

GCSE GERMAN

Unit 1 Listening
Report on the Examination

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Foundation Tier

Q1 (a)

Less than one per cent of students failed to get a mark.

Q1 (b)

Almost 99% of students scored a mark.

Q2 (a)

Almost every student gained a mark.

Q2 (b)

Almost every student gained a mark.

Q3 (a)

Most students recognised the correct answer but one in eight thought that the answer was A which was presumably a complete guess.

Q3 (b)

This question was a good example of students only recognising a single word and most especially when it is at or near the end of the spoken text. Almost six out of ten students answered letter C because they heard the word "Fernseher", but the correct answer, recognised by only thirty-five percent of students, was at the beginning of the spoken text.

Q4

More than six out of 10 students scored both marks. The numbers recognising the correct two answers were approximately similar. The relevant words necessary to understand each question were quite close together in the spoken text which clearly helped students to identify the correct answers.

Q5 (a)

It has been noted in previous years that students are not comfortable with the names of various festivities. In this case even the presence of the word "Baum" in the spoken text only helped 35 percent to gain a mark. One fifth thought that the answer was A, New Year, and one fifth thought that the answer was letter E, a wedding.

Q5 (b)

Students had no difficulties with this question.

Q5 (c)

Fewer than two-thirds of students recognised New Year, even though there are two clues in the spoken text.

Q6 (a)

Almost all students gained a mark for this question.

Q6 (b)

Nearly every student scored a mark on this question.

Q6 (c)

Almost all students scored a mark for this question.

Q7

More than two thirds of students scored both marks. By far the most popular answer of the two was letter C, possibly because that is the last word heard or possibly because "Nachrichten" is not recognised as well.

Q8 (i)

Fewer than a quarter of students scored a mark and the most popular answer was letter C. Almost half of students answered with this letter. One can only assume that the word "Spiegel" is not well known but why students interpreted it as meaning "tyre" or "wheel" is not clear.

Q8 (ii)

Just over half of students scored a mark with the rest answering A or C in approximately equal numbers.

Q8 (iii)

More than three quarters of students gained a mark. Once again the key word was the last word that students heard.

Q9 (i)

Three-quarters of students gained a mark.

Q9 (ii)

Almost all students gained a mark.

Q10

A third of students scored both marks. The near-cognate "interessant" was recognised by four fifths of students. Only four out of ten students recognised that Thomas was out of work, possibly because the key word is in the middle of a sentence and not at the end.

Q11 (i)

Just over half of all students recognised the correct answer. One third answered A, presumably because they heard the word "nicht" at the beginning of the spoken text.

Q11 (ii)

Nine out of ten students recognised the key word in this question.

Q11 (iii)

Just over half of all students gained a mark for this question. A quarter of students answered C though it is not clear how they arrived at this.

Q12 (a)

More than three-quarters of students answered correctly. Almost one in five heard the word "heiraten" and then answered A.

Q12 (b)

Hardly any students got this answer wrong.

Q13 (a)

Almost six out of ten students scored a mark for this question. However, over a third thought that the answer was positive, and therefore presumably had not recognised the key words "auf der anderen Seite".

Q13 (b)

65 percent of students got this right, which is quite low considering that there are no negative words in the spoken text. Nevertheless, one fifth thought that the answer was negative.

Q13 (c)

Eight out of ten students recognised the negatives in this spoken text.

Q14 (i)

More than three quarters of students correctly answered this question.

Q14 (ii)

Only ten percent of students managed to understand correctly. The word "gefährlich" was not known by the majority as almost three-quarters of students answered B, presumably because they easily recognised the words "Freunde" and "Freundinnen".

Q15 (i)

Clearly students must be encouraged to learn less common words from the specification as only a quarter of students got this question right. Half of them answered C because they will have more easily understood the word "Stadt".

Q15 (ii)

The key word was spoken twice and came near the end of the sentence and is close to the English word so most students, almost nine out of ten, got this answer right.

Higher Tier

The examination appeared to have a good range of questions which differentiated well and there were questions which challenged the more able students. The majority of questions were answered by students, few left gaps and responses were in the correct language. There are still problems at times, however, with spelling and the legibility of handwriting. Students must be reminded to write clearly.

Q1

This question was answered quite successfully with more than three quarters of students gaining a mark.

Q2

Only a minority of students answered correctly. Incorrect answers naturally grouped themselves into several themes. There were those students who thought simply "he would never do that" or "it was something he had never done". Others began with the words "she thought" and then followed with something similar. However, many students wrote something that they had completely

invented along the lines that "an earring is girly" or "boys should not wear earrings" or "it is something only for girls".

Q3 (i)

Almost all students gained a mark.

Q3 (ii)

Hardly any students failed to score a mark.

Q4

More than three quarters of students gained both marks. Both answers relied on recognition of individual words and the better answered part had the word "interessant", close to the English word and close to the end of the sentence.

Q5 (a)

Almost all students scored a mark.

Q5 (b)

Almost all students scored a mark.

Q5 (c)

Almost all students scored a mark.

Q6

Almost half of students gained both marks. However, the word "freundlich" tempted about half to answer B.

Q7 (i)

Almost all students scored a mark.

Q7 (ii)

Almost all students scored a mark.

Q7 (iii)

Almost all students scored a mark.

Q8 (i)

Almost all students scored a mark.

Q8 (ii)

The word "gefährlich" was not understood by almost half of students who answered with letter B, many more than chose the correct answer C.

Q9 (i)

Only just over half of students recognised "Wald" and one third answered with letter C because they heard the word "Stadt". As this came at the end of a sentence there was, as usual, a temptation to choose the last word that one heard.

Q9 (ii)

Almost all students scored a mark.

Q10 (a)

No doubt the presence of the word "nicht" caused a quarter of students to answer P + N and almost a third to answer N.

Q10 (b)

Just under half of students gained a mark. Perhaps if the word "aber" had been used instead of "jedoch" more would have answered correctly. More than four in ten answered N.

Q10 (c) Three-quarters of students scored a mark.

Q11 (i)

Almost two-thirds of students gained a mark but nearly one-third thought that the flight had been cancelled and not just delayed, so had misunderstood "Verspätung".

Q11 (ii)

Six out of ten students gained a mark but almost a third thought that the speaker was hopeful. It is difficult to see how they got to that answer from the text.

Q11 (iii)

Two-thirds of students gained a mark but one fifth thought that there was a past tense and so answered B.

Q12 (a)

There were enough clues for a negative attitude here for three quarters of students to score a mark.

Q12 (b) Most students scored a mark and answered correctly even though the word "nicht" comes up twice.

Q12 (c)

Most students scored a mark.

Q13 (i)

Almost all students scored a mark.

Q13 (ii)

Almost all students scored a mark.

Q13 (iii)

Almost all students scored a mark.

Q14

Two-thirds of students scored a mark but more than a quarter heard "Ski" and "Schnee" but not "Sommer" and so answered letter C.

Q15 (i)

Most students recognised that the speakers were sorry for Peter or had sympathy with him. Some students chose to express themselves by saying that "they feel bad for Peter". Some felt the need to embellish the answer with things they had not heard for example "that must be hard" or "that is awful" or "horrible". Other students misunderstood completely and gave answers such as

"shocked", "you must find your birth parents", and a few picked up the following word "Warum?" and asked why Peter was adopted.

Q15 (ii)

This question was answered quite well and there were a good number of correct answers. Most students understood that the speaker considered adoption to be a good thing. Many students referred to "the adoptive parents", but there were other acceptable alternatives given by students who were unsure of the correct terminology. They mentioned "foster/non-biological/new parents or family". Others simply said "parents". There were fewer correct responses which said that "they gave him/he had the best upbringing/childhood/ life possible". The commonest correct answer was to say that he had the best parents he could have by being adopted. Some students added things which were not there and the commonest of these was to say that his current parents were better than his previous parents meaning that they had not understood when he said that he had never known them. Several responses even mentioned that "the adoptive parents are the best in Munich".

Q16 (i) Three quarters of students scored a mark.

Q16 (ii)

Only 10 percent of students had a difficulty with this text and question.

Q17 (a)

Very many students scored a mark for this question. One of the commonest errors was to mistake "Krankheit" for "Krankenhaus", although this did not always lead to the loss of a mark. The word "Bauern" caused some confusion with some students mistaking it for "Baum" and others for "Bauch". "Biokost" suggested to some that it did not cost much and therefore was cheap. Some others thought that the food somehow made one better during illness. Correct answers recognised the health benefits of the food and mentioned that "the (bio-/organic) food is healthy/ good for his health" and "that he doesn't (never/rarely/not often) get ill or sick". Other students recognised that the food "prevents/protects from/wards off illnesses". Some students mentioned the fact that "there are no pesticides (a few mentioned "chemicals") in the food".

Q17 (b)

Quite a few students recognised the word "Festen" but the commonest answer was "every day". Many answered "when she wants to eat cake". There were also quite a few answers which began "because", so presumably the question had not been read correctly. Other incorrect answers were statements such as "when she's on a diet, when she's been told by her doctor" or "when she bakes cakes/she's doing the cooking" or "at the weekend". There were some candidates, however, who correctly understood the utterance and referred to "at (a) festival(s), celebration(s)/when she's celebrating, party(ies), special occasion(s)".

Q17 (c)

Very few students understood that the speaker had had heart problems. Most said that he had become vegetarian, clearly thinking that the question was "How has his attitude changed?" and not "why?". There were many varied answers given to this question, for example he was "Italian" or "he did not like Italian food" or "he stopped eating Italian food", "he was against animal cruelty" or "he got diabetes". Quite a few then added superfluous information such as "he was against animal cruelty/the way animals were killed (treated)" and even "he had seen them in an abattoir/on a programme on T.V.". Other incorrect responses mentioned that "he realised that his diet before had been (too) fatty/unhealthy/not good for the heart and therefore he had decided to eat more healthily", but they made no reference at all to the heart problem he had. They described what Ingo

used to eat before and how it was unhealthy. They then explained that he was going to eat more healthily and gave examples of food and drink. A small minority thought that "Ingo" is a girl's name and that they had heard a female voice, as they answered with "she" instead of "he".

Q18

A minority of students answered correctly but when there was a correct answer the student had normally understood very well indeed. These were answers which correctly identified the difference in weather for Jenny who is on holiday where "the weather is bad/ it's raining, whereas her sister Natascha is at home where the weather is good (nice, great, fantastic)/is sunny". There were many answers which had got the situation the wrong way round, so saying that Natascha had the poor weather. Many students thought that Natascha was "moody". A great many thought that Natascha had been reading even though it is Jenny who says she has read something.

Very many students were unaware that "zu Hause" means "at home", and not "in a house". It was also the opinion of very many students that Natascha was at a beach. A few students' responses indicated that they had misunderstood the situation and thought that the two sisters were on holiday together, but the differences lay in the activities each sister wanted to pursue.

Q19

Only six out of ten students answered correctly. A quarter answered that he wants his own apartment, even though that section of the text starts "Sie sollte".

Mark Ranges and Award of Grades

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

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

[UMS conversion calculator](#)