Of the 27 candidates registered for the MATSEC Advanced Level Examination in German 2 were absent. The remaining 25 achieved the following results:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of candidates</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Percentage</td>
<td>18.5%</td>
<td>22.2%</td>
<td>7.4%</td>
<td>22.2%</td>
<td>11.1%</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

All scripts were marked according to a marking scheme. Both the new and the old orthography were accepted.

The candidates achieving Grade A answered the questions with knowledge and care showing a command of the German language expected at Advanced Level and a certain security in handling the grammar.

Some of the candidates who achieved grades B and C rendered also good work, however, were not quite up to the standards required for an A grading and appeared to have a little less knowledge in vocabulary and in handling grammar. Further down the scale of marks this trend continued to worsen, of course.

Some candidates made mistakes which are either based on lacking general knowledge or simple vocabulary. The following may serve as an example of total misunderstanding (taken from “Reading Comprehension”):

“Wartburg hat viele deutsche Burgen, die sehr wichtig für Thüringen sind”.

(Wartburg has many German castles, which are very important for Thuringia)

In the examination text the Wartburg is described as a 900 year old castle on top of a mountain. The Wartburg is also named and pointed out in “Dreimal Deutsch”. Showing utter misunderstanding the candidate gives an irrelevant answer, consequently losing the respective mark.

An astonishing lack of general knowledge: The international abbreviation of UNESCO was not understood by about half the candidates. Context was the city of Weimar having been awarded the title of World Heritage Site (though Malta has a proud number of World Heritage Sites!). Here in Paper II this fact was utilized for an exercise changing active to passive clause:

“Vor 12 Jahren hat die UNESCO Weimar zum Weltkulturerbe ernannt.”

(12 years ago UNESCO has named Weimar a World Heritage Site)

which was changed into passive clause with the wrong meaning by many of the candidates:

“Die UNESCO Weimar ist vor von 12 Jahren zum Weltkulturerbe ernannt worden.” – or similar unacceptable versions.
Of the six Essay titles offered in Paper I five were chosen as follows:
8 candidates: “Familienleben vor 50 Jahren und heute – ein Vergleich.”
(Family life 50 years ago and today – a comparison.)
7 candidates: “Die Umwelt – was sie für mich bedeutet.”
(The environment – what it means to me.)
6 candidates: “Kinder und Sport.”
(Children and sport.)
3 candidates: “Gute Noten beim Schulabschluss – warum?”
(Good marks at final school examination – why?)
1 candidate: “Warum wanderten und wandern noch heute Malteser aus?”
(Why did Maltese people emigrate and are still emigrating today?)

It is interesting to see what appears to be most important for the modern eighteen years old youth as well as his/her reasoning. Some of these essays were well presented.

As in former years, there were also some humorous creations like:

“Er (Luther) hat abgehaut und lebte dort in Thüringen, als er die Bibel übersetzte”. (He has buzzed off and lived there in Thuringia when he translated the Bible.)
abhausen = a very colloquial expression meaning to buss off/push off
der Hörsaal (the lecturing hall at University) became a “Haarsaal” (a hair hall)
die Sehenswürdigkeit (place of interest) became an untranslatable:
Seh ich würdigkeit.

The replies to the questions under “Landeskunde” (culture, history geography) were good in parts, however, the difference between the German word “Stadt” (city) and “Staat” (state, country) is still not clear to some students, consequently giving wrong answers at several instances.

The questions on Landeskunde are based entirely on the book “Dreimal Deutsch”, and each candidate had to answer five questions for which she/he had a limited choice. This means 25 candidates times 5 questions would result in 125 answers. Each answer could be awarded with a maximum of 10 marks. The following statistic shows a result that a total of 38 answers reached only either 0 or 1 or 2 or 3 marks, while the rest of 87 answers reached 4 to 10 marks. This points to an improvement of around 10% against May 2009 examinations, when 24 candidates had 44 answers with 0,1,2 and 3 marks.

The replies to Literature questions showed knowledge of the book the candidates chose and discussed the questions, trying to render interesting answers. However, not all essays showed the very difficult German/German situation shortly before and after the unification.

The Oral Examinations rendered very satisfactory results. Only four candidates got 20 or lower marks of the attainable 30.

The following points are of general nature and apply to Advanced Level as well as Intermediate Level of May 2010 examinations:

a) Candidates should be encouraged to make sure and double check that they have replied to all the questions to avoid getting a zero mark while in fact they would have known the answer. Possibly, invigilators should remind the candidates again when all are seated in the examination hall. It would help students (as well as markers!) if students would mention the exact numbering of the question answered. This year there was a higher than average lack of complete numbering to be noted.

b) As pointed out in reports of previous years, the provided booklets for the candidates’ scripts contain an ample number of pages. Therefore, it is not necessary at all that students squeeze their answers of a Section onto one page, making finding end and start between sections or questions sometimes very difficult for the marker. They may leave some lines of spacing at least between sections as well as the individual paragraphs.
c) Candidates should write their answers in ball point. It is acceptable if they draft some points i.e. for essays in pencil and cross them out, just with one line, after making use of them. No other colour should be used, especially not RED, as has occurred this year again.

Chairperson
Board of Examiners

September 2010