

Section Two Response: Viewing and reading	Mean 68.58%		
Attempted by 17 candidates	Mean 20.57(/30)	Max 26.84	Min 11.05
Section Three Written communication Part A: Stimulus response	Mean 67.35%		
Attempted by 17 candidates	Mean 13.47(/20)	Max 20.00	Min 10.00
Section Three Written communication Part B: Extended response	Mean 69.12%		
Attempted by 17 candidates	Mean 13.82(/20)	Max 19.00	Min 9.50

General comments

Practical examination

Some candidates had difficulty engaging in the stimulus response, where they provided a description rather than an analysis of the image or graphic. Some were reliant on the prepared notes and rarely made eye contact with markers. Although candidates participated in the general conversation for the full eight minutes, the amount of content they provided for each unit varied. Some did not rely solely on memorised text and responded to questions in detail. Others provided limited responses and, as a result, did not effectively engage. Overall, candidates demonstrated fluency and clarity.

Advice for candidates

- Be familiar with the phrase *Möchten Sie noch etwas zum Thema sagen?*
- Select a stimulus item you are most confident with and read the questions carefully.
- Expand on answers instead of responding with only *vielleicht/ja/nein*.

Advice for teachers

- Explain to students the difference between interpreting and describing the stimulus item.
- Encourage students to use idiomatic expressions.
- Provide ample opportunities for candidates to converse in the language.

Written examination

Time management did not appear to be an issue as candidates completed the whole paper. The accessibility of questions seemed fair overall; contexts and content were familiar and appropriate.

Candidates made notes in the margin of the listening section, and highlighted relevant words/ideas/sections of text or questions in the reading section. However, it was evident that candidates found some questions too challenging or they were not sufficiently prepared to answer them. Tick-a-box responses were generally done well. Ineffective English language resulted in responses that were difficult for markers to understand and highlighted the lack of proofreading. Some candidates displayed limited dictionary skills, particularly with regard to checking words that might be 'false friends' or have subtle shades of meaning. This prevented candidates from being accurate or specific in their responses.

In the writing section, few candidates made notes or showed evidence of planning. In both the stimulus and extended response sections, the depth of information varied but was often superficial. Basic grammatical errors were evident, with frequent omission of capital letters on nouns, and difficulties with present tense verb conjugations and word order. There was also a strong influence of English in some responses. Stronger candidates correctly used subjective, past tense or colloquialism where appropriate; for example, *Keine Sorge! Echt? and Ich habe Schwein!*

Written examination

Advice for candidates

- Proofread your work to ensure comprehensible responses.
- Provide in-depth responses to stimulus and extended response questions.

Advice for teachers

- Review dictionary skills to ensure students use the correct translation for the context.
- Review comprehension techniques with students.

Comments on specific sections and questions

Practical examination

Part B: Discussion of stimulus (20 Marks)

No candidates chose the stimulus items related to relationships, and studying and working in a German-speaking country. Instead, choice of stimulus item was evenly spread across the remaining four topics. Some candidates were reliant on notes and rarely made eye contact.

Part C: Conversation (21 Marks)

All candidates participated in the general conversation for the full eight minutes. However, there was wide variation in the amount of content they provided

Written examination

Section One Response: Listening (34 Marks)

This section was characterised by ineffective dictionary use and a lack of basic vocabulary.

Section Two Response: Viewing and reading (38 Marks)

This section was characterised by ineffective dictionary use. A lack of detail in responses was common.

Section Three Written communication Part A: Stimulus response (20 Marks)

In this section, where candidates had the choice of answering one question out of two, Question 29 was strongly preferred. In both questions, candidates did not always make reference to their chosen stimulus item and address all aspects of the question. Text types were mostly handled well, and responses were relevant and engaging.

Section Three Written communication Part B: Extended response (20 Marks)

In this section, the most popular choice was Question 33. Apart from the article, the text types were handled well and most candidates created engaging responses.