



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE EXAMINATION 2006

GERMAN

ORDINARY LEVEL CHIEF EXAMINER'S REPORT

HIGHER LEVEL CHIEF EXAMINER'S REPORT

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1. GENERAL 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 the Higher Level and the Ordinary Level examinations 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 in teaching and learning, picture sequence and role-play materials are available to candidates early in their first year of senior cycle. In 2006 the oral component was examined between March 27th and April 7th.

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.

2. ORAL EXAMINATION

2.1 Introduction

The Leaving Certificate German Oral Examination is in its present format since 1997. The examination is common to Higher Level 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 marks and the marks awarded 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 |

2.2 Analysis of Candidate Performance

2.2.1 General Conversation

Many examiners reported that the majority of candidates were well prepared for this section of the oral examination and, as a result, their ability to hold a natural conversation in the target language and to adapt to the various topics introduced was impressive. Some candidates, however, in reproducing learned off material for the examination concentrated so hard on recalling the information that pronunciation and communication suffered. Mispronunciation often leads to a breakdown in communication and results in marks being lost. 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. The deciding factor in performing well in this section is the candidate's ability and willingness to develop and elaborate on the various topics introduced by the examiner.

Candidates managed some topics better than others.

- All ranges of ability handled the topics on *Familie, Geschwister, Schulweg, Schulfächer and Hobbies* quite well.
- The topic *Spracherlernen* was generally well prepared and comprehensively answered by many candidates. Candidates who felt challenged by this topic tended to give short answers, were lacking in detail, and there was very little variety in answers given by this group. Some candidates made reference only to the difficulty of learning the German grammar. The mispronunciation of *Grammatik* remains a problem with many candidates wrongly placing the stress on the final syllable rather than on the first syllable.
- *Aufenthalt im deutschsprachigen Raum* was a popular topic among examiners, in order to examine the Perfect Tense. A number of candidates answered this question very well. However, only the most competent candidates used the Perfect Tense well. Many candidates who had been to a German speaking country spoke enthusiastically about the experience and developed the topic well.

Literary Option within the General Conversation:

What is required in this option is a brief summary of a literary text or film, (circa one and a half minutes in length), 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. Some candidates mentioned having seen German films but said they did not wish to take up the option of discussing one for the oral examination. The films most commonly discussed by those who took up this option were *‘Jenseits der Stille’*, *‘das Wunder von Bern’* and *‘Lola rennt’*. Examiners commented on a low uptake generally of the literary text/film 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.

2.2.2 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 2006 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 mark range managed to tell the story in simple correct German and scored very well in the narration section.

There was also some evidence of candidates who had prepared insufficiently for the particular picture sequence they randomly chose and, as a result, were unable to narrate the picture sequence even in simple German.

The questions pertaining to ‘the Explanation’, ‘Future Projection’ and ‘Opinion on Issue’ were well answered by many candidates. 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. Some candidates were challenged by the question ‘*Wie geht die Geschichte weiter?*’ Examiners also reported that many candidates gave answers in the Present tense to questions posed in the Future or Past Tenses. This tended to depress the mark they received.

(b) Project:

At the conclusion of the Briefing Session candidates who take the project option hand their projects to the examiner for viewing. The project topic should be relevant to the German syllabus content studied during Senior Cycle. During the subsequent oral examination candidates firstly make a verbal presentation of their German project. They then answer questions arising from this 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 low uptake of the project option generally. However, one examiner examined 53 projects during the week of examining.

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. Candidates who had their project topic well researched, who had anticipated 'follow-up' and 'opinion-on-issue' questions scored very highly at this section of the examination. It was remarked that many candidates in this category presented beautifully prepared projects which gave the impression that they were taking ownership of their chosen theme. The majority of these candidates presented their project very well orally and continued to perform very well on the deeper discussion of the topic with the oral examiner.

There was also evidence of candidates who presented projects in the examination which did not come across as being well prepared. 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. The 'Opinion on related wider issue or theme' questions tended to pose difficulties for this group of candidates, in particular, who sometimes gave the impression of having a very superficial knowledge of their project theme.

2.2.3 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 who were familiar with the materials performed very well in 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 did not listen closely to what the examiner was saying and gave a response they had prepared no matter what the examiner said. This group of candidates seemed to expect the role-play to go according to a set pattern and consequently were thrown by an unfamiliar word or phrase used by the examiner. The practice of automatically giving the prepared response regardless of what the examiner says 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, due to insufficient preparation perhaps, gave the impression that they were seeing the materials for the first time. These candidates showed difficulties forming a full sentence for the set tasks, tended to use words straight from the role-play card without manipulation, resulting in very garbled and incoherent German.

Many examiners commented that many well-prepared candidates in the lower mark range achieved good marks on the role-play. It was felt that candidates who scored poorly had not prepared sufficiently. A small number of candidates were challenged by role-play Q1, 'Interview für die Schülerzeitung'. They were unable to comment on 'Sitten und Gebräuche' and offered very little on 'Karneval'. Otherwise the role-play materials were generally handled very well by well prepared candidates.

2.2.4 Errors recurring throughout

The following errors were those most commonly quoted by examiners:

Pronunciation:

- *Er zeigt* was often mispronounced as *er ziegt*, *Abreisetag* as *Abriesetag* etc.
- There was often no Umlaut pronounced in *Geschäft*, *ungefähr*, *Fächer*, *Brüder* (plural), *Mädchen*, *Ermäßigung*, *spät* etc.
- *Ich* was often mispronounced as *Ick*, *Schwester* as *Schwister*, *Geschwister* as *Geschwester*
- Difficulties in correct pronunciation of: *Kirche*, *Sekt*, *Vegetarier*, *Biologie*, *manchmal*, *Arbeitsbedingungen*, *Grammatik*, *Job*.

Basic vocabulary and phrases:

- *lernen* was often confused with *studieren* and *putzen* with *stellen*
- *ich stehe* was confused with *ich bleibe*
- *Uhr* was confused with *Stunde*
- *Klasse* was confused with *Unterricht*
- *Geschwister* was confused with *Schwester*
- Difficulty with vocabulary to describe the Christmas tree in the picture sequence *Weihnachtszeit*
- *der ist* was confused with *es gibt*
- the preposition *seit* was confused with *für*
- the personal pronoun *sein* was confused with *ihr*
- *Sie* was frequently misunderstood for *sie* – she/they
- *Du* was inappropriately used when speaking to the examiner
- Question word *Wer* was not always known e.g. *Wer sind die Leute auf Bild 4?*
- 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
- *Wie sieht er/sie aus?* - sometimes not known
- Separable prefix *aus* frequently omitted in response to *Wie kommen Sie mit Ihren Geschwistern aus?*
- *Gehen/fahren* followed by incorrect case before *Kino*, *Disco*, *Ausland*.

2.3 Conclusions

- In the General Question Section candidates who had prepared well and who adapted to the various topics introduced by the examiner generally performed very well.
- Many candidates who had been to a German speaking country spoke enthusiastically on the topic *Aufenthalt im deutschsprachigen Raum*.
- Many candidates had difficulty responding appropriately to questions posed in the Perfect Tense.
- While many candidates spoke competently on the topic *Spracherlernen*, others lacked detail in their responses. Many candidates are still having difficulty with the correct pronunciation of the German word *Grammatik*.
- 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 about a literary text.
- The majority of candidates opted to speak about a picture-sequence rather than a project.
- Well prepared candidates of all abilities tended to perform very well on the narration section of the picture sequence.
- Some candidates were challenged by the question *Wie geht die Geschichte weiter?*
- Candidates who took ownership of their chosen project topic tended to perform very well overall on the project option. Some candidates, however, gave the impression of not having prepared well for their project topic and seemed to have a very superficial knowledge of the chosen theme.
- Candidates who were well prepared generally achieved very good marks for the role-play.

2.4 Recommendations to Teachers and Students

Examiners were highly impressed by the performance of many very well prepared candidates and offer the following advice to teachers for the preparation of students for the oral examination:

Teachers should

- Speak as much German as possible in the classroom from the earliest days in First Year. Oral communication attunes the pupil's ear to the language.
- Start an Oral German folder in Fifth Year.
- Address senior students using *Sie* so as to have them familiar with the form of address used in the oral examination.
- Encourage individuality in answers. Encourage students to express their own personality – not merely to give learned off answers.
- Encourage the students to elaborate and to avoid *Ja / Nein* answers.
- Encourage spontaneous German and avoid over-correction of students' errors
- Train the students to listen carefully to the oral examiner and to respond to what the examiner says.
- Ask questions in a variety of ways so that students are not put off by the wording of questions.
- Work on transition from *Sie* in question to *Ich* in answer and the relevant verb forms.
- Encourage the uptake of the Literature / Film option. This option can be prepared in advance of the examination.
- Begin the preparation of Picture Sequence / Project and Role Plays in the first year of Senior Cycle, linking them to the relevant themes of the syllabus. Early preparation of these allows time to anticipate and prepare answers to the follow up questions for the Project / Picture Sequence and to practise different versions of the Role Plays.
- When preparing Picture Sequences, begin with a text dealing with the themes covered in the story and use other related pictures – humorous ones if available – to stimulate interest.
- Anticipate and prepare the follow up questions. Make sure the students are familiar with the question forms '*Wie geht die Geschichte weiter?*' and '*Was passiert am nächsten Tag / Abend...?*'
- Prepare a variety of questions on aspects, which might be asked in the wider issue section of the Picture Sequence. Work the themes arising out of the Picture Sequences into exercises in written expression, so that the students can see their relevance to the written examination also.

- Put effort and time into the preparation of the project. A hastily put together project often results in a poor verbal presentation and an inability to answer the follow up questions. 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.
- Introduce role play with shorter role-plays right from the first year of language learning rather than for the first time in preparation for the Leaving Certificate oral examination.
- In practising role plays, encourage the students to interact spontaneously to what the examiner says and not just repeat what they have learned off.
- Ensure that students are so familiar with the role play cards that they need only consult the German version on the day of the examination. Draw students' attention to the fact that they must deal with each task on the role play card. Encourage them to elaborate on the points on the card relating to the various tasks.
- Ensure that the students are aware that several versions of the role play are possible, that they respond to what the examiner says and that they should not get fixated on one version only. They need to be flexible and ready to adapt to what the examiner says.
- Make students aware of the value of the vocabulary given in the stimuli on the role play card and trained in how to utilise it. Pronunciation of key words should be practised.
- Revise and practise the Perfect Tense. Practise conversations in the Perfect Tense.
- Revise and practise question words. Have the students ask questions in German.
- Revise and practise word order following conjunctions.
- Practise the pronunciation of both commonly mispronounced words and words specific to the themes of the role plays such as *Fächer* and *Bescherung*.
- Encourage students to conduct and record interviews on various topics as a class based activity.
- Ensure that Higher Level students are able to give the pros and cons of various issues.
- Encourage students to practise speaking German among themselves.
- Ensure that, if there are mock examinations being organised in the school, an oral component is also timetabled. Record students' examinations if possible. Allow them to listen to the recordings and to identify where there is room for improvement.
- Encourage students to go on exchanges / visit German-speaking countries/ speak German with native speakers.
- Apply to act as an Assistant Examiner for the Leaving Certificate Oral Examinations. The experience is invaluable.

Students should

- Elaborate when answering a question in all three sections of the oral examination. The oral examination is all about communication. Avoid *Ja /Nein* answers. Listen to the examiner, be prepared to talk and be communicative. The examiner can only award marks for what you say. The examiner is there to support you, not to catch you out or trip you up.
- Look at the examiner when speaking to him / her. The atmosphere will be more pleasant and it will stop you from becoming nervous. React to what the examiner says / asks.
- Listen carefully to the examiner. Listen to the whole question not just one word you recognise. If you do not understand a question say so – in German – to the examiner. He or she will rephrase the question for you.
- Speak slowly and clearly. Speaking quickly does not necessarily equate with fluency!
- Keep a dedicated folder for German oral work from Fifth Year.
- Try and keep up written contact in German with a German/Austrian/Swiss pen pal. Take an interest in the whole cultural aspect of German and German speaking countries. Compare this to your own situation.
- Go on an exchange or do a summer course in German if the opportunity presents itself.
- Speak as much German as possible. Use German at every opportunity.
- Practise with friends.
- Record yourself as you prepare. Listen, analyse and identify the areas, which need attention.
- Be prepared for all sections of the examination. Study all the topic areas for the General Conversation section. The questions will centre on these. Be thoroughly familiar with all materials. Prepare each of the five picture sequences and role plays equally well – do not trust to luck.
- In the General Conversation be prepared to expand on the topic areas for examination. For instance, if you have a part-time job, be able to talk about it, describe the work, the hours worked, the money earned, what you do with the money etc.
- In the General Conversation Section be prepared to respond to questions phrased in a different way than that used by your German teacher.
- Slow down your delivery in the picture sequence and especially in the project, where the examiner cannot anticipate the content and needs to comprehend what you are saying.
- Narrate the story of the picture sequence simply and accurately (10 – 15 sentences suitably linked). Save some information for the follow up questions. Listen attentively to these questions and practise giving elaborate responses.
- Try to anticipate the follow-up questions as they follow directly from the themes of the picture sequences. Be prepared for the question *Wie geht die Geschichte weiter?* Decide

for each Picture Sequence what you think will happen next and have it prepared. Study the themes dealt with in the story and prepare possible answers. This exercise could also be done in pairs or in groups.

- If doing a project, pick a topic in which you are interested. Be prepared to put in the time and effort needed to prepare it properly. This cannot be done hastily. If doing a project, do not attempt to learn something off which you do not understand.
- In the role play be prepared to adapt to and interact with the examiner. The examiner may not perform the role play in the exact manner in which you have been practising with your teacher. Be familiar with the role play card so that you can manipulate the vocabulary from it. Be familiar with each of the tasks on the card. You must deal with each one. Listen to the examiner and be mindful of the fact that the role play is a dialogue. The examiner will interrupt in an effort to get involved.
- Practise manipulating the text given on the role play card, changing the *Sie* form of the verb to the *ich* form etc. Avoid lifting sentences directly from the card.
- Don't be afraid to correct yourself if you realise you make an error. This can be very impressive.
- If you need to hear a particular question again, say *Wie bitte?* Or if you do not understand say *Ich verstehe die Frage nicht*. If you cannot think of a word say *Das Wort fällt mir nicht ein*.
- Learn a few 'fillers-in' e.g. *schwer zu sagen, es kommt darauf an, eigentlich nicht...*
- Revise and practise the Perfect Tense. Anticipate possible questions in the General Conversation section – what you did yesterday, last weekend, last summer etc.
- Learn to recognise a Past Tense Question and to answer appropriately.
- Revise and practise word order.
- Revise question words.
- Learn to spell with confidence.
- Practise for the oral examination as much as possible.
- Good preparation for the oral examination is good preparation for the written examination in June.

2.5 Information for School Management

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. It would be appreciated if school management would continue to keep the following in mind:

- 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 meets 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.

3. ORDINARY LEVEL EXAMINATION

This report should be read in conjunction with the 2006 marking scheme which is available on the SEC website at www.examinations.ie.

3.1 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 LC cohort
2003	3,618	6.43%
2004	3,321	5.65%
2005	3,236	5.65%
2006	2,957	5.46%

3.2 Performance of Candidates

2,957 candidates took the examination at Ordinary Level in the year 2006. This was 5.46% of the total number of candidates sitting the Leaving Certificate Examination and 38.23% 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	ENG	Total
2003	1.1	26.8	41.8	69.7	23.6	5.0	1.4	0.3	6.7	3,618
2004	3.1	35.4	37.0	75.5	17.7	5.4	1.3	0.1	6.8	3,321
2005	1.8	31.4	39.4	72.6	21.1	4.8	1.5	0.2	6.5	3,236
2006	3.1	33.4	38.1	74.6	19.0	4.6	1.6	0.2	6.4	2,957

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

3.3 Analysis of Candidate Performance

3.3.1 ORAL PRODUCTION: 80 marks (20%)

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

3.3.2 LISTENING COMPREHENSION: 100 marks (25%)

First Part: Interview (27 marks)

1. Most candidates got one correct detail in the answer to question 1. This was usually 'Berlin'. In the answers involving numbers, the numbers only without the relevant detail were frequently given, e.g. 20 (apartments), 120 (people live there).
2. Many candidates found this question challenging. The most common correct answer was, 'they came to her with problems / she helped them with their problems'. Some candidates answered, 'when something isn't working/when they need something fixed/repaid'. References to the heating not working, the lack of light in the stairwell or young people using the entrance as a meeting place were never included.
3. (i) The most common answer was 'every day' without any further detail given regarding the number of times per day.
(ii) This question was very well answered. 'Small' and 'graffiti' were the most popular answers. 'Impersonal', 'narrow', 'grey', 'mirror' and 'metal' were rarely given as answers.
4. Many candidates were challenged by this question. 'Music' was the only correct answer that was given by some candidates.
5. This question was not well answered. Most candidates wrongly guessed the answer saying that the tenants thought it was a great idea.

Second Part: Anruf (27 marks)

1. Most candidates had no difficulty giving three correct details here. 'Young', '16' and 'blond hair' were the most common correct answers.
2. This question proved challenging for many candidates who failed to grasp the notion of 'drowning' or 'saving'. However, many candidates gave the correct answer 'to thank him'.
3. The name was quite often well spelled with the letter 'W' being the only problem for some candidates who used 'V' instead i.e. 'Vendt' instead of 'Wendt'. The telephone number was often wrong in at least one digit especially the last digit. 94 was frequently wrongly given as 95.
4. The majority of candidates got full marks for this question.

Third Part: Dialog (16 marks)

Candidates performed better in this part than in the second part.

1. Most candidates got full marks for this question by correctly answering '*Spain*' and '*Denmark*'.
2. Many candidates managed to score full marks here as there were a lot of details from which they could choose.
3. Most candidates got 1 mark here by answering '*she should talk to/ask her parents*' but the other points on the marking scheme hardly ever appeared as answers.
4. The majority of candidates answered correctly here.

Fourth Part: News and Weather (30 marks)

1. (i) '*Billion*' proved too difficult for the majority of candidates.
(ii) There was quite a lot of guessing here with wrong answers such as '*travel agencies*' and '*the Government*' frequently given by candidates.
2. (i) Most candidates only scored half marks for this question. Some candidates mixed up '*Juni*' and '*Juli*'. Just as with the telephone number in the Second Part, the numbers 4 and 5 were mixed up again here by some candidates.
(ii) Most candidates correctly answered '*goal*'. Many had difficulty with the word '*Leo*'.
3. (i) The date was generally quite well answered.
(ii) This question was generally well answered. '*Schools*' and '*hospitals*' were the most common correct answers. '*Crêches*' hardly ever appeared.
4. This question was generally well answered. Only one detail was needed, so most candidates got the marks for the answer '*high temperatures*'. Many candidates failed to give the correct temperature. When giving the temperatures candidates frequently answered 55 instead of 45. It would seem that revision of numbers requires urgent attention.
5. This question was well answered. Almost all candidates answered '*drink a lot of water*' and most offered another correct option as well.

3.3.3 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) The correct details most commonly supplied by candidates were '*having a rucksack*', '*being a smoker/having cigarettes and being cool*'. Surprisingly, '*Kaugummi*' was not known by many candidates.

- (b) This question was generally not well answered. The word *'ignoriert'* was often wrongly translated as *'ignorant'*.
2. (a) Most candidates scored at least 5 out of the 6 marks available for this question. The most common correct answers were *'could travel together on the bus'* and *'work together'*.
- (b) Many candidates were challenged by this question. Some did not know the verb *'to pick/tidy up'* and were confused by the detail about the washing machine. These candidates usually wrote *'he washed his sweatshirts in the washing machine'* and lost marks because of the use of incorrect verbs. A surprising number of candidates did not understand *'Zeitschriften'*. What the boy did with the banana skin was often misunderstood. The correct details supplied were usually *'he tidies his room'* and *'his desk'*. Many candidates lost marks in this part because they did not seem to know some of the key verbs.
- (c) This question was generally well answered. *'Afraid'* or *'anxious'* were the most common correct answers.

3. Headings and correct explanations

This question was not as well answered as in previous years. Some candidates did not know *'Ärger'*, *'vorgestellt'* or even *'aufräumen'*. The lack of understanding of the headings was evident in that candidates often chose the wrong German heading for the paragraph.

4. What belongs together?

The majority of candidates did not score the full 5 marks for this question. Some candidates seemed to have difficulty understanding the words *'sauer'* and *'schließen'*.

3.3.4 Angewandte Grammatik: (15 marks)

1. *'Zigaretenschachtel'* was usually correctly divided but *'cigarette lighter'* was a very common incorrect translation given by candidates. Likewise with *'breitbeinig'* but here the English translation was frequently not given. Candidates usually scored 2 marks for *'Partnerarbeit'* but *'aufräumen'*, while divided correctly, was incorrectly translated as *'prepare'*. *'Bananenschale'* was usually correctly divided and translated.
2. This question was well answered.

3.3.5 Text II: Reading Comprehension (60 marks)

In general it was felt that this was a well chosen text. It was also felt that the grid, as an introductory question, was attractively laid out.

1. The information required for the answers relating to *Khouzi* and *Dmitry* was usually supplied by candidates, although some of the more challenged candidates answered *'Heidelberg'* for the home country rather than *'Irac'* in the case of *Khouzi*.

2. (a) Most candidates only gave one correct detail rather than two and this was usually *'she couldn't speak German'*.
 (b) The majority of candidates only scored two marks from a possible three as *'from the school library'* element was not supplied in many cases.
3. (a) The standard of answering varied considerably in this question. Some candidates managed to clearly show the differences between the two countries in their answering, while others did not and seemed confused about what was happening in which country.
 (b) The majority of candidates had no difficulty responding correctly to what Kouzi wanted to do after finishing school. Many, however, failed to give correct reasons as to why.
4. (a) *'His German teacher gave him grinds after school'* and *'he learned it from television'* were the most common correct answers given by candidates. The majority failed to give a third detail.
 (b) Most candidates performed well at this question.
5. This question was very well answered by the majority of candidates.

3.3.6 Text II: Äußerung zum Thema (15 marks)

Most examiners commented that option (b) was slightly more popular in uptake by candidates than option (a).

Option (a): Completing the dialogue as Kouzi:

The majority of candidates who chose this option got full content marks for points A and B. Some candidates got the number of years wrong for content point C. In D many candidates did not or were unable to use the past tense and, as a result, only scored 1 content mark. Those candidates who based their answers on the text were usually successful in getting 2 marks for content point E. The marks for expression were usually good as the answers could be taken from the text and not much detail was required. Incorrect verb ending mistakes were usually the main cause of expression marks being lost.

Option (b): Replying to the advertisement:

In content point A, 1 mark was quite often lost when candidates wrote *'Irland'* instead of mentioning a town as required. Many candidates were unable to express the idea of *'improving their German'* in content point B. Content point C was usually successfully completed. In content point D some candidates just copied the third bullet point directly from the advertisement without any manipulation e.g. no use of a verb *'ich mag/brauche'* etc. Some candidates missed out on a mark in content point E because they neglected to relate their answer to the activities in the advertisement and, instead, mentioned two other activities. Incorrect verb endings was the main reason for loss of expression marks here but despite this, most candidates managed to be placed in the middle expression mark category.

3.3.7 Text III: Reading Comprehension (40 marks)

While one would think that the theme of this text, (bungee jumping and sand boarding), would be of interest to the vast majority of candidates, the standard of answering was, in fact, quite poor.

1. Most candidates managed to get the full three marks for this question as only one detail was required. All three points appeared frequently. '*Looking for fun*' and '*they don't want to play tennis/cycle*' were the most common answers given.
2. (a) Some candidates did not understand the word '*bridge*' and some also had difficulty with the word '*Österreich*'.

(b) This question was not well answered. Candidates were confused by the different numbers, e.g. many candidates thought the fall/jump was 120 kilometres! The idea of the rebound coming after 170 meters was also misunderstood. '*One falls like a stone*' was not understood at all. The only consistently correct details were '*192 metres high*' and '*the fall lasts 5/6 seconds*'
3. (a) This question was well answered.

(b) Many candidates neglected to give four details about the event as required by the marking scheme. Most managed to get at least two correct details which resulted in their gaining 7 out of the available 9 marks. The most common correct details were '*It takes place in June*' and '*200 sandboarders took part*'. Not many candidates understood the correct dimensions of the piste/sandmountain.
4. **True or false:** The majority of candidates performed well on this question.

3.3.8 Schriftliche Produktion (30 marks)

Option (a): Letter

Assistant examiners commented that the letter was by far the more popular option and that candidates who chose option (b) did not seem to do as well on either expression or even content as candidates who chose the letter.

- Opening: The majority of candidates scored 3 out of 5 marks available for this part of the letter.
- Content point A: This was usually well answered, the only problem being that a small number of candidates did not mention two different places, as required, and so lost 1 content mark here.
- Content point B: This provided more of a challenge for candidates because the verb '*auskommen*' was generally not known or used properly. However, some candidates got around the problem imaginatively by saying '*everyone was good friends*'.
- Content point C: Difficulties arose with content point C as some candidates did not read the question closely enough and failed to show how the school day was different to Ireland. These candidates simply described their Irish school day and in so doing lost the marks.
- Content point D: This was generally well answered. Most candidates made good use of sentences they had learned in preparation for the oral examination. '*No mobile phones*' and '*no smoking*' were the most frequently mentioned school rules.

- Content point E: This was very well covered by even the most challenged candidates.
- Content point F: This was also well handled by candidates, despite the fact that some candidates did not mention the tourist attractions referred to in the guidelines of the question, e.g. the bridge, the castle etc. but said the city was big/old/ nice or mentioned other places to visit. This was acceptable under the 'N.B.' instruction to assistant examiners on the marking scheme, so most candidates got a full 2 marks here.
- Closing: This was usually well answered although it is remarkable how many candidates still use inappropriate closing statements, e.g. *Auf Wiedersehen* in their letters.
- Expression: The vocabulary used in the letter was generally appropriate. Word-order mistakes were common as were mistakes in verb endings but still most candidates made a good attempt to cover all the content points which, together with the opening, gave them a good overall expression mark.

Option (b): Picture Story

While the theme of the picture story was topical, (the World Cup), three of the five pictures (3, 4 and 6) proved difficult for many candidates to describe adequately.

- Opening paragraph: Most candidates scored 2 or 3 marks out of 5 in this part. Sentences 2 and 3 were the most common correct answers given by candidates.
- Picture 2: While many candidates found it difficult to write three details for some pictures, this picture was usually reasonably well described with candidates generally getting at least 2 content marks.
- Picture 3: This proved to be more difficult for many candidates as they did not have the necessary vocabulary. For example, '*she waits in a queue*' and '*there are two boys before her*' were unfamiliar to most candidates who were, more often than not, unable to find an alternative way of expressing these events.
- Picture 4: Many candidates were challenged by the contents of this picture as they did not know how to say 'sold out' in German and as a result some candidates even resorted to using English words.
- Picture 5: This picture was described more successfully as candidates described the date, the time, the birthday party etc. Having the word '*Geburtstag*' printed on the examination paper was a definite help to candidates.
- Picture 6. Again this proved difficult because many candidates did not have the necessary vocabulary to describe the picture.
- Expression: Many candidates did not get good expression marks here as they were struggling with the vocabulary required to describe the pictures. There was a lot of interference from English and Irish. The position of verbs and the verb endings were frequently incorrect.

3.4 Conclusions

- It was generally felt that the texts chosen for reading comprehension were thematically and linguistically suitable for candidates taking the examination at Ordinary Level.
- Many candidates still have difficulty deciphering numbers, letters, dates etc. in listening comprehension.
- Answers in both listening and reading comprehension exercises frequently lacked the required detail. This resulted in a loss of marks.
- Lack of basic vocabulary lost candidates marks in both the listening and reading comprehension tests.
- Lack of knowledge in correct verb endings and in verb agreement tended to depress the marks in written expression exercises.
- Marks were lost in Äußerung A when candidates failed to base their answering on the reading comprehension on which this task is based.
- Some candidates still do not supply a suitable ‘closing’ for the letter.

3.5 Recommendations to Teachers and Students

Assistant examiners commented that many candidates performed very well overall in the examination. The following recommendations are intended to help teachers and students to prepare for the aural and written examinations:

- When practising tape work for students' examination preparation, ensure that they get plenty of practice at the following:
 - numbers
 - dates
 - times
 - spelling and pronunciation of German surnames
 - names of German cities.
- Remind students not to be over hasty in writing their answers in the aural part of the examination, and to answer the questions in the correct place on the examination paper. Marks are sometimes lost due to details for question one being written in the lines for question two.
- Encourage students to give as much relevant detail as possible in answering questions on the listening and reading comprehension sections of the examination.
- Continuous practice in basic grammar such as word order and present tense endings of verbs, as well as some practice in the perfect tense, will enable candidates to perform better in the written production sections of the examination.
- Students should be reminded that option A in the *Äusserung zum Thema* question must be based on information in the preceding text.
- Students should make sure to learn a suitable closing for a letter.
- Students who opt to do the *Bildergeschichte* would benefit from learning and using adverbial phrases of time/place/manner, e.g. dann/ plötzlich, in order to link one picture with the next. The use of former *Bildergeschichte* materials for classroom work as well as those used for the oral examination is recommended.
- 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. Correcting fluid should not be used. A candidate wishing to invalidate an answer should put a stroke through the incorrect answer.

4. EXEMPLARS OF STANDARD – ORDINARY LEVEL

(i) Äußerung zum Thema

Option (a)

The following answer was awarded 6 marks out of 8 for content, and 6 out of 7 for expression. The content marks awarded are shown in brackets.

Completing the dialogue as Khouzi. (25-30 words)

Total marks awarded: 12

Du: *Hallo, Khouzi, hier ist Pat aus Irland. Hast du einen Moment Zeit?*

Khouzi: Hallo, Pat Ja, (A1) ich habe einen Moment Zeit.

Du: *Prima! Ich wollte dich gestern schon fragen: Woher kommst du eigentlich?*

Khouzi: Ich komme aus Irak (B 1) und ich wohne in Heidelberg.

Du: Bist du schon lange in Deutschland?

Khouzi: Ich bin in Deutschland für sieben Jahren. (C0)

Du: Du sprichst so toll Deutsch. Wie hast du so gut Deutsch gelernt?

**Khouzi: Habe Bücher aus der Schulbücherei mit nach Hause genommen (D2)
und den ganzen Nachmittag/viel gelesen.**

Du: Und wie findest du die Schule hier in Heidelberg?

Khouzi: Ich finde der Schule sehr gut (E2)

The candidate lost 2 content marks at content point C because he/she gave the wrong information (seven years instead of ten). Where no content marks were awarded, no mistakes in expression are marked. The candidate's expression is quite good and was put into the top category (see marking scheme page 18) as there was only one word order mistake i.e. 'habe ich...' in content point D. The use of verbs was generally good.

Option (b)

Email schreiben (25-30 words) Total marks awarded: 13

The following answer was awarded 8 marks out of 8 for content, and 5 out of 7 for expression. The content marks awarded are shown in brackets.

Say who you are (name, age, town ...):

Ich heiße X und ich komme aus Cork. (A1) Ich bin achtzehn Jahre alt. (A1)

Say you want to improve your German..

Ich wolle mein Deutsch verbessern. (B1)

Mention how long you have learned German in school.

Ich lerne Deutsch für sechs Jahre in der Schule. (C1)

Say which type of accommodation, if any, you need.

Ich möchte (D1) Kurs mit Einzelzimmer.(D1)

Mention which sport activities interest you.

Ich spiele gern Tennis (E1) und Fussball (E1)

This candidate got full marks for content and lost 2 expression marks. The incorrect ending of the verb 'wollen' at content point B and the lack of manipulation at content point D resulted in the candidate being at the top of the middle category instead of being in the top category. (See Marking Scheme page 18.)

(ii) Schriftliche Produktion

(a) Der Brief Total marks awarded: 25

This candidate got 5 marks out of 5 in the opening paragraph of the letter, 14 out of 15 for the content and 6 marks out of 10 for expression. The **content** marks awarded are shown in brackets.

Die Studenten kommen aus Brasilien **(A1)** und Irland.**(A1)** Wir kommen gut mit die allen Studenten.**(B1)** Im Irland die Schule beginnt um neun Uhr und endet um vier Uhr aber in Deutschland die schule beginnt um acht Uhr und sie haben eine grosse Mittagspause. **(C1)** Ich mache sieben Fächer in Irland aber in Deutschland machen sie fünf Fächer.**(C1)** Man kann keine Uniform tragen.**(C1)** Man kann nicht rauchen in die Schule **(D1)** und die Lehrer bekommt sehr ärger wenn man isst Kaugummie.**(D1)** Mein Gastpartner heisst Johann.**(E1)** Er ist achtzehn Jahre alt.**(E1)** Er ist gross **(E1)** und er hat dunkle braune Haare und blaue Augen.**(E1)** Heidelberg ist ein gutes Stadt. Ich sah die alte Rathaus,**(F1)** und die alte Brücke.**(F1)**

Ich hoffe ich höre du,
X **(CL 0)**

All the content points were well covered but the candidate lost 1 content mark because of an inappropriate closing formula. The expression mark of 6 comes from the middle expression category (see marking scheme page 18). While the letter is fully comprehensible, there are word-order mistakes in the position of the verb in content point B, content point C and content point D. When a candidate has that number of word-order mistakes he/she will not be placed in the top category irrespective of how accurate the rest of the letter is. There are also verb mistakes for example in content point B and content point D.

(b) Die Bildergeschichte

Total marks awarded: 23

This candidate got 5 marks out of 5 in the opening paragraph of the story, 14 out of 15 for the content and 4 marks out of 10 for expression. The **content** marks awarded are shown in brackets.

Bild 2

Es ist der 18. Juni. **(A1)** Aine essen frühstück mit Babsi Familien. **(A1)** Sie sprechen über Fußball und die WM. **(A1)**

Bild 3

Aine ist auf der Eintrittskartenhandlung. **(B1)** Sie möchte ein eintrittskarten für die 20 juni. **(B1)** der ist zwei fußballfans und sie hat ihre eintrittskarten. **(B1)**

Bild 4

Aine sagt 'Karte für den 20. Juni bitte' zu der Eintrittskartenchef. **(C1)** Der Eintrittskartenchef hat keine eintrittskarte. **(C1)**

Bild 5

Es ist Aine's geburtstag. **(D1)** Sie fierien mit die familie. **(D1)** Sie fühlt Prima. **(D1)** Die Familie hat WM eintrittskarten zu sie gegeben.

Bild 6

Der WM hat beginnt. **(E1)** Aine und Babsi sehe Togo und Saudi Arabien. **(E1)** Der Spiel ist gut. **(E1)**

Three relevant statements are required for each picture and one content mark is awarded for each statement. This candidate lost one content mark at content point C out of 15 because there were only two statements given here. The candidate was awarded 4 marks for expression which means the expression was placed in the lowest of the three expression categories. (See marking scheme page 18). This is largely due to the inaccuracy of the verbs and limited vocabulary use.

5. HIGHER LEVEL EXAMINATION

This report should be read in conjunction with the 2006 marking scheme which is available on the SEC website at www.examinations.ie.

5.1 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 LC cohort
2003	5,074	9.02%
2004	4,983	9.02%
2005	4,688	8.67%
2006	4,776	9.37%

5.2 Performance of Candidates

4,776 candidates took the examination at Higher Level in the year 2006. This was 9.37% of the total number of candidates sitting the Leaving Certificate Examination and 61% 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
2003	11.9	30.9	36.2	[79.0]	19.2	1.7	0.1	0.0	[1.80]	5,074
2004	14.7	31.1	33.5	[69.7]	19.0	1.6	0.2	0.0	[1.80]	4,983
2005	15.1	27.9	34.7	[77.7]	16.4	1.5	0.0	0.0	[1.50]	4,688
2006	13.4	30.0	35.7	[79.1]	17.6	2.2	0.1	0.0	[2.30]	4,776

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

5.3 Analysis of Candidate Performance

5.3.1 Oral Production: 100 marks (25%)

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

5.3.2 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 2006 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 Johanna Schiller (26 marks)

Candidates generally performed well on Questions 1, 3, 4, and 5 (i). Many candidates, however, failed to secure full marks in the others questions.

1. Almost all candidates gave the correct answers here. Some, however, wrongly stated that there were 120 *tenants/rooms* in the apartment block.
2. Many candidates understood '*Heizung*' but very few had the correct answer '*Light in the stairwell*'. There was a lot of guessing with candidates wrongly opting for '*taps, doors, blocked toilets*' etc.
3. This question was generally well answered, as candidates had a lot of details available from which to choose three.
4. Candidates generally wrote 'Music from 30 countries'. Very few understood 'love songs'. Sometimes candidates wrongly wrote '*13*' instead of '*30*'.
5. (i) Most candidates gave two correct details. Some wrongly guessed she was an '*art teacher*' or '*counsellor*' instead of an '*artist*'. '*She installed the CD-player in the house*' was considered too specific for many to gain the marks. Instead answers such as, '*she always listens to her CDplayer / to a CD-Player in her house*', were given. Others just made vague statements such as '*she loves music / studies music*'.
- (ii) Very few candidates gave the answer '*they should modernise the lift*' and mistook the point for '*more modern music*'. Many got the idea of '*German music*' but did not grasp the word '*mehr*'.

Second Part: Anruf in der Humboldt Gymnasium (13 marks)

This was generally not well answered. Almost all candidates noted down the message in German, as required in Question 1. Despite the wide choice of phrases available, candidates tended to quote words rather than phrases in Question 2.

Question 1: Message taking

Anruf von: Very many candidates gave the incorrect spelling of 'Wendt'. 'Vindt' was the most frequently answered misspelling.

Problem: Many candidates failed to give four points in the message and the incorrect use of pronouns by candidates made it unclear as to who was rescued by whom. Many candidates missed the notion of 'saving' and 'helping the son'.

Der Anrufer: The correct box was ticked by most candidates.

Telefonnummer: A surprising number of candidates gave the incorrect telephone number. Many gave the last digit as '4' instead of '5'.

Question 2: Examples of Language Used

The most common answers were '*vielen Dank*', '*dankbar*' and '*bedanken*'. Very few candidates used full sentences. '*Dem Himmel sei Dank dafür*' was misinterpreted and poorly reproduced, showing that candidates did not understand the phrase. The most commonly written sentences were '*wir möchten uns bedanken*', '*unendlich dankbar*' and '*tiefer Dankbarkeit verpflichtet*'. '*Und wie wir uns bedanken wollen*', '*dem Himmel sei Dank dafür*' or '*auf Knien danken*' were not correctly used at all.

Third Part: Dialog (14 marks)

Candidates generally answered Questions 1 and 2 well but many failed to give the required detail in Question 3 (i) and (ii).

1. (i) Almost all candidates chose the correct option, identifying that the conversation was between *two classmates*.
(ii) Most had no difficulty finding two details to support their answer. The most common answers were: '*Ferien/Abitur/Klassenarbeiten*'. Very few candidates gave '*keinen Bock mehr auf die Schule*' or '*aus unserer Klasse*'. Some candidates wrongly translated '*Klassenarbeiten*' as '*classwork*'.
2. (i) Most candidates chose option (d) '*fed up*' as the adjective which best describes Salome's reaction during the conversation.
(ii) Most had two details to support their answer. The most popular options were:
 - *I have to look after my little brother/ Everything is centered around my little brother/fed up of brother/ I have to make him breakfast/ In restaurant at 6 because he has to go to bed early/ Going to Denmark again this year*
 - *Das nervt mich total/ Ein langes Gesicht.*
3. (i) Most candidates answered this question correctly. The most popular answers were '*speak with parents*' and '*don't go to the beach every day*'. The other two options on the marking scheme were rarely given as answers.
(ii) Some candidates failed to give the required detail here. They answered, for example, '*Go to Turkey with friends*' / '*go away with friends*' instead of '*with a friend / with Felicitas*'.

Fourth Part: News and Weather (27 marks)

While parts of each question were well answered, on the whole candidates did not perform well in this section. The word '*Milliarde*' was generally not known and '*die Hälfte*' also proved problematic for many candidates. Other words which caused difficulty were '*Luftfeuchtigkeit*', '*Fluggesellschaften*', '*Deutsche Bundesbahn*' and '*Kuscheltier*'.

1. (i) Most candidates managed to get the digits correct but the majority mistranslated 'Milliarde' as 'million'.
 (ii) Many understood airlines but failed to include the word 'budget/ cheap' and did not gain a mark, as a result. 'Deutsche Bundesbahn' was generally not known and was often mistranslated as 'German government'.
2. (i) Some candidates had difficulty with the date and wrote '24' instead of '25'. Surprisingly, there were many misspellings of 'Stuttgart' e.g. 'Stockgard / Shittgard'.
 (ii) The most common answers were 'keyrings, photo frames, cuddly toy'. Some candidates seemed to guess answers to this question and wrongly listed examples of what might sell at promotional events e.g. 'T-shirts, jerseys, glasses' etc.
3. (i) Candidates generally answered this question well. Some had difficulty with 'Kindertagesstätten', and translated it as 'childrens play places' instead of 'crèches'.
 (ii) Many candidates had difficulty with 'die Hälfte'. These candidates tended to guess an answer which was, more often than not, incorrect.
4. Most candidates got the temperatures correct, although some more challenged candidates mixed up the digits '5' and '4' again. Only a small number of candidates answered 'heatwave' or 'high humidity'.
5. Most candidates answered '10 people died' and 'drink lots of water'. Fewer answered 'avoid sun'.

The overall impression was that candidates were challenged by some of the vocabulary in the Aural section.

5.3.3 Reading Comprehension: 120 marks (30%)

N.B. It is important to note that questions asked in German must be answered in German, as indicated on the examination paper. In responding to such questions it is essential that the German text is manipulated in some way. Candidates who lift chunks of German text directly from the reading comprehension passages will be penalised as per the marking scheme. In order to remind candidates of the importance of manipulating the text, the instruction in future examination papers which introduces the reading comprehension questions to be answered in German will include the following: *„Bitte schreiben Sie nicht vom Text ab, sondern formulieren Sie Ihre eigenen Sätze“*.

5.3.4 Text I: Leseverständnis (60 marks)

This text proved very accessible and candidates generally did well in this section. The main problem that assistant examiners encountered was that some candidates failed to manipulate answers to questions asked in German. They merely lifted chunks directly from the text and, as a result, could only be awarded half marks.

Frage 1

- (a) Candidates generally managed well here, but some quoted directly from the text with little attempt at manipulation. An example of a good answer was: *„Er beobachtet alles und ist neugierig“*. Many candidates answered *„er hat alles gesehen“* which was factually

wrong due to the wrong tense, while the following answer: *'er will alles wissen'* changed the meaning.

- (b) This question was answered very well by many candidates who tried to summarise their answer using their own words. However, some just quoted verbatim from the text, with no manipulation, and so had their marks halved.
- (c) Where candidates manipulated the language in the text to formulate an answer, they tended to perform well. The following are examples of good answering: *'Der Fernseher bringt ihr die wichtigen Ereignisse direkt ins Haus'* and *'Der Fernseher ist eine gute Informationsquelle'*.
- (d) Many candidates got full marks for this question. Some, however, lost marks because they failed to supply **two** details, as requested on the examination paper and required by the marking scheme.

Question 2

- (a) Some candidates described the reactions to what Martin saw through the window but failed to link this to what he actually saw and, therefore, lost some marks. Many got the translation of *'Tante Emma Laden'* wrong.
- (b) Most candidates scored a minimum of 4 out of 6 marks for this question. Some mixed up the person breaking into the house, stating that it was Ms. Pappenthin herself, and lost out on two marks.

Question 3

- (a) This question was well answered by the majority of candidates.
- (b) This question was answered well by most candidates, although most ignored the obvious answer that *'they were neighbours'*.

Question 4

Many candidates managed to get full marks for this question. There were plenty of possibilities from which to choose. The following answers were the most popular:

- *Grandfather interested in local events, grandmother in world events / They observe day to day life in different ways*
- *Grandfather always looking out window, grandmother never does*
- *Grandmother always watching television, grandfather never does*
- *Grandfather interested in real people, grandmother in 'soap' people*
- *Both are preoccupied with other people's lives*
- *Both are devoted to one thing/ enjoy what they are doing*
- *Use of opposites: immer (always) / nie (never), liebt (loves) / hasst (hates.)*

5.3.5 Text I Äußerung zum Thema (25 marks)

Both options proved very accessible to candidates. Approximately 60% of candidates opted for (a) Fernsehen and 40% for (b) Foto Handys. The marks achieved for content in both options were high, and many candidates scored between 9 and 13 marks. The content mark was 13 for both options (11 marks for the minimum content requirement, plus two discretionary marks awarded for additional relevant content, elaboration or comment), and the Expression mark was 12 for both options.

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): Fernsehen

In part **A** candidates generally scored well on content. However, many candidates did not cope very well with the separable verb 'fernsehen' and used poor constructions such as 'sie sehen an das Fernsehen'. Lack of knowledge of the verb 'sich umdrehen' also proved problematic for some candidates.

Part **B** was generally well answered. Candidates were resourceful in finding reasons why reading a book was better than watching television. Very few candidates knew the correct word for imagination, 'Fantasie', but managed to get their point across nevertheless. The following are some fine examples from candidates expressing the advantages of reading books and the disadvantages of watching television:

- *Man kann die Bilder im Kopf machen*
- *Man muss sich vorstellen, was in dem Buch statt findet. Als Folge dessen wird die Fantasie entwickelt*
- *Bücher sind besser für die mentale Gesundheit*
- *Man verdummt nicht beim Lesen*
- *Man vertrödelt zu viel Zeit vor dem Fernsehen*
- *Es gibt zu viel Gewalt im Fernsehen*
- *Kinder, die zu viel fernsehen, haben keine Fantasie mehr*
- *Es kann vorkommen, dass Sendungen im Fernsehen nicht geeignet für Kinder sind. Eltern können sich nicht die ganze Zeit um die Kinder kümmern. Beim Lesen sind die Eltern sicher, dass das, was das Kind liest, geeignet ist. Beim Fernsehen kann das Kind die Sendung wechseln.*

In part **C** candidates generally answered the first part of the question well but some candidates neglected to give **two** reasons why people like to watch television. The following are some well expressed reasons for watching television which were given by candidates:

- *Man kann seinen Horizont erweitern und über andere Länder und Leute nachdenken*
- *Viele Leute sehen gern fern, weil sie ihre Arbeit anstrengend finden und Stress abbauen wollen*
- *Man kann alle seine Probleme vergessen. Fernsehen kann einen froh machen*
- *Leute setzen sich vor den Fernseher, weil sie ein bisschen faul sind*
- *Vielleicht hassen sie Sport und Training*
- *Um den Alltag zu vergessen*
- *Man kann vom Fernseher viel lernen*
- *Leute sehen fern, um sich zu amüsieren*
- *Man sieht auch fern, wenn man abschalten will*
- *Vielleicht fühlt man sich einsam, und deshalb sieht man fern, um Geselligkeit zu haben.*

Common errors encountered were as follows:

- Difficulties with correct present tense of the verbs 'sehen, lesen, sitzen, sich setzen'
- Interference from direct translation from English of: 'er ist lesen seine Buch; Wenn sie sind ein Hausaufgabe machen,...; sie sind auf die Handy sehen; In meiner Meinung'
- Difficulties with correct word order, especially the correct position of the verb in the sentence as well as the place of infinitives following modal verbs
- Use of incorrect prepositions e.g. 'am Sofa' for 'auf dem Sofa'
- Use of 'Stuhl' instead of 'Sessel'
- Use of 'die Eltern sehen schockiert' for 'sehen schockiert aus'
- Use of 'Ein Kinder' for 'ein Kind'

Option (b): Foto Handys

Part A was generally well answered by candidates.

In part B many candidates limited their discussion to standard mobile phones rather than camera phones and lost out on marks as a result. The following is an example of one very good response:

- *Heutzutage gibt es nicht so viele junge Leute, die keine Foto Handys haben. Ich finde Foto Handys haben Kultstatus erreicht, und ohne eins ist man einfach nicht cool. Auf der anderen Seite sind sie auch praktisch. Wenn man ein Foto nehmen will, braucht man keine Kamera, weil ein Handy genug ist.*

As in the previous part, some candidates focused on the word 'Handy' again in part C rather than 'Foto Handy'. Many candidates used material they had learned perhaps for a picture sequence for the oral examination on the theme of 'mobiles phones' but failed to make it relevant to the question asked in this part. These candidates lost marks because they gave the negative aspects of mobile phones as opposed to the negative use of camera phones. The following is an example of one very good response:

- *Es ist auch wahr, dass Foto Handys missbraucht werden. Nicht alle wollen sich fotografieren lassen, und es gibt manche Menschen, die das nicht verstehen wollen. Manche benutzen Foto Handys, um andere zu beleidigen. Sie nehmen ein Foto von einer bestimmten Person und dann bearbeiten sie dieses Foto am Computer um die andere Person hässlich zu machen. Das ist häufig in meiner Schule passiert. Es ist ja auch teuer, Fotos von einem Handy zum anderen zu schicken.*

Common errors encountered were as follows:

- Word order errors were frequently wrong, especially after ,wenn'
- Genders of items of clothing were not well known
- ,Sie schauen an den Handy und das Foto daran' wrongly used for ,auf das Handy und das Foto darin'
- ,Die beiden sieht an das Handy' used instead of ,auf das Handy'
- ,Handys sind wichtig für Leute **in diese tags**' instead of ,heutzutage'
- ,Mann' was used instead of ,man'
- The following were often wrongly used: ,eine Probleme; eine Vorteile; eine Nachteile'
- ,Studenten' used for ,Schüler'
- The comparative form of adjectives were incorrect due to interference from English e.g. ,mehr interessant'
- Confusion between ,sich setzen' and ,sitzen'.

5.3.6 Text II: Reading Comprehension (60 marks)

N.B. It is important to note that questions asked in German must be answered in German as indicated on the examination paper. In responding to such questions it is essential that the German text is manipulated in some way. Candidates who lift chunks of German text directly from the reading comprehension passages will be penalised as per marking scheme.

Frage 1

- (a) This question was generally well answered. However, failure to manipulate the language of the text resulted in half the available marks being awarded. Examiners reported that many candidates quoted verbatim from the text without showing any comprehension at all.
- (b) Candidates generally performed well at this question. As in (a) there was a tendency by candidates more challenged by this question to quote a whole section of text without manipulation.

Question 2

Most candidates managed to give at least three of the five details required. Some misunderstanding arose over the word ‚Hut‘ which was frequently wrongly translated as ‚hut‘, due to interference from English.

Question 3

- (a) This question was well answered by almost all candidates.
- (b) (i) Most candidates had the correct idea of weaning people from their addiction.
(ii) The three most popular answers were ‚Work in the therapy garden‘, ‚Sport‘ and ‚drama‘. The Marking Scheme demanded ‚barefoot and blindfolded‘ in one answer but ‚blindfolded‘ was rarely given by candidates.
- (c) This question was well answered by almost all candidates.

Question 4: Synonyms

Most candidates attempted this question. Some candidates, however, did not seem to understand what ‚synonym‘ meant, despite the example given. This question proved to be a good discriminator as candidates who achieved higher grades overall in the examination scored very well in this question.

5.3.7 Text II: Angewandte Grammatik (25 marks)

The overall standard of answering was good. All candidates attempted both questions.

1. This question was generally well answered. Candidates seemed to have most difficulty with the following cases: ‚Nominativ‘ in question 4 and ‚Genitiv‘ in question 5. The singular/plural task was well done by most candidates and the genders were also managed well by most.
2. The first three question words were answered correctly by most candidates. Candidates had most difficulty with the correct question words for question 4 ‚mit wem‘ and question 5 ‚wo/worin‘.

5.3.8 Schriftliche Produktion (50 marks)

Approximately 70% of candidates chose the letter option and 30% the picture option. Some entire examination centres chose the letter which would give the impression that the candidates are prepared for this option only and do not even consider the picture option.

Option (a): Letter

Content marks were high for the majority of candidates. There were examples of some excellently written letters reported. Students are well prepared for this section and know they must answer questions relevantly in order to get maximum content marks. It was felt that the candidates related well to the topics tested in the letter.

Opening: Almost all candidates had an appropriate opening and scored full marks for what they wrote.

***Point A:** Ich brenne darauf, dir meine neueste Nachricht mitzuteilen. Stell dir vor, gestern habe ich mit meinem Fahrschulunterricht begonnen. Findest du Autofahren auch so toll wie ich? Hier in Deutschland dürfen Jugendliche seit Herbst 2005 zum allerersten Mal mit 17 Jahren hinterm Steuer sitzen! Aber nur wenn ein Erwachsener von mindestens 30 Jahren im Auto mitfährt. Wie ist es eigentlich bei euch in Irland? Willst du auch deinen Führerschein machen? Wenn ja, wann? Wenn nicht, warum nicht?*

Most candidates responded in detail to the topic of driving and elaborated sufficiently to get all five discretionary marks. Many candidates manipulated the language in the stimulus letter well in order to form their response. A small number of candidates confused the terms 'Fahrschulunterricht' and 'Führerschein'.

***Point B:** Unsere Schule hat übrigens im März bei einem Benefiz-Konzert für die Opfer des Erdbebens in Pakistan über 2000 Euro gesammelt. In eurer Schule/ in Irland habt ihr bestimmt auch etwas gemacht, um Menschen in Not zu helfen. Schreib doch mal davon, was ihr gemacht habt?*

This topic, relating to a charity concert in aid of the victims of the previous year's earthquake in Pakistan, served to test the past tense. Although candidates generally related well to the topic, not all candidates managed the past tense well. There were many errors in past participles reported by assistant examiners.

***Point C:** Bald gehen bei uns die großen Ferien los. Da gibt es wieder jede Menge Verkehrsprobleme auf den Autobahnen. Auf eurer kleinen Insel habt ihr sicher keine Staus wie wir hier in Deutschland. Ihr habt doch nur romantische Landstraßen, oder?*

This topic relating to traffic problems/jams on the roads was managed well by some candidates. Others, however, expounded irrelevantly on road accidents, young drivers and alcohol consumption and were, therefore, penalised in the marking. It is essential that candidates read the questions in the stimulus letter carefully and respond appropriately in order to get the marks allocated for the various topic areas being tested.

Some candidates misinterpreted the word 'Landstraße' (road) as 'Landschaft' (scenery) and some, on seeing the word 'romantisch', immediately related it to a question on a previous year's examination paper and wrote irrelevantly about 'romantic Ireland'. 'Autobahnen' was sometimes confused with 'Straßenbahnen'.

***Point D:** Gibt es bei euch eigentlich gute Fahrradwege? Ich habe nämlich Freunde, die in Irland eine Radtour machen wollen. Kannst du ihnen vielleicht ein paar Tipps geben? Welche Gegend in Irland wäre, deiner Meinung nach, für eine Radtour am besten geeignet? Mach mal einen Vorschlag!*

Many candidates lost out on content marks here because they failed to give at least two tips to people contemplating a cycling tour in Ireland, or did not answer the question on 'Fahrradwege', possibly

because they did not understand what a 'Fahrradweg' (cycling path) was. As a result, a lot of irrelevant material describing the tourist attractions of local areas was reported by assistant examiners.

Closing: The majority of candidates had an appropriate ending. However, some candidates missed out on a mark due to not having a suitable transition or reference to the contents of the letter.

Option (b): Foto

In comparison with other years more candidates chose this option in 2006. Candidates generally seemed to relate well to the topics tested in this question and managed to use material relevantly which they had prepared for their oral examination.

Point A: *Beschreiben Sie in drei bis vier Sätzen, was Sie auf dem Foto sehen.*

The description of the picture was well answered by the majority of candidates. Many candidates managed to pick up the five discretionary marks here. The following is an excellent example of one candidate's description of the picture as reported by an assistant examiner:

- *Auf dem Foto ist eine Verkäuferin zu sehen mit vermutlich einem Mädchen und einem Jungen, die ein passendes T-Shirt aussuchen. Das Geschäft erinnert an einen Sportladen. Im Hintergrund ist ein Haus zu sehen und einige Schränke an der Seite des Raumes. Das hochgehaltene T-shirt des Jungen ähnelt den anderen aufgehängenen T-Shirts. Die Frau (oder Mädchen) könnte nach der passenden Größe suchen.*

Point B: *In der heutigen Konsumgesellschaft sind Jugendliche eine wichtige Zielgruppe für Werbung in den Medien. Nennen Sie drei Gründe, warum das so ist.*

Having to give three different reasons why young people are a target for advertising proved difficult for some candidates. Many did not have the necessary vocabulary. Some candidates did not understand 'Zielgruppe für Werbung' but those who did stated that young people have lots of money to spend and want the latest and most modern clothes and gadgets, especially if their friends have them.

Point C: *Jugendliche geben heute sehr viel Geld aus. Sollten die Jugendlichen das Geld nicht besser sparen und auf ein Bankkonto tun? Begründen Sie Ihre Meinung.*

Candidates tended to latch on to the introductory sentence 'Jugendliche geben heute sehr viel Geld aus' and ignored the actual question asked i.e. would it not be better to save money and give reasons as to why. The 'should' element of the question was often lost as well as the 'why' of the 'should'.

Point D: *Was ist Ihre persönliche Meinung zu Nebenjobs während der Schulzeit? Welche Vorteile und Nachteile gibt es?*

This topic proved popular and was generally well answered by candidates. Many candidates were able to use material which they had prepared for their oral examination.

Point E: *Wie wichtig ist es für Sie, später einen Beruf zu haben, in dem Sie viel Geld verdienen? Begründen Sie Ihre Antwort.*

This section was generally not particularly well answered as many candidates seemed to focus on their future plans and on the reasons they chose a particular profession or college

course rather than on the importance of the money aspect, as required by the question. A small number of candidates, obviously more challenged by the question, left it unanswered. The following is an example of one very good answer received:

- *Das ist Geschmacksache. Ich persönlich finde, dass es wichtiger ist, dass man mit seinem Leben zufrieden ist. Ohne Zweifel ist es wichtig, Geld zu verdienen, um die Rechnungen zu bezahlen, aber die Hauptsache ist, dass man glücklich ist. Neulich ist die Gesellschaft in Irland materialistischer geworden. Ich möchte einen Job haben, den ich interessant finde. Es lohnt sich.*

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

- *Man kann zwei Fliegen mit einer Klappe schlagen*
- *Das A und O*
- *Abgesehen davon*
- *Es hat mit der Ellenbogenmentalität zu tun*
- *Um gut auf die Zukunft vorbereitet zu sein*
- *Es ist mir ein Rätsel*
- *Die Regierung kann den Kopf nicht mehr in den Sand stecken*
- *Der Kern dieses Bildes ist*
- *Ich bin eine Reisetante*
- *Im Vordergrund / Hintergrund*
- *Ich bin fix und fertig*
- *Das ist die reinste Hölle*
- *Modezubehör*
- *Alles hat seine zwei Seiten*
- *Ich bin nicht in Eile meinen Führerschein zu machen*
- *Junge Leute haben mehr Geld als je zuvor*
- *Ein Auto ist ein notwendiges Übel*
- *Tagaus, tagein*
- *Zeit ist Geld, aber Geld ist Zeitverschwendung*
- *Das ist nicht mein Fall*
- *Man darf kein Faulpelz sein*
- *Das A und O des Lebens*
- *Feuer und Flamme für etwas sein*
- *dem Alltag entrinnen / entkommen*
- *herumsitzen*
- *von mir aus*
- *auf dem Laufenden sein*
- *seinen Horizont erweitern*
- *Man kann sich amüsieren und erholen, wenn man vor der Glotze sitzt*
- *Informationsquelle*
- *groß geschrieben sein*
- *sich hervor tun*
- *ein Alptraum*
- *das kostet mich ein kleines Vermögen*
- *seinen Augen nicht trauen*
- *fassungslos / sprachlos sein*
- *todmüde sein*
- *als schlapp gelten*

- *unter Druck leiden*
- *Nebenjobs und Schule sind schwer miteinander zu vereinbaren*
- *sitzt in der Patsche*
- *das ist ein Zankapfel*
- *Das kannst du dir aus dem Kopf schlagen*
- *Das ist kein Honigschlecken*
- *Ich hoffe, das packe ich*
- *Kultstatus erreichen*
- *Mode ist auf junge Leute zugeschnitten*
- *einem das Blaue vom Himmel versprechen*
- *Gruppenzwang existiert überall*
- *Kleider machen Leute*
- *Das ist Geschmacksache*
- *Das ist der absolute Hammer*
- *Das geht mir auf den Wecker*
- *Ich brauche einen Tapetenwechsel*
- *Wo ein Wille ist, ist auch ein Weg*
- *Wir müssen unsere Hände nicht in den Schoß legen*
- *Morgenstund hat Gold im Mund*
- *Kein Rauch ohne Feuer*
- *den Nagel auf den Kopf treffen*
- *ein nettes Arbeitsklima*
- *In Bezug auf Geld ist es sehr wichtig, vernünftig zu sein*
- *Geld bringt viele Vorteile mit sich.*

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.
- Endings of irregular verbs, especially modal verbs, were incorrect.
- The Present Continuous Tense, translating wrongly from English to German: *Sie sind kaufen* .
- Past participles were frequently incorrect, especially in the case of strong verbs.
- Incorrect plural forms of some nouns: *'Stadt, Dorf, Freund'* .
- The Accusative and Dative cases of pronouns were regularly confused.
- Leaving out reflexive pronouns
- 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 as did each of the following:
- *„Die Straßen sind beschäftigt“* for *„auf den Straßen ist viel los“*
- *„Bekommen“* instead of *„werden“*
- *„Neue Freunde machen“* for *„kennen lernen“*
- *„Es ist eine schade“* for *„es ist schade“*
- *„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“*
- *„nicht ein“* was used instead of *„kein“*

- ,*dass*‘ and ,*das*‘ were mixed up
- ,*Sie*‘ and ,*sie*‘ were mixed up
- ,*er will*‘ wrongly used to denote future.

5.4 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.
- Candidates performed well in the recognition and application of grammar section.
- 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.

5.5 Recommendations to Teachers and Students

Assistant examiners commented that many candidates performed very well overall in the examination. The following recommendations are intended to help teachers and students in their preparation for the aural and written examinations:

- 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. Correcting fluid should not be used. A candidate wishing to invalidate an answer should put a stroke through it.
- 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 in changing personal pronouns and possessive adjectives from, for example, the first person plural, *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 and the imperative form; pronouns in the accusative and dative cases; possessive adjectives and question words.
- Students should benefit from plenty of practice in the careful reading of examination questions. The fact that so many candidates coped so well with this year's paper is evidence that most are already aware of this.

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 of teachers throughout the country. Many teachers consistently use good language practice, and, as a result, their students become very proficient at German. These students would have no problem communicating in German and surviving in a German-speaking community.

6. EXEMPLARS OF STANDARD – HIGHER LEVEL

The following texts were written by candidates for the Leaving Certificate German examination in 2006. The marks awarded for content are indicated in brackets. A plus sign (+) before a mark indicates it is a discretionary mark, two of which are available for the *Äußerung zum Thema* and five of which are available for the *Schriftliche Produktion* section. Mistakes in punctuation, spelling and grammar have been included uncorrected.

Äußerung zum Thema

(a) Fernsehen

The following example of a candidate's answer was awarded 11 marks out of 13 for content and 3 marks out of 12 for expression.

Ich sehe eine kind liest ein Buch auf dem Bild (1). Seine Eltern sind dien Fernsehen. Sie verstachen nicht wo ihre kinde machen. Sie sind uberrauschen.

Meiner Meinung nach ist eine Buch ist besser als Fernsehen (1). Mann lernt neue Worten, wenn mann lesen (1). Ihren liest besser bekommt. Sie können güte Grammatik schreiben (1). Sie bekommen mehr besser Noten im Schule in der Facher (1). Wenn wir sehen der Fernsehen, wir lernen nicht (+1) Wir sitzen und machen nie lesen oder schreiben (+1)

Fair City ist in Irland besonders beliebt, denn es liegt im die Größstadt Dublin (1) und ist uber Iren leute (1). Fernsehen ist gut für lernen (1). Viele Leute arnbeiten mehr jetzt und sie sehen die fernsehprogramme, denn sie sind lustig (1)

The following example was awarded the full 25 marks:

Auf dem Bild sitzen die Eltern auf dem Sofa vor dem rießigen Fernseher (1). Sie drehen ihre Köpfe schnell als sie sehen was ihr Kind tut (1). Das Kind sitzt auf einem Stuhl (1). Es liest ein Buch (+1)

Ja, ein Buch ist eine gute Alternative zum Fernsehen (1). Erstens weil es den Kindern mit ihrem Lesen in der Schule hilft (1). Zweitens, weil man mit Büchern sich alles selber vorstellen kann (1), das ist sehr gut. Drittens, weil Bücher öfters interessanter sind als Fernsehsehserien (1), weil die sich immer über die gleichen Themen handeln (+1). „Lost“ ist hier in Irland sehr beliebt (1), weil es sehrspannend ist (1). „Desperate Housewives“ ist auch sehr beliebt hier, weil es witzig ist (+1). Da ist vor allem bei Frauen beliebt.

Leute setzen sich oft vor den Fernseher aus Langeweile (1), oder weil sie zu müde oder zu faul sindein Buch zu lesen oder etwas anderes zu machen (1)

(b) Foto Handys

The following answer was awarded the full 13 marks for content and 8 marks out of 12 for expression.

Auf dem Foto gibt es zwei Männer (1). Sie benutzen ein Handy (1). Es ist ein modernes Vorbild und kann Fotos aufnehmen(1). Vielleicht wollen sie ein Foto machen (+1)

Heutzutage wollen immer mehr Menschen ein Foto Handy, denn sie sind benutzlich. Mann kann ein Foto aufnehmen, die ganze Zeit. (1) Man braucht nicht ein Kamera, wenn man ein Foto Handy hat (1). Vielleicht fühlt man sich unter Druck, ein Foto Handy zu haben. (2) Es gibt viele Werbung in der Gesellschaft, um die Leute zu ermuntern, ein Foto Handy zu kaufen (+1)

Foto Handys haben viele Nachtielen. Man konnte ein Foto aufnehmen au seinem Personne und konnte das Foto zu allen Freunden schicken (1). Vielleicht führt das zu Mobben (1). Foto Handys sind teuer. Es kostet viel Geld, um eine Foto zu schicken. Die Benutzung von Foto Handys konnten zur Pronographie führen (2). Leute konnten schreckliche Fotos aufnehmen und konnten diese Fotos in alle Welt schicken. Es würde schwierig für die Polizei, diese Leute zu finden.

The second version would have obtained full marks despite some mistakes being present:

Auf dem Foto gibt es zwei Männer (1). Sie benutzen ein Foto Handy (1). Sie machen Fotos im Stadion (1). Sie interessieren sich für Fußball (+1)

Heutzutage wollen immer mehr Menschen ein Foto Handy, denn sie sind nutzlich (1). Mann kann die ganze Zeit Fotos machen (1). Man braucht keinen Fotoapparat, wenn man ein Foto Handy hat (2) Vielleicht fühlt man unter Drück, ein Foto Handy zu haben (+1) Es gibt viele Werbung für Foto Handys.

Foto Handys haben auch Nachteile. Man kann Fotos von Leuten machen, die das nicht wollen (1). Man kann die Fotos im Internet zeigen (1). Vielleicht führt das zu Mobbing (2). Foto Handys sind teuer. Es kostet viel geld, um ein Foto zu schicken.

Schriftliche Produktion

(a) Brief

The following response to the letter question was awarded the full 25 marks for content and 17 marks out of 25 for expression.

Liebe Svenja,

Wie geht's? (1) Danke für deinen letzten Brief, der gestern angekommen ist. Es ist immer schön von dir zu hören. (1)

Du hast gesagt, dass du mit deinem Fahrschulunterricht begonnen hast (1). Das ist einfach cool (1). Ich finde autofahren auch so toll (1). Ich will selbständig sein (+1) und ich will fahren, wohin ich will (+1). Eigentlich bei uns in Irland ist es änlich (1). Jugendliche mit 17 Jahren dürfen hinterm Steuer sitzen (+1) Sie müssen eine Prüfung machen über die Regeln der Straße zuerst (1) . Sie müssen auch ein Erwachsene im Auto mitfährt (1) Nach der Abschlussprüfung mache ich meinen Führerschein (1), denn ich bin zur Zeit zu beschäftigt. Ich habe vor, am ende des Sommers meinen Führerschein zu machen.

Letztes Jahr haben wir eine Lauf gemacht, um Geld für die Opfer der Hungersnöten in Afrika zu sammeln(1). Wir haben uns in Irland so sehr an Hungersnöten gelitten, dass wir immer bereit sind, den Opfern zu helfen (1). Wir sind nach andere Schulen gegangen, um Geld zu sammeln für unseren Lauf (1). Wir haben zehn Kilometer gelaufen und wir haben ungefähr 5000 Euro gesammelt. Wir waren sehr stolz darauf.

Es gibt heutzutage in Irland Probleme mit dem Stau besonders in Großstädten. (1). Vielleicht konnten Leute mit dem Bus oder mit dem Zug fahren (1). Aber wenn die Schule verschließen,

ist es ein bisschen ruhiger. Aber es gibt noch Probleme. Besonders in der Hauptstadt Dublin gibt es Probleme (1). Wir haben nur romantische Landstraßen in Irland. Das stimmt nicht.

In Irland haben wir Fahrradwege, aber nur in der Hauptstadt (1). In Städte wie Cork und Galway haben wir keine Fahrradwege (1). Deine Freunde sollten Vorsicht haben, es könnte gefährlich sein (1). Sie sollten Erfahrung haben (1). Meiner Meinung nach wäre die schöne Gegend von Connemara am besten geeignet (1). Es wäre ganz ruhig und es wäre wenig Verkehr auf der Straße. Connemara ist berühmt für seine schöne Landschaft. Es gibt schöne Gebirge und Flüsse dort.

Das wäre es für heute. (1) Hoffentlich habe ich deine ganze Frage geantwortet. (1) Schreib mir bald, wenn du Zeit und Lust hast

Deine _____

The next example was awarded 24 marks for content and 25 marks for expression:

Lieber Sven,

Es ist immer gut, eine Nachricht von dir zu bekommen (1). Du hast aber eine Menge Fragen für mich (1). Ich versuche im Folgenden sie so ausführlich wie möglich zu beantworten.

Ich finde Autofahren wunderbar (1). Ich habe letztes Juli meinen Führerschein gemacht (1). Ich darf jetzt allein fahren (1). In Irland dürfen Jugendliche auch mit 17 Jahren hinterm Steuer sitzen (1), aber sie brauchen nur ein Erwachsener mit einem Führerschein neben ihnen (1)

Ja sicher! Wir haben ein bisschen Geld für die Dürre in Ethiopia gesammelt (1). Wir haben Kuchen in der Schule verkauft (1) und es war viel Spaß (+1) Unsere Lehrerin hat uns geholfen (1) Wir haben eine Menge Geld gesammelt(+1).

Es lässt sich nicht leugnen, dass wir viele Probleme haben, was Verkehr betrifft (+1). Ungefähr 200 Leute sind dieses Jahr gestorben wegen der Trunkenheit am Steuer (+1). Es gibt zu viele Autos auf den Autobahnen (+1). Manche Leute trinken sich sinnlos und dann fahren sie mit dem Auto nach Hause. Es ist sehr gefährlich. Wir haben wenig romantische Landstraßen in Irland (1). Die Straßen sind schrecklich (1) und sie sind auch gefährlich (1)

Meiner Meinung nach gibt es viele gute Fahrradwege in Irland, insbesondere in Westirland(1). Ich würde die Seen in Killarney vorschlagen (1). Die Landschaft ist sehr atemberaubende und schön (1). Sie sollen Wasser mitbringen (1). Vielen Dank nochmal für deinen Brief (1). Viele Grüße an deine Familie (1)

_____.

(b) Foto

The following answer was awarded full marks for content and 10 marks for expression:

Auf dem Foto sehe ich drei Menschen (1). Vielleicht wurden der Junge viel neue Kleidung kaufen. (1). Jungen muss nicht Kleidung ohne eine Mädchen kaufen (1). Sie haben keine Ahnung was zu kaufen (+1). Der Junge sieht um ein neidlich Pulli.. Hoffentlich wird die Mädchen es mag. (+1)

Jugendliche sind eine wichtige Zielgruppe für Werbung in den Medien, denn sie kaufen so viel (2). Ob seinen Freunden oder ein Person an der Fernseher haben neue Kleidung, die meistens Jugendliche werden es auch kaufen (2). Einkaufen ist sehr wichtig für Jugendliche aber mehr wichtig für Mädchen (1). Für meistens Mädchen ist Einkaufen viel Spaß und hilft mit Druck von Leben (+1)

Jugendliche sollten mehr Geld sparen auf ein Bankkonto (1). Ob die Geld in ein Bankkonto war, geben man nicht so viel Geld aus (1). Mit das Geld können sie ein Auto kaufen oder ein Wohnung (1). Jugendliche weißt nicht wie viel kostet alles in Irland, wenn man allein leben (1). Sie müssen sparen viel Geld für Essen, Kleidung, Auto und Haus (+1). Und auch wenn man allein wohnt, geht man jeder Nacht aus und trinkt man viel (+1). Das kostet viel Geld und ist sehr wichtig.

Ich glaube, dass Nebenjobs während der Schulzeit nicht so gute Idee sind (1). Man kann nicht so viel Lernen machen (1). Es ist gut, wenn sie junger sind, weil sie haben das Zeit. Es ist sehr wichtig, erfahrung zu haben und sein einig Geld zu verdienen (1). Wenn mann das Abitur machen, es gibt ein sehr schlecht Idee. Mein Freundin hat ein Nebenjob dieses Jahr und sie bekommt schlechte Noten (1). Schulzeit ist ein Zeit zur lernen, ob man das Abitur machen, ob nicht, muss man nicht so viel lernen.

Es ist sehr wichtig, spatter einen Beruf zu haben (1). Alles in Irland kostet so viel (1) und man muss viel Geld verdienen. Ohne ein Beruf gibt es sehr schwierig ein Familie zu haben (1). Man muss Kleidung und Essen für das Baby kaufen. Es ist auch sehr wichtig ! Mann muss jetzt eine guten Beruf haben für dieses Welt heutzutage.

The final example was awarded full marks:

Auf dem Foto sehe ich drei Leute (1). Der Junge scheint ein Top kaufen zu wollen (1). Eine Frau schaut durch den Kleiderständer (1). Suf der Kleidungspuppe ist ein Marken-T-Shirt (+1).

Erstens, weil Jugendliche immer gut aussehen wollen (2). Zweitens weil sie immer das aller neueste und geilste wollen (2) und drittens, weil Jugendliche sehr beeinflussbar sind von was sie in der Bewerbung sehen (1).

Ja, natürlich sollten Jugendliche sparen (1) aber das macht doch kein Spass (1). Wieso sollte man arbeiten, wenn man dann überhaupt nichts davon hat (1). Natürlich hat man dann später das Geld, aber dass ist später und nicht jetzt (1). Jugendliche, finde ich, sollen das Sparen lassen, bis sie älter sind (+1). Wenn man jung ist, muss man leben (+1)

Mit Nebenjobs während der Schulzeit kommt es auf die Person an (1). Manche machen es gut und andere nicht so gut (+1) Wenn man sehr organisiert ist, dann leiden die Noten nicht so sehr (1), aber wenn man nicht organisiert und fleisig ist, dann leiden die Noten (1). Die Vorteile sind, dass man Geld hat (1), für wenn man will, aber die Nachteile sind, dass man viel Stress zwischen Arbeit und Schule haben kann (1). Man ist oft zu müde, sich mit Freunden zu treffen und das Geld aus zu geben (+1)

Für mich ist Geld nicht so wichtig (1), also ist ein Job, der gut bezahlt, auch nicht so wichtig. Mir ist es egal, wie viel ich bezahlt werde so lange ich Leute helfen kann (1). Das ist die Hauptsache im Leben – glücklich zu sein (1)

