
GCSE

GERMAN

8668/LH Paper 1, Listening (Higher Tier)
Report on the Examination

8668
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General Introduction to the November Series

This has been an unusual exam series in many ways. Entry patterns have been very different from those normally seen in the summer, and students had a very different experience in preparation for these exams. It is therefore more difficult to make meaningful comparisons between the range of student responses seen in this series and those seen in a normal summer series. The smaller entry also means that there is less evidence available for examiners to comment on.

In this report, senior examiners will summarise the performance of students in this series in a way that is as helpful as possible to teachers preparing future cohorts while taking into account the unusual circumstances and limited evidence available.

Overview of Entry

The entry for the November 2020 series for this component was much smaller than normally seen in the summer series; just under 100 students took this exam. The quality of work seen was also atypical, with a much higher performance on average than in a normal series. The maximum mark scored was 50/50 and the minimum mark achieved was 16/50. The mean mark on this component was just under 40/50.

In terms of cumulative percentages, half of the whole candidature scored 43 marks or more, and almost 60% of the candidature scored at least 40 marks. It was clear to examiners, therefore, that these students were able or very able and that many of them were taking this exam to improve on the Centre Assessed Grade that they were awarded in summer 2020. In Section B, students were able to answer the questions that required written responses in largely accurate and well-formed German, with few grammatical or spelling errors that rendered their answers unintelligible. The overall impression that examiners received when assessing students' work was one of a high level of competence.

Comments on Individual Questions

Questions 1 and 2

Students answered these questions well, although a small number failed to give the necessary level of detail to score the mark – the example in each question indicated the level of detail needed. Occasionally, students gave an answer which suggested that they had only understood part of what they had heard, for example 'did German homework' in Question 1. Students should be reminded to give as much detail as they can in this type of question.

Questions 3 – 7

These lower-demand questions had a very high degree of success. Question 4 was the least successful, perhaps because of the number of distractors and the small amount of inference needed to get to the correct answer. Students should be reminded that they need to arrive at their answer based on everything that they hear, rather than latching on to single words.

Questions 9 – 10

Although Question 9 was very well answered, Question 10 was less successful, with just over half of the candidature gaining the mark here. The issue was the phrase *alle fünf Jahre*; there were many examples of 'in five years' time' rather than the correct answer of 'every five years'.

Questions 11 – 13

Only Question 12 posed any difficulty to the majority of students; the vocabulary was slightly more challenging (*Bauern, Chemikalien, Feldern, verschmutzt*) but there was enough information to lead higher-attaining students to the correct answer.

Questions 18 – 20

Questions where students have to write answers in English often discriminate well, and this was the case here. In Question 18, *empfehlen* gave some students trouble, and *hausgemacht* posed a difficulty for some students in Question 19.

Question 21

There was another good example of the necessity for precision in Part 2, which less than 30% of the candidature answered correctly. The use of **exactly** (in bold) in a question indicates that students should give a detailed answer, and only the most highly-attaining students were able to say that Johann should resign if his employer would not be more flexible. This was a high-demand item and it differentiated well.

Question 22

These were high-demand items and students were only successful if they were able to identify the key points and express them precisely. In Part 1, *aufregend* was not known by some students. In Part 2, *die gleichen Interessen* proved problematic for some students, even though a degree of latitude was allowed by examiners (accepting, for example, 'with similar interests').

Questions 23 – 25

Question 23 was much less well done than Questions 24 and 25, which were answered correctly by a large majority of students. The vocabulary in Question 23 (*zurechtkommen, sich beschweren, eindrucksvoll*) was clearly more demanding.

Question 26

As in some previous questions, a lack of precision meant that some students failed to score. Part 1 required 'in the forest / woods' to be creditworthy, and this question was the least successful of the three. In Part 3, many students did not write 'at school' as part of their answer and again failed to score. Students should be reminded that for answers that require English responses they should give as much detail as they can.

Question 27

Two more challenging items of vocabulary were key here – *Autovermietung* and *Führerschein*. Students who understood these words did well.

Questions 29 – 31

The non-verbal questions in Section B were very well done, with only Question 30.2 posing any real difficulty because the vocabulary was more testing – *mies*, *froh machen*.

Question 32

Students were able to pick out the relevant points very well and to express their answers in correct German, as indicated at the start of this report. Some leeway was allowed with regard to the spelling of *Nachbarn* and *Freizeitmöglichkeiten*, but in many cases it was not needed, as students answered without error. Over half of the candidature scored both marks, and almost 80% scored at least one mark here.

Question 33

Part 1 was more successful than Part 2. The vocabulary in Part 2 was more demanding, although over half of the candidature was able to write *Ausbildungsplatz* or to express this idea in correct German. There were very few examples of students not attempting this question, which is not the case in a normal summer series.

Concluding Remarks

Although the candidature for this special series was atypical, examiners felt that the paper as a whole was comparable in demand to previous years. As in a normal summer series, the keys to success are thorough learning of vocabulary for each of the themes and sub-themes in the specification and careful, precise answers to the questions. It was very pleasing to see that students who were entered for this component had prepared conscientiously for it and the level of performance was very gratifying.

Mark Ranges and Award of Grades

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