

# FOREIGN LANGUAGE GERMAN

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6112  
Paper 1

## GENERAL COMMENTS

This was the second year that grade 11's wrote an external exam under the new syllabus. It became clear from the performance of some candidates that they wrote an external examination after only four years of high school teaching. The vocabulary just seemed more limited, although many candidates presented a good understanding of German. This was also the second year in which the candidates had to cope with numerous months of online teaching. When acquiring a foreign language, this regrettably did not have a positive influence on the performance of some candidates.

However, it also needs to be mentioned that in spite of such difficult circumstances most candidates demonstrated a sound comprehension of the German language. All answer scripts were written in ink, none in pencil. This is a pleasing development. This is also true for 2021. Section 1 was answered well, so even weaker candidates could answer these questions with confidence.

In Section 2 and 3 some questions required a slightly longer answer. Just writing one word sometimes does not give a candidate the mark. Certain expressions needed to be accompanied by a preposition or a verb to make sense. A minority of centres did not practice this sufficiently, maybe due to the ongoing online teaching because of Covid-19. Generally, the candidates are familiar with answering Paper 1.

Generally, spelling in English and Afrikaans is marked generally wrong, but markers were generous when marking. If it sounded like the heard text, the written answer was given a mark. Some candidates did not even attempt to answer some of the questions, which is sad. Listening Comprehension should be practised during Grade 10 and 11. Some learners did not even attempt to answer some of the questions, which is sad. Listening Comprehension should be practiced during grade 10 and 11.

## COMMENTS ON INDIVIDUAL QUESTIONS

### Erster Teil: Erste Aufgabe: Fragen 1 – 8

Most candidates coped well with the pictorial multiple-choice questions. There was no specific pattern in the occasional wrong answer.

- 1 D
- 2 B (the difference between Brot and Brötchen was not clear to some candidates)
- 3 A
- 4 D
- 5 C
- 6 B
- 7 A (some chose Zwillingmädchen – did not listen until the end)
- 8 C (a number of candidates chose D which was Kreisverkehr – the candidates were thus not familiar with that word).

[8]

### Erster Teil: Zweite Aufgabe: Fragen 9 – 16

This task was based on a monologue regarding a weather forecast. Unfortunately, a few candidates did not write any answers here.

- 9 Zuhörer / zuhöra / zuhöre / NOT suhörer (here other spellings were also accepted if what the candidate wrote sounded like Zuhörer) / zuhören (the verb marked wrong)
- 10 Oktober / oktober / NOT October
- 11 drei / 3 / NOT drie

- 12 Gewitter / gewitta / Regenschauer /NOT Regelschauer / gebitter/ gewittag
- 13 Nordwesten / nordwästen / NW / NOT Northwesten
- 14 möglich / möklich / NOT mündlich / wirklich
- 15 bleibt / bleipt / pleibt / NOT bleibt
- 16 Wochenende / wochenände / (this time around the markers also tolerated Wochende, with a missing en, but it is advised that this should be taught correctly) [8]

**Zweiter Teil: Erste Aufgabe: Fragen 17 – 24**

This time around candidates also had to answer “richtig” and “falsch” and not “ja” for a correct answer and “nein” for a wrong answer. This text was based on a phone call between a mother and the class teacher about the absence of the mother’s son.

Richtig

- 17 Richtig
- 18 Richtig / Falsch (Candidates are taught that they should listen for small details which are different and in case of this question the statement given could be interpreted both ways by candidates.)
- 19 Falsch
- 20 Falsch
- 21 Richtig
- 22 Falsch
- 23 Richtig
- 24 Richtig [8]

**Zweiter Teil: Zweite Aufgabe: Fragen 25 – 32**

This was the first task where candidates could answer more freely. Full sentences were not expected, but only complete phrases, including a correct verb or an appropriate preposition. Candidates could lose marks if one-word answers were too cryptic. The topic covered an interview between a psychologist and a student enquiring about study methods. The questions were easier, but candidates had difficulty in getting the correct answers. It needs to be said however, that some candidates provided correct answers.

- 25 Er soll rechtzeitig mit dem Lernen beginnen / auf keinen Fall bis zur letzten Minute warten / er soll die Zeit gut managen / er soll jeden Tag optimal gebrauchen
- 26 genau einteilen / kleine Mengen systematisch (durch)arbeiten
- 27 das Gehirn kann sich diesen Text leichter merken / leichter lesen / besser behalten
- 28 (i) gehen sie dreimal um das Haus / NOT in dem / ins Haus
- (ii) Aerobic-Übungenmachen (various spellings of Aerobic were tolerated)  
Mit dem Hund spielen (any two)
- 29 (i) von sieben Uhr morgens bis Mitternacht / 12 Uhr nachts / abends / in den Abend
- (ii) morgens um halb 5 aufstehen und dann lernen / morgens / in den Morgen
- 30 Im Schlaf verarbeitet das Gehirn den neuen Stoff / Ohne Schlaf kann das Gehirn den Stoff nicht zurückgeben / um die Prüfungen gut zu schreiben.
- 31 eine Tafel Schokolade essen / ein leckeres Stück Kuchen (only Schokolade and Kuchen were also accepted)
- 32 nachts den Lernstoff unters Kopfkissen legen [10]

### Dritter Teil: Erste Aufgabe: Fragen 33 – 40

This text was an interview between the interviewer and Helena Haitembu who is a BMW mechanic. The questions were proper multiple-choice questions. This year again this section proved to be more challenging, mainly because the multiple options are most of the time full sentences. Candidates are required to listen for details which often are quite subtle. Only Question 34 and 37 seemed to be answered wrong. Candidates chose “selberbezahlt” as the answer for question 34 because they did not understand “finanzielle Unterstützung”. Candidates did not seem to notice the word “alte” in question 37. In these cases candidates chose the wrong options.

- 33 C
- 34 B
- 35 B
- 36 C
- 37 B
- 38 B
- 39 A
- 40 C

[8]

### Dritter Teil: Zweite Aufgabe: Fragen 41 – 46

This final set of questions always seem to be more of a challenge for candidates. Candidates should, however, be encouraged to attempt to answer the questions, instead of leaving blank spaces. The topic of this section covered an interview between a teacher and two learners who have to attend detention on a Friday afternoon.

- 41 (i) am Freitag(nachmittag)  
(ii) von zwei Uhr bis vier Uhr / zwei Stunden
- 42 sie dürfen nicht sprechen / sie dürfen nicht essen / sie dürfen keine Hausaufgaben machen / sie dürfen kein Buch lesen
- 43 Carmen findet es gut / es ist eine gute Idee / sie findet es ein gutes Thema
- 44 Sie unternehmen etwas mit den Freunden / sie machen etwas mit den Freunden / sie besuchen ihre Freunde
- 45 was sie mit dem negativen Verhalten (im Unterricht) ausrichten / was ihr negatives Verhalten bewirkt
- 46 Wie kann die Schule mich für meine Zukunft aufbauen?  
**NOT:** Wie kann ich die Schule aufbauen / Wie kann ich meine Zukunft aufbauen / TOO SHORT: Zukunft vorbereiten

[8]