

A level German

Component 2

**Teaching and Learning
Resources**

Component 2 assesses candidates' reading and listening comprehension skills using a variety of authentic resources. Candidates are also required to demonstrate their translation skills, both into English and into German, in Section C of this component.

Section A – Listening

Question 4

This task requires candidates to answer the questions set in German. There are 10 marks available. Full sentences are not required. Indeed, sometimes a short phrase or even just one word is all that is required for the candidate to achieve the mark. Candidates who copy exact sentences from the spoken text are not awarded the mark. The rubric clearly states "Du darfst Wörter vom Hörtext benutzen. Du darfst aber ganze Sätze nicht kopieren".

Question 4

Höre dir Hörtext 3 gut an, dann beantworte diese Fragen auf Deutsch.

Wiebke erzählt über ein Abendessen mit syrischen Flüchtlingen. Du darfst Wörter vom Hörtext in deinen Antworten benutzen. Du darfst aber ganze Sätze nicht kopieren. Es ist nicht immer nötig, einen ganzen Satz zu schreiben: Wenn möglich, darfst du ein einziges Wort schreiben. [10]

1. Woher kommen Khaled und Mohammed? [1]
2. Was bietet Wiebke ihren Gästen an? [1]
3. Wie haben sich die Gäste gefühlt, als sie die Einladung zum Essen bekommen haben? Woher wissen wir das? [2] Gib zwei Details.
4. Auf welche Weise kann die neue Initiative 'Welcome Dinner Berlin' Flüchtlingen helfen? [1]
5. Was müssen Berliner zuerst machen, bevor sie an der Initiative teilnehmen können? [1]
6. Wie bringt man die Gäste und die Flüchtlinge zusammen? [2] Gib zwei Details.
7. Wie lange dürfen Khaled und Mohammed in Deutschland bleiben? [1]
8. Wie verbringen Khaled und Mohammed ihre Zeit im Moment? [1]

Candidates should be reminded that if a candidate uses an English word in their response, then no mark will be awarded. For this reason, those candidates, who simply wrote Syria as a response for Question 1, were not awarded the mark for that question.

In Question 3 many candidates were unable to achieve the 2 marks available because, although they answered the first part of the question Wie haben sich die Gäste gefühlt.....?, they did not then answer the second part of the question Woher wissen wir das? It is apparent that there are some candidates who continue to struggle with the meaning of some question words, and in particular, Wie....? and Woher ...? These candidates, of course, have no chance at all of responding appropriately to the question set. It is vital that all candidates know the meaning of all question words.

Section B – Reading

Question 8

Das Fahrrad als Symbol für Freiheit

Die ersten paar Meter sind noch etwas unsicher, sobald das Rad aber in Bewegung ist, strahlen die Frauen. Die Musliminnen, die vor dem Stadion in Wien radfahren, besuchen einen Kurs der Radlobby Wien. Seit 2012 bietet die Organisation gratis Trainings für Migrantinnen an, und die Kurse sind immer gut besucht. Ein Journalist durfte die Frauen, die erstmals in die Pedale treten, einen Tag lang begleiten. „Wir üben heute mit Citybikes. Die sind zwar etwas schwieriger zu fahren, aber die Frauen haben heute ihr zweites Training und machen das schon ganz gut“, sagt Kursleiterin Aysel Kilic. Die Türkin sollte ursprünglich nur übersetzen, wurde dann aber selbst zur Trainerin. Es sei ein tolles Gefühl, den Frauen das Fahrradfahren beizubringen: „Man sieht sofort wie sehr sie sich freuen, wenn sie die ersten Meter Rad gefahren sind.“ Das bestätigt auch Eliza Brunmayr, die von Anfang an Kursleiterin bei dem Projekt war. Die Trainerinnen werden manchmal mit sehr speziellen Problemen der Frauen konfrontiert. Als Mädchen Radfahren zu lernen, ist in Österreich normal. In muslimischen Ländern aber nicht üblich. Manche Ehemänner wollen nicht, dass die Frauen eine Hose tragen, aber mit langen Kleidern ist es nicht möglich zu fahren. „Wir gehen da sehr pragmatisch damit um, binden die Kleider mit Gürteln hoch oder arbeiten mit Bändern, um das Fahren mit weiten Hosen möglich zu machen“, erklärt Frau Brunmayr. Das Kopftuch lassen die Trägerinnen einfach unter dem Helm auf. Es sei zwar heiß, funktioniere aber ganz gut, sagt eine Fahranfängerin. Nach dem Grundkurs gibt es auch noch Einheiten für Fortgeschrittene. Das Radfahren ist nicht nur eine sportliche Herausforderung, für die Migrantinnen bedeutet es ein Stück Freiheit. „Eine Dame hat zu mir gesagt, es fühlt sich an wie fliegen. Das Fahrradfahren zu lernen, macht sehr viel für das Selbstbewusstsein der Frauen. Sie blühen richtig auf und es ist etwas, das ihnen niemand mehr nehmen kann“, erkennt Frau Brunmayr. Finanziert wird das Training von der Mobilitätsagentur Wien.

This task required candidates to answer the questions set in German. There were 10 marks available. Full sentences were not required. Indeed, sometimes a short phrase or even just one word was all that was required for the candidate to achieve the mark. Candidates who copied exact sentences from the spoken text were not awarded the mark. The rubric clearly states “Du darfst Wörter vom Text benutzen. Du darfst aber ganze Sätze nicht kopieren”. For Question (a) many candidates wrote Frauen Fahrradfahren beizubringen. This was not an acceptable answer as candidates needed to make clear that the aim of the project was Musliminnen (or Migrantinnen) Fahrradfahren beizubringen.

Many candidates failed to understand that Aysel Kilic had been a translator before she had become a trainer herself and, as a result, they answered this question with the incorrect Kursleiterin. In Question (e) Radfahren zu lernen was not accepted as a valid answer. Candidates had to make the point that Musliminnen (or Mädchen/Frauen) lernen, radzufahren. In Question 8 some candidates responded to the question Welche Vorteile kann das Radfahren den Migrantinnen bringen? with Sport treiben ist gesund. Whilst this may indeed be a fact, there is no mention of this in the text and the response is, therefore, not considered a valid answer.

Strategies for improving Reading Skills

The importance of vocabulary learning for reading comprehension

- Learning vocabulary is obviously key to learning a language and to reading.
- Readers need to know a large percentage of the words in any given text in order to comprehend the meaning of the reading or to guess the meaning of words unfamiliar to them.
- Learning vocabulary is a process of incremental learning and constant reinforcement.

There are various strategies for learning vocabulary:

- Making cards with new words, one side in English the other side in the language of study is a well used and efficient method.
- There are also lots of interactive resources online like Quizlet and Memrise which help with vocab learning.
- Another effective way is to ask students to pick for example five of the new words they learned in the lesson and write a sentence with each of the words. This way the students need to apply the new words. This method could also be used in tests.

Write a sentence with each of the words:

- *unterschiedlich*
- *wirtschaftlich*
- *geteilt*
- *die Arbeitslosigkeit*
- *der Arbeitgeber*

Section C – Translation

Question 9

Mark Scheme

	Original German Text	Acceptable translation	Valid Alternative	Reject
1	Mehr als 26.000 Menschen aus zweiundzwanzig Nationen wurden befragt,	More than 26,000 people from 22 countries were asked	nations	
2	welches Land einen positiven Einfluss in der Welt hat.	which country has a positive influence in the world	nation	

3	Deutschland kam auf Platz 1.	Germany was number 1.		
4	Noch nie war Deutschland so beliebt in der Welt,	Germany had never been so popular in the world,		
5	noch nie traute man den Deutschen so sehr.	never had the Germans been so trusted.		one
6	EinengroßenAnteil	(The football world cup 2006) had a big part	played	
7	andiesemerstaunlichenIm agewechsel	in this astonishing change of image		
8	hatte dieFußball-Weltmeisterschaft 2006.	The football world cup 2006 had	played	
9	Tausende von Fans aus aller Welt	Thousands of fans from all over the world		
10	feierten vier Wochen lang.	celebrated for four weeks.	partied	
11	Mit Ihnen die Deutschen:	With them the Germans:		
12	fröhlich,	Happy		
13	friedlich	peaceful		
14	und ausgelassen.	and high-spirited		
15	DieseVeranstaltung	This event		
16	hat aller Welt gezeigt,	Showed the whole world		
17	dass auch fleißige, ernste Deutsche	that even hardworking, serious Germans		
18	ihre Zurückhaltung aufgeben können.	are able to give up their reserve.	can	
19	Und auf die Frage nach dem wichtigsten historischen Ereignis,	And to the question about the most important historical event		
20	wird nicht länger die NS-Zeit genannt.	the Nazi time is no longer given.	cited/mentioned	

Common errors when translating from German into English

- Candidates often fail to translate all the words in the text.
- Many candidates fail to translate the tense of the verb accurately.
- Some candidates use poor English in their final translation.

Examples of where candidate failed to translate all the words in the text.

- The word *auch* was regularly not translated in the phrase *dass auch fleißige, ernste Deutsche*

- *Mit ihnen* was often not translated in the phrase *mit ihnen die Deutschen ...*
- Adverbs, in particular, continue to be regularly ignored.

Examples of where candidate failed to translate the tense of the verb accurately

- Some candidates missed the pluperfect tense in *an diesem erstaunlichen Imagewechsel hatte die Fußball-Weltmeisterschaft 2006.*
- Similarly, the passive in the opening sentence *Mehr als 26.000 Menschen aus zweihundzwanzig Nationen wurden befragt,* and also in the final sentence *wird nicht länger die NS-Zeit genannt* were not accurately translated by a high number of candidates.

Examples of where candidate used poor English

- *und auf die Frage nach....* Translated as *and to the question after*
- Similarly, the passive in the opening sentence *Mehr als 26.000 Menschen aus zweihundzwanzig Nationen wurden befragt,* and also in the final sentence *wird nicht länger die NS-Zeit genannt* were not accurately translated by a high number of candidates.
- A particularly common error was for candidates to translate *und auf die Frage nach....* as *and to the question after....* .

Activity

Get small groups to translate an unseen passage from one of the A Level themes. Each group would translate a different passage. Students could then exchange the passage they have translated with their fellow students in another group for marking. Students can be provided with a mark scheme and might discuss what is acceptable and would gain a mark and what is not acceptable and gain no marks.

Whilst marking learners should be asked to consider whether the sentences produced by their fellow students actually reads like an English sentence. Have their fellow students avoided the traps of false friends? Have they used the correct tense? Have they missed any words out etc?

When translating from German into English candidates should remember to:

- check their translation to ensure that all words from the original text have been translated.
- re-read what they have written in English to ensure that it reads naturally.

Question 10

Mark Scheme

	Original English Text	Acceptable translation	Valid Alternative	Reject
1	With time more and more people became	Mit der Zeit wurden immer mehr Menschen		
2	dissatisfied with their government.	Mit ihrer Regierung unzufrieden.		
3	They no longer wanted	Sie wollten nicht mehr,		
4	to be imprisoned in their own country.	in ihrem eigenen Land eingeschlossen sein.	gefangen	
5	There were countries, which they wanted to visit	Es gab Länder, die sie besuchen wollten		
6	and they could not do that	und sie konnten dasnicht machen		
7	without a special permit.	Ohne eine besondere Erlaubnis		
8	For that reason some had already tried	Deshalb hatten einige schon versucht,		
9	to flee to the West,	in den Westen zu fliehen,		
10	which was extremely dangerous.	was äußerst gefährlich war.		
11	Soldiers always shot	Soldaten schossen immer		
12	at people	auf Menschen,		
13	who were trying	die versuchten,		
14	to cross the border illegally.	die Grenze illegal zu überqueren.		
15	Many East Germans began	Viele Ostdeutsche begannen,		
16	to demonstrate against their government	gegen ihre Regierung zu demonstrieren,		
17	and finally on the 9 th November 1989	und endlich am 9. November 1989		
18	the Berlin Wall was opened.	wurde die Berliner Mauer geöffnet.		
19	They had waited	Siehatten.....gewartet.		
20	for this for such a long time.	so lange darauf.		

Translation into German - Common Errors

- As in the translation into English task candidates fail to translate all the words in the English text into German
- Many candidates fail to translate even basic tenses accurately
- Correct word order is a real issue for many candidates
- Infinitive clauses prove difficult for many candidates
- Some candidates leave a gap when they do not know the exact word to be translated

Examples of where candidate failed to translate all the words in the English text into German.

- Many candidates did not translate the word *already* in *For that reason some had already*
- Many candidates did not translate the word *finally* in the sentence *and finally on the 9th November.... .*

Examples of where candidate failed to translate basic verbs accurately.

- Many candidates were unable to translate *became* in the first sentence.
- Surprisingly some candidates were unable to use the imperfect *sie wollten* and simply wrote the incorrect *wollen* in the sentence *They no longer wanted.... .* This error was often repeated in the phrase *which they wanted to visit*.
- Many candidates were unable to use the modal verb *können* in the past tense and so were unable to access the mark for *and they could not do that*
- Although examiners ignore minor slips in gender and minor spelling errors, provided there is no ambiguity, mistakes with common verbs and tenses are not considered minor errors and marks are never awarded when these errors occur

Examples of where candidates were unable to use infinitive clauses.

- Clauses such as *to cross the border illegally* and *to demonstrate against their government* were not translated accurately by many candidates.
- Candidates should be reminded that if they offer a translation, which conveys the intended meaning and the German is accurate, then they will be awarded a mark. This is far more preferable than leaving a gap.

Activity

Suggestions for training students might include asking students to work in small groups to translate different sentences of an English text based on one of the A Level themes into German. The translated sentences are then exchanged with a nearby group. Each group proof-reads the German translated by their fellow students. Each member of the group might

be asked to focus on one specific grammatical point e.g. word order, verbs, cases or adjectival endings.

Top Tip

When translating from English into German candidates should remember to:

- check their verbs and tenses carefully
- check that their word order is accurate
- check their case and adjectival endings
- check that they have translated every word from the text and not left any gaps.