

German is examined in the following three papers;

Paper 1 (502/1) - This paper tests Listening and Writing Skills (Functional and Creative Writing Skills)

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.

### Candidates' General Performance

The table below shows the performance of candidates in German in the years 2017, 2018, 2019 2020 and 2021

**Table 13: Candidates Overall Performance in German for the last four years**

YEAR	PAPER	CANDIDATURE	MAX SCORE	MEAN SCORE	STANDARD DEVIATION
2017	1		35		
	2		40		
	3		25		
	Overall	687	100	57.57	14.75
2018	1		35	19.79	3.9
	2		40	23.41	5.04
	3		25	17.1	7.46
	Overall	775	100	60.30	14.28
2019	1		35		
	2		40		
	3		25		
	Overall	830	100	59.27	13.83
2020	1	991	35	19.26	5.03
	2	991	40	22.96	7.73
	3	972	25	17.92	3.63
			100	59.73	14.9
2021	1	1267	35	21.45	4.96
	2	1262	40	22.23	6.02
	3	1260	25	17.79	3.38
		1267	100	61.29	12.86

The following observations can be made from the table above:

- The general performance of the candidates in the year 2021 improved from the previous mean of 59.73 to 61.29. The subject mean is higher by 1.56 percentage points.
- The only paper that recorded some improvement is paper 502/1 while paper 502/2 and 502/3 declined by 0.73 and 0.13 percentage points respectively.
- The candidature has gone up by 295 candidates from the previous year 2020. This is a positive trend. More learners are embracing the German language.

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. This paper carries 35 marks whereby Section 1 has 15 and Section II on Composition has 20 Marks. The paper takes 2 hours.

In **section I**, the candidate is expected to listen to four recorded passages and to answer accompanying questions. It is expected that the candidate will effortlessly understand the spoken German Language. The candidate can use a variety of listening strategies to achieve text comprehension, including paying attention to key points and checking comprehension using contextual clues. At Form 4 level, it is expected that the candidate is proficient at using contextual, grammatical and lexical clues to derive attitudes, moods and the intentions and anticipate the sequel (recorded work).

### A brief highlight of Section I: Listening Comprehension

(15 marks)

#### Passage 1

The scene was in a market/at a grocery. The candidate was expected to listen to the recorded passage and answer the questions given.

1. Where is the scene?

**Answer:** In a market.

2. What does the lady want to buy?

**Answer:** She wants to buy two kilos of tomatoes and half a kilo of cucumbers.

*Answers in German language*

1. Auf dem Markt.

(1 mark)

2. (Die Frau Möchte) zwei Kilo Tomaten und ein halbes Kilo Gurken.

(1 mark)

#### Passage 2

The scene was in a town at a road/street. The candidate was expected to listen to the recorded passage before answering the questions:

*Question and answers for the passage in English*

3. Where does the lady want to go?

**Answer:** To the national park.

4. How long will it take her to run/get there?

**Answer:** A five minutes run/300 meters.

#### Answers for Passage 2 in German Language

3. Sie möchte zum Nairobi Nationalpark

(1 mark)

4. Sie soll fünf Minuten laufen/300 Meter.

(1 mark)

#### Passage 3

The passage is about studying German language. The candidate was to listen out and answer whether the statements are True (Richtig) or False (Falsch).

Richtig

(1 mark)

Falsch

(1 mark)

Falsch

(1 mark)

Falsch

(1 mark)

#### Passage 4

The setting is at a hotel reception. A number of guests have just arrived and are making enquiries on available accommodation.

#### Answers to passage 4 in English Language;

11. 2 guests require accommodation.
12. The guests would like to book a single room each (two) single rooms.
13. It costs 2000 Shillings,
14. They will stay for three nights.
15. Every guest will pay a total of 7500 shillings.

#### Answers in German Language;

11. Zwei (2) Gäste brauchen Unterkunft. (1 mark)
12. Sie möchten (zwei) Einzelzimmer. (1 mark)
13. Es kostet 2000 Schilling. (1 mark)
14. Sie bleiben drei (3) Nächte. (1 mark)
15. Jeder Gast bezahlt 7500 Schilling. (1 mark)

In section II, the candidates are expected to write express themselves in writing a composition of about 220-250 words on any one of the given topics given.

In 2021 the following topics were provided:

1. This was a friendly letter to a pen pal in Germany who wants to work in the candidate's homeland/ country as a volunteer. The candidate was expected to write on the kinds of volunteer jobs to choose from, where to get volunteering opportunities, when he/she can begin working, what to bring along and what problems he/she may encounter.
2. This was a friendly letter to a pen pal in Germany who wants to find out about shopping in the candidate's town of residence. The candidate was expected to discuss different ways to shop for items. When does he/she prefer shopping, who usually accompanies him/her, which mode of shopping is popular and why, what items are fast selling/ marketable, how one can shop in an environmentally friendly way/ conserve the environment.
3. The third letter is to a German teacher. The candidate was expected to assume the role of a student who attended a three-month language course and has returned to the country. The candidate was expected to thank the German teacher for the opportunity, explain why the course was important, other than the lessons what else did he/she like, describing the location and the people he/she met. How this course will enable him/her to assist other German students.
4. The last composition was a creative essay where candidates were given an introductory statement and were required to come up with an essay.

*I was lying on the sofa watching television. When I heard 'and the winner is.....*

## Weaknesses

The **Listening Comprehension** had four passages where the candidates were required to listen for specific information as told by different people, pick out identities/names and activities. Some candidates displayed inability to pick out names and numbers, assigning activities to the specific actors, identifying synonymous information and following instructions. This led to an inability to respond to high order questions such as those testing synthesis, analysis or application.

In **Composition writing**, the candidates' assumption due to familiarity with certain words led to ignoring key words thus writing out of given topic.

## Advice to teachers

Grammar should be taught through integration and not just on its own to help the students better grasp the concept and rules of the language.

Students should be exposed to fairy tales as early as possible for them to be familiar with the language used and how to handle questions.

Teachers should strive to guide their students on how to answer reading comprehension questions without lifting answers directly from text but rather their own interpretation of the texts.

To develop an ear that hears German sounds and recognises them, exposure to more authentic conversations and real-life dialogues is the key to improve performance in this paper. Teachers are encouraged to be stricter with grammar correctness when marking students work in listening comprehension and composition to reduce careless mistakes.

Teachers' ought to confront students with more non guided essays to develop creativity. The teachers should ensure that the learners read and follow instructions and compositions are within the prescribed word limit by using various techniques. Learners should also be exposed to more written German literature and creative texts.

### 3.4.3 German Paper 2 (502/2) GRAMMAR AND READING COMPREHENSION

This paper tests the understanding and application of grammatical rules and reading skills. 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**, the ability to extract information from the two texts is tested. Specifically, candidates are expected to read and respond to questions on a fictional and non-fictional text. Each of the sections carries **20 marks**. Therefore, the total score for this paper is **40**.

## Weaknesses

**Section I** – Most candidates experienced substantial difficulties in understanding and application of rules of German grammar in this section.

**Section II** – The candidates were required to handle two texts, one factual and one creative testing their ability to get information from written texts. Majority of the candidates struggled with interpretation questions and resulted to lifting answers directly from the texts.

In grammar items, practice is the only solution. Teachers have to be innovative in teaching grammar. It should be introduced in a way that students can relate and enjoy. Teachers should also ensure longer practice and application phases in form of more exercises. For the reading comprehension, teachers can also ensure nurture a reading culture by exposing students to more texts where interpretation and analysis skills are being assessed.

### 3.4.4 German Paper 3 (502/3) GERMAN ORAL

This paper consists of a reading aloud passage, a presentation of a chosen topic and a discussion with the assessor on an already presented topic or a related one. Articulation, pronunciation and intonation is tested.

**Question 1** required the candidate to read aloud the given text with the requisite German intonation and sentence melody.

**Question 2** the candidates were presented with four questions and were supposed to choose one. After careful selection, they were required to speak about it in a detailed manner and then respond to some questions from the presentation and emerging issues.

#### Weaknesses

In this year's reading aloud passage, there were quite a good number of candidates with wrong intonation, poor sentence melody and mother tongue interference. It was noted that in the presentation of chosen topics, some candidates were not detailed in their presentations. Some candidates were not in a position to orally construct a sentence or hold a speech in German language.

#### Advice to teachers

Teachers should avail to the candidates authentic listening materials/texts such as from the internet for practise and to use '*nachsprechen*' (repeat) and '*mit sprechen*' (joining the conversation) exercises to master the skills. Schools should equip their German rooms with CD players/Radios. The candidates should also be encouraged to discuss in German familiar topics in class, outside of class with their peers to promote their interaction with each other.

The candidates should be prepared as early as form two for discussion topics to ensure their proficiency in the language and to build their confidence in speaking German language.

### 3.4.5 General Comments on Teaching and Learning of German

- (i) Candidates need to be encouraged to pursue German as a foreign Language as it offers them greater opportunity as global citizens.
- (ii) With the Competency Based Curriculum, the candidature will definitely rise up and this requires more resources both physical and human resource.
- (iii) Learners need to be exposed to more German authentic texts.
- (iv) Teachers need to discourage rote memorization of German texts. They should encourage reading for Comprehension but not reading for the sake of reading.

- (v) Teachers should create more time for the subject due to the fact that the Language is being learnt in an artificial environment.
- (vi) Schools should equip their German rooms with CD players/Radios. This will avail the students more access to learning the language. Clubs time should be used to practice 'das Gelernte' which are widely used phrases/what they have learnt in and out of class.
- (vii) The candidates should also be encouraged to discuss in German familiar topics in class, outside of class with their peers to promote their interaction with each other.
- (viii) The candidates should be prepared as early as form two for discussion topics to ensure their proficiency in the language and to build their confidence in speaking German language.
- (ix) Students should be exposed to fairy tales as early as possible for them to be familiar with the language used and how to handle questions.
- (x) Teachers should strive to guide their students on how to answer reading comprehension questions without lifting answers directly from text but rather their own interpretation of the texts.
- (xi) The teachers should ensure that the Learners follow instructions and compositions are within the prescribed word limit. Learners should also be exposed to more written German literature and creative texts.

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