



20.0 GERMAN (502)

In the year 2006, the KCSE German syllabus was examined in the following three papers:

Paper 1 (502/1): Tested Listening and Writing skills (functional and creative).

Paper 2 (502/2): Tested Grammar and Reading Comprehension.

Paper 3 (502/3): Tested Reading and oral skills (Communicative Skills - intonation, pronunciation and articulation).

20.1 GENERAL CANDIDATES' PERFORMANCE

The table below shows the performance of candidates in German in the year 2006

Table 23: Candidates overall performance in German in the Year 2006

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2006	1 2 3 Overall	306	35 40 25 100	20.16 25.15 16.58 61.89	4.85 6.92 3.88 14.00

20.2 PAPER 1 (502/1)

This paper entails a listening and a writing component. The listening takes thirty (30) minutes and the writing takes one and a half (1½) hours. The two sections of the paper and their weightings are as follows:

- **Section A:** Listening Comprehension (15 marks)
- **Section B:** Essay Writing (20 marks)

The candidate is expected to listen to some dialogues and a read out text. Then he/she responds to the questions asked in relation to the passages listened to. In the written section the candidate chooses only one question to respond to. The expected essays test the knowledge of both creative and functional writing skills. Some essay questions are guided and others open-ended. The candidate can only write on one type of essay. The essay must not be of more than 250 words.

Weaknesses

In section A, the candidates showed lack of exposure to listening to recorded materials, while in section B, they had challenges in writing the essays especially the creative one due to minimal vocabulary and poor mastery of grammar.

Advice to Teachers

For section A, teachers are advised to expose the learners to more recorded materials to increase their familiarity, while in section B, learners should be given more creative writing exercises and be assisted with tips on mastering grammar.

20.3 PAPER 2 (502/2)

This paper consists of two sections. These are:

- **Section I:** Consists of 40 Grammar items (20 marks)
- **Section II:** Consists of two (02) reading comprehension passages (20 marks)

20.3.1 Section I

The candidates were expected to correctly combine or change sentences according to their grammatical structure.

Weaknesses

Candidates are still not confident with grammar items especially dative case and pronouns.

Advice to Teachers

Teachers should encourage study of grammar by making grammar lessons interesting. They should avoid traditional methods of teaching grammar and embrace modern methods which are participatory.

20.3.2 Section II

The students were required to answer questions based on one fictional passage, which can be a fairy tale or a contemporary text and one non-fictional passage (factual).

Weaknesses

The candidates still tend to pick excerpts of the passages in answering questions instead of using their own words. This shows some inadequacy in vocabulary and language structures.

Advice to Teachers

Teachers should train learners to write by giving them a variety of passages. They can be taught to change narrator perspective of the texts, summary writing etc. *Easy readers* should also be given to students, where the students are asked to give book reports using a guided questionnaire. This can be done as a group activity and the work given as a take home assignment. This will increase the candidates' confidence in extracting information from written texts.

20.4 PAPER 3 (502/3)

This paper consists of two parts and carries a maximum of 25 marks. *Part one (Oral Passage)* is a short passage to be read out aloud. A candidate reads this passage to a team of examiners and is graded. The passage tests pronunciation, intonation, and articulation of the candidate. *Part two (Conversation)* consists of 4 statements concerning different topics. These statements may be accompanied by pictures, graphs, tables or simply plain quotations or questions. The candidate is given the question paper for 15 minutes to prepare himself/herself, selects one statement to respond to and thereafter presents his/her points to the examiner who also engages the candidate in a conversation.

Weaknesses

In part 1, the problems of intonation and pronunciation were evident, while in part 2, lack of mastery in vocabulary and language structures caused lack of confidence in communication was noted.

Advice to Teachers

For part 1, teachers are advised to increase read aloud exercises and deliberate effort should be put to correct the intonation and pronunciation of the language, while in part 2, teachers should create forums where the learners can talk in German on topics taken from the syllabus to enable them gather the relevant vocabulary.