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2007 LOTE German GA 3: Examination

GENERAL COMMENTS

Students were generally well prepared for both the Conversation and Discussion parts of the oral examination in 2007. Many students communicated effectively, listened carefully and were flexible in the way they responded to questions. They showed initiative in linking with assessors to advance the conversation, expanding on their ideas and providing opinions as well as additional relevant information. Such initiative contributed to a lively and more interesting exchange.

The best students were confident and articulate, demonstrating very good linguistic skills. They were able to expand on answers and demonstrated excellent knowledge of the content related to their topic. They discussed their opinions very well and did not focus too much on facts and details. They successfully used repair strategies, including self-correction, and sought clarification from the assessors whenever they felt unsure. They had anticipated questions, in particular ones that asked them to express opinions about advantages and disadvantages, likes and dislikes.

The students who were not well prepared tended to rely on rote-learned material and demonstrated limited ability to qualify ideas and express opinions, which led to a limited and superficial discussion. They lacked depth and breadth of vocabulary and resorted to English to communicate ideas. They relied considerably on the assessors to maintain and carry forward the Conversation and Discussion.

Thorough preparation before the examination, including extensive interactive practice in class, is essential. Students should practise with their teacher and with other students, using recordings to listen critically to themselves. Most students who were well prepared appeared to enjoy interacting with the assessors and were frequently surprised when told that the oral examination had finished.

SPECIFIC INFORMATION

Section 1 – Conversation

Communication

This section requires students to maintain a seven-minute conversation about their personal world, including school, home life, family and friends, interests and future aspirations. Generally students were well prepared and conversed very well on all topics. The most successful students answered questions confidently with extended responses demonstrating a sophisticated range of vocabulary and an accurate command of the language. It was evident that they had prepared for a range of possible questions and responses. Rather than rely on the assessors to continue asking questions, they were able to lead the conversation with interesting stories and anecdotes in a relaxed and jovial manner.

Weaker students offered simple responses, often resorting to anglicisms. They were unable to understand or respond to some basic questions. Responses were often grammatically inaccurate and reliant on memorised, rote-learned language. A danger with relying heavily on pre-learned responses is that students are tempted to use complex sentences to explain ideas and get lost using language that is too complicated for them. They also tend to be thrown off guard when an assessor asks an unexpected question. It is better to speak using simple sentences with correct, manageable language to extend the exchange, provide opinions and offer additional information.

It is important to listen carefully to the questions asked by assessors and not to just respond on the basis of hearing a familiar word or phrase. Students should also pause to allow assessors to ask further questions. It is important to carry the conversation forward, but not to the point where it is difficult for the assessor to get a word in. The Conversation is an exchange and should not be treated as an interview.

Students need to be able to explain and develop statements they make; for example, if they say '*Meine Familie ist ganz chaotisch*' they should anticipate the assessor will ask a 'why' or 'how' question and be able to respond with an explanation and examples.

Students should think about maintaining the interest of the assessor and prepare ways to answer questions in an interesting manner by including interesting stories and anecdotes. It is important to maintain eye contact as much as possible. Students should also be prepared to answer open-ended questions in order to demonstrate that they are able to confidently communicate in the language at a considerable level of sophistication.

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Correct pronunciation with appropriate intonation, stress and tempo is very important. Students should speak and articulate endings clearly and not speak too fast as this makes it difficult for listeners to follow.

Content
Most students spoke capably about their family, hobbies, school and the subjects studied, but had more difficulty talking about future plans, post-school activities, proposed tertiary study and comparisons between school and university. When asked whether they have a job, student should be able to talk about their job or explain why they don't work or what work they would like to do in the future. Students should be able to discuss their future plans, such as their university courses, taking a break from study or how life may be different from school.

When talking about their family, students should not just list names, ages and facts about the members of the family. Talking about personality traits, relationships with others in the family and the things they do with their family gives a better picture of the people around them and their life.

Language
Well-prepared students used an excellent range of vocabulary, and their language was both accurate and appropriate. They used correct style and register, and were able to self-correct and use a variety of sentence structures with varied word order that demonstrated confidence with more complex sentences. They successfully used a range of conjunctions, subordinate clauses and relative pronouns. It is vital that students are well versed in the use of polite forms and be comfortable speaking to assessors and being addressed in the *Sie* form. For generalised comments, students should use *man* not *du*. Weaker students did not have the necessary range of vocabulary to adequately engage in the conversation and made frequent grammatical errors.

Word order was sometimes a problem, with students forgetting to send the verb to the end in subordinate clauses after conjunctions such as *weil*, *wenn* and *dass*. Other common errors included verb-subject agreement in both singular and plural (for example, *Meine Schester sind*… and *Meine Lieblingsfächer ist*…), the appropriate use of 'it' corresponding to gender, the perfect tense (particularly when conjugated with *sein*) and use of imperfect forms of strong verbs. There was some confusion of possessive adjectives, with students confusing *sein* and *ihr*, and also in the passive with the use of *war* instead of *werden*.

Students used some words inappropriately. Common errors included using *Student* instead of *Schüler*, *studieren* instead of *lernen*, *Uhr* instead of *Stunde* and *etwas* instead of *etwa*. Other errors included incorrectly translated expressions, such as travelling to Germany, which should be expressed as '*nach Deutschland fahren*', not with *zu*, and 'It is fun' should be translated as '*Es macht Spaß*'. Also, questions such as '*Was machen Sie mit der Familie?*' with *machen* were often not understood by weaker students. Incorrect adjectives, case endings and pronouns, such as *Er ist älter als mich*, also presented additional problems.

Section 2 – Discussion

The Discussion section consists of a one-minute introduction and a seven-minute discussion of the Detailed Study. Students should select their sub-topic for their Detailed Study carefully to ensure they are able to meet the requirements of this section of the oral examination. They need to understand the topic in depth and be able to express their opinions enthusiastically. The topic should promote discussion of the resources studied and the sub-topic should include a question or issue that allows the student to generate new ideas. Resources chosen to support the Detailed Study are crucial. They should suit the student's language capacity and be appropriate for the topic selected.

Communication
Many students clearly found their Detailed Study interesting and spoke enthusiastically about their sub-topic. Well-prepared students discussed their resources in depth and explained connections between the texts with elaborate in-depth answers, discussing what they liked and found interesting about their topic. They demonstrated a capacity to link with their assessors. They demonstrated effective communication and repair strategies and were able to carry the discussion forward, often expressing complex ideas and opinions readily and making connections to global themes and the German culture.

Some students rote-learned passages about their texts, which hindered meaningful discussion as they could not move beyond pre-learned material or answer the assessors' questions. It is important for students to prepare their topic in reasonable depth and be able to discuss a variety of aspects of their topic. Students are expected to analyse their texts in detail. When students are unable to relate information from the texts to their sub-topic, their capacity to have a genuine discussion or provide opinions is limited. Survival strategies, such as asking for the question to be repeated or clarified, for a moment to think, or stating that they are not quite sure of the answer and saying 'I think that …', are extremely

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useful. When a student is not able to answer a question about the Detailed Study, an appropriate repair strategy might be to respond with '*Das haben wir nicht gelernt, aber…*'

Students must listen carefully to the questions and actively engage with the assessors. Well-prepared students anticipated likely questions and had clearly practised their responses in preparation for the examination. Practising rehearsed answers to a range of questions assists students in developing the necessary conversational skills and reduces their dependence on pre-learned material. It is important to practise giving a range of opinions and backing them up with examples.

Topics selected for the Detailed Study should be broad enough to allow a thorough in-depth discussion and still be narrow enough to enable students to effectively grasp and advance ideas. The focus of the sub-topic should be quite specific – not too broad. Topics that do not allow for opinions to be stated tend to be handled superficially on a factual level. When the expression of viewpoints and ideas is limited, the student's chance of meeting the criterion that assesses relevance, breadth and depth of information is similarly compromised. Students need to understand the topic well and be able to give examples from the texts studied. Students who are interested in and motivated by the topic will be able to readily carry the discussion forward and offer opinions while interacting with the assessors. Students should be prepared to answer questions such as '*Was ist gut/schlecht*…?', '*Wie finden Sie*…?', '*Ihrer Meinung nach*…?', '*Welche Probleme*…?' and '*Warum* …?'

Students should also be prepared to define terms pertaining to their topic. The assessor may ask '*Was ist Redefreiheit/Reisefreiheit*'. Similarly, many students stated *Die Berliner Mauer* was their topic, but then couldn't say or describe what it actually was. A question about the film *Das Leben der Anderen* might ask the student to reflect on what the title means.

Content

For the Discussion it is important that students demonstrate an excellent knowledge of their topic and resources. They should be able to discuss the content in depth, elaborate on ideas and opinions and support what they say with relevant evidence. Students should ensure they are adequately prepared to communicate effectively with assessors. They should require a minimum of support and be able to link with and build on comments made by the assessors.

Introductions to the topic and sub-topic, aspects of the sub-topics, *Schwerpunkte* and the listing of texts were generally well done. At the beginning, students should clearly say that language and culture has been studied through texts and then continue by listing their texts. Good students outlined the sub-topic within the required one-minute limit, clearly stating the option they had selected. It is important to take the time to state the resources and sub-topic aspects clearly and succinctly and not give extensive details or opinions at this stage. A useful strategy to ensure that assessors are not in doubt about the topic is to add a sentence about each resource. Assessors then have time to make notes to assist them in the ensuing discussion. This is especially important if the topic is an unusual one. Students from the same school should avoid giving the same introduction; variations are better.

Well-chosen topics provide suitable scope for discussion and enhance each student's potential to do well in the oral examination. The selected sub-topic should be interesting and suited to the student's ability. It is disappointing when students say their Detailed Study was of no interest to them. Texts should be interesting and match the topic. Students should make links between the texts and provide sufficient material for a comprehensive discussion. The texts also need to be at an appropriate level; students were unable to carry on an appropriate discussion if their texts were too short, too simple or too difficult. Texts should support the discussion of issues, be relevant to their sub-topic and related to each other. The selected resources should consist of different text types.

A wide range of texts was used for the Discussion, including films, poems, short stories, songs, book extracts, articles from magazines and newspapers, pictures and websites. The texts should all be in German. Students in the same class are encouraged to work on a range of resources rather than the whole class using exactly the same three resources.

Some topics were ideal for competent students but presented difficulties for others. Students vary greatly in their maturity and interests and this needs to be taken into account when choosing topics and resources.

Visual material was generally well handled. Illustrative material brought into the examination should not have any German writing on it, apart from a heading or brief labels. Some students used their visual diagrams effectively to explain their topic and related issues clearly to the assessors.

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The inclusion of a current film as one of the texts helps provide stimulus and discussion questions, especially for weaker students. However, students who use a film as a resource should study it thoroughly and try to watch it more than once. They should know more than the basic facts and be able to discuss the issues raised in the film. Weaker students often failed to move beyond a retelling of the story.

The topic *Feste in Deutschland* was handled excellently by some students and badly by others. Some students treated it very simplistically, while for others it provided an opportunity to explain and compare social practices and to give opinions about various customs. It allowed weaker students to present and discuss a topic that was very accessible to them. Topics should be manageable and not too broad. For example, *Die Geschichte Münchens* is too broad. It was better for students to limit the focus and concentrate on a particular sub-topic such as *Oktoberfest* or *Nazi-Zeit*. Similarly, *Wiedervereinigung* or *Leben in der DDR - vor und nach der Wende* might also be too broad.

Often *Oktoberfest*, *Carnival* and *Weihnachten* were handled superficially when students did not have an in-depth understanding of the cultural and historical meaning of the festival. The topic *Märchen* was often not treated in depth. Some students simply retold the story or gave details without making a clear link between the texts or exploring the relationship to their chosen sub-topic. Better prepared students were able to discuss relationships or connections to contemporary issues. Generally, *Gebrüder Grimm Märchen* was handled well. *Kindheit* required a careful selection of texts to which specific issues could be linked.

Students should ensure that their resources are appropriate and match the topic. Resources should provide enough scope for discussion and be prepared in depth so that students can discuss them well. Students should avoid texts about which they can only talk very briefly.

Some students lacked the appropriate language to discuss their topic adequately and resorted to inserting English words. A more factual topic may have been better for them. *Expressionism* was handled well by some students who were interested in art. They were able to analyse the period from an art historical perspective and related social/historical issues. But for others, it did not provide scope for such analysis and the discussion of ideas and opinions was limited. *Heimat* tended to be difficult for weaker students. *Stasi* and *DDR* related topics were also difficult for some as these required political knowledge and a clear understanding of East-West differences. *Qual der Wahl* was an interesting topic and good for well-prepared students, but proved to be too challenging for weaker students.

The post-war period in Germany continued to be popular and was generally well handled, with students preparing topics such as *Mauerfall*, *Wiedervereinigung*, *Wende* and *Berlin – immer noch eine geteilte Welt Leben in der DDR/BRD*. Well-prepared students knew more than the basic facts and demonstrated they had a sound knowledge of the history of the period and had analysed it effectively. Students clearly enjoyed the film 'Goodbye Lenin'. The use of new resources, such as *Das Leben der Anderen*, was refreshing. It was interesting when students took an unusual approach to a standard topic.

Interesting World War 2 topics included *Arische und jüdische Kinder in der Nazi-Zeit* and *Die Weiße Rose. Deutscher Widerstand*, using the Sophie Scholl film, received a mixed response from students as they were not always able to clearly discuss issues raised in the film.

Typisch Deutsch was a good topic for intercultural reflection and analysis of stereotypical and typical characteristics/ behaviour. The film *Das Wunder von Bern*, which featured in the topic *Phänomen Fußball in Deutschland*, allowed students to explore various aspects of the sport, such as the *Deutscher Fußball-Bund* and the integrative power of football. With *Ausländer in den letzten 50 Jahren*, the *Kebab Connection* was a good film to illustrate and discuss the lives and issues of Turkish immigrants. *Bierbrauen* lent itself to a lively and very entertaining discussion.

Language
As with the Conversation, well-prepared students used an excellent range of vocabulary. They were able to use accurate, appropriate and sophisticated language structures. They spoke using appropriate style and register and were able to self-correct with relative ease. Weaker students used basic language, making simple errors that included incorrect verb forms (subject-verb agreement and incorrect use of tenses and passive voice), word order and incorrect endings (especially accusative, dative and adjective endings). Students should also be able to readily talk about the data using figures and statistics (where appropriate). All of this should be practised thoroughly to ensure there are no unnecessary pauses.

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For expressing ideas and opinions, expressions such as *Ich denke, Ich glaube, Ich finde, Meiner Meinung nach* and *Meiner Ansicht nach* are important. Students should be aware of word order after these expressions, especially if *dass* is also used. *Nebensätze*, which requires the verb to go at the end, should be practised thoroughly beforehand.

To complete the oral examination, students should prepare a final sentence or concluding comment. Assessors usually ask if there is anything else the student would like to say at the end of the Discussion. Students are then provided with an opportunity to make additional comments about any aspect of their topic that they have prepared but which may not have been raised in the Discussion.

Written component

GENERAL COMMENTS

The standard of student work this year was very pleasing. Virtually all students made a very good attempt at each section of the examination. They managed their time for each section effectively and generally prepared well thought-out responses. The writing tasks were generally within the correct word range and there was evidence of students correcting their responses, and eliminating careless errors and grammatical inaccuracies.

It is disappointing to see that students are still making very basic mistakes; for example, *Aufwiederzehn* or *gesieht* instead of *gesehen*, as well as incorrect verb endings. Common mistakes also occurred with the conjugation of modals, *wissen*, *mögen* and *möchten*. Many students repeatedly made verb ending errors when writing in German, which is considered a very serious mistake at Unit 4 level. They should continually check through their writing during the examination.

It is important that students pay attention to the marks indicated, the lines provided and the number of points requested in a question. All of these details should assist students in knowing how much (or how little) to write in their answers. If two marks are given, two points are required. Three dot points clearly indicates that three points are required and not five. If too many responses are given they are assessed in the order they are written. Any responses given beyond the specified number are not considered.

Students and teachers are to be encouraged to look at past assessment reports when preparing for future examinations, as much of the advice remains appropriate over the years, and common errors re-occur annually.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Students responded very well to the listening passages this year. They appeared to have read the questions carefully before each passage, which enabled them to listen effectively for the critical points. Note-taking indicated that most students realised that it was not necessary to record every single fact they heard, but only the points relevant to the questions. Although note-taking was not assessed in the examination, it did show that students had developed good listening skills which helped them deduce the meaning from the context, even if they missed one or two words necessary for a particular question.

Part A – Respond in English

Text 1

In Text 1 some students confused the words *Stadt* and *Staat* with reference to the town castle. This is familiar vocabulary, but indicated that students need to listen carefully for accurate meaning and practise identifying words that sound similar but have contrasting meanings. Students recognised the use of the 24 hour clock in German and were able to identify the necessary times accurately. Many students did not give enough information when asked about the options offered to the students for Wednesday.

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Question 1

Time		**Activity**
Today	1.00–2.00 pm	*lunch (in canteen), lunchtime*
	2.00 to 4.00 pm	Tour of school
	4.30 pm	*(host) parents collect students, meet host families*
	8.00 pm	School clubs' presentation
Every day	*7.55 am*	Lessons begin

Question 2
Both of:

- spend time with your (host) families
- excursion to (town) castle.

Text 2
In Text 2 students needed to draw some inferences about the old man's knowledge and intentions as well as simply listen for key information. It was pleasing to see that students were generally able to appreciate some of the cultural differences between Germany and Australia.

Question 3
Because he:

- wants to visit his brother
- has not seen his brother for 20 years.

'To spend Christmas in Australia' was not accepted.

Question 4
Because (two of):

- of problems with the language (he doesn't speak Singaporean, only a little English)
- of the size of the airport (he is scared of the big airport)
- he is concerned about the many people (at Singapore airport).

The response 'he has to change planes twice' was not accepted.

Question 5
Either of:

- he wants to give his brother presents on Christmas Eve
- he doesn't want to arrive late for Christmas (Eve).

Question 6
23 December

Question 7
Both of:

- he doesn't know that Christmas presents are given on 25 December (when Christmas is celebrated in Australia)
- he thinks a thick woollen jumper is appropriate for January.

Part B – Respond in German

Students appeared to understand this passage well and were able to explain the contrasting requests and explanations of the job seeker and employment officer.

In this section of the examination, students are assessed for both their understanding and their ability to write in German. They need to remember that they should use full sentences and a variety of structures where possible. Students are encouraged to pay careful attention to simple grammatical analysis of verb endings, capital letters, gender and tense.

It is very important that students read the requirements of each question carefully to check if there is more than one task requested, as in Question 8. They are not required to write the wording of the question in their answers.

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Assessors cannot give credit for answers written in the note-taking area. Information prepared in the listening time should be copied straight into the answer section to avoid any confusion.

Text 3
Question 8
Position
- *Au Pair Stelle, mit einer Familie arbeiten* (an au pair position)

Reason rejected
- *Mag Kinder nicht gern* (she doesn't like children)

Position
- *Verkäuferin* (salesperson)

Reason rejected
- *Es gibt nur* (*kurzfristig*) *Teizeitstellen* ***und/oder*** *verdient nicht genug Geld* (there are only (short-term) part time jobs **and/or** it doesn't pay enough money)

Position
- *Kellnerin, Arbeit in Café, Kneipe* (a bargirl or waitress)

Reason rejected
- *Arbeitszeiten sind nicht so gut* (the working hours are not good)

Question 9
Arbeit für eine Fluggesellschaft (work for an airline)

Question 10
Three of:
- *Muss eine Ausbildung machen* (she has to do a training course)
- *Nächste Ausbildung beginnt in 4 Monaten* (the next training course begins in four months)
- *Ausbildung ist nicht billig* (the training course is not cheap)
- *Man muss die Ausbildung selber bezahlen* (she has to pay for the training course herself)
- *Ausbildung ist in Frankfurt, nicht Berlin* (the training course is in Frankfurt, not Berlin)
- *Man braucht eine Arbeitserlaubnis* (she needs a work permit).

Section 2 – Reading and responding

Forty minutes are allocated for this section of the examination, 20 minutes per reading passage. Students should try to read the two passages during the 15 minutes reading time at the beginning of the exam. They should read the questions carefully, so that they know what information needs to be found from a particular paragraph or from the passage as a whole. As they need to find many points in a very limited period of time, it is vital that they do not waste too much time looking up words and seeking the meaning of phrases if they are not relevant to the questions.

Questions can often give the meanings for some vocabulary which may initially be unfamiliar to students, thus avoiding the need to spend time looking up a dictionary. Once again, the dictionary should be used as sparingly as possible.

Students performed well this year on each of the reading passages. They were able to draw conclusions from the passages and see the passage as a whole unit, not just as a collection of individual points.

Part A – Respond in English

Text 4
Question 11
Four of:
- doctor surgeries (taking old people)
- hospitals
- festivals
- sporting events
- the 2006 Football World Cup
- where help is needed.

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Question 12
He is not allowed to go to serious accidents because he is too young.

Question 13
Both of:
- he has to pass (theoretical and practical) exams
- he has to give up his free time.

Question 14
The four reasons were:
- it is fun for him
- he constantly learns new things about first aid (and modern medical technology)
- he likes to help people
- he has met his best friends through the service.

The two exciting experiences were:
- he went to the 2006 Football World Cup
- he has flown in a helicopter.

Question 15
- This experience gives him a better chance of a job in medical areas and/or gives others a better chance of a job in their desired area.
- Employers like social involvement in their workers.
- Every volunteer worker gets an official certificate (from the government) which can assist them in their applications.
- Volunteers gain social competence.

The answer 'to gain new experiences' was not accepted.

Question 16
Any three of:
- they prefer/need to get a job and earn money
- they think it is uncool and boring
- they prefer to go to a sport club
- they find the work important but don't want to do it.

Part B – Respond in German

This text addressed one of the confusing structures for beginning students of German, the contrast between formal and informal address. It was assumed that students would be familiar with the content of the passage, but they needed to read the passage carefully for the exact content rather than use their prior knowledge to answer the questions.

Students still seem to confuse *Schüler* and *Studenten* in German. This was particularly relevant in this passage.

Text 5
Question 17
Three of:
- children used to use *Sie* to adults, except relatives; now they use *du* to some adults, even teachers
- university students used *Sie* to one another; now they use *du*
- in the workplace only workers used *du*; now sometimes the boss and secretary also use *du*
- in advertising, on the Internet and at university, *du* has become normal
- the rules are no longer as clear as they used to be.

Question 18
For
- *stärkt Wir-Gefühl und Vertrauen* (strengthens a feeling of 'us', trust)
- *produziert Gefühl der demokratischen Gleichheit und Nähe* (produces a feeling of democratic equality)

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Against

- *andere **wollen** keine Gefühle der Gleichheit und Nähe* (others don't **want** a feeling of equality and nearness)
- *Schwer zu wissen, wer einem nahe steht* (it is hard to know who is close or not)

Question 19
Students were awarded one point for naming people and one point for explaining why/how. Appropriate examples included:

- *Ausländer: haben nicht genug Übung* (foreigners: they don't have enough practice)
- *Neuanfänger an einem Arbeitsplatz*: *es ist an jedem Arbeitsplatz anders, am neuen Arbeitsplatz muss man lernen, wer sich duzt oder siezt* (newcomers in the workplace: it's different at every workplace, you have to learn the rules at a new workplace)
- *Lehrer und Schüler: Manche Schüler oder Lehrer wollen lieber duzen oder siezen, andere aber nicht* (teachers and students: some teachers or students want to use *Sie* or *du*, while others don't)
- *Erwachsene: schwer zu wissen, wer einem nahe steht* (adults: it is not easy to know who is close).

Question 20
Richtige Anrede ist oft die Tür zu einem erfolgreichen Gespräch, ermöglicht bessere Kommunikation (the correct form of address opens the door to a successful conversation and enables better communication).

'Explaining when to use *du*/*Sie*' and 'explaining that *Sie* is more respectful' were not accepted as appropriate responses.

An example of a competent answer could be: *Es kann schwierig sein, die richtige Anrede zu wissen, aber es ist noch wichtig. Wenn man die angebrachte Anrede benutzt, könnte das sein Gespräch viel verbessern **or** Wenn man die richtige Anrede benutzt, ist die Kommunikatin erfolgreicher. Die falsche Anrede kann kränken, und deshalb wird das Gespräch nicht so erfolgreich sein*.

Some students misread *sie* for *Sie,* and did not realise that the *sie* refers to *die Anrede* rather than the formal form of address.

Section 3 – Writing in German

There was a clear improvement in the students' performance in the Writing section this year. Students had a good understanding of the demands of most text types, and wrote effectively within the 200–300 word limit. Students should carefully plan their answer, taking into consideration their grammatical and linguistic ability so that they do not set themselves impossible tasks.

Students are encouraged to read the topic carefully and ensure that they meet all of the requirements of the question. They should read both the German and the English versions as key vocabulary or points can be easily overlooked. They should identify the style, register and text type, the audience and any key words which may need that to be checked in the dictionary. They should also note gender, plurals and irregular verb forms, etc. before starting to write.

Most students recognised the importance of clear paragraphing as a key to appropriate structure and sequence. If, when proofreading, a student realises there is a need for an extra paragraph break, they can simply draw a clear line and indicates 'new paragraph'. Criterion 2 (appropriateness of structure and sequence) requires the effective use of paragraphs, including linking of ideas and concepts and a natural flow between paragraphs, to gain full marks.

It is important that students consider the register when choosing and preparing the writing task. Who is the audience and which form of address should be used? Is it formal or informal? Is it written for one or more than one person, and for students or adults? These issues are relevant not only stylistically but also grammatically, especially in persuasive and informative topics where the choice of audience and addressing of the audience plays a vital role. Students need to be consistent in their choice of *du*/*ihr*/*Sie* no matter what type of writing they are producing. It is better to select one form of address, even if it is incorrect, and remain consistent in its use than to swap between different forms of address.

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Question 21

Text type	Personal profile
Style	Personal
Register	• subjective: formal introduction of self for potential employer • employs first person • may use emotive language
Layout	• title/heading, content (factual information), headings/sub-headings • description of self, interest, skills and knowledge • creates a sense of person/personality for writer • establishes a relationship between reader and writer • emphasises ideas, opinions, feelings and impressions • may use contracted language such as is used in speech

Suggested answer

- outline of interest in theatre tour
- description of interests, skills and knowledge
- description of past experiences
- description of fluency in German

In Question 21, many students found it difficult to differentiate between a personal profile and a job application letter. The structure and content conventions for these two tasks are quite different.

Question 22

Text type	Short story
Style	Imaginative
Register	various
Layout	• title/topic, structure, content, author (fictional name) • story about what the egg is and what happened to the egg • how the situation was approached and dealt with • manipulates the reader to create the desired impression or response • creates a strong sense of context and situation • includes descriptions and careful selection of language • uses a range of techniques to create the desired atmosphere or emotion

Students created some wonderfully imaginative stories that were very enjoyable to read. Dragons, birds, and even a reincarnation of the Beatles, emerged from the eggs with surprising consequences.

In imaginative tasks such as Question 22, students need to be familiar with the rules for writing speech.

Question 23

Text type	Letter to friend
Style	Persuasive
Register	• informal • uses *du* and *ich* (see comments below)
Layout	• address, date, salutation, greeting, body (content), farewell, sign off (fictional name) • information on many positive aspects of attending university in Melbourne, not Sydney • manipulates the reader's emotions and opinions • persuasive techniques and language are appropriate for a letter to a friend • careful choice of words • may use exaggeration, extravagant language and humour to create a relationship • uses the second person for direct address and appeal

Suggested answer

- undesirable aspects about Sydney (more people, worse climate in summer)
- desirable aspects of Melbourne (although not a list of tourist sites)
- the advantage of having an acquaintance in Melbourne

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Question 23 required students to write a letter persuading a German acquaintance to come to Melbourne. The majority of students used the *du* form of address, indicating they were familiar/friends with the recipient. However, the *Sie* form could also have been used in this case as an acquaintance (*Bekannte*) need not necessarily be a person that the writer knows well. However, other content needed to indicate that this person was not well known; it was not appropriate, for example, to describe the great times you had together on the school exchange or ski trip, and then use the formal address for the advice and persuasive expressions.

Students should refrain from making outlandish and insulting statements in their answers. While it is appropriate to include exaggeration in a persuasive piece, care also needs to be taken. Many students suggested they could share accommodation and study together, and that it would be good to know at least one or two people here in Melbourne rather than be faced with all unknown faces.

Students also appear to need to revise the conventions of writing the date and letter construction, regardless of whether this is a formal or informal structure.

Question 24

Text type	Article for school magazine
Style	Evaluative
Register	• *ihr*, plural informal, addressing fellow students • appropriate for school magazine
Layout	• title, content, author (fictional name) • advantages and disadvantages of computer games • reaches a conclusion through logical presentation and discussion of facts and ideas • presents important aspects, discusses these rationally, uses evidence to support the contrasting sides or alternatives • uses an objective style, appeals to reason not emotion, gives an impression of balance and impartiality

Suggested answer

- advantages: improves familiarity with using computers; improves speed of reactions; learn to solve problems; a good choice of games increases knowledge of situations; not all games involve violence
- disadvantages: spending too long at the computer discourages physical activity; a limited range of skills are needed for the majority of games; most games preferred by students involve violence, shooting, killing, etc.
- up to the individual to control their use and use computer games together with other forms of entertainment
- not all people become obsessed by computer games

The evaluative writing in Question 24 resulted in a range of responses; however, many students did not present both the advantages **and** the disadvantages of computer games, as requested by the task. Some students presented only one side of the issue, when the topic clearly stated the requirement to evaluate both the advantages and the disadvantages. Evaluative writing requires a conclusion to be reached through logical presentation and discussion of facts and ideas, with the impression of balance and impartiality. It uses evidence to support the contrasting sides or alternatives and appeals to reason, not emotion. Many students missed the point here.

Question 25

Text type	News item
Style	Informative
Register	• formal • impersonal • objective
Layout	• introduction, body, conclusion, content, use of evidence • description of film, play or exhibition • suitable for a German speaker in Australia who might be familiar with aspects of German culture • aims to convey information as clearly, comprehensively and accurately as possible • objective style and impersonal expressions, although may use an informal style to establish a relationship of 'friendly helper' with the listener • generally uses facts, examples, explanations, references as evidence

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Suggested answer

- description of film, play or exhibition
- background of the piece from Germany
- setting and context of the piece, theatre, cinema or exhibition
- individual actors, aspects of film/play/exhibition
- must announce the film/play/exhibition
- should **not** only be a review/description

In Question 25, many students presented some very interesting news items, often making use of texts or films they had prepared for their oral examination. Naturally this topic differed in mode and content to the oral context, but capable students were able to select key information and present it in an appropriate form. For example, one student explained how a film about a Turkish girl was related to issues of racism in Australia.

Most students presented very effective introductions and conclusions for a community radio news item, showing a clever use of their knowledge of the text type features.

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