



**General Certificate of Secondary Education
January 2013**

German

46651F/H

(Specification 4665)

Unit 1: Listening

Report on the Examination

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Set and published by the Assessment and Qualifications Alliance.

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General Comments

Students' handwriting was sometimes very poor in this series, making it difficult for examiners to decide what had been written.

Foundation Tier

Question 1(a)

There were hardly any deviations from the correct answer.

Question (b)

Most students scored a mark. There were several incorrect answers, the commonest being 'neat'. Others included 'naughty', 'funny' and 'tall'.

Question 2(a)

More than nine out of ten students scored a mark on this question.

Question 2(b)

Nearly every student managed to get a mark for this question.

Question 2(c)

This question was not quite as well answered as the previous two but most students still managed to get a mark. About 10 percent split the mark between C and F.

Question 3(a)

Almost nine out of ten students scored a mark for this question.

Question 3(b)

The vocabulary needed to answer this question was not known to the majority of students. Only 42 percent correctly answered with option E and just under half answered with incorrect option A.

Question 3(c)

In contrast with the previous question only 4 percent of students failed to score a mark on this question.

Question 4

Only two percent of students did not score a mark at all for this question. More than half of the students got both marks and more than a third scored just one. This means that about 19 out of 20 students scored a mark. The most popular answer was option A which four out of five students recognised correctly.

Question 5

Once again 19 out of 20 students scored a mark for this question with almost six out of ten getting both answers right. The most popular answer was A, which over four fifths of students recognised correctly.

Question 6(i)

Almost every student recognised the German word for Italy.

Question 6(ii)

More than four-fifths of students got a mark for this question but one in ten answered A, although there is no mention of the weather and there are no weather words.

Question 6(iii)

Nine out of ten students scored a mark.

Question 7(i)

It may be that students felt that there would not be very much at this level on the environment which may account for the fact that only 6 out of 10 managed to score a mark for this question.

Question 7(ii)

Although *Häuser* and *bauen* are both clearly said, fewer than six out of ten students managed to score a mark. Just one in five answered B and the same was the case for option C.

Question 8(i)

The key word *sauber* is clearly said at the beginning of the spoken text and yet fewer than half of the students understood it.

Question 8(ii)

Exactly half of the students got this correct which means that they understood *noch mal* better than they understood *sauber* in the previous part of the question.

Question 9(i)

Two thirds of students got a mark here although one in five thought that the answer was option A.

Question 9(ii)

Three out of 10 students scored a mark here but one in five heard the word *schnell* and therefore answered with option A.

Question 9(iii)

The keyword needed to answer this question is right at the end which probably explains why two out of three students scored a mark. However over one third answered A which means that, as so often, the word *kein* was completely overlooked.

Question 10(i)

The keyword is *gestern* which is said quite close to the correct answer but most students did not hear that and instead answered with option B. Three out of five answered B and only one out of five managed to score a mark by correctly identifying option C.

Question 10(ii)

The responses were fairly evenly distributed here and fewer than half of students managed to answer correctly.

Question 11(i)

Even though the words for chocolate and coffee came close together to each other, ten times as many students answered A 'chocolate' than B 'coffee'. Just over half got the correct answer option C.

Question 11(ii)

Most students recognised the word for 'fat'.

Question 12(a)

Two thirds of students answered this question successfully.

Question 12(b)

The complexity of the language was too much for most students in this question. Fewer than a quarter answered correctly with option E and the most popular option was option D, evident in over a third of the answers. One can only assume that they thought that 'finding a present to buy' would be a reasonable guess for something talking about celebrations.

Question 12(c)

Once again option D was quite popular with just under a quarter of students answering with this option. The correct option A was chosen by just under half of all students.

Question 13(i)

At this level some students are still picking out individual words rather than putting together the meaning of the whole sentence. So for example one in five students answered with option A because they had heard the word *Briefträger* and then they saw 'postman' written in this option. However, 7 out of 10 students answered correctly.

Question 13(ii)

This question was not done at all well. Both of the incorrect options were chosen by more students than the correct option was. Correct option B was chosen by exactly one quarter of students while option C was chosen by more than four in ten. Three out of ten students thought that option A was correct which suggests that once again the word *keine* was ignored.

Question 14(a)

The correct option P+N was chosen by fewer than four out of ten students. More than four out of ten thought that the opinion was completely negative.

Question 14(b)

Three out of ten students answered N and just under half said P+N. Only one in five answered correctly.

Question 15(i)

Just over one third of students answered correctly. Roughly three in ten answered A and the same for B. Clearly these were guesses.

Question 15(ii)

Only two thirds of students recognised that the opinion given was entirely negative.

Higher Tier

General Comments

All students answered the questions in English. There were relatively few questions where the students offered no response at all. One examiner reported that the students' responses were legible, but the other examiner thought that handwriting was very poor this series.

The questions seemed to differentiate well and tested the whole range of ability.

Question 1

Hardly any student failed to score a mark.

Question 2

Those whose total comprehension is weak answered option A, as this is heard last. More than a quarter responded this way. However, most scored a mark.

Question 3(i)

There were no difficulties with this question. The majority scored a mark.

Question 3(ii)

There were no difficulties with this question. The majority scored a mark.

Question 4(i)

The key word *gestern* was closer to *Mathe* than the correct answer *Französisch*, causing more than half of all students to answer incorrectly with option B. Just over a third got a mark.

Question 4(ii)

This was less of a problem than Question 4(i), although a quarter answered B and a fifth answered C. The rest got it right.

Question 5(a)

Almost all students scored a mark.

Question 5(b)

Fewer than half the students scored a mark. As option D, 'Finding a present to buy', seemed a reasonable guess to those who had not understood, three out of ten opted for this response.

Question 5(c)

Nearly three quarters of students scored a mark.

Question 6(i)

Almost all students scored a mark.

Question 6(ii)

This was more of a problem for students than Question 6(i). Just over half got it right, a fifth heard the word *Erfahrung* but ignored *keine* and so answered A; it is not clear why three out of ten thought that an interview had been mentioned, thus answering C.

Question 7(a)

Two thirds scored a mark.

Question 7(b)

Just under half scored a mark. Almost as many thought that they heard a negative in the spoken text and so answered P+N.

Question 8

This was the first question intended to be a Higher level standard only. Four out of five students heard *dreimal die Woche* but failed to realise that it was followed by *Turnen*, not *joggen*, and so failed to score a mark. About a fifth recognised correct option A and nearly two thirds correctly chose C. However, almost a third failed to score a mark at all, possibly because four out of ten answered with option B.

Question 9(a)

Almost all students scored a mark.

Question 9(b)

Far fewer students scored a mark here, although the word *schlimm* is there. Option P was quite a common answer.

Question 9(c)

Almost all students scored a mark.

Question 10(i)

Half of students got this right. Almost a third heard 'Million' but once again lacked the Higher level skill which would have enabled them to understand the rest of the sentence.

Question 10(ii)

Most students got this right.

Question 11(i)

Half of students scored a mark. The other half thought that two tankers had collided.

Question 11(ii)

Three quarters of students answered correctly.

Question 12(a)

Most answered correctly.

Question 12(b)

Most answered correctly but a third thought D was a good choice despite there being no mention in the spoken text of 'good-looking'.

Question 12(c)

Over half got this right, but as in Question 12(b) a quarter heard 'intelligent' and decided D must be the correct option.

Question 13(i)

There were not many correct answers for this question. They were equally split between the two alternatives. Many students answered the question 'Why does Ellen like travelling by plane?' instead of 'by train'. There were plenty of responses which were clearly guesses eg. 'cheaper', 'quicker', 'easier', 'more comfortable', but the commonest response of all was to say that the train journey was 'more sociable', or 'you can talk to people on the train'. The word 'sociable' was used by a very large number of students, and one can only assume that they misheard *schön*. There were also a few answers which referred to 'being scared of flying'. Quite a lot of students also lost marks by introducing a comparative element in their response: 'it has a nicer view/a lovelier landscape'.

Question 13(ii)

This part of the question was answered much better. On the whole, students either knew the answer or they did not. Many students correctly understood that ‘the flight/holiday/tickets had already been booked/bought/paid for’ and that ‘they would lose/waste their money/not get a refund if they cancelled or didn’t fly’. Vague answers such as ‘expensive’, ‘costs too much’ were very common. Some only heard *buch* and so thought reading was involved. There were some answers offered which were too brief and could not be awarded the mark such as ‘a waste of money/it’s too late’.

Question 14(a)

Slightly fewer answered correct option C than answered option B. *Er nervt mich total* was not enough to convince them that the speaker's opinion was entirely negative.

Question 14(b)

Four fifths of students scored a mark here.

Question 15

Almost two thirds answered correctly. A quarter answered A, presumably because they heard *erstklassig*.

Question 16

Over half scored a mark, but a quarter answered with A and a fifth with B.

Question 17(a)

Not many students realised that the speaker’s study was over and that it had taken a long time to complete. Most assumed he was still studying. A large number did not understand that one is studying while training: answers on the lines of ‘training stopped him studying’ were common. There were also occasional wild guesses such as ‘he has to learn a language/he has to stand a lot/he cannot sit down/his girlfriend doesn’t like it/it’s boring, difficult’. Occasionally a correct response was contaminated by extra information: ‘the training was long and boring/difficult’.

Question 17(b)

At this level recognition of details are important, so many students lost a mark by writing that the speaker ‘never’ saw his family. Others did not grasp that the ‘family’ consisted of a wife and children, ie more than one. However, many did get all of the details. Some students incorrectly mentioned that ‘he had to work with women/children in the office’, ‘he was not able to bring his wife/women and children into work’ or simply that ‘he had to work in an office’.

Question 18

Almost all students scored a mark.

Question 19(i)

This question proved to be difficult for many students and was not answered well. Very few students identified what was going on, although those that did were usually completely right in every detail. Most students realised that it was not a very friendly visit, although it was fairly common to find answers such as 'She is new to the area', 'she wants to introduce herself'. Some students, who had correctly identified the fact that the answer had something to do with the neighbour's lawn, then gave vague, non-specific answers such as 'he didn't tidy/clear up/care for his lawn' or they simply stated that 'his garden was awful/messy'. Most took a guess as to what the problem might be, the most popular ones being that the neighbour was too noisy, e.g. his television was too loud, or something to do with a football, often involving children. Presumably the expression *den Rasen mähen* was unknown to a large number of students and proved to be the stumbling block.

Question 19(ii)

As in part (i) more students answered incorrectly than correctly. Not many students wrote that the speaker 'did not care' or was 'rude'. Many answered with a vague notion such as 'negative'. Very many carried on with a wrong answer to Question 19(i) suggesting that 'he would not give the ball back' or something similar. Others answered 'it was nothing to do with him' instead of the correct 'it was nothing to do with her', or wrote that he 'disagreed' with her. Unfortunately the few correct answers which were given were sometimes contaminated by incorrect superfluous information: 'he doesn't care as the neighbours haven't done it'.

Question 20

Almost three-quarters answered correctly. However, a substantial minority heard *ich arbeite* and answered C.

Question 21

Fewer than half scored a mark. Almost as many answered A. Perhaps they heard *gibt es* instead of what was said, *gab es*.

Question 22

Not many students recognised *Klamotten* meaning clothes. A great many thought that Tom's mother was going to clean everything herself. Another popular answer was to write that he was going to have to do the washing up. Some students offered answers which did not specify exactly what he had to wash: 'he must wash it/them/everything' or they simply stated that 'he had to take his washing down/put his laundry in the washing machine' without actually saying that 'he had to wash his clothes himself'. A frequent answer was that he would be 'grounded'.

Mark Ranges and Award of Grades

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