
GCSE

GERMAN

8668/RF: Reading Foundation
Report on the Examination

8668
June 2019

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2019 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General comments

It was very encouraging to see that this paper differentiated well between students. Students responded well to the questions and displayed an impressive knowledge across the range of topics covered by the paper.

Almost all students attempted every question, including the more demanding ones, which was pleasing to see. In general, scripts were written clearly, although in a small number of cases, legibility of handwriting still proved a challenge for marking.

It was pleasing to note an improved performance by many students in Section B of the examination, where students are required to understand questions in German and, in some cases, respond in written German. It was also encouraging to see an improved performance by many students in Section C of the examination, where students are required to translate a short passage from German into English. Here specific vocabulary is being targeted and a precise rendering of the German into English is required.

Despite the fact that the translation task proved challenging for some students, it was clear that there had been good training of students in this area. Lack of attention to detail meant some students did not access all available marks in this section of the test. On some occasions, words were missed out or the wrong tense was used in a sentence.

Section A

Question 1

As intended, the opening questions on the paper proved to be relatively straightforward and accessible start for students: over 90% gave a correct answer to 1.1 and 85% to 1.3. The time element tested in 1.2 *halb acht* proved more challenging but over 60% still provided the correct option.

Question 2

Students generally did well on this question with over 80% providing the correct responses to 2.1, 2.2 and 2.3. However, part 2.4 proved more challenging than anticipated with *herunterladen* clearly not being well-known. 37% of students answered correctly but incorrect responses such as TV, at home, in his room were commonly seen.

Question 3

These questions were generally well answered with over 80% of students providing the correct response for 3.1, 3.3 and 3.4. Part 3.2 proved the most challenging sub-question with almost half of students opting for ...*gestern dreimal angerufen*, and ignoring ... *und habe die Mailbox bekommen*.

Question 4

Question 4.1 performed well with almost three-quarters of students scoring one mark and almost half that number attaining two marks. The three possible answers were equally well known; incorrect responses included litter, pollution and noise. Parts 4.2 and 4.3 were also successfully attempted with almost 70% of students scoring at least one mark on each question. 'Skatepark' and 'Supermarket' were common responses, neither of which was accepted. Part 4.4 proved to be

a challenging question. *Höflich* was not well known and students offered 'helpful', 'hopeful' and 'she likes them' instead. Other students concentrated on ... *über ihre Probleme sprechen* and thought that she had trouble speaking.

Question 5

Students generally performed well on this question with over 90% scoring at least three marks, which was pleasing.

Question 6

This was one of the more demanding questions and therefore proved a challenge to less able students. *Oberstufe* was not well recognised and many students opted for a profession, such as doctor, nurse, dentist for their answer. Some students looked at *Lehre* and concluded that 'become a teacher' would be an appropriate response. *Gut bezahlt* was also not widely known (8% answered correctly) – many guessed at 'heroic', 'brave' and 'saving people'.

Part 6.4 proved to be the most accessible sub-question, although some students mistakenly suggested that she will learn a new language. A number of students mistook *Fremd...* for *Freund* and suggested 'visit friends' 'or friends can visit' as answers.

Question 7

This was the first of the overlap questions in Section A and many students found it challenging. The most accessible section proved to be for Anna – 'never listened'.

Few students knew AGs and, disappointingly, *Klavier* was not particularly well known and this reinforces the need for students to also remember their Key Stage 3 vocabulary. Many opted for clarinet, flute or suggested she was a good singer.

Question 8

This was the second of the overlap questions in Section A and so was a high demand question. It was pleasing to see that over 80% gained two or more marks with 99% of students scoring at least one mark.

Section B

Question 9

This was the first question of Section B where the questions and answers are in German. It proved accessible to many students with 93% of students answering 9.1 correctly, 96% 9.2 and 71% achieving a mark for 9.3.

Question 10

This question was also well answered by many students with 10.1 and 10.2 proving to be the most accessible sub-questions. Part 10.4 was answered least successfully; the 40% of students who answered incorrectly did not recognise the match *Erdbeeren* with *Obst*.

Question 11

Question 11 was another task which differentiated well: 38% of students answered 11.1 correctly while well over 60% were able to score the marks for 11.2 and 11.3, which was pleasing. Those who offered an incorrect option in 11.1 often did not pick up on: *zu viel Zeit, süchtig, keine Freunde* or *isoliert*.

Question 12

This was the first of the overlap questions in Section B and so was designed to stretch the students at this tier. It was very encouraging, therefore, that over 90% of students were able to score at least two marks, despite the fact that *Umgezogen* was not widely known.

Question 13

This was the second of the overlap questions for Section B and proved to be a challenge for the majority of students. Those who answered 13.1 incorrectly often opted for *stundenlang an der frischen Luft* while in 13.2, many students did not provide a verb idea with *rauchen* to indicate stop smoking. Others copied out inappropriate sections of text eg *fit und gesund, keine Zeit für Sport*. In 13.3, the interrogative form *Wann* clearly challenged many students who offered *nicht zu viel Süßes* or *Schnellimbiss* in response.

Section C

Question 14

Here students were required to translate a short passage into English where each short phrase has a different level of demand. For this task, precise renderings are necessary. 7% of students gained six marks or more from the nine available. 17% scored 5 marks, 34% four marks and 77% at least two marks. The mean mark for the task was three out of a possible nine marks. Only 2% of students scored zero (7% in 2018).

It was pleasing to see that many students had practised this skill and were familiar with the requirements of the task. Students should be careful to include all detail in their translation. Many students did not score marks because they had missed out renderings of *andere, manchmal* and *immer*.

Nearly all students gained a mark for the first sentence, although some students translated *Tischtennis* as tennis. A common example of lack of precision was the frequent translation of *Samstag* as 'Sunday' and *...haben wir gewonnen* as 'I won'. *Obwohl* proved challenging for many and those who were familiar with this idea often still struggled with *...stark war*. Quite infrequently the film 'Star Wars' was mentioned. *Einige Tage* proved demanding for many students and was often rendered as 'one day'. The last sentence was generally well translated, although, as mentioned above, it was not uncommon for *immer* to be omitted.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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