

## 26.0 GERMAN (502)

German is examined in the following three papers.

- **Paper 1 (502/1):** This paper tests Listening and Writing Skills (functional and creative).
- **Paper 2 (502/2):** This paper tests Grammar and Reading Comprehension.
- **Paper 3 (502/3):** This paper tests Reading and Oral skills (communication skills) which includes Intonation and Pronunciation.

### 26.1 CANDIDATES' GENERAL PERFORMANCE

The table below shows the performance of candidates in German in the years 2007 and 2008.

*Table 31: Candidates Overall Performance in German for the last two years*

YEAR	PAPER	CANDIDATURE	MAXIMUM SCORE	MEAN SCORE	STANDARD DEVIATION
2007	1	418	35	22.06	4.73
	2		40	20.38	8.10
	3		25	16.74	3.75
	<u>Overall</u>		<b>100</b>	<b>59.18</b>	<b>15.00</b>
2008	1	386	35	22.91	5.84
	2		40	22.20	8.49
	3		25	17.72	3.82
	<u>Overall</u>		<b>100</b>	<b>62.90</b>	<b>16.63</b>

The following observations can be made from the table above:

- 26.1.1 There was a remarkable improvement in the general performance of the candidates in the year 2008 German examination (*mean of 62.90*) as compared to the candidates' performance in the year 2007 (*mean of 59.18*).
- 26.1.2 The candidates registered higher means and standard deviations in all the three papers in the year 2008 German examination as compared to the year 2007.
- 26.1.3 There was a decrease in candidature in the year 2008 when compared to the year 2007.

### 26.2 PAPER 1 (502/1)

This paper tests listening skills, writing skills and vocabulary. *Section I* tests general, selective and detailed listening and *section II* tests writing skills and vocabulary. In section II, the candidates are expected to write a composition in form of a letter or an essay of about 250 words. The paper carries a maximum of **35 marks**.

### *WEAKNESSES*

The candidates had a challenge of picking out the required information from the dialogues and the read out texts. In the writing section, the sentence construction was poorly done and affected the delivery of the required information. Lack of appropriate expressions and variety of vocabulary also affected the performance of this section.

### ***ADVICE TO TEACHERS***

The teacher should expose the learners to more listening accompanied by questions of different types in order to practice picking out the required information from dialogues and read out texts. The basic sentence structures, basic grammar and frequently used expressions should be emphasized in teaching, writing and marking of the same in the classroom level. The teachers should try and use additional materials (supplementary) other than the course books to enrich vocabulary and expressions.

### **26.3 PAPER 2 (502/2)**

Grammar and Reading skills are tested in this paper. These two form section I and II, ***Grammar*** in ***section I*** and ***Reading comprehension*** in ***section II***. In section I, the candidates are expected to fill in blanks in given sentences, combine or change sentences according to their grammatical structure and/or rewrite sentences in accordance to the instructions. In section II candidates are expected to read and respond to questions on a fictional and non-fictional text.

### ***WEAKNESSES***

In ***Section I***, the learners had problems in applying the learnt grammar in new situations as asked for in the Examination. The conjugation of irregular and modal verbs posed a challenge to many. The candidates have greatly improved in ***Section II*** of this paper. The lifting of whole excerpts from the texts has reduced. Candidates are slowly learning to use their own words to answer the questions.

### ***ADVICE TO TEACHERS***

More written grammar exercises should be given to the learners. Conjugation of irregular verbs and modal verbs should be practiced more. Learners seem to have learnt good reading strategies and also how to reformulate sentences using own words without changing the meaning. More practice with varied texts will give learners more necessary confidence to attempt new texts.

### **26.4 PAPER 3 (502/3)**

This paper consists of a reading aloud passage, a presentation of a chosen topic and a discussion with the examiners on the already presented topic or a related one. Articulation, pronunciation and intonation are tested.

### ***WEAKNESSES***

Candidates had difficulties reading aloud correctly typical German sounds, numerals, compound words, umlauts, long sentences, short and long vowels, dates and time. There was a general lack of use of prosodic elements. In the presentation of topics, the candidates lacked adequate examples, vocabulary and correct sentence structures for the selected topics.

### ***ADVICE TO TEACHERS***

Teachers should put a deliberate effort to train pronunciation, articulation and intonation. When training, teachers

should use cassettes with varied, authentic recorded passages. In order to train rich, well-organised presentations, debates and class discussions should be encouraged. Oral book reports should be encouraged in the German club and presented regularly in class together with free talks on various interesting topics to practice vocabulary and self expression.