



General Certificate of Secondary Education

German 4662 *Specification B*

46604/S Speaking

Report on the Examination *2007 examination - June series*

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SPEAKING

Foundation and Higher Tiers

General Comments

Most centres prepared and conducted the test well. Last year's trend of relatively few poor performances has continued. Most candidates had been entered for the correct tier. Centres followed the instructions, the tiers were generally kept separate on the cassettes and the paperwork was complete. The quality of recording was generally better than last year, although there were still instances of extraneous noises which were distracting for candidate and teacher alike and sometimes completely obscured candidates' utterances. Examiners realise that centres are under pressure during the examination period, but quite a number of tapes were simply consigned to envelopes without any sort of protective wrapping. Cassette boxes consequently arrived in fragments, cassettes were often separated from their inserts and at risk of the tape itself being damaged.

Role Plays

Role plays were in general properly conducted and reached an acceptable standard. Higher Tier candidates in particular seem to have used the preparation time and their notes to good effect. At Foundation Tier the asking of a question proved equally as challenging this year as last. At Higher Tier a small number of candidates appeared to have been encouraged to make their utterances as long as possible. Candidates should be discouraged from giving long answers; they do not need to develop their utterance beyond that required by the printed task as any additional material provided may include a major error and may therefore reduce the marks given.

If there is one skill which still needs intensive practice at both levels, it is that of correctly using, and pronouncing "*ich möchte*" with a noun or an infinitive complement. When candidates get stuck on a task the teacher is permitted to move the role play along with a suitable prompt, as long as essential vocabulary is not given away.

Conversation

There were numerous examples of conversations which were carefully prepared and well conducted. The examiners appreciate the calm and reassuring approach of many teachers and applaud their attempts to elicit a range of tenses and extended responses. They would however like to draw attention to the following points:

Timings are crucial. Excessive length at both tiers can penalise candidates even more than brevity, because examiners are under instruction to stop marking after four and seven minutes respectively.

Each topic should be clearly announced on the tape and be given equal time. There were several instances this year of topic B being given less time and scoring fewer marks, particularly the quite challenging "*Environment/Umwelt*".

Some teachers worked from the same prepared list of questions for every candidate, which turned the conversation into an interrogation. This practice often made it difficult for examiners to award high marks for spontaneity and fluency, particularly when candidates' responses were virtually identical and there was no follow-up or development.

Quite a lot of time was wasted when teachers repeated questions, and indeed answers, or waited too long for a hesitant response before moving on. The best performances came when teachers were familiar with their candidates and had clearly practised with them.

Foundation Tier Role Plays

Role Play 1

Task 1 – generally well done, with a fair number giving additional requirements e.g. balcony, shower etc

Task 2 – a surprisingly large number could not accurately ask: *Was kostet das?*

Task 3 – sometimes *ich stehe*

Task 4 – some just asked for items of food; some did a combination e.g. for breakfast I would like

Role Play 2

Task 1 – a small number named a town in the UK rather than sticking to the task

Task 2 – quite well done

Task 3 – caused problems, although some did manage a simplified version for 1 mark – many simply gave a time

Task 4 – again caused problems – few could manage *Kommst du mit?*

Role Play 3

Task 1 – reasonably well done, but some struggled to find a verb – some use of *ich werke*

Task 2 – most gave just an amount or *ich habe* plus a mixture of currencies with wide variety of pronunciation

Task 3 – reasonably well done

Task 4 – most unable to produce *Hast du/haben Sie?*

Role Play 4

Task 1 – tense was a problem here – often an attempt that started well (*ich gehe/ich fahre*) had something like *gegangen/gegehen/gefahren* tacked on at the end

Task 2 – usually well done, mostly without a verb

Task 3 – candidates nearly always said what they do, rather than what they like to do

Task 4 – generally poor, although some did manage a question

Role Play 5

Task 1 – quite well done

Task 2 – many instances of *Was Film?* or *Was ist der Film?*

Task 3 – surprisingly poor - confusion of *wenn/wann*

Task 4 – generally poor; some managed to say *ich habe Geld* (or similar), *bezahlen* rarely known

Role Play 6

Task 1 – not always what you would expect as ‘attractions’ eg *Kino*

Task 2 – poor attempts, although *offen* usually known

Task 3 – as for role-play 1

Task 4 – usually a reasonable attempt

Higher Tier Role Plays

Role Play 7

- Task 1 – mostly well done, often with both elements successfully addressed in the one sentence
eg *Ich heiÙe ...und ich möchte einen Platz für ... Personen.*
- Task 2 – often included *werde* or *möchte*
- Task 3 – generally well done
- Task 4 – mainly correct, but a surprisingly large number of inaccuracies e.g. *Wie kostet das?*
Was das kostet?
- Task 5 – proved difficult
- Task 6 – usually quite well done, most managed to think of something

Role Play 8

- Task 1 – as in R-P 7, many successfully gave both details in one sentence e.g. *Ich möchte ...*
Fahrkarten nach ..., bitte.
- Task 2 – generally well done, but with quite a few minor errors in dates
- Task 3 – ticket vocabulary not quite as well known as expected
- Task 4 – often part of the task missing e.g. *neben dem Fenster* - with no idea of 'sitting' there
- Task 5 – most gained two marks here
- Task 6 – occasionally a question about the toilets! – often only half the task communicated e.g.
Wie viel kostet? with no complement

Role Play 9

- Task 1 – *können* element often missing
- Task 2 – often successfully combined with Task 1
- Task 3 – well done
- Task 4 – *mögen* element often missing
- Task 5 – reasonably correct
- Task 6 – mostly acceptable, but with minor errors

Role Play 10

- Task 1 – only in rare cases did the candidate give two references to the location – a second detail was always added, but often a reference to the size of the place
- Task 2 – usually well done
- Task 3 – mostly correct, but nearly always *für* (sometimes *vor*) used in the answer, rather than *seit*
- Task 4 – reasonably well done
- Task 5 – well done, but preposition sometimes questionable e.g. *nach*
- Task 6 – some just asked *Wo wohnst du?* or *Gibt es ein(e)(n) ...?* with no reference to where – lots of *Ist der ... ?*

Role Play 11

- Task 1 – generally well done
- Task 2 – usually correct, often with a reference to money
- Task 3 – for some reason, a number of candidates answered about where they lived! - maybe because of hearing *Wo* at the beginning of the question and linking it to *wohnen*
- Task 4 – good attempts here, on the whole
- Task 5 – no problems here

Task 6 – quite well done, often with a simple, but effective, question

Role Play 12

Task 1 – usually well done, although with a fair number of minor errors – occasionally the wo element was omitted

Task 2 – some good attempts

Task 3 – usually no problems

Task 4 – sometimes information too vague e.g. staying with someone near Munich – most, however, referred in some way or another to being able to be contacted by phone

Task 5 – usually well done – most gave their own name

Task 6 – some reasonable attempts, although not many scored the full four marks

Mark Ranges and Award of Grades

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