

GENERAL COMMENTS

It was the first year this paper was written for the new syllabus. There were only two candidates entered for First Language German AS in 2021. Cambridge conducted a very thorough standardisation marking session, stretching over two days. As there were only two candidates that wrote this specific paper, the teachers marking German First Language AS participated in the English First Language AS standardisation marking session as well. This was to some extent helpful as the German teachers did not have a lot of scripts as compared to many English scripts to look into. It was however very useful with regard to the use of the new marking schemes. Both candidates have fairly done well in this paper. They wrote insightful and complete responses for both sections. The two candidates did not struggle with the general time limits of the paper. This was really encouraging as many learners lost marks for incomplete or too short responses.

GENERAL COMMENTS ON LITERATURE QUESTIONS

In this paper, candidates are presented with **12 (twelve)** questions. The examination paper consists of three sections. Section 1 offers an A and a B question with regard to the prescribed poems. Section 2 offers six questions, two questions (A and B) covering the prescribed short stories, two questions (A and B) covering *Die verlorene Ehre der Katharina Blum* and two questions (A and B) covering *Homo Faber*. From these six questions only one could be answered. Section 3 offers the candidates four questions. The first two (A and B) cover the drama *Der gute Mensch von Sezuan* and the other two (A and B) cover the drama *Die Physiker*. From these four questions the candidates could answer one. **Altogether** candidates have to answer two questions, coming from **two different sections**. Each answer has to be between 600 and 900 words in length. The A questions in each section are without any text extract, whereas all the B questions have an extract of the prose, drama, short stories or poem. Candidates coped well with the length of the answered. Paragraphs were observed.

Candidate 1 chose to answer question B in Section 1. This question had to do with the poem *Augen der Großstadt*. The candidate achieved some depth with her analysis. Occasionally the markers were looking for more depth. Linguistically the answer provided by the candidate was rather simplistic, but still pleasant to mark.

Candidate 2 chose to answer question B from Frage 2 covering the short story *Nacht im Hotel*. Her language skills slightly exceeded those of candidate 1. Her answer was enjoyable to mark. Both candidates managed the time allocated well. Both candidates were fully able to write answers in German mother tongue.

For the second question to be answered from a different section, both candidates opted for question B from the drama *Die Physiker*. The stronger candidate was able to convey her arguments clearly structured, although on one aspect she slightly deviated. The other candidate managed an analysis which was short at some arguments of depth.

In general, it can be said of both candidates that they chose their questions wisely, both were well prepared and managed the challenges of this new syllabus with the different way of answering the questions well.

POSITIVE SUGGESTIONS TO TEACHERS

- Question analysis need to be emphasized for all genres. It is advisable to spend some more time on the analysis of questions and the style requested by the format.
- Technical language should also be used with care (often not accurately identified and analyzed) in this question.
- Assist the candidates to find the focus of the question by doing question analyses.
- Teachers should discourage students to use superfluous expressions. These types of expressions are arbitrary and does not constitute a personal response.
- Whenever a reference is made to literary techniques such as rhyme and rhythm, it is imperative that the student gives a reason why it is important.
- Teachers should instruct students to start their answers with a quote. It is better to teach students to start their writing with a solid thesis statement, which they then continue to prove by using strong points, evidence and analysis.
- It is important to develop any reference made to the text.
- It is not necessary at this level to explain literary devices. Rather discuss the effect created by the specific image than wasting time to give a definition of it.