



# **General Certificate of Secondary Education**

## **German 4662** *Specification B*

**Module 1 46601**

# **Report on the Examination**

*2007 examination - January series*

Further copies of this Report are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2007 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres 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 centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## Module 1

### General comments

This was the second year of the Revised Specification and it was pleasing to note that many centres appeared more comfortable with the new requirements and the implementation of the new mark scheme. The majority of candidates tackled the requirements enthusiastically and were able to produce confident presentations, which successfully reflected their ability and level of attainment.

### Administration

- Whilst moderators reported that the vast majority of centres were prompt to submit mark sheets by the deadline date, there often remained a considerable delay before the requested sample of candidates' work was forwarded for moderation. This is particularly significant for Module 1, due to the difficulties in contacting the centre during the half term break.
- Centres are reminded that a duly completed Candidate Record Form and a Candidate's Notes Proforma should be forwarded along with the cassette for every candidate requested in the sample, even when the candidate has not used any notes. Both forms should include the candidate's details, including the candidate number and be signed by the candidate. The reverse of the CRF should indicate the mark allocation and also be signed by the teacher.

### Conduct of the tests

- Centres are reminded that although tests should be completed under controlled conditions, teachers should not intervene or prompt candidates during their presentations.
- Similarly, the recording should not be seen as a five minute timed examination. Whilst the total length of the recording should not exceed five minutes, candidates should be allowed to pause the recording to gather their thoughts, possibly most effectively at the end of each topic area. There were a number of reports of long pauses and unnecessary repetition, which sometimes meant that candidates were unable to complete all requirements within the allowed five minutes.

### Candidate's Notes

The Candidate's Notes Sheet was introduced six years ago to act as an "aide-mémoire", when the supervision of the recording under controlled conditions within the centre was made compulsory. The standardisation of practices surrounding these notes has been an issue and has caused concern for most moderators. Whilst the vast majority of centres and individual candidates use the notes appropriately and in good faith, there remains a small minority of centres who allow practices that are clearly not permitted in the specification.

Centres are reminded that the Candidates Notes:

- Should contain a **maximum of 60 words**.
- Must **NOT** include complete sentences.
- Can include infinitives and past participles, but must **NOT** include **conjugated verbs**.

If candidates have inadvertently included conjugated verbs in their notes, these should be made illegible when the teacher checks the notes prior to recording. If conjugated verbs remain in the candidates' notes, then teachers should not credit these statements for Communication **or** Quality of Language when making their assessments.

---

## Candidates' performance

Most candidates made every effort to produce work to the best of their ability and candidates of all abilities were able to respond successfully to at least some of the tasks set.

Most candidates followed the topic areas in the order given in the specification, although this is not a requirement and moderators will credit work appropriately in whatever order it appears on the tape.

The majority of candidates responded most successfully and most extensively to the first three topic areas (Myself and My Family, Where I Live and My School). Topic four (My Free Time) was usually done well and also gave the best candidates their first real opportunity to demonstrate their ability to form time frames and refer to plans for the coming weekend as well as activities completed in the recent past. Topic 6 (Future Plans) was usually approached as an independent topic area, although centres are reminded that appropriate statements from anywhere within the presentation can be credited in this topic area.

Topic five (My Routine) continued to be a low point for many candidates and proved to be one of the most discriminating topic areas. Only the most able candidates were able to expand this topic beyond a recital of simple sentences with added time phrases. Many moderators also reported that this was the topic area most likely to include conjugated verbs and the topic area that appeared to cause the most discrepancies in Communication marks, especially when the separable prefix was missing at the end of statements using separable verbs. *"Ich stehe / wache um acht Uhr" ... (no "auf")*. It was a refreshing change when candidates were able to include phrases such as *"später", "wenn", "nachdem", "danach", "bevor"* and manipulate appropriate inversions / word order changes.

## Assessment

### Communication

Nearly all centres continue to mark accurately for Communication. When discrepancies did occur these were nearly always due to the following reasons:

- The use of conjugated verbs in the candidate's notes. Candidates cannot be credited for statements based around these verbs.
- An overlong recording. Statements made after the five minute maximum recording time should not be credited. This is particularly significant if the candidate's only future time frame statements occur after the five minutes as the mark for Quality of Language is also affected.
- The acceptance of heavily anglicised pronunciation which would not be understood by a sympathetic native speaker with no prior knowledge of the task set.
- The acceptance of statements with no key verb – particularly in attempted future tense statements when the infinitive is missing or attempted past tense statements when there is no past participle.
- Occasionally centres would fail to credit appropriate statements for Topic 6 when they had appeared in the main body of the other topic areas e.g. *"Ich möchte in Amerika wohnen"* can be credited for Topic 6 even when it is in the main body of Topic 2.

### Development

Whilst some centres are beginning to understand the requirements for the award of development marks and far fewer moderators reported extremely excessive marks for

---

development, the award of an *accurate* mark continued to cause difficulty for many centres and most centres were over-generous with the marks they awarded.

The development mark is awarded **globally** for candidates who demonstrate an ability to progress beyond the basic requirements of four statements per topic area and offer additional material across all six topic areas. Although many candidates are able to communicate “additional details” and express “opinions” in the first two or three topic areas, several struggle to match this performance or even complete the basic requirements in subsequent topic areas. In such cases there is only “development” in one third or one half of the task set and the development mark should be adjusted accordingly.

Once the amount and frequency of additional material has been assessed, candidates are expected to include a variety of opinions and justifications to gain the higher marks and then to offer a well-rounded performance with logical progression to gain the highest marks.

### Quality of Language

Most centres are now confident and accurate in their assessment of Quality of Language for candidates in the mid to lower range of performances. Very few centres continue to award more than 6 + 6 for candidates who have not included successful references to past and future events and most centres appreciate that one single past and one single future statement does not automatically justify the award of 7 + 7 if the rest of the vocabulary and structure used is basic and / or hesitant and poorly pronounced.

Equally, very few centres fail to recognise outstanding performances and award the highest marks when they are fully justified.

However, differentiating between the competent, the good and the outstanding candidates in the Upper ability range remains an issue and opinions continue to vary amongst centres. Even at this stage of the GCSE course there are candidates who can confidently manipulate subordinate clauses introduced by a variety of conjunctions such as “*wenn*”, “*als*”, “*wo*”, “*obwohl*”, “*bevor*”, “*nachdem*” etc in a variety of tenses. They can use appropriate adverbs and adjectival agreements, modal verbs and vocabulary beyond the Key Stage 3 norm. These are the candidates who justify the highest available marks for Range and Complexity.

Candidates who perform competently, but rely more heavily on core vocabulary from the Key Stage 3 textbooks, use more predictable past and future statements in a main clause context and the occasional (or frequently repeated) “*weil*” clause, are clearly achieving and making progress, but are more likely to fall within the 8 – 10 mark range. This is a particular area where Quality of Language marks are often over-generous.

### Supervision Requirements

Teachers should note the following extract from the modular specification:

“The Speaking tape must be recorded **under supervision** in the centre.

During the performance of the task the candidates may refer to brief notes which they have made themselves in preparation for the task, but **they must not read aloud from a prepared script or anything which could reasonably be considered a script**. Any notes they use must consist of key words only and must be made on the AQA proforma in appendix D of this Specification. Candidates may write **no more than 60 words in total** and there must be **no conjugated verbs or complete sentences**. Candidates must sign the proforma, whether they

have used it or not, and hand it to their teacher with the tape. The notes must be submitted to the moderator with the sample of work requested for moderation. The work must be authenticated as the candidate's own."

This information is amplified in the Teachers' Guide, as follows:

"The notes proformas should be checked in advance of recording by the teacher to ensure that they meet the requirements listed above. The notes must be handed in to the teacher with the recording and retained in the centre until the moderation process has been completed and the moderated coursework has been returned to the centre. No other materials may be taken into the recording session.

The following requirements on the supervision of candidates have been agreed with QCA. The candidates must record their presentations in the centre, under supervised conditions, i.e. the teacher must ensure a level of supervision that enables him/her to be sure that the candidate has produced the recording him/herself with reference only to the permitted notes. This does not necessarily mean that the candidate has to be **directly** supervised during the recording.

A teacher may, for example, inspect the candidate's notes and then send him/her to an adjacent room which has been set up for recording and which contains no unauthorised material. If conditions allow within a centre, a number of candidates can record simultaneously in separate rooms.

It will be necessary to decide the best way to manage the effective supervision of recordings in each centre. Candidates may be supervised individually by someone standing in for the teacher. The decision as to the suitability of the supervisor rests with the Head of Centre. Alternatively the teacher may wish to supervise candidates personally and mark the speaking tasks at the same time. Language laboratories may be used where available.

Whatever method is chosen the centre must be able to authenticate the work produced as the candidate's own and that it has been produced under supervised conditions, ensuring that the candidate has only had access to the permitted notes during the recording of the cassette."

If candidates are in possession of any unauthorised notes, this constitutes malpractice in accordance with the JCQ document 'Suspected Malpractice in Examinations and Assessment, Policies and Procedures'. The penalty for such action can be disqualification from the whole qualification.

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

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