



Section Two Response:			
Viewing and reading	Mean 62.36%		
Attempted by 19 candidates	Mean 18.71(/30)	Max 27.39	Min 11.09
Section Three Written communication			
Part A: Stimulus response	Mean 57.24%		
Attempted by 18 candidates	Mean 11.45(/20)	Max 16.50	Min 0.00
Section Three Written communication			
Part B: Extended response	Mean 60.92%		
Attempted by 18 candidates	Mean 12.18(/20)	Max 16.50	Min 0.00

## **General comments**

### **Practical examination**

Most candidates were familiar with examination processes and procedures and were well prepared. Those who arrived without a dictionary found the preparation for the stimulus response challenging. Although some candidates had difficulty engaging with the stimulus response, they were able to participate in a general conversation covering content from all units for the full eight minutes. Despite the available preparation time, some candidates did not demonstrate a good understanding of the stimulus questions. Some candidates applied rote-learned phrases and idiomatic expressions with ease. Others did not attempt to use complex grammatical structures and relied on familiar topic vocabulary. Superficial responses were common. Minor grammatical errors, such as adjectival endings, did not impede meaning. Overall, candidates were quite fluent and confident.

#### *Advice for candidates*

- Be familiar with the phrases *Möchten Sie noch etwas sagen?* or *Können Sie mir bitte Ihre Notizen geben?*
- Avoid using single words or short phrases in your answers.
- Consider the stimulus item questions carefully before making a selection.

#### *Advice for teachers*

- Familiarise students with the examination procedures (for example, stimulus number and dictionary).
- Encourage students to use idiomatic expressions.
- Encourage students to use language from the question to frame their answer.

### **Written examination**

Time management appeared to be an issue, as some candidates did not complete all parts of the examination or received no marks for some questions attempted. Many candidates appeared to find the Listening and the Viewing and reading sections of the examination challenging. In the Listening section, there was little evidence of effective note taking and awareness of mark allocation. In the Viewing and reading section, there was frequent misinterpretation of words and context. Candidates often did not provide sufficient detail in their responses and this prevented them from achieving full marks. Questions that required more detailed responses were not always answered well by candidates due to poor English phrasing and ineffective dictionary skills. Language used by candidates in the Stimulus response and Extended response questions was simple, straightforward and contained some inaccuracies. A few of the stronger candidates attempted more sophisticated phrases. The influence of English on word order, spelling and other grammar was obvious in many candidate responses.

#### *Advice for candidates*

- Practise dictionary skills to ensure the correct translation is used for the context.
- Read your English response carefully to ensure it makes sense.

### *Advice for teachers*

- Stress the importance of students addressing the stimulus item in their written responses by drawing their attention to the marking criteria for content.
- Review text type conventions with students.

### ***Comments on specific sections and questions***

#### **Practical examination**

##### **Part B: Discussion of stimulus (20 Marks)**

Life after school and youth issues (stress) were the most popular stimulus items chosen. There was evidence of ineffective use of preparation time and/or poor topic selection, with some candidates demonstrating limited understanding of the stimulus questions.

##### **Part C: Conversation (21 Marks)**

Most candidates participated in a general conversation covering content from all units for the full eight minutes. Most conveyed an opinion; however, their engagement in the conversation varied markedly.

#### **Written examination**

##### **Section One Response: Listening (36 Marks)**

There was little evidence of effective note taking by candidates or an awareness of mark allocation, resulting in answers that lacked the required detail.

##### **Section Two Response: Viewing and reading (46 Marks)**

This section of the examination was characterised by poor dictionary use and a lack of detail in responses.

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

In this section, there were mixed attempts by candidates to address or refer to the stimulus text. More candidates chose Question 31 than Question 30. Poor time management seemed to affect candidates completing and/or reviewing their responses. Only one candidate did not attempt a response.

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

In this section, candidates had the choice to answer one of three questions provided. Question 34 was significantly more popular than the others. Many candidates did not address the text type correctly. The language used was predominantly simple and straightforward, and contained inaccuracies. Poor time management also appeared to impact on candidates completing and/or reviewing their responses.