



General Certificate of Secondary Education

German 4665

46651 Listening

Report on the Examination

2011 examination - January series

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Listening – January 2011

Foundation Tier

Question 1

Hardly any candidates failed to score on either part.

Question 2

Eighty per cent of candidates scored both marks and almost one hundred per cent scored one mark.

Question 3 (a)

Remarkably, fewer than half of candidates did not recognise "*Weihnachten*". Eleven per cent of candidates did not even attempt an answer.

Question 3 (b)

Fewer than two-thirds of candidates knew "*Ostern*".

Question 3 (c)

Nearly all candidates knew "*Geburtstag*".

Question 4 (a)

Very few candidates failed to score a mark.

Question 4 (b)

Very few candidates failed to score a mark.

Question 5 (a)

Most candidates scored a mark.

Question 5 (b)

Three-quarters of candidates scored a mark. One fifth thought that the answer was "working with children" (option A).

Question 6

A question on which all candidates performed well, as no candidate failed to get at least one mark and nearly all got at least two. Fortunately, "*Deutsch*" was the subject most often recognised.

Question 7

More than four-fifths of candidates recognised all the clues in the spoken text for part (i). Part (ii) was less well done, possibly because the text was shorter with fewer clues, or the pronunciation of "*Zoo*" was not recognised; nevertheless, three-quarters of candidates got it right.

Question 8

This is the first of the questions which also appear on the Higher Paper. Candidates' performance improved with each successive part: just over half scored a mark for part (a); despite the clear "*aber*" in part (b), only two-thirds recognised its significance; and in (c), the presence of the key words at the end of the sentence helped most candidates to score a mark.

Question 9

There were no problems with this question. Almost three-quarters of candidates scored for each part, as had been expected.

Question 10

This question was set at the same level as the previous one and candidates performed in a similar way, with almost three-quarters getting all three marks. As might be expected, over ninety per cent of candidates recognised the near-cognates "*Spraydosen*" and "*Batterien*". "*Nicht mit dem Wagen*" was not recognised by almost half of candidates, and "Bus" (option D) was a popular alternative answer.

Question 11

This was the first really difficult question on the paper. Some four-fifths of candidates scored for part (i), showing a good understanding therefore of the type of vocabulary emphasised in this specification. Part (ii) was much more of a problem: well over half of candidates thought that "Help Harry" (option C) was the answer, although it is difficult to find the justification for this in the spoken text. Equating "*bleibe ... nicht!*" with "leave" was not easy for candidates. Fewer than a third answered correctly.

Question 12

Nearly all candidates scored two marks.

Question 13 (a)

Just under half of candidates answered correctly, despite the key words being heard at the end of the utterance. Almost as many simply heard "*langweilig*" and therefore chose option A.

Question 13 (b)

The marks were fairly evenly spread between options A and C, with the incorrect option, C, being chosen more often, although by fewer than half of candidates. One can only assume that once candidates heard that the speaker was looking for a part-time job it must have been because he could not work full-time.

Question 14

Few candidates had a problem with either part of this question.

Question 15

Candidates have been learning the vocabulary for this specification well, as almost all of them scored a mark for each of parts (a) and (b). One could argue that the presence of the commonly taught "*Radfahren*" near the end of the spoken text for part (b) helped, but in part (a) the vocabulary was firmly about the environment. However, in part (c), which tested the Grade C criterion of recognition of an opinion, fewer than half of candidates recognised the speaker's pessimism; almost as many thought her ambivalent.

Higher Tier

Question 1

There were no problems with this question.

Question 2

About one third of candidates did not recognise "*Stiefele*".

Question 3

This question was done well, and much better than at Foundation Tier, with the same increase in the numbers getting a mark in each successive section.

Question 4

Part (i) was not a problem, but in part (ii), as at Foundation Tier, "*bleibe...nicht!*" was a problem. Over fifty per cent scored a mark.

Question 5

Nearly all candidates scored a mark.

Question 6

More candidates score for part (a) than for part (b), but the question was not a problem for most candidates.

Question 7

Once again the second part of the question was less well done than the first part, but there is nothing unusual in the answers.

Question 8

Nearly all candidates scored two marks.

Question 9

Parts (a) and (b) were answered correctly by almost all candidates but part (c) was more of a problem and one third of candidates thought that option B was the answer.

Question 10 (i)

Only just over half of candidates correctly identified "*Strand*" with the "seaside" (option A). One third heard the word "*Sehenswürdigkeiten*" and therefore answered option B.

Question 10 (ii)

Hardly any candidates failed to score.

Question 10 (iii)

Just over seventy per cent of candidates scored a mark.

Question 11

This was done quite well. There were no outstanding wrong answers to give cause for concern.

Question 12

Only part (a) presented a problem: just over half failed to hear the key phrase "*Auf der anderen Seite*".

Question 13 (a)

This was generally well done. Most candidates answered "everybody" or "everyone".

Question 13 (b)

It was very pleasing to see how many candidates have been learning the new vocabulary items introduced into the new style of the examination. A large number simply wrote "greenhouse effect". However, for many of those who did not, it was clear that they had no inkling of what the text was about. This was a substantial number, and should give teachers cause for concern.

Question 13 (c)

This was less well done than the other parts of this question. Many candidates failed entirely to comprehend and thought that the topic was still litter, as in Q.13(a). Many thought that the meaning was that children should be taken to school by car, or that some form of car sharing was being advocated. Many of those candidates who did score a mark had fully understood "*verboten*" and what the sentence meant, others demonstrated sufficient understanding by writing "should not" or even "should be illegal". There were also a great many other interpretations which showed very little understanding of the spoken text.

Question 14

Part (i) was very easy for nearly all candidates. Part (ii) used less frequently met school vocabulary. Fewer than a quarter of candidates correctly answered option B. Almost two-thirds thought that the answer was option C.

Question 15

This was not a problem for candidates. Part (a) was very well done; parts (b) and (c) were correctly answered by around two-thirds of candidates.

Question 16

Only part (iii) was a problem for candidates, where fewer than half correctly answered option B. Just under a third thought that the answer was option A.

Question 17 (i)

The word "decorator" was given in the rubric to give candidates a chance to spot that the feminine form ending in "-in" was being used. Unfortunately, very few did, and the majority assumed that it was the male speaker who was planning to take up the profession.

Question 17 (ii)

In essence, all that candidates were asked to do in this question was provide the meaning of the spoken question on the recording in English. Almost all of the responses showed that the candidates had not heard, or not understood or had simply ignored every word in that question. Instead, they wrote questions which they thought might be asked, or, in some cases, complete inventions.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.