

GERMAN

Paper 9780/01
Speaking

General comments

The fifth series of this examination was tackled successfully by the majority of the candidates. They approached both parts of the test with confidence and were able to cope with its demands without any major difficulties, due to their own preparation and the guidance they had received from their teachers. All candidates (including those in the Centres new to this specification) were familiar with the format of the examination and had obviously been well prepared.

The key to success is effective communication and a willingness to show relevant factual knowledge and express opinions on a variety of topics. Candidates need to have a wide range of structures and vocabulary at their disposal, and they need to be confident about using the language patterns they have acquired, both in the unfamiliar situation of the article discussion and the topic discussion. To achieve the best marks it is also important that they have the versatility to respond to unexpected questions within their topics.

Comments on the individual parts

Part 1

Four articles under the general headings of work and leisure, cultural life, contemporary aspects of Germany, and medical advances were offered, with candidates choosing one. The themes of all four topics proved accessible, and candidates presented a wide range of ideas and personal views on each. All four cards were chosen by a good proportion of the cohort, with the text on contemporary aspects of Germany proving the most popular. The article on work and leisure was also chosen by a good number of candidates, while the texts on cultural life and medical advances were chosen slightly less often. Candidates made good use of the opportunity given to them during the preparation period for making brief notes on a separate sheet of paper. These notes can be used as prompts or reminders during the examination, but must not impede a spontaneous and genuine conversation.

As candidates were familiar with the format of this part of the test, they explored the wider aspects of the topics very successfully, with the result that successful and meaningful conversations ensued, covering many different angles. Candidates were clear about the fact that for the topic discussion no in-depth or specialist knowledge of the topics is required, but that the best conversations occur when they can present clear and well thought-through opinions. Most candidates also made good (in some cases excellent) attempts to lead the conversation.

Most candidates were able to score high marks for Range and Accuracy as well as Pronunciation and Intonation. It was evident that they had been taught the linguistic skills needed to communicate competently in unexpected situations, and that they had at their disposal the linguistic structures necessary to do this successfully.

Card 1: Die Zukunft von Arbeit und Freizeit

Most candidates who chose this card summarised it without difficulties. Questions covered future trends in the jobs world, increasing computerisation, the recent trend of increased working hours and the implications of modern media and communication for both work and leisure. Questions on wider issues dealt with people's right to have leisure time, meaningful ways for spending it, the perceived main purpose of work, hopes and fears candidates might have about their own future role in the world of work, stress in the workplace and whether the right to work is indeed a human right.

Card 2: *Daniel Barenboim – ein Dirigent des Friedens*

This text was chosen by some of the best candidates. Therefore, the summaries offered were mostly excellent. Questions on the text covered potential differences between entertainment and culture, questions on what one can learn from an exposure to culture, the role of artists in our modern society and their significance as potential role models. Wider issues included the importance of culture in the life of a young person, attempts at defining culture and how it can be made relevant to young people, the arts as a means of making political or social statements and whether the arts can build bridges between communities where other means fail to do so.

Card 3: *Türkische Frauen in Deutschland und das Kopftuch*

This text was the most popular and candidates approached it from a wide range of angles. Again, summarising the text caused no real difficulties. Questions on the text discussed the headscarf as a religious symbol, the importance of items of clothing in various religious and social traditions, clashes between laws and traditions, prejudices and discrimination. Wider issues included discussions on multiculturalism, the importance (or unimportance) of integration and potential ways of achieving it and the freedom of movement within the EU.

Card 4: *Klonen – medizinischer Fortschritt oder Schreckensvision?*

Candidates who chose this card had very clear opinions on the topic and argued their points strongly and with conviction. Questions on the text covered legal aspects of cloning and stem cell research, the potential dangers and benefits of stem cell research, the ethical issues around cloning and opinions on Dolly the sheep. Wider issues that were explored related to progress in medical research, the financial pressure on national health systems to conduct research into new treatment methods and priorities in health care and research.

Part 2

This section of the speaking test was also done well. Most candidates appeared to have chosen a topic that was close to their personal interests and had researched it diligently.

At the start of the topic discussion, candidates were usually invited to give reasons for their choice of topic. The discussions then followed the 5-8 headings chosen in advance. Almost all candidates had relevant factual knowledge at their fingertips. They also coped well with unexpected questions asking for clarification, analysis, comparisons and personal opinions. Many discussions were highly impressive in terms of content and linguistic competence. Good factual knowledge was usually matched by an ambitious range of language and structures, as well as impressive pronunciation and intonation.

Topics included historical figures and events, various aspects of music, the arts, films, literary works (including poems), political and current affairs issues and environmental topics. The following titles (in no particular order) give an impression of the breadth of choice:

Nosferatu – eine Symphonie des Grauens
Fritz Langs bekannteste Filme
Deutscher Expressionismus im Film
Analyse des Films Der Blaue Engel
Patrick Süskinds Das Parfum
Friedrich Dürrenmatts Der Besuch der alten Dame
Günter Grass: Im Krebsgang
Paul Hindemith
Nationalismus und Judenfeindlichkeit in Richard Wagners Die Meistersinger von Nürnberg
Robert Schumann
Wie hat Robert Schumann das Leben und die Musik von Johannes Brahms beeinflusst?
Liszt: der erste "Popstar"?
Hans Zimmer
Johannes Brahms
Caspar David Friedrich
Karl der Große und deutsche Identität
Bauhaus
Die Weimarer Republik

Ludwig II und seine Schlösser

Die Gebrüder Grimm

Kaiserin Elisabeth von Österreich und Ungarn

Red Bull Stratos

Albert Einstein: brillianter Physiker oder nur ein besserer Plagiator?

Der Aachener Dom

Die Olympischen Spiele in München 1972

Kann ein Gott in der Moderne existieren?

Immanuel Kant

Leben und Arbeit Georg Hegels

Deutschlands Wirtschaft im 21. Jahrhundert

Der Prozess der Vergoldung in der deutschen Kunst und Architektur

Atomkraft in Deutschland

Haben Frauen jetzt Gleichberechtigung in Deutschland?

Darf Deutschland wieder patriotisch sein?

Bayern – die Verwandlung vom armen Bauernstaat in eines der erfolgreichsten Bundesländer Deutschlands

Communication with Centres prior to the examination was generally efficient and effective. Agreement about exam dates was reached easily and most candidate topic sheets were sent to the visiting Examiner in good time. It was really appreciated when Centres gave an early indication of their candidates' topics, as this allowed more time for the Examiner to prepare effectively.

GERMAN

Paper 9780/02
Reading and Listening

Key message

In order to do well in this examination, candidates should:

- focus only on the required information and communicate it precisely in their answers
- pay particular attention to conveying the required information in unambiguous language.

General comments

In the Reading part of the examination (**Part I**), candidates are expected to answer two sets of questions – one in German, the other in English – and to translate a short passage from English into German. For the Listening part of the examination (**Part II**), candidates listen to three recorded interviews in German. They answer two sets of questions – one in German and another in English – and write a guided summary on the third interview. The questions are carefully worded and require an equally precise response. Overall, the candidates performed very well and achieved good results this year.

Comments on specific questions

Part I – Lesetext 1

Overall, candidates produced good answers in this exercise. Weaker candidates struggled to express themselves clearly in German.

Question 1

There were no particular difficulties with this question.

Question 2

There were no particular difficulties with this question, except for where the verb *studieren* (relating to university study) was used incorrectly.

Question 3

This question required candidates to provide two pieces of information. While most candidates provided the aspect of *gute Bildung*, many candidates struggled with the second part of their answer, confusing the study of Latin at school with that at university.

Question 4

This question was generally answered correctly.

Question 5

A high proportion of candidates answered this question correctly.

Question 6

Although only one mark was on offer in this question, the idea that learning needs to be both *diszipliniert* and *kontinuierlich* were required.

Question 7

There were no particular difficulties with this question.

Question 8

There were no particular difficulties with this question.

Question 9

Most candidates answered this question correctly. Some did not convey with sufficient clarity that it is the early start of language learning that is being criticised.

Part I – Lesetext 2

Overall, this exercise produced good answers in English. A good range of vocabulary was important. Candidates whose answers were imprecise missed out on several marks. This was particularly the case in Questions 10(b) and 14.

Question 10

- (a) Some candidates struggled to express the idea of cause and effect: foreign workers were brought to the GDR to meet the demands of increasing production (not in order to increase production).
- (b) A number of candidates did not explain the procedure of bringing in workers, namely the signing of treaties with socialist brother countries. Instead they provided details about the workers' accommodation.

Question 11

While, generally, this question was answered correctly, several candidates misunderstood the word *Einheimischen*, which refers to local Germans, not to the friends and families the foreign workers had left behind in Vietnam.

Question 12

There were no particular difficulties with this question.

Question 13

In order to receive the mark candidates were expected to explain that the letters were read together (not alone) by the workers *and* that they cried together.

Question 14

Two marks were on offer in this question. A number of candidates supplied incorrect or insufficient information in their answers. For example, some claimed that the Vietnamese candidates taught the Vietnamese workers German, while others did not mention that they translated for the workers at the factory.

Question 15

A lack of precision in answering this question led to some invalid answers which did not explain how Mai-Linh feels about her son's cultural identity.

Part 1 - Lesetext 3

This exercise requires a good range of vocabulary as well as sound grammar. In spite of these challenges, many candidates completed the task successfully.

Question 16

With two exceptions (pluperfect and future I), the passage required either the simple past or the perfect tense, with one modal verb requiring the subjunctive mood (*Konjunktiv II*). The most common grammatical difficulties encountered were with verb-subject agreement, adjectival endings and word order. Other grammatical challenges included the use of the infinitive, reflexive verbs (*sich an etwas gewöhnen; sich an etwas erinnern*) and prepositions (*in die DDR; aus Angola*). Vocabulary and idiom which caused particular problems included: *die Schule abschließen; bei unserer Ankunft; Pässe/Ausweise, jemandem etwas abnehmen/wegnehmen* and *(an)statt*.

Part II - Hörtext 1

As with the first two reading exercises, full sentences are usually not required for a correct response. Most candidates did well in this exercise.

Question 17

Most candidates gave correct answers to this question although some did not supply information about Julia's views on fame and instead talked about her motivation to become an actress.

Question 18

This question was generally answered correctly.

Question 19

A number of candidates did not specify that private schools are unable to provide contacts with public theatres.

Question 20

There were no particular difficulties with this question.

Question 21

Some candidates' did not specify the advantage of not looking like a model (namely being recognisable) and simply stated that it is good to have an unusual appearance.

Question 22

- (i) This question was generally answered correctly.
- (ii) Some candidates provided the answer *sich mit Freunden verabreden*, which is not a separate point but a consequence of the answer to (i).

Question 23

Most candidates provided both aspects required for the two marks.

Question 24

Some candidates invalidated their answers by gender/case mistakes that left it unclear who is stepping on whose hair.

Part II - Hörtext 2

Overall, candidates did well in this exercise.

Question 25

This was generally answered correctly, but some answers were too vague, only citing 'psychological problems' as the underlying cause of shopping addiction.

Question 26

There were no particular difficulties with this question.

Question 27

Not all candidates conveyed clearly that the danger lies in the fact that the bill for internet purchases arrives much later. The fact that the goods arrive later was not relevant. Other answers were missing the point by stating that it is 'more convenient' to shop from home.

Question 28

- (a) There were no particular problems with this question
- (b) Some answers were too vague citing 'emotional problems' without explaining what exactly this group of sufferers is compensating for.
- (c) This question was generally answered correctly.

Question 29

Most candidates answered this question correctly.

Question 30

There were no particular problems with this question

Question 31

A small number of candidates invalidated their answers by misunderstanding the phrase *aus dem Alltag herauszutreten*, claiming that sufferers are advised not to leave the house.

Part II - Hörtext 3

As in previous years, the summary proved to be a particularly challenging exercise for some candidates. Candidates had to be disciplined in order to be able to cover all four bullet points within the word limit. Several candidates lost valuable marks by writing too many words or through lack of precision. Most candidates, nevertheless, did quite well.

Question 32

- *causes of juvenile violence.*
Most candidates received marks for mentioning cultural differences and social circumstances. However, not all candidates explained that violence is often caused by envy. Some candidates explained how richer children talk about their expensive holidays but did not link this idea to the causes of juvenile violence.
- *Aziz's advice to teachers.*
Some candidates lost marks by claiming that Aziz advises teachers to teach their students cross-cultural skills. Most candidates, however, conveyed the idea of mutual respect and the advice that teachers should not reprimand their students in the presence of their peers.
- *Aziz's example of a recent initiative.*
This bullet point proved challenging for a fair number of candidates. Many claimed that the football tournament took place between rivaling groups of youths which in most cases invalidated anything else that was being said about the tournament.
- *Aziz's experience of and views on punishment.*
The word *Jugendarrest* proved to be a challenge for a number of candidates. A small number of candidates misunderstood what Aziz says about detention, believing that he argued against juvenile detention for children under the age of 14.

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Paper 9780/03
Writing and Usage

Key message

In order to do well in this examination, candidates should:

- in Part I, choose a title on which they have something to say and for which they have command of appropriate structures and lexis
- in Part I, plan their essay to produce well-structured and persuasive arguments
- in Part I, write complex sentences when appropriate, but without losing the thread of the argument
- in Part II, read each question carefully and make sure they understand the sense of the sentence(s)
- in Parts I and II, carefully proofread their responses.

General comments

In this component of the examination candidates face a two-fold challenge:

- In **Part I** they have to write a discursive essay which on the one hand tests their ability to present relevant knowledge and opinions in a coherent fashion and on the other requires them to apply correct grammatical structures, as well as use as wide a vocabulary as possible in order to be able to express their thoughts accurately.
- In **Part II** they have to manipulate sentences by declining verbs (*Übung 1*), turning main clauses into complex main and subordinate clauses (*Übung 2*) and filling in missing words in a continuous text (*Übung 3*).

Both parts of the examination require detailed and thorough knowledge of German grammar, as well as confidence in its application.

Comments on specific questions

Part I: Discursive Essay (Question 1)

Of the five topics offered only four were actually chosen and there was a clear preference shown for the question on political radicalism. The essay titles are carefully worded and it is important that candidates should ask themselves throughout whether what they are writing is relevant, especially when tackling a topic they know a lot about. In topic (c) several candidates wrote very knowledgeably about political radicalism in the Third Reich but omitted to explore whether such radicalism is a specifically German phenomenon or not, which is what the question asked them to assess. Similarly in topic (b) a few candidates concentrated on their own and other people's criticism of modern art without engaging with the 'zu oft' and 'grundlos' components of the question. Most essays on topic (a) (*Raumfahrt*) were thought-provoking and thorough in their treatment of the topic.

The majority of essays explored the main issues of their chosen topic. Some candidates went on to develop their ideas into coherent arguments and a few of them wrote entirely convincing answers.

Structuring the essay

In writing an essay the writer is seeking to persuade the reader of the validity of their argument or arguments. It often counts in their favour if a candidate attempts to present as balanced a view as possible, e.g. by putting forward valid counterarguments first and concluding with one's preferred arguments in order to demonstrate their superiority. Clear paragraphing helps structuring a coherent argument. Candidates should use one paragraph for each main point they wish to make in order to avoid repetition and to make it easier for the reader to follow their train of thought.

Part II: Usage

The majority of candidates did quite well in this part of the paper. Some questions were more challenging than others. In **Question 9** reported speech was required and although the less literary *Konjunktiv II* was also accepted only some of the stronger candidates provided the correct verbal form. **Question 11** posed the challenge of a separable verb which had to be nominalised. This too was answered correctly by mostly stronger candidates.

Übung 1 (Questions 2-6)

Most candidates completed this task successfully. Everybody heeded the instruction to re-write the entire sentence and most candidates used the correct verb form for **Questions 2, 4 and 6**. In **Question 4** both the perfect tense and the preterite were accepted. For **Question 6** both the subjunctive proper and the ‚würde‘-*Konjunktiv* were accepted. **Questions 3 and 5** proved slightly more problematic. In **Question 3** candidates had to do more than just apply the correct conjugation. Many candidates turned the verb *wiedervereinigen* into a participle, thereby creating a stative passive (*ist.... wiedervereinigt*) which does not make much sense in conjunction with the date. What was needed was the dynamic passive (*ist....wiedervereinigt worden*). The sentence then reads as a historical fact. The preterite version of that sentence was also accepted (*wurde wiedervereinigt*). **Question 5** posed a problem for those candidates who did not know the imperative form of *sich hinsetzen* and/or failed to use the appropriate reflexive pronoun.

Übung 2 (Questions 7 - 11)

The majority of candidates had no difficulties with **Questions 7 and 8**. However, quite a large number of candidates did not take on board that the main clause of **Question 9** introduces reported speech. Even though there was neither a colon nor inverted commas, they treated the sentence as direct speech, putting the verb in second position instead of at the end and omitting the subjunctive form of the auxiliary verb. In **Question 10** some candidates forgot, or were not aware that the preposition *trotz* requires the genitive case (although the dative is also acceptable – the feminine forms are identical anyway). In addition, the participle *geworden* is used as an adjective in the manipulated sentence and must therefore be declined. Only some of the stronger candidates produced a correct response to **Question 11**: *Nach* was often confused with *nachdem*, which led to incorrect verbal constructions. *Nach*, however, can only be followed by a noun. The verb *abfahren* had therefore to be nominalised into *die Abfahrt* or *das Abfahren*.

Übung 3 (Questions 12 –31)

Candidates generally did very well in this gap-filling exercise which requires candidates to choose the correct word (preposition, verb form, case etc.) to complete a short prose text.

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Paper 9780/04
Topics and Texts

General comments

In general Examiners noted a consistent and considered approach to the demands of the paper, with the broad range of topics and texts attempted, showing that Centres were using the freedom to explore a wide variety of fields. It is clear that candidates and teachers alike are now familiar with the requirements of the examination, with the levels of attainment impressive in the majority of cases. This year answers were a little weaker than last year in the Topics section, with a number of scripts not providing enough detailed examples from the works studied. The answers on the Texts section were generally stronger than last year. Although weaker scripts tended to retell the story, a large majority of candidates showed they were more than capable of expressing themselves very well. It would appear that stronger candidates did use their time to plan their arguments in some detail, while weaker ones tended to drift along with short paragraphs, struggling to craft a cogent argument. There was a smaller number of top-end answers, for which great critical engagement with the precise terms of the question is required, as well as sustained analysis. Perhaps more practice in timed conditions would help in some cases. Once again the skills gained by the candidates from their engagement with this paper were very much in evidence and it was pleasing to see the freedom Pre-U offers being taken up to such an extent.

The stated aim of the Topics Section, of encouraging the acquisition of a broader cultural knowledge of the topic studied through the texts/films chosen, was clear to see in the significant majority of answers, with some candidates producing essays of a very high standard indeed, showing the ability to produce very comprehensive answers with excellent understanding of the underlying themes of the Topic in question. As was stated last year it is important for Centres to realize that the 'ability to look beyond the immediate material and show good understanding of underlying themes' is part of the 'Excellent' box in the mark scheme. As a result, proper contextualization of the works is required for access to this box. Whilst the main focus of the answers should be the texts/films studied, their use to reflect concrete historical circumstances pertinent to the topic are part of the educational thinking behind this part of the paper. In the delivery of the syllabus the texts/films can be used as prisms through which to examine a specific period and this aspect plays an important role in the delivery of the syllabus. Thus, a framing of a candidate's response in these terms does help him/her to gain access to the top mark boxes.

The level of language showed improvement over previous years, with no weak answers in evidence. However, some basic errors did reoccur (e.g. *Stadt/statt* confused with *Staat*; genders of *Film/Stasi*; plural of *Film*; spelling of *Stasi*; *die Mangel* instead of *der Mangel*; spelling and plurals of *Charakter*). The spelling of characters' names also proved a problematic area (e.g. 'Seeland' instead of Sieland; 'Dreyman' or 'Dreiman' instead of Dreyman, Marko instead of Marco, Caro instead of Karo, 'Salli' rather than 'Sali', 'Bürger' instead of 'Burger', and 'Kreutzberg' rather than 'Kreuzberg'). The acquisition of a secure Topic-specific vocabulary should be high on the priority list of candidates in their revision for this paper. Some candidates made up certain words which were pertinent to the films (for example '*Glückheit*' instead of *Glück/Glückseligkeit* for happiness; '*die Glaubigkeit*' rather than *der Glaube* for faith/belief; '*Opferin*'). There were also a number of problems with the use of *als* and *wenn* and *wie* with tenses often muddled. The present tense is preferable for relating events from films or texts. *Mann* or *man* also caused issues, as did the gender and plural of *Problem*.

There was good targeting of the precise terms of the questions, and again certainly far fewer instances of pre-learnt padding or narrative when compared to previous sessions, so it would seem that the technique for answering these types of questions is well-understood. In almost all answers a good balance was struck between the two texts/films. Weaker candidates often had problem looking beyond a basic response to the question and were narrow in both their interpretation of the question and rather shallow in their interpretation. Some candidates did tend to restate the question – some weaker ones to such an extent that they bent the terms of the question rather too far. Precise reference, through allusion and/or quotation allied to analysis, was very much in evidence in the best responses. At times it seemed that a critical vocabulary was missing

from some scripts. It was again good to see that the message regarding the number of texts to which candidates refer should be limited to two had been taken on board by all Centres.

The stated aim of the Texts Section, of encouraging literary appreciation through detailed textual analysis, also produced an good range of responses. It is obvious that candidates have come to be more at home writing in English, with the structuring of essays again very much in evidence amongst the best scripts. Regrettably, planning is still rather inconsistent and candidates would be well-advised to use the time the examination gives to think through the implications of the questions and craft a clear line of argument before putting pen to paper for the essay proper. The best answers gave sustained analysis with a good broad take on the question. Quotations were again used well as were direct allusions and paraphrasing. Weaker candidates tended not to plan their answers effectively. There was certainly less narrative and padding than in previous years. Unfortunately, there was still a tendency for candidates to see introductions as a means of warming up or a means of restating the question. It is important for candidates to define their approach to the question in their introductions.

This year there were again a significant number of candidates who attempted a context-style question. There were better results as in almost all scripts critical commentary was focused on the extract at hand. Some candidates had a little trouble locating some of the pieces exactly but they proved able when it came to close reading. Some of the best answers showed sustained analysis of the particular extract and they also proved skilled in linking the extract to the wider aspects/themes of the texts in question. In delivering the syllabus, practice in such tasks is a very fruitful way of engaging with the text. When referring to such an extract, candidates should be encouraged to refer to the line numbers given rather than re-quote large chunks from the text. Candidates should be reminded that quotation on its own does not make much sense, rather analyses of any quotations are required.

Candidates should be strongly encouraged to number each question carefully and note the number of the questions answered on the front cover of the answer booklet, with candidates far better in doing so this session. It would help if candidates would start a new side in their answer booklet for their second essay. Candidates should be encouraged to write their plans in the answer booklets and to write out the title of the essay so that they can be sure to employ the terms of the question in their answers. It was good to note that the candidates' handwriting was pretty good and candidates should be strongly encouraged to ensure the legibility of their scripts.

Comments on specific questions

Part I: Cultural Topics

Of the Topics questions all five areas, **Topic 1 *Ideologie***, **Topic 2 *Die NS-Zeit***, **Topic 3 *Einwanderung***, **Topic 4 *Das Leben in der DDR*** and **Topic 5 *Berlin*** attracted responses. Reports will only be given on those questions attempted by more than one candidate.

Whilst it was obvious that strong candidates had learnt to structure their thoughts in German well over the two years, honing a good style, one with more *Sprachgefühl* than in previous years, a larger number struggled with some basic verb forms and general syntax. Command of vocabulary pertinent to the Topics was not quite as strong as it should be but the great majority managed to produce accurate German. At the top end candidates were impressive in their command of the language and their fluency, writing analytical essays with fluency and a considerable degree of idiom. There were more pronounced weaknesses in the handling of cases and the comparative form of adjectives, however. The gender of a few nouns was not always known (*Roman, Ehemann, Film*), and there were some problems with weak masculine nouns (*Staat, Mensch*) in oblique cases and some common conjunctions (*als/wenn/wie?*). There was also an issue with the use of *aussehen* which some candidates used in the wrong context where other constructions would be appropriate. Candidates should be reminded that it is customary to use the present tense as the default tense when discussing action in the text or film. The shortening of characters names is not appropriate, for example 'CMS' for Christa-Maria Sieland or 'ADAS' for *Auf der anderen Seite*). Also, as it is well-known who the authors/directors of the works are, there is no need to state this in an introduction. Centres should perhaps target a set vocabulary for this part of the paper a little more effectively, especially for weaker candidates. Also some structures to ease analysis and comparisons would also be beneficial.

Question 1 A

This question produced generally strong answers and it was clear that candidates had gained much from their engagement with the topic. The notion of attractiveness was well-explained in the main, with broad takes on the question taken. The actual philosophical appeal of the left-wing ideologies in particular was somewhat underplayed in the sense of social justice or violence/non-violence as a means to an end. Candidates were more comfortable in their discussions of *Die Welle*, although here too some weaker candidates drifted to generalization. It is therefore important to bear in mind the need to give precise examples from the works chosen rather than drift into abstraction. Some introductions were a little formulaic.

Question 1 B

This question attracted fewer answers, but again there was a good response, with candidates using the free rein of the question well. The better answers looked at the notion of *Opfer* in a number of different ways, with the notion extending to the perpetrators as well as the obvious victims of the different ideologies. Takes on Rainer Wenger, Hardenberg, Meinhof amongst others, gave good mileage to such candidates.

Question 2A

This proved fairly popular. Some candidates were torn between several characters in their take on the question, thus meaning that they were not always convincing in the level of their argumentation or knowledge. *Hauptperson* would lend itself best to the treatment of two characters. In terms of development many analyses of Sali Sorowitsch rather skated over his development from arch-individualist to that of a community-minded leader. His notions of responsibilities towards others were thus underplayed somewhat. The change in Herzog was also attempted by some candidates, with mixed success. Others also chose to analyse Burger alongside Sali, again with limited success. In the treatment of the forging of the dollar and the actions taken by the various characters there was not always clarity. Treatment of *Jugend ohne Gott* was a little more variable, with the best candidates showing excellent knowledge and understanding. Weaker candidates did favour the film and it is important for all candidates to strike a good balance in their treatment of both works.

Question 3A

This question attracted a handful of responses. Responses incorporating *Dreck* were quite good, although the way in which the German language infects Sad, filling him with invective which is counterproductive to love, was not always appreciated. The irony of his position as a rose-seller was also somewhat underplayed. Common vocabulary also proved problematic in weaker scripts (*der Irak* not '*der Iraq*', the difference between *Heimat* and *Heimweh*). Candidates did better in their discussions of *Angst essen Seele auf*, although the impossibility of love in the environment of 1970s Munich was not always appreciated, with Emmi's own notion of love not fully explored. Candidates did fare well in their treatment of *Auf der anderen Seite*, although the notion of love between Ali and Yeter was somewhat problematically explored. Strong candidates proved particularly perceptive of the intricate bonds of love in the film.

Question 3 B

This proved a more popular question, with some strong answers. Treatment of Sad was convincing, with the best answers summoning well-analysed extracts from the text, although weaker responses did err towards generalisation. In *Angst essen Seele auf* the ending of the film was not always convincingly discussed, nor the manner in which Ali is objectivised by society, including by Emmi. Whilst love does help him to a certain extent, by the end of the film there is no doubt that he is a victim of the prevailing social order. Responses incorporating *Auf der anderen Seite* proved effective in the wide-ranging treatment of this theme. Not all characters have to be examined in depth, and with seven lead roles in this film this should be borne in mind for the future, for at times candidates spread themselves too thin.

Question 4 A

This topic once again proved popular, with answers generally focusing on *Am kürzeren Ende der Sonnenallee* and *Das Leben der Anderen*. With so many possible lines of enquiry some candidates did spread themselves rather thinly and it is important to show detailed knowledge in answers. As a result, it would be wise for candidates to give an overview in an introduction and then focus on specific cases, for example Dreyman, Wiesler and Christa-Maria Sieland, as there was a tendency in weaker answers to skirt over details in favour of a broad overview. Stronger answers examined the way in which the State is able to manipulate individuals for its own ends (Hempfl destroying careers for example). In some cases mastery of the plot lines was less secure, and at some stages candidates tended towards narrative. In relation to the novel, candidates were less secure with regard to textual references and the finer detail needed to illustrate the control the State exerts. Stronger answers picked out the efforts of individuals to try to evade the reach of the State but showed how this was not possible. Most candidates' answers were well informed, and most were able to display good analysis of comparative issues and were able to contrast the controlling nature of the State. Problems with basic vocabulary were evident in weaker scripts. The use of *kontrollieren* also caused problems.

Question 4 B

Candidates responded well to this question, especially in relation to *Das Leben der Anderen*. Some candidates were a little limited in their approach and some struggled to get to grips with the nature of *privates Glück*. The best answers proved wide in their scope, taking in the Dreyman-Sieland relationship, the contrast with Wiesler, the effect on more minor characters, such as Jerska, as well as the counterpoints in Grubitz and Hempfl. Candidates were also better in their summoning of examples from *Am kürzerem Ende der Sonnenallee* than in Question 4 A, providing clear examples of the *privates Glück* attained by Mario and the Existentialist, Micha and his romantic pursuits, as well as balancing these with other darker moments. Some candidates drew good contrasts between the adults and their perceived relative lack of *privates Glück* and the adolescents who are the focus of the work. Weaker answers struggled to define *privates Glück* effectively and strayed into narrative. In this sense it is vital that candidates define the terms of the question in their introduction.

Question 5 A

A new topic this year, this question attracted a few answers. There were some problems with lexis and a tendency towards formulaic introductions. It is important that candidates tackle the terms of the question in front of them. Some candidates also tended towards narration in their treatment of *Herr Lehmann*, although the sense of complaint was well analysed when details of the life of the protagonist were summoned. Treatment of the collection *Schöhauser Allee* was often less convincing, as it was in Question 5 B, as too often candidates would drift into generalisation. With a collection of short stories it would be more advisable for candidates to focus on a set number (three or four perhaps) in which they can show readings which are pertinent to the title. Amongst weaker answers there were some linguistic problems, with confusions between *einlösen* and *lösen*; *Schutzfinden* and *Schutzsuchen*; *erfinden* and *finden*; *handeln* used in terms of handling, rather than acting amongst others.

Question 5 B

This proved the more popular question on this topic and some strong answers featured. In these the different types of loneliness were well explored, with particularly pertinent contrasts drawn between the two works. The emergence of Herr Lehmann from a sense of isolation and how this could be viewed as an emergence of Berlin itself was also an interesting take on the question. Again, as for Question 5 A, it is important to give precise examples from the collection *Schöhauser Allee* and weaker candidates struggled on occasion to do so, with the titles of stories also not always clear. The term *Einsamkeit* also proved problematic for a small number of candidates.

Part II: Literary Texts

Of the Literary Texts, as last year, four texts attracted responses, *Dantons Tod*, *Die Verwandlung*, *Der gute Mensch von Sezuan*, and *Der Vorleser*. Reports will only be given on those questions attempted by more than one candidate. In a minority of scripts there were rather woolly introductions, ones which gave potted plot summaries or vague allusions to the texts rather than focusing on the terms of the question. On occasion this led to question bending, whereby candidates ended up writing away from the question, that is to say, producing a series of rhetorical questions which lead away from the essence of the question asked.

Question 8 B

This proved the most popular question on this text, attracting a handful of answers. The best answers defined the terms mood and atmosphere well and summoned precise examples from the play to illustrate this, for example the mood in the *Freies Feld* scene or an analysis of the death scenes of Danton and Julie. Some also effectively referred to the episodic nature of the play. The lack of dramatic action and the focus on events off stage or historical events also proved a fruitful line of enquiry. Weaker candidates struggled to move beyond narrative, or were rather too generalised and unfocused in their approach.

Question 9 A

There were a few answers to this question. As stated in the preamble, the context question should be approached in a spirit of critical analysis as is explicit in the rubric. The best answers were of high quality, focusing on the nuance of the text and analysing the use and choice of words with considerable skill. Readings of the text which followed the thought process of Gregor and the use of the dual narrative to distance the reader from, yet allow him/her access to, his thoughts were particularly effective. Weaker candidates tended to paraphrase the text and hence gave a narrative account of the passage instead of engaging in interpretation. All candidates successfully located the passage in its context of the *Erzählung* (it is not a novel or a *Novelle*) and some related it well, at the end of their essays, to Gregor's later development away from the point he reaches in this passage. In referring to the text it would be advisable for candidates to do so with line numbers (those given in the paper) rather than quote long sections from the passage. The quotation of single words or short phrases is of course to be encouraged when combined with critical analysis.

Question 9 B

This was the most popular question on *Die Verwandlung* and attracted a range of responses. Some answers were a little one-sided in viewing the change in the family as unrelentingly positive, seeing the emergence of the mother, father and Grete as being the dawn of a great new age. Investigating the portrayal of the family as an institution of repression, with the transformation of Gregor a means by which this is achieved, proved a more fruitful line of enquiry. Less attention was given to the role of the 'Prokurist' and that of business in general, with the dehumanizing process of work somewhat underplayed. Weaker candidates tended towards narrative, describing the changing roles of the family members in the story rather than seeing them as vital components in the breakdown of a social order. The notion of the breakdown of the individual was also explored in a convincing way by some candidates.

Question 10 A

This proved the most popular question on this popular text. The techniques required for context questions were well understood by the vast majority of candidates. However, there was a small number of responses that tended towards retelling the story of the passage rather than taking a critical stance towards it. The comments made on Question 9A also hold here in this regard. Often candidates gave a very general overview of Brecht and the play rather than looking at the detail of the passage. The location of the passage, one which takes place between Scenes 3 and 4, also caused problems for some candidates. Stronger answers proved adept at grappling with the dramatic techniques, as stipulated in the rubrics, and revealed good understanding of the different techniques at play here. It is important for candidates to explain how *Episches Theater* affects the work in the context of the passage rather than just explaining the concept in generic terms. Equally, the impact of the scene on the audience was also somewhat skimmed over by some candidates. At the end of a commentary it is important to link the scene to the rest of the play. Many candidates did this very well, linking it both to the role of the *Zwischenspiele* and to the role of the gods. In the latter part there was perhaps too much made of *Die Religion ist das Opium des Volkes* when in fact the gods play a rather broad function in the set-up of the play as an experiment.

Question 10 B

This was the least popular question and answers were generally weaker than the others. Problems came with the interpretation of 'setting'. (Brecht explicitly states that '*Die Provinz Sezuan der Parabel, die für alle Orte stand, an denen Menschen von Menschen ausgebeutet werde, gehört heute nicht mehr zu diesen Orten*' – a reference to the fact that China had now become communist). The function of such a setting in dramatic terms, to distance the audience, was therefore somewhat underplayed by some candidates. The staging and relation of an apparently distant yet actually rather relevant place in order to make the spectator reflect on the nature of capitalism was therefore missed. As a result, there was some limitation of insight in some of the answers.

Question 10C

This proved a popular question. The best answers took to an analytical approach to the term 'significance', by looking at the question from a number of perspectives. The point that Brecht's play constitutes much more than a literary approach to concept of split personality eluded weaker candidates for it is important to see this in the context of *Episches Theater* and its aims. The significance of the revelation of the split in the court scene at the end of the play and the gods' reaction to it was also somewhat absent in a number of scripts. The best answers showed excellent knowledge of both Brecht's theory and the actual dramatic impact of such a split through precise reference to the text.

Question 11 C

This proved the most popular question on the paper. The quality of answers varied greatly. Some weaker candidates were unable to look beyond the immediate relationship between Michael and Hanna in Part 1 of the novel. In such a question it is important to give an account of the whole novel, as explicitly stated in the question. The effect on Michael in his future relationships and the notion of *Betäubung* was well-explored by some, but not appreciated by all candidates. The wide notion of the German situation in the post-war period with relation to the Nazi past was also well considered by a number of candidates, with the metaphorical sense of illiteracy covered in some detail. The revelation of the Nazi mindset in the trial and in the conversation between Michael and the driver who offers him a ride to Natzweiler-Struthof was also well handled. Answers, as in all the questions, should offer a broad take on the question, and weaker candidates found this difficult at times. Some candidates focused on the 'transformation' of Hanna in death, yet were not able to back up their assertions convincingly.