



**General Certificate of Secondary Education
June 2012**

German

46651

(Specification 4665)

Unit 1: Listening

Report on the Examination

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Foundation Tier

General comments

In general the demands of the examination were comparable to those of previous years.

Question 1

Almost all students scored a mark for both parts.

Question 2

Both parts were answered extremely well, with very few students choosing one of the distractors.

Question 3

Four out of five students scored both marks, the same proportion that answered with correct option C. Almost every student chose correct option B.

Question 4 (i)

Almost four out five students scored a mark. Where students chose the incorrect option, it was usually option C, meaning that one in five heard the word "Geburtstag" and simply chose the answer which contained the word "birthday". These students were clearly only capable of identifying individual words, and not their relationship to one another.

Question 4 (ii)

Sixty per cent of students chose the correct option B, and there were approximately equal numbers choosing each of the other two options, yet, unlike the previous part, this was an answer that could be found by identifying one word, in this case "unsympathisch", so the failure to gain a mark is probably due to lack of vocabulary.

Question 4 (iii)

The answer to this part, A, is quite explicit and contained in two short and unambiguous sentences at the end of the conversation, yet only just over half of students scored a mark. A quarter answered B and a fifth answered C; possibly they mistook "nett" for "nicht".

Question 5 (a)

Almost all students scored a mark and none of the other options stands out as a popular incorrect answer.

Question 5 (b)

Fewer than six out of ten students identified the correct answer C. However, only a handful answered with options A and D, showing that they nearly all understood that the answer was likely to be a male.

Question 5 (c)

Four out of five students scored a mark. Hardly any students answered with C, although one in twelve thought that the other clearly male picture, B, was the answer.

Question 6 (a) and (b)

The answers to both these questions come at the end of each utterance, and this may be the reason why most students scored a mark for each part.

Question 7 (a)

Almost four out of five students correctly identified that there were two parts to this utterance, split by the phrase "Das Problem ist", which is a pointer to a "P+N" answer. However, almost a fifth thought that the answer was "N", perhaps because they heard a negative in the first part.

Question 7 (b)

Nine out of ten students heard the negative in both parts of the spoken text and chose the correct response.

Question 8 (a)

Nine out of ten students scored a mark.

Question 8 (b)

The word "interessant" is nowhere in the spoken text so almost no students answered B. The key word is at the end of the text, but even so one in eight answered A. Most students scored a mark.

Question 9 (a), (b) and (c)

There were hardly any students who did not score a mark for all three parts.

Question 10 (i)

Most students answered correctly but fifteen per cent answered A and the same proportion answered B. It is not clear how they would arrive at these answers, unless, having failed to understand the past tense "bestanden", they simply guessed.

Question 10 (ii)

Nine out of ten students answered correctly.

Question 11 (i), (ii) and (iii)

Between eighty and ninety per cent of students answered each part correctly and no other response stood out as a popular wrong answer.

Question 12 (a)

There is usually one question where more students choose an incorrect response than a correct one, and this is the case for this question. Clearly many students, almost half, did not associate "Flaschen" with "glass" in correct response B, but they did know what "...werfe ... weg" means, and so chose option D. Only three in ten gave the correct response.

Question 12 (b)

Almost every student scored a mark.

Question 12 (c)

Almost every student scored a mark.

Question 13 (i)

Almost every student scored a mark.

Question 13 (ii)

Just under half of all students scored a mark, with the others evenly split between the other two options. It may be that the often missed "nicht" was overlooked in this text, too.

Question 14 (i)

Just over half of students scored a mark, with about a third thinking that the answer was P+N, even though that part of the spoken text contains only positive words.

Question 14 (ii)

Almost half of students thought that the answer was N. One can only assume that the meaning of "obwohl" eluded them and they went with the last word they heard, "nicht". Fewer than one in ten scored a mark.

Question 15 (i)

The examination finished with two relatively easier questions: more than four fifths of students scored a mark for this section.

Question 15 (ii)

Almost three-quarters of students scored a mark.

Higher Tier

General Comments

There were more answers required in a written form, as opposed to putting a letter in a box, in this year's examination, and this stretched the capabilities of some students.

Question 1

This question did not present a problem for most students and more than three-quarters scored a mark.

Question 2

Almost every student managed to score a mark.

Question 3 (a) and (b)

Neither part of this question presented a problem for students, most of whom scored a mark.

Question 4 (i), (ii) and (iii)

Almost every student scored a mark for all three parts of this question.

Question 5 (i)

Less than one per cent of students failed to score a mark. They evidently recognised "Gewalt" and were not put off by the "nicht" in the final part of that utterance.

Question 5 (ii)

Just over three-quarters of students scored a mark. However, approximately equal numbers answered with A or B so it is difficult to see what the stumbling block was for those who did not get a mark.

Question 6 (a)

Six out of ten students scored a mark but more than a quarter answered with D, meaning that they identified "...werfe.....weg" but did not associate "-flaschen" with "glass", and were also possibly unfamiliar with the concept of "Pfand-".

Question 7 (a)

Few students scored a mark. Many students did not understand the situation fully and answered either completely incorrectly or omitted a vital element such as "boyfriend" or "girlfriend". Many thought that the speaker was annoyed because somebody else was "annoying". A few candidates thought that the people concerned were called Paula or Powell; they were evidently unfamiliar with the pronunciation of the name Paul. Some students incorrectly wrote that "somebody had told Inge about Paul's new girlfriend" or "Inge saw that he had a new girlfriend."

Question 7 (b)

Many students failed to understand the situation and so again relatively few scored a mark. Answers such as "He invited him round", or "He wanted to go out with Paul" were common. Many students misheard "zurück" as "Zürich". There were also responses which contradicted the correct response such as "her brother told Paul that she wanted to split up with him/she did not want to see him again." Some responses suggested that it was her brother who "wanted them back together again" or who "asked Paul if he wanted to see Inge again".

Question 8 (i) and (ii)

Just over six out of ten students got a mark for both parts, but the incorrect answers are evenly distributed and it is not possible to see a pattern which misled all of those students.

Question 9 (i) and (ii)

Approximately nine out of ten students scored a mark for both parts.

Question 10 (i)

Almost every student scored a mark.

Question 10 (ii)

Fewer than half of students scored a mark. Option C was chosen by almost as many as the correct option A. Perhaps the inversion "...hat mein Vater..." confused them.

Question 10 (iii)

Just over half of students scored a mark. Almost a third answered with option C, so they presumably misunderstood the last sentence.

Question 11 (i)

This was answered successfully by most students but one in five thought that the answer was option C.

Question 11 (ii)

Most students scored a mark. The other two options were chosen by equal numbers of students so it is not possible to see any principal distractor.

Question 12 (a)

Over half of students scored a mark, but a quarter thought that option B was the answer. This may be because there is a tendency for students to respond to the last thing that they hear (in this case "helfen") and, having misunderstood the context, then choose whichever option contains the meaning of that word.

Question 12 (b)

Two thirds of students scored a mark. One in five answered with option B, perhaps because the last word that they heard was "nicht".

Question 13 (i)

Fewer than a quarter scored a mark. Many responses were incorrect, but quite a lot of students managed to get "waste of time" or "pointless" as the answer. However, many of them thought that the answer was that Bastian thought that his father's hobby was good. Many others simply said that it was bad, which is not enough at this level. There were candidates who also contaminated a correct response by supplying additional incorrect information such as "it's boring and a waste of time." Other answers detailed what the father actually did in his spare time rather than give Bastian's opinion of his father's hobby such as "he goes to a bookshop and reads books."

Question 13 (ii)

There was a mixture of responses. There were some correct answers but many were incorrect and relatively few students scored a mark. Incorrect answers tended to refer to "racing/repairing/fixing/driving cars (in the plural)" or "going to car races". Some candidates did not understand the use of "spielen" in this context and gave a literal translation such as "plays with (remote controlled) cars." Other students misunderstood the adjective "toll" and wrote "big" or "fast" or something similar.

Question 13 (iii)

A third of students scored a mark. The commonest correct answer was to say that what Bastian was doing was "bad for the environment". Common wrong answers included "it's stupid", "causes pollution", "releases gases/fumes" with no reference to "air / environment". Many others answered "something for old people".

Question 14

Quite a few candidates realised that it was Ulrike's 40th birthday party. Many just wrote "birthday", failing to see the significance of the word "exactly" in the question. Many others answered with a variety of celebrations. For example "drama festival", "wedding", "Christmas", anniversary", "beauty pageant". Many identified that it was a birthday party, but very often they had the wrong number, for example 30th 14th 50th 15th. "Thanksgiving" was also a very common answer.

Question 15 (a)

Almost all students scored a mark

Question 15 (b)

Although well over a third of students scored a mark, more than a third thought that the answer was "P". They perhaps did not understand the significance of "jedoch".

Question 15 (c)

Almost nine out of ten students scored a mark, recognizing the various words in the spoken text denoting negativity, especially the last word, "nicht".

Question 16

Not many students managed to gain a mark. This question tested inference, a criterion for a high grade mark. The most frequent mistake that students made was to miss out "for the first time". Schools need to remind candidates to give precise information in their response to questions which state "exactly". Other common mistakes were not to specify that a good mark was a number 1 or they simply said that the speaker came first or top of the class.

Many students thought that she got the day off because the teacher was ill and others that "it was her first lesson in English" or "her last lesson in English now that Bettina had done very well in the subject".

Question 17

Just over half of students scored one mark and just under half scored both marks. Nine out of ten answered D, so correctly identifying "fahren" or possibly "liefert". Just over half answered correctly with C. However, a quarter heard "-arzt" and so answered B, and nearly one third answered A, presumably because they heard "Blumen".

Question 18 (i)

This question was answered quite well and there was a good number of correct responses and most students scored a mark. Some students contaminated their answers by saying that the caretaker had to clean up around school or they said that he had to do it "tomorrow", having misheard "bis morgen". Some students erred by writing that he had to clean up litter or maybe tidy up the cafeteria or classrooms.

Question 18 (ii)

Given the number of possible answers that were acceptable around half of students managed to score a mark for this question. The commonest correct responses were “it’s not his fault/he didn’t do it/the pupils did it”. The commonest mistake was to say that the pupils themselves should clean the graffiti off. Others said that it was "a mess" which was too imprecise to gain a mark.

Question 18 (iii)

Many students found it quite difficult to write what the caretaker's attitude was. Only one in ten scored a mark. Many of them simply described the situation. Some of them described the headteacher's attitude to the caretaker. Many students actually thought that the caretaker was a polite and reasonable person when talking to the headteacher.

Question 19 (i)

Nearly all students answered correctly.

Question 19 (ii)

Almost three-quarters of students answered correctly. However, a quarter thought that the answer was B, presumably not understanding "...irgendwie schaffe ich...".

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