



**General Certificate of Secondary Education
January 2012**

German

46651F/H

(Specification 4665)

Unit 1: Listening

Report on the Examination

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Foundation Tier

Question 1

There were no problems here at all.

Question 2

There were no problems here at all.

Question 3(i)

Some students may be neglecting items of vocabulary from earlier learning, as fewer than three-quarters recognised "Oma" and a fifth thought the answer was "C their aunt".

Question 3(ii)

As in the previous question, basic vocabulary is not as well known as expected, as fewer than three-quarters answered correctly and just under a fifth answered "B ...today".

Question 3(iii)

The vocabulary in this section is perhaps not as basic as in the two previous parts: just over a half scored a mark, and almost a third, having heard "Krankenhaus", chose that response.

Question 4

Two marks were scored by 65% of students, and 29% scored just one mark. The most popular correct answer was D, with almost four out of five students choosing this response, and just under three-quarters choosing the other correct answer A.

Question 5

Almost every student answered correctly with B and F options, and four out of five answered C, the third correct response, meaning that the same proportion scored all three marks.

Question 6(i)

Just over four out five students scored a mark.

Question 6(ii)

Despite the key word "zusammen" being the last word heard, and despite there being no mention of "friends" or "parents", three out of ten students failed to score a mark.

Question 7(i)

Just over a fifth of students took a guess and answered B (the funfair), although it is not heard. 65% answered correctly.

Question 7(ii)

Almost all students got this right, presumably because they heard "...tennis".

Question 7(iii)

Almost all students scored a mark, presumably because they could pick out "...galerie".

Question 8(i)

Over three-quarters of students scored a mark, with one in ten answering with each of the other alternatives.

Question 8(ii)

The correct answer was clearly stated in the text, and almost nine out of ten students scored a mark.

Question 9(a)

Over half of students answered incorrectly "N", presumably not understanding "herrlich" or the significance of "nur". Fewer than four in ten scored a mark.

Question 9(b)

Just over half answered correctly. Almost a quarter thought his opinion was positive, and just over a fifth, hearing the word "aber", thought it best to choose "P+N".

Question 10(a)

Three-quarters scored a mark.

Question 10(b) and 10(c)

The vocabulary for these parts of the question were closer to English ("Wasser", "Auto"), and 95% of students scored a mark for each of these sections.

Question 11(i)

Once again, everyday vocabulary items are the key to understanding, yet only half of students could recognise the correct answer.

Question 11(ii)

Almost four out of five students scored a mark.

Question 12(a)

Six out of ten scored a mark, with the other answers each used by many students.

Question 12(b)

On this occasion, the common word "Kino" was remembered well, and 95% of students scored a mark.

Question 12(c)

Fewer than seven out of ten students converted the language in the spoken text to the correct answer, as it is not a direct translation.

Question 13(i)

Few students scored a mark. "Schlips" and "Chef" were unknown to most students. "Slipped" was a common interpretation. Others thought that the situation was something to do with food, even though jobs and employment matters feature prominently in the specification so one would assume that "Chef" would have been learnt. It seems that the idea of food was reinforced for some students because they thought that "Schlips" was "Chips".

Question 13(ii)

Very few scored a mark. Many continued the theme of someone slipping, many more thought that the speaker wanted to become a chef, and there were various variations on this connected with food. Even when the student recognised that a boss was being referred to, it was rare for anyone to understand that there was a meeting planned.

Question 14(a)

More than four out five students answered correctly; "B" was the second most popular answer.

Question 14(b)

More than nine out of ten scored a mark.

Question 15(a)

Two thirds answered correctly. There are no negatives in the spoken text, and no markers to show that two opinions are being given, so it is difficult to see why a third answered incorrectly.

Higher Tier

Question 1

More than four out of five answered correctly, although 15% heard "Auto" late in the utterance and so chose that option.

Question 2

Very many students recognised that Nadia had been married or divorced three times. Quite a few thought it was twice, but most of the wrong answers were variations around the number three, the most popular being "children", "jobs" and "houses".

Question 3(a)

Six out of ten scored a mark, although more than a third heard only the last part and answered "N".

Question 3(b)

Seven out of ten scored a mark, and there were approximately equal numbers who chose the other options.

Question 4(a)

85% scored a mark.

Question 4(b) and (c)

The vocabulary in these parts was more easily recognizable and almost all students scored a mark.

Question 5(a)

Three-quarters scored a mark with no distinction in the choice of the other options.

Question 5(b)

Almost all scored a mark, presumably recognizing "Kino".

Question 5(c)

85% scored a mark.

Question 6(i)

This is the same as Question 13(i) on the Foundation paper. Students' performance was better at this higher level, but still not very good. Many realized that "Erich" was wearing something, but the most popular suggestion was "slippers", closely followed by "a suit". There was a large variety of other suggestions for what he was wearing. However, many did not understand "trägst" and for them the problem was often food, as at Foundation Tier, but more commonly they assumed that Erich had been drinking, apparently they heard "Schleps" and thought they must have heard "Schweppes". (There is evidence for this in some of the answers given.) Many others thought that the problem was due to the job, but some thought someone had been fired, while others thought a promotion had been given.

Question 6(ii)

Many students had written about a slip in the first part and their response here followed on from that, instead of listening to what was said. There were not many who correctly identified a correct answer. There were a lot who thought Erich wanted to be a "chef".

Question 7

Four out of ten scored two marks and over half got one. Almost a third answered with the incorrect A and the same for B.

Question 8(a)

The correct vocabulary was recognised by 65% of students.

Question 8(b)

Seven out of ten recognised the correct vocabulary. One fifth answered B.

Question 9(a) and (b)

Almost all students answered correctly.

Question 10(a)

More than four fifths answered correctly.

Question 10(b)

Nearly nine out of ten recognised the two parts of the sentence they heard and answered correctly.

Question 11(i)

Of the two acceptable answers, the more popular was "not enough to eat". Most students scored a mark.

Question 11(ii)

Most students saw that the point was that there would be more people who were intelligent, and not that people would become more intelligent.

Question 12(a)

Only one third answered correctly. Six out of ten only heard that the speaker's uncle had been drinking.

Question 12(b)

Just over a third answered correctly. More thought that A was the answer.

Question 12(c)

More than a half heard the mention of relatives and assumed that B was the correct answer. Only four out of ten scored a mark.

Question 13(a)

Fewer than half of students could understand that the speaker found advantages and disadvantages in a digital camera. Almost four in ten thought his response was positive.

Question 13(b)

Over 60% of students scored a mark, although over a quarter thought there was both positive and negative.

Question 13(c)

Almost nine out of ten recognised the negative.

Question 14(i)

The majority of answers were that Bastian played football rather than that he was a spectator.

Question 14(ii)

Although many students answered correctly, there were many who thought that Anna engaged in sports, too.

Question 14(iii)

Many students missed or misunderstood "Geld verschwenden" and simply wrote that the problem was spending too much money. There were many students who simply wrote "it's pointless, ridiculous, disgusting, not good, rubbish, great", "it costs too much".

Question 15(a)

Four out of ten scored a mark.

Question 15(b)

More than half answered B. They presumably heard the word "Schule" and listened no further, unless they did not recognise the picture of a theatre.

Question 16

Seven out of ten scored a mark.

Question 17

Only just over half scored a mark, with the other two options as popular as each other.

Question 18(i)

There were a good number of correct answers to this question which suggests that there were fewer vocabulary problems: “anstrengend” prompted correct responses such as “tiring, exhausting, hard, difficult, stressful”. “Scary” was a very common incorrect answer, frequently contaminating an otherwise correct response.

Question 18(ii)

This was a challenging question. There were many incorrect answers or guesses such as “the school’s big/he needs directions/they should have a map”. There was the usual general statement such as “it’s not very good/bad/scary”. Students did not recognise the lexical item “sich gewöhnen an”.

Question 18(iii)

This part was answered well on the whole. Common incorrect answers were too specific and said “they showed him around/spoke to him/gave him directions” or they repeated what was in the question by saying “they were friendly/nice/polite”. Unfortunately students lost the mark by writing brief answers such as “helpful” which omitted the verb. Many, however, responded correctly with “they helped him”: they recognised the verb form “geholfen”.

Question 19(i)

There was a mixed response to this question. The incorrect answers included “friends (in the plural) staying/are there”. Answers were sometimes spoilt by naming the friend incorrectly (Kirsty, Kristi). The name Kristian fooled some students into thinking that it had something to do with her “studying religion” at the university! The use of the incorrect verb tense also spoilt some of the answers such as “her friend studied/is going to study there”. Hardly any student thought that Kristian was her boyfriend.

Question 19(ii)

This part was answered quite well with a good number of correct answers given. They included “it’s cheaper/closer (near) to home/she can stay/ live at home with her parents” and “her parents can’t afford to send her to Hamburg”. The mistakes which were made referred to “the houses/accommodation/the cost of living being cheaper in Stuttgart”.

Mark Ranges and Award of Grades

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UMS conversion calculator www.aqa.org.uk/umsconversion