

2025 ASSESSMENT REPORT

GRM315114 GERMAN

Oral Component

It was heartening to see more students excel in the 2025 oral exam. Examiners reported that many candidates displayed impressive language proficiency, allowing them to engage in authentic conversations. The strongest candidates demonstrated a wide range of refined skills – comprehending all questions, responding spontaneously and clearly enjoying the natural rhythm of dialogue. Their grasp of grammar was adequate and occasional errors in structure or word choice did not significantly impede communication or understanding.

Conversely, weaker candidates tended to recognise only basic vocabulary. They relied heavily on rehearsed phrases, simplistic responses or single-word answers, making it difficult for them to construct replies expected at a higher level. It is worth noting that an actual conversation does not occur when students merely answer prepared, word-for-word questions with monologues. Students are always asked to read their TASC number for identification. However, many of this year's students stumbled over reading their numbers in German.

Examiners expressed deep appreciation for teachers' efforts in preparing students for this conversational component, acknowledging that cultivating and developing this skill in the classroom is particularly demanding. Nevertheless, year after year, teachers succeed in presenting candidates who, overall, delight examiners with their enthusiasm for speaking German.

Written Component

Section A – Listening and Responding

Candidates performed well in this section, achieving a good range of marks. Spoken Text 4 was challenging for many 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 most significant difficulty. They must balance structural and grammatical knowledge with vocabulary knowledge and the ability to sort, synthesise and note information within a brief timeframe. Therefore, candidates should feel proud of these results, as 99% of candidates did well.

Question 1 – Spoken Text 1

While students had no significant problems with this text and its topic, markers remarked that a few words were challenging. Blatt and echten Band were vocabulary words that students needed to learn to answer the questions fully. The topic of this question was accessible to young people today, aside from knowing what ZDF and ARD meant. They had to rely on understanding the spelling of these two TV stations.

Question 2 – Spoken Text 2

Candidates received this text well, as they seem to prefer conversational interviews over narrative ones. Generally, the information was understood, but some key details, such as *schmale Gasse*, *Städtische Kunstgalerie*, *Meisterwerke*, and *tolle Sammlung moderner Kunst*, needed to be included in full to earn the full mark. More difficult words used in the conversation, such as *Meine Güte*, *Passantin*, *Anweisungen*, and *Sie haben Recht*, might not have been needed for their answer, but made the level of this text a little more challenging. Students might have been unfamiliar with this vocabulary, and they were only hearing the text, not seeing it written.

Question 3 – Spoken Text 3

Most candidates managed this text well. However, markers noted that students needed help with vocabulary across all sections of the paper; this question concerned fruit, vegetables and adjectives. *Erfrischen*, *ganz leicht sein*, *pfiffig*, *ein paar*, *zwei mittelgroße* – have many translations – and the students were very creative in demonstrating this to the markers.

Numbers and currency needed to be fully understood to gain full marks.

Q3, h) students are reminded to read the whole question to ensure that they answer all elements asked – why and what.

Question 4 – Spoken Text 4

This text was packed with very detailed vocabulary in a very short space. *Ausser Betrieb*, *vorzubereiten*, *wir bitten Sie um Verständnis*, *entspannende*, *angenehme* and *zurückbleiben* were all words that contributed to the text being demanding. However, many students gained sufficient understanding to answer the questions well.

Q4, g) the translation of *Imbissstube* attracted discussion, and several versions were accepted, as the usage of the word differs across German-speaking countries.

Section B – Reading and Responding

All students accessed this section, and there was a range of understanding demonstrated. They had enough time and a dictionary to look up specific words, which helped them answer the questions. Students are encouraged to answer all questions with as much detail as possible and to avoid leaving any blanks. Students do not lose marks if their answers are incorrect. This applies to all sections of the paper.

Question 5

All candidates did well on this question, with no significant problems with the subject matter of social media in schools or the questions; however, more detail was needed to earn full marks.

Question 6

Although this question included the current topic of what is essential for young people, the questions were tricky to access with three type 2 questions and one with 5 marks. This required the students to provide detailed responses. The majority of students found question a) challenging to respond to, with many students not providing the frequency of *'alle vier Jahre'*.

Question 7

The questions in this year's German-German section were well formulated, and the students needed to demonstrate their understanding in ways beyond simply lifting parts of the text. The questions assessed comprehension. There were several questions about the meaning of specific words.

Section C – Writing in German

This year's writing was the weakest part of the exam. Length was an issue for at least a third of the candidates, with only approximately 150 words written. The paper clearly specifies approximately 250 words to be written. This instruction asks to write 10% +/-, and this word count needs to be addressed to attract a higher mark. The students are invited to demonstrate their skills in writing a sustained text, using different tenses, a variety of structures and vocabulary. A short text in the present tense did not attract more than a C. For the students who wrote a very short text, they also did not show a variety of tenses, structures or vocabulary addressing the course content. This had an impact on their marks for Criterion 4. Interestingly, the writing part did not correlate with the usual pattern of similar levels of students' spoken marks, as both parts are productions of the language. An A-level text not only addresses the question but writes 250 words showing a vast range of vocabulary, different tenses and structures. It also contains authentic phrases.

It was noted that none of the students who responded to Question 12 answered in the requested conversation format. However, the syllabus does not actually stipulate marks for the genre's format.

The spelling mistakes in question 9: *18ter* instead of *18*. ('18th birthday') and *Email* instead of *E-Mail* were carried over from the instructions into some answers, but this was ignored by the markers.

Across the board, students made fundamental errors, such as failing to capitalise the first word of a sentence or nouns, spelling mistakes with well-rehearsed words, basic punctuation and word-order errors.

To achieve higher marks, students need to demonstrate a range of tenses, different structural complexities, and a variety of vocabulary. In short, this is not possible to demonstrate when a text is far too short. In a conversational style of writing, this needs careful consideration of how to apply the above.

The Marking Coordinator and marking team would like to thank the setting examiner and critics for creating a varied and exciting paper that met high expectations while remaining fair and accessible to candidates. Lastly, they congratulate the teachers and students for their ongoing commitment to studying German.

Section A – Listening and Responding

Question 1

Question.	Response	Also accept	Do not accept	Marks
a.	(TV stations) ARD (0.5) ZDF (0.5)	TV station/news organisation (0.5) plus one of ARD / ZDF	Any incorrect spellings of ARD / ZDF	1
b.	Get parental permission	Ask your parent(s)		1
c.	Get your parents (1) to sign it (1)			2
d.	Link (0.5) password (0.5)	Access (0.5)		1
e.	Write/compose (0.5) an original song (0.5)			1
f.	TWO out of: the text of the song / a photo of yourself / a video of your song (1 each)			2
g.	18 May (both details needed for 0.5)			0.5
h.	TWO out of: present / play the song at a concert / work with a real band / produce the song in a studio / produce the song with a music professional			2
i.	ONE of: Look on the website OR write to them / the organisers / TV station			0.5
			TOTAL	11

Question 2

Question.	Response	Also accept	Do not accept	Marks
a.	City (0.5) art (0.5) gallery (0.5), masterpieces (0.5)	Town/urban/state, masterworks/well known (any of these for 0.5)		2
b.	Modern (0.5) art (0.5)	Collection of modern art		1
c.	On foot	Walking		0.5
d.	Go across the intersection (1)continue straight ahead (1)	Cross over/crossing (1), keep walking (1)		2
e.	A narrow (0.5) lane (0.5) on the left (0.5)	As “on the left” appears in the questions, answer of a narrow lane is accepted as full marks of 1.5		1.5
f.	Seems so far away (1)/ worried they’ll get lost (1)	Instructions sound complicated (1)		2
g.	Ask a passerby (for advice/help/directions)	Person/people on the street		1
h.	Entry (0.5) is free today (0.5) – always free on a Tuesday.(0.5)	Today is Tuesday, so entry is free.	Do not award full marks when today is not mentioned	1.5
			TOTAL	11.5

Question 3

Question.	Response	Also accept	Do not accept	Marks
a.	New colleague (0.5) and husband (0.5) coming to dinner (0.5). (wants to prepare) delicious food (0.5)		No full mark if the last element is not given.	2
b.	Fish (0.5) rice (0.5)			1
c.	Spinach (0.5) because you need something green (1)			1.5
d.	Any TWO of the following: good value in winter / quick to prepare / good for your health	Cheap/practical to buy in Winter Good for you		2
e.	450 Gramm (need both elements for the mark)		450 OR Gramm in isolation	0.5
f.	Refreshing (0.5), (quite) light (0.5)			1
g.	Pineapple (0.5) kiwi(fruit) (0.5)			1
h.	It is Winter	Wrong season for strawberries		0.5
i.	Two (0.5) medium-sized (0.5) red (0.5) apples (0.5)	A few		2
			TOTAL	11.5

Question 4

Question.	Response	Also accept	Do not accept	Marks
a.	Frankfurt (am Main)			1
b.	Delays (0.5) in all directions (0.5)	Train will be late (0.5)		1
c.	Construction site (0.5) (near) platforms 4 and 5 (0.5)	Worksite/building site, line/track		1
d.	(0.5 marks for each of the following answers): <ul style="list-style-type: none"> • Berlin • 10.45 • 4 • 6 • 11.05 			2.5
e.	A tree (0.5) on the line (0.5) that had to be cleared away (1)	On the track (0.5), Removed (1)		2
f.	Because of urgent (0.5) repairs (0.5) ticket machine (0.5) is not working (0.5), it as the ticket machine is already in question	Urgent repairs in the arrival hall, so the Ticket machine is out of order till 2:30 pm		2
g.	Opposite (0.5) the snack bar (0.5)	Across the (0.5), fast food stand/shop/take-away/kiosk (0.5)		1
h.	4 minutes (need both details for the mark)			0.5
i.	Before you get on the train (need both ideas for the mark)	Before embarkation		1
j.	Seat reservations			1
			TOTAL	13

Section B – Reading and Responding

Question 5

Question.	Response	Also accept	Do not accept	Marks
a.	To reduce (0.5) the use of (0.5) mobile phones (0.5) in lessons (0.5)	In class	Handys	2
b.(i.)	On two days of the week (1) mobiles should stay/be left at home (1)	Students should leave their phones at home two days a week (2) / 0.5 for phone-free days		2
b.(ii)	Teachers (0.5)and students (0.5)			1
c.	Turn off (1) all administration screens (1) for: (ONE of: timetables/notices/announcements	All school screens		3
d.	He thinks the idea of a technology-free day very unsettling/disturbing (1) because he constantly (0.5) uses his phone (0.5) to do any ONE of the following: <ul style="list-style-type: none"> • listen to music • check facts • do his homework 			3
e.(i)	The teachers	Some teachers	Computer/IT teacher/ Anja Schmidt	1
e.(ii)	Wondered what teachers should do (1) if / when they need help (1)			2

f.	(They wanted to know) how children could contact them (1) without a mobile (1) if they missed the bus/ when something happened on the way home (EITHER of these is sufficient for 1 mark)	When something went wrong on the way home		3
g.	B			2
			TOTAL	19

Question 6

Question.	Response	Also accept	Do not accept	Marks
a.	Every four years			1
b.	What is most important (1) for young people (1) in Germany (0.5) today(0.5)	Currently/daily life (0.5)		3
c.	C	A-as it is not mutually exclusive to C		2
d.	More (0.5) serious (0.5) and more concerned (0.5) than ever (before) (0.5)			2
e.	Climate (0.5) and environment (0.5)			1
f.	Migration (1) / racism (1) / discrimination (1)	Uncertainty of professional possibilities (1)		3
g.	More difficult (1) to predict (1) which technical skills (1) and knowledge (1) will be necessary(1)	Harder (1) to tell/indicate (1)		5
h.	D			2
i.	B			2
			TOTAL	21

Question 7

Question.	Response	Also accept	Do not accept	Marks
a.	In Museen (1) auf der Straße (1)			2
b.	Berlin ist die Streetart-Hauptstadt			1
c.	(Man kann die) Werke der besten Street-Artists aus der ganzen Welt sehen	3. Paragraph. Streetart-Museum wo man die Werke von international bekannten Künstlern und Künstlerinnen bewundern kann		2
d.	D			2
e.	Streetart ganz radikal (1) kritisierte oft die Gesellschaft (1) oder die Regierung (1)			3
f.	Bunt (1) demokratisch (1) zum Nachdenken anregend (1)			3
g.(i)	imponierend		zum Nachdenken anregend'	1
g.(ii).	vergänglich			1
h.	(kostet) nichts	€0 / frei / umsonst/ kein Geld / gratis	\$0	1
i.	Schablone ausschneiden (1) bunt (mit Spraydosen) sprühen (1)	Streetartbild machen (1)		2
j.	D			2
			TOTAL	20