



L-Università  
ta' Malta

MATSEC  
Examinations Board



## Examiners' Report

AM German

First Session 2021

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## A. STATISTICAL INFORMATION

The total number of candidates who registered to sit for the first session of AM German was **17**, which is **7** candidates less than in 2020. One candidate was absent for all papers of the examination. All scripts were seen by two markers. A marking scheme was used for all sections of the papers.

Table 1 shows the distribution of grades for the May 2021 session of the examination

GRADE	A	B	C	D	E	F	ABS	TOTAL
NUMBER	3	2	5	2	2	2	1	17
% OF TOTAL	17.6	11.8	29.4	11.8	11.8	11.8	5.9	100.0

*Table 1: Distribution of grades for German 2021 First Session*

## B. GENERAL REMARKS

### General Remarks on the Written Examination

According to the syllabus, the examination consists of three written papers (I-III) as well as an oral component. Due to the Covid-19 pandemic, however, mitigating measures were taken and the oral component was not assessed during this session; full marks were awarded for this part. In addition, there were changes in the exam papers. In Paper II exercise 2 was removed; in Part I of Paper III an additional question to choose from was given for each novel; in the second part of Paper III candidates were asked to attempt 3 questions from 3 different themes but the 4<sup>th</sup> answer could be chosen from any of the 4 themes.

58.8% of the pupils achieved a grade between A and C. This percentage is lower than in the previous year suggesting that the level of German obtained by the candidates was less satisfactory. This might be due to the difficult learning situation during the pandemic, when most of the teaching had to be given remotely. There was one fail in this session.

### General Remarks on the Written Examination

Some candidates still lack understanding of terms and concepts while others seem to be unaware of some topics in the syllabus...

## C. COMMENTS ON PAPER I, PAPER II AND PAPER III

### Paper I

**Paper I** consists of two parts, **Essay** and **Communicative Writing**. This section requires skills in free writing. The essay titles to choose from in part one provide a wide range of topics, and the types of essay recurring in each exam (descriptive, narrative and argumentative) can be practiced. In this session, nearly all the candidates chose Question 1 on the topic "Online lernen oder lieber in der Schule? Erörtern Sie!", discussing the advantages and disadvantages of online learning, a topic probably very familiar to the candidates after nearly a year of remote learning. This argumentative essay type required knowledge of useful phrases for the discussion and argumentation on a topic as well as causal conjunctions. The questions chosen by the remaining four candidates were topic 4 "Leben mit einem Haustier – erörtern Sie!" (3 candidates) and topic 5 "Ein gesunder Lebensstil – beschreiben Sie!" (1 candidate), an argumentative and a descriptive type of essay respectively. The narrative types of essay (3 and 6) were not chosen.

In part II, which tests the candidates' skills in communicative writing, 9 out of 16 candidates chose to write a contribution to an internet forum in question 1 on the topic of sports at school. Several candidates, however, left out the third content point which was asked for and were deducted marks in this category. Slightly less candidates chose to write the letter of application for a job required for question 2. Marks were deducted when the candidates did not tackle all the points listed in the question and for grammatical mistakes. Some candidates also failed to write with the formal form of address but instead used the informal "du". In addition, some candidates confused the different types of communicate writing and wrote a letter instead of a forum contribution.

In general, markers noted a lack of vocabulary, besides the fact that some candidates have the habit of literally translating sentences from Maltese and/or English into German. The grammatical mistakes in the sentence structure were quite common. An increase in orthographical mistakes was especially highlighted by the markers.

## Paper II

**Paper II** consisted of three parts, the **Listening Comprehension**, the **Reading Comprehension** and the **Structures Section**. Whilst the performance in the listening comprehension part was less satisfactory, the performance in the Reading Comprehension was acceptable, with an average of 34 points achieved for the whole section. As in previous years, the most challenging task for the candidates was matching words from the text to the ones given in task 1. The open-ended questions were not always fully understood leading to wrong answers. Another exercise which posed difficulties was the summary of Text 2. Orthographical and grammatical mistakes were evident in these two exercises. Overall, however, the candidates achieved good results in the structures section with an average of 7 out of 10 points. Grammar tasks where many candidates failed to give a right answer were the form of the past participle of the verb "sein", the relative pronoun and the comparison of the adjective "lang".

## Paper III

**Paper III** is designed to test knowledge on *Literatur* and on *Landeskunde*, that is German literature and the culture of Germany, Austria and Switzerland. Part I contains questions on the literary texts listed in the syllabus. This year, an additional question to choose from was given for each novel. In Part II questions are set on geographical aspects of Germany, Austria and Switzerland, feasts and traditions in Germany as well as modern history of Germany and German-speaking personalities. Due to the mitigating measures, candidates were asked to choose 3 questions from 3 different themes but the 4<sup>th</sup> answer could be chosen from any of the 4 themes. Even if the candidates showed some knowledge in relation to the content, especially to the questions on German literature, the candidates proved a lack in vocabulary and grammatical structure to provide satisfactory answers. In the section on literature, the novel *Die Entdeckung der Currywurst* was the most chosen text whilst the least chosen, as in the previous year, was the novel *Tschick*. In general candidates showed a good understanding of the literature books, however persons sitting for the exam should pay more attention to the details of the questions rather than just giving a generic overview on the book.

#### **D. CONCLUDING COMMENTS**

Overall the examiners note that the performance of the candidates in this session was less satisfactory compared to the previous year. Due to the special circumstances caused by the Covid-19 pandemic with the teaching and preparation of the exams being mainly held remotely during the past year, also this year's exams represented a challenge to the candidates. The examiners also feel the necessity to stress again that candidates can achieve better results if language skills are further improved. Furthermore, candidates should learn to pay more attention to the details of the questions to be able to give more precise answers and therefore obtain better results.

Chairperson  
Examination Panel 2021