



# **JUNIOR CERTIFICATE EXAMINATION**

**2002**

***GERMAN***

**HIGHER AND ORDINARY LEVELS**

**CHIEF EXAMINER'S REPORT**

## 1. INTRODUCTION

The Junior Certificate German Examination is offered at two levels, Higher and Ordinary Levels, based on a common syllabus. In each case, the test is comprised of four components: an optional oral examination, an aural test and a written paper containing both reading comprehension material and a written production section. The marks allocated are as follows:

		<b>Higher</b>	<b>Ordinary</b>
Section I:	Listening Comprehension	140 marks	140 marks
Section II:	Reading Comprehension	100 marks	120 marks
Section III:	Written Expression	80 marks	60 marks
		<b>(320 marks)</b>	<b>(320 marks)</b>
Oral examination (Optional)		80 marks	80 marks
<b>Total</b>		<b>400 marks</b>	<b>400 marks</b>

**229** candidates availed of the optional oral examination in 2002. A total of **37** candidates took the oral component at Ordinary Level, **192** at Higher Level. All other candidates' scripts were marked out of a possible total of 320 marks.

Table 1 shows the number of candidates sitting Junior Certificate German for the last five years.

**Table 1: Numbers of Junior Certificate German candidates 1998-2002**

					<b>Higher Level</b>	<b>Ordinary Level</b>			
<b>Year</b>	<b>Junior Cert. Candidates* (English)</b>	<b>German candidates (includes <i>ab initio</i>**)</b>	<b>German candidates (excludes <i>ab initio</i>**)</b>	<b>% taking German (excludes <i>ab initio</i>**)</b>	<b>Candidates (includes <i>ab initio</i>**)</b>	<b>%</b>	<b>Candidates (includes <i>ab initio</i>**)</b>	<b>%</b>	
<b>1998</b>	65,020	15,587	15,496	<b>23.83</b>	12,044	<b>77.27</b>	3,543	<b>22.73</b>	
<b>1999</b>	62,167	14,433	14,330	<b>23.05</b>	10,911	<b>75.60</b>	3,522	<b>24.40</b>	
<b>2000</b>	59,590	13,754	13,650	<b>22.58</b>	9,944	<b>72.30</b>	3,810	<b>27.70</b>	
<b>2001</b>	59,496	13,019	12,951	<b>21.77</b>	9,088	<b>69.81</b>	3,931	<b>30.19</b>	
<b>2002</b>	59,590	12,277	12,218	<b>20.50</b>	8,382	<b>68.28</b>	3,895	<b>31.72</b>	

\*The candidate numbers for English are the best indicator of the total number of true Junior Cert. candidates.

\*\* A small number of Leaving Certificate candidates (60 - 100) take this paper as *ab initio* candidates each year, usually as part of the LCVP language programme.

**8,382** candidates took the examination at Higher Level in 2002 while **3,892** candidates took Ordinary Level. This shows a decrease in numbers from last year, and participation in German has fallen by over 3 percentage points since 1998. The percentage of German candidates taking Higher Level has dropped by almost 9% in the past few years with a corresponding rise at Ordinary Level.

Large groups of candidates from some schools, perhaps full classes, achieve As and Bs exclusively on the Ordinary Level paper and should be advised to take Higher Level.

## 2. PERFORMANCE OF CANDIDATES

Tables 2 and 3 show the percentages of candidates achieving each grade in the Higher Level and Ordinary Level German examinations in the past five years.

**Table 2: Percentages of candidates achieving each grade in Higher Level German in 1998-2002**

Year	%	A	B	C	D	E	F	N/G	Total (includes <i>ab initio</i> )
1998	%	9.13	29.26	31.93	21.87	6.99	0.8	0.02	12,044
1999	%	10.36	28.92	34.01	21.30	5.02	0.39	0.00	10,911
2000	%	10.40	29.10	31.10	23.10	5.70	0.60	0.00	9,944
2001	%	9.50	30.90	34.50	21.20	3.60	0.40	0.00	9,088
2002	%	10.50	29.80	32.20	21.70	5.10	0.60	0.10	8,382

**Table 2** indicates the following:

- 72.5% of candidates achieved a C grade or higher in 2002. The distribution across the A, B and C grades is in line with previous years.
- The A grade percentage, which had dipped slightly in 2001, has recovered, as a consequence of a strong performance in the Reading and Written Sections of the examination in particular.
- 5.8% of candidates did not achieve a pass grade in 2002. This result shows a slight increase on the 2001 result and a decrease on that of 2000. There were a number of centres where candidates who should have taken Ordinary Level sat the Higher Level paper.

**Table 3: Percentages of candidates achieving each grade in Ordinary Level German in 1998-2002**

Year	%	A	B	C	D	E	F	N/G	Total (includes <i>ab initio</i> )
1998	%	3.6	28.4	37.3	20.7	7.6	2.1	0.3	3,543
1999	%	2.6	27.8	35.3	24.3	7.8	1.9	0.3	3,522
2000	%	9.3	35.1	28.4	18.0	6.6	2.3	0.3	3,810
2001	%	11.0	38.8	29.0	13.4	5.6	2.1	0.2	3,931
2002	%	5.1	30.2	31.8	21.6	8.1	2.9	0.3	3,895

**Table 3** indicates the following:

- 67.1% of candidates achieved a C grade or higher at Ordinary Level in 2002, with 11.3% failing to achieve a pass grade. These results are similar to those for 1998 and 1999, although the percentage of As and combined As and Bs now is higher than in those years.
- The strong performance of candidates in the A and B range in 2000 and 2001 (possibly attributable to the increasing percentage of candidates taking the level) did not quite hold up in 2002, while not dropping back to pre-2000 levels. The failure rate was slightly higher.

- It was concluded by Assistant Examiners that many candidates appeared to have left the examination early, possibly to view the World Cup matches starting at 12.30, as they did not attempt Section III, Written Expression, which most candidates had attempted in the previous few years. The failure rate was certainly increased as a result of so many not attempting Section III.

### 3. ANALYSIS OF CANDIDATE PERFORMANCE (HIGHER LEVEL)

*The detailed analysis of candidates' performance in the different sections of the examination, which now follows, is best read in conjunction with the published marking scheme, which can be downloaded from the Department of Education and Science web site, [www.education.ie](http://www.education.ie)*

#### SECTION I: Listening Comprehension

The Aural section proved to be a good test of pupil ability and candidates overall managed this section well. Candidates should be reminded of the importance of giving detailed answers; marks were at times lost due to lack of detail in answering. Questions should be read carefully and answers rechecked.

A. This part was generally well answered. However, a lot of information was required which was perhaps a little off-putting for a 'run-in' to the tape. Students achieved slightly higher marks in Extract 1 than in the parallel Extract 2. Not many students gained full marks.

**Country:** This detail was correctly answered by most, often with additional information on the cities mentioned.

**Age:** This was usually correctly answered, but '15' was sometimes given for '16'.

**When:** The reference to 'last' in '*Last July/ summer*' was omitted by many and *Easter/Exchange* was not known by a surprising number of candidates. '*School tour*' was sometimes written as the answer instead of '*school exchange*'.

#### **When and where:**

The level of detail given by candidates was often inadequate. The month was understood but the date was confused e.g., '*4<sup>th</sup>/14<sup>th</sup> August*'. '*Airport*' was frequently left out, with just '*Berlin*' understood. *Juni/ Juli* were confused by many candidates and *halb vier* was incorrectly translated as '*half four*' by some candidates. Some successful answers were written as '*3.30*'. Many candidates failed to write in all the information needed for full marks here.

**Staying:** Detail was more usually correct for Pablo than for Charlotte, where candidates sometimes wrote '*2 weeks*' instead of '*10 days*', even though '*10 days*' was repeated. The earlier reference to Charlotte '*coming in two weeks*' seems to have confused some candidates.

**Activities:** This was usually correct for Pablo, though not all understood *Korbball*. The activities were less often correct for Charlotte, where *reiten* and *spazieren* were often not understood, though most managed '*cards*' and '*dancing*'.

**Places:** *Rathaus* was not known by a surprising number of candidates and was translated as '*town house*'. *Kirche* was not always understood. *Tierpark* created difficulties in Extract 2.

**Feeling:** *Ich freue mich* was often translated as '*looking forward to*'. *Aufgeregt* was not understood. Some candidates did not include any feelings for Charlotte. The ideas of '*nervous*' and '*hopeful*' proved challenging and were only recognised by some.

**B.** Of the three questions in this part, Questions 1 and 2 were usually well answered; Question 3 was not well answered.

1. (i) Most candidates understood *Apotheke*; '*boutique*' was the most frequent error here.  
(ii) The directions were straightforward and well understood.  
(iii) Very few difficulties were encountered here.
2. (i) This was well answered.  
(ii) Many candidates answered 3 items out of a possible 4. '*Brochures*' was the least well-known word here. '*Cassettes/interviews*' were often given as two items.  
(iii) The vowels '*a*' and '*e*' in the surname confused some. The phone number was straightforward for candidates who knew their numbers.
3. (i) This was not well answered. Most wrote '*hospital*'.  
(ii) (a) '*Fell off bike*' was widely understood.  
(b) '*Injured/ hurt back*' was rarely given, though most understood that he broke his arm.  
(iii) *Morgen* was sometimes translated as '*in the morning*' instead of '*tomorrow*'. A surprising number of candidates did not give the time or understood '*a quarter to two*' rather than '*past*'. Rarely did both '*hospital*' and '*at the bus stop*' appear in answers. The majority recognised '*hospital*' however. '*At the bus station*' was sometimes given for '*bus stop*'.

**C.** This part was less well answered than other parts in the Listening Comprehension Section.

1. (i) This was well answered with many variations of '*double/single room*', though some candidates wrote '*double bed*'.  
(ii) (a) '*12*' and '*13*' were often given instead of '*112*' and '*113*', even in otherwise high-scoring scripts.  
(b) This was fairly well understood.  
(iii) The actual times were usually given - though not always correctly so. The concept '*from...until*' caused problems. *Halb acht* was often translated as 8.30, especially in weaker scripts. Only a few referred to where it was being served, and fewer still mentioned that it was included in the price.

2. (i) The colour was frequently incorrect. *'brown'* was the most usual error. There was difficulty with the compound adjective. The make of car, *'Polo'* was not always recognised, *Volkswagen* was sometimes given.
- (ii) There was difficulty with recognition of the letter *V* as spoken - this tended to be given as *'F'*.
- (iii) *'Blocking'* was understood, but *Einfahrt* proved difficult for some, with *'exit'* being a frequent translation. Much guesswork was in evidence (*'path/ driveway /another car', etc.*).

3. **The shopping list:** This question was poorly answered. Few had all the items correct. *'Swimsuit'* and *'book'* were generally recognised. Other items proved more challenging, possibly due to compound nouns, a feature of the German language which they can segment more easily in a written text but which can be difficult to recognise in a listening text. *Sonnenbrille, Badetuch and Sandalen* were not recognised by many. Some wrote *'sun umbrella'* for *Sonnenbrille*. Many repeated *'suntan lotion'*, already given in the question.

D. Students performed well here and many scored high points, especially in Question 1.

1. (i) (a) Although candidates were not penalised on this occasion for not understanding *Wohnung*, teachers could use this opportunity to point out the *Landeskunde* aspect of housing in Germany.  
(b) Many gave **one** correct detail only. Very few gave *'in a bungalow'*.
- (ii) (a) This was widely understood. *'Big house'* was less frequent than the other detail.  
(b) Plenty of scope for marks existed here. Candidates did well as the vocabulary was familiar and plentiful.
- (iii) The usual answer here was *'The baby was always crying'*. Lack of specifics, i.e., *'at night'*, incurred loss of potential marks. Many candidates translated *neben* as *'near'*.
2. (i) *Grammatik* was often heard as *Mathematik* and resulted in a wrong answer. *Dialoge sprechen* often translated as *'speaking the language'*. Candidates recognised the verb but not the noun. Some candidates did not give three details and guessed general classroom activities. *'Played games'* was a frequent incorrect answer.
- (ii) There was not enough detail in answers. *'Watched TV'* instead of *'films'* was a frequent incorrect answer. Pupils also wrote *'play music'* instead of *'listened to music'*. Some understood that they *'went to the theatre'* rather than *'did drama'*. Hardly any candidates referred to *'the sea/seaside'*.
- (iii) **Advantage:** Most candidates managed to understand at least one of the three options. The notion that *'she had to speak Portuguese'* was an advantage confused some.  
**Disadvantage:** This was less well answered. Candidates were often vague in responses and didn't get the mark. Many misunderstood the time. Most attempted the notion of the distance, but were not specific enough or stated that the house was *'1km from the town'* or that the house was *'far from school/course'*. The other options tended to be understood by higher-scoring candidates only. Others confused the time with *'going to town early'*.

- E.** This part, which is invariably dedicated to the topic area of school, learning and classroom language, was relatively well answered.
1. There was often one detail only included in the answers. Some candidates wrote '*grandmother*' for '*brother*'.
  2. (a) There was plenty of scope here for everybody to pick up marks. '*Good-looking*' and '*athletic/sporty*' were mentioned less frequently, but many achieved full marks in this question.  
(b) Many candidates mentioned three topics here with better candidates including a fourth. '*His life in Algeria*' was the least common answer. Some answered in the plural.
  3. The numbers were widely understood, though some had difficulty with the page number.
  4. Only native speakers and extremely good candidates understood *Zirkel*, though some attempted to translate it as '*circle*'. Higher achieving candidates understood *Filzstifte*, with frequent translations resulting incorrectly in '*red/blue/green pens*' or '*colouring pencils*'.
  5. Candidates were confused here as to who had to do the Maths test and many used '*they*' instead of '*he*'. '*Thursday*' was sometimes omitted as well.

## SECTION II: Reading Comprehension

- A.** Few candidates got full marks here. *Geschlossen* was fairly widely understood, *Sparkasse* and particularly *Buntstifte* less so. *Sparschwein* and *Bleistifte* were common errors.
- B.** This was generally well answered. The majority gained 12 or 10 marks here.
- C.** This was relatively well understood though some of the vocabulary proved a challenge, particularly the compound nouns.
- (i) Some candidates gave '*marmelade*' instead of '*jam*'. Very few could properly translate *Wurstwaren* and just wrote '*sausages*'. The *Landeskunde* aspect of German ***sausage/sausage products*** should be emphasised in the classroom.
  - (ii) '*Tart*' was wrongly given for *Torten* quite often. *Wurstplatten* posed a problem for some, and the omission of '*Sunday*' in '*breakfast buffet*' was a regular occurrence.
  - (iii) '*Cats*' and '*playground*' were usually recognised. *Ziegen* was rarely understood and *Schafe* only occasionally. *Streichelwiese* was never attempted and '*Toys*' were a frequent guess.

(iv) *Spargel* was not widely understood and where correct tended to be given by candidates who had already scored full marks. There is a *Landeskunde* aspect here as well as the unfamiliarity of asparagus in Ireland. '*Potatoes*' and '*strawberries*' were recognised however.

D. Use of the target language in the classroom is the key to success here.

(i) Generally this was correct.

(ii) Some candidates chose (a) *Bitte räum den Tisch ab* here.

(iii) This proved more of a challenge than (i) and (ii). Some candidates frequently guessed an incorrect answer, usually *Um wieviel Uhr fangen wir an?* Some confused *Zeit* and *Stunden*.

E. Candidates achieved high marks in this question generally. **Question 1 is the example, so the numbering below starts at 2.**

2. Some omitted '*Italian*' when referring to the '*Alps*'. *Schlitten fahren* was not understood, *Eis laufen* slightly more so. The Irish lack of familiarity with winter sports may be a factor here. Some candidates left the '*Other activities*' box in (2) blank. *Mütze* and *Skianzug* were less well answered than '*gloves*'.

3. *Bodensee* often translated as '*Boden Sea*' and extremely rarely as '*Lake Constance*', though it did appear in the 2001 paper. A surprising amount of answers suggested '*the French-German coast*'. Many students omitted the reference to '*adults*' and forfeited a mark. *Federball* caught quite a few, as did *Turnschuhe* in the next point.

4. '*From 14 years*' was often forgotten here but the activities and equipment were well answered. Some guessed '*helmet*' for '*equipment*'.

F. Students acquitted themselves well generally.

1. (a) The majority answered this correctly.

(b) Generally the answers were fine, though occasionally '*every two years*' was the misinterpretation.

2. **Who:** Incomplete answers were a problem here. Students often wrote '*people*' instead of '*boys and girls*' and omitted '*teacher*' and '*15*'.

**When:** Most understood '*every Wednesday*' but few gave the further detail '*after*' school.

**Where:** This was well answered.

3. There were no real difficulties with the topics.

4. (a) '*Cartoons*' and '*letter*' were usually given but *Gedichte*, *Werbung* and *Witze* were much more challenging vocabulary items and were not understood by most candidates. Only the best tended to get any of these.

(b) '*Personal critics*' was a frequent answer, with '*criticism*' featuring much less in the answers.

5. The majority of candidates who gained marks here spoke about his '*desired career in journalism*'. A surprising number translated *Noten* as '*notes*'. The notion of having '*less time for hobbies*' was not conveyed.

G. This section was the most challenging for candidates and a good degree of detail was necessary.

1. Many candidates scored only 2 out of a possible 4 marks in spite of there being plenty of scope for marks. *Bayern* and *Ostsee* were rarely translated while *Sylt* was hardly mentioned at all. '*Boating*' and '*beaches*' were occasionally given as options, but '*excursions to the mountains/country*' was not given. *Ausflüge* was sometimes translated as '*flights*'. The alternative options in the Marking Scheme tended not to feature in the answers.
2. Many scored full marks here. Some candidates translated *nicht genug Geld* as '*no money*' however. Some candidates misunderstood *Sparen*, translating it as '*to spare*'.
3. (a) There was plenty of scope for marks here and candidates capitalised on the familiar vocabulary. '*Chess/cards/cinema*' were easily understood. *Himbeeren* and *Pilze* were not known by many and *Marmelade* was translated as '*marmelade*'.  
(b) Very often there was only one correct detail given. '*Flowers*' was understood but not *Bäume*. '*Plants*' was sometimes offered as a translation. Only the high-scoring candidates mentioned '*birds and their song*' or '*a birdhouse*'. ' '
4. Many candidates gained full marks here though *Nachbarn* was understood to be a '*barn*' by some! Some candidates did not understand *Mitgebracht*. Many candidates volunteered additional information with regard to the consequences of the father's actions.
5. (a) Most candidates understood the '*mocking*' aspect of the classmates.  
(b) Many understood that '*he had had a lot of fun*', though few referred to '*tell them how it really was*'.

### SECTION III: Written Expression

This section of the paper remains the most challenging aspect for the majority of candidates. While the better candidates can truly flourish and excel, some candidates make a very poor attempt here. The short note and postcard are more accessible because of their brevity but can be challenging for some because they require specific vocabulary. The short note proved easier to answer than the postcard. A greater number of candidates attempted the written expression section this year in comparison with previous years. Some candidates can be at a disadvantage if they do not understand what is being asked in the stimulus letter. On the other hand much valuable vocabulary can be gleaned from the actual questions.

## **A: LETTER:**

Candidates need to be reminded of the importance of careful reading of the questions. There is a temptation to focus on a key word or topic and reproduce a rehearsed paragraph, which frequently does not address the tasks. A loss of marks is inevitably incurred. Pupils should be trained to expand a little on their answers, paying careful attention that any additional information or expansion is **relevant**. The topics examined were familiar and within the realm of experience of most candidates.

The designations in bold, below, refer to the sections of the letter as described in the marking scheme.

**START:** Most candidates have learnt an appropriate opening paragraph or some opening phrases, but they tend to contain numerous mistakes (spellings, etc.). Some write unnecessarily lengthy opening paragraphs - the time might be better spent elsewhere.

**A.** This was a familiar topic, which eased candidates into the letter. Most candidates were able to elaborate on their plans or react to the mention of holidays. *Gehen* was used extensively for *fahren*. Some handled the future tense quite well here. Some had no plans and did not have the initiative or skills to invent some.

**B.** This predictably elicited a list of subjects and some candidates were inclined to write about school rather than focusing on the task in question. Some candidates cannot spell their subjects correctly. Some wrote about one subject at length. Many did not understand *Was für.... Uhr* was incorrectly used in reference to the duration of examinations, the effect of linguistic interference from Irish.

**C.** This was well answered, with many familiar learnt-off weather expressions surfacing here. *Klamotten* was not always understood however and was at times read as *Klima*, thereby evoking a lot more weather detail.

**D.** This proved a very popular question, as students were able to write at length and with enthusiasm on a particular *Nebenjob* and demonstrated a good command of vocabulary in this area. Many answered *Was genau machst du* quite literally and gave detailed accounts of the tasks involved when working as a *Kellnerin /im Supermarkt*, etc. Few used *ich verdiene*. *Pro Uhr* for *pro Stunde* was sometimes used again here.

**E.** Many candidates did not refer to a specific date in April. Others misread the question and discussed their own birthday. A substantial number ignored the past tense and some misunderstood *was habt ihr gemacht* and replied using *ich*.

**CLOSING:** This was generally very well done.

### Common errors / Difficulties in expression:

- Candidates do not distinguish between *ich gehe* and *ich fahre*.
- Subject/verb agreements were often not correct, e.g., *Die Sommerferien beginnt um....* The word *dauern* was not widely used.
- Word order difficulties appeared throughout the letter, as this aspect of the German language continues to elude many students. The word order rule of *Time Manner Place* was frequently ignored/not known.
- Spelling and use or non-use of capitals (*Groß- und Kleinschreibung*) posed a problem. There was uncertainty with regard to *Umlaut* (*für/über/möchte*).
- There was confusion between *Stunde/Uhr*.
- The past tense was not attempted, or poorly so. The incorrect auxiliary verb was used.
- There was interference also from English, e.g., *ich mache* for *ich verdiene/ich bekomme*, *ich brauche* for *ich kaufe*.
- The vocabulary for weather (often *die* instead of *das Wetter!*) was poor, most notably the spelling of *windig/regnerisch* and candidates produced the ubiquitous transference from the English verb structure, *es ist regnet/regnen*.
- In writing about subjects, the singular of *Fächer* seemed unknown, as it appeared where one and where several subjects were being written about.
- Endings were frequently incorrect in articles and adjectives.
- There were frequent mistakes in the use of modal verbs and infinitives.
- Prepositions were often not followed by the correct case, and there was some misuse of the prepositions *seit* and *vor*.
- Candidates displayed a limited word range. Common words were misspelt, e.g., *Familie*, *Prüfung*. It would appear that the plural of *Monat* (*Monate*) is not known. Idioms were used by only the most proficient of candidates.
- Many candidates displayed a lack of familiarity with verb endings other than the 1<sup>st</sup> person singular.

### B: SHORT NOTE

Students acquitted themselves well here, with many gaining full content marks. The designations in bold, below, refer to the sections of the SHORT NOTE as described in the marking scheme.

**A.** Candidates did this well.

**B.** Some candidates failed to notice that *Nachhilfe* was given in the question. *Geben* was unfamiliar to some and was regularly replaced with *machen*. The spelling of *Englisch* was surprisingly poor.

**C.** Candidates frequently wrote *pro Uhr* where *pro Stunde* was required.

**D.** Some candidates misread the context of the question and understood youth hostel, and hence used *ich wohne* to convey the idea of location.

## Common errors

- Candidates sometimes wrote *Ich heise* (for *ich heiße*) and *ich komme von* ... instead of *aus*.
- Spelling mistakes included *Es costet* for *kostet*, and *Euro* was sometimes not capitalised.
- The usual use of *Uhr* for *Stunde* occurred.
- *Klasse* was written for *Zimmer*.
- Candidates seemed unsure of the vocabulary for floor/storey, writing *Zweite Flur/ Stuck/ Boden*.
- Prepositions were not used appropriately.

## C: POST CARD

The postcard proved a greater challenge than the short note, as is evidenced by the numbers that did not attempt/complete it. The designations in bold, below, refer to the sections of the POST CARD as described in the marking scheme.

- A.** *Projekt* and *in der Schweiz* were very frequently misspelt.
- B.** The date was given but the notion of *finished* was poorly handled in general.
- C.** A wide range of items featured here, though some were impractical and inappropriate (*flour, eggs...*).
- D.** The verb *helfen* was used more readily than *Hilfe*.

## Common errors

- *Projekt* and *die Schweiz* were often misspelt.
- Syntactic interference from English was again evident, e.g., *Ich bin ein Project machen*.
- Word order mistakes were common.
- Modal verbs were not followed by the required infinitive of the verb.

## IMPORTANT NEW ADJUSTMENT IN THE PAPER

As of the Junior Certificate examination in 2003, Higher Level candidates will, as is the case in the French paper, answer two written sections. All candidates will continue to be required to answer the letter for a possible 50 marks. At Higher Level the second question, B, will be either a Short Note or a Post Card, only one of which will appear on any one year's paper, and it will be marked out of the remaining 30 marks. A circular has issued to schools to this effect.

#### 4. RECOMMENDATIONS FOR TEACHERS AND STUDENTS (HIGHER LEVEL)

- The use of the target language in the classroom would greatly benefit the students, especially when giving instructions, page numbers and homework.
- Provide plenty of opportunities to build up comprehension skills in both listening and reading through tape work, vocabulary testing and reading practice.
- The importance of providing as much detail as possible in the answers in all sections should be stressed. Pupils need to be trained for this. More detail usually equals more marks!
- Much more practice is needed at numbers, clock times etc. as this is examined extensively in the Listening Comprehension section in particular.
- Verb endings and tenses, notably the present, perfect, imperfect and future tenses need greater emphasis.
- Word order remains a serious error.
- **Landeskunde and cultural awareness:** Candidates should be familiar with well-known place names in Germany, e.g., *Bayern, Schwarzwald, Ostsee, Bodensee* etc.; they should know about the issues of *house versus apartment*; students of German should be familiar with typical German foods, such as *Spargel/ Pilze/ Wurstwaren*, and the rituals and customs around them.
- Students should not translate literally from or into English.
- Students need lots of practice in written expression. They must be trained to carefully read and respond to all the tasks in the stimulus letter. Then they should elaborate a little on each point. The elaboration could take the form of further relevant information, a reaction or opinion or perhaps a question in return which can lend an air of authenticity (if not overused).
- Candidates should resist the temptation to reproduce learnt-off paragraphs.
- They need to be reminded of the value of reading over and checking their work.

## 5. ANALYSIS OF CANDIDATE PERFORMANCE (ORDINARY LEVEL)

*The detailed analysis of candidates' performance in the different sections of the examination, which now follows, is best read in conjunction with the published marking scheme, which can be downloaded from the Department of Education and Science web site, [www.education.ie](http://www.education.ie)*

### ORDINARY LEVEL

#### GENERAL COMMENT

In this year's paper, candidates did particularly well at reading comprehension and quite well in the listening section. However, many candidates did not attempt the Written Expression section, and the 'World Cup Effect' was possibly to blame for this, as in recent years candidates have been attempting this section with considerable success.

#### SECTION I: Listening Comprehension

A. In general students achieved higher marks in Extract 1 than in the parallel Extract 2.

##### Extract 1 (Pablo)

**Country, Age:** Most candidates had '*Spain*' or '*Barcelona*' correct, and also Pablo's age.

**Date of Arrival, Length of Stay:** The exact date of arrival was often wrong, but full marks were awarded where candidates correctly identified the month. The length of stay was usually correct.

**Activities planned:** The most common activities listed for Pablo were '*swimming*' and '*football*'.

**Place to visit:** Many candidates put down the '*cinema*' under an activity or a place to visit, but as '*church*' and '*town hall*' were also recognised, they got full marks. *Rathaus* was sometimes translated as '*art house*' and '*Kirche*' was rendered as '*cathedral*'.

##### Extract 2 (Charlotte)

**Country, Age:** The scripts showed a degree of confusion over where Charlotte lived. Many candidates wrote '*Austria*' instead of '*France*'. However, most candidates correctly answered the question about Charlotte's age.

**Date of Arrival, Length of Stay:** Her arrival '*in two weeks*' was confused with the length of her stay, with not many correctly answering '*ten days*' for the latter. The month of arrival was often wrong, as candidates confused *Juni* with '*July*'.

**Activities planned:** Few candidates had two correct answers to this question. Some mistakenly answered '*Carting*', having heard *Karten*.

**Place to visit:** Candidates often got full marks in this sub-question. The more usual answers were *'museum'* or *'market'*. Answers with *'zoo'* (*Tierpark*) were rare, though a number of candidates wrote *'theme park'*.

**B.** The three extracts in this section were well understood by the majority of candidates.

**1. Getting directions**

Most candidates gained the full six marks for this question.

**2. At the post office**

- (i) Most candidates had *'Ireland'* correct for 4 marks.
- (ii) Two items in the parcel were successfully listed by most candidates. The most common answers were *'cassettes/tapes'* and *'photos'*. However, some candidates thought there were shoes in the parcel!
- (iii) The spelling question went down well in a multiple choice format, with most candidates getting the correct answer.

**3. Uli has an accident**

- (i) Very few candidates got the correct answer here. Most candidates appeared to have misread the question, answering where (often incorrectly) rather than the required when.
- (ii) This question was well answered; the multiple choice format was helpful.
- (iii) Not many scripts had the answer *'hospital'*, but *'bus stop'* was also accepted for full marks. Quite a few candidates wrote *'bus station'*.

**C.** Of the three extracts in this section, the Shopping List was least well answered.

**1. In the hotel**

- (i) Full marks were common in this question, thanks to the design of the marking scheme.
- (ii) Many responses were confused about the length of stay. Instead of *'one night'*, the following commonly appeared, perhaps suggesting guesswork: *'a week'*, *'two days'*, *'12 days'*.
- (iii) The four marks were easily gained here by candidates who answered *'yes'*.

**2. An announcement**

- (i) Many candidates got some of the answer right, writing either a colour or the make of car correctly. Some made wild guesses, answering *'Toyota'*, *'Nissan'* etc.
- (ii) The multiple choice format aided candidates in arriving at the correct answer here.
- (iii) This was also well answered.

**3. Shopping List**

The vocabulary in this item was not known by some candidates.

**D.1, D.2**

Students tended to do better in D.1, which was in general very well answered, than in D.2, where, having answered (i) and (ii) correctly, they rarely showed comprehension in the last sub-question (iii). However, many did attempt a guess, following advice to leave no blanks.

### E. Missed day in school

All questions were well answered. Some however thought, in question 1, that it was Stefan or his grandmother who was ill, or guessed that *'he had to mind the house because his parents were away'*. In 3 (a), 28 was often misunderstood as 82. There was some guessing in 3 (b), with answers such as a *'protractor'* and *'set square'*.

## SECTION II: Reading Comprehension

A. Most candidates got full marks here. The most common items to be confused were *'Gepäckausgabe'* and *'Einkaufswagen'*.

B. Almost all candidates got full marks in this question.

C. A large number of candidates got 10 out of a possible 12 marks here.

D. This part proved challenging for many, and some candidates did not attempt it at all. While G. and H. were generally answered correctly, the most commonly misattributed answers were: *Wie ist das passiert?* Attributed to A and *Ich muss zum Krankenhaus* or *Wer fehlt da?* attributed to E.

E. This sub-section was less well answered.

**Means of transport:** Commonly correct only in the case of Steffi, although a number of candidates thought she lived in a boarding school.

**How long the journey takes:** Inge's and Steffi's boxes were often left blank. Many thought that Detlef's journey took 15 minutes instead of 50.

**Feelings about school:** This was well answered, which is encouraging.

**Favourite subjects:** *Kunst* and *Informatik* were not known by large numbers of candidates.

**Why those subjects liked:** Good comprehension was shown here, except in the case of Inge's reasons.

### F. Jumbled Dialogue:

In Part F, the Jumbled Dialogue, as in previous years, relatively few candidates scored full marks. Many began well but then lost the thread of things.

### G. *Besuch in der Klasse:*

Part G was well answered by many candidates, although those whose overall results were low did not do well here.

In 1(a), many candidates got the time wrong, with the most common answers being *'7.30'* and *'9.30'*. Questions 2 and 4 were well answered, question 3 was not. Many left a blank at question 5, although just one detail would have secured full marks.

### SECTION III: Written Expression

A higher than usual number of candidates did not attempt this section.

#### **A: Letter:**

The points best addressed were 1, 2, 7, 8 and 10. A lot of candidates lacked the vocabulary for *two items of clothing they wore*. *What they did in their rooms* was often construed as what they did after school, i.e. outdoor activities in many cases. Many candidates were unable to list the *rooms in their house* and had difficulty stating their *normal bedtime*. In answer to point 9, there was often no verb in the sentence. A large number of candidates did not write any closing formula for the letter, whereas a *Dein* or *Deine* would have gained them one mark. As usual, candidates scored better marks on content and more poorly on expression. Some just transcribed the questions with minimal changes.

#### **Common errors:**

- Incorrect verb endings, e.g., *meine Schulfreunde heißt...*, *meine Fächer ist...* (number mistake); *ich machst*, *ich trinkst* (not transforming the verb form in the question when replying)
- Having two subjects in a sentence, again a failure to fully transform the question's verb form, e.g., *ich machst du Hausaufgaben...*; *ich kaufe mit deinem Geld...*
- Word order mistakes

**B: Notes/Sentences:** This section was very well answered by those who attempted it, and many candidates got almost full marks.

**C: Dialogue:** Candidates tend to do less well on this section than on Section B. This year, some of the problems arose because candidates did not follow the directions in the question. They had trouble spelling '*Pommes Frites*' although '*Pommes*' was given, and in the second task answered '*eine kleine Portion*' although instructed to answer *a large portion*.

#### **IMPORTANT NEW ADJUSTMENT IN THE PAPER**

As of the Junior Certificate examination in 2003, Ordinary Level candidates will, as is the case in French paper, be given a choice of B or C. All candidates will continue to be required to answer the letter for a possible 40 marks. They may then choose to answer B or C and the chosen question will be marked out of the remaining 20 marks. A circular has issued to schools to this effect.

## 6. RECOMMENDATIONS FOR TEACHERS AND STUDENTS (ORDINARY LEVEL)

### General

- Tippex should not be used at all on the paper; a candidate wishing to invalidate an answer should put a stroke through it. In certain circumstances an invalidated answer can be given marks if it is visible and legible to the examiner.
- Pencil should not be used to answer any section of the paper! It is especially important not to use pencil for the Listening Comprehension.
- Candidates should attempt all questions and not leave blank sections.
- Students should constantly practice and revise numbers, dates, times, months and the alphabet. Much of this can be supported by the teacher starting each class by eliciting the day, date and time, and insisting that pupils spell out words in German as a part of using German as the language for managing class business.
- In multiple choice questions, candidates should not opt for more than one answer. If they do, they will score zero.

### Reading Comprehension

#### Question A

Look at the example given and cross out the picture and corresponding letter that feature in the example so as not to use them again.

#### Question B

Cross out the advertisement given as example. Look for keywords in reading the advertisement, as the pictures may be misleading.

#### Question C

Place a ruler under each sentence in the box and reread the text concentrating to see if that sentence is true or false.

#### Question D

Study the pictures and then the captions, paying particular attention to who is doing the talking. Is it a formal situation with *Sie* or informal with *du* or are several young people being addressed as *ihr*? Perhaps put a tick by the caption when you have used it, to avoid reusing it.

#### Question E

Use of a ruler is also recommended here. Knowing and learning vocabulary is important. Be careful when translating numbers, times, dates.

#### Question F. Jumbled Dialogue.

Always check for a question mark. Do not answer a question with another question! Look out for key words in the question which may be repeated in the answer. Always look for a final statement, e.g. *Danke /Auf Wiedersehen*.

#### Question G

Underline the key words in the question to ensure you answer the right point, e.g., *what / when* etc. There tends to be a question per paragraph, so question 3 will apply to the third paragraph etc.

## Written Production

### Letter

- Lots of practice in responding to (*Du*) questions by using *ich, mich, mein* in both oral and written work would be of benefit. Get into the habit of changing the question to suit answer, practice *du* to *ich*, *deine* to *meine* etc.,
- e.g., *Welche Fächer hast du in der Schule? Ich habe Mathe, Irisch...*; and finish off with the last part of the sentence: *in der Schule*.
- Make sure that verb endings agree with the subject – *ich mache*, *sie macht*.
- Do not put two subjects in the answer.
- Learn a very simple ending for letter, e.g., *Alles Gute,*  
*Dein(e).*