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# GCSE

# GERMAN

8668/RH Reading Higher tier  
Report on the Examination

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8668  
June 2018

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Version: 1.0

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## General Comments

The first reading comprehension of this new specification differentiated well between students of different abilities. The mean mark on the paper was almost 34 out of 60 (56%). Many students responded very well to all questions set and a small number of students achieved full marks on the paper. Very few students appear to have been inappropriately entered at this tier.

It was pleasing to note that most scripts were clearly legible and that there appeared to be fewer students using blue ink than in previous years. Black ink must be used for legibility. There was, however, some extremely small handwriting which did not facilitate marking. It is important that students write their answers in the spaces provided and make any crossings out neatly, writing the final answer alongside.

Section B of the paper (questions and answers in German) proved more challenging for some students. A small number of students did answer in the wrong language, i.e. English.

It was pleasing to see that Section C of the paper (translation into English) produced some excellent and precise translations, with the full range of marks being scored on this question. Students had obviously been prepared well for this new task.

## Section A

### Question 1

This was the first of the overlap questions in this section of the paper. 5% of students managed to score four marks for this question. Usually, students did not score on the Leo past tense question, missing the idea of 'did nothing'. 43% of students scored three marks and 33% two marks. Only 5% of students failed to score on this question. Most students knew "compost" (or equivalent idea), and many gave an appropriate rendering of 'helping endangered animals' and 'learning to use alternative energy sources'. On the latter point, those who did not gain a mark usually wrote about "saving energy" or "using alternative energy".

### Question 2

This was the second of the overlap questions in this section and was generally very well answered. 44% of students gained the full three marks and 45% scored two. Only 0.7% of students failed to score on this question.

### Question 3

This question was generally answered well by students: 80% provided a correct response for 03.1 and 72% for 03.3. Sub-question 03.2 proved the most challenging (53% correct responses) and it would appear that *lebendig* and ... *wo nichts passiert* were unknown to some students.

### Question 4

This question produced a mixed set of performances. Perhaps unsurprisingly, the most accessible sub-question proved to be 04.4, with 78% of students able to decipher *Selbsthilfegruppe*. 73% of students gained one mark for 04.1 – the idea of 'drug addict' was well-known, with some form of 'taking/using/doing' rendered. Only 23% of students gained two marks for 04.1 however, invariably because most were unfamiliar with the word *Dieb*. 25% of students answered 04.2 correctly. Usually, incorrect responses included ideas such as "needs to see he has a problem" or "she can

find out where he gets his drugs, so he can get help/tackle his problem”. On sub-question 04.3, only 8% of students were familiar with the concept of *lügen* and thus able to answer appropriately. Many guessed and answers such as “will be angry”, “won’t want to talk about it” and “will be happy that his mum understands the problem” were frequently seen.

### Question 5

This question was answered extremely well by most students. 82% of students answered 05.1 correctly, 81% 05.3, 94% 05.4 and 81% 05.5. Only 05.2 was answered incorrectly by over half of students – 47% provided the correct answer. Some students were challenged by the ideas of *sie bekommen viel zurück: Ein Lächeln, Dankbarkeit...*

### Question 6

The majority of students scored at least two marks on this question. ‘Conductor’ was unknown to many and therefore only 10% of students scored a mark for 06.1. Many offered “director”, “teacher”, “tutor”, “instructor” or “composer”. Question 06.2 was, however, answered very well and 62% provided a correct response. Those who did not score here often wrote “exciting” and some related *richtig* to playing the piano well. Part 06.3 was answered well – 58% gave a correct response. Those who did not do so usually missed out one of the three required elements: listening, too much music, phone.

### Question 7

This question was answered well by many students. 77% provided a correct response for 07.1, 65% for 07.2 and an impressive 83% for 07.3.

### Question 8

The first two sub-questions were answered well – 56% and 57% of students respectively gave appropriate responses. 34% of students managed one mark for 08.3, many confusing the idea of picking Lili up from the secretary with taking her to the office. 7% of students gained two marks for 08.4 – many seemed to be unfamiliar with *vermeiden* and *erwarten* and resorted to guessing from their own experiences. 22% of students provided a correct response for 08.5.

## Section B

### Question 9

This was the first of the overlap questions in this part of the test. The questions were answered very well, with most students scoring at least three marks. 56% answered 09.1 correctly, 50% 09.2 and an impressive 83% and 92% for 09.3 and 09.4 respectively.

### Question 10

Again, this question was answered well by many students with 38% gaining four marks and 38% also gaining three marks. Only 0.2% of students failed to score.

### Question 11

This question proved challenging in places and was well answered in others. 29% of students gave a correct response to 11.1, obviously challenged by *nass*. 30% answered 11.2 correctly with 11.3 and 11.4 seeing 62% and 67% answer correctly. 55% of students gained a mark for 11.5 and 58% for 11.6.

### Question 12

The first sub-question saw 35% of students gain two marks. Often the second marking point about working full time was missed. 12.2 proved slightly more challenging with 24% scoring two marks. Most students knew *geschrieen*. A number of students failed to gain marks because they were led astray by the last paragraph of the passage with its *nicht immer alles nach Plan laufen*; these students then wrote about *viel Geduld* and *Sinn für Humor*.

### Section C – Translation

The final question on the paper required students to translate a short passage into English. It was pleasing to note that the question produced a full range of marks, with 10% of students gaining either eight or the maximum nine marks. Only 5% of students failed to score on this question with the most common mark being 5 or 6 (14% of students for each).

The first marking point was translated well. Many scored the second point and often knew *Bauernhof*, although a good number translated it as “barn” or “farmhouse”. Many students offered imprecise renderings of the third marking point, embellishing their response with “great fun” or “loads of fun”.

Many students failed to gain the mark for the fourth point by using the past tense – liked animals – and others did not include the idea of ‘all animals’. The fifth point was translated well by most although the sixth, in contrast, was often incorrectly rendered – usually with “get up” or “wake up”. The seventh point was translated very well. For the eighth point, many translated the idea inappropriately as “when I go to university” or “I have to go to university” – an example of the need for precision. *Sehr* proved to be the stumbling block for many students on the final point.

Students should be reminded of the need for precision in this task. Every word must be translated and students must ensure that they keep closely to the original text. It is also useful for students to re-read what they have written to make sure it makes sense.

### Mark Ranges and Award of Grades

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