

2024 ASSESSMENT REPORT

GRM315114 GERMAN

Oral Component

It was encouraging to see that a growing number of students excelled in the 2024 oral examination. Examiners noted that many candidates demonstrated strong language skills, enabling them to hold authentic conversations. The stronger candidates showcased a variety of fine skills, understanding all questions, responding spontaneously, and clearly enjoying the natural flow of conversation. Their grammar knowledge was acceptable, and any errors in structure or vocabulary choice did not significantly hinder the conversation or comprehension.

On the other hand, weaker candidates could recognise basic vocabulary and relied on well-rehearsed, basic, or single-word answers, struggling to formulate responses required at a higher examination level.

The examiners greatly appreciated the teachers' efforts in preparing students for the conversation examination, acknowledging that fostering and developing this skill in the classroom is particularly challenging. Nevertheless, each year, teachers succeed in presenting candidates who delight examiners with their enthusiasm for speaking the German language.

Written Component

Section A: Listening and Responding

Candidates performed well in this paper section, achieving a good range of marks. Passage four was challenging for two-thirds of the candidates, but they still performed well overall. The listening comprehension section, which reflects the level of language skills demonstrated in the oral exams, is where students experience the greatest difficulty. They must balance structural/grammatical and vocabulary knowledge with the ability to sort, synthesise, and note down information within a brief time frame. Therefore, candidates should feel proud of these results, as they all did well.

Spoken text 1 – Question 1

While students had no major problems with this passage and its topic, markers remarked that a few words were challenging: sehbehindert, das Geheimnis, vegetarisch, lecker, Bekannte spenden, and das Tierheim were vocabulary words students needed to pick up to answer the questions fully. Some students also confused days of the week, dates, and times, which appeared in this first question.

Spoken text 2 – Question 2

Candidates received this passage well, as they seem to prefer conversations in interviews over narratives. Generally, the information was understood, but some key details needed to be included: der Vorort, die Wohngemeinschaft. Again, some found the date, price, times, and numbers challenging.

Spoken text 3 – Question 3

All candidates managed this passage well. As noted above students needed help with vocabulary in all sections of the paper; in this question it related to clothes and adjectives. Grell and chic have many translations, and the students were very creative in demonstrating this to the markers.

Spoken text 4 – Question 4

This text was also well answered, needing a specific vocabulary about books, trends, authors, bestsellers and reading material.

Section B: Reading and Responding

All students accessed this section. They had enough time and the support of a dictionary to look up specific words, which helped them answer the questions. Teachers encourage students to answer all questions providing as many details as possible and not to leave blanks. They do not lose marks if details that are superfluous to the required response are incorrect. This applies to all sections of the paper.

Question 5

All candidates did well in this question, with no major problems concerning the subject matter or the questions; however, more details needed to be provided to gain full marks.

Question 6

Although this question included a cooking instruction written in paragraph format and linked to a high-point question, many students provided detailed responses. The tables were clear and effectively guided students in answering the questions.

Question 7

Nearly all candidates received full marks in this German-German section. The questions assessed the ability to locate and extract correct answers from the text rather than testing comprehension.

Section C: Writing in German

Generally, the writing reflected the skills candidates demonstrated in the oral part of the exam. They produced a good level of texts that carried meaning. Some excellent expressions and questions were also used, making reading the texts enjoyable.

A few samples needed to be longer for markers to consider students for a higher rating. Basic spelling was an issue, with nouns needing capitalisation and a limited range of tenses employed. At times, examiners struggled to understand what a candidate was trying to convey. Mistakes in grammatical structures, such as incorrect word order, wrong word choice and phonetic spelling of words, affected meaning.

On the positive side, students could use some common structures appropriately, and the spread of topics allowed candidates to find subjects that suited their interests. Most students chose the email/letter writing genre with Question 8, where they were asked to describe their school and regular school routine. Some have addressed Question 9, where they had to write a letter to their

parents convincing them to hold a party is a good idea, and one has chosen Question 11, again writing a letter to their German teacher. The excellent level candidates demonstrated in the oral exams, was also reflected in the micro skill of writing. This exam section is challenging for both teachers and candidates, and markers understand that various factors on the day could have influenced these results.

That said, markers enjoyed reading the candidates' work and encouraged them to continue reading widely in German and learning vocabulary and structures, which will positively affect their ability to write longer texts in the future. Candidates and teachers are encouraged to work on comma rules, punctuation in general and spelling.

The Marking Coordinator and marking team would like to thank the setting examiner for creating a varied and exciting paper that maintained a high standard of expectation while providing candidates with a fair and accessible set of papers. They also acknowledge the hard work of the critics who provided invaluable feedback to the setting examiner. Lastly, they congratulate the teachers and students for their ongoing commitment to studying German.

Appendix 1: 2024 Marking Tool

Spoken Text 1 – Question 1

| Q No. | Response | Also accept | Do not accept | Marks |
|------------------|---|---|---|-------|
| a. | Because she has reduced vision | Low vision Vision impaired Vision problems | Not full mark for only 'disabled' | 1 |
| b. | 26 th (0.5) March (0.5) 18 years old (0.5) | 26.03. | | 1.5 |
| c. | Nobody needs to go (0.5) to school the next day (0.5) | | | 1 |
| d. | 11 (0.5) 5pm (0.5) City centre (1) in front of (0.5) town hall (0.5) | 5 in the evening City hall (0.5) | | 3 |
| e. | Remains a secret (0.5) for now (0.5) | It will be revealed (0.5) later (0.5) | | 1 |
| f. | vegetarian | Yummy, delicious food inclusive/as well as vegetarian | | 0.5 |
| g. | To a club | | | 0.5 |
| h. | Friends/people they know will take part in a jam session (0.5). This item only yields 0.5 the answer must include jam session. | Jam session on its own (0.5) | | 0.5 |
| i. | Give a few euros (1) to an animal (0.5) home (0.5) | Donate/give a contribution/money (1) to an animal shelter (1) | Animal (0.5) park or zoo | 2 |
| j. | (Wed) 23 March or 23/3 (0.5) And 2 out of email, handy, SMS/text (0.5) It is very difficult to award points for three items, if the total number of points is 1. | | 0.5 is not given when not two possibilities are listed. Wednesday (without a date) | 1 |
| Total: 12 | | | | |

Spoken Text 2 – Question 2

| Q No. | Response | Also accept | Do not accept | Marks |
|------------------|---|--|--|-------|
| a. | telephone | Phone call call | | 0.5 |
| b. | Looking for a new place to live (1) this suburb appeals (1) | Looking for a new share house/a room in a shared house/place (1) Neighbourhood/area (1) | General comments to indicate to check it out | 2 |
| c. | 6-month (0.5) practical placement (0.5) in Berlin (0.5) | Placement/Practical studies/internship (0.5) | | 1.5 |
| d. | 3 September | | | 0.5 |
| e. | 12 months (1) possibility to extend (1) | Could be longer (1) | | 2 |
| f. | 11 sq. Metres (1) next to the bathroom (1) | 11m2 to the left of the bathroom (1) | Cubic meter | 2 |
| g. | Factories / (car) garage | Car workshop/mechanics workshop | Singular factory (0.5) | 1 |
| h. | Won't be home during the day (1) At night you can't see it (1) | Only there in the evening / in the dark/Working during the day | | 2 |
| i. | 430 euros per month (0.5) Water and electricity (0.5 each) | Inclusive of additional cost | | 1.5 |
| Total: 13 | | | | |

Spoken Text 3 – Question 3

| Q No. | Response | Also accept | Do not accept | Marks |
|------------------|---|--|----------------------------------|-------|
| a. | On the street | On the street outside On the street in front of the shop/the favourite clothes shop | If there is no mention of street | 0.5 |
| b. | For his cousin Peter (1) For Christmas (1) | For his male/female cousin | | 2 |
| c. | Jumper, shirt (0.5 each) Always Dresses elegantly | Chic, stylish, modern, fashionable, well dressed | | 2 |
| d. | ONE of: what does he look like? What does he like doing? Which colours does he wear normally? | | What does he like? on its own | 1 |
| e. | When they go fishing | | | 1 |
| f. | Green (0.5) jumper(0.5) | | | 1 |
| g. | Colour is too bright (1) striped one (1) | Colour is too loud/harsh/bright/garish/glaring/flashy | | 2 |
| h. | Looks like a grandfather's jumper | Old man's jumper Any idea of old person's clothing | It is his grandfather's jumper | 1 |
| i. | 176 euros (0.5) It's crazy (0.5) wants to get something cheaper (0.5) | It's mad / ridiculous / incredible (0.5) To get something at the flea market (0.5) | | 1.5 |
| Total: 12 | | | | |

Spoken Text 4 – Question 4

| Q No. | Response | Also accept | Do not accept | Marks |
|------------------|---|---|--|-------|
| a. | Two out of three: Talk to salespeople (1) Get advice (1) To try it on and try it out | Employee, shop worker, shop assistant | | 2 |
| b. | Mobile phone | Shoes | | 0.5 |
| c. | Whether it looks good on him/her (1) Whether it fits (1) | You need to be able to touch it (1) How it feels | | 2 |
| d. | You need to touch them | You need to be able to pick it up | The answer “need to touch” can’t be awarded for both c & d | 0.5 |
| e. | Tips for books (1) Know a lot (0.5) about bestsellers (0.5), authors (0.5), trends (0.5) | Tips for reading material, recommendation of books | Not full marks for only tips | 3 |
| f. | Write (0.5) Record (0.5) with a microphone (0.5) | Make a sound/audio/voice recording | | 1.5 |
| g. | Be reasonable (0.5) Don’t mention (0.5) big companies (0.5) | No critical comments/Don’t be critical of (0.5) big companies (0.5) | | 1.5 |
| Total: 11 | | | | |

Question 5

| Q No. | Response | Also accept | Do not accept | Marks |
|------------------|--|--|-----------------------|-------|
| a. | Cologne | | Köln | 1 |
| b. | At school (0.5) at Schiller high (0.5) | Academic high school Grammar school | Gymnasium | 1 |
| c. | Street (0.5) musicians (0.5) | Buskers (for full mark) | | 1 |
| d. | Sometimes they sing in English (0.5) mainly (0.5) sing proudly (1) in German (0.5) | | | 2.5 |
| e. | Made up of the three (0.5) family names (0.5) of the band members (1) | All the (0.5) Surnames (0.5) All last names/surnames combined (1) All surnames joint (1) | | 2 |
| f. | They invite other musicians (1) to join them (1) | | | 2 |
| g. | Trumpet (0.5), cello (0.5), violin (0.5) | | Any other instruments | 1.5 |
| h. | His special voice (1) is raw/rough/harsh (1) so is easily recognisable | Unusual voice (1) Unique voice (1) Husky voice (1) | | 2 |
| i. | Their own online channel (1) tours and concerts (1) | In isolation: tours (0.5), concerts or live (0.5) | | 2 |
| j. | They played at a rock concert (1), they signed for/made their first recordings (1) | “Rock am Ring” / huge rock concert / “rock at the Ring” First record contract | | 2 |
| k. | They often support / participate in demonstrations (1) against social problems (1) | | | 2 |
| l. | D. Care about the environment | | | 2 |
| Total: 21 | | | | |

Question 6

| Q No. | Response | Also accept | Do not accept | Marks |
|------------------|---|---|---------------|-------|
| a. | Synthetic colouring/materials/substances | Artificial | Plastic | 1 |
| b. | Contain sugar (1) preservatives (1) | Material to conserve | | 2 |
| c. | More environmentally friendly | Healthier (0.5) Better than chemical (0.5) | | 1 |
| d. | So the colours will stick | Keeps the colour on the eggs | | 1 |
| e. | C. not as bright as artificial colours | | | 2 |
| f. | In the following order: (0.5 each) <ul style="list-style-type: none"> • Red cabbage • Yellow • Spinach • Brown Red beetroot (juice) | Red herb instead of red cabbage | | 2.5 |
| g. | When preparing food | When cooking Save them instead of throwing them away | | 1 |
| h. | 3 cups Half a litre 20 minutes | 0.5 litre / 500mls | | 1.5 |
| i. | Raw eggs (0.5)– 15 minutes in the coloured brew / liquid / water (1) Boiled / cooked eggs (0.5) – overnight in the coloured brew/liquid/ water (1) Second method (1) produces stronger / brighter colours (1) | Dye (for coloured brew) | | 5 |
| j. | B. be environmentally friendly by not wasting ingredient | | | 2 |
| Total: 19 | | | | |

Question 7

| Q No. | Response | Also accept | Do not accept | Marks |
|------------------|--|---------------------------------------|----------------------------------|-------|
| a. | Caroline Link (0.5) Deutschland (0.5) | | | 2 |
| b. | Vor dem zweiten Weltkrieg (1) 1933 (1) | | | 2 |
| c. | <ul style="list-style-type: none"> Ihr/der Vater ist / war Jude Vater stand ganz oben auf der schwarzen Liste der Nazis Die Familie war in Lebensgefahr | Incorrect tense (e.g. ist statt war) | | 3 |
| d. | (Die) Schweiz | | | 1 |
| e. | C. Von einem Kind | | | 2 |
| f. | Weil sie ihre Heimat (0.5) schnell verlassen müssen(0.5) | Angst um ihre Sicherheit (0.5) | | 1 |
| g. | <ul style="list-style-type: none"> Ihren Stoffhund Das rosa Kaninchen | Stoffkaninchen | Spielzeug Not mentioning rosa | 2 |
| h. | An manchen Tagen gab es fast nichts zu essen. | Incorrect tense (e.g. gibt statt gab) | | 1 |
| i. | Zwei von:(1Punkt jede Antwort) <ul style="list-style-type: none"> Es gibt lustige Zwischenfälle Neue Gesichter Neue Städte Neue Schulen | | | 2 |
| j. | B. auswandern | | | 2 |
| k. | C. Jugendgeschichte | | | 2 |
| Total: 20 | | | | |