



## External Assessment Report 2011

Subject	<b>German</b>
Level	<b>Standard Grade</b>

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the Examination.

# Comments on candidate performance

## General comments

The total number of candidates decreased slightly from last year. A significant number of candidates who were presented at General/Credit level did not achieve a grade 4 or above for Reading and/or Listening. Centres are advised, therefore, to consider carefully the levels at which it is appropriate to present candidates next year.

## Speaking

The percentage of candidates awarded a grade 1 in this skill was high.

## Writing

It was pleasing to see that almost all candidates submitted the required three pieces of writing. However, performance in this skill was disappointing on the whole. Although markers reported some very good performances at Credit level, there were fewer grade 1 than grade 2 awards in this skill. The percentage of candidates awarded a Foundation grade was high.

## Reading and Listening

Performance in Reading was very good at all levels, with many candidates engaging well with the papers. However, performance in Credit and General Listening was generally disappointing overall. The gap between performance in Reading and Listening continues to widen.

## Areas in which candidates performed well

### Writing

At all levels, nearly all candidates produced folio pieces which achieved communication. Candidates did best when tackling familiar topics such as 'Meine Schule', 'Meine Stadt' and 'Meine Freizeit', as they were able to express opinions on these topics and were not restricted simply to facts. There were some very good performances on the topic of 'Mein Betriebspraktikum' and in other past tense essays.

### Reading

#### Foundation

Candidates followed instructions carefully.

Questions 1, 2 (a), 3, 5, 6, 9, 10, 11: Most candidates scored highly in these questions.

#### General

Questions 1, 5, 7: Most candidates did well in these questions.

## **Credit**

Few candidates left gaps, and there was evidence of diligence in trying to work out meanings. Some candidates used highlighter pens successfully and took notes around the text.

Questions 3(a), 3(b): Most candidates picked up maximum points in these questions.

Questions 1 (a), 1 (c), 1 (d), 2 (c), 3(e): Many candidates demonstrated good comprehension in these questions.

## **Listening**

### **Foundation**

Candidates generally demonstrated a good knowledge of basic vocabulary at this level.

Questions 1, 2, 7 (a), 7 (b), 11: Most candidates performed well in these questions.

### **General**

Questions 3, 6 (a): Most candidates picked up full marks in these questions.

Question 8: Candidates appeared able to eliminate answers here, leading to high scoring.

## **Credit**

Questions 2, 3 (b), 8 (b): Many candidates picked up marks in these questions, which contained English cognates such as 'landen', 'Sekretäre' and 'Instrumente'.

Question 10: Many candidates performed well in this question.

## **Areas which candidates found demanding**

### **Writing**

The topic of 'self and family' produced over-simplistic essays. Pre-learned complex phrases were, in some cases, not well reproduced, particularly in less personal topics like 'the environment.' There was a lack of conjunctions other than the basic 'und' and 'aber', and, as a result, many otherwise good essays lacked flow.

### **Reading**

#### **Foundation**

Question 7: Many candidates did not read the texts carefully enough. This question did not just require candidates to match one German word to an English word, and therefore required time and perseverance.

## **General**

Question 3 (a): Many candidates found this difficult, despite the bullet-point layout. A lot of candidates thought that 'langweilig' was 'languages'. Some candidates did not identify the false friend 'Noten' correctly — some wrote 'music' in their answer.

Question 6 (a): Most candidates did not gain 3 marks in this question due to a lack of detail.

Question 8: Some candidates read 'keine' as 'kleine'. Very few candidates recognised 'Geschirrspüler'.

## **Credit**

Question 2 (g): Most candidates had difficulty with 'kennen lernen'.

## **Listening**

### **Foundation**

Question 13: Most candidates did not recognise 'Oma' and 'Handy'.

## **General**

Overall, there was very poor recall of basic vocabulary. Often candidates had correctly heard and noted the German vocabulary on their script but did not identify the English meanings.

Question 1: Very few candidates understood 'mit dem Hund spazieren gehen'.

Question 4 (a): Many candidates did not recognise 'Zahnarzt'.

Questions 5, 6 (b): Candidates struggled to demonstrate comprehension of the ideas in these questions.

Question 7: Poor recognition of 'glatt', 'Brille' and 'Rock'.

## **Credit**

Overall, there was poor recognition of basic vocabulary.

Question 1: Few candidates recognised 'Bahnreise' and 'Europa'.

Question 5: Few candidates recognised 'Grippe'.

Question 9: Some candidates in this paper wrote the wrong date.

# Advice to centres for preparation of future candidates

## Writing

Centres should consider directing candidates towards areas that are within their experience, which will enable them to express opinions and their own ideas more readily.

At Credit level, candidates should be encouraged to experiment more with complex structures and conjunctions, but not at the expense of accuracy.

## Reading and Listening

Candidates should be encouraged to develop strategies for tackling questions which require more prolonged and careful reading. Candidates should also be prepared for *sustained* listening. It is not always financially feasible or environmentally desirable to allow candidates to write on practice papers to allow them to practise note-taking and highlighting techniques, but interactive whiteboards could be useful for developing such skills.

Centres should try to instil in candidates at all levels the importance of learning and revising vocabulary.

## Statistical information: update on Courses

### Standard Grade

Number of resulted entries in 2010	6205
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Number of resulted entries in 2011	5926
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## Statistical Information: Performance of candidates

### Distribution of overall awards

Grade 1	18.6%
Grade 2	22.6%
Grade 3	24.4%
Grade 4	23.4%
Grade 5	8.6%
Grade 6	1.3%
Grade 7	0.0%
No award	1.1%

### Grade boundaries for each assessable element in the subject included in the report

Assess-able Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Found-ation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
R	26	20	15	32	21	14	33	23	17
L	25	18	11	26	17	11	27	18	14