
GCSE

GERMAN

8668/RH: Reading Higher
Report on the Examination

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General comments

It was pleasing to see that the paper differentiated well between students with many of them responding very well to the questions set. It was encouraging to note that very few students were inappropriately entered at this level. Most scripts were very legible although some very small handwriting proved a challenge for examiners.

In Section B, it was disappointing to note that a small number of students answered in English, despite the rubric indicating that answers should be written in German.

Section C (translation into English) produced some excellent and precise translations with the full range of marks being scored on the question.

Question 1

This was the first of the overlap questions in this section of the paper and proved accessible to the majority of students with over 80% scoring at least one mark.

Students fared least well on Jacob's future plans because they were unfamiliar with AGs. It was disappointing to note that some students did not recognise the word *Klavier* and suggested 'flute', 'trumpet' or 'clarinet'. A small number of students offered answers in an incorrect tense here, for example 'does not listen', 'learnt the piano'.

Question 2

This second overlap question was answered well with almost all students scoring at least two marks for their answer and over 80% scoring three or more marks.

Question 3

Students performed particularly well on parts 3.3 and 3.4 while a lack of familiarity with *scharf* in this context meant that 3.2 was not answered as successfully.

Question 4

On 4.1, *Alleinerziehende* proved a challenge for a good number of students with incorrect responses including 'disabled', 'Alzheimer's', 'widowed', 'lonely' or 'alone'.

In Question 4.2, *eifersüchtig* was not well known with only 15% able to score the mark. 4.3 was more successfully attempted but 4.4 again proved challenging for almost all but the most able students with 'headaches', 'avoiding hangovers', 'bad for health', 'he is under-age' or 'parents do not let him' all being given (incorrectly) as answers. *Unterstützen* proved challenging for many students in Question 4.5 where it was often interpreted as 'understanding/understand her'. Approximately 18% of students gained two marks here and 62% one mark, usually for the second marking point.

Question 5

This was one of the high demand questions on the paper and it was encouraging that over half of the students scored at least one mark on 5.1, usually for an answer relating to some form of involvement in planning. 5.2 proved more challenging for students because of the need to highlight

the activities being done independently or alone. Students performed quite well on 5.3, with 5.4 being the best answered section where about 80% scored the mark.

Question 6

Students performed extremely well on this set of questions with over 90% of answers on 6.1, 6.4 and 6.5 scoring full marks. Even questions which were less well answered (6.2 and 6.3) still had a success rate of over 70%. Clearly this was a topic which students were very comfortable with.

Question 7

41% of students provided an appropriate response to 7.1. *Plakate* proved challenging despite a number of variations for this being accepted. On 7.2, students also found *am Vorabend zum ersten Mai* to be demanding. However, the mark scheme offered a two from three option and the most able students successfully scored the two marks available here, often with 'decorate' and 'put a crown on top' and almost half of the students were able to score at least one mark. 7.3 was well answered while 7.4 did prove challenging for most students.

Question 8

This was the first of the overlap questions in Section B of the paper and it was very pleasing to see 99% of students scored at least one mark. *Umgezogen* proved difficult for many students and *getrennt* and *geschieden* challenged some.

Question 9

This was the second overlap question in Section B and was generally well answered with students scoring most highly on 9.1 and 9.2, although on the latter part, some students struggled with *zugehört zu rauchen* and simply wrote *rauchen*. Most students answered *laufen gehen* appropriately. Part 9.3 saw a mixed response; those who did not score usually offered *am Wochenende*.

Question 10

This set of questions was reasonably answered with the level of success greatest in the earliest parts of the question. In 10.2, some were clearly unfamiliar with the term *Herbst* while in 10.4, some students did not recognise *negative Folgen, du bekommst nichts*. 34% of students provided the correct answer for 10.5. *kriege ich..... Hundefutter, dass ich es selbst spenden muss* was clearly challenging for a good number of students.

Question 11

Students performed reasonably well on this set of questions. 11.3 proved to be the most successfully answered with over 80% giving the correct response, while in the final questions *versetzt* and *sitzen bleiben* clearly proved challenging for some students.

Section C

Question 12

The final question on the paper (Section C) required students to translate a short passage from German into English. It was pleasing to note that the question produced a full range of marks with about 7% of students gaining seven or more marks from a possible nine.

Most students dealt well with the first two sections of the translation although, surprisingly, *Großstadt* proved problematic for some students. Incorrect renderings included 'big' or 'capital city'. *Vormittags* proved challenging for many students in the third section, with 'afternoon' and 'Wednesday' the most frequent incorrect translations. *Straßenbahn* also seemed unfamiliar to many, and was often rendered as 'train'.

Einige proved elusive for many students in section 4, often being translated as 'for one year'. Many students gained a mark for section five, although some stumbled over *obwohl* and others missed out a rendering of *ziemlich*. Many students scored a mark for the sixth section, although *will* was not infrequently rendered as 'would like' and 'in the future' was sometimes omitted. *Mittelmeer* was rarely known for section seven - it was translated as 'middle of the sea', 'middle of the countryside', 'middle of nowhere'. *Umziehen* was sometimes rendered as 'go'. It was pleasing to see many students gaining a mark for *vor ein paar Monaten*. Others translated this idea as 'for a few months'. In the final section, many gained a mark, although some imprecisely wrote 'he' for 'they', did not translate *dort* or thought that it meant 'village'.

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.