



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) this includes Intonation and Pronunciation .

26.1 CANDIDATES' GENERAL PERFORMANCE

The table below shows the performance of candidates in German in the years 2008 and 2009.

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

YEAR	PAPER	CANDIDATURE	MAX SCORE	MEAN SCORE	STANDARD DEVIATION
2008	1	386	35	22.91	5.84
	2		40	22.20	8.49
	3		25	17.72	3.82
	Overall		100	62.90	16.63
2009	1	381	35	23.81	4.36
	2		40	22.68	8.15
	3		25	17.57	3.66
	Overall		100	63.95	14.84

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 2009 examination as compared to the candidates in the year 2008. The mean was higher by 1.05.
- 26.1.2 The candidates' registered a higher mean and the spread of candidates is better now than last years. The standard deviation is closer to 15 than in the year 2008.
- 26.1.3 There was a slight decrease in candidature in the year 2009 as compared to the year 2008.

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 seemed not to have prepared adequately for the listening examination. In the writing section, many candidates had too many careless mistakes e.g. punctuation, capitalization, vocabulary and grammar structures. 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 teachers should ensure that the schools are well equipped in the area of listening, by both acquiring a cassette player and the relevant cassettes from KIE and Goethe Institute.

The teachers should invest more in their knowledge of the language. This will then motivate them to teach better and the results will also reflect these efforts.

The basic sentence structures, basic grammar and frequently used expressions should be emphasized in teaching writing and marking the same in the classroom level.

The teachers should use additional materials (supplementary) 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

Section I - 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.

Section II –The lifting of whole excerpts from the texts is evident.

Advice to teachers

The students need to be taught to distinguish between reflexive actions in accusative and dative. Internal assessment should be designed in a way to challenge student more. Students need to be given more exercises in grammar to internalize the rules that govern the formation of sentences in different situations.

Students need to be advised on punctuation especially in subordinate clauses. Practicing irregular verbs should be encouraged and tested often in the classroom situation. A reading culture should also be nurtured among the students.

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 and avoid lifting excerpts from the 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. Others did not understand the questions and this posed a challenge in giving proper response.

Advice to teachers

The integration of reading and pronunciation in the learning process is highly recommended. 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.

Students should be trained in skills of presentation and use of appropriate phrases in dialogues.