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GCSE

**GERMAN**

8668/RF: Reading Foundation  
Report on the Examination

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## General Comments

This was the first full exam series since 2019 and this year's cohort of students has faced unprecedented challenges and disruption to teaching and learning during the Covid pandemic. Under these circumstances it was extremely reassuring that this year's paper proved to be accessible to all students. There was, as in previous years, a wide range of performance. There were some excellent scripts at the top end of the range and it was encouraging to see how few students had been inappropriately entered for this tier. It was clear that most students, despite all the difficulties of the last two years, were well prepared; teachers and students alike are to be congratulated on this. The mean mark for the paper was just over 29 which, not surprisingly, was slightly down from the mean mark in 2019.

Unfortunately handwriting continues to be an occasional, though not frequent, issue for examiners and students should be reminded of the need to indicate their answers, and any changes to their responses, as clearly as possible. Examiners noted that a few (but fortunately not many) students wrote in the wrong language, usually in section B of the paper.

## Section A

### Question 1

The first question provided a gentle start to the examination and most students performed extremely well, with around 90% gaining a mark on each item. The topic of free-time is very accessible to students and the question style is one with which they are familiar.

### Question 2

Students also performed well on this low demand, verbal answer question – over 90% gained the mark for 2.1 and more than 70% for 2.2, where some students opted for 'wind surfing' rather than the correct answer 'swimming'.

### Question 3

It was pleasing to see that this slightly more challenging question was also well answered by most students. Over 90% of students provided correct responses for 3.1, 3.4 and 3.5. 3.2 had a 70% success rate while 3.3, with a 60% success rate, proved the most challenging of the sub questions.

### Question 4

This question was reasonably well answered by most students with 4.2 and 4.5 proving to be the most challenging items with a success rate of slightly below 30%.and 40% respectively. Nevertheless, the remaining three items were well answered with each one eliciting correct responses from approximately 70% of students.

### Question 5

On this question, it was surprising to see how many students appeared to be unfamiliar with *Mittwoch*. Examiners encountered every day of the week as suggested responses along with mid-week. This said, the first two sub questions both enjoyed success rates of over 70%. 5.3 proved more challenging with just under 40% of students answering correctly, many opting incorrectly for

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‘doesn’t like cooking’ or similar. 5.4 had a 40% success rate and many offered a response of ‘curry’ instead of ‘curry sausage’ or ‘Currywurst’.

### **Question 6**

It was pleasing to note that this more demanding question, based on a literature text, was quite well answered, with approximately 40% of students answering correctly on each sub question. This is in line with expectations for a question designed to challenge the most able students.

### **Question 7**

This was an overlap question so among the most demanding on the paper and students found it more challenging than the previous question. A small number of students were able to demonstrate an understanding of *Wettbewerb* (7.1), however 7.3 and 7.4 proved more accessible to students than 7.1 and 7.2.

### **Question 8**

Question 8 was also an overlap question but it is pleasing to note that performances were significantly stronger than on the previous question. Pleasingly, over 65% of students gained marks on each item for this question.

## **Section B**

### **Question 9**

On this selection question, over half of students gained at least 2 marks, with over 10% gaining all 3 marks. This was very encouraging as this was the first question of the target language section so was written entirely in German

### **Question 10**

This question provided a surprisingly mixed bag of responses with students finding 10.3 more challenging than anticipated. Pleasingly 80% of students gained the mark for 10.1, 60% for 10.2, and 50% for 10.4.

### **Question 11**

This question differentiated well although surprisingly very few students succeeded in gaining the full three marks for the question. However, 22% gained two marks with almost 60% of students scoring 1 mark.

### **Question 12**

Question 12 was an overlap question and therefore one of the more challenging at this level. It was pleasing to note that almost 30% gained the mark for 12.1, 28% for 12.3 and 53% for 12.3. 12.2 proved to be the most challenging item here, with 14% answering correctly so overall the question differentiated well.

**Question 13**

This was the second overlap item in Section B and was also, therefore, a demanding question at this level. Over 40% of students answered 13.1 correctly, and 22% answered 13.3 correctly. 13.2 proved to be the most challenging item. It was disappointing to note that 14% of students submitted blank responses for 13.2, far higher than on any other item on the paper – clearly *muss nicht sitzen bleiben* was unfamiliar to many and the challenge of a verbal answer proved too great for some.

**Section C****Question 14**

As in all previous series, the quality of responses for the translation item was varied. There were relatively few students who scored full marks, however 25% of students gained 4 marks or more for the question. Only the strongest students spotted and translated words like *noch, leider nur* – *their omission often changes the meaning of the piece so it is important that students try really hard to make sure they include them*. The most successful sections of the piece were: *Zu Hause helfe ich immer, meine Schwester macht nichts* (although many mistranslated *nichts*) and *sie ist sehr faul und manchmal frech*. Many students were challenged by the section: *Meine Tante ist in den letzten Osterferien aus der Türkei gekommen*. Many thought the aunt was going to Turkey, a significant number did not recognise *Türkei* and some thought that *Osterferien* was *Austria*.

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

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