

## GENERAL COMMENTS

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 better prepared than in previous years.

To perform well in this paper, candidates need to structure and develop a narrative, a description, an argumentation, or discussion and are expected to use respect the adequate format and language register for the topic/genre chosen. They are also expected to show mastery of grammatical structures, spelling and punctuation at first language level. There were fewer off-topic essays than in previous years and candidates generally presented well-structured pieces of writing.

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 few candidates did not achieve 50% percent of the total marks. The majority of candidates delivered satisfactory to good content and there were a number of very well-developed essays.

However, in many cases grammar and spelling were faulty and sentence construction and idiomatic expression were either simple or slightly awkward. There was a considerable number of incomprehensible sentences/paragraphs. Incorrect capitalisation, commas, declination, grammatical gender and sentence construction were the main sources of language errors.

Demonstration of grasp of topic, knowledge and application of correct terminology as well as expression of 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.

## COMMENTS AND SUGGESTIONS FOR TEACHERS

It remains of outmost importance for the candidates to collect ideas and draft the structure of the essay before starting, which most candidates did this year. Re-reading of the essay to identify and correct language errors is also very important. Both drafting and proofreading should be given high priority when teaching practicing essay writing. Providing learners with example texts for descriptive, narrative, argumentative and discursive texts might help with the familiarisation with the different text types and text-specific style and figures of speech. These very technical sides of writing should however be balanced with tasks that encourage creativity and free thinking, such as mind maps, clustering and writing prompts.

It is crucial for the candidates to clearly indicate the number of the topic and to copy the exact topic. It is not permissible to modify the topic given. However, for the narrative and descriptive topics an own title befitting the text is considered an added value.

## COMMENTS ON INDIVIDUAL TOPICS

### Topic 1:

This topic was chosen by one candidate.

### Topic 2:

None of the candidates chose this topic.

### Topic 3:

The only narrative topic was one of the most popular topics.

### Topic 4:

This descriptive topic was one of the most popular topics.

### Topic 5:

This topic was chosen by one candidate.

**Topic 6:**

This topic was chosen by two candidates.

**Topic 7:**

This was the most popular argumentative topic.

**Topic 8:**

This descriptive topic was one of the most popular topics.

**Topic 9:**

None of the candidates chose this topic.

This year, the majority of candidates chose one of the three creative, i.e. narrative/descriptive topics. The candidates who chose an argumentative topic leaned towards current affairs topics, such as social media and climate change. Discursive topics of a more philosophical nature were largely avoided.