

As in the past, the distribution of marks was yet again noticeably wide – from extremely poor to brilliant!

Paper 1

Vocabulary and Structures:

To learn a foreign language means learning new words and phrases every day until – at the level of matric – a minimum of 2000 words has been acquired. Furthermore, to learn a foreign language means to learn functional grammar. Without the cognitive aspect of language acquisition no success can be achieved.

In those cases where the pupils did badly, it was clear that above-mentioned aspects had received little or no attention. The reason for this neglect remains in the dark, however.

Written Expression (Letters):

Pupils who learn German today are in a particularly privileged position because modern means of communication offer them the opportunities to communicate in a realistic manner with mother-tongue speakers and other foreign-language learners from all over the world, thus sharpening their skills in written communication. Candidates who were unable to achieve with regard to "Adressatenbezogenheit" failed to make use of these possibilities. On the positive side, it was evident that those who did correspond regularly with pen friends were not only able to communicate, but also established international relations from which they are going to benefit greatly in future.

It is precisely the written communication which will have to receive more attention in future, seeing that the Independent Examination Board, which is taking over the responsibility for the examination as from 2008, places great emphasis on this skill.

Paper 2

Reading Comprehension

The skill of which our candidates will probably make most use in future will be the ability to read and understand. It is, therefore, encouraging to see that percentage wise even more candidates obtained good results in the second paper. It is clear that most teachers did pay the necessary attention to reading strategies in their teaching.