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# GCSE

# GERMAN

8668/LH Listening Higher tier  
Report on the Examination

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## General Comments

As with the Foundation Tier paper, the first Listening examination of this new GCSE specification differentiated well between the students at whom it was targeted. The mean mark on the paper was approximately 32.5 out of 50 (65%). The most able students responded well to all the questions, in particular the German questions in Section B. Weaker students struggled with the more challenging questions, particularly those in the latter half of the examination, where some failed to offer any answer at all or answered in English when the question required a German answer. In summary, however, students responded well to the challenges of this examination, and there was little evidence of students being entered incorrectly for the Higher Tier examination.

Teachers should remind students to maximise the 5 minutes' reading time by:

- reading all the questions carefully, particularly those in Section B;
- looking at any examples given, as these point out the level of detail required;
- highlighting or underlining key words which have been highlighted in the rubrics/questions;
- identifying the questions which have two parts to answer from the same utterance;
- sign-posting Section B as it requires answers in German.

## Section A

### Questions 1 – 2

In question 01, as on the Foundation Tier examination, *Zeichentrickfilm* was not well known, with alternatives such as “magic film”, “trick film”, “adventure”, “crime film” all being offered. *Komödie* met with a much more successful response, although occasionally students wrote it in the wrong column, suggesting that their command of tenses was less than secure. 52% of students scored two marks here, and a further 44% got one mark. Question 02 was answered more successfully than the equivalent question on Foundation Tier, and there were very few blank responses. *Geschichte* was still not that well known, surprisingly, and “German story” was seen quite a few times. *Die Arbeit der Polizei* also produced erroneous references to getting a job with the police and there were also quite a few references to ‘politics’ in response to this question. 37% of students scored one mark here, and 39% got both marks.

### Questions 3 – 7

These questions were answered well by many Higher Tier students. 96% got question 03 correct, 68% question 04, 93% question 05, 57% question 06 and 90% question 07. Students clearly understood the complex vocabulary and grammatical structures used in these questions very well and were able to choose the correct answers with a high degree of success.

### Question 8

78% of the students scored the mark for question 08.1 and 78% scored the mark for question 08.2, indicating that students coped well with the relatively abstract nature of some of the language used in this question.

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### Question 9

This question was answered very well, with 89% scoring the mark here. Students were able to discount the distractors and choose the correct answer with relative ease.

### Questions 10 – 11

Question 10 was very well answered (83% correct), with most students able to reject the distractors of 'recycling' and 'rubbish on the streets'. Students who wrote "pollution" (by itself) did not score the mark because their answer was considered too vague to be creditworthy. Question 11 had a lower number of correct answers, perhaps because students had to refer to technology finding solutions in the future to score the mark; any answers without a future reference (e.g. "technology finds / can find / has found solutions") or the simple statement that "technology is (getting) better" were not credited. 31% scored the mark here.

### Questions 12 – 14

These questions were relatively testing, with students having to understand complex language and then use some inference to get to the correct answer. 19% got question 12 correct and 47% got question 14 correct; question 13 performed better with an 83% success rate. This question tested detailed understanding of the language heard and there were some tricky distractors too.

### Questions 15 – 17

Question 15 was answered quite well, with 50% of students making reference to the long hours of work that the speaker has. Errors included "it's a part-time job", "she works too much" (too vague), and "the hours are bad" (ambiguous). Question 16 was very well answered (85% success rate), although some students lost a relatively straightforward mark by writing that "he can do what he likes", "he works wherever he wants" or "he works at the weekend" (as an advantage of his job). Question 17 was answered well (76% of the students scored a mark here). Many students mentioned that 'friends are more important than work' or that 'work is not so important'. A definite answer that "work is not important" was rejected, however, and sometimes this response contaminated an otherwise correct answer. "Working with a friend" was occasionally seen, and this too was not creditworthy.

### Questions 18 – 21

These questions were targeted at the higher grades and they had a generally high success rate: 70% for question 18, 95% for question 19, 87% for question 20 and 64% for question 21. This question type tests students' ability to listen to German and to ascertain attitudes; it is a commonly-used question type, particularly at Higher Tier. Students should practise the vocabulary that is commonly used to express opinions in order to do well on this type of question.

### Question 22

There was a relatively poor response to this question with many students failing to understand *übergewichtig* or *abnehmen* in question 22.1. A huge range of common (and not so common) medical ailments were offered here ("fast heart rate / diabetes / back ache / sore throat / nose problems", to name just a few). Many students misread question 22.2 as 'how' rather than 'why'. Consequently there were relatively few correct answers with the doctor telling the patient that 'being overweight can lead to other illnesses/health problems'. Some answers were too specific,

with students writing that he “could get diabetes / have a stroke / have a heart attack”, while others heard *schnell* and wrote erroneous answers suggesting that “he couldn’t get up quickly”. 29% gained the mark for question 22.1 and 19% gained the mark for question 22.2.

### Question 23

There was a mixed response to this question as well. In question 23.1, some students recognised *die öffentlichen Verkehrsmittel* but others gave an answer that was too vague (“transport / traffic”). The second part of the question was done better, with many students understanding that the shopping opportunities were not good or that many shops had closed down. Some students wrote that the shops were closed, which was considered to be an ambiguous answer. Some students heard *geschlossen* but then mistakenly mentioned ‘castle’ in their answer. 19% scored two marks here and a further 34% scored one mark. The advantage part of question 23.2 was done well, with many students correctly identifying that the town was popular with tourists or that the sights were good; the second part of the question was less well answered with only the best students understanding that the cost of housing there was high. There were some vague responses (“it is expensive”) and – inexplicably – quite a lot of reference to expensive phone calls. 35% scored two marks here and a further 40% scored one mark.

### Question 24

This question was answered well, with 61% scoring three marks and 38% scoring two marks. No student failed to score at least one mark. Despite the length of this text, students clearly had few difficulties in understanding the main points that it was making.

### Questions 25 – 27

These questions were more challenging, with only 8% scoring the mark for question 25, 21% scoring the mark for question 26 and 29% scoring the mark for question 27. In question 25, many students understood the advice to drive more slowly but did not realise that *bei Regen* means ‘when it is raining’. “Travel” rather than ‘drive’ was often given as an answer, but the question was clearly aimed at car drivers. *Geschwindigkeit* erroneously led some students to making reference to ‘wind(y)’ in their answers. Only the best students understood *Sicherheitsgurt* in question 26, with many references to safety clothing, safety helmets, not texting while driving or wearing hi-vis clothing. Question 27 required the idea of taking a break every two hours for the mark to be awarded; vague answers about taking a break or incorrect answers about taking a 2-hour break were quite common and were not creditworthy. Some students misunderstood *Pause* and thought that this question was referring to break at school. These questions tested Higher Tier vocabulary and detailed understanding of the text and they differentiated well between able students.

### Question 28

This question was aimed at able students but it performed much more strongly than expected, with 94% scoring two marks. Students were clearly able to understand the scenario and cope with the difficult vocabulary.

### Question 29

Similarly, this question was aimed at able students and again it performed more strongly than expected, with 79% scoring two marks. Students were not thrown by the length of the text, complex vocabulary and use of the imperfect tense to relate a series of events.

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## Section B

### Question 30

Students performed more strongly on this question than on the equivalent question on the Foundation Tier exam. 44% scored two marks and a further 48% scored one mark. That said, some students still failed to understand that *das Licht ausmachen* means turning off the lights and that *meine Mutter vergisst oft, dass wir Wasser sparen müssen* means that the mother of the family wastes water.

### Question 31

This question was attempted with a higher degree of success than at Foundation Tier, with 54% scoring the mark. Errors were often the same as at Foundation Tier, however, for example “(es ist) romantisch” (too vague) rather than ‘sie ist romantisch’ or “sie mochte / kann / werde / möchten Kinder haben” (ambiguous answers) rather than ‘sie möchte Kinder haben’.

### Question 32

There was a mixed response to this question and some students answered in English, thus automatically forfeiting the mark. Relatively few students wrote an answer such as ‘er ist dagegen / er will nicht heiraten / er mag nicht’. Quite a lot of students wrote “schlecht” or “schlechte Idee”, although there were many variations on the spelling of ‘schlecht’. “sleckt / scheidt / schlest” were some variations that were not creditworthy. ‘Idee’ also proved to be troublesome for some, with “Idea” not being given the mark. ‘schwierig’ was also quite often given as an answer, sometimes contaminating an otherwise correct response. 50% of students scored the mark here.

### Question 33

This question was answered well, with 90% of students scoring the mark for question 33.1 and 81% scoring the mark for question 33.2. Many students understood the complex language very well and the attitude to family life that was expressed through this language.

### Question 34

This question was answered reasonably well although some weaker students answered in English or left the question blank. Many students were able to identify the problem but could not express themselves clearly in German. ‘Schlechte Noten’ was not always spelled in an acceptable fashion and the singular ‘Note’ was rejected. Problems with possessive adjectives meant that some students wrote answers such as “Er Noten sind schlecht” which were not accepted because it was felt that they were ambiguous. The consequence was understood by able students but not all could give the correct answer ‘sitzen bleiben’. There were various misspellings and other renderings of the answer which were not considered creditworthy (e.g. “setzen bleiben”, “die Prüfungen sitzen”). 51% of the students scored two marks and a further 27% scored one mark.

### Question 35

There was a mixed response to this question and weaker students failed to express themselves coherently, especially in the first part of the question. Here, the simplest answers were the best – ‘mobben’ or ‘Mobbing’. Some very able students wrote the very impressive answer “sie wird von einer Schülerin gemobbt”. However, there were many inaccurate attempts at ‘mobben’ such as

“moben” or “moppen”, and a sizeable number of students offered a poorly-phrased response such as “sie ist mobbt” or “sie war mobbed”, for which no credit could be given. Errors also occurred when it was not clear who was doing the bullying – one pupil, some pupils or even the whole school: answers such as “Schule / Schülerinnen mobben ihr” were not uncommon. There was a better attempt at the second part of the question, and a good number of students managed to write “auf eine neue Schule gehen” or an equivalent correct answer. Some leeway was given with the correct adjectival ending on ‘andere’, but invalid adjectival endings such as ‘andera’ were not accepted. There were a few ambiguous responses which did not clearly indicate who was going to have to change schools (“sie müssen die Schule wechseln”) and these were not accepted. An incorrect preposition (‘aus’ rather than ‘auf’), an incorrect tense (‘musste’ rather than ‘muss’) or ‘gern’ instead of ‘gehen’ also invalidated the answer. 24% of the students scored two marks and a further 46% scored one mark.

### **Mark Ranges and Award of Grades**

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