



**General Certificate of Secondary Education  
June 2011**

**German**

**46651**

**(Specification 4665)**

**Unit 1: Listening**

***Report on the Examination***

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## **Listening – June 2011**

### **Foundation Tier**

#### **Question 1 (a)**

Hardly any students had a problem with this question.

#### **Question 1 (b)**

Slightly more students had a problem with this question than with part one, but nineteen out of twenty scored a mark.

#### **Question 2**

This question was done well by almost all students with four out of five getting both answers correct. The cognate “Post” (response B) was recognised by almost all students.

#### **Question 3 (a)**

This was the least well done of the questions where students had to write a response themselves. Four out of five scored a mark, but it was expected that a simple number would be known by all students. Many answered “thirty” and there was a variety of other numbers.

#### **Question 3 (b)**

Most students understood that the speaker was going to university.

#### **Question 3 (c)**

Very few students had a problem with this question.

#### **Question 4 (a)**

Nine out of ten students scored a mark.

#### **Question 4 (b)**

Despite the brevity of the utterance and the answer needing an understanding of a very basic word, one quarter of students failed to understand.

#### **Question 5 (i)**

This was another question done successfully with four out of five students scoring a mark.

#### **Question 5 (ii)**

Hardly any students failed to score a mark.

#### **Question 6 (a)**

Almost all students scored a mark. There were two clues in the spoken text: “*Ich mag lesen*” and “*Bibliothek*”, a word positioned at the end of the spoken text, where students’ attention seems to be at its strongest.

**Question 6 (b)**

Three-quarters of students scored a mark. The key word came at the end, but maybe it was more difficult because of the word “-gruppe” that was added to it. Responses C and E were each given by ten per cent students.

**Question 6 (c)**

There were two clues in the text: “Gymnastik” and “Turnhalle”, the latter being at the end of the spoken text, and consequently hardly any students failed to score a mark.

**Question 7**

Even though students had to wait to hear the confirmation that the near-cognate “Flugtickets” was an answer, fewer than one per cent failed to hear it. Almost nine out of ten recognised “Koffer”, almost the same proportion as had both elements correct.

**Question 8 (i)**

There is a clue for when to listen in the spoken text (“Es ist gut”), and “zu Hause” seems to be known to most students, so nearly all scored a mark.

**Question 8 (ii)**

One in five students understood both elements (responses A B). However, almost half answered with responses A C. Four out of five answered A, one in three answered B, and two out of three answered C. The explanation appears to be that the words indicating response A, “ich arbeite alleine”, contain two words that are well known in a clear sentence and another which, if not well known, is near enough to the English word to allow a good guess (“alleine”). On the other hand, the phrasing of the stimulus for response B includes a word (“closing”) which is not mentioned in the spoken text, and students have to understand “immer geöffnet”, which is not as close to the English as “alleine”. However, readers of this report will be aware that this question also appears on the Higher Paper, meaning that it is aimed at a grade above E. In consequence, response option B is a fairer test of ability at this level than response option A.

**Question 9 (i)**

Although the themes at GCSE are different from those taught in the lower school, nevertheless the words learnt there are included for the most part in the specification. The key word “geradeaus” was positioned as close to the end of the sentence as possible, yet far fewer than half of students recognised it. More than a third answered with the incorrect response option D, but it is not at all apparent from the spoken text how they arrived at this response.

**Question 9 (ii)**

The key word “Brücke” is in the middle of the spoken text, and at the end is the word “Kirche”, for which there is no icon here. One might have thought that the word “über” would help towards the answer, but only just over half of students chose the correct response. Over a quarter chose response option C, for which there is nothing in the spoken text to suggest why.

**Question 10**

Just half of students scored full marks. The most frequently recognised items were “Coladosen” and “Rad” – almost all students recognised the latter.

**Question 11 (a)**

Very few students had a problem with this question, perhaps because “*schämen*” is so close to the English.

**Question 11 (b)**

Very few students had a problem with this question. The key word “*hilfe*” is clearly there and is close to the English.

**Question 12 (i)**

The marks were fairly evenly spread here. Four from ten students scored a mark. One fifth thought that response option B (“Salad is healthy”) was correct, and one quarter heard the word “*krank*” soon after “*Salat*” and so answered D (“Salad makes you ill”), not hearing, as so often, “*noch nie*”.

**Question 12 (ii)**

Just over half scored a mark. Hardly any students chose response options A and D, but C was a popular choice, suggesting that over a third of students do not know “*schmeckt*”.

**Question 13 (i)**

Just over half of students scored a mark. One fifth chose each of the other options.

**Question 13 (ii)**

Almost all students chose the correct response.

**Question 14 (i)**

Almost all students scored a mark.

**Question 14 (ii)**

Three from five students scored a mark. The remaining students were evenly divided between the other two options.

**Question 15 (a)**

Opinions were divided here: just under a third of students chose response option B and only slightly more chose the correct option C. It seems possible that some did not recognise the future tense.

**Question 15 (b)**

The commonest answer (just over a third of students) was the incorrect response E: clearly those students who have difficulties with complete sentences heard the word “*Fernsehen*” and seized upon it as the answer. Just over a third scored a mark.

**Question 15 (c)**

The commonest answer (just over a third of students) was the incorrect response D: perhaps those students thought that “*wir machen nichts*” was tantamount to not caring. Far fewer than a third got the right answer.

## Higher

Very few students wrote in German, which was pleasing. However, examiners reported some students writing in very small script which was difficult to read.

### Question 1

Very few students failed to score a mark.

### Question 2

More than four out five students scored a mark.

### Question 3 (i)

Nearly all students scored a mark.

### Question 3 (ii)

Just under half of students scored both marks. Perhaps aided by the closeness of “*alleine*” to the English word alone, and by the knowledge that “*arbeite*” means work, more than nine out of ten students chose option A when they heard the sentence and read a translation of it amongst the options. Recognising option B as the other answer was more of a problem, although over half managed to. A substantial number, more than two-fifths, thought that option C was the answer, although it is difficult to understand where they derived the evidence for this in the spoken text. One in ten chose option E, although there is nothing in the spoken text to support it.

### Question 4 (a)

Very few students had any difficulty with this question.

### Question 4 (b)

Very few students had any difficulty with this question.

### Question 5 (i)

Fewer than two-thirds of students correctly identified the answer. The word “*krank*” coming so soon after “*Salat*” in the spoken text caused one in five to decide that the speaker was saying that salad makes one ill. On the other hand, one in ten thought he was saying that salad is indeed healthy, perhaps hearing but misunderstanding “*noch nie*”.

### Question 5 (ii)

More than two-thirds of students scored a mark. However, over a quarter thought that if the speaker did not like “*Currywurst*” then it must make her ill (response option C), or they simply did not understand “*schmeckt*”.

### Question 6 (i)

Three-quarters of students responded correctly. Almost one fifth thought that response option B was correct although there is nothing in the spoken text to suggest any kind of postal work.

**Question 6 (ii)**

Almost all students scored a mark on this question.

**Question 7 (i)**

Very few students failed to score a mark.

**Question 7 (ii)**

Most students scored a mark, although almost one in ten failed to hear the word “*nicht*” in the final sentence and so chose incorrect option C. It is not uncommon for students to miss hearing forms of the negative.

**Question 8 (i)**

Almost all students scored a mark.

**Question 8 (ii)**

Three-quarters of students scored a mark. However, a large minority failed to hear the negative marker “*un-*” in “*ungerecht*” and therefore responded with option A.

**Question 9 (a)**

Almost a quarter of students relied on the first part of what the speaker said and concluded that if the environment is a problem then the correct response must be A or B. Seventy per cent answered correctly.

**Question 9 (b)**

Almost one fifth of students simply heard “*Fernsehen*” and therefore chose response option E. Just under three-quarters answered correctly.

**Question 9 (c)**

Almost three-quarters of students scored a mark, correctly identifying “*Angst*” as the key word. More than one in ten appear to have concluded from “*Wir machen nichts*” that option D must be correct. A further one in ten decided that the speaker meant that scientists did not understand and so answered B.

**Question 10 (i)**

Almost all students scored a mark for this question.

**Question 10 (ii)**

Almost three-quarters of students scored a mark. Just over a quarter were evenly split between the other two options, some perhaps hearing the future tense and therefore favouring option A, and others imagining they heard some other destination.

**Question 10 (iii)**

Most students scored a mark for this question.

**Question 11 (a)**

Almost every student scored a mark.

**Question 11 (b)**

One in ten students heard “*neue Leute*” and so answered option C, but almost all other students answered correctly.

**Question 11 (c)**

One in ten thought that the speaker did not like either of the other speakers and so answered with option C, but most students answered correctly.

**Question 12 (a)**

Almost all students answered correctly.

**Question 12 (b)**

Nine out of ten students scored a mark.

**Question 12 (c)**

Almost all students scored a mark.

**Question 13 (a)**

Many students scored a mark by correctly identifying that the bottles had to be taken back to the shop for the deposit. Many more thought that the speaker was doing the sorting for a living, or for his own shop, or that he was selling the bottles somewhere. Some simply said that the speaker was re-cycling the bottles, without mentioning that he would get money on them. There were many answers which showed that there was no familiarity with this idea of “returnable” bottles, “*Pfandflaschen*”.

**Question 13 (b)**

A majority of students understood that the speaker was sorting out clothes with a view to giving them away. They either fully understood or failed to understand at all, so there were many answers which simply said “recycling”, this being a word which students feel that they have to include in an answer about environmental problems, or they wrote that the speaker was buying clothes, or sorting bottles, or travelling by bus. A lot of students had obviously heard and understood “*Altkleidersammlung*”.

**Question 13 (c)**

This question discriminated very well between those students who understood completely and those who did not. Many students wrote that the speaker could not ride a bike to work and left it at that. Some guessed that it was too far to cycle, and a few that the weather was too bad. There were many other interpretations, all of them showing that the students had not grasped the essence of the problem, and they were more often than not wide of the mark. Some answers referred to her car alone having specific problems which were environmentally unfriendly. One or two responses mentioned additional information relating to her having asthma which meant that she could not cycle.



**Question 14 (i)**

One in five students heard “*Musik*” close to “*Englisch*” but not the word “*problemlos*” in-between. Just under three-quarters scored a mark.

**Question 14 (ii)**

Over a third of students thought that B was correct. Maybe they were confused by the addition of the word “*halt*”, or perhaps they did not hear the last word of “*Sie versteht mich nicht*”. Six out ten students scored a mark.

**Question 15 (a)**

A little over half of students scored a mark. The most popular answer, with almost three out of ten students choosing it, was option D, which is the opposite of what the speaker said.

**Question 15 (b)**

Almost all students chose correctly, having heard the clear statement at the end of the speaker’s utterance.

**Question 15 (c)**

Almost all students scored a mark.

**Question 16 (i)**

Most students chose the correct response.

**Question 16 (ii)**

Just over half of students answered correctly. Just under a quarter failed, as so often, to hear the negative in “*keine Reisebusse*” and “*keine Rundfahrt*” and so answered with option A. A similar number responded with option C, though it is difficult to understand how they arrived at this answer.

**Question 16 (iii)**

Just under three-quarters of students answered correctly. One in ten appear only to have heard “*Hotel*” and so answered A. Three in every twenty answered B, despite the clue “*Frühstück*”.

**Question 17 (i)**

Examiners reported that this question tested the ablest students. Many students got the idea that the speaker was going to volunteer. A great many thought that he was going to work on a Saturday or more often a Sunday, or in summer; this must be an interpretation of “*umsonst*”, although curiously a large number also wrote “work for free on a Sunday”. Another common incorrect answer was “doing an apprenticeship”.

**Question 17 (ii)**

Students were either quite clear about this answer or else guessed based on the individual words that they heard. Most were therefore unable to understand the whole sentence. Borrowing money and working in a shop were the most popular answers, but there was actually quite a large variety of responses, even “postman” was a fairly common answer, as was living off benefits or getting money from parents or a sister.

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## **Mark Ranges and Award of Grades**

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Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

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