



# **General Certificate of Secondary Education**

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

**46604/R Reading**

# **Report on the Examination**

*2007 examination - June series*

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Set and published by the Assessment and Qualifications Alliance.

## READING

### General Comments

Centres had obviously prepared candidates well for the type of task likely to be encountered in the Reading test and there were few instances of misinterpretation of the rubric or answers given in the wrong language, although some candidates did offer answers to multiple choice questions which were not amongst the options given. The papers were designed to concentrate on the understanding of pure text, as required by the criteria, and a wide range of vocabulary was covered, along with a good diversity of source material.

### Foundation Tier

#### Question 1

This first question proved a good introduction for candidates. It caused very few problems and allowed candidates to tackle the first part of the paper confidently and successfully. It was a matching exercise coming from the very basic topic area of shopping and the vast majority of candidates were able to score well although *Kekse* was not understood by all.

#### Question 2

Question 2 was also answered well with the majority of candidates again able to score high marks. There were some instances of candidates putting their answers in the wrong boxes and therefore failing to obtain marks as a result. Although this was a rare problem, it did happen in 2006 as well and centres would be well advised to emphasise to candidates the importance of referring to the *Beispiel* if they have difficulty understanding how to tackle a particular question type.

#### Question 3

As expected, fewer candidates scored full marks on this section, although most were able to score quite well. This type of question requires candidates to read short texts quite carefully and be aware of the need to recognise synonyms and opposites and the effect of negatives. This is not always easy and many failed for example to match *Die Lehrer sind ... hilfsbereit* in the text with the correct answer *Die Lehrer helfen Peter*.

#### Question 4

As in 2006 the first of the overlap questions proved to be difficult for most candidates at this level, although all were able to attempt some, if not all, of the questions. Again, there were very few examples of candidates answering in English but many did not read the instruction *Schreib ... nur ein Wort* and while some answers with more than one word were allowed by the markscheme, bulk copying or lifting from the text did not gain marks.

#### Question 5

The second overlap question was answered with much more success by many candidates. 5a and 5f were particularly well done but many made the mistake of thinking *Lehre* and *Lehrer* were the same thing in 5c and in 5d the fact that *langweilig* was in both text and answer led many to choose the wrong answer. This was another case of needing to read both text and answer with care.

## Higher Tier

### Question 1

As expected, Higher Tier candidates scored quite well on the first of the two overlap questions. Nevertheless, this question did discriminate well and, as at Foundation level, candidates found parts b), c) and f) demanding. Indeed 1f) was statistically the most difficult question on the paper. In part c) many candidates thought that the *Architekten* were the ones who were expressing their opinions. Many of the difficulties for candidates at both levels stemmed from their failure to understand some of the questions. This is not a new phenomenon and was particularly true of *Wie?* in part f). Centres would do well to emphasise to their pupils the need to learn the meanings of interrogatives such as *wo*, *wie* and *wer*, indeed there was clear indication through what some candidates wrote above the questions that these words were not always understood.

### Question 2

As at Foundation level the best candidates found this question easier than Question 1 and again part c) was the question which caused most problems. A minority of candidates continue to answer this type of question with other than the R, F or NT indicated in the rubric.

### Question 3

This question proved trickier than expected for candidates at this level. Most were able to pick up some marks but many clearly did not read the text carefully enough and simply looked for words which were in both text and answer. For example the word *Droge* in the text led many to choose A as the answer to c) since *Drogen* was in the answer.

### Question 4

Parts of Question 4, notably b) and d) proved to be well within the compass of higher level candidates. Part a), however, was rarely answered correctly and needed careful examination to find the correct answer as befits a task aimed at A and A\* candidates.

### Question 5

As expected, this question proved to be the most demanding on the paper. For example relatively few candidates were able to match *saßen* in the text with *gesessen* in order to answer part c). Nevertheless, some candidates scored well and this type of question seems to discriminate well at this level.

## Mark Ranges and Award of Grades

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