

**The Examensklausur  
(written papers)**

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**1 The legal framework**

This paper has been prepared as an informal, and personal, guide to current practice. While every effort has been made to make sure the details are correct, though not exhaustive, the possibility of error cannot be excluded. For the legal facts, students are referred to the *Lehrerprüfungsordnung (LPO)* for North-Rhine Westphalia, and to the faculty's *Magisterprüfungsordnung (MPO)*.

- 1.1** This paper covers:
- *Magister Haupt- and Nebenfach (HF, NF)*
  - *Lehramt S II*
  - *Lehramt S I*
  - *Lehramt S I (as Erweiterungsprüfung)*

**1.2 Requirements**

**1.2.1** *Magister* The requirements for the written exam are covered in the *Magisterprüfungsordnung (MPO)*.

**1.2.2** *Lehramt* Requirements for the written exam are covered by the *Lehrerprüfungsordnung (LPO) 1994*, " 18, 19, 47.

**1.3 Time**

**1.3.1** *Magister (HF, NF); Lehramt S II, S I, Erweiterungsprüfung:*  
All written exams (*Klausuren*) for the final exams last for four hours.

## 1.4 Dates

### 1.4.1 *Magister*

Dates for the written exams (*Magister*) are fixed by the *Magisterprüfungsamt (MPA)* in the faculty (D 3). Examinees register with the *MPA* for a date.

### 1.4.2 *Lehramt*

Written exams for the *Lehramt* (all categories) are currently held twice a year at periods fixed by the *Prüfungsamt* (currently February-March and July-September).

Details of the dates are published by the *Prüfungsamt* at least ten days in advance (n.b. *Vorabzettel*).

## 2 Examiners

For both *Magister* and *Lehramt*, all written work (*Abschluß-Hausarbeit* and *Klausuren*) will be marked by a second examiner.

### 2.1 *Magister*

- All *Habilitierte*.
- Both the first and the second examiner are selected by you. Both the first and the second examiner are selected by you. Both must give his/her agreement in writing as part of the registration for the exam.
- The second examiner is selected by you.

### 2.2 *Lehramt*

- All Professors.
- Other members of staff may also be named for selected *Bereiche*. The names and *Bereiche* are displayed on the noticeboards in D 3 and N 4.
- The Professor who supervises your thesis (*Staatsexamensarbeit*) cannot be your examiner for the written paper (*Klausur*).
- The second examiner will be selected by the first examiner.

## 3 Contact with examiners

### 3.1 *Magister*

#### 3.1.1

You *must* get written agreement from all the examiners you choose for your dissertation, written exams, and oral exams.

#### 3.1.2

I expect students to provide me with a written *Konzeptpapier (Thesenpapier)* for the written exams and the oral exams. In the case of the written exams, the time to submit your *Konzeptpapier* is between four and two weeks before you

write the exam (at the latest).

### **3.2 Lehramt**

#### **3.2.1**

If you wish to check the accuracy of your *Teilgebiete* for registration for the exams, get in touch with me in March or September as required.

#### **3.2.2**

I expect students to provide me with a written *Konzeptpapier* (*Thesenpapier*) for the written exams and the oral exams. In the case of the written exams, the time to submit your *Konzeptpapier* is May or December at the latest, depending on whether you intend to write your exams in July/August or February/March.

## **4 Language**

### **4.1 Magister**

If you have successfully passed the test in *Advanced Writing and Translation* you can decide whether you wish to write your written paper in English or German. If, however, you do not have a *Schein* from *Advanced Writing and Translation*, then your written paper will be half-*Sprachpraxis*, half-*Fachwissenschaft*. This ruling applies to all students who began their studies in SS 1989 or later, until further notice. It applies to students of *Magister Anglistik* both *Hauptfach* and *Nebenfach*.

### **4.2 Lehramt**

#### **4.2.1 S II**

The *Sprachklausur* is certainly in English, and so is the *fachwissenschaftliche* (which includes *Fachdidaktik*) *Klausur*.

#### **4.2.2 S I**

The *Klausur* for *S I* is in two parts - practical language and *Fachwissenschaft* (including *Fachdidaktik*) - both of which must be written in English.

#### **4.2.3 S I (Erweiterungsprüfung)**

The *LPO* makes no stipulation as to the language of this *Klausur*. It can, but need not, be written in English.

## **5 Purpose**

The following is an unsorted list of more detailed points which you might like to think about, and which will, or may, play a role in the evaluation:

- *wie ich mit der Fragestellung umgehe*
- *welche Schwerpunkte ich setze*
- *welchen theoretischen Zugriff ich wähle*
- *wie ich vergleiche*
- *wie ich das Thema strukturiere*
- *wie ich sachliche Informationen von der eigenen Position trennen kann*
- *wie ich meine Position definieren, begründen und entwickeln kann*
- the ability to abstract and formulate
- the language of the essay
- critical distance, critical ability
- grasp of the field, general principles, understanding of context
- kind of evidence and your use of it, grasp of detail
- knowledge of relevant issues, figures and literature
- clarity of argument ("*Gedankenführung*")
- the structure of the essay (aesthetics?), balance and organisation

As far as the *Lehramt* is concerned, the written examination looks for competence in "*Gegenständen und Methoden des Faches ... sowie der Fähigkeit, Wissen im Sinn der gestellten Aufgabe anzuwenden*" (Cf. *LPO* " 18, 19 and 47).

## 6 Topics

### 6.1 *Magister*

For the *Magisterklausur* you will have a choice of three questions (answer *one!*).

### 6.2 *Lehramt* (*S II, S I, Erweiterungsprüfung S I*)

For the *Klausur (Lehramt)* you will have a choice between *two* questions only (choose *one!*).

## 7 Preparation

### 7.1 Study in the *Hauptstudium*

- Keep a file for each seminar you attend, and make suitable comprehensible notes.
- Pay particular attention to literature recommended. You will need to update this when the exams come along.

### 7.2 Selecting a topic

- A topic is more likely to be a *sub*-topic *within* a course, rather than the same "size" as a course (e.g. "Shakespeare's Roman Tragedies" rather than "Shakespeare"; "Gender categories in language (English) and their effect on perception" rather than "Gender"; "Poems in *Sek. I*" rather

than "Literature" or "Fictional Texts in *Sek. I*" etc.).

- Should I prepare two topics or one ?

Bearing in mind that you may easily get three (*Magister*) or two (*Lehramt*) questions from different areas (*Teilgebiete*), there are good arguments for both these approaches. Among others:

<i>Prepare</i>	<b>PRO</b>	<b>CONTRA</b>
<i>two topics</i>	<p>you will be more flexible (have more choice) on the day, if one of the questions does not suit you</p> <p>the time and energy will not be wasted (you can use the other topic for the <i>mündliche Prüfung</i>)</p> <p>when preparing for the exam, it is sometimes refreshing to be able to switch to another topic</p>	<p>it requires more time</p> <p>effort is dispersed rather than concentrated</p>
<i>one topic</i>	<p>you will presumably know more about the topic</p>	<p>you will be less flexible on the day if the actual question turns out to be not exactly what you want</p> <p>you will have less depth/ reserve for the <i>mündliche Prüfung</i></p>

### 7.3 Preparing the topic

- Formulate one or two major questions defining your approach to the topic.
- Look at what you already know about the topic (from seminars, reading etc.).
- Update your literature as systematically as possible; arrange it thematically.
- Familiarise yourself with literature which has appeared more recently *from the specific point of view of your topic*.

### 7.4 Das Konzeptpapier

- Prepare a *Konzeptpapier*, and submit it to your examiner, perhaps for comment.
- A separate paper on this topic is available from me. (For information as to when to submit your *Konzeptpapier*, cf. also the remarks under ' 3).

### 7.5 Probeklausur

- Write a mock examination under exam conditions (one possibility is provided for you as a "QSN").

## 8 Procedure

### 8.1 Magister

- You will be given a choice between three questions.
- "*Hilfsmittel*" are permitted. So are other kinds of material such as extensive (literary) texts, samples of data for Linguistics or *Fachdidaktik* can be submitted by the examiner, with the questions. (You need to ask the examiner about this.)
- Write for four hours.
- When you hand in your paper, hand in with it any notes you may have made.

### 8.2 Lehramt

- You will be given a choice between two questions.
- "*Die Absprache über bestimmte Themen oder Aufgaben ... ist nicht zulässig* [' 18 (2)]."
- "*Lexikographische Hilfsmittel*" are not permitted (*Anlage 5, ' 1.6*). However, other kinds of material such as extensive (literary) texts, samples of data for Linguistics or *Fachdidaktik* can be submitted by the examiner, with the questions. (You need to ask the examiner about this.)
- Write for four hours.

- When you hand in your paper, hand in with it any notes you may have made.

## 9 Evaluation

- A selection of criteria which may be used in assessment has already been given under ' 5.
- For the *Lehramt*, your paper will be marked by two examiners independently of each other, though the second examiner *will* know what conclusions the first examiner came to. If the two assessments diverge by more than one whole mark, a third examiner is approached by the *Prüfungsamt* (= Examination Board).

## 10 Formal aspects

- Check that your name, the date and title are correctly given.
- The broader structure should follow that of the standard "essay". The introduction should state the issue clearly, its significance, and the major themes you intend to deal with in the course of your essay.  
The introduction also allows you to set out your stall, as it were, explain your "instrumentarium", introduce and define important concepts.
- On the micro-level, ask yourself whether a brief summary would not be sensible after each section.
- Pay particular attention to the logical connection between sections.

## 11 Strategies

1. Read the question, and make sure you try and answer it.  
(Nb. Questions can be put in different ways; the chosen form determines the way you argue. For instance, the question "*Landeskunde* is the most important aspect of F.L.T. Discuss." requires similar knowledge of the subject and its issues to the question "*Landeskunde* is useless. Discuss.", but the questions are not the same, and you will need to approach them differently.)
2. Think what you know about the topic and arrange your

knowledge to fit the question.

3. Build an appropriate structure round the question (clear *Gliederung*).
4. Make a draft outline of your essay, based on ' 3 above.
5. Write your essay, leaving adequate space in the margins (for the examiners), between the sections, and also at the bottom of the page, in case you have anything to add during the revision phase.
6. Reserve sufficient time (about 45 minutes?) for checking and revision.
7. Re-read your essay as if you were a complete stranger who had never read it before. Have you omitted anything important? Is there anything unclear, ambiguous or poorly expressed? Have you given supporting arguments, evidence, examples? Are all references clear?

Pay particular attention to (= practise, *before* you get into the exam):

- beginnings / openings
- endings
- logical transitions and connections.