

GCSE GERMAN

Unit 1 Listening
Report on the Examination

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Foundation Tier

Question 1

There were very few incorrect responses, although for 1(b) inexplicable answers such as "May" were offered by some students.

Question 2(a)

Almost every student got this right.

Question 2(b)

The majority of students got this right. A proportion thought that A was the answer.

Question 2(c)

Most students had this answer correct.

Question 3(a)

Almost every student had this correct.

Question 3(b)

Few students had this wrong.

Question 3(c)

This question was less well answered but still the majority of students got it right.

Question 4(a)

Most students answered successfully but a small proportion thought that the answer was C.

Question 4(b)

This question was answered more successfully and nearly all students got it right.

Question 5

Most students got both answers correct. By far the commonest answer was D, probably reflecting the cognate "Biologie" as opposed to "Erdkunde" (C) which was the other correct answer.

Question 6(a)

Almost all students had this correct, meaning that on this occasion the negative was successfully recognised.

Question 6(b)

Hardly any students had a problem with this question.

Question 6(c)

As the word for "train" was the last thing that was heard for this question most students got it right but even so there was a substantial minority who thought that E was the answer despite the word for "flying" not being mentioned at all.

Question 7(i) and 7(ii)

At this stage students were finding the examination more difficult as only around three quarters recognised the correct answer for 7(i) and fewer than that recognised the correct answer for 7(ii).

Question 8

The majority of all students answered both parts correctly. Once again the cognate which was closest to English was answered by the majority of students, who recognised "Glas" more easily than "Altpapier".

Question 9(i)

The majority of all students recognised the correct answer and some thought that the answer was B despite there being no evidence for this in the spoken text.

Question 9(ii)

"Teilen" was too difficult for most students as the majority did not get this question right. Many thought that the answer was A and some answered C.

Question 9(iii)

This question was answered much more successfully but there were still a significant number of students who heard the word "Rad" and therefore answered A.

Question 10(i)

At this stage students were finding it difficult to understand whole sentences. Many of them heard the word "Handy" and as it is only mentioned in option B that is the one they chose and only a small minority of students answered correctly A.

Question 10(ii)

A significant number thought that A was the correct answer.

Question 11(i)

A large majority of students correctly identified A as the answer.

Question 11(ii)

The same proportion got this answer right as well, having correctly identified the near cognate. However, some had heard the word for television earlier and so answered A.

Question 12(a)

Most students answered correctly.

Question 12(b)

This was less well answered and although a lot got it right there were many who must not have known the word "überrascht".

Question 12(c)

Almost all students correctly identified answer C.

Question 13(i)

The majority of all students answered correctly but almost one-third heard the words "im Freien" which they confused with "Ferien" and so answered B.

Question 13(ii)

It is usual for students to recognise the last word they hear and decide that that is the answer. This was not the case here. A larger proportion decided that the word they had heard at the beginning, "Arbeitspraktikum", was the answer and so answered C.

Question 14(a)

For this question the tendency to recognise the last word heard was quite marked as only a small proportion of students answered correctly but over half thought that the speaker's opinion was both positive and negative, presumably because they heard as the last word "dagegen".

Question 14(b)

The tendency to overlook negatives was overcome here as almost all students answered correctly.

Question 15(i)

The majority of students answered correctly but a proportion thought that the laptop was broken.

Question 15(ii)

A good proportion of students heard the word for "luggage" at the end and so answered correctly. A significant minority answered B and some A although there is no mention of cost in the spoken text.

Higher Tier

The questions seemed to differentiate well and identified the most able students who could achieve an A or A* grade. There were some answers which were difficult to decipher due to poor handwriting and crossings out were sometimes unclear. Students need to be reminded that their answers should be written clearly and should not be written so small that they are difficult to read. As in previous years, there were answers that went too far and a correct answer became "contaminated" by superfluous information when students were unsure of the response. There was also an unusually large number of confusing entries in boxes.

Question 1

Almost all students answered correctly.

Question 2

Almost all students answered correctly.

Question 3(i)

The vast majority answered correctly.

Question 3(ii)

Three quarters of students answered correctly.

Question 3(iii)

The vast majority of students answered correctly.

Question 4(i)

The majority of students answered correctly but some heard the word "Handy" and so answered B.

Question 4(ii)

Although most answered correctly a significant minority of students thought that the answer was A.

Question 5(a)

Most students identified the correct answer.

Question 5(b)

Most students got this answer correct.

Question 5(c)

There were hardly any students who failed to score a mark on this question.

Question 6(i)

Just over a half of student scored a mark. A significant proportion were led astray by the words "im Freien" which they took to be "Ferien", "holidays".

Question 6(ii)

Although most students recognised "arbeitslos" and therefore chose option B, some students relied on the word "Arbeitspraktikum" that they had heard at the beginning of the spoken text.

Question 7(a)

Although some correctly identified the speaker's opinion as positive, a slightly larger number thought that it was both positive and negative. This is presumably because the last word they heard was "dagegen" and it is often the last word heard which is used by students to answer a question.

Question 7(b)

Hardly any student failed to recognise this speaker's opinion.

Question 8(i)

The majority of students scored a mark. However, a significant proportion only heard the number and so answered option C.

Question 8(ii)

Most students were able to answer this question correctly, although whether it was the word for "cat" or the word for "sick" that they recognised is not clear.

Question 9(a)

Most students scored a mark although a few thought that they had heard something positive in addition.

Question 9(b)

A majority of students scored a mark although many thought that the opinion was entirely positive. It is not clear from the spoken text why they should think this.

Question 9(c)

This short text was a problem for a lot of students who thought that the opinion expressed was positive. Only a minority recognised that it was negative and it may be that the others simply did not hear or did not recognise the words which made it so.

Question 10(i)

Most students scored a mark.

Question 10(ii)

Most students scored a mark.

Question 11

The majority of students got both parts right. Almost all correctly answered A and many answered D.

Question 12(a)

Most students recognised the negative.

Question 12(b)

Most students got this right by recognising the positive but a small proportion thought they heard a negative element as well.

Question 12(c)

Most students correctly identified both positive and negative aspects in what they heard but a significant minority thought that the spoken text was entirely negative. This may be because the last word was "schlimm".

Question 13(a)

Most students got this right.

Question 13(b)

Most students got this right.

Question 14 (i)

The majority of students thought that the situation was that Annett had bought tickets, not Lutz. Many of them thought that "Karte" referred to a credit card and that the problem was that she had been spending too much money, or been shopping (perhaps with another man). Many picked up on "Konzert" but a frequent answer from those who did so was "she had spent a week at a concert", assuming "vor Wochen" meant "for a week". Correct responses included answers such as "she cancelled on him/declined his invitation to the concert/won't (isn't) go(ing) to the concert".

Question 14 (ii)

The commonest answer was that Lutz would go to the concert with someone else, or that Annett would have to go with someone else. Those who thought that Annett had bought the tickets speculated that Lutz was not able to go, or that he had already seen the concert. Others imagined that the speaker was going to decide to end the relationship, rather than assuming that it was already over.

Question 15

Most students were successful with this question. A significant minority answered B.

Question 16

A significant proportion of students answered A. This may be because the words "nur" and "noch" are frequently confused with "nicht". Just over one in four answered correctly.

Question 17 (i)

A great many students appear to have been taught that "Dolmetscher" means "translator" rather than "interpreter", but both answers were allowed. Most of the students who put an incorrect answer decided that the profession was "teacher", although guesses included anything where languages might conceivably be used, e.g. "air hostess", "flight attendant", and even "pilot". Quite

a few candidates mentioned “French” in their responses (“French teacher”) and sometimes this contaminated an otherwise correct response: “a French translator”.

Question 17 (ii)

The commonest correct answer was to write that the speaker wanted to work abroad, although a large number of students interpreted "Ausland" as "Austria", "Australia", or "Iceland". The commonest error was to write that the speaker wanted to travel or just go abroad, rather than work. Many misheard the number and wrote "three" instead of "two" (languages).

Question 18

A good proportion of students answered correctly. A significant minority thought that C was the answer despite the final sentence.

Question 19 (i)

The answer was simply "outside (because he is) smoking", which was the commonest single answer, but many students thought a reason for smoking outside was needed, and occasionally this showed that they had not understood the situation, for example when they wrote that the smoker had been ordered to move out. Many students failed completely to understand what was going on, suggesting the father was in hospital, had been divorced for his smoking, or was abroad helping the environment or for work. Many did not read the question properly and simply wrote "smoking".

Question 19 (ii)

Few students understood what was going on. Most answered that "he should stop smoking", that "she doesn't like him smoking" or simply "she doesn't like him". Others relied not on what they had heard, but drew a conclusion from their erroneous answer to the first part of the question, for example, "he can come back home when he gives up". The commonest guess was that his daughter disapproved of his smoking.

Question 20

Almost every student scored a mark.

Question 21

A good proportion of students scored a mark. A significant minority took a guess and answered A.

Question 22

Most students misunderstood the situation. They thought that the answer was something to do with the police, either telling Ulrike that she had no authority, not being a policewoman, or that there was no risk in dumping because there were no police around. Many answered simply that the man "did not care", which could have been inferred from the question alone and took no account of what he said and the way he spoke to Ulrike (many students thought that this was a man). Others invented answers that they could not possibly have heard in such a short text, eg “there is nowhere else to put the T.V./it’s broken and he’s not polluting the environment/someone else will come and collect it/she can have it if she likes”.

A fair number answered "negative", and a few even answered "positive", and left it at that. Students need to know that this will never be an adequate answer as it would mean that they had a fifty/fifty chance of getting a right answer. Something else needs to be there which is supported by the spoken text and not contradictory.

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