

FIRST LANGUAGE GERMAN

6096
Paper 1

GENERAL COMMENTS

To perform well in this paper, candidates need to demonstrate comprehension of the stimulus texts as well as the ability to consolidate information from the texts and relate it to and express an opinion about the issues addressed and develop own arguments. Candidates struggled less with the parts of the paper that go beyond comprehension and recounting content than in previous years.

The exam paper respected syllabus content and the Namibian context. No mistakes could be detected in the presentation or format of the paper and thus no particular leniency or stringency had to be applied when marking. Generally, candidates seemed well prepared. Language proficiency was not always first language quality, but more candidates than in previous years showed first language proficiency. As opposed to previous years, only very few candidates did not achieve 50% percent of the total marks. The majority of candidates delivered satisfactory to good results and a there were number of very good results.

Demonstration of comprehension, knowledge, application of correct terminology as well as expression of appreciation and opinion were clearly more visible this year than in the previous years, which can be attributed to the fact that all Grade 11 German First Language candidates took the NSSC Ordinary examination this year and not only candidates considered too weak for Higher Level.

Question 1

Candidates performed best in this multiple choice and short answer type question, which is also considered the easiest in this paper. All candidates scored 7/10 or higher in this question.

Question 2

The majority of candidates was familiar with the format of the interview published in a magazine, but some few candidates recreated a studio interview for television or radio, which points to instructions not being read carefully enough. A good number of candidates demonstrated very good and the majority of candidates good critical thinking skills. All candidates used the appropriate language register and demonstrated a higher level of creativity and originality than in previous years. Quality of language and expression was generally satisfactory with some very good and only few unsatisfactory performances; in most cases grammar and spelling were faulty and sentence construction and idiomatic expression were either simple or slightly awkward. Most candidates achieved around 60% of the marks in this question.

Question 3

Candidates generally achieved 60-70% of the marks in this question. Most candidates were able to adequately summarise both texts in one text, while some candidates still produced separate summaries.

Most candidates could identify the type of texts and most candidates attempted to compared content and formal aspects of the two texts, generally more successfully so than in previous years. Quality of language and expression was generally satisfactory.

There was a marked improvement to scores for this question as compared to the years before 2020. This can largely be attributed to an alteration of the mark scheme for this question after a standardisation process guided by Cambridge for all NSSC Ordinary Level European language examinations in 2020. For this question the focus in evaluation has shifted from assessing the consolidation and combination of summary writing, comparison and comprehension to assessing comprehension through summary, the adequacy of which has been shown for the second year in a row.

Question 4

Performance in this question was similar to that of question 2. Quality of language and expression was generally satisfactory, with some candidates standing out with work of exceptional quality. Most learners seemed familiar with the format and tone of the semi-formal letter. In many cases grammar and spelling were faulty and sentence construction and idiomatic expression were slightly awkward. Most candidates obtained 60% of the marks in this question and demonstrated originality and creative insight into the topic.

COMMENTS AND SUGGESTIONS FOR TEACHERS

Increased exposure to magazine and newspaper texts that lend themselves to comparison and summary could possibly further increase performance in this paper and enhance language and expression skills. Please, point out that summaries should be delivered in **one** flow text structured in, not in bullet points and not in two separate summaries.

Please, continue to familiarise learners with different types of texts and their characteristics so that they can produce texts in the correct formal and appropriate language register. Text production and developing own thoughts from stimulus texts should continue to be practiced in class. Creativity and originality are appreciated when marking this paper: continue to encourage this alongside routine answers.