

## GENERAL COMMENTS

There were four centres, with 19 candidates overall, with 11 candidates present in the largest centre. The presentation and format of written tasks was generally neat.

For the assignments it is of importance that candidates demonstrate knowledge of the content of texts discussed as well as of the terminology necessary for literary analysis. It is just as important that they show personal appreciation for and opinion on the texts chosen, which they should be able to give reasons for from the text and secondary sources and express them adequately in written German. Demonstration of knowledge, application of correct terminology as well as expression of appreciation and opinion were generally more visible than in the years before 2020, which can be attributed to the fact that all Grade 11 German First Language candidates took the NSSC Ordinary examination this year and last, not only candidates considered too weak for Higher Level.

### Quality of assignments

Most assignments were of average to good quality in content and fairly well structured. First Language proficiency was not a given with some candidates, but candidates generally demonstrated higher proficiency than in past years, which can be attributed to the fact that all Grade 11 German First Language candidates took the NSSC Ordinary examination this year not only candidates considered too weak for Higher Level. While referencing and quoting was mostly done properly and usually meaningful, there were some cases of plagiarism, which teachers in centres did not notice and/or penalise. Plagiarism was most prevalent in the analysis of poetry. The moderator had to lower the marks in these cases. The importance of discouraging plagiarism and encouraging own expression, even if it is not in perfect German, cannot be emphasised enough. Teachers should not hesitate to penalise or point out plagiarism in ALL cases, even if the candidate is a top performer.

### Topics

Within the centres the range of topics chosen for prose was limited to one text (either only “Der Besuch der Alten Dame” or only “Der gute Mensch von Sezuan” or “Homo Faber”) and topics chosen within centres were similar or the same. Learners should be encouraged to find original, creative and interesting topics and possibly exposed to more than one prose text. Topics and texts chosen for poetry were slightly more diverse, and some candidates chose poems that were never chosen in the previous eight years.

The topics chosen were usually clearly stated and the assignments on topic, only some few topics lacked in clarity and by extension these assignments lacked in purpose.

Overall, it was good to see that knowledgeable interpretation and analysis as well as individual appreciation has slightly increased since 2020. This can probably be attributed to the fact that all Grade 11 German First Language candidates took the NSSC Ordinary examination and not only candidates considered too weak for Higher Level.