



**General Certificate of Secondary Education
June 2012**

German

46652

(Specification 4665)

GM2HS

Unit 2: Reading

Report on the Examination

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General comments

There still appear to be a considerable number of students who are not writing their answers in **black** ink. When the papers are scanned for marking purposes, blue ink does not produce as clear an image as black. Faint images sometimes mean that the examiner cannot award a mark, simply because the answer cannot be read. Teachers should inform their students of this and make sure that a black pen is used when taking the test.

Foundation Tier

Question 1

All parts of this question were answered correctly by virtually all the students.

Question 2

Part (a) posed a small problem for some students, but 90% answered correctly. Parts (b) and (c) were both correctly answered by 97% of students.

Question 3

There were few problems with this question. The first three parts were correctly answered by a majority of the students. However, only 93% gave the correct answer to (d).

Question 4

98% gave the correct answer to this question.

Question 5

Students seemed to find this question more difficult. Only 51% gave the correct answer to (a), while correct answers to (b) and (c) were given by 67% and 76% of the students respectively.

Question 6 (a)

Despite the fact that a wide range of answers was accepted (bed; hotel; somewhere to stay) only 54% of students gave the correct answer to this question. A wide range of answers was accepted for *Zimmer* e.g. a place to stay; a bed for the night. Some students appeared not to notice the phrase *suchen Sie* and offered the names of other places mentioned in the text (information office; church; town centre). There were also an appreciable number of answers which made reference to things which were not in the advert, such as a tour of the town. Surprisingly 4% of students did not attempt this question.

Question 6 (b)

Students performed well on this question, with 81% giving the correct answer. *Büro* was rendered in a variety of ways e.g. centre, booth, desk (c.f. the mark scheme), most of which were acceptable. Those students choosing to answer 'information bureau' had difficulty with spelling the latter word, and the German *Büro* was not accepted.

Question 6 (c)

The word *Kirche* was known by 57% of the students. A significant number offered the answer 'car park', while confusion of vocabulary items led to a number of students giving the answer 'kitchen' or even 'cherry tree'.

Question 7

All parts of this question were well answered, with the correct answer being given by 95% or more.

Question 8

This question appeared to pose some difficulty to the students. Less than 1% scored full marks and the most frequent score was two (56%).

Question 9 (a)

This question was answered extremely well, with 97% of students giving the correct answer.

Question 9 (b)

66% of students gave the correct answer to this question. Some answers suggested that the car was no longer there, and could not therefore be credited with a mark, while others suggested some kind of mechanical problem with the car.

Question 9 (c)

This question was correctly answered by 80% of the students. There was occasional confusion between *zwei* and *drei* and some answers (e.g. two days) went beyond the bounds of credibility.

Question 9 (d)

The word *Fußgänger* appeared to be less well known and only 35% of students gave the correct answer to this question. Many chose other words from the text (police; son), while there were also a considerable number of misreadings: football player; two students (from *zwei Stunden*) and a gang.

Question 9 (e)

In terms of vocabulary the text offered a number of possible answers to this question (son; old man; parents). Careful reading of the text as a whole was required in order to establish that 'son' was the correct answer. 'Police' was another common, but incorrect answer. 32% of students gave the correct answer.

Question 10

In parts (a), (b) and (e) of this question students performed well, correct answers being given by 85%, 79% and 91% respectively. However, students found parts (c) and (d) much more difficult. Only 27% gave the correct answer to (c) and the most popular answer was K + O, presumably because students had seen the phrase *nach der Schule einen Job hat* and had failed to notice the beginning of the sentence *Ich finde es nicht gut*. Even fewer students (7%) gave the correct answer to (d). [*Ich will*] *auf die Uni gehen* led more than 80% of students to give the answer O, ignoring the phrase in the Klausur text: *Später will ich studieren*.

Higher Tier

Some students sat this examination as an on-screen test. This report covers the on-screen test as well as the written paper.

Question 1

There was an improved performance on this question compared with the same question at Foundation Tier. More than 50% of students scored three or four marks, but the largest group was still those with two marks (37%).

Question 2 (a)

This question was extremely well answered at this level, 99% of students giving the correct answer.

Question 2 (b)

This question was also well answered, 89% of students giving the correct answer.

Question 2 (c)

There were very few wrong answers to this question. 95% gave the correct answer.

Question 2 (d)

Fußgänger much better known at this level, but there was still a range of incorrect answers. 77% of students gave the correct answer.

Question 2 (e)

Although performance on this question was better than on the Foundation Tier equivalent, similar problems still arose. 68% of students gave the correct answer.

Question 3

This question produced similar results to its Foundation Tier equivalent: parts (a), (b) and (e) were very well done, while the same problems arose with parts (c) (46% correct) and (d) (20% correct).

Question 4

On the whole this question produced good results. More than 75% of students scored three or four marks. Where errors were made, it was usually because students chose the wrong sort of word (e.g. an adjective rather than a noun) to complete the gap. Students should use the text to decide what kind of word they are looking for before making their choice from the list. This often helps to narrow down the number of possible answers.

Question 5 (a) (i)

Students largely did well on this question. 61% gave the correct answer. It was important that the answer referred to the assembling of the album. Some students simply thought that he looked at the pictures. The phrase *in der Form* caused problems for some, who thought that he filled in a questionnaire, or understood it as meaning that he had been on holiday with his class mates. A significant number also misread *davon* as 'Devon'.

Question 5 (a) (ii)

In order to gain a mark for this question it was necessary to read for detail and to state that the album was to be put **in the waiting room**. Recognition of the semi-cognate *Büro* was not sufficient at this level. There were also many generalisations, such as ‘use it to advertise the holiday’, which again did not contain the key information. Many students based their answer on the word *Exemplar* (e.g. ‘use it as an example’). 20% gave the correct answer.

Question 5 (b) (i)

In answering this question it was important that students stated an opinion rather than a fact. As a result answers such as ‘it was cheap’ and ‘it was a B & B’ could not be given credit. As always, students came up with a wide range of ways of expressing the family’s disappointment and 72% gave the correct answer. Many students thought that *Pension* meant a home for old people (pensioners).

Question 5 (b) (ii)

Students did well at understanding the difference between the advertised accommodation and the reality and 54% gained a mark for this question. Some simply did not give enough information and just said that the hotel was cheap. A similar confusion over *Pension* arose as in question b (i). On occasions, careless reading of the text meant that students referred to a ‘five star hotel’ rather than four star and thus could not be credited with a mark. Some also thought that *Vier-Sterne-Hotel* was the actual name of the hotel.

Question 5 (c) (i)

Students performed poorly on this question and only 16% gave the correct answer. The main cause of misunderstanding was a failure to read for detail. Many students recognised the phrase *im falschen Hotel* and assumed that it meant that Irene had been sent to the wrong hotel. In the Higher Tier paper answers cannot normally be derived from short phrases and it is important to read the whole sentence when key phrases have been located. There were also a number of examples of misreadings of words in the text: *fehlte* was understood as ‘fell’; *vierten* was read as fourteenth and *falschen* led to a reference to bottles (*Flaschen*). In preparation for the examination it is important that students are given frequent opportunities to read texts at the appropriate level and that they learn to read with both speed and accuracy.

Question 5 (c) (ii)

Answers to this question had to include two elements: the sending of the text *and* the apology. While most students understood the reference to sending a text, many did not go on to read the *um ... zu* clause which followed it and which completed the answer to the question. Again, teachers should advise students not to select as their answer the first section of text they recognise, but to read around it for any further detail which may be relevant to the answer. 26% of students answered the question correctly.

Question 6 (a)

Performance on this question was reasonable (2 marks: 32%; 1 mark: 25%), but both answers provided students with stumbling blocks. *Alleinerziehende* was ignored by many students, who merely said that Maren and Robert were parents, while *lernen* and *Internet* led many students to believe they were learning how to use the internet. *Kennen lernen* appeared either not to be known or was not observed on the next line. Many students seemed to have an in-built stereotype of aged parents who could not get to grips with

modern information technology. Despite the instruction given in the question some students gave information from elsewhere in the article, which could not of course be given credit.

Question 6 (b)

The word *zusammenziehen* did not appear to be generally known and correct answers on this question were extremely rare (18%). Students offered various answers based on the context, of which 'meet up' was common – presumably thought to be the next logical stage after getting to know each other on the internet. Other suggestions were that they should have children or get married.

Question 6 (c)

There were very few answers to this question which suggested that Robert and Maren's relationship deteriorated. In fact, most suggested that it blossomed. Those who did understand the phrase *zum Streit kommen* frequently did not understand *immer mehr*, and in consequence there were very few correct answers (6%). There also appeared to be some confusion between the names of the parents and those of the children which led to wrong information being given.

Question 6 (d)

By contrast, this question was extremely well answered, with 70% of students giving the correct answer. Some students cost themselves a mark by careless reading of the question and stated a relationship between the parents and their children. Others did not realise that *zum Streit kommen* referred to the parents and used it as an answer (or part-answer) to this question.

Question 6 (e)

On this question 31% of students scored two marks; 34% scored one. The vocabulary item *heiraten* was not known by some students, while others thought that the children wanted the parents to get married. *Ausland* (which has been tested in several previous exams) was not well known, with Austria and Australia being common offerings.

Question 6 (f)

Answers to this question needed to reflect a positive view of the film. A wide range of answers was accepted and 69% of students gained a mark. There were some students who did not realise that '*Die Liebe der Kinder*' was the title of the film and suggested that the film was suitable for children, while *richtig* led a number of students to say that it was a true story.

Question 7

Students coped well with this question, which was in a style which had not been used before in this test. Some left the paragraph title in German, while others just quoted individual words as the supporting reason, neither of which could be credited with a mark, but on the whole students responded in the correct manner.

There were some very good responses to this question with 29% of students scoring 5 or 6 marks.

The paragraph titles were sometimes summarised rather than accurately reported (e.g. Don't buy products which come from abroad). While this could be substantiated from the following

paragraph, it was not a sufficiently accurate rendering of the title itself for a mark to be awarded.

Students should beware, in questions relating to the environment, of simply saying that something is or is not environmentally friendly. There was no mention, for example of plastic bags per se being bad for the environment: the reason given was that it was not environmentally friendly to take a new bag on each visit to the supermarket.

Students often lost marks by basing their answer on a few words which they recognised and attempting to fit these into their prior knowledge of the topic.

Question 8 (a)

Answers to this question had to indicate that getting up for eight o'clock was a problem for *Simon*. Many students simply said that it was too early, which could not be awarded a mark. 31% of students gained a mark for this question.

Question 8 (b)

The answer to this question needed to contain the two pieces of information 'in winter' and 'at nine o'clock' (or 'an hour later'). Most students gave this information and 83% were awarded a mark. Some answers implied that school already started at nine in the winter and could not therefore be credited. A few students rendered *Stunde* as 'hour'.

Question 8 (c)

Students seemed to find it difficult to follow the syntax of this question, which led to a wide range of incorrect answers. The two times mentioned in the text were often understood as being the closing time of school. Students who did not understand *sonst* and *erst* thought that three o'clock was the time at which Felix currently got home from school. There were also many references to not having enough time to do homework – which cannot be substantiated from the text. 47% of students gained a mark for this question.

Question 8 (d) (i)

Although the idea of 'being up with the lark' may have been familiar to some students it was important that the definition matched that given in the article. Both aspects of a 'lark's' behaviour had to be included: going to bed early and getting up early. Nonetheless, the question turned out to be reasonably straightforward, with 71% of students giving the correct answer.

Question 8 (d) (ii)

As the question asked for *the article's* definition of these types of sleeper, it was important to include 'at/after midnight' in the answer. Many rendered this as 'in the middle of the night' and therefore could not be credited with a mark. Some students, having correctly defined 'larks', simply assumed that owls were the opposite and offered a generalisation, such as 'late to bed, late to get up' without including the necessary detail. 53% of students were awarded a mark for this question.

Question 8 (e)

Students' answers to this question tended to focus on the idea of becoming teenagers and therefore needing more sleep. There were very few references to the 'inner clock' mentioned in the text and consequently very few students (12%) gained a mark for this question.

Question 8 (f)

Answers tended to focus on the phrase *besser konzentrieren* without taking into account the detail *am späten Vormittag*. There were often references to 'later in the day' and 'the afternoon'. The correct answer was given by 14% of the students.

Mark Ranges and Award of Grades

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

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