



A-level **German**

7662/1 Listening, reading, and writing

Report on the Examination

7662
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General overview

Overall, the paper produced a good spread of marks. As last year, a few students left out some answers towards the end of the paper, suggesting that they had run out of time, but these were few and far between this year. Poor handwriting caused some issues in both verbal and non-verbal answers as it was, on occasions, difficult to distinguish between individual letters in non-verbal answers and to be certain of correct spelling in the translation question. Students knew, on the whole, how to respond to the summary questions, but some lost credit due to excessive lifting from the text, particularly in Q9. Equally, some lost points because they were not mindful of the word limit on Qs 4 and 9 (the summary questions). Students also occasionally added a lot of superfluous information in the short answer questions, where the rubric states *Geben Sie nur die notwendigen Informationen*. This was also the case last year. The summary questions were answered well this year, with the AO2 aspect of the question being well attempted.

Section A

Question 1

This multiple-choice task on the topic of *Dada-Kunst* was well handled by most students. Indeed, it was only part 1.5 where the percentage of students who gave the correct answers dropped below 90%.

Question 2

This non-verbal question on immigration in Germany was generally well answered. All questions were answered correctly by over 75% of students.

Question 3

This item on young people and politics produced a much wider spread of marks. In terms of the 1-mark questions, 3.3 was the most challenging. This is probably because of the amount of information that was needed to explain clearly that it was the *number* of refugees that would be caused that would be the problem. Many students referred to the many people that live by the sea but did not explain the link between this and the creation of refugees in the event of a rise in sea level.

Both 2-mark questions were completed well. 3.4 caused some difficulty in referring to the Greens' improved performance in the election, but almost 60% of students scored 2 marks in this question.

Question 4

This listening summary on the topic of rainbow families in Switzerland produced a spread of marks but was, on the whole, well completed. Over 80% of students scored at least 3 points out of 7 for AO2 and 75% scored at least 3 out of 5 for AO3. Some students exceeded the maximum length of 90 words; in such cases no credit for either content or language could be given after the first natural break between the 90th and 100th words. Often examples which exceeded the word limit had used introductory sentences or extra information that was not relevant to any of the bullet points.

In bullet 1, the word *gedeihen* was problematic, but credit was given for an attempt to use this word with generosity with regard to spelling. Students often did not explain that the quality of the relationships in

the family were the deciding or the most important thing although they may have referenced positive relationships.

Bullet 2 was very well answered, with the vast majority of pupils picking up on the second aspect of a lack of representation of rainbow families in books and media.

Bullet 3 posed more difficulty. Most students referenced the need for zero tolerance to negative comments and the need to react to prejudices or discriminatory behaviour. However, the advice to use the term “parents” instead of “Mother and father” was often not fully explained.

For the AO3 mark, students needed to demonstrate an ability to manipulate language while maintaining a good level of accuracy. The students who scored most highly for AO3 were able to do this. Where students scored poorly for AO3, this was often due to reliance on direct transcription which did not necessarily address the bullet points, or very inaccurate German used either independently or alongside lifted language. Good examples of rephrasing for AO3 were: *Die Qualität der Beziehungen in der Familie ist am wichtigsten für das Wohlergehen der Kinder; Kinder aus Regenbogenfamilien bewundern normalerweise Vorbilder, die sie selbst ausgesucht haben; and Alle Erwachsene müssen auf negative Bemerkungen reagieren.*

Section B

Question 5

This gap fill task based on the power of a Tweet was well completed, but also produced a spread of marks. Over 28% of students scored full marks for this activity and then there was a very even spread across scores between 3 and 7. All the words that the students needed to use were infinitives, which reduced the number of grammatical clues available. The words *weinen* and *beraten* seemed to cause the most problems here.

Question 6

This question on a cookery project for refugees was very well answered. The part which caused the most difficulty was 6.2. This may have been a combination of the words *wenig* and *notwendig*. With the exception of this part of question 6, over 80% of students gave correct answers.

There was an error on this question. The instructions gave the German words for ‘questions’ and ‘answers’ reverse, so it read (translated) ‘Write direct questions to the answers’ instead of ‘Write direct answers to the question’. This error was identified prior to the exam and an erratum notice was printed and sent to all centres. We apologise for this error and based on our investigations and the evidence of students’ responses, we feel satisfied that this error didn’t affect any learners’ ability to generate a meaningful response to the questions.

Question 7

This question on the GDR’s final international football match began with four parts requiring students to identify synonyms in the text. Almost all students correctly identified *Zeitschrift* as the synonym for *Magazin* and *schließlich* for *endlich*. *Erblickte* for *sah* caused more problems, as did *sauer* for *verärgert*. Occasionally students wrote a word which was the wrong part of speech such as a noun instead of a verb, but this happened less frequently than with the corresponding question from 2023.

In those parts of the question requiring short answers in German, the marks were relatively mixed. Parts 7.2, 7.5, 7.8 and 7.9 were particularly well completed. The part which was least well answered was 7.10. This is because a large number of students lifted language from the text, which did not make it clear which team had won. The most common example was *ein Überraschungssieg* with no reference to the winning team.

Question 8

Many students achieved good marks in this non-verbal task based on an extract adapted from a literary work by Hans Fallada, with almost 80% scoring 5 or above. The part that caused the most difficulty was identifying *C Für Johannes ist die häusliche Situation von Emma ungewöhnlich*. This may have been a difficulty with the word *ungewöhnlich*. Potentially matching this to the reference that Emma tells Johannes that it must be bad for him *wo du es nicht gewöhnt bist* caused difficulty.

Question 9

The text on *Castingshows* which formed the basis of this question proved to be accessible to most students and most students scored well, with some achieving a full 7 marks for AO2 and the majority scoring 5 or above. On the whole, students also managed to avoid lifting to the extent that it would impact on their score for AO3, although some students lifted to too great an extent to gain credit for manipulation, with too many sentences from the stimulus text copied out with little or no grammatical manipulation. In many cases the manipulation was accurate and effective.

Bullet 1 was very well answered, with most students identifying the difficulty that children have in viewing the content of *Castingshows* critically and mentioned the idea of taking what they see as reality. Many also mentioned the idea of the formation of unrealistic expectations.

In Bullet 2, there were four possible pieces of information that students could identify, which made this bullet very accessible. Some students picked out smaller details, which were less generalisable as a summary and therefore did not score, but the vast majority scored well in this bullet.

Bullet 3 was also well answered, the greatest challenge in this bullet was ensuring that the reference to the parents making their opinion clear was expressed accurately and referring to the opinion of the parents, rather than the children.

For AO3, most students were able to manipulate the text accurately and effectively. Successful examples of this are: *Eltern sollen die Sendungen gemeinsam mit ihren Kindern anschauen*; *unrealistische Vorstellungen können schnell entstehen* and *Eltern sollten einige Shows mit ihren Kindern anschauen*.

Question 10

The translation into German which this year was about the *Hexenabfahrt* in Belalp produced a spread of marks. Very few students scored full marks, but many students were able to achieve a reasonable number of marks (less than 8% of students scored fewer than 3 marks). Most students appeared to make good use of the supporting text to identify vocabulary, but a number of students lost marks by not doing so. Equally, some did not use the supporting text effectively to identify genders and missed out on scoring for some sections of the text due to a lack of grammatical accuracy.

Among the phrases that were generally well translated were:

- Every year (box 1)
- since 1983 (box 2)
- in Switzerland (box 6)
- as witches (box 11)
- and has a height difference of 633 metres (box 21)
- than (box 24)

A number of students lost points due to inaccurate transcribing of language from the supporting text.

The words and phrases that caused the greatest difficulty were:

- various ski races (box 3 – many students used a word that meant “many”, rather than “various”)
- The most famous and important (box 7 – some used “popular” rather than “famous”)
- of these public skiing events (box 8 – some students omitted public)
- for safety reasons (box 14 – many incorrect expressions of “for”)
- to a thousand people (box 18 – missing use of auf)
- having fun (box 23 – a number of students used *Spaß machen*, negating the use of *Spaß*)
- the actual race time (box 25 – *aktuelle* often used)
- are judged (box 27 – *bewertet* missed and also incorrect use of the passive)

Question 11

This year’s translation into English was on the topic of demonstrations against racism in Switzerland. This translation proved to be accessible, with a spread of marks and over 67% of students scoring at least half marks. Many students showed good understanding of the passage as a whole although, as last year, some appeared not to have looked closely enough at ‘verb forms’ In this case, *haben demonstriert* and *protestierten* were not always identified as past tense forms.

Words and phrases that were generally well translated included:

- *in verschiedenen Schweizer Städten* (box 3)
- *Sie protestierten gegen Diskriminierung* (box 4)
- *In Lausanne ... mehr als 200 Menschen* (box 6)
- *Auch in Zürich versammelten sich* (box 11)
- *rund 1000 Demonstrierende* (box 21).

Common sources of difficulty were:

- *mehrere* (box 1 – mistranslated as “more than”)
- *eingreifen* (box 10 – mistranslated as “attack”)
- *verlief* (box 16 – approximations from the context such as “was”)
- *friedlich* (box 16 – mistranslated as “friendly”)
- *nahmen...fest* (box 17 – translations using “festival”).

Mark Ranges and Award of Grades

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