

GERMAN

<p>Paper 9780/01 Speaking</p>

Key messages

To do well in this examination, candidates should:

- in **Part 1**, consider the issue raised in their chosen article and their own reaction(s) to it,
- in **Part 2**, choose a subject which genuinely interests them and which clearly relates to a country where the target language is spoken,
- in **Parts 1** and **2**, be prepared to take the lead in the conversation,
- in **Parts 1** and **2**, be ready to engage in natural and spontaneous discussion.

General comments

All centres approached the Speaking test with enthusiasm and prepared their candidates well.

This year's tests were conducted online for the first time. Any challenge this posed was very well met by the centres and their candidates.

Candidates generally approached both parts of the exam with confidence. All candidates were familiar with the format of the examination.

The key to success in the Speaking test is effective communication. This depends on the candidates' readiness to offer ideas and opinions in both parts of the exam, as well as on their ability to demonstrate factual knowledge, analysis and the ability to compare and contrast in the topic discussion. Candidates who have a wide range of structures and vocabulary at their disposal usually cope best in conversations that contain spontaneously arising questions that demand versatility. Where candidates are confident about using the language structures they acquired during their course, they increase their potential to achieve a high score. For the highest marks it is important that candidates show that their knowledge and language skills are sufficient to lead a conversation.

Comments on specific questions

Part 1: cards and related themes

Six articles under the general headings of '*The developing world*', '*Equality of opportunity*', '*Travel and tourism*', '*Young people*', '*Generation gap*' and '*Family*' were offered. This year, candidates were given the choice of all six of these cards at the start of their preparation time to help centres organise tests remotely. The themes of all six topics proved accessible, and candidates presented a range of ideas and views on each of them. It was pleasing to see that all cards were chosen by a good number of candidates.

Most candidates were able to engage in in-depth discussions, both on issues arising directly from the texts, as well as on wider issues arising from the general topic area. The level of depth and complexity achieved in some discussions was of a high standard, and both candidates and centres are congratulated on the impressive levels of competence achieved.

Candidates are given the opportunity during the preparation period to make brief notes on a separate sheet of paper. These notes can be used as prompts and reminders during the examination but must not impede a spontaneous and genuine conversation.

Most candidates gave an effective, brief summary of their chosen article. Most candidates showed good to excellent understanding of the articles and offered interesting opinions on the issues raised in them.

Similarly, many candidates scored 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 a spontaneous discussion. Candidates were generally aware that positive marking principles are at the core of this syllabus and that enterprise in the accurate use of complex language structures and vocabulary is encouraged and rewarded.

Card 1: *Warum wir einen fairen Preis für unsere Kleidung zahlen sollten!*

Most candidates who chose this article summarised it without difficulties and presented a range of opinions on the issues arising from it. Most of the discussions on this text centred on fair trade issues, the exploitation of young female workers in sweatshops and the role of fast fashion. These issues were often discussed in depth and the related general topic of globalisation was also explored very well. Questions on the text covered poor working conditions and pay, as well as possible action that could be taken by multinationals and politicians to alleviate poor conditions. Questions on wider issues dealt with the global market economy and the fairness (or lack of it) of international trade.

Card 2: *Studieren mit einer schweren körperlichen Behinderung ist nicht leicht!*

Several candidates were passionate about the issues raised in this article and formulated a coherent and personal response. Candidates often argued that equal opportunity is a basic human right and sympathised strongly with the young man featured in the article. Initial examiner questions focused on the support needed for people with disabilities at work and/or at school/college/university, as well as in leisure activities. Further discussion usually progressed to discrimination and unequal access in the widest sense and in greater depth.

Card 3: *Wer möchte schon gern zwischen Plastiktüten schwimmen?*

Most candidates who chose this text had strong opinions on various forms of tourism and argued that there is too much plastic in the world. The fact that many candidates could talk about this topic from personal experience added impetus to their views. Examiner questions touched on the responsibilities of tourists, the tourism industry and governments in protecting the environment. Wider issues discussed included the wider benefits and drawbacks of global and mass tourism, as well as the priorities which tourist regions would need to set to strike a balance between healthy income and employment and a clean environment. Alternative forms of tourism and transport were often also fruitfully discussed.

Card 4: *Ist zu Hause bleiben einfach schöner als ausgehen?*

Many of the candidates choosing this text made good use of their own experience of the pandemic. Summarising the text caused no major difficulties. Examiner questions focused in the first instance on exploring why young people are increasingly inclined to stay at home rather than go out with their friends. Social media and virtual reality were often given as the most likely contributing factors. These phenomena were covered in interesting depth by some candidates. Wider issues discussed included the pressures on young people, the importance of organising one's free time wisely and the cost of distraction in a world dominated by the internet and smart phones.

Card 5: *Wie man Generationenkonflikte vermeiden kann – ein Beispiel.*

This text instigated a number of excellent discussions. Many candidates expressed that it is in everyone's interest to increase understanding between different generations and presented well-formulated arguments in support. Summaries of the text were given without any difficulties. These were often followed by interesting observations on the project described in this text in which young people teach the older generation digital awareness and competence. Digital competence within the candidates' own families was usually a good starting point for more general discussions. Examiner questions on wider issues related to the topic also sought to explore the (inevitability of?) differences in opinion between the generations, the need for young people to make their own way, the weight of traditions and conventions, and the divergent sets of values different generations may emphasise in their own experience.

Card 6: *Muss der Sohn zu Familienfeiern mitkommen?*

Summarising this text caused few difficulties. Examiner questions on the article covered family celebrations and family dynamics and sought to tease out suggestions on how parents should respond if their child was not interested in a family get-together. Wider discussions touched on the pros and cons of nuclear families, the role of the family in modern society and traditional/non-traditional family roles.

Part 2: Prepared topic

This section of the Speaking test was done well by most candidates. Most candidates followed their own interests and showed great enterprise in their choice of topic and researched it diligently. The range of topics presented this session as was wide as ever. It included various aspects of literature, music, art, historical figures and events, politics and current affairs, as well as social and environmental topics.

At the start of the topic discussion, candidates were invited to give reasons for their choice of topic. The discussions then followed the five to eight headings listed on their topic submission form. Most candidates had excellent factual knowledge at their fingertips. In addition, many candidates coped well with questions that asked for elucidation, analysis, comparisons and personal opinions relating to their chosen topic. Good factual knowledge was usually matched by an ambitious range of largely accurate language and structures, as well as authentic pronunciation and intonation. The range of vocabulary offered by several candidates was impressive.

It is nevertheless preferable to discuss a smaller set of sub-headings in detail than to skim the surface of a larger number of them. Candidates are therefore advised not to choose topics which are too large to do them justice in the time allowed.

Music and art were particularly successful topic choices. Such topics often allowed candidates to relate directly to the works they had researched, which often led to spontaneous discussions at an engaging intellectual level.

Many historical topics were well researched and often conducive to in-depth discussions. There were some cases, however, where the topic discussion tended towards a detailed recounting of historical facts and events without much critical and personal engagement on the part of the candidate. The approach taken to some historical topics was too broad and rather hindered a focused exploration the topic in sufficient detail.

The following specific titles (in no particular order) give an impression of the breadth of choice this session. The emphasis in the following list is on topics that have not (or very rarely) been offered before:

Geschlechtergerechtigkeit in Deutschland
Wie wurden die Kämpfe der Berliner zwischen 1961 und 1989 in Kunst und Kultur dargestellt?
Pegida und die AfD
Die historischen Ursprünge des österreichischen Fußballs und ihre heutigen Auswirkungen
Deutsche Diskonter – eine Erfolgsgeschichte
Die deutschen Streitkräfte nach 1945 im sozialen Spannungsfeld
Die Wirkung von Tesla auf die deutsche Autoindustrie
Autos in Deutschland
Wie grün sind die Deutschen?
Gustav Klimt
Kunst in der DDR
Die Brücke und Kirchner
Die Geschichte und Zukunft von Volkswagen
Der Fall Mesut Özil
Schuberts Lieder
Die Entwicklung der deutschen Panzerwaffe 1914–1945
Völkermord in Namibia 1904–1908
Die politische Beziehung zwischen Deutschland und China
Sophie Täuber-Arp
Deutscher Widerstand gegen das Nazi Regime
Das deutsche Wahlsystem
Brecht und episches Theater
Georg Trakl
Die deutsche Marine
Gedichte der deutschen Romantik
Thomas Mann
Albert Einstein
Karl Marx
Deutschland – führende Kraft in der Energiewende?
Deutschland: ein Weltführer in der Bewegung an eine fleischfreie Ernährung
Inwiefern ist Rechtsextremismus eine Gefahr in der Bundeswehr?

Künstliche Intelligenz – Made in Germany
Die Berliner Technoszene
Die ‘Goldenen Zwanziger’ in Berlin
Werner Heisenberg – ein Physiker zur Nazizeit
Impfgegner in Deutschland
Das Leben und der Einfluß von Marlene Dietrich
Die deutsche Techno Szene
Fanny Mendelsohn
Leben und Vermächtnis der Petra Kelly
Das Leben und Werk von Johann Winckelmann
Expressionismus in Kafkas die Verwandlung
Entartete Kunst
Käthe Kollwitz
Wie konnte sich Harald zur Hausen zum Nobelpreisträger entwickeln?
Jeanne Mammens Gemälde (während der 1920er Jahre) als eine realistische Darstellung des Lebens in der Weimarer Republik
Die Adidas-Puma Rivalität
Die Bewerbung der Ruhr-Rhein Region für die Olympischen Sommerspiele 2032
Wie haben sich die Grünen in Deutschland seit ihrer Gründung verändert?
Die Gründe und Konsequenzen der 1848er Revolution
Die Österreichische Reaktion auf die COVID-19 Pandemie
Clara Schumann
Sollte Deutschland seine Handelsstrategien überdenken?
Die direkte Demokratie in der Schweiz
Das Problem der Wohnungsnot in Berlin
Der Weg zur Macht der NSDAP
Schweizerische Neutralität während des Zweiten Weltkriegs
Die deutsche Reichsgründung 1871
Nationalsozialistische Propaganda

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

Finally, there is no doubt that candidates had taken a great deal of care to prepare for their Speaking test. Their hard work, enthusiasm and readiness to interact with an external examiner were evident throughout, and often led to highly successful dialogues.

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<p>Paper 9780/02 Reading and Listening</p>
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Key messages

To do well in this examination, candidates should:

- focus on the information required by each question and communicate it precisely in their responses
- pay particular attention to conveying the required information in concise and unambiguous language.

General comments

In the Reading part of the examination (**Part I**), candidates respond to two sets of questions – one in German, the second in English – and translate a short passage from English into German. For the Listening part of the examination (**Part II**), candidates listen to three recordings in German. They answer two sets of questions – one in German and another in English – and write a guided summary of the third interview. Each question is carefully worded and requires an appropriate and precise response. Overall, the candidates performed well this year.

Comments on specific questions

Part I – Lesetext 1

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

Question 1

This question was generally answered correctly, with most candidates stating all the three prejudices that many people have about *Schrebergärten*.

Question 2

This proved to be a more challenging question where some candidates struggled to express Schreber's two intentions clearly.

Question 3

This question was well answered on the whole. Candidates understood what criteria Claudia and Markus applied in selecting the location of their garden.

Question 4

Most candidates answered this straightforward question correctly.

Question 5

Many candidates found this question difficult to answer. While they understood the reference to social media, they did not understand precisely what the problems were in relation to people who cultivate *Schrebergärten*.

Part I – Lesetext 2

Overall, this exercise produced many good answers in English.

Question 6

Nearly all candidates understood what can be deemed misleading about cars and why.

Question 7

Most candidates were able to state when Martin got his driving licence and how it made him feel. A few were misled by *seit zehn Jahren*.

Question 8

On the whole candidates understood that Martin had had problems with parking and with arriving late for university or work because of traffic jams.

Question 9

Nearly all candidates answered this straightforward question correctly. A few misunderstood *Versicherung* as security rather than insurance.

Question 10

In order to gain the mark here, candidates had to state that Martin describes the train journey with his family as being like a (little) holiday in itself. Further information about how the children were able to behave during the journey was accepted as additional detail but did not get the mark in itself.

Question 11

Very few candidates managed to provide an appropriate translation or explanation of the term *Mobilitätsmix* but nearly all were able to provide at least one example of how it works in practice for people who don't own cars.

Part I – Lesetext 3

This exercise requires a good range of vocabulary as well as sound grammar. Many candidates completed many elements of the task successfully.

Question 12

The passage required a range of tenses, a subjunctive, a couple of conditional sentences and some modal verbs, all of which most candidates handled well. Several of the phrases and sentences were translated fully correctly by most candidates. Word order was largely accurate, as was spelling.

Many candidates however were unable to translate 'eight years ago'. Very few correctly rendered *Er behauptet, dass er kein Auto brauche*.... and most could not translate 'to travel around the city'. 'His eldest brother's car' also proved challenging for many.

Vocabulary which appeared not to be well known included *eigenes, Werbefirma, zuverlässig, außerdem, (aus)leihen, ältesten* and *absolut*. *Fotograf* was rarely correct and many candidates rendered *teurer* as *teurerer*. Some were unable to include *öffentliche Verkehrsmittel* in a correct form.

Part II – Hörtext 1

As with the first two reading exercises, full sentences are not generally required for a correct response but very short or cryptic answers may fail to include sufficient information to score the mark. Most candidates did well in this exercise.

Question 13

Most candidates correctly understood the two prejudices that people have against bees. Candidates had to state that *Bienen schnell stechen* to score that mark. *Stechen* was occasionally incorrectly written as *stecken* which did not get the mark because it has a different meaning in German. On the other hand *stächen* was tolerated.

Question 14

This was generally well answered, including *bedeutende Bestandteile des Naturkreislaufs*. The spelling of *Honig* produced a range of options, including *Hönig* and *Honich*. Candidates needed to state that bees produce a lot of honey.

Question 15

This challenging question was generally answered correctly, although *Bienenvölker* was sometimes misunderstood as beekeeper.

Question 16

There were no particular difficulties with this question, apart from the spelling/ending of *Bienenkönigin*.

Question 17

Many candidates answered this question correctly, despite the challenging vocabulary item *Schädlinge*.

Question 18

Most candidates gave very full and detailed answers to this question and scored both marks.

Part II – Hörtext 2

Question 19

Most candidates were able to state that the decision to leave East Germany had been made spontaneously by Christiane's mother. Some however said that Christiane's stepfather had actually returned to Poland.

Question 20

Most candidates provided the correct answer, although some misunderstood 'date' (on the wedding invitation) as 'data'.

Question 21

This question was correctly answered on the whole.

Question 22

Most candidates provided the correct answer about West German views of East German education.

Question 23

This proved the most challenging question. Candidates needed to state that Christiane didn't feel at home in West Germany or felt as if she did not have a proper home or homeland, rather than that she felt homeless or homesick.

Question 24

This was a challenging question requiring careful understanding of the text. Most candidates realised however that Christiane found a home of sorts in Dresden but not the home she remembered.

Question 25

This question was answered correctly by nearly all candidates.

Part II – Hörtext 3

To do well in this exercise, candidates have to be disciplined and cover all four bullet points within the word limit. Full sentences are not required. A number of candidates did not score full marks despite including sufficient points because they wrote too many words. Candidates should always make sure they adhere to the word limit of 100 words as any material beyond the 100-word mark will not be marked. Most candidates performed well however. Candidates should remember to cross out clearly any notes or rough work.

Question 26

- *The idea behind the project*
This bullet point proved the most challenging. Candidates did not always explain what the purpose of the stones was (to remind us of lives lost under the Nazis), or the idea that the stones should blend into the surroundings but catch people's attention nevertheless.
- *The installation of the first stone in Berlin*
This bullet point was well answered on the whole, with most candidates getting at least two of the three points available.
- *The project's success*
Most candidates stated that the stones could now be found in many countries and cities. Not so many wrote about increased recognition or resonance with the public, or the intention that remembering the dead would prevent history from repeating itself.
- *Demnig's practical and emotional involvement in the project*
This bullet point did not pose any particular difficulties for most candidates, who were able to score at least one mark, if not two or three, except that some had reached the word limit and therefore could not be given some or all of the marks for this fourth bullet point.

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<p>Paper 9780/03 Writing and Usage</p>
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Key messages

To do well in this examination, candidates should:

- in **Part I**, choose a title and a topic 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 a well-structured and persuasive argument
- in **Part I**, write complex sentences when appropriate, but without losing the thread of the argument
- in **Part II**, first read the rubrics and then each question carefully and make sure they understand the sense of the sentence(s)
- in **Parts I and II**, carefully proofread their written responses.

General comments

In the first part of the paper, candidates write an essay of 350–450 words on one of five possible topics. Essays are assessed on their accuracy and linguistic range and their development and organisation of ideas.

In **Part 2** candidates manipulate ten sentences using correct grammar. They then read a short text and choose the correct answer out of four options to complete gaps in the text.

Most candidates coped very well with the demands of this exam and showed a good grasp of German idiom. The quality of language varied from good to excellent. Indeed, candidates performed better overall this year than in previous years in both parts of the examination.

Comments on specific questions

Discursive Essay

The majority of candidates chose either topics **(a)**, **(b)** or **(e)**. Topic **(b)** on social media was the clear favourite. Candidates had many interesting ideas and were mostly able to develop these ideas using a high level of language. Some candidates did not heed the recommended word limit, which often led to repetition and a deterioration of linguistic accuracy and essay structure towards the end of their essay.

Usage – Exercise 1 and Exercise 2

Most candidates did very well in both exercises. In **Exercise 2**, it is important to note that the new sentence should not alter the sense of the original sentence(s). This requirement was not always adhered to.

Usage – Exercise 3

Most candidates did very well in this exercise. When choosing the correct answer in this exercise, it is important to make sure that only one box is ticked as no marks will be awarded if more than one answer is provided per question. Candidates are therefore reminded that they must clearly indicate any cancellation of an initial answer they wish to replace.

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<p>Paper 9780/04 Topics and Texts</p>

Key messages

To do well in this examination, candidates should:

- read the question with care and think about what they are asked to do
- plan their answer and organise their material with close attention to the question
- take care to include analysis and argument, and avoid simply retelling the story.

General comments

Candidates are expected to demonstrate thorough knowledge of the set works with specific reference to the terms of the questions they choose to answer. To do well it is necessary that candidates are also able to show that they can situate the set works in the context in which they are set and/or were produced and can display an understanding of the author's technique(s) and the work's intended effect on its audience.

Capable candidates were able to show in-depth knowledge of the set works, chose good examples to illustrate their arguments and structured their answers well.

Most candidates' command of German was good. Conversely, some candidates' command of German was insufficient to allow them to convey their arguments very clearly. Lack of vocabulary, poor knowledge of grammar and spelling errors were the main obstacles in such cases.

A coherent and effective structure of the argument and the essay overall provide a clear advantage. Candidates should ideally use one paragraph for each main point they wish to make, take pains to avoid repetition and consistently use relevant examples from the set works to illustrate the points they wish to make. Most candidates were able to give proper shape to their essays. Clear paragraphing, logical organisation and effective linking of arguments nearly always resulted in a better analysis and better essays, and should continue to be encouraged.

Good candidate practice can be summarised as follows:

- Choose only one question from each section
- Ensure the question is read carefully and identify what is required
- Organise your time such that both questions can be covered in sufficient depth
- Label each essay with the correct question number
- Plan responses carefully before writing
- Think about paragraphs: ideally, present one main idea and supporting evidence per paragraph
- Include an introduction, main part and conclusion for each essay
- Ensure responses are relevant to the terms of the question throughout and avoid repetition
- Pay attention to spelling, grammatical accuracy and use of vocabulary in German and in English responses
- Check each essay for sense at the end and proofread them for grammar and spelling, including the names of characters, places, authors etc.
- Ensure handwriting is legible throughout.

Comments on specific questions

Part I

The most popular topics in this section of the exam were *Das geteilte Deutschland*, *Reisen* and *Deutschland nach 1989*. Only a small number of candidates picked *Bildung* or *Identitätssuche*. Most candidates answered the questions well. Some responses relied too much on retelling the plot instead of focusing sufficiently on the requirements of the question. Other weaker responses relied heavily on material prepared in advance. This approach also led candidates away from the task and diluted the quality of their response significantly in some cases.

Candidates are advised to look beyond the scope of the set works themselves and to bring them in close connection with the overall topic. They should be encouraged to look at secondary literature or other resources to deepen their understanding of the topic and the set works in their wider context.

Part II

By far the most popular text was *Bahnwärter Thiel*, and the following may serve as an example that can be extended to the performance in questions on other texts.

Regardless of which question was picked, weaker responses tended to retell too much of the story. Stronger responses analysed the given text extract (question A) thoroughly, found relevant examples of depictions of the 'industrial age' in *Bahnwärter Thiel* (question B) and discussed them effectively, and analysed the treatment of death (question C) with sufficient focus and apposite reference to the text.