

DUIITS DERDE TAAL HG VRAESTEL1

Die peil van die werk het gewissel van baie swak tot uitstekend en dit was duidelik dat daar groot verskille in die kwaliteit van onderrig bestaan.

Duits-leerkragte moet steeds beseft dat die aanleer van 'n vreemde taal harde werk ten opsigte van woordeskatuitbreiding, grammatikale kennis en sinsbou beteken. Waar kandidate swak gevaar het, was dit duidelik dat die leerkrag te min of geen aandag aan hierdie aspekte geskenk het.

'n Verdere aanduiding van swak onderrig was die onvermoë van heelwat kandidate om die toepaslike vorm van die Duitse brief te gebruik. Aan die ander kant van die spektrum was daar egter baie kandidate wat duidelike bewys van uitstekende onderrig gelewer het. Dit was dan ook dié kandidate wat sonder twyfel gereelde briewe aan penmaats en ander instansies oor 'n tydperk van twee tot drie jaar geskryf het. Dit is hierdie jong mense wat in die toekoms 'n besliste voorsprong sal geniet.

GERMAN THIRD LANGUAGE HG PAPER 1

The standard of work varied from very poor to excellent and it was clear that big differences in the quality of teaching exist.

Teachers of German still have to realise that learning a foreign language means hard work as regards extension of vocabulary, grammatical knowledge and syntax. Where candidates did badly, it was obvious that the teacher had paid too little or no attention to these aspects of the work.

A further indication of poor teaching was the inability of a number of candidates to use the appropriate form of the German letter. At the other end of the spectrum, however, there were many candidates who bore witness of excellent teaching. These were the candidates who without doubt had been writing regular letters to pen-friends and other persons over a period of two to three years. These are the young people who will have a distinct advantage in the future.