

GERMAN (GRM315114)

SPEAKING

This year the candidates' performance in the oral exams was of a pleasingly high standard. It seems that more are arriving prepared to give their candidate number in German and almost all were able to respond to the vast majority of questions in some way. The usual register difficulties arose from time to time, notably in the use of *du* vs *Sie*, and the most common grammatical errors were also quite predictable, notably present tense verb endings, difficulties with forming the perfect tense, a lack of effort to form the future tense and confusion with dative and accusative endings.

Students are to be commended for their efforts to communicate; however, simply using English words mid-sentence is never a good idea, unless it is an English word that is already in common use in the German language. (e.g. *Design*). It is always worth reminding students that oral examiners cannot read the candidate's mind, so it is important for them to show off what they *can* do: if the examiners do not hear a candidate use any subordinating conjunctions, it is not possible to reward them for their use.

PAPER I

The range of topics in this year's listening tasks, provided an opportunity for all candidates to demonstrate their listening skills. Although there were the usual numbers and letters in the various listening tasks, once again, many students showed they are unable to accurately note down the numbers and letters they hear, often missing some of the details. Teachers are encouraged to regularly and thoroughly practice the use of numbers and letters so that students can correctly answer questions referring to platform numbers, highway numbers, telephone numbers, dates, fractions, percentages and so on.

In general, the last text regarding young people in Germany from "non-German families" finding a job proved to be the most difficult for candidates as there was more abstract vocabulary involved.

PAPER 2

The reading paper included a good range of topics this year that are relevant to the lives and interests of young people and most candidates were able to provide strong answers to most questions. As is often the case, those candidates who paid particular attention to the finer details were the ones who were able to earn maximum marks for many questions. (e.g. Susi has a tattoo of a dolphin on her *left* shoulder.) Such details earned half points and if such details are often missed out, it can add up to have an impact on the final score. A quick check of the number of points available for each answer is a good idea to ensure that sufficient details are provided.

Some of the main difficulties seemed to be with such details as 19th century (not 1900s) and problems identifying the impact of *Pokémon Go*. Some candidates also indicated 2 answers for some of the multiple-choice questions. In these cases, the candidate received no marks at all. Candidates are reminded to read the rubric carefully when answering MCQ in order to avoid losing marks because they have included too many answers.

For text 3, as there was no information to reward for a second mark for question (a), but question (c) did have more than 2 marks' worth of responses, which the vast majority of candidates had listed, the marking scheme was adjusted accordingly, without changing the overall marks available for the text.

PAPER 3

The range of topics available for candidates in the 2018 exam, offered opportunities for all candidates to demonstrate their skills and the vast majority did this admirably; however, there were a few candidates who did not read the whole task, or perhaps chose to ignore part of the task, instead focusing on one part of the question only.

This was particularly the case for question 13, where candidates needed to write about the people in the image doing housework, rather than simply writing about “a family” and also in Question 11, where candidates were required to explain in their essay why their chosen holiday destination was a suitable holiday destination for young people, rather than simply describing a past holiday they had been on.

The tasks were varied and provided opportunities for all candidates to do their best. Questions 9, 10 and 11 in particular, were very general and easily accessible so that all candidates had the opportunity for success. Question 12 was more demanding of specific vocabulary, although the environment is a common component of the course, so its inclusion is entirely appropriate. Question 13 also required more specific vocabulary to do with housework, but as this is part of daily routine, family life etc., it was also a very reasonable topic for candidates to write about.

It is important for candidates to think about the range of grammar and structures they need to demonstrate. It is easy for a 250-word dialogue to appropriately address the question without showing any past tense, for example, so candidates need to make sure they have shown all their skills in their answers. One way to achieve this is to jot down a brief list of the main grammatical elements that really need to be shown off as soon as the exam starts. (e.g. present tense, including stem change verbs, reflexives, perfect with *haben* and *sein*, imperfect, formed future tense, modals, comparatives and superlatives, conjunctions (other than just *und* and *aber!*) This list is not exhaustive, but it is a good starting point. To meet the description under an “A” in criterion 4, candidates need to show mastery of a range of simple and complex structures.

Candidates must write responses that are relevant to the task. Teachers are encouraged to reinforce with their students just how important it is to read the full essay question and make sure that all aspects are clearly addressed in their response. As well, candidates should **focus on writing quality rather than quantity**, although the word limit does still need to be adhered to. It was disappointing to see that some candidates wrote much more than necessary and that the quality of the work often tended to decline as it neared the end of most rather lengthy responses.

Although the range of vocabulary used was often impressive, there were still a few instances of the wrong words being used. Teachers are encouraged to remind students to do a double check on words they are unsure of, as the re-translation from German to English may show up these problems for them.

Some of the more common (perennial) language and grammar problems that were encountered included:

- Confusion between *dass* and *das*
- Spelling mistakes confusing *ei* and *ie*
- Errors in the spelling / gender of words that had been included in the wording of the task
- Expressions for having fun: Examiners saw *Es war sehr Spass. Ich habe Spass.* Etc.
- Perfect tense (confusion between the auxiliaries *haben* and *sein*)
- Attempts to render the concept of the English present continuous tense using German verb parts (e.g. *I am saving for a car* rendered as: *Ich bin für ein Auto sparen.*)
- Nouns written without capital letters
- Country names in adjectival form (e.g. *eine deutsche Schule*), were often capitalized, as is done in English.

OTHER GENERAL OBSERVATIONS

- Candidates should not write their own names or the names of their schools anywhere on their exam papers, including at the end of an email / letter in Part 3.
- All answers should be *written in pen, not pencil.*

PAPER 1 - MARKING SCHEME

SPOKEN TEXT 1

Total /12

- (a) 1 week
- (b) Computer science / IT not her thing (she doesn't like it) (1)
Chemistry lesson was really great today (1)
Music is her favourite subject (1)
- (c) All sorts of music (1/2), especially Bach(1/2). He thinks it's unusual. (1)
- (d) Tuesday evening (1/2), youth club (1/2)
- (e) ½ marks for each of the following: no time / has to practice piano / do homework / has a class test / on Wednesday / in French
- (f) Go to the ice cream parlour / ice cream café (1/2) nearby (1/2)
- (g) He'll buy Luise an ice cream (1/2) and they'll get to know each other better (1/2)

SPOKEN TEXT 2

Total /11

- (a) Tattoos (1)
- (b) One month
- (c) That they will agree with the idea (1/2) as long as she thinks about it carefully (1/2)
- (d) She may regret the decision later in life (1/2) if she changes her mind (1/2). There are some health risks involved. (1)
- (e) One third (1)
- (f) ½ marks for each of the following details: Susi / dolphin / left / leg / Georg / logo / favourite / football (soccer) team / right / shoulder

SPOKEN TEXT 3

Total /13

- (a) Young people who continue to live at home (1) (*Children* living with their parents was **not** accepted.)
- (b) ½ marks for each of the following: because he thinks it's great / not a problem for his parents / flats in Munich are expensive / he has his own room. (N.B. answers that included München still written in German were **not** awarded ½ mark, as this is probably the most commonplace name in Germany with an official English translation. (also see 2017 report)
- (c) No / not really, because they think it's strange (for 1 mark, both elements of the answer were required, as they complemented each other and provided the full idea of their view).
- (d) ½ marks for each of the following: does the shopping / cooks for him / washes his clothes.
- (e) He has more time for his study. (1 full mark, no ½ marks)
- (f) As soon as / immediately after (1/2) she finished / left school (1/2). She was 19 years old (1/2)
- (g) 1 mark for EITHER: she *prefers* to live alone (needed *prefers* in order to gain the mark) OR she can do what she wants to.
- (h) ½ marks for each of the following: cook together / listen to music / see films / visit together.
- (i) More expensive than living with her parents (1), a large part of her income goes on rent (1) Each response needed to present the idea in full – no half marks awarded.

SPOKEN TEXT 4

Total /12

- (a) Radio (1). (This was the only response accepted because of the word *Zuhörer*)
- (b) ½ marks for each of the following: marathon / Sunday / 7th / April.
- (c) Vienna (1). No mark was awarded if the answer *Wien* was given.
- (d) Thousands (1) The answer *thousand* was **not** rewarded.
- (e) ½ marks for each of the following: by using public transport / bus or tram (needed both for ½ mark, given this is very simple vocabulary) / line or route 65 / underground or trains (no mark awarded if the answer *UBahn* was given) / from the main railway station / Platform A3.
- (f) Earlier, fog and rain (1 mark– if any of these three elements was missing, a maximum of ½ mark was awarded.) Now, cloudy and warm, 18 degrees. (1 mark– if any of these four elements was missing, a maximum of ½ mark was awarded)
- (g) ½ marks for each of the following: it will stop raining / it will become warm / it could get up to 24 degrees / sun is expected to shine. (No mark awarded if the answer only stated “sun will shine” without the idea of “*expected*”.

SPOKEN TEXT 5

Total /12

- (a) Why is it often difficult for children from non-German families to find a job? (2 marks)
There were no partial marks for this response.)
- (b) ½ marks for: language problems / intercultural problems. 1 mark each for: they often get little support from their parents when they apply for jobs / their parents can't understand the complicated German education system.
- (c) 1 mark for each of the following: they know 2 languages (are multilingual) / they know both cultures well.
- (d) 1 mark for each of the following: they should show on their applications that they have a knowledge of several languages / support their talents and abilities / strengthen their motivation and self-confidence.
- (e) Parents should take part in discussions (1) about the young person's choice of career (1)

PAPER 2 - MARKING SCHEME

TEXT 1

Total /20

- (a) Comparison of homeland and Germany (2).
- (b) 1 mark for each of the following ideas: older people in Germany dress very well (especially older ladies) / young people (school and university students) dress quite differently, casual – usually jeans / Young people in China dress up beautifully / old people wear simple clothing.
- (c) Is there no real / proper German family any more? (1) Many of his friends are single (unmarried) (½ mark) or already divorced (½ mark) and this seems strange to him. (1)
- (d) Lots of people in all different age groups have dogs (1).
½ marks for each of the following: There are lots of dogs in Germany / some dogs are very ugly / they make the street dirty / which means you have to watch where you walk.
- (e) One mark each for the following ideas: that they can be a replacement partner for single people / He wonders how a dog can replace a partner?
- (f) One mark for each of the following ideas: They don't possess the same authority as parents in China / Parents are almost like good friends / children can speak their mind and say what they think to their parents / young people can even disagree with parents or answer back.
- (g) Ambivalent (2)

TEXT 2

Total /20

- (a) One mark each for: middle of the 19th century (NOT 1900s) / T-shirts from China / fruits from Chile / Films and music from the internet
- (b) Products that were not available in one's own country (1) were brought in from other countries (1). ½ marks awarded for any two of the following examples from the text: tea, spices, tobacco.

- (c) Things that are an advantage or luxury for one person can be a disadvantage for others. (1 whole mark only, as this was one idea that did not make sense if split into smaller parts.)
- (d) One mark for each of the following: your cheap T-shirt / sewn by people / who can barely make a living from their job // while you expect all the fruit in the world for your smoothie / farmers go bankrupt / in their own land.
- (e) One mark for each of the following: the possibility of travelling internationally / studying overseas / working overseas / you can keep in contact through social media.
- (f) More people feel lonely, despite worldwide networks (faster communications) (1). A youth has 900 friends on the internet, but when he is sad, no-one is there for him. (1)

TEXT 3

Total /20

- (a) Seit der letzten 20 Jahren. (1)
- (b) Aus Japan (1). Taschenmonster (1)
- (c) Pokemon entdecken (1), in Duellen besiegen (1), Pokémons weitersuchen (1)
- (d) Es hat einen Rieseneffekt (1), überall in der Welt begeben sich Menschen auf Pokémon-Suche. (Überall in der welt spielen Menschen Pokémon-Go.)(1)
- (e) Ein Smartphone (1)
- (f) Irgendwo in der realen Welt (1) unter einem Stein im Park (½ mark), hinter dem Wagen eines Polizisten (½ mark)
- (g) Half marks for each of the following: Man lacht stundenlang / mit Leuten / die man am Beginn des Abends / nicht kannte.
- (h) Man kann beim In-App-Kaufen bis zu 100 Euro ausgeben. (1)
- (i) Half marks for each of the following: wenn man im Verkehr / in Pokémon-Fieber ist / riskiert man / nicht mehr auf Fußgänger und Radfahrer zu achten.