

**Comments on candidate performance****General comments**

Number of entries in 2012: 5016

- Centres are advised to consider the most appropriate level of presentation. A number of candidates presented at General/Credit level failed to achieve a grade 4 or above for Reading and/or Listening.
- Performance in speaking continues to improve. A high percentage of candidates were awarded Grade 1.
- Reading and Listening performance was good with relatively few answers that did not make any sense, although candidates did lose marks through a lack of detail and a poor grasp of basic vocabulary.

**Candidate performance in Reading and advice to centres**

- At Foundation level, Questions 2, 5 and 6 were well done, but Questions 7 and 9(b) less so.
- At General level, Questions 1 and 3 (a), 6 and 9 (a) were well done, but there was insufficient detail given in Q5 and Q7(a) and (b) caused problems.
- At Credit level, Question 2 (b), Question 2 (d) 3(c), 3(d), 3(e) and 3(f) were well done, but Question 1 (a), 1 (d), 1 (e), Question 2 (c) were less well done.
- Candidates should be encouraged to develop a level of grammatical awareness, in particular, the ability to identify basic tenses.
- Centres should provide candidates aiming at General level or above with opportunities to practise careful reading of longer, more challenging texts.

**Candidate performance in Listening and advice to centres**

- At Foundation level, Questions 2 (a), 2 (b), 3, 4, 8 and 10 were well done, but Questions 12 (a) and 13 caused problems.
- At General level, Questions 1, 6 (a), 9 (a) and 9 (b), 10 were well done, but Questions 2, 3, 7, 8, 10, 11 and 12 (a) were not well done.
- At Credit level, Questions 4 (a), 7 (a), and 8 were well done, but Questions 3(a), 5 and 7(b) were less well done.
- Candidates should be encouraged to develop a level of grammatical awareness, in particular, the ability to identify basic tenses.

**Candidate performance in Writing and advice to centres**

- The vast majority of candidates submitted the required three folio pieces, but performance in this element was not as strong as in Speaking.
- Candidates generally performed well in topics such as ‘holidays’ and ‘money and jobs’ and used a wide range of vocabulary; subordinate clauses; and modal verbs.
- Some candidates did not use paragraphs; scripts were poorly punctuated; some pieces of writing contained too many basic grammatical errors.
- Candidates should be encouraged to check basic spellings using a dictionary.

- Centres are reminded to ensure that candidates present work neatly; double-space work; and only write on one side of the paper.
- Centres should encourage candidates to produce their own essays and avoid submitting large numbers of almost identical essays.
- Centres are advised to ensure that their resources reflect the current German spelling particularly of common words such as 'dass' and 'muss'.

**Candidate performance in Speaking and advice to centres**

- Some outstanding prepared talks were observed, with candidates demonstrating a high degree of complexity of structures and vocabulary, although some candidates were limited by length and content.
- Centres are reminded to characterise and grade performances in terms of the GRC for Speaking.