

**Subject:** German

**Level:** 1

**Standards:** 90883, 90886

## Part A: Commentary

These comprehension assessments contained texts from areas of relevance to young people and included a range of vocabulary. A spread of grades was produced, with most candidates achieving the standards, even if some conveyed only a basic level of understanding. Reliable vocabulary knowledge was key to success in both these assessments. Those who achieved higher grades understood more difficult passages, included more detail to justify their responses and considered implied meanings. It is important that candidates be reminded to read the questions carefully and to refer to the texts closely when crafting their responses.

## Part B: Report on standards

**90883: Demonstrate understanding of a variety of spoken German texts on areas of most immediate relevance**

### Examination

Candidates were presented with three listening passages and were instructed to attempt all questions. The first passages focused on internet use, with some who currently live away from home clearly identifying with Aroha's point about keeping in touch with friends and family. The second focused on aspects of life in Germany that could be surprising for visitors (having to pay to use a public toilet surprised the majority) and the third focused on attitudes to daily life. The total listening time was within guidelines. The questions were straightforward and clearly set out.

Candidates were expected to choose relevant information from the passages to respond to basic questions, or as in Question Two, complete a table. Thereafter a further question on each passage required them to give a more thoughtful response, expressing an opinion but relating it closely to the information heard.

### Observations

Successful candidates had a thorough knowledge of the required vocabulary; those who took notes generally managed to incorporate more relevant information into their answers than those who did not.

It is important that candidates read headings, interpret questions carefully and direct their response accordingly. In the table in Question Two, some mixed up their responses.

Candidates should avoid simply translating and writing down what they have heard without considering what they are asked to do with the information.

Some candidates struggled with “weniger” and “am wichtigsten” in the First Passage and “ein schlechtes Beispiel für Kinder” was challenging for some in Passage Two. It was pleasing that many candidates understood the conclusion in Passage Three that when life is difficult, a return to a normal routine can be appealing.

### **Grade awarding**

Candidates who were awarded **Achievement** commonly:

- understood the gist of the passage
- wrote brief answers with limited supporting detail
- lacked vocabulary knowledge to show detailed understanding.

Candidates who were awarded **Not Achieved** commonly:

- lacked basic vocabulary knowledge
- understood very little of the passage
- wrote brief answers or fabricated longer answers.

Candidates who were awarded **Achievement with Merit** commonly:

- were able to communicate a clear understanding
- had good knowledge of relevant vocabulary
- were able to select relevant details to support their answers.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated an excellent command of vocabulary
- communicated a thorough understanding
- wrote full, well-organised, and articulate answers
- fully justified their conclusions with relevant supporting detail.

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## **90886: Demonstrate understanding of a variety of German texts on areas of most immediate relevance**

### **Examination**

The examination contained three texts, one with a focus on the popularity of cycling in Germany and related problems, one a discussion on the pros and cons of teenagers having jobs, and the third a report about skateboarding which featured as a new sport at the Tokyo Olympics. Judging by the spread of marks, these texts were accessible to most candidates. As in the Listening assessment AS90883, candidates needed to recognise and select relevant information for their answers and organise their responses to achieve well.

## Observations

Question Two (b) was challenging as candidates needed to consider the mother's point of view and while they could understand the text, they found it more difficult to formulate the answer in such a way that it might help her to decide.

In Question Three (a) some candidates answered the question from their own experience and did not refer to the text.

Some candidates misunderstood "ohne Lampe" and "nach der Schule" and did not recognise "Noten" or "Zeugnis".

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated a basic understanding of the text
- had vocabulary knowledge appropriate for Level One
- wrote shorter answers with limited supporting detail.

Candidates who were awarded **Not Achieved** commonly:

- demonstrated poor vocabulary knowledge by mistaking meanings
- wrote (very) few words
- did not understand the gist of the texts.

Candidates who were awarded **Achievement with Merit** commonly:

- had a sound command of vocabulary
- were able to demonstrate clear understanding
- referred to the text for detail to support their answers.

Candidates who were awarded **Achievement with Excellence** commonly:

- had excellent knowledge of vocabulary
  - demonstrated thorough understanding of all parts of the texts
  - organised their thoughts before writing
  - chose relevant detail from the texts and fully justified their answers.
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