



Oral component

GENERAL COMMENTS

In order to do well in the oral examination students must be well prepared, and most students were very well prepared this year. Some provided fascinating and unusual accounts of their personal lives and could discuss their Detailed Study confidently and thoughtfully. One of the criteria asks for ideas and opinions and well-prepared students offered some that were unexpected and different. It is useful if students have thought of these in advance and mastered suitable language to express them. Many carried the conversation forward very effectively.

Some students seemed better prepared for the Discussion than for the Conversation. Much effort was apparently put into this second section at the expense of time spent on the first. Students should aim for breadth and depth in their discussions and attempt to give their own input as this is particularly valuable. Although not always easy, making eye contact can also assist in conducting a meaningful conversation.

The assessment for both parts of the oral was divided into three sections – communication, content and language.

SPECIFIC INFORMATION

Section 1 – Conversation

Communication

Well-prepared students listened carefully and demonstrated that they had understood the questions asked by responding readily and confidently. It seemed that most were able to use conversational repair strategies, which had usually been thoroughly rehearsed. One word answers should be avoided, as they do not advance the conversation. It is important when listening to the question to wait until the assessor has finished speaking; it is unwise to hear a key word and start to answer before being sure of what is actually being asked. It is important that students do not mumble, but rather speak clearly and not too fast. Chewing gum tends to interfere with correct pronunciation.

Students should practise using the polite form by addressing their teachers as 'Sie', so that they become familiar with this way of speaking. Teachers also need to alert students to the possibility of different variations of possible questions.

Some students tended to rely on rote-learned passages and rattle these off without a pause, making it difficult for the assessors to interrupt without being rude. When stopped, the students sometimes lost the thread of what they were saying and found it difficult to answer questions related to the details they were giving. The difference between the rote-learned material and spontaneous responses showed the students' true abilities. It is very unwise to rely on material learnt by heart, particularly if someone else has assisted in its preparation. If it is not fully understood, unanticipated questions can cause problems.

Content

When talking about their family it is better not to simply give the names, ages and appearances of the family members. Unusual facts and opinions are much more interesting, and telling different or funny aspects about the family often makes for a much richer discussion. If they wish, students could also give their parents' occupations in German and add some details about these.

Before the oral, it is an advantage to think about what could be said about free time and leisure activities. Often students had learnt answers about such things as CDs, shopping and visits to the cinema without any details or reference to opinions and motivation. If they have a job, it is vital to be able to say what they do and what they like or dislike about their work. In speaking of the future, they should know the names of the university or TAFE courses they would like to undertake.

Students must be reminded not to name or identify themselves, their school or German teacher. When asked to describe their school, they should do so in general terms, not give specific details. Some confused the year level with subjects. It is better to say 'in der 12. Klasse' rather than 'in Jahr 12'. Students should have practised giving opinions on topics such as the advantages and disadvantages of school uniform, compulsory sport in the senior levels of school and school types (co-education or single sex schools), although this may prove difficult if students have spent their whole school life in one type of school.



Pronunciation is also assessed in this section. Some students had difficulty pronouncing 'ü' and 'ch' as well as words like 'Familie' and 'entschieden'.

Language

Many students were able to use a wide range of vocabulary and a rich variety of sentence structures. Some words were used in the wrong context and word order posed some problems, particularly in subordinate clauses where many students forgot to send the verb to the end. Some words were constantly confused, such as *möchte* and *mag*, *also* and *auch*, *bekommen* and *werden*, *lernen* and *studieren*, *interessant* and *interessiert* and *Klasse* and *Jahr*. *Spaß* was often used with *sein* and *sehr*; *viel* was added to *mag* instead of *sehr*; *so* was used incorrectly and problems were encountered with the comparative when *mehr* was used instead of an 'er' ending. Other errors included incorrect agreement of subject and verb, incorrect genders, wrong pronouns (particularly confusing *sein* and *ihr*), incorrect case endings, the use of *sein* in the perfect tense, the different forms of 'you' particularly *ihr* and *Sie* and relative pronouns. Some students failed to understand words like *Vor- und Nachteile* and *Führerschein* and referred to Germany as the 'BDR' instead of the 'BRD'.

Section 2 – Discussion

Communication

Students' ability to understand the chosen topic and discuss it with examples is vital to the outcome of their oral examination. When choosing a topic and resources it is vital that teachers consider the abilities and interests of their students. Some students unfortunately grow to hate their topic, while other topics are too difficult for younger, less mature or naïve students. The concepts may be too difficult and complex for their level of language and maturity.

Students who tackled topics like the 'Mauer', 'Ost- und Westdeutschland' and the 'DDR' often had difficulty. They were not aware of whether their texts were written from an Eastern or Western perspective, or whether they were written at the time of division or later. An understanding of the contrasting viewpoints was often lacking. For such students, a topic like 'Weihnachten' may have been more suitable than a historical theme.

It is important that students know what they are actually saying. Many talked about 'Redefreiheit' and 'Reisefreiheit' but when asked what these meant, they did not seem to know and were unable to answer. Students should try to formulate their own opinions rather than just relying on what their teachers have said. Simply giving students material to learn that they don't understand does them a disservice, as they are unable to cope with questions and struggle to find opinions and ideas. Some students had learnt responses off by heart and, when they heard a key word, recited copious amounts of information that was often not immediately related to the actual question.

Content

Some introductions were very well done, but some were too short or too long, with students trying to offer too much information as well as their own opinions. These opinions should come later. Some students even seemed confused about what their topic actually was: the name of the topic must be clear. If the chosen topic has a one-word title, it may be necessary to elaborate to make sure the assessors have grasped what it is, particularly if it is not clearly pronounced. It can also be helpful to add a sentence about each resource, as the assessors like to write the titles down in order to raise them later for discussion.

If students bring in a photo, it should be presented at this stage. It should not have any writing in German on it, apart from a heading, legend or brief labels. Illustrative material should only be brought in if the student is able to elaborate on it and is well informed about it.

Students should not list all the resources used in their class but should only mention those that they themselves concentrated on. The material should be sufficient to fill 15 hours of class time; otherwise the students do not have enough to talk about. Students need to understand that the discussion should be an analysis of their chosen texts rather than a discussion of a broad topic. It is a valuable exercise to practise summarising the sources, and it is wise to try to relate the different texts to each other rather than treating them in isolation. Students should be very familiar with the information in the texts: the assessors know most of the texts used and are therefore aware of any mistakes and inaccuracies.

The topic 'Die Berliner Mauer von 1945 bis 1989' is a good one, but it is rather broad. It would be more manageable for students if they concentrated on a particular sub-topic such as 'Der Bau der Mauer', 'Leben in der DDR' or 'Der Fall der Mauer'. Students are advised to find a more personal angle with such historical topics, as this seems to help them to relax and speak with confidence. Some explained very well why they had enjoyed studying the topic. Many



discussed difficult sources most capably, such as the film 'Good Bye Lenin', but others failed to understand its meaning and significance.

Generally the topic of Berlin was better handled than in previous years. Students did not present such simplistic black and white statements about life in East Germany and were able to offer a wider range of information. Better prepared students were able to explain some details and characteristics about politics and the economy and described the differences between the two systems *Planwirtschaft* and *Marktwirtschaft*.

Some students were able to summarise and comment on their texts very effectively, but some simply told the story of a film or gave the details of a text without being able to describe its relationship to their topic or apply what they had seen or read to their chosen sub-topic. If students use a film as a source, they should try to watch it more than once, as they need to know more than the obvious facts in order to develop and express ideas and opinions; for example, when discussing 'Das Versprechen' students often missed key aspects like the 'Stasi' and work opportunities.

Topics needed to relate to the theme 'The German-speaking Communities'. There were a number of excellent topics, including: 'Kindheit in der Nazizeit', 'Veränderungen nach der Wende', 'Fußball als Klebstoff einer Wirtschaft', 'Verlust der Kindheit und Heimat', 'Kindertransport – jüdische Kinder im Dritten Reich', 'Kinder, die von zu Hause weglaufen', 'Dietrich Bonhoeffer', 'Die Mauer im Kopf' and 'Alternative Energiequellen'. Some topics tended to be too general, such as 'Ins Grüne' or 'Die Familie im 20. Jahrhundert' and 'Die Ansichten der Menschen für die Natur'.

A few students prepared material with a presentation about a topic but without studying any texts at all or studying texts that were neither in German nor related to Germany.

At the end of the Discussion assessors often ask if there is anything more the students would like to say. This is to give them an opportunity to talk about something they have investigated but which has not arisen in the discussion. Students should be prepared for this and should be able to raise issues they would like to mention, although there is not enough time for a lengthy monologue. They should also know how to say that there is nothing more they would like to add.

Language

As 15 hours of class time needs to be spent on the Detailed Study, students should know the required vocabulary, including the genders of necessary words, and should have mastered appropriate language to handle the Discussion. It would be wise to learn a range of appropriate adjectives, rather than just using *gut* and *nicht gut*. It should be stressed that assessors look for a wide range of vocabulary and some variety of sentence structure, but as the communication is oral, students should not try to use very lengthy and complicated sentence structures, as they sometimes tend to get lost and so do the assessors. However, students should try to introduce some variety into their sentence structure and not talk in simple sentences.

Well-prepared students spoke enthusiastically about their topic, offered a number of thoughtful ideas and opinions about their selected texts and seemed to enjoy participating in a discussion on a theme that really interested them.

Written component

GENERAL COMMENTS

In 2005 a shorter German examination was introduced, with fewer listening and reading tasks and a choice of five writing tasks. It was very pleasing to see that most students handled the changes very well and displayed the skills they had learned throughout secondary school.

Time management appeared to be a major issue for students. Some students seemed to find it difficult to allocate their time effectively, completing some sections very well, but missing other questions or not completing a task. More practice is needed in completing all tasks within the time limit. The nature of the Reading and responding tasks is such that the material can be very 'dense' with a lot of information in a short passage. The points raised require careful analysis, another skill that needs more practice.

In both Sections 1 and 2, students must pay attention to the number of marks assigned to questions as well as specific instructions about how many points/reasons/examples need to be given and whether these need to be in sentence or point form. Full marks cannot be given when an answer does not follow instructions.



Students should not rewrite the question as part of their answer. Not only does this waste time, but more importantly students invariably do not have enough time or space to fulfil the requirements of an answer if they have rewritten the question.

Students must be reminded that their handwriting needs to be legible, even when writing answers within a time limit. Capital letters in particular must be clear, as they are an important grammatical tool in German, and their use can make a difference to accuracy and meaning.

Many students confused the use of *wurden* and *würden*, affecting meaning and accuracy. The use of reflexives also challenged many students, especially when this was a key part of one of the more popular writing tasks (Question 23). Students also struggled with words such as *meinen* and *bedeuten*, *wann/wenn/als*, *damals* and *dann*.

Punctuation in German responses to questions and in the writing tasks was generally good, but the use of subordinating conjunctions, commas and spelling still needs attention from some students. Mistakes with 'ie' and 'ei' and doubling of consonants are not acceptable at this level. *Man* or *Mann*, *will* (*werden* versus *wollen*), the use of the indefinite pronoun, the use of *zu* with infinitives were all common errors once again.

The use of a dictionary in preparation time and during the examination was reasonably well handled. Rather than check each and every word, it is essential that dictionaries are used sparingly if students are to complete the tasks in the required amount of time.

It appeared that students were not familiar with the basic geographical layout of German-speaking countries; that is, where the coastlines/mountains are and their relationship to other European countries. This was especially apparent in questions relating to texts 3 and 5.

Students should be strongly encouraged to leave some time to check their examination paper after completion for simple spelling and grammar errors, missed questions and any requirements that they have not completed but can quickly correct. Often these marks can add up considerably in the total assessment.

SPECIFIC INFORMATION

Section 1: Listening and responding

Students generally coped well with the listening tasks. They realised the need to read ahead between texts in order to anticipate what points needed to be identified and even simply to have an idea of the content of the next passage.

Students were able to take notes quite well, although it can be very frustrating or upsetting for an assessor to see that a student has written the correct information in the note-taking section, but has missed an answer altogether or not selected the correct point in the response section. No marks can be given for note-taking.

It is important that students note the spelling of names and other key points if they are written in the questions, rather than rely on listening skills alone.

It was interesting that some students appeared not to differentiate between the male and female voices in the listening passages, or simply gave generalised answers. A simple error was not using 'sie' when referring to the female, especially Melahat in the third text.

Part A – Answer in English

Text 1

Question 1

- A: Mary
- B: Thomas
- C: Mary
- D: Thomas

Question 2

- Mary: (car) drivers
- Thomas: the government

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'People who use freeways' was not an acceptable response.

Question 3

Any two of:

- too lazy
- too fond of their cars
- people have become too comfortable
- complacent
- people prefer to use their cars
- cars provide a status symbol.

'Cars are easier' was not an acceptable answer.

Text 2

Question 4

rail travel

Question 5

Advantages, any three of:

- the offer is cheap
- travel within Germany for only 50 Euros
- travel for 50 Euros for return trip, second class
- every week there are new connections
- can book online at home
- can pay by credit card
- up to four people travelling with you will receive a 50 per cent discount
- children up to 14 years travel for free.

Limitations, any two of:

- can only travel at the weekend
- the date of travel cannot be changed
- can pay by credit card only
- only specific connections each weekend
- can only be booked online
- only available within Germany
- only second class.

6.

for 50 Euros return

Part B – Answer in German

Two criteria contribute to the marks in this section: the capacity to understand general and specific aspects of the texts **and** the capacity to convey information accurately and appropriately. Most students realise that their responses need to be grammatically accurate. Although simple errors do still occur, these might be identified if students took the time to re-read their answers.

In this section students need to be very careful to answer the question as it is written, not respond to a question they would have liked to be asked. It is not advisable to try to re-write questions or give long preliminary points that do not relate to the question. Again, simple errors quickly add up, so students must make sure they plan and prepare their answers carefully.

A significant number of students did not correctly differentiate between adjectives and nouns in Question 7: *die Türkei*, *türkisch* (adjective), *Türkisch* (language) and *die Turken* (people). Similar errors occurred with reference to *Deutsch* in its various forms. It is frightening that some students attempting Unit 4 German still misspelled 'Deutschland'.

The difference between *sich fühlen* and *Gefühle* was not always accurately identified.



Text 3

Question 7

Students needed to show a contrast between the two *Heimats*. Points included:

- she was born in Germany
- she has her friends, school and sport club in Germany
- Germany is her home, it is well known to her
- she has a Turkish name, her parents are Turkish, she speaks Turkish at home
- she lives/was born in Germany, but states her language and family are part of her *Heimat* and they are Turkish
- her family has kept many Turkish traditions although they live in Germany.

Question 8

- He hears sea birds.
- He smells (salty) sea.
- He hears waves.
- He hears the tooting of ships in the harbour.
- There is a (loud) fish market.
- He talks of beach and harbour.

Question 9

- They are in class together.
- Alex says Melahat is part of his *Heimat*.
- They eat kebabs together.

‘They joke together’, ‘they talk about personal things’ and ‘because they are together at recess’ were not acceptable answers.

Question 10

Melahat says:

- *Heimat* is a feeling, where you feel safe and secure
- it is found in yourself
- it relates to your language, origins and traditions
- you might need to leave one *Heimat* to find another.

Alex says:

- it is a mixture of tastes, smells and sounds
- she is a part of his *Heimat*.

Responses needed to mention both students.

Section 2: Reading and responding

Part A – Answer in English

Students are reminded that all answers must be based on the texts, not on prior knowledge. It is essential to find the relevant reference or information in the reading passage.

Students need to read the questions and instructions carefully and note the difference between words such as ‘explain’, ‘list’, ‘provide reasons’, ‘clarify’, etc. Each of these requires a different type of answer and approach.

Students often tended to give only half answers; they had found the relevant information in the text, but did not explain its relevance or meet the requirements of the question. For example, when answering Question 16 students often referred to the ‘aura of the jungle doctor’, but not how this shows that Schweitzer is held in high esteem. In Question 14 students listed people who were cared for in the hospital, but not the relevance of this to the ‘village of light’.

Some students confused the musical instrument ‘organ’ with ‘organs’ in the human body, and there was a great variety of incorrect translations for the Nobel Peace Prize (noble, novel, piece, freedom and peaceful, to name but a few).



Text 4

Question 11

- His training as organist enabled him to give concerts later to raise funds.
- Theology was a grounding for missionary work.
- Philosophy provided breadth of thought, understanding different ways of thinking, and he gave lectures to raise funds.
- His medical qualifications meant that he knew how to help the sick and how to set up the hospital.
- The range and length of his studies provided a variety of knowledge, skills and maturity, and the ability to persist at a difficult task.

Students needed to provide two aspects and two explanations.

Question 12

- a lack of money, financial requirements.
- a lack of medical care and an absence of hospitals in the region.

Question 13

- *So wurde seine Lebensaufgabe die großartige Idee der Einrichtung eines Urwaldhospitals* – (his life goal became the enormous idea of establishing a jungle hospital)
- *seinen nimmermüden Tätigkeitsdrang [in ein Werk investieren]* – (his never-tiring thirst for activity [to be invested in an activity])
- *Mit dreissig Jahren...diesmal Medizin* – (at 30 years and with three degrees already, Schweitzer began to study again)
- *unermüdlich* or *nimmermüden* – (tireless)

Question 14

- The hospital catered for the whole range of society that might be found in a village.
- The alleviation of misery and pain of sufferers is like bringing them into the light.
- It offered people hope and help.

Question 15

He won the Nobel Peace Prize.

Two of the following. Because he:

- worked across cultures
- may have brought emotional peace through missionary work
- brought peace of mind to people who were suffering health problems by providing protection and healing
- worked in an area that greatly needed help and improved medical care
- devoted his life to the wellbeing of others
- was not concerned about people's origins, politics or religion
- helped a lot of people.

Question 16

- the continued success of his hospital/he is linked with its name
- the use of expressions such as 'aura of the jungle doctor has not paled'
- described as 'extraordinary Schweitzer'
- the diversity of his skills
- he didn't tire in his zeal for his work. He achieved so much in areas where there was previously nothing

Question 17

- The hospital cares for more than just medical cases – leprosy, old, mentally ill, socially disadvantaged.
- It deals with people regardless of background, political ideas or religion.
- It employs African workers as well as European.
- He gave lecture tours and concerts.

Question 18

- He began life in Europe and finished up in Africa.

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- He spent a long time studying in a several domains.
- He was far-reaching in the number of lives that he touched.
- His work is continuing even after his death.
- He created a medical system where there was little available.
- He overcame many hardships.

Part B – Answer in German

Text 5

Question 19

Any three of:

- it's an opportunity to visit a tropical island without the cost of expensive travel
- it's a chance to be warm during the German winter
- everything is available through whole year
- only need go there for a day or short break, not a long holiday
- all elements of tropical islands are mixed in one hall
- there is so much to see and do
- to see tropical features.

'It is fun' and 'it is close to Berlin' were not acceptable answers.

Question 20

Any two of:

- it takes longer to travel to a tropical country
- they won't find such a range of tropical elements in such a small area
- the temperature won't be a constant 25°C
- can't necessarily buy German foods in the tropics.

Question 21

- A slightly sarcastic tone is used in examples and lists.
- It uses as much energy as a small town.
- The author explains 'incorrect' things.
- The author states 'everything is false, not real'.

Question 22

Any three of:

- negative elements are included
- the name of author is given
- it has the characteristics of the text type of newspaper article
- the date is included
- there is irony in the description
- the tone is informative, not exaggerated as in an advertisement.

Any reference to prices was not accepted as an answer.

Section 3: Writing in German

Students need to practise writing 200–300 words so that they are familiar with the amount of planning, number of paragraphs and length of time needed to complete this task. Many students did not complete the required number of words this year. Students should be aware of the change in word limit from previous years.

Students should be encouraged to consider their choice of topic carefully and select a topic that enables them to showcase their strengths and avoid showing their weaknesses; for example, they should not select a journal entry if they are unclear how to set it out. Students should select a topic for which they know a good depth of vocabulary and concepts, rather than a topic that might appeal in an English class, but for which they might lack key vocabulary and grammar in German.

Questions 23 and 25 were the most frequently attempted; however, many students were still not clear about the requirements for the text type 'journal entry'. A journal entry is **not** the same as a letter, nor is it usual in German to



write *'Liebes Tagebuch'*. Teachers should refer students to the *German VCE Study Design*: page 58 gives the characteristics of all of the text types that are asterisked on page 13. It is expected that students will be able to present any of these text types in the examination.

The same point applies to the requirements of different writing styles. Pages 59 and 60 of the *German VCE Study Design* clearly state the main characteristics of different styles of writing, and these characteristics are used to prepare the answer key for assessing the writing tasks in the examination.

Students need to remember when planning their writing that there are **three** criteria in the writing task and these are equally weighted. 'Appropriateness of structure and sequence' looks specifically at the use of the appropriate characteristics for the text type, correct format and style, linking of ideas and concepts and a natural flow between paragraphs.

Many writing tasks still looked like essays or 'stream of consciousness' writing, with varying use of paragraphs and little or no structuring to indicate any particular text type. Well-presented writing tasks were easy to read, the text type was immediately apparent, there was a logical sequence of ideas, and paragraphs were clearly defined and had effective linking structures.

Question 23

Question 23 required students to write a personal journal entry that:

- responded to the issue of appearance, described feelings and responded to the situation
- created a sense of person/personality for the writer
- established a relationship between the reader and writer
- was subjective: informal, familiar style/register, may have used emotive language
- emphasised ideas, opinions, feelings and impressions, rather than factual, objective information
- may have used contracted language such as is used in speech.

The journal entry also needed:

- a date/place/time (as appropriate)
- structure (related to sequence of thought, events or importance)
- an opening (often an evaluative comment)
- content (information, reflection, evaluation)
- a conclusion
- register, style and layout.

A large number of students attempted this topic with varying degrees of success. Most students expressed dissatisfaction with being expected to be too thin or needing to have the correct clothes, etc. Better journal entries considered the impact of needing to conform, how the individual can deal with negative feelings, asserting individuality, and how they might approach their friends about their outlook and behaviour.

Question 24

Question 24 required students to write an imaginative short story that:

- was about time travel to the year 2025
- dealt with changes they had observed
- manipulated the reader's response to create the desired impression or response
- created a strong sense of context and situation
- included descriptions and careful selection of language
- used a range of techniques to create the desired atmosphere or emotion
- may have broken with normal sequencing for added impact.

The short story also needed:

- a title/topic
- structure
- content
- an author (fictional name)
- register, style and layout.



Some students had clearly considered some of the implications of our current world for the future and were able to respond to this topic with considerable insight and creativity. Others found the imaginative aspect challenging, but still gave free reign to ideas about changes that might occur in the next 20 years.

Question 25

Question 25 required students to write an evaluative (factual) report that included:

- experiences of the class project
- advantages and disadvantages of being deprived of television
- reached a conclusion through a logical presentation and discussion of facts and ideas
- presented important aspects, discussed these rationally and used evidence to support the contrasting sides or alternatives
- used an objective style, appealed to reason rather than emotion and gave the impression of balance and impartiality.

The (factual) report also needed:

- a topic
- structure (introduction, body and conclusion)
- an author (fictional name)
- register, style and layout.

This topic was also attempted by many students. Well-prepared responses considered the impact of the school project and gave a balanced consideration of the advantages and disadvantages. However, students rarely went beyond superficial statements of increasing fitness, relaxing and getting bored as a result of not watching television.

It was pleasing to see some students consider issues such as violence in television, understanding the difference between film and reality, and being able to consider other media and not rely on the television.

Question 26

Question 26 required students to write a persuasive brochure that:

- included information on many positive aspects of the experience of spending a year away from home
- manipulated the reader's emotions and opinions
- used persuasive techniques and language appropriate to a student brochure
- showed a careful choice of words
- may have used exaggeration, extravagant language and humour to create a relationship
- used the second person for direct address and appeal.

The brochure also needed:

- a topic
- content (factual and persuasive information)
- a heading/sub-headings
- register, style and layout.

This writing task was not generally well presented, suggesting a need for more practice in writing brochures as a text type. However, many students who attempted this topic appeared to have considered the option of spending a year away from home seriously and presented some very interesting insights and comments. The persuasive writing style provided some challenges, but did enable some humorous and effective expressions when well presented.

Question 27

Question 27 required students to write an informative talk that:

- included a range of aspects of an immigrant's experiences
- was suitable for a junior class
- aimed to convey information as clearly, comprehensively and accurately as possible
- used an objective style and impersonal expressions, although it may have used an informal style to establish the relationship of 'friendly helper' with the reader
- generally used facts, examples, explanations and references as evidence
- chose language structures and sequences that made the message clear and unambiguous.

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The script for a talk also needed:

- a title/topic
- structure
- content
- register, style and layout.

This topic enabled students who were interested in Australian history to present a description of personal or general migrant experiences, giving examples and outlining some details. Weaker students gave very general facts or disjointed ideas, but competent students were able to outline some of the real problems and highlights for German immigrants. They looked at cultural differences, individual contributions, and experiences relating to various stages of migration, such as post- or pre-war, during the Gold rush or earlier.