

GCSE

German

Unit 2 Reading

Report on the Examination

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General comments

Many examiners commented that students' answers were difficult to read. This was often because they were not written in **black** ink as instructed on the front of the question paper. Blue ink often leads to a poor image when the papers are scanned for marking purposes. The handwriting of many students was also very poor. In those questions where students were required to answer by writing a letter in a box, letter formation was sometimes so poor that the letter could not be identified.

Foundation Tier

Question 1

This straightforward question was well answered, with a large percentage of students scoring three marks. Many students had difficulty in spelling 'Austria', but any recognisable spelling was accepted. There was the occasional confusion between Austria and Australia.

Question 2

This question was answered well on the whole, although students appeared to experience more difficulty with part (c) than with the other parts of the question.

Question 3

All parts of this question were correctly answered by most students. Some students cost themselves marks by writing the times in German.

Question 4

The majority of students recognized that a superlative adjective was required to fill the gap, but there were a large number who failed to identify the root word *alt* and many alternatives (best, nicest, cheapest etc) were offered. Just over half the students gave the correct answer.

Question 5

a) It was important to state that the flat had 'two rooms' and not all students did this. A relatively small percentage of students gave the correct answer. 'Two bedrooms' was a common answer, while others stated that it was for two people. Some students even contrived to give the size of the flat.

b) A wide variety of renderings of *Stadtmitte* was accepted and the majority of students scored a mark for this question.

Question 6

a) A majority of students was successful in identifying D as the correct answer.

b) Students did not appear to be familiar with the use of *frei* / *besetzt* in this context. Those who did not know *besetzt* assumed (correctly) that it was the opposite of *frei*, but understood the latter as 'free' i.e. no charge and therefore stated that you had to pay. 'Busy' was not accepted as a correct answer, as the car park can be busy without actually being full. Only a quarter of students gave the correct answer.

Question 7

Students did not perform particularly well on this question. In (a), *Fahrkarten* did not appear to be known and *Auskunft* (C) attracted more responses than the correct answer (A). Less than half the

students gained a mark for this question. *Gepäck* should have been a familiar word in (b), but a substantial minority of the students failed to give the correct answer.

Question 8

This question was answered reasonably well by most students, although in part (d) there appeared to be some confusion between *Unterricht* and *Urlaub*.

Question 9

Students found this question difficult and only a small minority gained all four marks. A score of two (one plus one) was by far the most common mark on this question.

Question 10

Overall, this question was well answered, but two parts seemed to prove difficult. In (a) a large number of students chose answer 3 (*Ich gehe gern ins Restaurant*) – presumably linking the word *Restaurant* with *essen*, while in (b) more students chose answer 2 (*Um zehn Uhr*) than gave the correct answer.

Question 11

Again, students performed well on this question overall, but there were many who opted for Karin in part (a), presumably because they identified the word *Geburtstag*, but did not see that it figured in the final statement as well. It is good practice in answering this type of question to read all the statements through before beginning to select one's answers.

Parts (c) and (d) proved to be more difficult for students than the other parts of this question.

Higher Tier

Question 1

There was an improvement on this question compared with the identical question at Foundation Tier, but a similar pattern emerged, with one plus one being the commonest mark.

Question 2

While performance improved on this question from the equivalent question in Foundation Tier, there were still problems with part (a) and a significant number of students again chose answer 3.

Question 3

There was a good performance overall on this question, but, as at Foundation Tier, part (c) proved to be more difficult than the others.

Question 4

This question produced the usual spread of marks. It is still noticeable how many students choose the wrong part of speech when selecting the word to fill the gap.

Question 5

Overall, students performed well on this question and most parts were correctly answered by a significant number of candidates. The most disappointing part was (a), where many students failed to identify the correct time. Students entering for the Higher Tier paper should really have no difficulty in understanding the German method of telling the time.

Question 6

This question produced a range of performances. Students experienced most difficulty with the two statements (c and e) which were not in the text. In (c) many students thought the statement was false, but an almost equal number thought it was true. In (e) more students opted for False than for the correct answer.

Question 7

In (a) only a minority of students gave the correct answer (C) and all three options attracted significant numbers of students. In part (d) just over half the students gave the correct answer, but option A attracted a significant number of students, presumably because the statement was in itself correct. It was not, however, referred to in the text.

Question 8

a) In answering this question it was important to state what the customers thought rather than simply giving a statement of fact. Just over half the students gave the correct answer.

b) Students were asked to give full details in answering this question, so it was important to say that *more than* 6,000 notebooks were ordered and to mention the time (two hours). It was surprising how many students failed to gain the mark because they said that seven thousand notebooks were sold rather than six. The time was often given as two days or even two weeks and careless reading of the text caused some students to read *Stunden* as *Studenten*, which led to the inevitable wrong answer.

c) In this question students were expected to demonstrate a knowledge of the word *Angestellte*. A variety of renderings was accepted (eg a worker; someone at the firm), but more general statements (eg 'It had the wrong price on') were not accepted.

d) Again, the word 'exactly' in the question indicates that correct detail is required in the answer. Many students simply focussed on the word *Freund* and gave answers such as 'A friend told him'. It was important to react to the word *Anruf* and to say that Florian received the information via a telephone call. Although not essential for the correct answer, many students had difficulty in understanding the syntax and were not clear whether the journalist was the friend or Florian.

e) This question should have been relatively straightforward, but only a small minority of students gave the correct answer. Many students invented their own responses and suggested that Florian phoned the firm either to inform them of the mistake or to complain. The phrase *drei Stück bestellt* caused some difficulties, as some students understood *Stück* in its primary meaning of 'piece'.

f) In answering this question it was important to mention (as the text does) that the firm would *lose* money. Many students answered that they would not make a profit, which is not quite the same.

g) This question also asked for 'full details' (and two lines were provided for the answers). Brief answers such as 'a present' or 'have a lottery' were not accepted. While many students understood the idea of holding a lottery in which fifty laptops were available as prizes, the first solution proved more difficult and detailed reading of the text was required. Many students said that the customers were given a present of 100 Euros, whereas it was actually a present *to the value of* 100 Euros, and this had to be made clear for the mark to be awarded. One was the most frequent mark for this question, while only a minority gained both marks. Again, careless reading turned *Kunden* into *Kinder* and it was incorrectly stated that the presents were for children.

h) This final question proved to be a straightforward end to the paper and the large majority of students gained a mark.

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