

### 3.4 GERMAN (502)

German is examined at KCSE 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.

#### 3.4.1 Candidates' general performance

The table below shows the performance of candidates in German in the years 2017, 2018, 2019, 2020, 2021 and 2022.

**Table 16: Candidates overall performance in German for the last five years**

Year	Paper	Candidature	Max Score	Mean Score	Standard Deviation
2017	1		35		
	2		40		
	3		25		
	<b>Overall</b>	<b>687</b>	<b>100</b>	<b>57.57</b>	<b>14.75</b>
2018	1		35	19.79	3.9
	2		40	23.41	5.04
	3		25	17.1	7.46
	<b>Overall</b>	<b>775</b>	<b>100</b>	<b>60.30</b>	<b>14.28</b>
2019	1		35		
	2		40		
	3		25		
	<b>Overall</b>	<b>830</b>	<b>100</b>	<b>59.27</b>	<b>13.83</b>
2020	1	991	35	19.26	5.03
	2	991	40	22.96	7.73
	3	972	25	17.92	3.63
	<b>Overall</b>		<b>100</b>	<b>59.73</b>	<b>14.9</b>
2021	1	1267	35	21.45	4.96
	2	1262	40	22.23	6.02
	3	1260	25	17.79	3.38
	<b>Overall</b>	<b>1267</b>	<b>100</b>	<b>61.29</b>	<b>12.86</b>
2022	1	1139	35	20.11	5.12
	2	1138	40	17.06	6.83
	3	1139	25	18.75	3.32
	<b>Overall</b>	<b>1139</b>	<b>100</b>	<b>55.92</b>	<b>15.27</b>

The following observations can be made from the table above:

- (i) The general performance of the German candidates in the year 2022 declined from the previous mean of **61.29** to **55.92** The subject mean is lower by **5.37** percentage points.
- (ii) The only paper that recorded some improvement is paper 502/3 while paper 502/1 and 502/2 declined by **1.34** and **5.17** percentage points respectively.
- (iii) The candidature has reduced by **128** candidates from the previous year.

### 3.4.2 German Paper 1 (502/1) – LISTENING COMPREHENSION AND COMPOSITION

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 set in a domestic setting where the male spouse wakes the female spouse who appears to have overslept. The candidate was expected to listen to the recorded passage and answer the questions given.

1. Where is the scene?  
**Answer:** At home/ in the couple's bedroom (1/2 Mark)
2. Where can one expect a dense traffic jam?  
**Answer:** On Uhuru Highway (1/2 Mark)
3. What is the lady expected to do at 9am?  
**Answer:** She has an official meeting at her place of work (1 Mark)
4. Who will prepare breakfast?  
**Answer:** The lady/ Annette (1/2 Mark)

##### Answers in German language

1. Zu Hause/ Im Schlafzimmer (1/2 Mark)
2. Auf Uhurustraße (1/2 Mark)
3. Sie hat eine Besprechung (1 Mark)
4. Die Frau/Annette (1/2 Mark)

## Passage 2

The scene was a recording of the weather forecast. The candidate was expected to listen to the recorded passage before answering the questions:

### *Question and answers for the passage in English*

5. Where will today's cool breeze in Berlin come from? (1/2 Mark)  
**Answer:** From the west and northwest
6. What is the expected weather for this afternoon? (1 Mark)  
**Answer:** Thick clouds, showers and thunderstorms
7. What is tonight's expected temperature? (1/2 Mark)  
**Answer:** 10 degrees
8. What is the forecast for tomorrow morning? (1/2 Mark)  
**Answer:** alternating between sunny and cloudy with scattered showers
9. The highest temperature tomorrow ..... degrees. (1/2 Mark)  
**Answer:** 20 degrees

### **Answers for Passage 2 in German Language**

5. Von Westen und Nordwesten (1/2 Mark)
6. Es gibt Schauer und Gewitter/ stark bewölkt. (1 mark)
7. 10 Grad (1/2 Mark)
8. (wechselnd) heiter und wolkig/ geringe Schauer (1/2 Mark)
9. 20 Grad (1/2 Mark)

## Passage 3

The passage is about the dangers of the cigarette industry and smoking. The candidate was to listen out and answer whether the statements are True (Richtig) or False (Falsch).

### *Question and answers for the passage in English*

10. Smoking is unhealthy (1 Mark)  
**Answer:** True
11. The non-smoker affects the smoker (1 Mark)  
**Answer:** False
12. Experts advise to purchase cigarettes only in packets. (1 Mark)  
**Answer:** True
13. When one is offered a cigarette, one should politely accept. (1 Mark)  
**Answer:** False
14. Tobacco is grown by farmers. (1 Mark)  
**Answer:** True
15. Only the government benefits from smoking. (1 Mark)  
**Answer:** False

### **Answers for Passage 3 in German Language**

10. Richtig (1 mark)
11. Falsch (1 mark)
12. Richtig (1 mark)
13. Falsch (1 mark)
14. Richtig (1 mark)
15. Falsch (1 mark)

#### Passage 4

The setting is a train station. Two long lost friends bump into each other and go for a cup of coffee.

#### Question and answers for the passage in English

16. For how long have the friends not seen each other? (1/2 Mark)  
**Answer:** for 2 years
17. Why is Jochen travelling to Cologne? (1/2 Mark)  
**Answer:** To attend a conference
18. What are Peter and Jochen taking? (1/2 Mark)  
**Answer:** coffee
19. What happened in January? (1/2 Mark)  
**Answer:** Jochen got a 2<sup>nd</sup> baby/child/daughter
20. Why was Peter unlucky last year? (1 Mark)  
**Answer:** He had an accident on his motorcycle  
His motorcycle was written off  
He broke an arm and a leg  
He spent 3 weeks in hospital
21. What does Jochen suggest shortly before they part ways? (1 Mark)  
**Answer:** Peter should call him  
Peter should visit him

#### Answers for Passage 4 in German Language

16. 2 Jahre (1/2 Mark)
17. zu einer Konferenz (1/2 mark)
18. einen Kaffee (1/2 Mark)
19. Jochen hat ein zweites Baby/ Kind/Tochter bekommen (1/2 Mark)
20. Er hatte einen Motorradunfall/Unfall (1 Mark)  
Motorrad beschädigt  
Einen Arm und Bein gebrochen  
Er war 3 Wochen im Krankenhaus

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

In 2022 the following topics were provided:

1. This was a friendly letter to a pen pal in Germany who wanted to know about the candidate's residence. The candidate was expected to identify the location of the residence and to give their opinion on it. They were also expected to describe the house in which their family lives and the people who live within the vicinity. They were also expected to describe attractions within their locality and also to write about common problems within that locality and to suggest possible solutions to the problems.
2. This was a friendly letter to a pen pal in Germany who is a football fan and wants to find out whether the candidate shares the same interest. The candidate was expected to confirm their interest and give the reasons for the interest. The candidate was expected to write about the popular football teams in their locale and give reasons for this popularity. They were also to write about their favourite football stars. The candidate was expected to describe the role that they play in their school team and reasons why they want to play football in the future. They were also to inform the friend whether footballers are well paid or not.

3. The third letter is a formal letter in response to an advertisement for sportswear that the candidate, who loves sports shoes, saw on the internet. The candidate was expected to write to the firm and tell them which sport they engage in and why they need the specific sports shoes. They were to describe these shoes in detail. The candidate was expected to inquire about the quality and price of the shoes. They were also to inquire how to pay for the shoes. They were expected to ask when the shoes could be delivered and whether one could exchange them.
4. The last composition was a creative essay where candidates were given the closing statement and were required to come up with an essay.

... *What a wonderful surprise that was!*

### 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 topic. The candidates failed to appreciate sections where they were expected to respond to multiple impulses e.g. when asked about football teams, majority wrote about one football team. Candidates also failed to respond to the entire task, they would address one part and leave out the other part e.g. talk about the problems in their residence, but left out the possible solutions.

### 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

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).

### 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**. There is a decline in the mean score from 22.03 in 2021 to 17.06 in 2022.

#### 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.

#### Advice to teachers

In grammar items, practice is the only solution. Teachers need to do more employ innovative teaching strategies in grammar. It should be introduced in a way that students can relate and enjoy. As much as great emphasis is placed on the productive skills of Speaking and Writing, more time should be invested for learning Grammar. 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. Internal assessments should start focussing on the high order thinking skills.

### 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 examiner on an already presented topic or a related one. Articulation, pronunciation and intonation is tested. There was slight improvement in the mean score from **17.79** in 2021 to **18.75** in 2022. The following is an overview of what was tested in each question in the year 2022.

**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. Some candidates tended to 'tweng' (pronouncing words with a nasal twang). It was noted that in the presentation of chosen topics, some candidates were not detailed in their presentations or had short presentations. Some candidates were not in a position to orally construct a sentence or hold a speech in German language. Some candidates had a lot of challenges in use of grammar.

### 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 teachers should teach Grammar in each topic. This will encourage the use of good grammar in oral assessments.

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 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.