



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE EXAMINATION 2010

GERMAN

**ORDINARY LEVEL CHIEF EXAMINER'S REPORT
HIGHER LEVEL CHIEF EXAMINER'S REPORT**

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1. General Introduction

1.1 The syllabus

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

The Oral Examination consists of an interview, approximately 15 minutes long, during which candidates answer general questions on specific topics from the syllabus. In addition to this, they choose to speak either about a German project they have completed or about a picture sequence, and finally they complete five tasks in a role-play. In 2010 the oral component was examined between April 12th and April 23rd.

The Reading Comprehension and Written Production sections are examined in a two and a half hour examination in June and followed, after a short break, 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.

This report should be read in conjunction with the examination paper(s) and the published marking scheme(s). These are available on the State Examination Commission website www.examinations.ie

1.2 Candidature

Table 1 shows the number of candidates sitting Leaving Certificate German in the period 2008-2010.

Year	LC candidates	Candidates taking German	Percentage of total Leaving Certificate cohort	Ordinary Level candidates	Percentage of total German cohort	Higher Level candidates	Percentage of total German cohort
2008	56,023	7,466	13.3%	3,026	40.5%	4,440	59.5%
2009	55,557	7,574	13.6%	3,218	42.5%	4,356	57.5%
2010	54,481	7,305	13.4%	2,909	39.8%	4,396	60.2%

Table 1: Participation in Leaving Certificate German (Higher and Ordinary Levels) 2008-2010.

2. Oral Examination

2.1 Introduction

The Leaving Certificate German Oral Examination is in its present format since 1997. The examination is common to Ordinary Level and Higher Level candidates, and carries 20% of the overall total for Ordinary Level candidates and 25% for Higher Level candidates. The sections of the examination are:

Section 1. General Conversation 40 marks

The General Conversation is based on a discussion of the syllabus content; within this section, candidates may avail of the option of briefly discussing a literary work or a German-language film they have seen.

Section 2. Picture Sequence / Project 30 marks

One of these options:

(a) **Project:** discussing a project the candidate worked on, relevant to the syllabus content

or

(b) **Picture Sequence:** (One of five). Story narration and brief discussion of issues arising from the story.

Section 3. Role-play 30 marks

A Role-play situation: (One of five chosen at random by the candidate).

2.2 Performance of Candidates

There was a broad range of performance in evidence amongst the candidates who presented for the examination. The well-prepared candidates conversed enthusiastically and confidently and a very natural conversation developed. The less well-prepared candidates were more reticent, lacked confidence and tended to give short answers in response to the Examiner's questions. These candidates required more encouragement from the Examiner.

The well-prepared candidates displayed an ability to elaborate on a wide range of topics in the General Conversation section. They showed flexibility when de-railed and were not reliant on rote learning. Their fluency and accuracy reflected an understanding of grammatical structures and a wide range of vocabulary. The less well-prepared candidates were uncomfortable when derailed, seldom gave a well-developed answer and demonstrated a more limited range of vocabulary and grammatical structures.

The well-prepared candidates demonstrated thorough preparation in the Project/ Picture Sequence section. Their presentations were accurate and they demonstrated an ability to give full and well-developed answers to the follow-up questions. There was also clear evidence of candidates who had prepared short but accurate verbal presentations performing well. The less well-prepared candidate did not perform well in the follow-up questions in this section. Examiners were impressed by the excellent performance of well-prepared candidates in the Role Play section. These candidates were familiar with the tasks, could deal with the unexpected and displayed an impressive range of

vocabulary. Their pronunciation was excellent. Performances by candidates with a more restricted vocabulary were often accurate and were awarded a high mark. The performance of less well-prepared candidates was marred by difficulties with pronunciation.

2.3 Analysis of Candidate performance

Section 1: General Conversation

All candidates demonstrated an ability to answer questions on the topics of *Details zur Person, Wohnort, Schule, Berufspläne and Freizeitbeschäftigung*. Those who were able to elaborate on their answers and give more detail were awarded higher marks. Less successful answers were those where a full sentence was not used or where a *Ja/Nein* answer was given.

Examiners often used the topic of *Spracherlernen* to introduce the Literature/ Film question. The topic had been prepared and all candidates were able to speak about their experience of German in the classroom. The responses ranged from the comment that German grammar was difficult to: *„Ein Tag ohne Deutsch ist kein Tag für mich“!*

The topic of *Aufenthalt im deutschsprachigen Raum* was often used by Examiners to examine the Perfect Tense. While not many candidates had been to a German speaking country, most candidates were able to cope well with this question. Those who had done an exchange or had been on a school trip conversed enthusiastically and at length about their experiences. Some candidates avoided the Perfect Tense and instead answered *„Nein aber ich möchte nach Berlin fahren“*. Marks were awarded here also once the candidate could elaborate on why they would like to travel to Berlin.

There was a low uptake of the Literary Text/ Film option. Examiners reported that it was very often class groups who availed of this option. More candidates availed of the option to speak about a German film than about the literary text. Candidates who kept their account short and accurate performed best. An overly long account often resulted in inaccuracies. Examiners reported some evidence of candidates not fully understanding the text which they presented verbally.

Section 2: Project or Picture Sequence

Candidates who had prepared the Picture Sequences performed well in the story-telling section. There were many simple, accurate accounts presented, which were awarded a high mark. Pronunciation difficulties and inaccuracies in subject/ verb agreement led to breakdown in communication which resulted in a lower mark being awarded. Less well-prepared candidates found some Picture Sequences more difficult to cope with than others. In 21a, *Vorsicht beim Rauchen*, these candidates struggled with very

specific vocabulary such as *der Schlauch, löschen, in Flammen geraten* but were able to make a better attempt at 22a, *Ruhestörung*, where the vocabulary was more general.

Explanation Questions were well answered. The majority of candidates understood that three to four sentences were required in response to the questions asked. Those with limited vocabulary required support from the Examiner. The candidates who were familiar with the story, performed well.

Examiners expressed surprise to have found that many candidates were challenged by the *Wie geht die Geschichte weiter* question. The Future Projection questions were often asked and answered successfully in the present tense. The use of the verb *werden* plus the infinitive caused difficulty for some candidates. Otherwise candidates answered well.

Many well-prepared candidates answered confidently and gave varied and detailed answers to the questions on the wider issues relating to the theme of the Picture Sequence. These candidates availed of the opportunity to elaborate on the topic. Less well-prepared candidates who had not explored the themes associated with the picture sequences experienced difficulty with this section. According to examiners, restricted vocabulary and limited grammatical structures often prevented some candidates from elaborating on their answers.

Many Examiners reported an increase in the number of projects presented for the examination. Examiners experienced varying standards in both the physical and verbal presentations of the projects. As in previous years, it tended to be full class groups who availed of this option in 2010. Well-prepared candidates, with a genuine interest in the topic, performed well. They delivered their narration clearly and free of problems with pronunciation. There was evidence of other less well-prepared candidates whose narration was difficult to follow, due to omission of sentence parts and pronunciation difficulties. This led to a breakdown in communication and hence to a lower mark being awarded. Some candidates presented the project at such a fast pace that it again led to a breakdown in communication. Some examiners expressed concern about rote learning where it was evident that the candidate did not understand the text which s/he presented verbally.

Clarification questions from examiners posed difficulties for the less well-prepared candidates and in particular for those who delivered a learned-off piece in the presentation of the project topic. Candidates who had researched their material had less difficulty with these questions and performed well.

Explanation questions were well answered by most candidates. The majority had prepared answers to questions on the process of doing the project. Questions on the

wider issues of the project are more difficult for the candidate to anticipate and hence are more challenging. The well-prepared candidates had explored the themes associated with the project topic, answered confidently and were often very accurate. Candidates who had failed to do this preparatory work were less successful in their answers.

Section 3: Role-play

Well-prepared candidates were familiar with all five Role Play cards. They demonstrated the ability to work through and complete all tasks. The dialogues which developed were natural and the candidates elaborated on each point to be made, often demonstrating a wide range of vocabulary. Other candidates required guidance from the Examiner but also managed to complete each task and scored well in the communication section. The unanticipated questions within the Role-play which elicited spontaneous responses gave scope for the better candidate to gain extra marks. Some candidates were unable to respond to unanticipated questions. Some candidates did not react to what the Examiner said and ignored the Examiner's attempts to help them deal with an omitted task. Some candidates did not react when they were called upon to reiterate or restate a point they had already made while others demonstrated vocabulary such as *„Wie gesagt ...“* e.g. Role-play V1, *Bei der Zimmervermittlung*, Task 3: *„Mein Studienplatz ist hier in Magdeburg“*. The less well prepared candidates placed themselves at a disadvantage. Lack of familiarity with the tasks caused the candidates to struggle and made it difficult for the Examiner to help them deal with and complete the tasks. There was evidence of candidates delivering and reading material directly from the role-play card without the required manipulation of language. The pronunciation of seemingly unfamiliar words from the role-play card was often inaccurate, according to examiners. In these cases marks awarded reflected candidates' less successful performances.

2.4 Conclusions

- Candidates who understood that the General Conversation section of the examination should be viewed as an invitation to converse and communicate with the Examiner performed best. There was evidence of candidates who were not always accurate but who elaborated and expanded on their answers scoring a high mark for communication. Candidates who approached this section as a question/ answer session and gave very short answers were not as successful.
- Candidates who prepared the five Picture Sequences and the three types of follow up questions had no difficulty with this section and performed well, scoring a high mark. Those who prepared perhaps only three of the five Picture Sequences took a calculated risk and the candidate who chose an unprepared card managed at best to struggle through the narration but could rarely deal with the follow up questions. Difficulties of this nature led to a longer examination time.

- The thorough preparation and excellent performances of some candidates who opted for the Project were commended by examiners. Candidates who may have been unwilling to prepare for the five Picture Sequences sometimes chose the Project as a perceived easier option. This was not always to their advantage. The follow up questions were not as easily identified and prepared by these candidates and, as a result, they tended to perform poorly.
- Candidates, who prepared well for the Role Play section, performed well. Examiners reported on excellent performances requiring no guidance from the Examiner. These candidates referred only to the German version of the Role Play card. They showed an awareness that it was a dialogue, responded to and reacted to what the examiner said. Examiners also reported evidence of candidates outside of the higher ability range scoring a high mark through good preparation. Some candidates had only prepared a particular version of a Role Play. These candidates failed to react to the Examiner's interjections, did not respond to what the Examiner said and as a result lost marks. Candidates who did not prepare and were unfamiliar with the cards did not perform well. These candidates scored higher marks on tasks where the Examiner asked a question to which they had to reply rather than in a situation where the candidate was required to ask the question.

2.5 Recommendations to Teachers and Students

Examiners remarked that it was evident that teachers had worked very hard preparing their students. The following recommendations may be helpful to teachers preparing students for the German Oral Examination:

- Speak as much German as possible in the classroom from the earliest days in First Year. Oral communication attunes the student's ear to the language. Encourage students to speak German as much as possible. They do not have to be perfect in order to communicate effectively.
- Allow students five minutes conversation time a few times a week as a confidence building exercise. The German spoken does not have to be grammatically perfect.
- Dedicate a few minutes to *Was gibt's Neues?* at the start of class so as to encourage discussion of everyday events.
- Start an Oral German folder with students in Fifth Year.
- Encourage students to use vocabulary copies. Teach idiomatic phrases and encourage students to use them. Encourage them to use a wide range of adjectives etc.

- Address senior students in the polite form, using *Sie*, in order to have them familiar with the form of address used in the oral examination.
- Avoid over-correction of students when speaking German – encourage communication – get them talking.
- Encourage individuality in answers. Encourage students to express their own personality – not merely to give learned off answers.
- Teach students to use a full sentence in their answers. Encourage them to elaborate and to avoid *Ja / Nein* answers, whenever possible.
- Encourage spontaneous German.
- Train students to listen carefully to the Examiner and to react to and 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 the transition from *Sie* in the question to *Ich* in the answer and on the matching verb forms.
- Prepare a very simple account of themselves with candidates who are more challenged by this section of the examination.
- Encourage the preparation of the Literature/ Film question. This option is a guaranteed question and can be well prepared. Keep the response simple for the more challenged candidate.
- Commence the preparation of Picture Sequence/ Project and Role Plays in Fifth Year. Early preparation of these materials allows time to practise and 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 reading text dealing with the themes covered in the Picture Sequence.
- 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...?* Encourage them to prepare an answer for each Picture Sequence.
- Prepare a variety of questions, which might be asked in the ‘Wider Issue’ section of the Picture Sequence. Encourage students to use vocabulary and idiom learned in the course of preparatory work for the picture sequences in their

written expression work so that they can see their relevance to the written section of the examination also.

- Effort and time should be put 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.
- Consider whether the Project is a good option for the more challenged students. They can find the follow up questions very difficult. These questions account for 20 of the 30 marks available for this section.
- Encourage students to act out and practise Role Plays. Encourage them to interact and not just to repeat what they have learned off.
- Act out the Role Play with a student in front of the class. Ask the members of the class to report back on what if any tasks had been omitted and hence marks lost.
- Students should be so familiar with the Role Play cards that they need only to 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 each of the points.
- Students should be aware of the value of the vocabulary given on the Role Play card and should be trained in how to utilise it. Pronunciation of key words should be practised.
- Ensure that the students are aware that several versions of the Role Play are possible and they should not get fixated on one version. Vary the approach to the Role Play so that students do not just learn one version. Students need to be flexible and ready to adapt to the examiner's questions and responses.
- Teach the Perfect Tense. Revise and practise it so that students are confident using it. Emphasise the importance of subject / verb agreement.
- Revise and practise question words. Encourage the students to ask questions in German.
- Revise and practise word order following conjunctions e.g. after *weil*.
- Practise the pronunciation of both commonly mispronounced and material specific words such as *Fächer* and *Bescherung*.
- Higher Level candidates should be able to give the pros and cons of various issues.
- Include the teaching of *Landeskunde* where appropriate. Integrate it into the lesson.

- Incorporate pair work and group work into your teaching as much as possible.
- Encourage students to practise among themselves.
- Include an oral examination as part of each major examination at senior level.
- Organise mock oral examinations – they are extremely useful. Ask for them to be timetabled as part of the mock examinations. Record students whenever possible and allow them to listen to the recordings and to identify where there is room for improvement.
- Encourage the students to speak German with native speakers they may know or to communicate with a German speaking pen pal.
- Apply to act as an Examiner for the Oral Examinations. The experience is invaluable.

Recommendations to Students

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

- The oral examination is all about communication. In the General Questions section, in the Picture Sequence/ Project and in the Role Play it is important to listen to the examiner and to be prepared to talk and to be communicative. Elaborate when answering a question. 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.
- Practise answering using a full sentence with a verb. Avoid *Ja /Nein* answers.
- Look at the examiner when you are speaking to him/ her and smile! The atmosphere will be more pleasant and it will stop you from becoming nervous.
- 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.
- Speak slowly and clearly. Speaking quickly does not necessarily equate with fluency!
- Begin preparing in Fifth Year. Surround yourself with German – DVD's, radio, T.V., magazines. Do not leave things until the last minute.
- Get a German-speaking pen pal and keep up written contact. Take an interest in the whole cultural concept of German and German speaking countries. Compare this to the culture of your own country.

- Go on an exchange or do a summer course in German if the opportunity presents itself.
- Make friends with German students and speak German to them.
- Participate fully in class activities in the target language. Speak as much German as possible. Use German at every opportunity.
- Practice is vital. Practise reading and talking out loud in order to improve your pronunciation. Practise words with umlauts.
- Practise with classmates.
- Record yourself as you prepare. Listen and analyse and identify the areas, which need attention.
- Keep an Oral German folder from Fifth Year.
- Keep a vocabulary copy. Make lists of 20 commonly used adjectives, 20 common verbs, etc.
- Be prepared for all sections of the examination. Be thoroughly familiar with all prescribed materials. Prepare each of the five Picture Sequences and Role Plays equally well – do not trust to luck.
- Study and prepare each of the topic areas for the General Conversation section. The questions will centre on these. Be prepared to expand on topics, especially on those of particular interest to you. 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. Do not introduce a topic for which you are unprepared.
- In the General Conversation Section be prepared to be derailed, particularly if you are attempting to deliver learned off material.
- Slow down your delivery of the Picture Sequence and especially your presentation of the Project, where the Examiner cannot anticipate the content.
- A simple, accurate narration of the Picture Sequence will suffice. 10 -15 sentences are plenty. Save some information for the Follow up questions. Listen attentively to the questions asked by the examiner. There are 20 marks going for these questions so practise giving 4/5 sentences in reply to each question asked by the examiner.
- Try to anticipate the Follow-up Questions – it is not very difficult to do. 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. Be

aware of the theme of each Picture Sequence e.g. student exchange / language learning, etc. Study the themes dealt with in the story and prepare possible answers. This could 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 in a week. If doing a project, do not attempt to learn something you do not understand. Consider doing a project which involves contact with Germans speaking nationals.
- Present the project to your class as practice.
- In the Role Play expect the unexpected. The Examiner may not perform the Role Play in the exact manner in which you have been practising with your teacher. Be prepared to interact. Be familiar with the Role Play card as you will need to use and manipulate the vocabulary presented there. Practise your pronunciation – aloud. Be familiar with each of the tasks on the card. You must deal with each one. Listen to the examiner. The role-play involves dialogue not monologue. The examiner will interrupt in an effort to get involved. You should react/respond to what the examiner says.
- Use the German version of the Role Play card. Practise manipulating the German text. Build a sentence around each point you are required to make within the tasks. Practise changing the *Sie* form of the verb to the *ich* form.
- Practise using the Role Play card only – without any notes.
- Do not rely on rote learning. Regurgitating learned off material in the Role Play section is often done at the expense of correct pronunciation. You cannot concentrate on what the examiner is asking you if you are too busy trying to remember a learned off piece.
- Correct yourself if you realise you make an error during the examination. This is impressive.
- If you need to hear a question again, say *Wie bitte?* 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.* (This shows you are thinking, it is good vocabulary and a sign of strength not weakness.)
- Learn a few fillers-in e.g. *schwer zu sagen, es kommt darauf an, eigentlich nicht*
- Make a list of stock phrases which can be regularly worked into conversation – place them in poster form on classroom walls.

- Learn to recognise a Past Tense Question and to answer in that tense. Revise and practise the Perfect Tense. Anticipate possible questions in the General Conversation section – what you did yesterday, last weekend, last summer etc.
- Revise and practise German word order.
- Revise question words – including *worauf*, *worüber*, *wohin*.
- Learn to spell with confidence.
- Know a German address and how to spell it.
- Do as many practice runs at the oral examination as possible.
- If you are a native speaker prepare the Role Plays in which you are required to play the role of an Irish student e.g. in Role-play W1, *Arbeit im Hotel in Irland*.
- Consciously link the topics and vocabulary for the oral component of the examination to the topics on the written/comprehension sections of the examination. Good preparation for the oral examination is good preparation for the written examination paper in June.
- There is no excuse – the set materials are available to you well in advance of the examinations!

Recurring Errors in the Oral Examination

Vocabulary not known/recognised:

Familiennamen

einen Bruder/ zwei Brüder

eine Schwester/ zwei Schwestern

Wie kommen Sie mit Ihren Geschwistern aus? Prefix *aus* forgotten in reply.

sich verstehen

Die Schwester v die Geschwister

Das Abitur

lernen/ studieren

Stunde/ Uhr

Klasse/ Unterricht

Schwer/ schwierig.

Der Schulabschluß

Was haben Sie vor?

Werden / bekommen

ergreifen

ins Ausland

Ich gehe in ~~der~~ (die) Disco / in ~~der~~-(das/ins) Kino

Ich stehe v ich bleibe

Was halten Sie von ...?
Ich bin interessiert ...
Ich bin interessant in ...
Gern
Wie gefällt das Ihnen?
putzen/ stellen
Wie sieht er/ sie aus?
Beschreiben Sie
Die Stimmung
Schimpfen/ beschimpfen
sich fühlen
wütend
das Verhalten
hilfreich/ hilfsbereit
sich beschweren
ab wann?
Worüber/ wofür ...?
Es gibt
Es macht Spaß
Wieso?
Mit wem?
Wo sind Sie ausgestiegen?
Wie geht die Geschichte weiter? Was passiert am nächsten Tag?

Pronunciation Challenges:

Scheune
Schlauch
löschen
Gärtnerei
fleißig
Abschiedsfest
Küche
Kuchen
Die Jugendlichen
Geschäfte
Leibnitzplatz
verzweifelt
Konsulat
Magdeburg
irischsprachige Gebiete
Straßenschilder
Seen
chinesische
enttäuscht
Hauptgericht
Schaufensterrahmen
verärgert

möglichst
Erfolg
zurück
Zürich
Universität
schwierig
Biologie
Ich (Ik/Ish)
manchmal
Zeigen – er zeigt
Fächer / Wahlfächer/Pflichtfächer
Grammatik
Ungefähr
Es gefällt mir

Grammar:

Perfect Tense (Past participles not known / auxiliary verbs not known)
Future Tense
Subject/Verb agreement
Present Tense incorrectly formed – Ich bin gehen
Interference from Irish – spieleann mé
Present Tense - third person singular and plural not known
Present Tense of Modal Verbs
Ich will/ ich werde
Es gibt/ der ist
Modal verbs + infinitive
Separable Prefixes – omission at end of sentence
Word order after *weil* etc.
Confusion of prepositions
Seit v für
Seit + dative case
Possessive Adjectives - Sein v ihr
Gender
Cases
Adjective Endings
Personal Pronouns
Question words
Inappropriate use of *du* to Examiner
Repetition of *Sie* from Examiner's question repeated by candidate in answer.

3. Ordinary Level

3.1 Introduction

The Ordinary Level Leaving Certificate German examination has been examined since 1997. In 2010, 2,909 candidates or 39.8% of the total candidature for German sat the Ordinary Level examination.

Numbers taking German at Ordinary Level

The Ordinary Level examination has four main components:

Oral production	80 marks =	20%
Listening comprehension	100 marks =	25%
Reading comprehension	160 marks =	40 %
Written production	60 marks =	15%

(incl. Applied Grammar & Äußerung zum Thema)

3.2 Performance of Candidates

The following table shows the percentage of candidates achieving each grade in the Ordinary Level German examination in the period 2008-2010:

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2008	3,026	3.5%	35.3%	36.9%	75.7%	18.5%	4.3%	1.4%	0.2%	5.9%
2009	3,218	5%	37.2%	33.0%	75.2%	18.8%	4.4%	1.4%	0.1%	5.9%
2010	2,909	3.4%	33.7%	38.2%	75.3%	18.3%	4.9%	1.2%	0.3%	6.4%

Table 2: Grade outcomes in Leaving Certificate German (Ordinary Level) 2008-2010.

3.3 Analysis of Candidate Performance

1. Oral Production: 100 marks (20%)

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

2. Listening Comprehension: 100 marks (25%)

The listening comprehension examination consists of four parts. The first part is a radio interview, the second part a telephone call, the third part a conversation and the fourth part a news bulletin and weather forecast. Apart from two multiple choice questions in German, all the questions are to be answered in either Irish or English. Examiners commented that most candidates performed well in all four sections of the listening comprehension examination.

First Part: Radio Interview (27 marks)

Q.1

The vast majority of candidates answered one correct detail in this question namely 'She works for television'. However, some candidates misunderstood the detail

involving 'in Köln' and wrote that she lived there rather than worked there. Some candidates scored a possible 2 marks out of 3 by just having 'once a week' and omitting the detail about 'appearing on TV'. The spelling of the radio station's name also presented a problem for some candidates who answered with VDR instead of WDR. Examiners commented that many candidates did not understand that the interviewee worked for a 'news' programme.

Q. 2

- (i) This question was well answered.
- (ii) Most candidates got a full six marks here and the most common correct answers were '9 and half minutes', 'once a week' and 'on Saturday'. While some candidates answered the time correctly (11.50), others misunderstood and wrote 'from 10 until 12'.

Q. 3

Examiners reported that many candidates got 3 marks for 'She got the idea herself' but were unable to get the other two marks as they omitted details from the other points e.g. 'for young people' was missing from the point about the news programmes being too complicated.

Q. 4

- (i) This was well answered as most candidates got marks for 'talent' and 'not being shy in front of the camera'. However, 'speak German' was often wrongly answered instead of 'speak clearly' as students misunderstood *deutlich* for *Deutsch*.
- (ii) The vast majority of candidates got two correct details here, usually 'she works in an office' and 'she writes texts'. Most candidates had inadequate detail in their answers in relation to the point about Friday where the idea of 'going to the studio' was often missing.

Q. 5

Most candidates had no problem getting full marks here. 'Very good' and 'gets emails' were common correct answers. 'Mobile phone clips' and 'photographs' were also often correctly answered.

Second Part: Telephone Call (24 marks)

Q. 1

Most candidates understood that the caller had sent in photos but the second detail i.e. 'she hadn't heard anything back' was usually missing.

Q. 2

While some candidates had difficulties distinguishing between the letters 'e' and 'i', the name was usually spelled correctly and most candidates also got full marks for the telephone number. Some examiners commented that while some candidates recognised the digits correctly, occasionally they were written down in the wrong order.

Q. 3

Candidates had very few difficulties with this question and most achieved full marks. The most common correct details were 'long/blond hair' and 'top figure'. Some candidates even supplied a surplus detail which was usually 'long legs'.

Q. 4

This question was very well answered.

Third Part: Conversation (16 marks)**Q. 1**

Most candidates answered the subjects correctly.

Q. 2

In addition to having two correct details, (usually 'very big' and 'the room is cheap'), many candidates gave correct surplus details here, usually the details involving the windows and the room being bright. There were some misunderstandings about the exercise equipment, namely that the room already contained this, but apart from this, the question was very well answered.

Q. 3

The majority of candidates had no problem getting two correct details, usually 'the bed' and 'the table' but many students had problems recognising *Sessel* and *Regale*.

Q. 4

This question was usually answered correctly.

Fourth Part: News Bulletin (33 marks)**Q. 1**

(i) Most candidates had no difficulty getting one mark for 'million' but '3.4' sometimes posed a challenge here. Incorrect variations included '4', '3' and '4'.

(ii) This proved to be more challenging than part (i). The majority of candidates only recognised the word *Kultur*. The detail about the 'Government having moved to Berlin' was not understood at all, and while some candidates mentioned the university courses, very few understood that there were no fees at the universities.

Q. 2

A minority of candidates scored well here and gave two fully correct details. Usually, these were '6 o'clock' and 'weekend'. However, many candidates did not score well in this question and hardly any candidates understood that this station provides 'news from home for people from different countries'.

Q. 3

As candidates had many details to choose from, this question was very well answered. Usually students understood the number and the ages of the children involved and got full marks from these details. There were some misunderstandings e.g. that the children gave the money to the police and many candidates did not understand that the children divided the money in the schoolyard. However, the majority of candidates got all eight marks here.

Q. 4

Most candidates gave at least two correct details. Usually, these were ‘no rain’ and the temperatures. The detail about the weather being perfect for barbecuing was either not given or was incomplete i.e. ‘the barbecuing’ reference was missing.

Q. 5

This question was also well answered. While most candidates did not recognise the word *tief*, they still managed to get two correct details with the word ‘cool’ and the temperature of ‘13 degrees’.

3. Reading Comprehension: 120 marks

Reading Comprehension Text 1 (60 marks)

The reading comprehension section consists of three texts. While texts two and three each had one multiple choice question in German, all the other questions had to be answered in either Irish or English. Examiners commented that most candidates answered the questions on texts one and two very well, but text three seemed to present challenges for some candidates.

Q. 1

(a) Most candidates had no difficulty getting full marks here. Many provided surplus correct details in their answers. Occasionally candidates incorrectly thought Berndt was sporty and that his age was seventeen but apart from these errors, examiners commented that candidates performed well in this question.

(b) Three correct details were also given by many candidates in answer to this question. These correct details referred most commonly to the ‘new school’ having a ‘computer room’, a ‘library’ and ‘a cafeteria’. These details were usually sufficient to get full marks but candidates who concentrated on the details about the house tended to misunderstand. Incorrect interpretations included details like ‘he lived in a detached house’ instead of stating ‘there were detached houses in the area’. Many candidates also misunderstood the phrase *vor drei Monaten* and usually wrote that he had lived there for three months. Overall though, this question was very well answered.

(c) This question presented more of a challenge than the preceding two. Many candidates gave two or three correct details including that Bora was ‘his best friend’, that Bora was ‘Turkish’ and that ‘they liked going to the cinema’. However, the other points were often not fully accurate with the result that many candidates only scored seven out of a possible eight marks. ‘He wrote songs’ was hardly ever given and the detail about ‘spending the afternoon’ was often missing from the point about watching their favourite films and so lost marks.

Q. 2

(a) Most candidates scored a full six marks here for answering details about his new school correctly. The most common correct answers were that ‘the school was big’, ‘old’ and ‘most students are Arabs/Turks’. Candidates were less accurate when trying to translate details about the colour of the apartment block or about the language spoken by the residents.

(b) A minority of candidates understood fully what happened last Monday. Details about the school yard, big break and the knife were usually incorrect or not given. Most

candidates got four marks for naming the participants in the fight but that was often the only correct detail supplied.

(c) Candidates performed quite well here. The points about having to work on a project which involved the staging of Romeo and Juliet were usually correct. Not many candidates fully understood that the play should reflect their situation but had got the full six marks anyway without this detail.

Q. 3

(ii) *Bei Onkel und Tante* was correctly identified by the majority as the heading and then accurately explained for a full four marks here.

(iii) *Gemeinsame Interessen* was usually correctly given as the heading but the explanation/translation was not always accurate resulting in the loss of two marks.

(iv) *Wieder zuhause* was usually correct for four marks.

(v) *Mit Shakespeare gegen Probleme* was usually identified as the correct heading but many candidates lost two marks because they were unable to either translate the heading literally or explain the sense of it. These candidates were unfamiliar with the word *gegen*.

Q. 4

Many candidates had difficulties in matching the sentence segments correctly and only managed to score one or two marks out of five, usually for sentences 3 and 5.

Candidates did not seem to fully understand the vocabulary in the sentences.

Angewandte Grammatik (15 marks: 10, 5)

Q. 1 Apart from *Stadtteil* and sometimes *Schauspieler*, most candidates divided the nouns correctly. However, apart from *Lieblingslehrer*, some candidates had difficulties explaining the meanings of the words.

Q. 2 This question was well answered.

Reading Comprehension Text II (60 marks)

Q. 1

Practically every candidate got a full eight marks here. All four of the following details were frequently answered: 'Jeans', 'Jumpers', 'Beer' and 'a party in the school hall'.

Q. 2

Many candidates scored a full twelve marks here and even supplied correct surplus details. The most commonly correct answers were 'limousines', 'buffet', 'an ice sculpture' and 'a break-dance show'.

Q. 3

(a) This question was also well answered with many candidates achieving the full nine marks. A 'DJ', 'buffet' and 'big gala' were often answered by candidates along with lots of other correct details.

(b) Most candidates answered two correct details here which usually were 'tickets cost 30 to 80 Euro' and 'drinks are included'. There were some challenges with the point about 'German students getting the idea from the American Highschool series' and even the point about 'Olaf's firm having organised 120 balls this year' was often not fully

understood. However, most candidates answered two other correct details, and so did not lose any marks.

Q. 4

According to Examiners, this question proved to be somewhat more challenging than the preceding three for many candidates. While the majority supplied two or three correct details, usually ‘on the internet’, ‘the high season is from January to July’ and sometimes ‘she has shops in Hamburg, Berlin and Cologne’, many students misunderstood *vor sieben Jahren*, *der Umsatz steigt*. The idea of ‘every three weeks’ was often missing from the point about the new collection and hardly any candidates fully understood the reason for Angeline Jolie being mentioned. However, many students managed to score eight or even twelve marks out of fifteen because of the range of details available to them.

Q. 5

This question was usually well answered.

Äußerung zum Thema (15 marks)

Reports from examiners confirmed that option (b) was slightly more popular than option (a). Quite a number of candidates completed both options and examiners reported that those candidates inevitably achieved higher marks in option (b). Examiners commented that candidates had the following two difficulties with option (a): (i) Many did not use the reading text for their answers, as required in option (a) but answered from their own experience and (ii) some candidates did not appear to understand the meaning of some of the questions to which they were required to respond.

Option (a) Completing the dialogue as Anne

Content point A

Most candidates got two content marks out of a possible two here but some candidates did not realise that content point A consisted of two questions: *Wie geht's?* and *Wann ist dein Abi-Ball?* Also, some candidates lost content marks because they answered the second question with a detail which was inconsistent with the text. Expression marks were lost because some candidates responded to *Wie geht's?* with *Ich bin gut*.

Content point B

Some candidates misunderstood *wo?* To mean ‘who’ and so scored no marks here. Other candidates answered incorrectly with *in der Turnhalle*.

Content point C

Some candidates misunderstood *wer?* to mean ‘where?’ and as a result got no content marks here.

Content point D:

Most candidates got two content marks here because they attempted to give two tips for the organisation of the debts’ ball, but expression marks were lost due to an inability to use a modal verb correctly.

Content point E

Many candidates lost the mark for content here either because they did not understand the question *wie sieht es aus?* or some candidates who understood the question gave a description which did not reflect the text.

Option (b) Writing an e-mail

Content point A

Most candidates got the two available content points here as they were familiar with these questions from the oral exam. Expression was also generally good.

Content point B

This point proved to be somewhat more challenging for many candidates because they lacked the vocabulary to say 'I am looking for/would like etc' in response to the first question. An inability to use a modal verb meant that some candidates lost expression marks in their response to the second question.

Content point C

Most candidates got the two available content points here but some lost expression marks because of an inability to use the past tense correctly.

Content point D

Content marks were lost here because of the inability of many candidates to formulate a question. Lack of vocabulary was also evident here where candidates used *Uhr* instead of *Stunde*.

Reading Comprehension Text III (40 marks)

Examiners commented that candidates found this to be the most challenging of the three reading comprehension texts.

Q. 1 The Grid

Marco: Subjects and student job presented no problems for the vast majority of candidates. However, 'harbour' was very rarely given for favourite job location with just fish market appearing regularly. It was also quite challenging for many candidates to give one positive aspect of the job. '100 Euro' was often mentioned but without the necessary extra detail of 'day/on Saturday/in eight hours'.

Tobias: The details relating to subjects and job were usually well answered. Favourite job location was usually answered with just the 'city centre' detail. Very few candidates understood the text sufficiently in order to give one positive aspect of his job.

Q. 2

(a) Most candidates only got two or three of the required four points correct. These correct points were usually 'set up homepage', 'work with hotels' and 'write a weblog'. The point about offering champagne tours was often misunderstood and the idea of 'distributing' business cards was often wrong or omitted by candidates.

(b) Full marks were also rare here. Some candidates managed to answer two or three correct details. These usually were 'work with tourist organisations', 'make flyers' and sometimes 'combine factors of time, place and music style'. An attempt was made to answer some of the other details but they were either too incomplete or too inaccurate to get the marks e.g. 'per hour' was often missing from the point about how much money was earned.

Q. 3 True or false

According to examiners, answering varied here, but on average candidates got three of the five answers correct. Questions 1, 3 and 5 were the most common correct answers.

4. Written Production

Schriftliche Produktion (30 marks)

Examiners observed that the majority of candidates chose to answer option (a). In general, candidates who opted to answer option (b) tended to lack key vocabulary for describing the pictures and consequently did not score as highly as the candidates who opted for (a).

Option (a) Letter

Opening: Generally well answered

Content point A: Most candidates achieved three content marks out of three here.

Content point B: Some candidates had a difficulty expressing 'I am bringing ...' for the first content mark here but usually had no problem with describing the age and looks of the partner.

Content point C: Most candidates achieved two content marks out of two here but a sizable number of candidates struggled with the necessary vocabulary e.g. the verb 'to wear' and the words for 'suit' and 'dress'.

Content point D: Some candidates made judicious use of reading comprehension text three in answering this content point and as a result scored a full four content marks here.

Content point E: This content point proved to be the most challenging for candidates. Most candidates did not succeed in conveying the idea of 'looking forward to the evening' in order to get the first content mark and the task of formulating a question for the second content mark was also inadequately managed by many candidates.

Österreich was not known by a large number of candidates.

Closing: Most candidates used a suitable closing formula for the letter.

Expression: Word-order mistakes were common as were mistakes in verb endings. Examiners commented that many candidates seemed unfamiliar with the plural forms of verbs. Also phrases such as *am Montag, mit dem Taxi, im Hotel, im September* were often incorrectly used. However, most candidates' work was legible and the vast majority made a good attempt at covering all the content points which, together with a good opening and an accurate closing formula, resulted in a good overall mark.

Option (b) Picture story

Examiners commented that some candidates performed well in this section and concluded that these were candidates who made the connection with the *Paß verloren* role-play which they had studied in preparation for the German oral examination. However, some of the candidates who chose this option did so without having sufficient vocabulary and this resulted in their work being assessed from the lowest expression category on the marking scheme.

Opening paragraph: Most candidates scored well in this section.

Picture 2: Descriptions of this picture were quite often inadequate because candidates did not know key verbs e.g. to arrive, to travel, to get into the train.

Picture 3: Descriptions of this picture usually included vocabulary from the notice behind the desk and candidates usually scored two or three content marks out of three here.

Picture 4: The verbs to ask, to say and to think were often missing from descriptions of this picture.

Picture 5: Poor vocabulary tended to hamper the descriptions of this picture. The word for policeman was often not known with *der Polizei* being incorrectly used instead.

Picture 6: Most candidates managed to achieve two or three content marks out of three here by using the names provided in the picture and by describing the action of eating spaghetti.

Expression: Lack of relevant vocabulary presented the greatest challenge for candidates here. Some candidates resorted to using English words and in some cases where the German verbs were known the incorrect endings were used. There were also problems with word-order and very little attempt was made to use time phrases to link one picture with another.

3.4 Conclusions

- Examiners noted that there has been a general improvement in candidates' aural skills. Questions were answered in good detail. However, a minority of candidates still have difficulty with number and letter recognition in German, particularly numbers with a decimal point and the letters 'e' and 'i'
- It was generally felt that the three texts were well chosen and well answered by the majority of candidates. However, it was noted that some candidates do not answer with sufficient detail and lose marks as a result
- A sizable minority of candidates still do not base their answers to the *Äußerung zum Thema* option (a) on the text and consequently lose marks
- There has been a marked improvement in the number of candidates who include a suitable closing formula in the letter
- Candidates lose marks in the *Äußerung zum Thema* and *Sprachliche Produktion* sections due to lack of adequate vocabulary. When basic verbs, nouns and adjectives are not known, candidates score poorly on both content and expression in both of these sections.

3.5 Recommendations for Teachers and Students

- While most candidates performed well in the aural section, it was recommended by examiners that teachers would keep up the good practice of focusing on aural skills. Constant revision of numbers, (especially fractions and

decimals), times, dates and spelling would continue to improve students' performance in this section

- While many candidates achieved good marks in the reading comprehension section, there is still scope for some students to improve. This improvement can be attained by answering the questions in good detail, even by aiming to answer in more detail than specified by the question.
- Continuous learning of vocabulary lists is recommended as a way of improving the answering in both the listening and reading comprehension sections. This learning should focus on learning specific topic lists e.g. buildings, furniture, school etc.
- Examiners commented that some candidates' skills in the *Äußerung zum Thema* and *Sprachliche Produktion* sections need to improve. Mistakes in word-order, verb endings, and capital letters occur frequently and cause candidates to lose marks. It is recommended that students get plenty of practice in the formation of questions both by putting the verb first and by using an interrogative, as many students were unable to formulate questions properly in both these sections
- Some examiners commented that candidates at this level would benefit from basic grammar practice. This basic grammar should include practising verb endings, both singular and plural, in the present tense. A limited knowledge of the past tense would also be an advantage. It was noted that some candidates were unable to use modal verbs correctly, so practice in their use would certainly be beneficial. Finally, constant practice in writing, focussing on the correct use of capital letters, would improve the overall accuracy of the candidates' written German
- It is recommended that students learn simple phrases which they can incorporate into their written work. These would include phrases such as *am Montag, am Wochenende, mit dem Zug, dann, nachher, ich freue mich auf die Ferien, es gibt* etc. Some students also showed a lack of vocabulary when they needed to use basic verbs such as to wear, to travel, to meet, etc. Knowledge of these verbs would have enhanced some students' marks considerably
- Revision of German oral examination materials in the weeks prior to the written examination could pay dividends for students as some aspects of the

Äußerung zum Thema and/or the *Sprachliche Produktion* sections are often connected to the topics covered in general questions, picture stories or role plays students have studied for the oral examination.

3.6 Exemplars of Standard

Exemplar 1 - Äußerung zum Thema (15 marks)

Option (a) See page 15 of marking scheme

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

Completing the dialogue as Anne based on the information in Text II. **Total marks awarded: 12/15**

Sie : Hallo Anne! Wie geht's? Sag mal, wann ist dein Abi-Ball?

Anne: Hallo. *Mir geht's gut.* (A1) *Ich habe im September mein Abi-Ball.* (A0)

Sie: Wo feiert ihr denn?

Anne: *Wir feiren im Park Hotel in Köln.* (B1)

Sie: Wer kommt alles zum Ball?

Anne: *Meistens kommen die Eltern, die Lehrer* (C1) *und die Schüler* (C1)

Sie: Kannst du mir Tipps geben für unseren Leaving Cert Ball? Ich bin an meiner Schule im Organisations-Komitee.

Anne: *Ein Buffet muss sein,* (D1) *, ein DJ-Profi liefert die Musik* (D1)

Sie: Du hast bestimmt schon ein Ballkleid. Wie sieht es aus?

Anne: *Es ist ein typische Ballkleid, langer und sehr schönes.* (E1)

Commentary

The candidate lost one content mark at content point A because he/she gave the wrong information (September instead of June) but apart from that slip the rest of the content was accurately taken from the text. The candidate's expression was very good and was placed at the top of the middle category (see marking scheme page 19). There were no word-order mistakes but there was a verb mistake at content point B (feiren), a modal verb should have been used for the second content point at D, and there were adjectival ending mistakes at content point E.

Exemplar 2 - Äußerung zum Thema (15 marks)

Option (b) See page 16 of marking scheme

The following answer was awarded 8 marks out of 8 for content and 3 marks out of 7 for expression. The content marks awarded are shown in brackets.

Writing an email. Total marks awarded: 11/15

Say who you are (name, age, town, country)

Ich heiße James Kavanagh.(A1) Ich bin 18 Jahre alt. Ich komme aus Irland. Ich wohne in Wicklow. (A1)

Say you are looking for a job in Berlin and for how long you wish to work.
Ich suche ein Nebenjob in Berlin. (B1) Ich kann arbeiten für sechs Monate. (B1)

Mention what previous job experience you have (waiter/waitress/DJ/barkeeper...) where you worked, for how long
Ich bin gearbeitet in einer Kneipe hier in Irland (C1) für ein Jahr. (C1)

Ask about working conditions (pay, working hours, accommodation)
Wie viel Euro machst du? (D1) Wie viele Stunden arbeitest du jeden Tag? Wo schlafst du? (D1)

Commentary

The candidate covered all four bullet points on the examination paper adequately and got full content marks. At content point D, the candidate did the right thing by attempting to answer all three points on the paper even though only two were required by the marking scheme for full marks.

The candidate's expression mark was placed in the bottom of the middle category (see page 19 of the marking scheme). Some of the candidate's verbs are correct, particularly at content point A and the use of *ich suche* (albeit with an Umlaut!) and *ich kann* in content point B is good. However, there are verb mistakes at content point C (*Ich bin arbeiten*), and content point D (*machst* and *schlafen*). In addition to these mistakes there are word-order mistakes at content points B and C, case mistakes at content points B and C, along with numerous spelling and capital letter mistakes which reduce the candidate's expression mark.

Where no content marks were awarded (content point D, second sentence), no mistakes in expression are taken into account. This statement (*Wie viele Stunden arbeitest du jeden Tag?*) was not accepted for content because of the use of *Uhr* instead of *Stunden*.

Exemplar 3 - Schriftliche Produktion (a) The letter

See marking scheme page 20

This candidate got 3 marks out of 5 in the opening paragraph of the letter, 14 out of 15 for content and 5 marks out of 10 for expression. The content marks awarded are shown in brackets.

Total marks: 22/30

Ich will zu meinem Abi-Ball gehen in meine Schule (A1) am 29. Juli.(A1) Zwanzig Eltern und Lehrer und sechzig Schüler kommen.(A1)

Ich will mit meiner Freundin gehen.(B1) Sie ist sechzehn Jahre alt.(B1) Sie hat lange schwarze Haare und grüne Augen.(B1)

Ich will ein schwarzes Suit und schwarze Schuhe tragen.(C1) Meine Freundin will ein lange rote dress tragen.(C0)

Es gibt eine Limousinenservice für jeden Schüler.(D1) ein DJ-Profi liefert die Musik, (D1) ein Fotograf macht richtig tolle Gruppenfotos. (D1) Es ist organisiert bei Eltern und Lehrer. (D1)

Ich freue mich mein Abi-Ball.(E1) Hast du ein Abi-Ball in Österreich? (E1)

Schreib bald,

Dein Freund Joe (C1 1)

Commentary

The candidate covered the content points very well and only lost one content mark at content point C as he did not adequately describe what his friend is wearing. He got no content marks for use of the word 'suit' but compensated by at least having *schwarze Schuhe*.

The expression mark of 5 comes from the bottom of the middle category of the marking scheme. The candidate's use of word-order is quite good. There is good use of a modal verb and an infinitive at content point C and accurate formation of a question in content point E. However, there are three word order mistakes within the first sentence and at the last part of content point D. There are also a number of case and spelling mistakes. All of these errors combine to place the expression at the lower end of the middle category.

Exemplar 4 - (b) The Picture Story

See marking scheme page 21

This candidate got 3 marks out of 5 for completing the opening paragraph, 15 out of 15 marks for content and 5 marks out of 10 for expression. The content marks awarded are shown in brackets.

Total marks: 23/30

Bild 2

Sarah geht in die Hauptbahnhof. (A1) Sie bringt rucksack mit. (A1) Sie geht mit Linie 7 zu die Universität.(A1)

Bild 3

Sarah geht zum informationstisch in Magdeburg.(B1) Sie wollen ein Zimmer.(B1) Es kostet 120Euro pro Monat. (B1)

Bild 4

Die Frau muss Sarahs Pass sehen.(C1) Sarah schreiben sein Name.(C1) Sie vergessen sein Rucksack an dem hauptbahnhof.(C1)

Bild 5

Sarah geht zum Polizei. (D1) Sie beschreiben die Rucksacke.(D1) Die Polizei hat die rucksacke.(D1)

Bild 6

Sarah gehen in die Zimmer. (E1) Sie wohnen mit drei Studenten.(E1) Sie essen Spagetti und sprechen über die Schule.(E1)

Commentary

Three relevant statements are required for each picture and one content mark is awarded for each statement. This candidate managed to make these three statements and got full content marks.

The candidate was awarded 5 marks out of 10 for expression which means his/her expression was judged to be at the bottom of the middle category of the marking scheme. His/her level of vocabulary is quite good with some good verbs being used (*vergessen, schreiben, beschreiben*) but the verb endings are frequently incorrect. His/her use of capital letters is inconsistent and there are mistakes in the use of possessive pronouns (*sein* instead of *ihr*), the incorrect use of *geht* for *fährt* and the use of *Polizei* instead of *Polizist*. All of these factors combine to put the expression at the bottom of the middle category.

4 Higher Level

4.1 Introduction

The Higher Level Leaving Certificate German examination has been examined since 1997. In 2010, 4,396 candidates or 60% of the total candidature for German sat the Higher Level examination.

Numbers taking German at Higher Level

The Higher Level examination has four main components:

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%

4.2 Performance of Candidates

The percentage of candidates achieving each grade in the Leaving Certificate Higher Level German examination from 2008 to 2010 is indicated on the following table:

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2008	4,440	15.5%	35.3%	36.9%	87.7%	18.6%	1.7%	0.2%	0.0%	1.9%
2009	4,356	14.7%	27.9%	33.7%	76.3%	21.7%	1.9%	0.1%	0.0%	2.0%
2010	4,396	13.5%	28.5%	37.6%	79.6%	18.9%	1.3%	0.2%	0.3%	1.8%

Table 3: Grade outcomes in Leaving Certificate German (Higher Level) 2008-2010. (Grade data represent percentages.)

4.3 Analysis of Candidate Performance

Oral Production: 100 marks (25%)

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

Listening Comprehension: 80 marks (20%)

The Listening Comprehension consists of four parts. In 2010 the first part was an interview with a journalist. All questions were to be answered in English. The second part was a telephone call to a recruitment agency. Question 1 was to be answered in German and Question 2, which tested the language used in the telephone-call, could be answered in English or German. The third part was a dialogue between two students, one of whom was looking for accommodation. Questions were to be answered in English. The fourth part was a news bulletin followed by a weather report and all questions were to be answered in English.

Examiners reported that candidates generally performed well in the aural examination.

First Part (30 marks)

Candidates performed best in this part.

1. In Question 1 three details about the journalist were required. Most candidates gave three details but many wrongly stated that she lived in Cologne. Some candidates had difficulty with 'WDR'. The spelling of 'Köln / Cologne' also proved challenging for some candidates.
2. (i) Almost all candidates gave the correct answer here.

(ii) This question was generally well answered but many candidates did not achieve full marks as they answered that the programme was broadcast from '10-12' instead of at 'ten minutes to twelve'. Some also thought the programme was called *neunundhalb*
3. This question was generally well answered.
4. (i) Most candidates managed to give the required details but many misunderstood *deutlich* and thought it meant 'German'.

(ii) Candidates were asked for three details about a typical working day. Most gave two correct details. Very few candidates managed to include the detail about 'researching the topics' in their answers.
5. This question was generally very well answered.

Second Part (15 marks)

Examiners reported that many candidates had difficulty describing what the 'Problem' was in Question 1. The other questions were well answered.

1. Very few candidates answered Question 1 in English. This is a very welcome improvement. Examiners reported that most candidates did not understand the words *Bewerbung abgeschickt*. The correct box was ticked by the majority and the telephone number was with few exceptions correctly answered.
2. Almost all candidates managed to give three examples of language used. Some wrote *Bienen* instead of *Beinen* and some also had difficulties with *vor mir* and wrote *für mir* instead.

Third Part (14 marks)

The third part was a dialogue between two students, one of whom was looking for accommodation and the other was sharing a house. Examiners reported that candidates had little difficulty with Questions 1 and 2. However, Question 3 posed a much greater challenge.

1. Most candidates scored full marks here.

2. Most candidates got full marks here also.
3. (i) Very few candidates seemed to know the word *Papagei*.

(ii) Examiners stated that a large number of candidates were challenged by this question.

Fourth Part (21 marks)

Part four was a news bulletin followed by a weather report. Examiners reported that, although this was very student-friendly, a few questions proved challenging for candidates.

1. (i) Very few candidates had difficulty with 1.7 million. Some candidates, however, answered 3.4 or 7 million.

(ii) Candidates were asked for two details as to why more and more people were moving to Berlin. Examiners stated that most managed to give one correct detail only ('culture' being the most common). Many misunderstood *Umzug* to mean 'train' and *Studium* was misinterpreted to mean 'Studio'.
2. Candidates were required to give two details but the majority only managed to answer the detail about the radio station being multicultural.
3. Most candidates scored full marks for this question.
4. Most scored full marks for this question.
5. Most candidates answered correctly that 'the weather is getting cooler' or gave the correct temperature. Many candidates did not mention 'low-pressure'.

Reading Comprehension: 120 marks

TEXT I: Leseverständnis (60 marks)

Examiners reported that candidates generally coped well with the literary text but stated that there were pitfalls into which even native speakers fell, for example, in the first question when giving the narrator's age. Correct pronoun and possessive adjective usage proved challenging for some candidates. A small number of candidates gave details about the grandmother instead of the narrator. Examiners also indicated that candidates were generally challenged by the requirement to manipulate the answers to the questions posed in German. Candidates who quoted verbatim from the text without any attempt at manipulation were penalised in the marking. Sometimes examiners found it difficult to decide if candidates showed true comprehension in these instances.

Frage 1

- (a) Tense and gender were the greatest challenges for candidates in this question. Most candidates answered incorrectly that the narrator was 25 years old.

- (b) Most candidates gave two details but examiners noted that many seemed unable to manipulate the German text.
- (c) Many just gave one detail here (*Sie zog ins Seniorenheim*).
- (d) This question was well answered.

Question 2

- (a) This question proved challenging for most. Examiners reported that candidates generally did not know the following items of vocabulary: *ausräumen*; *abreißen*; *tapezieren*; *anstreichen*; *Dachboden*; *Teppichboden*.
- (b) Most candidates got full marks here. Some answered 'friend instead of friends'.

Question 3:

- (a) Candidates were required to give details regarding a job offer to the narrator. Examiners reported that this question was challenging for many candidates who seemed to have difficulty with the vocabulary *Hausmeister* and *Heimleiterin* and sometimes candidates tended to get the two people mixed up.
- (b) Examiners stated that candidates also had difficulties with this question. Most translated *eine Art Museum* to mean 'an Art Museum'. Very few candidates managed to answer the detail about 'showing what life used to be like on a farm' or the idea of 'buying agricultural equipment'.

Question 4:

Candidates were asked about the theme of change in the excerpt. Examiners reported that candidates performed well here. Some repeated the 'Art Museum' mistake and more challenged candidates mistook *Bauernhof* for *Bahnhof* or wrongly translated *Bauernhof* as 'barn/ barnhouse'.

TEXT I : Angewandte Grammatik (25 marks)

Examiners stated that this section was attempted by almost all candidates who seemed to find Question 1 more to their liking than Question 2

1. This question required candidates to analyse five nouns and in the case of each noun to state Number; Gender (if singular) and Case. Most performed very well on Number, but some had difficulty with Gender and Case.
2. In this question candidates were required to change five verbs from the Imperfect into the Present Tense. Examiners reported that it was generally poorly answered. Typical incorrect answers were: *ziegt...um* (for *zieht...um*); *trefft*; *sammelte*; *findt*; *wolle/wollt*.

TEXT II: Leseverständnis (60 marks)

Text II was about a mobile open-air cinema and examiners reported that candidates managed this comprehension better than Text I. In Question 1 (questions in German) many had difficulty manipulating the text. Marks were also lost as a result of insufficient correct details in answering.

Question 1:

- (a) Five details were required and most candidates managed to give four. Very few answered that 'it was transported by means of a bicycle'.
- (b) There was a lot of quotation from the text without manipulation here. Candidates were used to the word *Unterschied* but appeared to have difficulty with *Gemeinsamkeit*.
- (c) Examiners found that some candidates who were challenged by this question just quoted directly from the text, rather than attempt manipulation, and hoped for the best.

Question 2:

- (a) Most candidates understood the principle behind the cinema.
- (b) Most candidates correctly answered two of the three steps in the setting up of *cinéma solaire*. Many failed to mention that the projector is connected to the screen.

Question 3:

- (a) Candidates were required to give two factors which lent the cinema its charm. Most candidates gave at least one factor.
- (b) Many candidates gave two correct details but only more able candidates gave three as required by the marking scheme. Few candidates managed to express the idea of 'No sun, no cinema'.

Question 4

Candidates were required to match up sentence halves. Most had two or three correct here.

TEXT II: Äußerung zum Thema (25 marks)

The *Äußerung zum Thema* is a written production exercise in which candidates are required to write approximately 100 words on one of two topics. The first topic is closely based on the preceding comprehension text, the second topic is more general but related to the first topic. According to statistics compiled by examiners, over 80% of candidates chose option (a) *Werbung fürs Kino*. Examiners reported that candidates had no difficulty writing the required 100 words.

(a) Werbung fürs Kino

A.

Candidates were required to describe a photograph related to the topic of open-air cinema. Very many candidates scored 5 Content points here.

B.

Candidates were asked to write three sentences which could be used to advertise for an open-air cinema. Examiners reported that many candidates were challenged here as they did not seem to know the meaning of *werben*. Examiners stated that these candidates resorted to quoting lines from the reading comprehension text in the hope that they might be apt. Others went off on a tangent about advertising without any reference to the open-air cinema.

C.

In this section candidates were asked to name two films they liked and to state why they liked them. This was generally well answered.

Exemplars of complete answers presented by candidates follow at the end of this report after the analysis of candidate performance.

(b) Jugendwettbewerb

Examiners reported that this option was chosen by many candidates who seemed to have native German fluency. According to examiners, marks achieved for content were generally very high.

A

Candidates were asked to describe a photograph showing four people, two of whom were receiving an award. This was well done by all.

B

Candidates were required to write about a competition held in school or in Ireland. This section was generally well answered.

C

In the third section candidates were asked to suggest two topics for a video competition and to give reasons for their choice of topics. This was also well answered.

Common Errors

Examiners noted a number of common errors in the *Äußerung zum Thema* exercises as follows:

- lack of agreement in endings of verbs e.g. *Sie (= they) sieht glücklich aus.*
- word-order mistakes e.g. *In dem Foto ich sehe...*
- cases incorrect e.g. *In das Foto,*
- genders of common nouns were incorrect e.g. *die Kino*
- incorrect prepositions e.g. *Sie sitzen an einer Box*
- *Mann* and *man* were confused

- *dass* and *das* were confused.
- *also* was used for *auch*
- Nouns were not written with a capital letter
- There was interference from English e.g. *Sie sind sitzen...*
- Candidates had difficulty using the verb *gefallen* e.g. *Zwei Filme, die ich gefalle...*

Schriftliche Produktion (50 marks)

Candidates were required either to respond to a letter relating to matters such as website forums for teachers and students, interview tips, post Leaving Certificate parties and dancing classes or to write a guided essay covering the themes of camping holidays, holidays with family or friends and team spirit. Approximately 96% opted for the letter. Both written production tasks seemed to have been very accessible and examiners reported that high content marks were achieved overall. Candidates were asked to write approximately 160 words.

(a) Letter

Opening: This was generally well answered by candidates.

A.

The first point in the letter related to Internet sites providing tips for the Leaving Certificate and preparations for the Leaving Certificate generally. Candidates scored well here but some neglected to answer the question about their own preparation for the examination.

B.

The second point concerned the post Leaving Certificate holiday with friends. According to examiners this topic was close to candidates' experience and was well answered.

C.

In the third part of the letter candidates were asked for their advice prior to a job interview. Examiners noted that this section posed a greater challenge to candidates and their answers frequently showed a lack of familiarity with the Imperative Mood. Candidates who tried the *Du sollst...* formula often neglected to supply a verb at the end of the sentence or placed the infinitive immediately after the modal verb.

D.

The fourth section of the letter referred to the Graduation Ball and to dancing lessons. This was generally well answered but many candidates failed to respond to *Verrückt, nicht?*

Closing: Most candidates provided an apt closing to the letter.

Exemplars of answers presented by candidates follow at the end of this report after the analysis of candidate performance.

(b) Guided Essay

The alternative option to the letter was taken by approximately 4% of candidates.

A.

Initially candidates had to describe a photograph showing a family at a campsite having a picnic. This was well answered by the majority of candidates.

B.

In the second section candidates were asked for two reasons why camping is so popular among Germans. They were then asked if Irish people are just as enthusiastic about camping and to explain why or why not. Examiners stated that candidates performed well here but many did not elaborate on why Germans or Irish people like to go camping.

C.

Candidates were required to describe their ideal camping site and to give the reasons for their preferences. Examiners reported that, apart from dealing with *Ausstattung*, candidates answered well.

D.

In this section candidates were required to give their opinion on the advantages and disadvantages of holidaying with family and with friends. Examiners stated that this topic seemed to have appealed to candidates and the majority responded very well to it.

E.

According to examiners this section was the least well-answered. Candidates had difficulty expressing themselves in the Past Tense and many neglected to state what they had learned from working in a team.

Exemplars of complete answers presented by candidates follow at the end of this report after the analysis of candidate performance.

Common errors encountered

Examiners noted a number of common errors in the written production exercises. These included:

- Difficulties with correct form of the present tense of irregular verbs (*sehen, wollen, müssen*)
- Incorrect use of possessive adjectives, especially *sein / ihr*
- Interference from English: *In meiner Meinung; bekommen* incorrectly used for *werden; er will* incorrectly used for *er wird*.
- Word-order errors, especially failure to invert, or to place the verb at the end of the sentence after subordinating conjunctions and modal verbs.
- Endings of irregular verbs, especially modal verbs, were incorrect.
- The Present Continuous Tense, translating word for word from English to German: *'ich bin lernen'*;
- Genders of common nouns were not known e.g. *'Vorteil; Nachteil'*;

- Items of clothing and their genders were not well known;
- *Mann* was used instead of *man*;
- Word Order mistakes were frequent after *weil* and *dass*;
- Commas before conjunctions were frequently omitted;
- *Studenten* was used for *Schüler* and *studieren* for *lernen* ;
- the Imperative was frequently used incorrectly;
- Reflexive pronouns were frequently omitted e.g. *sich entspannen*; *sich vorbereiten*.
- *nicht ein* was used instead of *kein*;
- *dass* and *das* were mixed up;
- Future tense *werden* was frequently used without the main verb in the Infinitive form;
- many had difficulties with *als/wenn* and *als/ wenn/ wann*
- *für es* was used instead of *dafür*; *über es* for *darüber*
- *werden* and *würden* were confused as were the following: *wollen/werden*; *auch/also*; *bevor/vorher*; *Uhr/Stunde*; *jede/alle*
- There were difficulties translating 'to': *Wir fahren zu Spanien*
- *Putzen* was used to translate 'to put'.
- *Noten* was used for *Notizen*.
- *Der ist...* was used for *es gibt....*
- *Hilflich* was used for *hilfreich*.
- *Gehen* was used instead of *fahren*.
- *Fragen antworten* was used instead of *beantworten*
- *Das hört gut* was used for *Das hört sich gut an*

Examples of good idioms / vocabulary

Examiners also noted the following examples of idioms/ phrases and vocabulary used.

- *das A und O des Lebens*
- *Ich bin fix und fertig*
- *dem Alltag entrinnen / entkommen*
- *seinen Horizont erweitern*
- *Informationsquelle*
- *todmüde sein*
- *als schlapp gelten*
- *unter Druck leiden*
- *ohne Fleiß, keinen Preis*
- *Ehrlich gesagt,....*
- *Es springst ins Auge, dass....*
- *Übung macht den Meister.*
- *Tagaus, tagein...*
- *Ich habe zwei linke Füße*
- *Ich bin eine totale Niete im Tanzen*
- *Trag auf keinen Fall zu viel Schminke.*
- *Entspann dich einfach, immer schön die Ruhe bewahren.*
- *Ein gepflegtes Aussehen macht immer einen guten Eindruck.*
- *Man gewinnt den Eindruck...*

- *Es ist zu bedauern, dass ich nie einen Tanzkurs gemacht habe.*
- *Ich bin eine Leserratte*
- *Er findet immer ein Haar in der Suppe.*
- *Der Apfel fällt nicht weit vom Stamm.*
- *Das ist nicht mein Bier.*
- *Ich schwimme nicht im Geld.*
- *Ich bin gut im Umgang mit Kindern.*
- *Dort, wo sich Fuchs und Hase gute Nacht sagen.*
- *Zu viele Köche verderben den Brei.*
- *Sei immer höflich zu den Leuten und dann kann gar nichts schiefgehen.*

4.4. Conclusions

- Candidates generally found the examination very accessible
- Examiners commented that candidates performed better on the listening section than in previous years
- Reading comprehension, Text I, proved more challenging for candidates than Text II
- The grammar section proved very challenging for the majority of candidates
- Candidates generally scored high content marks in the written production exercises with the exception of *Äußerung* (a), section B, where the verb *werben* was not understood by many candidates.

4.5 Recommendations to Teachers and Students

It is recommended that teachers:

- use the target language as much as possible in class
- provide opportunities for students to work through more Listening Comprehension exercises
- encourage students to build up their vocabulary during listening and reading comprehension exercises
- ensure that students are familiar with the Imperative, verb-endings and the different tenses
- ensure that students get adequate practice at using conjunctions which affect the position of the verb
- draw attention to 'false friends' like the German word *Art*
- encourage students to avoid complicated constructions

It is recommended that students:

- listen to CD's of previous examinations on a regular basis

- do not automatically choose the first option in Written Production Sections. The second *Äußerung zum Thema* or the alternative to the Letter may be more accessible for you
- use short, correct sentences rather than long, incomprehensible sentences
- leave time to re-read and correct written work, paying special attention to word order, verb endings, tenses and cases
- watch pod casts from various German TV stations via the internet
- familiarise themselves with past marking schemes and Chief Examiners' Reports
- keep the materials used in preparation for the oral examination. Some themes reappear on the written examination paper
- read questions carefully and ensure to answer what has been asked
- practise verbs and learn the main tenses of common irregular verbs and modal verbs
- get lots of practice at inversion and German word-order
- watch German films with subtitles if necessary
- take an interest in what is happening in Germany
- practise how to express opinions (*Meiner Meinung nach* + Verb), verbs of agreement (*Du hast Recht.*), verbs of disagreement (*Das stimmt nicht.*)
- do not use pencil in examinations
- keep a daily diary in German

4.6 Exemplars of standard

Exemplar 1 – Äußerung zum Thema (a)

The following example (transcribed as written) scored 10/13 Content marks and 3/12 Expression marks:

A

Ich sehe zwei junge. (1) Sie sind im Park. (1) Sie sitzen am eine schwarze Box. (1) Sie tragen brief und sandeln. Es ist Sommer (+1) den die Sonne schient. (+1)

B

Man kann um für ein Open Air Kino zu werben benutzt, denn es ist sehr Alt-modern und es ist eine tolle tag reise. Die Open Air Kino ist sehr alt und romantisch (1) aber im Irland es gibt keine Open Air Kino, denn es regnet zu oft, lieder. Die Open Air Kino sind sehr spaß, in meine Meinung nach. Ich liebe gehen nach die Open Air Kino einiges tag, hoffentlich.

C

Ich finde die Film „Twilight“ sehr gut. Ich liebe die bucher und die Film war sehr interessant und fantastisch. (1) Ich liebe Edward und Bela, sie sind sehr romantisch (1) Die Film ist zwei Stunde, nich zu lange und ich finde das ganz gute.

Ich finde die Kinofilm „Breakfast at Tiffanys“ ganz gut. Es ist eine alte film mit Audrey Hepburn. (1) Es ist ein schwarzes und weiße Film und ich finde das sehr interessant.(1) Es ist mein Lieblingsfilm auf dem Welt und Audrey Hepburn sind super.

Exemplar 2 – Äußerung zum Thema (b)

The following is an example of a well-written response which scored full marks even though there are some minor mistakes (included):

A.

Auf dem Foto sieht man vier Personen vor einem Plakat.(1) Sie sind alle männlich.(1) Die beiden in der Mitte sind jugendlich (1) und die beiden äußeren sind eher schon etwas älter. (+1) Die beiden Jugendlichen halten Urkunden in der Hand. (+1)

B.

In unserer Schule gibt es jedes Jahr den Musikwettbewerb „Jugend musieziert.(1) Da gibt es drei Kategorien, Klassik, Pop und Theater / Oper. (1) Jedes Jahr machen ungefähr 100 Schüler aus unserer Schule mit. (2) Der Preis ist eine Musikwoche in den Ferien mit Musikspezialisten.

C.

Ein gutes Thema für einen Video-Wettbewerb wäre „Die Umwelt“. (1) Der Grund? Das ist ein Thema, das viele Jugendliche heutzutage ignorieren. (1) Sie müssen sich mit diesem Thema auseinandersetzen.

Ein anderes Thema wäre „Abi-Stress“ (1) Viele Forscher arbeiten daran herauszufinden, was man an unserem Schulsystem ändern könnte. Jugendliche hätten dann auch die Möglichkeit, das selber zu erforschen. (1) (All Content marks are now used up) Man kann viel daraus lernen. Für die Jugendlichen wäre das außerdem eine tolle Möglichkeit ihre Meinungen zu äußern.

Exemplar 3 – Schriftliche Produktion (a)

The following example achieved full marks:

Liebe Simone,

Es tut mir auch leid, dass ich so lange nicht geschrieben habe. Das ist jetzt schon einen Monat her, seid ich deinen Brief erhalten habe. (2)

Das mit der Internetseite finde ich eine sehr gute Idee. (1) Hier gibt es auch so was Ähnliches, www.skool.ie. (1) Aber ich bereite mich am Besten vor, wenn ich mir selber Notizen mache. (1) Durch das Schreiben lerne ich das einfach am Besten. (+1) Das Internet benutze ich dann, um mich nochmal zu beruhigen,(+1) dass ich alle Themen durchgearbeitet habe, (+1) Am Computer gucke ich auch nach den Antworten zu den Abiprüfungen aus den letzten paar Jahren. (+1) Aber meißtens schreibe ich am Computer nur E-Mails an meine Freunde (1) oder ich lade mir neue Musik runter. (+1)

Ja, wow! Barcelona hört sich echt toll an. (1) Und dann auch noch in einem 4-Sterne-Hotel. Meine Mutter war letztes Jahr dort und ihr hat es gut gefallen. Also wirst du viel Spaß haben. Jugendliche in Irland fahren normalerweise nach Spanien. (1) Das Ziel ist meißtens sich zu betrinken. Ich habe diesen Sommer was ganz Besonderes geplannt. Ich fahre mit einer

Schülergruppe nach Rom. (1) Wir wollen dei Sehenswürdigkeiten besichtigen. (1) Ich freue mich schon riesig darauf.

Du hast ein Bewerbungsgespräch? Dann bist du bestimmt richtig aufgeregt. Ich würde dir raten das mit deinen Eltern zu üben. (1) Außerdem solltest du dir ein paar Notizen machen.(1) Das macht dich dann selbstsicherer. Du sollst auch nach dem Gehalt fragen, (1) und es ist wichtig, dass du dich echt interessiert zeigst. (1) Es ist auch wichtig, dass du ausgeschlafen bist. Ich wünsche dir schon mal viel Glück.

Das mit dem Tanzkurs, das finde ich klasse!(1) Du kannst bestimmt gut tanzen. Ich bin ganz neidisch. Ich habe so einen Tanzkurs noch nie gemacht. (1) Hier gibt es so was nur für ältere Leute oder Hochzeiten und so. (1) Die Jugendlichen machen mehr hip-hop Tanz und Ballett.(1) Aber ich würde das echt gern mal ausprobieren.

So, jetzt muss ich Schluss machen. Ich muss für meine Prüfung pauken. Ich freue mich schon auf deinen nächsten Brief. (2)

Bis bald
Deine
Mary

Exemplar 4 – Schriftliche Produktion (b)

The following example scored 22/25 Content marks and 13/25 Expression marks:

A

Auf dem Foto sehe ich ein Familie.(1) Sie zelten in ein Campingplatz. (1) Sie sind draußen in die frische Luft.(1) Sie kochen das Mittagessen. (1) Sie sieht glücklich aus. (1) Sie sieht gesund aus. (+1) Es gibt zwei Kinder und zwei erwachsene.(+1)

B

Es gibt ein Menge Gründe, warum es so populär ist. (+1) Im Sommer das Wetter in Deutschland ist sehr schön. (1) Zelten ist auch sehr gesundes. (1) Man ist die ganzen tag draußen (+1) und man kann sport treiben oder wandern. (+1) Man kann gesundes Essen kochen. Meiner Meinung nach gehen die Iren zelten so gerne wie die Deutschen. (1) Wir haben ein Menge Campingplatz bei uns hier in Irland. Viele junge Leute zelten gern, weil es macht Spaß.(1) Es gibt kein Zweifel daran.

C

Mein ideale Campingplatz sehen sehr groß aus. (1) Es gibt eine Menge bäume und tiere. Es ist auf den Bergen (1) mit ein große Lage in der Nähe. Es gibt keine Lärm und viele frische Luft! (1) Ich wandern gern und ich schwimme auch gern.

D

Meiner Meinung nach gibt es vorteile und nachteile. Um ein Urlaub mit familien und ein Urlaub mit Freunden. Ich würde lieber ein Urlaub mit meine Freunden machen. Die Vorteile sind viel. Man ist unabhängig (1) und man hat mehr Freiheit (1). Wenn man

mit Familie ist, hat man zu wenig freiheit. (1) Es gibt vorteile und nachteile mit dieser beiden Urlauben.

E

Ich habe ien Projekt in Englisch unterricht gemacht. (1) Es war gut. Ich arbeite lieber allein, da es schneller geht. (1) Ich habe viel gemacht und die anderen Studenten hat nur ein bißchen gemacht. Ich arbeite lieber allein, weil es ist mein eigenes Arbeit. Ich habe mit die anderen Studenten gespracht. Wenn man in einem grup arbeiten, ist man zu anderen Studenten abhängig. Wenn man glücklich ist, das Arbeit ist einfach. Wenn man in einem Team arbeiten macht es Spaß. (1)