

# GERMAN

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<p>Paper 7159/12 Listening</p>
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## Key messages

- Candidates should be reminded to select the correct number of ticks for Question 16.

## General comments

Candidates were required to show understanding of the five topic areas of the syllabus. **Section 1** tested their ability to recognise items of familiar vocabulary in simple dialogues. In **Section 2** they were required to identify main points and details and also simple attitudes and opinions. In the final section they were expected to extract the main points, details, viewpoints and ideas in longer, more complex conversations or interviews, and also write more answers in German.

Those candidates who had a good knowledge of the basic topic vocabulary were able to gain good marks in the first section. Understanding of question words was also a key to success towards the end of the examination.

## Comments on specific questions

### **Section 1**

#### **Task 1**

Vocabulary items tested were numbers, means of transport, weather, places in town, school and school subjects and hobbies. Those who had mastered this vocabulary were able to get full marks here. Answers that were most commonly wrong were **Question 4**, which required understanding of the word *Schloss*, and **Question 6**, which tested *Schulhof*.

#### **Task 2**

This task required candidates to identify correct vocabulary within a longer passage about a skiing resort, and many candidates were able to do this well. Vocabulary items were: geographical locations, *Auto*, *Koffer*, meals, leisure activities, clothes and numbers. The two non-multiple choice answers required a number, which most candidates coped with well, and the word *Schuhe* or *Wanderschuhe*. This was perceived as more difficult and there was some confusion between *Schule* and *Schuhe*.

### **Section 2**

#### **Task 1**

**Question 16** required candidates to listen to four parents talking about their children and whether or not they help at home, identifying their attitudes and opinions. Many candidates gained 3 marks or more on this task. Most candidates put the correct number of ticks (6) but there were some who put 4 or 8. Careful reading of the rubric is recommended here.

#### **Task 2**

Candidates heard two young people teenagers talking about staying in private flats when on holiday. The first interview was with a host and the second with a guest.

Writing answers in German was found to be more challenging for some but the required answers were very short. **Questions 17, 19 and 20** presented few problems for those who knew the vocabulary items *Wohnung*, *Nächte* and *spanisch/griechisch*. The spelling of the word *Gäste* was more problematical, as was the answer to **Question 21** which required more detailed understanding. **Question 22 (i)** was found to be straightforward, but **(ii)** required more detailed understanding. The answer *teuer* was sufficient to answer **Question 23**, whereas the word *Gastgeber* was clearly unfamiliar to many.

### Section 3

#### Task 1

There was a wide spread of marks over this multiple choice task about Herr Merkel, a prize-winning teacher. In this section candidates can expect there to be several plausible distractors, and some candidates were clearly tempted by these. **Question 28** was the one that most candidates answered correctly.

#### Task 2

Stephan's money-making hobby was the subject of this last task, always the most demanding part of the paper. Attention to question words is very important here, and some candidates clearly made good use of their preparation time when there was a pause on the recording by underlining such key words and sometimes putting them into their own language. The word *Vorteil* in **Question 31** was not understood or not addressed properly by weaker candidates. In **Question 32** the key question word was a direct *Wo?* which those candidates with a grasp of the basic vocabulary items *Kleiderschrank* and *Keller* were able to answer easily. In the subsequent questions, question words or phrases were *Was ist das Problem?* *Warum?* *Was?* and *Wer?* This task discriminated well between candidates who were fully prepared for the examination in terms of vocabulary revision and technique and those who needed more preparation and practice.

# GERMAN

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Paper 7159/22  
Reading

## Key messages

In **Section 1**, candidates need to understand simple messages, signs advertisements and a short text all dealing with everyday life.

In **Section 2, Exercise 1**, candidates need to demonstrate understanding of a short text, by filling in gaps in five statements about it. The five words are selected from ten, which are provided. In **Exercise 2** candidates are required to locate information in a straightforward passage. Text rephrasing is not required, but the answer should be unambiguous. The topics of these exercises relate to everyday life.

In **Section 3**, candidates are asked to respond to questions showing understanding of both gist and detail. Whilst selective lifting may be appropriate to answer some questions, mere locating and copying the content is not as it does not indicate understanding. **Exercise 1** requires candidates to decide whether statements are true or false and to justify the false ones. In **Section 2** candidates are required to answer open questions.

## General comments

The paper was tackled well by many of the candidates. In some cases poor handwriting, crossing out and writing word for word translation into English above the questions sometimes made the answers very difficult to read and candidates should be aware that this may be to their disadvantage.

## Comments on specific questions

### Questions 1–5

This exercise was tackled very well by many candidates. Some answers suggested that basic vocabulary was unknown. All the words are in the MCVL, and in each question the correct answer could be worked out through a process of elimination.

**Question 1** *Kirschen* seemed unknown by some.

**Question 4** *Küste* seemed problematic with candidates often selecting the church as their answer.

### Questions 6–10

Most candidates had no problems at all with this second exercise and many gained full credit. Some candidates may not have understood *Fenster putzen* or *Müll ausbringen*. A very few candidates seemed to have no idea how to respond and gave incorrect answers with no discernible pattern.

### Questions 11–15

Some candidates gained full credit for this exercise. **Questions 11, 12 and 13** proved unproblematic for candidates. For **Questions 14 and 15**, a significant number of candidates selected incorrect answers; closer reading of the text is recommended.

### Questions 16–20

Most candidates seemed to understand the concept of looking for the right part of speech and then the appropriate alternatives. Those who had not grasped this concept relied on guesswork. A few candidates added their own words rather than choosing from those offered. There was no discernible pattern of incorrect answers.

### Questions 21–29

This element of the **Zweiter Teil** was typically approached in a very straightforward manner. Most candidates scored well on this exercise.

**Question 24** caused a few problems, as some candidates wrote *Es war plötzlich* or similar.

In **Question 26**, some candidates wrote that the weather was sunny.

### Questions 30–34

As in previous years, a few candidates ticked either all of the 'Ja' boxes or all 'Nein' boxes.

The true/false part of this exercise was done well by many candidates, with a good number awarded full credit. The justification for the three false statements proved more complicated for some candidates. For **Question 31**, some candidates may not have understood *Pflichtfach* as they used it in a way which was contradictory or lifted from the text in such a way that their answer did not make sense. For **Question 32**, there were many correct answers. Those who were not credited had written irrelevant responses. There were some good answers to **Question 33**. Some answers were not credited either because they were not relevant or were a direct lift.

Some candidates corrected true sentences, even though they had selected *Ja* as an answer.

### Questions 35–40

There were many good responses to questions in this exercise. However, some candidates needed to look more closely at the interrogative, so that they could provide the information requested. Some candidates gave the wrong information, i.e. facts which were in the text but did not answer the question, suggesting they had not really understood the question words or had not focused on them.

Some candidates seemed to view this exercise in the same way as **Exercise 2, Part 2**, and they copied out large chunks of the text in the hope they hit the target somewhere. Lifts of whole sentences nearly always result in invalid material which will not be credited. Indiscriminate lifting is unlikely to demonstrate the required indication of genuine comprehension.

For **Question 35**, there were some good answers, although some merely wrote that Spanish is spoken without explaining the significance.

For **Question 36** there were some good answers. Those which were not credited were generally a lift or else were incorrect in particular a number wrote that Marianne wanted to study there.

For **Question 37**, a number of candidates gave information about the slum dwellings instead of the correct information.

For **Question 38**, whilst some candidates provided good answers, there were some poor lifts which could not be credited.

**Question 39** was tackled well by many. Some wrote irrelevant answers and it seemed that they may not have understood *Unterkunft*.

**Question 40** was generally tackled well.

**Question 41** was again tackled well for the most part, though clumsy lifting sometimes rendered the response invalid.

# GERMAN

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<p><b>Paper 7159/03</b> <b>Speaking</b></p>
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## **General comments/Key messages:**

Please read these comments in conjunction with the Teachers' Notes for November 2019.

Most centres conducted the Speaking Test well and most Examiners enabled their candidates to achieve their potential.

## **Role Plays:**

The role plays were mostly managed very well by Examiners and candidates, and there was no appreciable difference in the level of difficulty between the three role-plays at each level. Although the role plays are not timed, they should not really last more than 5 minutes. Candidates are not well served if the role plays last more than 10 minutes, as was the case with a small number of centres.

Should a candidate miss out a task or misunderstand a prompt, the Examiner should try and guide the candidate back to the task in a natural way by repeating or rephrasing the question. It is essential not to change the role play tasks or elaborate and expand on them as this clearly does not benefit the candidates. There are no marks for adding extra lines. When a verb is required in response to a task, it must be correct for a mark of 3 to be appropriate. Whenever there are two parts to a task, the maximum mark awarded is 1 if only one task is attempted or completed.

## **Specific comments on the Role Plays:**

### **A1 (Page 16, cards 1, 2, 3)**

This role play proved fairly straightforward and caused few problems to the large majority of candidates. Most candidates used *Ich möchte* or *Ich will* successfully in K1(ii) and K3.

The last question, how one best gets into town, did cause some difficulties, though.

### **A2 (Page 17, cards 4, 5, 6)**

There were some difficulties with the pronunciation of 'Mozart-Haus'.

Also, in K4, some candidates had difficulties with the idea of booking 'für morgen'. Instead, some candidates were offering 'Ich möchte morgen buchen' or 'ich möchte am Morgen buchen', both of which change the meaning of the original task.

### **A3 (Page 18, cards 7, 8, 9)**

This role play proved fairly straightforward and was completed successfully by a large number of candidates. Some candidates find it difficult to formulate questions and therefore K5 proved to be the biggest challenge in this role play.

## **Role Plays B**

These tasks require the ability to use a range of time frames, to give explanations and justifications and a reaction. It is assumed that candidates are aware of the *Sie* form of address. It is advisable for the Examiner to make a clear pause in the middle of the two-part question, otherwise the candidate may fail to react.

### **B1 (Page 19, cards 1, 4, 7)**

In K4 'zwei Dinge' in the question required the use of two different activities, usually with the use of two different verbs, in order to get the full 3 marks.

In K5, several candidates had difficulty both with forming the actual question and with expressing the idea of how long the bicycle shop was open in the evening.

### **B2 (Page 20, cards 2, 5, 8)**

There was a great variety of answers in K2 to the question of what kind of music the candidates were interested in. Here, 3 marks can be awarded for a one-word/brief answer provided that it is correct and appropriate. So, for example, 'Popmusik' was a perfectly acceptable answer qualifying for 3 marks.

Again, formulating the question in K5 proved the biggest challenge in this task, especially as several candidates got the pronoun wrong, asking either 'welches Museum kann er/ sie empfehlen?' or 'welches Museum kann ich empfehlen?'.

### **B3 (Page 21, cards 3, 6, 9)**

This role play proved very successful for most candidates. The greatest difficulty was perceived to be giving a reason for where they wanted to live when they were grown up in K4.

Again, in K3, 3 marks can be awarded for a one-word/brief answer provided that it is correct and appropriate.

### **Conversations:**

In both the Topic or General Conversations, Examiners should ask questions which elicit more extended answers, opinions and justifications. Asking questions which require short answers can lead to answers which are purely factual and often do not give relevant opportunities for expressing opinions and justifications. It is also essential not to ask for points of general knowledge or to ask questions which are outside of the candidate's own experience.

In these two parts of the exam, most Examiners asked appropriate questions and most conversations were spontaneous. Many candidates' answers contained explanations, justifications of opinions and a wide range of language and structures. A question technique which required the candidates to just give a series of (sometimes unconnected) short answers is not a good strategy for achieving high marks.

Most Examiners asked questions in **both** conversations to elicit responses in **both** past and future tenses. When candidates did not form correct past/future constructions initially, most Examiners continued to rephrase questions until they were satisfied that the candidate had done the best they could.

Most centres kept to the stipulated timings, which are approximately 5 minutes for each of the conversations. The timing for the Topic Conversation includes a Presentation lasting a maximum of two minutes. If the presentation goes over two minutes, it is important to intervene and start asking questions. Assessment for each conversation stops after 7 minutes. On the other hand, if the conversations are too short, the mark for Communication is unlikely to be high.

Unfortunately, there were a small number of Examiners who did not indicate a transition from the Topic Conversation to the General Conversation, which makes it difficult to award marks separately for the two different conversations.

### **Topic Presentation/ Conversation**

The choice of Topic Presentation was mostly appropriate and most candidates showed a genuine interest in what they were presenting. It is helpful if candidates start their presentation by saying what their chosen topic is. It is recommended that candidates choose a specific aspect of a topic such as 'My favourite hobby' rather than the general topic of 'hobbies'. This is to ensure that the Examiner has enough scope for the questions that follow. In a small number of centres where topics were too general, the Examiner had the difficult task of finding questions which focused on the candidate's chosen topic. Sometimes this also meant that candidates repeated information from the topic presentation. On occasions, it led to Examiners asking questions, which were too specific and demanding.

It is important that the Topic Conversation does not sound rehearsed and fewer centres than in previous years seemed to have over-prepared their candidates for this section. The conversation should sound natural and a listener should not perceive a lack of spontaneity.

The majority of candidates gained Language marks for producing correct past and future tenses.

### **General conversation**

Candidates should be encouraged to link their ideas in a logical progression and develop their answers in order to use more complex language and structures. In some centres this year, too many topics were covered too superficially. Covering fewer topics in depth helps to create more developed conversations than frequent changes of topic. Most centres focused on 2 or 3 topics in depth, which meant that candidates gave more detailed answers and opinions, often well backed up with justifications. It is also advisable that questions requiring answers in past and future tenses are asked near to the start of the conversation to allow the candidate an increased chance of producing correct verbs and tenses.

### **Mark for General Impression**

The impression mark was generally appropriately assessed, but some Examiners tended to be a little too generous. To achieve a very high mark, candidates must consistently have very good pronunciation, intonation and fluency with only an occasional hesitation or error. It is important to try not to focus on grammatical accuracy when awarding this mark as that is assessed elsewhere.

### **Administration**

The administration in centres was generally very good and the adding up of the marks on the WMS was, in most cases, accurate. Please note that an electronic WMS which adds up the marks automatically can be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples).

The quality of most recordings was good. Centres should make sure before CDs are despatched that they carry out spot checks to ensure that every candidate is clearly audible. This year there was just one problem where a blank CD was dispatched. Microphone placing is also very important: if it is too far from the candidates, it may be difficult to hear them. Wherever possible, excessive background noise should also be avoided.

It is essential that recordings are saved onto labelled CDs, with each candidate's digital file saved individually. Files should be named according to the centre and candidate numbers rather than the teacher's or Examiner's name.

It was necessary to scale some centres' marks: In those cases, it was much more common for marking to be too generous rather than too severe. Reasons for over generous marking included crediting correct past or future tenses to candidates in the two conversations when they were missing.

# GERMAN

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Paper 7159/42  
Writing

## Key messages

Candidates should be encouraged to read the questions carefully and respond to the exact tasks set, rather than writing more generally on the topic area being covered. Those who do not address the specifics of the question will not be awarded full Communication points for that task. A thorough knowledge of the question words in German is helpful in achieving this. Candidates should also ensure that they are answering each task in the appropriate time frame. This is essential for achieving credit in both Communication and Language. In **Question 2**, candidates will usually be required to demonstrate the use of present and future tenses or time frames, and in **Question 3**, they will often need to use past, present and future time frames in the different tasks.

## General comments

There was no evidence of candidates being short of time. The correct number of questions was answered by all candidates and all answers were of an appropriate length.

In **Question 2**, there were many good responses on the topic of homework and school.

In **Question 3**, whichever essay was chosen, higher marks were gained for both Communication and Other Linguistic Features (OLF) by working through the bullet points systematically and using the tense or time frame indicated by the question. Candidates had sufficient appropriate vocabulary for the essay that had been chosen.

## Comments on specific questions

### **Section A: Erster Teil**

#### **Question 1**

Candidates were required to list eight holiday activities. The pictures clearly helped candidates to choose relevant activities. However, centres should be reminded that these pictures are intended to act as prompts, rather than being prescriptive. Some candidates seemed to think they had to list the specific items in the pictures and left blank spaces trying to do so, rather than making use of other vocabulary items which would have been more familiar to them, personally.

The majority of candidates were able to supply five recognisable holiday activities. This is a vocabulary exercise for which a single word is a complete response and so *Rad*, *Tennis*, *Pferde*, *Reiten* each gained a mark but *fern* did not because it does not mean 'television' when used alone.

#### **Question 2**

The topic was school, based on four bullet points. The first two sub-questions were about homework and the third and fourth sub-questions were about school. The first three points required a response in the present tense while the fourth point expected candidates to use the future tense or a future time frame in their answer. All four points had to be addressed in order to gain full marks for Communication.

Bullet point 1 asked candidates to explain when and where they do homework. Candidates gained credit for completing either or both parts of the task and most did successfully mention an appropriate time and place.



There were many good answers to this bullet point. It is important that candidates learn the question words so that they do not write about people in answer to *wo*.

Bullet point 2 gave candidates the opportunity to express their opinions on homework and there were many well-written responses.

Bullet point 3 asked about candidates' favourite subject and the majority were able to produce good responses with sensible reasons from liking the teacher to the subject being useful for a future career. This question had clearly been practised in centres and candidates wrote confidently.

Bullet point 4 followed on from the previous school-based bullet point and required an answer in the future tense or time frame about the following day in school. Credit was not given for explanations about breakfast or getting to school or for activities that were clearly not possible during a school day. Most candidates wrote successfully about the different lessons they would have and what they would do during break times. Credit was given for saying that there would be no school the next day because of, for example, a school trip. A small number of candidates read *morgen* as *Morgen* and missed the future tense in the question (*machen werden*) and so they wrote about school routine, thus losing the marks for this bullet point.

## Question 2 Language

Much of the language used was straightforward but accurate and many candidates gained full credit. Candidates were able to form the first person singular (*ich*) with confidence and many used correct word order for the future tense. Spelling was mainly accurate and usually comprehensible but the use of capital letters was inconsistent. There was a good awareness of the Time – Place word order and of the position of the verb in a simple subordinate clause.

## Section B: Zweiter Teil

### Question 3

In **Question 3**, there is a choice of essay. The first two choices are on different topics and relate to recent activities. This year the topics were a picnic (**3a**) and special occasions (**3b**). Two bullet points are always in the past tense, two other bullet points ask candidates for their opinions and so require the use of the present tense. The final point requires candidates to use the future tense or a future time frame. Choice (**3c**) is the continuation of a story from the opening sentence (this year it was heavy rain during a visit to town) and there are four bullet points which all require the past tense. The final bullet point extends the story into the near future and so a future tense or time frame must be used.

The majority of candidates chose **Question 3(a)**. Very few chose **3(b)** or **3(c)**.

**(a)** Candidates had to write about a recent picnic and give their views on picnics and being outdoors.

Bullet point 1 asked where and with whom the picnic took place. Many candidates noticed that the rubric contained *mit Ihren Freunden* and successfully used this, altering *Ihren* to *meinen*, but credit was also given to those who included family members. All candidates were able to give an appropriate venue for the picnic.

Bullet point 2 offered the opportunity to write about food and drink at the picnic and most candidates answered in great detail explaining what was eaten or drunk, by whom and why. The use of *gegessen* and *getrunken* was generally good.

Bullet point 3 required candidates to use the present tense and give their opinion about picnics. Most used the correct tense and were able to explain that they enjoyed spending time or doing activities with their friends or family or in a natural setting. Where the past tense was used a maximum of one Communication mark could be awarded.

Bullet point 4 was the part-question which caused the greatest difficulty because *an der frischen Luft* was not always recognised as meaning 'outside/in the fresh air'. Some candidates had learnt *frisch* as 'cold' (for drinks) and there were ingenious answers about fresh air being bad for you because you could catch a cold. These answers were credited.

Bullet point 5 required the use of a future tense or time frame. Many candidates have been well prepared for this and the use of the future and of *ich möchte* was generally good.

- (b) Candidates were required to write about a special occasion. Relatively few candidates chose this option.

Bullet point 1 required candidates to use the past tense to describe how they and their families celebrated a special occasion. The question was deliberately non-specific to allow candidates to choose their own occasion (possibly a birthday, New Year, a religious holiday or a national day). Those who chose this question usually did not specify what they were celebrating but gave sufficient details about their activities to gain communication marks.

Bullet point 2 gave the opportunity to use the third person (singular or plural) of the past tense to mention their friends' activities. Most candidates achieved this.

Bullet point 3 needed a response in the present tense as to which special occasion candidates found most important. This was the part-question that caused the greatest difficulty. Credit was given for all festivals whether or not a German translation was given.

Bullet point 4 gave candidates the opportunity to give their opinions on the number of non-school days and most rose to the challenge with many suggesting that there were already enough and that they wanted to be in school in order to learn.

Bullet point 5 required the use of a future tense or time frame. Many candidates have been well prepared for this and the use of the future and of *ich möchte* was generally good.

- (c) The first sentences which set the scene of the account to follow were provided. This was the most challenging of the three options in **Question 3** and very few candidates chose it. Candidates should be reminded that no credit is given for introductions set before the opening sentence.

Bullet point 1 required the candidate's reaction to the heavy rain. When the verb *reagieren* is used, as here, a statement about an emotional reaction to the event (such as frightened, angry, sad, surprised) is anticipated.

Bullet point 2 needed an explanation as to what the candidate did immediately the rain started. This was generally well answered and candidates were able to write about seeking shelter in a nearby building.

Bullet point 3 allowed quite a lot of scope for the imagination. Candidates had the vocabulary and structures necessary to explain what they had intended to do and what they did instead.

Bullet point 4 needed the parents' reaction. Here, again, an emotional response was expected rather than that they provided a hot drink or came to take the candidate home.

Bullet point 5 required the use of a future tense or time frame to explain what the candidate would do in town on the next occasion. Many missed out on full marks for communication by not reading the question carefully and simply saying that they would look at the weather forecast or take an umbrella with them.

### Question 3 Verbs

Many candidates gained verb ticks by varying their verbs or using the same verb with a different person. Only the first instance of a given verb form can gain a verb tick and so the same verb form used with different proper nouns can only be credited once. The subject noun or pronoun needs to be spelled correctly with the correct article (where appropriate) for the verb to be ticked. Credit can only be given for a verb in the correct tense for the bullet point and for the correct use of the auxiliary where appropriate.

### Question 3 Other Linguistic Features

Marks for Other Linguistic Features were awarded from the banded mark scheme.

There was evidence of careful preparation and basic structures and vocabulary were generally sound. Many candidates opted for short subordinate clauses and used a small number of conjunctions, usually *weil* or *wo*. This meant that accuracy was fairly consistent throughout and that word order was often correct. The use of capital letters was variable. It is obvious that centres are teaching them and that candidates understand that

they should be used even if they do not always quite succeed. Modal verbs (especially the formation of *ich mag*) posed problems and were often incorrectly used with *zu*. Some specific verbs presented particular difficulties; for example, many candidates still need to distinguish between the verbs *Spaß haben* and *Spaß machen*.