringing presents to whom, or they included unlikely presents.

‘Wein’, ‘Schokolade’, ‘Bücher’ – often misspelled – were the most common suggestions, along with ‘CDs’.

### **C: Lunchbreak**

This point was generally not very well developed. Often the question was misread and/or was only answered in part. In trying to express the length of time, candidates frequently wrote ‘Uhr’ (*o'clock*) instead of ‘Stunde’ (*hour*); this is one of the examples of transference from the Irish language. Quite a lot of candidates gave ‘ich’ details instead of ‘wir’ (implied by the ‘was macht ihr’), thereby losing content marks. Sometimes ‘Mittagspause’ was misunderstood to be *midterm break*, candidates said it lasted for a week.

### **D: Homework: when done, how long taken?**

Many candidates forgot to mention when they do their homework even if they gave a length of time. ‘Wann’ seemed to have been read as ‘wo’ by some candidates. Some misunderstood ‘verbringst du dabei’. Again, ‘Uhr’ was used where ‘Stunde’ was required.

### **E: What we can do in the evening (not sport); favourite TV programmes?**

This point was not well answered overall. A lot of candidates talked about what ‘I’ do in the evening instead of what ‘we’ could do. Many overlooked the ‘können’ and just listed off hobbies, mainly sports; some did not use ‘abends’ in their answer at all. ‘Lieblingssendung’ seemed to have been misunderstood in a lot of cases – it was thought to be *hobby, pastime*,

*food, subject...*, even though in the context of the question, television ('Fernsehen') had just been mentioned.

**F: Your recent class trip (*past tense question!*)**

Some candidates had problems with the past tense, using instead the present or future tense. A lot of candidates did make a good attempt at answering, using both the past participle and auxiliary well, and had obviously prepared for the 'past tense' question. Some, however, did not attempt this section at all. Quite a limited range of verbs were used here, with much repetition of *gegangen*.

**CL:** Many candidates just copied the closing sentence from the letter on the exam paper and so got no marks. If they prepared well for this candidates would, without doubt, have scored very high marks.

**Expression:**

A lot of candidates who had to be marked out of the lower expression category were quite near 15 content marks, quite often because they managed to accumulate marks in Section F. All but the *very* lowest scoring (who wrote very little) were almost at the lower expression ceiling of 15, or over it.

**Common language mistakes:**

- Lack of appropriate capitalisation
- Word order in general, but specifically verb position after time expressions and with *weil, dass*, etc.
- Poor spelling: *regenat, speilen, chocolade*
- Poor use of the imperative.
- *Stunde / Uhr* confusion
- plurals for items of clothing.
- Inability to use the *wir* form of the verb correctly
- Inability to use correct forms of the article and adjective endings in nominative, accusative and dative cases

**Part B: SHORT NOTE**

Many candidates did not score well on the short note due to two reasons: lack of vocabulary and failing to use prepositions correctly where required to complete the blanks.

**Content:**

**A:** This first point was covered best.

**B:** Vocabulary which candidates did not handle well included: 'Briefmarken' (frequently written as *stamps/stampai* or *timbres*. There were many misspellings of 'Telefonkarte'.

**C:** 'Danach/dann' was frequently omitted, and the vocabulary for *tourist office* was often not known (sometimes candidates wrote 'Reisebüro')

**D:** Ways of expressing *I'll be back in time for* were infrequently demonstrated correctly. Candidates often wrote 'Ich werde zu Hause', omitting the infinitive 'sein'. It was common for candidates to write 'ich will' when aiming to express the future, rather than 'ich werde'. 'Abendessen' was not always known; some candidates wrote 'Mittagessen' for the evening meal. As in a previous section, many candidates did not know the word 'zurück'.

**Common language mistakes:**

- Lack of adequate vocabulary
- Modal verbs: 'ich wolle' for 'ich will', and no verb infinitive used
- Past tense: problems with 'ich bin gegangen' (often 'gegehen/gehen').
- Prepositions wrong 'zum/zur/in die'. 'Für' used without 'das', 'für Abendessen').
- Cases: using the correct case after a preposition caused major problems for most candidates.

### **Optional school-based Oral:**

The number of candidates presenting for the optional oral examination at this level was **186**.

The results obtained in the oral component are as follows:

**Table 7: Results for Junior Certificate German Higher Level 2005, Optional Oral**

<b>Grade</b>	<b>Number of Candidates</b>	<b>Percentage of Candidates</b>	<b>Comparative overall result</b>
<b>A</b>	46	<b>24.7</b>	<b>11.6</b>
<b>B</b>	73	<b>39.3</b>	<b>31.2</b>
<b>C</b>	48	<b>25.8</b>	<b>32.4</b>
<b>D</b>	16	<b>8.6</b>	<b>19.4</b>
<b>E</b>	3	<b>1.6</b>	<b>4.8</b>

The crude measure of putting the total result in the column to the right might be read as an indication that the overall mark of candidates taking the optional oral examination is boosted by the oral mark, to a more dramatic extent even than is the case in Ordinary Level.

### 3.4 Conclusions

- The overall standard was encouraging, with the majority of candidates falling into the B and C categories.
- Examiners found some really excellent examination centres where the standard of German was very high, particularly in the written section.
- In general, candidates tended to be better prepared for the Listening and Reading sections and performed better in these sections. Quite often candidates performed best in the listening section, next best in the reading section and worst in the written section, where the weaknesses show up.
- There is little scope in the written section for reproduction of learnt-off material. More attention to written work during the school year would be beneficial. However, a poor performance in the written section could often be compensated for in the other sections. Only a small proportion of candidates were doing the wrong level, as is reflected in the low failure rate.
- Overall, the paper was deemed by examiners as being accessible, lively, fair and interesting.

### 3.5 Recommendations to Teachers and Candidates

The following points may be of help in preparing for the examination at this level.

#### Teachers:

- Teachers should refer to the published marking scheme, available at [www.examinations.ie](http://www.examinations.ie).
- Teachers should refer to past papers, marking schemes and reports to get a really concrete idea of the standard and of how the paper is marked.
- The following are tested frequently and should merit, among other topics, thorough revision: *times*, numbers, *the alphabet*, *days*, *dates*, *months*, *countries*, *all about school*, *hobbies*, *directions*, *the weather* and *clothes*.

- Plenty of practice should be given in aural work and in reading comprehension.
- Teachers should encourage and train candidates to read the questions carefully and to give lots of detail in their answers. It can be helpful to underline key words to help focus the attention. Remind them to answer in English or Irish.
- Landeskunde is an integral part of the Junior Certificate syllabus and should not be neglected. Exposing candidates to different media e.g. cultural videos, target language magazines, music etc. is exciting, motivates them and helps them to engage with the cultural aspects of language learning. Candidates should be familiar with the names and spellings of the most prominent German, Austrian and Swiss towns and their English equivalents, the names of the different types of schools, traditions etc.
- Written work should be given greater emphasis and practice. Emphasise the importance of *vocabulary, tenses, verb endings, word order* and *grammar* in general. Reinforce the past tense. It is important that candidates read the questions carefully, answer in context and focus on what is asked. Discourage candidates from reproducing learnt-off paragraphs. Some elaboration is desirable, but it must be relevant to the task.
- Teachers should train candidates to manipulate what they know in order to deal with questions which may have a different slant.
- Teachers should inform candidates that excessive elaboration at the start and closing is unnecessary. There tends to be an over-reliance on the ‘ich’ form; practise doing paragraphs or letters in the ‘wir’ form.
- Teachers should use as much German as possible in the classroom, as this benefits all their skill areas. Find ways to practise question forms: ‘Wo? Wie? Wann? Warum?’
- Teachers should broaden knowledge of adjectives, expressions of time and reinforce prepositions.
- Teachers should encourage candidates to check their work and to try to correct their errors.

- Teachers should expose candidates to a lot of listening comprehension exercises and familiarize them with the layout of the paper. Do plenty of past papers. They serve as excellent training and preparation.
- It can be very useful for candidates to practise aural work at home too, as time in the classroom is so limited. Teachers should recommend any tapes/CDs found useful.

### **Candidates:**

- Attempt all questions and never leave blanks.
- Familiarise yourself with the layout and style of past papers.
- Make a list of topics that have cropped up in recent years and revise vocabulary regularly. Practice numbers, dates, days of the week and countries.
- Build up vocabulary by reading passages of German and looking up and learning new words.
- Revise grammar, especially tenses, verb endings and word order.
- Landeskunde: The school system, towns/cities/countries, common names, common food items, festivals and traditions: familiarise yourself with them.
- Read the questions on the exam paper really carefully, highlight the key words and give plenty of detail in your answers in the Listening and Reading Comprehension sections. Marks are easily lost through not giving enough detail in your answers. Answer the questions asked on the stimulus letter. No marks will be awarded for irrelevant and regurgitated learnt-off passages which do not respond to the questions.
- Get lots of practice at written work. Look at your corrections and learn from them. Do not copy sentences from the stimulus letter on the exam paper, though you may glean some useful vocabulary from it. Avoid the temptation to use learnt-off paragraphs. Your answers must respond directly to the questions asked.
- Beware of potentially difficult sentence constructions and write shorter, simpler sentences in the letter and short note or postcard to avoid errors. Avoid using English vocabulary: instead, rethink and rephrase the sentence.
- Listen to a German tape or CD at home to get lots of practice.
- Neat presentation and handwriting in biro or ink facilitates efficient marking.

## 4. EXEMPLARS OF STANDARD

The exemplars of written production which follow come directly from scripts of candidates who sat the Junior Certificate German examinations in 2005. They should be read in conjunction with the examination papers and marking schemes which are available on the website [www.examinations.ie](http://www.examinations.ie)

### 4.1 Ordinary Level: Section III – Written Expression

#### 4.1.1 A. LETTER

Total marks available: **40 marks**. They are awarded as follows:

Content mark (**22 possible marks**)

Expression mark (**18 possible marks**)

#### Content

- (1,1) **A** Wie siehst du aus? Haare (1) Augen (1)
- (2) **B** Wie alt bist du?
- (2) **C** Was machst du (gern) in deiner Freizeit?
- (2) **D** Was kaufst du (gern) von deinem Taschengeld?
- (2) **E** Wann beginnen deine Sommerferien?
- (2) **F** Um wie viel Uhr stehst du in den Ferien auf?
- (2) **G** Was trägst du in den Sommerferien?
- (2) **H** Wie lange dauern die Sommerferien?
- (1,1) **I** Gehst du gern in die Schule? (1) Warum? / Warum nicht? (1)
- (2) **J** Wie heißen deine Schulfreunde?
- (2) **K** Finishing off the letter (Dein(e) + Name *on its own* = **1 mark**)
- + (Name *on its own* = **0 marks**)
- 22**

**EXEMPLAR 1 - Letter: O.L**

*Ich habe Blau augen und braune haare. Ich bin fünfzehn jahre alt. Ich gehe ins Kino und ich spiele Fußball in dein Freizeit. Ich sparen meine Taschengeld fur Auto. Mein Sommerferien beginnt am 29 Juni. Ich stehe ins Bett um elf Uhr in den Ferien. Ich trage leder Jacke mit leder pants. Die Sommerfeirn lange dauern drei monat. Ich liebe Schule. Meine Freunde sind sehr Spaß und die Lehrern sind ganz gut. Alison, Luke, Michael, Jo, Damien, Davy, Cormac, George, John ist heißt die name meine Schulfreunde. Tschüs, Ciara.*

**Comment:**

Total = 34 marks. The candidate, whose script was awarded a good A mark, gained 18 marks for Content and 16 for Expression.

**EXEMPLAR 2 - Letter: O.L**

*I habe braune kurze haare und blaue augen. Ich bin sechzehn yahre alt. In mein deiner freizeit wen Ich gelb habe I gehe ins Kino. Ich kaufen bonne bons und Computerspielen. Meim Sommerferien beginnt um 21<sup>st</sup> Juni. Ich feren aus um neun uhr. Ich trage ein T-shirt and jeans. Meine Sommerferien lange ist zehn wochen. Ich keine gern Schule, und hausaufgaben. Meine freunde ist Tom.*

**Comment:**

Total = 26 marks. The candidate, whose script was awarded a low B mark, gained 16 marks for Content and 10 for Expression. The letter had no closing, so two content marks were lost.

**EXEMPLAR 3 – Letter: O.L.**

*[Ich heiße Martin.] Ich bin fünfzehn. Ich werde bald sechzehn sein. [ Ich bin der jungte in der familie.] Ich have kurz braun haare. Ich have braun eagen. Ich trage eine brille. [Ich bin faul und witzig. Ich bin freundlich und nett. Ich komme aus Irland. Ich wohne in Cork. Ich habe Hund. Es heiße Chelsea. Der kleine junge Hund.] Ich spiele fußball. [Ich habe keine Geschwister.]*

**Comment:**

Total = 14 marks. The candidate, whose script was awarded a low C mark, gained only 6 marks for Content (material not answering the questions asked is bracketed) and 8 for Expression. As the marks awarded for relevant content were less than 11, the expression element was marked from the reduced scale.

#### 4.1.2 B (NOTES / SENTENCES) or C (DIALOGUE)

Candidates are required to answer either B (Notes/Sentences) or C (Dialogue).

#### B. NOTES / SENTENCES

Total marks available: **20 marks**. They are awarded for filling of gaps as per the marking scheme. The gap-filling is intended to transform memo-style notes into full sentences, respecting correct word order. Where the candidate was required to supply a verb with the correct ending, or the correct form of a separable verb, 2 marks were awarded; for supplying the appropriate nouns from the notes or for supplying propositions, 1 mark applied.

#### EXEMPLAR 1 – Notes/Sentences: O.L.

2. .... *fahren* (2)
3. .... *essen* (2)
4. .... *besuchen* (2)
5. .... *Dienstag* (1) ... *wir* (1)
6. .... *ins* (1)
7. .... *gehen* (0) ... *aufstehen* (0)
8. .... *Einkaufen* (2) (capitalisation was not penalised here)
9. .... *ins* (1)
10. .... *Nachmittag* (0)
11. .... *Bremen* (1)
12. .... *einpacken* (0)..... *Vormittag* (0). .... *U-Bahn* (1)

#### Comment:

Total = 14 marks. The candidate, whose script was awarded a low A mark, also answered the C option, where 19 marks were gained, so the higher mark was awarded.

#### EXEMPLAR 2 – Notes/Sentences: O.L.

2. .... *Stadtmitte* (0)
3. .... *Frühstück* (1) (capitalisation not penalised, treated as verb minus ending)
4. .... *Besichtigen* (2) (capitalisation was not penalised here)

5. .... *Dienstag* (1) ... *10.00 Uhr* (0)
6. .... *Film* (0)
7. .... *spät* (0) ... *aufstehen* (0)
8. .... *Einkaufen* (2) (capitalisation was not penalised here)
9. .... *Vormittag* (0)
10. .... *Nachmittag* (0)
11. .... *Bremen* (1)
12. .... *Vormittag* (0) ..... *einpacken* (0). ..... *U-Bahn* (1)

**Comment:**

Total = 8 marks. The candidate, whose script was awarded a low D mark, also answered the C option, where only 4 marks were gained, so the higher mark was awarded.

**C. DIALOGUE**

Total marks available: **20 marks**. They are awarded for four ‘short turns’, with 10 marks for content and 10 for expression. The content marks are divided as follows:

- (1) Ask how much it costs to send a postcard to Ireland. (3 marks)
- (2) Ask for three 45 cent stamps. (3 marks)
- (3) Ask for a telephone card for 20 Euros. (2 marks)
- (4) Say thank you and goodbye. (2 marks)

**EXEMPLAR 1 – Dialogue**

*Was kosten zu schicken eine Post Karte nach Ireland.*

*Kann ich habe drie 45c Briefstunde.*

*Kann ich have ein telefone Karten von 20 euro.*

*Danke schön, aufwiederzehn.*

**Comment:**

Total = 15 marks. The candidate, whose script was awarded a low A mark, gained 9 marks for Content and only 6 for Expression (word order mistakes included). This candidate had gained a mark of 9 in total in B, so the higher mark was awarded.

### **EXEMPLAR 2 – Dialogue**

*Was kostet eine postkarte bis Irland.*

*Kann ich halben drei 45c stampe.*

*Kann ich halben ein telefone karten for zwanzig euro.  
auf wieder sehen.*

#### **Comment:**

Total = 13 marks. The candidate, whose script was awarded a mid B mark, gained 7 marks for Content and also gained 6 marks for Expression (word order mistakes included). This candidate had gained a mark of 8 in total in B, so the higher mark was awarded.

### **EXEMPLAR 3 – Dialogue**

*Was kösten eine postkarten zu Irlandais.*

*Kännst du drei 45 cent stamps verbringen.*

*Kann mir telephone kard zum zwanzig euro.*

*Danke, alles-gut.*

#### **Comment:**

Total = 13 marks. The candidate, whose script was awarded a mid B mark, gained 7 marks for Content and also gained 6 marks for Expression (word order mistakes included). This candidate had gained a mark of 8 in total in B, so the higher mark was awarded.

## 4.2 Higher Level: Section III – Written Expression

### 4.2.1 A. LETTER

Total marks available: **50 marks**. They are awarded as follows:

Content mark (**30 possible marks**). Expression mark (**20 possible marks**).

#### Content

- Op.** (1) Opening Sentence
- A** (5) Weather in Kilkenny / Clothes to bring
- B** (3) Suggestions for present to bring for parents
- C** (4) Lunch break: how long; what done during?
- D** (3) Homework: when done; how long taken to do?
- E** (5) What we might do in the evening (not sport!) / name and comment on favourite television programme
- F** (8) Class Outing last May (past tense): where; what seen and done?
- Cl.** (1) Closing Sentence (appropriate and relevant)

### **EXEMPLAR 1 – Letter: H.L.**

*Lieber Simon,*

*Ich habe mich sehr über gefreut. Du hast viele gefragt!*

*Das Wetter in Kilkenny im Oktober ist fürchtbar. Es ist kalt, windig, neblig und es ist immer geregnet. Du sollst wärme Klamotten gepackt.*

*Meine Mutter magt Schmuck, aber das ist zu teuer. Du sollst Kleidung kauft. Mein Vater mag eine neues Krawatte.*

*Meine erste Pause ist funfzehn minuten lang, und meine zwei mal Pause ist vierzig minuten lang. Wir spiele Fussball normalerweise, aber wann es ist geregnet, wir bleibt in der Schule.*

*Ich mache meine Hausaufgaben um sechs Uhr, und es nehmt zwei Stunde.*

*Ich spiele Korbball, ich treffe meine Freunden und ich gehe ins Kino nach abends. Ich habe eine Lieblingssendung.*

*Ich bin nach Milan, in Italien gefahren. Wir haben Pizza gegessen, Themenpark getroffen und Museum gegehen.*

*Alles Grusse an alle,*

*Dein*

*Liam*

### **Comment:**

Total = 35 marks. The candidate, (script awarded a low B mark) gained 20 marks for Content and 15 for Expression. Suggesting what 'we' might do was the main content omission.

### **EXEMPLAR 2 – Letter: H.L.**

*Lieber Simone,*

*Danke für deine Brief.*

*Das Wetter in Kilkenny im Oktober ist sehr schon. Es ist heiss und sonnig. Du soll bringt T-shirt und Rocke.*

*Meine Mittagpausen ist eins Uhr. Ich speile fussball in die Pause. Es ist sehr gut.*

*Ich mache meine Hausaufgaben um 5 Uhr jeden tag.*

*In die Abend, Ich schwimmen in der Hallenbad, ich spiele fussball und ich sehe an fernsehen.*

*Ich sehe „The Simpsons“ jeden Tag um 7 Uhr. Es ist mein Lieblingssendung.*

*In Mai, ich habe mit meinem Klassen der Milan geflogen. Ich war ins Milan für ein Wochende. Ich habe ein Karneval und Fussballstadion gegangen.*

*Grüss diene Familie von mir*

*Deine*

*Ian*

**Comment:**

Total = 26 marks. The candidate (script awarded a low D mark) gained 16 marks for Content and 10 for Expression. Some content points were not adequately addressed.

**EXEMPLAR 3 – Letter: H.L.**

*Dear Simone,*

*Das wetter ist kalt und windig in Kilkenny im Oktober. Es ist immer winding und geregnet. Es ist wolkig. An einpacken pack heis Klamotten bei es ist kalt.*

*Ich bringe ein jeans, eine rock für die disco, ein pullover, ein jacke, ein hemd, turnschuhe und ein hose. Ya, Ich kann paar Ideen geben.*

*Die pause ist am 1 uhr. Ich gene zum stadt mit meinen freund. Ich gehe ins Kino alles im m<sup>c</sup>donalds. Ich mag m<sup>c</sup>donalds. Die pause ist für das tag.*

*Ich mache mein hausaufgaben im meine zimmer auf zur schule. Ich mein hausaufgaben für 180 minuten.*

*Ich mache fernsehen für die abends. Ich interessiere Coronation street und eastenders. Das ist ein seifenoper. Mein liebblingssendung ist celebrity love island. Das ist ein talk show.*

*Deine*

*Nicola*

**Comment:**

Total = 17 marks. The candidate (script awarded a mid D mark) gained 11 marks for Content and 6 for Expression, which was marked out of the lower scale as the content mark was less than 16. This candidate stuck with the first person singular perspective and did not use 'du' for what the pen friend might do. There was no appropriate closing sentence.

**EXEMPLAR 4 – Letter: H.L.**

*Cork, den 21.6.2005*

*Lieber Simon!*

*Wie geht es dir? Hoffentlich geht es dir gut. Vielen Dank für den freundlichen Brief, der gestern angekommen ist. Du hast mir ein paar Fragen gestellt, ich beantworte sie jetzt.*

*Also, das Wetter in Kilkenny im Oktober meistens nicht so gut ist. Du sollst einen Anorak einpacken, weil es oft während Oktober regnet. Du sollst auch eine Wollmütze, Handschuhe und andere warme Klamotten einpacken, weil es auch während Oktober sicher kalt ist.*

*Meine Eltern kochen gern. Meine Mütter mag auch Porzellan und mein Vater mag Fußball. Manchester United mag er besonders. Bring etwas klein und nicht so teuer. Die Mittagspause dauert vierzig Minuten. Während der Mittagspause esse ich und trinke ich. Ich rede auch mit meinen Freunden. Leider, können wir nicht die Schule lassen. Wir machen Spaß trotzdem. Ja, Hausaufgaben ist ein Dort im Auge. Ich mache meine Hausaufgaben im Abend, noch mein Abendessen. Ich verbringe eineinhalb Stunden. Abends, können wir mit meinen Freunden hinausgehen oder das Computer spielen. Ja, ich habe eine Lieblingssendung, sie heißt ‚Friends‘. Ich bin nach Paris gegangen. Ich habe mich sehr gefreut. Wir haben das Eiffel Tower besucht. Wir seid im Museum ‚Le Louvre‘ gegangen. Wir haben jeden Abend im Restaurant gegessen, das Essen dort ist toll. Ich bin geregt, dass du nach Irland kommen kannst. Ich freue mich sehr darauf dich zu sehen. Du kannst endlich meine Freunden kennelernen. Schreib mir sobald wie möglich. Bis dann. Mit freundlichen Grüßen,  
Dein Raymond*

**Comment:**

Total = 47 marks. The candidate (script awarded a good A mark) gained 28 marks for Content and 19 for Expression. Two content marks were lost for lack of elaboration in relation to evening and favourite programme. This candidate wrote fluently and there was a real sense of engaging with the recipient of the letter. The closing sentence was appropriate and relevant to the overall content of the letter.

**4.2.2 B. SHORT NOTE**

Total marks available: **30 marks**. They are awarded as follows:

Content mark (**16 possible marks**). Expression mark (**14 possible marks**).

The content marks are divided as follows:

- You have gone to the post office (4 marks)
- You want to buy some stamps and a telephone card (4 marks)
- After that you are going to the tourist office (4 marks)
- You'll be back in time for the evening meal (4 marks)

**EXEMPLAR 1 – Short Note: H.L.**

13.00 Uhr

Liebe Familie Schneider!

Entschuldigung aber ich bin in die Post gegangen. Ich möchte Briefmarken und eine Telephonekarte kaufen. Dann gehe ich ins Informationsbüro. Ich komme am Abendessen zurück. Bis dann!

Tschüs,  
Roberta

**Comment:**

Total = 29 marks. The candidate (script awarded a good A mark) gained 15 marks for Content (am Abendessen did not convey the idea of ‘in time for’) and the full 14 for Expression despite minor spelling errors. This candidate added a time of writing which added to the authenticity of the message.

**EXEMPLAR 2 – Short Note: H.L.**

*Ich gehe zum post office für ein stampa und ein telefon carta. Ich gehe zum ein touristinformation center. Ich gehe zum stadt. Ich will gehe zu hause auf 5 uhr für die abends essen. Ich fuhe stampa und telefon cart bei telefon mein vater.*

*Deine  
Noeleen*

**Comment:**

Total = 6 marks. The candidate (script awarded a D mark) gained 4 marks for Content (3 of them for two uses of ‘ich gehe’) and 2 marks for Expression. This exemplar reinforces the recommendation to encourage all students to attempt all questions!

**EXEMPLAR 3 – Short Note: H.L.**

*Familie*

*Ich habe zu dem Post gegangen. Ich will stamp und ein telefone carte kaufen. Dann gehe ich zu dem tourist information office. Ich komme zurch wann wir haben abends essen.*

*Tsiich*

*John*

**Comment:**

Total = 17 marks. The candidate (script awarded a mid B mark) gained 11 marks for Content and 6 marks for Expression.

**EXEMPLAR 4 – Short Note: H.L.**

*Donnerstag, den 11. Juli*

*Ich bin bei der Postamt gegangen. Ich muss ein paar Briefmarken und eine Telefone karte kaufen. Dann gehe ich in der Vekehrsamt. Hoffentlich komme ich zürich für die Abend Essen. Nun mache ich schluss.*

*Bis dann*

*Claire*

**Comment:**

Total = 23 marks. The candidate (script awarded a high B mark) gained 13 marks for Content and 10 marks for Expression.