GCSE
GERMAN

Insight report: 2018 results at a glance

Published: October 2018

Responsible for multiple languages?

Results insights are available for other GCSE specifications:

- French
- Spanish

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

2 of 24

Contents | Page

Foundation tier analysis

Conduct your own analysis using data relevant to you. Watch short [tutorials](#) on using Enhanced Results Analysis (ERA) for school, subject, group or student performance; or log straight in through [aqa.org.uk/log-in](#)

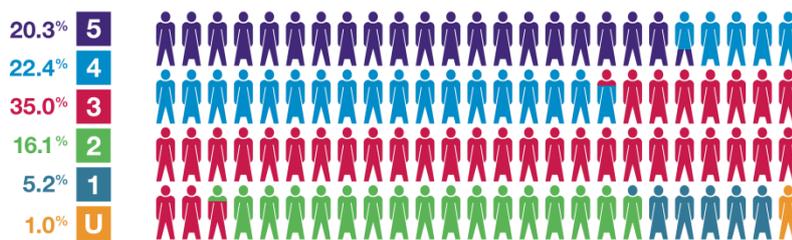## Mean and standard deviation by paper – Foundation
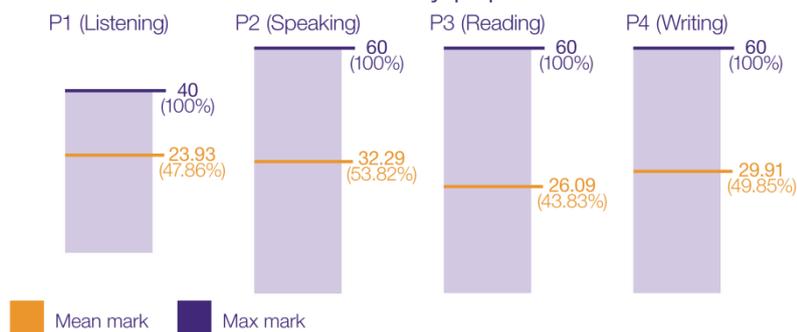
Mean mark per paper, Foundation tier

Grade summary – Foundation
This shows the percentage of students achieving each grade.

Grade summary

This shows the percentage of students achieving each grade. Each colour represents a grade.

[Watch tutorials](#) on using ERA for results analysis, or log straight in via [e-AQA.](#)

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

4 of 24

Foundation tier analysis cont.

Conduct your own analysis using data relevant to you. Watch short tutorials on using Enhanced Results Analysis (ERA) for school, subject, group or student performance; or log straight in through aqa.org.uk/log-in

Entry volumes, boys vs girls – Foundation
12,174 entries
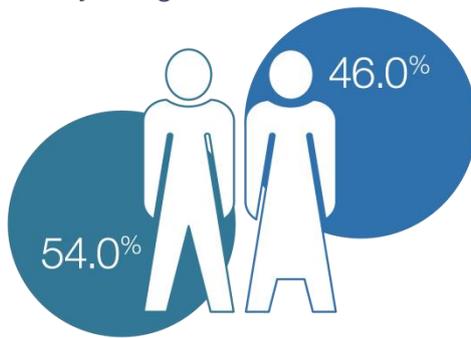
46.0%

54.0%

AQA GCSE German

Entry volumes, boys vs girls

Entry volumes, Foundation vs Higher tier
33,175 entries

- Higher
- Foundation

36.7%

63.3%
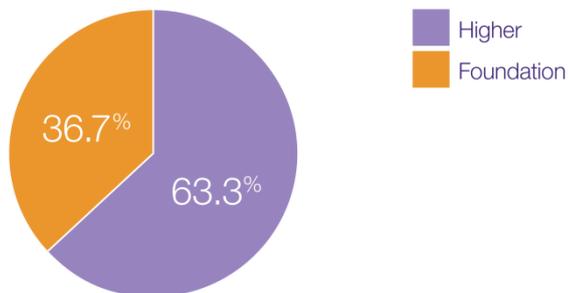
AQA GCSE German

Entry volumes, Foundation vs Higher tier

This graphic shows how entries were split between the two tiers (and is repeated on p.13).

See also: our guidance on choosing tiers.

Watch tutorials on using ERA for results analysis, or log straight in via e-AQA.

Grade boundaries

Subject or paper	Max mark	Summer 2018 grade boundaries								
		9	8	7	6	5	4	3	2	1
German 8668F (Foundation)	240	-	-	-	-	161	141	104	67	30

How to interpret grade boundaries

In this new linear specification, students must be entered for Foundation or Higher tier across all four skills. Their final grade is based on the total scaled marks achieved across the four components.

Grade boundaries are set using a mix of statistics and expert judgement

Our Centre for Education Research and Practice (CERP) uses a range of statistics to make predictions that suggest the most appropriate grade boundaries. The statistical evidence considers the prior attainment of the given cohort as well as the distribution of marks. Senior examiners then review a script sample to confirm the statistically recommended marks are sensible for the grade.

Boundary setting is overseen by Ofqual. To find more grade boundaries and learn how they are set, visit aqa.org.uk/exams-administration/results-days/grade-boundaries-and-ums

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

6 of 24

Qualification summary

Paper 1

It was pleasing that this paper differentiated well with students understanding what was required of them in the different tasks. Most students answered in the correct language in both sections of the paper.

Paper 2

Students were generally able to demonstrate their skills and abilities through this test. The quality of the recordings was generally good and most teachers conducted the tests according to the instructions, although question technique and timing issues hampered student performance in some cases.

Paper 3

This paper differentiated well across the range of grades which was pleasing. However, a small number of students answered Section B in English. In Section C, there was some lack of precision and unknown items of vocabulary.

Paper 4

The quality of work produced in this exam was encouraging with most students scoring marks over a range of questions. Sometimes inaccuracies led to a delay in communicating messages which prevented higher marks being awarded.

Feedback on the exam **courses use student responses to explore what happened in each exam series. Visit aqa.org.uk/german-cpd**

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

7 of 24

Paper 1, Foundation

This is a snapshot. Learn more about every question from the summer 2018 series in our reports on the exam. Visit aqa.org.uk/log-in and follow:

e-AQA > Secure Key Materials > GCSE > Languages > German (new specification) > Reports on the exam.

Highlights from summer 2018

Students should be reminded to maximise the effectiveness of the 5 minutes reading time by, for example, highlighting key words in the rubrics and questions, identifying questions which have two parts and signposting Section B as answers in German are required. Students should also be reminded that the papers are structured in peaks and troughs within a steady incline of difficulty and not to give up if they find a particular question or part question challenging. It is also recommended that students look carefully at the questions to ensure the **specific** information required is given in their answers. Some key items of vocabulary were not well known, eg *Museen, Schinken, Geschichte.*

Questions 7-9
In Question 7, answers such as 'the weather is nice' were not credited as they were too vague. Question 8 had a reasonable level of success with 52% getting the mark. 14% scored the mark in Question 9 with many students writing 'museum' in the singular. These questions test detailed understanding and students should be encouraged to give the specific information required by the question.

Question 17
 Few students understood *deutsche Geschichte,* with 'German culture', 'German language', 'German story' and 'German geography' all seen as answers. *'Die Arbeit der Polizei'* was not well-expressed by many students; to score the mark their answers had to make clear that they were referring to the day-to-day work of the police rather than applying for a job in the police force.

Questions 28-29
In this set of questions, some students tried to write a large part of what they had heard, often incorrectly, where a more concise answer would have been more successful. Only 23% gained a mark on Question 29. There were many spellings of *schlecht*, some of which were accepted as phonetic equivalents. Many students used *schwierig* in their answer, either on its own or intruding on an otherwise correct response.

Reports on the exam are written by senior examiners who see more responses than anyone else. Access full reports via aqa.org.uk/log-in

Paper 2, Foundation

This is a snapshot. Learn more about every question from the summer 2018 series in our reports on the exam. Visit aqa.org.uk/log-in and follow:

e-AQA > Secure Key Materials > GCSE > Languages > German (new specification) > Reports on the exam.

Highlights from summer 2018

Part 1 – role play
Students should be reminded to maximise the effectiveness of their preparation time by looking carefully at the role play scene-setting and prompts. A significant number of students doing role play 1, for example, gave the taxi destination as a British city. Students should also be advised to give only the information required by the prompt as extraneous information can disadvantage them by introducing ambiguity or lack of clarity to the communication of the message. Less able students tended to repeat the pronoun in the bullet point, eg saying in role play 6 '*Deine Schuluniform ist eine schwarze Hose*'. As this will always be awarded zero, it is worth training students to avoid this kind of error.

Part 2 – photo card
Students were generally well prepared for this part of the test and most were able to give a developed response to the first three questions, though developed responses to the unseen questions at this tier were rarer. Any development of an answer has to be in the form of a clause and must include a verb. A lack of clarity resulted from the use of '*Der ist* ...' and from an invented continuous present, eg '*Das Mädchen ist spielen Gitarre'*. Most students were able to give and explain opinions. However, pronunciation was more often 'understandable' rather than 'clear'.

Part 3 – general conversation
Most students were able to sustain a conversation for the prescribed time across two themes and develop responses, often giving opinions and sometimes explaining them. Where some less able students attempted a wider range of structures, marks for Communication and for Range and accuracy of language were sometimes affected by the incidence of serious errors which impeded communication. Teacher-examiners are reminded of the need to follow up on what students say to enable them to demonstrate spontaneity. Teacher-examiners are also reminded that questions should reflect the ability of the student and that less able students will be unlikely to achieve their potential through questions requiring the use of all three time frames; mid-range marks at this tier can be achieved without a range of time frames.

Reports on the exam are written by senior examiners who see more responses than anyone else. Access full reports via aqa.org.uk/log-in

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

9 of 24

Paper 3, Foundation

This is a snapshot. Learn more about every question from the summer 2018 series in our reports on the exam. Visit aqa.org.uk/log-in and follow:

e-AQA > Secure Key Materials > GCSE > Languages > German (new specification) > Reports on the exam.

Highlights from summer 2018

The paper differentiated appropriately. Students responded well to the questions set and displayed a good range of knowledge throughout the paper on a variety of topics. Students should be reminded that the paper is structured in peaks and troughs within a steady incline of difficulty and not to give up if they find a particular question or part question challenging. They should attempt the Section C translation as this targets the range of grades and parts of it will therefore be more accessible than some of the preceding questions. Some key items of vocabulary were not well known, for example *Sahne, Nachmittag, Gesicht, Klassenarbeit, gern.*

Question 2
Students generally performed well on this question. However, some students did not understand who was having a ceremony/wedding and some thought it was a party.

Question 5
Most parts were well answered. However, in 5.3, only 4% were familiar with *Klassenarbeit.*

Question 6
It was disappointing that only 32% of students were familiar with *Nachmittag*. Incorrect responses included 'night-time' and 'midnight'. *Gesicht* was unknown to almost all students. Most students know bookshelf or bookcase; few wrote mirror.

Question 14 (translation)
In this translation question, precise renderings are required. Many students translated 'I shall meet my friends' as 'I am going to the cinema with my friends', failing to translate precisely from the original. Some missed the plural form and wrote 'friend. '*Eindrucksvoll'* was generally not known. While a good number translated the final section well, some students offered 'action films' or did not translate the concept of '*gern'.* Students should be advised about the level of precision required in this type of task and to re-read what they have written to check it makes sense.

Reports on the exam are written by senior examiners who see more responses than anyone else. Access full reports via aqa.org.uk/log-in

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

10 of 24

Paper 4, Foundation

This is a snapshot. Learn more about every question from the summer 2018 series in our reports on the exam. Visit aqa.org.uk/log-in and follow:

e-AQA > Secure Key Materials > GCSE > Languages > German (new specification) > Reports on the exam.

Highlights from summer 2018

Question 1
The best responses made repeated use of *Es gibt*. Most students attempted to write full sentences but there were some responses with single words which were not credited. Students should be encouraged to write short, simple sentences to ensure that a clear message is communicated.

Question 2
The most successful answers were those where the student addressed all bullet points and developed at least one. Pleasingly, all four key ideas (*Haus, Stadt, Schlafzimmer, Wetter*) were understood by practically all students and most were able to produce a reasonable to good response, with the main discriminator being the level of clarity of communication. The majority scored three marks and above for Quality of language and there were good attempts at variety. Where students did not score higher marks, this was generally due to inaccurate verb formations and writing much more than 40 words. The emphasis is on quality not quantity, provided that all bullet points are mentioned.

Question 3
Pleasingly, almost all students were able to score some marks. The misspelling of *Spanien,* the time-manner-place rule and the position of '*oft'* had no effect on conveying the messages but were taken into account in the award of marks for Application of grammatical knowledge of language and structures. Students should practise high frequency words and phrases and to ensure they address accurately all aspects of the translation, including little words, for example *mit.*
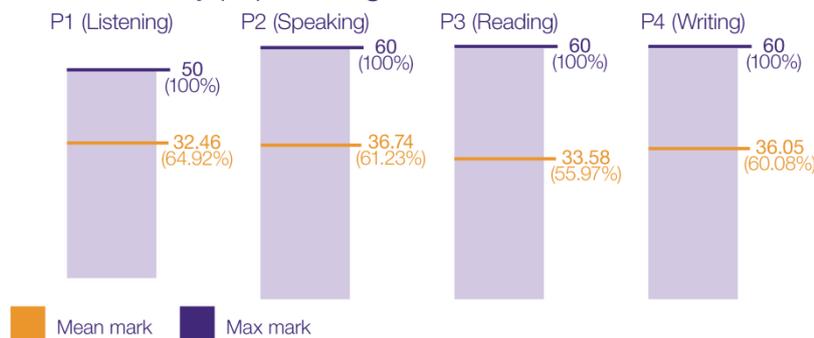
Question 4
The standard of work in this question varied considerably with the main discriminators in both options being bullets 3 and 4, where less deft use of language led to lack of clarity in communication. Overly long responses gave greater scope for errors to be introduced and students are advised to prioritise quality over quantity, provided that all bullet points are mentioned. 4.1 was the more popular choice.

Reports on the exam **are written by senior examiners who see more responses than anyone else. Access full reports via** aqa.org.uk/log-in

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

11 of 24

Higher tier analysis

Conduct your own analysis using data relevant to you. Watch short tutorials on using Enhanced Results Analysis (ERA) for school, subject, group or student performance; or log straight in through [aqa.org.uk/log-in](aqa.org.uk/log-in)

Mean mark by paper – Higher

P1 (Listening)	P2 (Speaking)	P3 (Reading)	P4 (Writing)
50 (100%)	60 (100%)	60 (100%)	60 (100%)
32.46 (64.92%)	36.74 (61.23%)	33.58 (55.97%)	36.05 (60.08%)

Mean mark ▮ Max mark

AQA GCSE German

Mean mark per paper, Higher tier

Grade summary – Higher
This shows the percentage of students achieving each grade.

8.5%	9
11.5%	8
16.9%	7
23.1%	6
21.1%	5
12.8%	4

*The yellow figures represent the remaining grade levels 3-U.

AQA GCSE German

Grade summary

This shows the percentage of students achieving each grade. Each colour represents a grade.

Watch tutorials on using ERA for results analysis, or log straight in via [e-AQA.](e-AQA.)

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

12 of 24

Higher tier analysis cont.

Conduct your own analysis using data relevant to you. Watch short tutorials on using Enhanced Results Analysis (ERA) for school, subject, group or student performance; or log straight in through aqa.org.uk/log-in
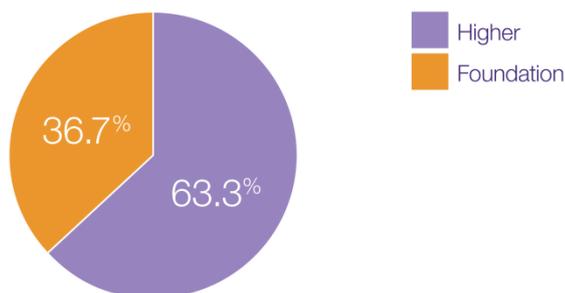
Entry volumes, boys vs girls – Higher
21,001 entries
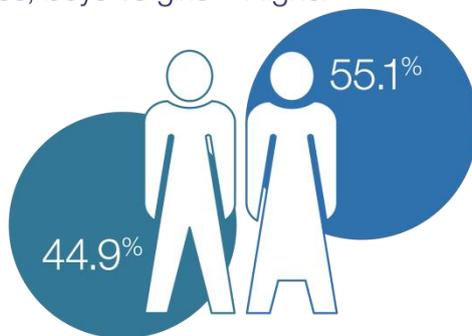
55.1%

44.9%

AQA GCSE German

Entry volumes, boys vs girls

Entry volumes, Foundation vs Higher tier
33,175 entries

- Higher
- Foundation

36.7%

63.3%

AQA GCSE German

Entry volumes, Foundation vs Higher tier

This graphic shows how entries were split between the two tiers (and is repeated on p.5).

See also: our guidance on choosing tiers.

Watch tutorials on using ERA for results analysis, or log straight in via e-AQA.

Grade boundaries

Subject or paper	Max mark	Summer 2018 grade boundaries								
		9	8	7	6	5	4	3	2	1
German 8668H (Higher)	240	201	179	158	135	112	89	66	-	-

How to interpret grade boundaries

In this new linear specification, students must be entered for Foundation or Higher tier across all four skills. Their final grade is based on the total scaled marks achieved across the four components.

For 2018, Ofqual agreed that all exam boards should widen the allowed grade 3 boundary for the Higher tier. This means that the distance between the allowed grade 3 and 4 is the same as the distance between 4 and 5. Ofqual acknowledged that with the structural changes like the removal of untiered controlled assessment – tiering decisions were more complex this year. This decision ensured that Higher tier students who would have been better suited to the Foundation tier were not disadvantaged. Ofqual have indicated this won't be repeated in future, so schools should consider their entry policy carefully for summer 2019.

Grade boundaries are set using a mix of statistics and expert judgement

Our Centre for Education Research and Practice (CERP) uses a range of statistics to make predictions that suggest the most appropriate grade boundaries. The statistical evidence considers the prior attainment of the given cohort as well as the distribution of marks. Senior examiners then review a script sample to confirm the statistically recommended marks are sensible for the grade.

Boundary setting is overseen by Ofqual. To find more grade boundaries and learn how they are set, visit aqa.org.uk/exams-administration/results-days/grade-boundaries-and-ums

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

14 of 24

Qualification summary

Paper 1

This paper discriminated appropriately. The most able students responded well to all the questions, especially Section B.

Paper 2

Some students entered at Higher tier may have been more successful at Foundation tier. Although most teacher-examiners conducted the tests according to the instructions, question technique and timing issues had an impact on student performance in some cases.

Paper 3

This paper discriminated well. There were some excellent, precise translations and the full range of marks was scored by students.

Paper 4

The quality of work was encouraging with most students scoring marks over a range of questions. Most students entered at Higher tier were able to cope with the challenges of the paper.

Feedback on the exam **courses use student responses to explore what happened in each exam series. Visit aqa.org.uk/german-cpd**

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

15 of 24

Paper 1, Higher

This is a snapshot. Learn more about every question from the summer 2018 series in our reports on the exam. Visit aqa.org.uk/log-in and follow:

e-AQA > Secure Key Materials > GCSE > Languages > German (new specification) > Reports on the exam.

Highlights from summer 2018

Students should be reminded to maximise the effectiveness of the 5 minutes reading time by, for example, highlighting key words in the rubrics and questions, identifying questions which have two parts and signposting Section B as answers in German are required. Students should also be reminded that the papers are structured in peaks and troughs within a steady incline of difficulty and not to give up if they find a particular question or part question challenging. It is also recommended that students look carefully at the questions to ensure the **specific** information required is given in their answers. Some items of key vocabulary were not well known, eg *Zeichentrickfilm, Geschichte, Sicherheitsgurt, abnehmen.*

Questions 10-11

Question 10 was very well answered (83% correct) with most students able to reject the distractors. However, students who simply wrote 'pollution' did not score the mark as this was judged too vague to be credit-worthy. Question 11 had a lower number of correct answers, possibly because reference to technology finding solutions in the future was required.

Questions 25-27

These were challenging questions with just 8% scoring the mark in Question 25, where many students did not understand *bei Regen.* The word *Geschwindigkeit* led some students to make reference to 'wind' in their answer. 21% scored the mark in Question 26 as only the most able understood *'Sicherheitsgurt'*. In Question 29, where 29% got the mark, the idea of taking a break every two hours was required for the mark. These questions tested Higher tier vocabulary and detailed understanding of the text and the differentiated well between able students.

Question 34

The question was reasonably well answered. Many students were able to identify the problem but could not express themselves clearly in German, usually due to problems with possessive adjectives, eg '*Er Noten sind schlecht'.*

Reports on the exam are written by senior examiners who see more responses than anyone else. Access full reports via aqa.org.uk/log-in

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

16 of 24

Paper 2, Higher

This is a snapshot. Learn more about every question from the summer 2018 series in our reports on the exam. Visit aqa.org.uk/log-in and follow:

e-AQA > Secure Key Materials > GCSE > Languages > German (new specification) > Reports on the exam.

Highlights from summer 2018

Part 1 – role play
Most students were able to formulate an appropriate response and seemed well-trained in recognising bullet points that elicited an opinion. On occasion, students gave more information than was necessary to accomplish the task and disadvantaged themselves. A significant number had not read the scene-setting, resulting in, for example, asking to book an excursion to Germany in role play 14, when they were already in Germany.

Part 2 – photo card
Most teacher-examiners had identified appropriate opportunities for paraphrasing to ensure that questions were as accessible as possible for their students. However, on occasions the exact meaning of the original was not maintained and this invalidated any subsequent response by the student. Students had generally been well prepared for this task and more able students exploited the photo well, referring to eg location, weather, the mood of the people in the photo.

Part 3 – general conversation
Questioning technique was generally good, allowing students to give developed and complex responses and to use different time frames. The greatest challenge for teacher-examiners was to use a questioning technique for students to demonstrate spontaneity. Some tests achieved this but some were guided by a set list of questions to which students replied with an over-reliance on pre-learnt material (affecting the spontaneity and fluency marks). Although there were some excellent examples of spontaneous interaction through requests for follow up information, many students lacked the confidence to react naturally to follow-up questions which were not expected. In some cases, the student's question to the teacher-examiner was asked beyond the maximum time limit and so could not be credited. Most students were able to sustain a conversation that gave developed responses and a wider range of language, structures and vocabulary than students entered at Foundation tier. However, pronunciation was rarely 'consistently good'.

Reports on the exam are written by senior examiners who see more responses than anyone else. Access full reports via aqa.org.uk/log-in

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

17 of 24

Paper 3, Higher

This is a snapshot. Learn more about every question from the summer 2018 series in our reports on the exam. Visit aqa.org.uk/log-in and follow:

e-AQA > Secure Key Materials > GCSE > Languages > German (new specification) > Reports on the exam.

Highlights from summer 2018

The paper differentiated well between students. Many responded well and a small number achieved full marks. Section B proved more challenging than Section A and Section C produced some excellent and precise translations, with the full range of marks being scored by students on this question. Some key items of vocabulary were not well known, for example *Dieb, lügen, vermeiden, erwarten.*

Question 4
Only 23% of students gained two marks for 4.1 because of lack of familiarity with *Dieb.* Only 8% were familiar with the concept of '*lügen'.*

Question 6
'Conductor' was not well known and only 10% scored a mark for 6.1. Many offered 'director', 'tutor', 'instructor', 'composer'. Question 6.2 was however very well answered and 58% gave the correct response to 6.3.

Question 8
Pleasingly, the first two parts were well-answered. 34% scored one mark in 8.3 with many confusing the idea of picking Lili up from the secretary with taking her to the office. Many students seemed to be unfamiliar with the words *vermeiden* and *erwarten* and guessed from their own experiences, for example 'embarrassing', 'shy'. Only 7% of students scored 2 marks for 8.4 while 22% provided a correct response to 8.5.

Question 13 (translation)
This question produced the full range of marks with 10% of students scoring 8 or 9 out of 9 and only 5% failing to score a mark. It is to be stressed that precision is essential in scoring marks in this task and details such as tenses, articles and pronouns must be conveyed accurately.

Reports on the exam are written by senior examiners who see more responses than anyone else. Access full reports via aqa.org.uk/log-in

Paper 4, Higher

This is a snapshot. Learn more about every question from the summer 2018 series in our reports on the exam. Visit aqa.org.uk/log-in and follow:

e-AQA > Secure Key Materials > GCSE > Languages > German (new specification) > Reports on the exam.

Highlights from summer 2018

Question 1

Many students dealt confidently with all four bullet points and developed their responses but some were able to do this only for the first two bullets, which required only the present tense. There were occasions where inaccuracy led to a lack of clarity of communication (ie 'lapses') and this affected the marks awarded. Question 1.1 was the more popular choice. The range of vocabulary in both options was appropriate and reasonably extensive. Attempts at complexity were seen in some well worked longer sentences using a variety of connectives. Most students were able to write accurately in the present tense in the first and third person.

Question 2

The quality of responses was generally high, but students were less successful where they had misinterpreted a bullet or had written very lengthy responses, which created more room for error. There were occasions where inaccuracy led to a lack of clarity of communication. Question 2.1 elicited some excellent responses but Question 2.2 was the more popular choice. Some misinterpreted bullet 2 and others wrote negatively about their own region without making reference to tourism. Reference is not made in the criteria to tenses or time frames but the use of these is considered as an attempt at complexity. There were many fluent pieces of writing in which students used complex language accurately and effectively.

Question 3

Almost all students were able to score some marks.' *Hilfe*' was often used instead of '*helfen*'; '*krank*' was not widely known and '*Urlaub*' was frequently not known. The wrong auxiliary was often used with '*gegangen'. 'Schweiz'* was frequently not known or misspelt. Students should be advised to practise high frequency words, especially connectives and prepositions and to check their work carefully to ensure all elements of the translation have been addressed accurately.

Reports on the exam are written by senior examiners who see more responses than anyone else. Access full reports via aqa.org.uk/log-in

Notes

Notes

Notes

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

23 of 24

Contact us

T: 01423 534381
E: mfl@aqa.org.uk

aqa.org.uk/german

Responsible for multiple languages?

Results insights are available for other GCSE specifications:

- French
- Spanish

AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.

24 of 24