



**General Certificate of Secondary Education
January 2012**

German

46652F/H

(Specification 4665)

Unit 2: Reading

Report on the Examination

Further copies of this Report on **the Examination** are available from: aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX.

Overall comment

In questions where an English answer was required, examiners commented on the poor spelling used by students. This frequently led to a lack of clarity and to ambiguity, which meant that the mark could not be awarded. Specific instances are given in the comments on individual questions, but students should be aware of the need for accurate English spelling and grammar.

Foundation Tier

On the whole students performed well in the Foundation Tier paper. The mean mark for the paper was 26.12.

Question 1

Nearly all students scored 1 mark on this question. However, only 70% knew all three of the words.

Question 2

- a) 96% of students correctly recognised the word *Sonntag*.
- b) Students were less successful on this question. Only 64% gave the correct answer. Many thought that *geöffnet* meant 'closed', while others thought that a sale was being advertised.

Question 3

Parts (a) and (c) of this question were answered well (99% and 95% respectively). In (b) (88% correct) some students thought that *Pommes* meant 'potatoes'. Students were least successful in part (d), where only 65% gave the correct flavour of ice-cream.

Question 4

99% of students identified *Brot* in part (c) and 82% *Käse* in part (b). Students were least successful in part (a), where only 77% gave the correct answer.

Question 5

- a) A wide variety of expressions was accepted for *Stadtrundfahrt*, but nevertheless, only 72% gain a mark.
- b) Students did not appear to be familiar with the vocabulary tested in this question. Only 37% scored both marks and almost 30% of students did not gain a mark at all. In addition, a significant number of students did not attempt this question, which suggests that it may have been a topic area with which they were unfamiliar.
- c) Examiners insisted on a rendering of *nächste* in order for a mark to be awarded for this question. Students should be made aware of the need to respond to the question as it is formulated (i.e. by making reference to all the information in the last line). Answers such as 'it's at 11 a.m.' cannot gain credit, as they derive from a recognition of the time alone and demonstrate no knowledge of German vocabulary.

Question 6

Both parts of this question were correctly answered by most of the students.

Question 7

This was another area where students seemed unfamiliar with the vocabulary. While 96% correctly identified *Tankstelle* in (a), only 52% gave the correct answer to (b) and 63% the correct answer to (c).

Question 8

Students were reasonably successful in parts (a), (c) and (d) of this question, but only 21% gave the correct answer to (b). The reason for this can only be surmised. It may be that students judged the opinion to be positive because there were no recognisably negative words in the text, or perhaps, more simply, the word *verloren* was not known.

Question 9

- a) Some students did not know the meaning of *Oma*. Many thought that it meant aunt, while others referred to uncles and friends. Some thought it was a name ('a friend called Oma'. The correct answer was given by 78% of the students.
- b) The wrong person from (a) was allowed as a consequential error. Many students gave the answer to (c), which was not allowed, as the answer could not be credited twice. There were a lot of generalities, such as 'it's fun', or 'she gets on well with her grandmother'. Some students misunderstood *Ferien* as ferry and answered that she used the ferry to get there. Others misunderstood *verbringe* and thought that this meant that they could bring a friend. The correct answer was given by 63% of the students.
- c) 66% of students gained a mark for this question. However, examiners commented on the number of students who were unable to spell 'quiet'. Confusion with 'quite' meant that the mark could not be awarded. Many misunderstood the text and reversed the information – it was quiet in the city and noisy where she was staying. Others had difficulty in expressing in English the comparison between her home town and the place where she was staying.
- d) Students who did not fully understand the text often suggested that Alice went to the football match. Careless reading also often cost students a mark here. *Lärm* was understood as alarm; *Stadion* was understood as 'station' or 'studio', the latter leading to many references to music. It was also disconcerting to note how many students could not differentiate between 'hear' and 'here'. The mark was gained by 49% of the students.

Question 10

Students performed well on all parts of this question, with the exception of part (b), where only 37% gave the correct answer. This was probably due to a failure to read sufficient of the text. (*Sophie*) *ist zum Mittagessen wieder zu Hause* may have led students to think that the statement was true, but the next sentence indicated that there were some days where she did not return home until 5.00 p.m. The opening sentence of the paragraph should also have alerted students to the fact that the statement was false: *Einen normalen Schultag gibt es für Sophie nicht*.

Higher Tier

There were some good performances on this Higher Tier paper, but there were also a number of students who lacked either the required vocabulary and grammar, or who demonstrated insufficient reading skills for them to gain a good mark at this level. The mean mark for the paper was 30.99.

Question 1

As is to be expected, performance was much better on this question than at Foundation Tier, but part (b) still caused problems (only 39% correct) – presumably for the reasons outlined above.

Question 2

- a) Again, performance was much better on this question than at Foundation and the word *Oma* generally appeared to be known.

- b) There were still a lot of incorrect answers in the form of generalisations. 84% gained a mark for this question.
- c) Problems with the spelling of 'quiet' still persisted and the same comprehension problems occurred as at Foundation Tier. The correct answer was given by 78% of the students.
- d) The performance on this question was better than at Foundation Tier, 74% giving the correct answer.

Question 3

Students scored above 86% on all parts of this question, with the exception once again of part (b) where only 51% gave the correct answer.

Question 4

This question discriminated well among the students. 12% scored all four marks, while 84% scored two or more. The first gap appeared to pose the most difficulties, where students opted for *abfahren* rather than *abholen*.

Question 5

The texts in this question required an understanding of the overall gist of the text. It was necessary to read the texts carefully and thoroughly, as there was often a contradictory opinion expressed in the last line. Students appeared to find these questions challenging. Correct answers were given to (a) by 66% of the students, to (b) by 36%, and to (c) by 47%.

Question 6

The question tested students' ability to perceive the correct sequence of sentences in a text, and many students seemed to experience difficulty with this. (a) was correctly answered by only 26% of the students and (b) by 54%.

Question 7

- a) It was noticeable how many students understood *Briefe* as meaning brief and suggested that children wrote short or little letters. *Bekommen* was also frequently understood as meaning 'become'. Poor spelling was again in evidence: 'write' was frequently written as 'right' or even 'wright'. The question asked students to refer to information given in the title of the article. Many did not do this and many referred to the popularity of e-mail, which, although mentioned later in the article, was not specifically mentioned in the headline. Examiners try to help students by indicating whereabouts a particular answer can be found and students should be alert to this and respond accordingly. The question was correctly answered by 51% of the students.
- b) Again in this question students were directed to a particular part of the text – the results of the survey. As the heading contained the cognate *Resultate* this section of text should have been easy to find, but many students gave information from elsewhere in the article. *Briefe* was again understood as meaning 'short'. Some students confused the two statistics and stated that nine out of ten children never received a letter, while others answered that the children *could not* write a letter, rather than indicating that they *did not*. The numbers also caused some confusion: some thought that the numbers referred to ages and referred to children in this age group, while others stated nine *to* ten children – an entirely different statistic. 64% gave the correct answer.
- c) In answering this question it was important to include the information 'in the last week'. It is a reasonable assumption that most children will have written an e-mail, but the statistic referred to those who had written one in the last week. Detailed and accurate reading was required to gain a mark for this question and there were many who stated that *all* the children had written an e-mail, whereas the text only referred to (more than) half. Only 36% of students gave the correct answer.

- d) The two lines provided for the answers in both parts of this question should have been an indication to students that a fairly detailed answer was required. However, the large majority of students simply regarded the issue as being “a generation thing” and offered the contrast “Grandma writes letters / Lena sends texts”. Only 6.3% gave the correct answer to (i) and 16% to (ii). To gain the marks, more detailed information was required. In part (ii) students were careless about the detail of the grammar and often referred to Lena’s *friends*, when the text spoke of *mein Freund* (singular). Similarly they often stated that Lena sent the text messages, whereas the text said that Lena’s boyfriend sent them to her. There were often illogical answers to part (i), where students stated that grandma always communicated with her husband by letter.

Question 8

Students answered this question fairly well. Part (d) proved the most difficult, where only 64% of students identified the correct speaker.

Question 9

Students had little difficulty in identifying Jonas’ opinions (99% and 93% correct respectively), but had more difficulty with those of Sophia, where both parts were only correctly identified by 67% of students.

Question 10

- a) This part, requiring scanning of all the mothers’ opinions, was well done, with 78% giving the correct answer.
- b) On the whole students did well on this question. That the game consoles were expensive was a popular answer, which meant that most students (96%) scored at least one mark, but there were also many students who showed good reading skills in this question and combined almost all the possible answers in their response.

Some students, recognising the word *Bett*, attached their own scenario to the text and stated that the children played the games in bed, or rather than going to bed, whereas it was the mother who enjoyed playing with the game when the children were in bed. The reference to *ein paar Monate* led many students to suggest that the firms brought out new models every month or every few months. There were also a number of generalisations based on negative views of game consoles (eg the children get fat; the children do not go out to play), which, while possibly being correct, were not mentioned in the text at all.

Question 11

Students performed well on this final question of the paper. 90% scored three marks or more and 20% correctly identified all five statements.

Mark Ranges and Award of Grades

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

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

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