



AS

German

7661/2 Writing

Report on the examination

Version: 1.0
June 2025

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General

The majority of students were entered appropriately for this examination and there were some impressive performances across the range of questions.

A small number of students left some blanks in the translation into German, but the overall level of completion and the length of many responses in Sections B and C were evidence of the accessibility of the paper.

A few scripts were difficult to read because of poor handwriting and students should be reminded of the importance of legibility in a written paper. This is particularly important in Section A where examiners need to distinguish between upper and lower case.

Section A

Students should be advised that each element of the sentence is discrete and can gain credit. Students should be encouraged to attempt all five short translations as marks can be gained in this exercise, even if the whole sentence is not completed.

The translation exercise requires careful reading of the stimulus text material, as it contains vocabulary, phrases and structures that are helpful to students. Responses require the ability to manipulate tenses, cases, singular and plural forms of nouns and adjectival endings.

The translation proved to be a discriminator. The excellent and very good translations not only revealed sound knowledge of vocabulary and grammar, but also an ability to express the passage in fluent and coherent German.

The topic for the translation this year was “The digital world.”

It is not always possible to provide all alternative translations in the mark scheme. Responses are given credit if the message is conveyed in accurate German. A few examples are given here in the notes about each sub-question.

Q 01.1

This was a successful introduction to the paper. *Heute* and *heutzutage* were accepted for “now” and *schaffen* and *erzeugen* for “produce”. Despite allowing the use of *du* or *Sie*, students did not follow up with the correct possessive form. Hence, a number of renditions like *du kannst diese Methode benutzen, um seine eigene Kunstform* Nevertheless, this question enabled many to start the paper confidently.

Q 01.2

The question was largely well handled by students. The most common problem was the use of *mochten* instead of *wollten*. Other elements were well done.

Q 01.3

Many students seized the opportunity to gain marks from this sentence. *Preiswert* was accepted as an alternative to *ganz billig*. The major source of difficulty was identifying the need for the accusative of *ein Online-Kauf*.

Q 01.4

The required word order after *dass* caused a problem for some students, but this point of grammar is within the scope of a student at this level. *Sie kommen* was deemed acceptable in this context for *es kommt*.

Q 01.5

This sentence was possibly the most problematic for students for several reasons.

- Correct word order after *Laut Studien*
- The use of *konnte* instead of *könnte*
- The non-use of the reflexive pronoun necessary for *sich verdoppeln*.

Sections B and C

Some texts and films did not attract any responses at all. The most popular choices were *Der Besuch der alten Dame* and *Der Vorleser* in Section B, *Goodbye Lenin* and *Das Leben der Anderen* in Section C.

As in past years, after each question there are four *Stichpunkte*. These points serve as a guide to help students plan their response and although it is up to the individual to use them or not, they do give pointers to possible content. In that sense, they are very useful.

It was clear that students were familiar with their chosen text or film. The most impressive answers used their knowledge to support points made in the main body of the response. Those answers considered the set task and responded by making a lot of points concisely and coherently, providing support from the work studied and offering personal opinion.

In some cases, however, the answer to the set question became rather narrative. Students did not always use their knowledge to illustrate major points.

A relatively high number of students gained marks in the top bands by combining their knowledge with sound grammar and impressive vocabulary. A selection of examples included:-

überwiegend, allmächtig, heißbegehrt, neidisch, erfinderisch, Schutzengel.

Von Schuldgefühlen überwältigt kann Michael nicht verstehen, warum er eine Kriegsverbrecherin geliebt hatte; er war ganz einfach eifersüchtig auf ihre enge Beziehung zu einander; Dreyman sagt, dass sie Hempf nicht brauche, all these demonstrated a sound grasp of grammar whilst making a valid point.

Examples of useful essay phrases are given in some of the AQA resource bank, as well in PowerPoint presentations for teachers.

Straightforward, accurate language will still score highly, and students are advised to keep to the German they know, rather than attempting more complicated versions. They should be encouraged to learn vocabulary specific to the work studied. For example, in *Goodbye Lenin!* the concept of lying is central to the film, yet many students still do not know the past participle of *lügen*.

Evidence from this year's essays shows that despite recommendations and advice in past Examiner reports, students still make the same mistakes year after year.

They confuse *Kraft / Macht, wenn / wann, werden / bekommen, probieren / versuchen, Tod / tot* and words where an umlaut changes the meaning, such as *konnte, schon, wurde*.

Many students still use *will* for the future tense.

The incorrect use of the passive is still widespread.

English is still used to fill in for words not known in German:

- *Christiane revealt ein Sekret, er hat die Schreibmaschine gehidet, er kennt die Location der Schreibmaschine* and many more.

Students should remember that essays can score highly within the recommended word count and:

- Short introductions and conclusions are adequate; there is no need to give details about the author or other irrelevant information.
- In the conclusion do not repeat points already made.
- Keep the set question in mind and adhere to it.
- Justify points made by reference to the film or text.
- Make a personal comment or opinion.
- Only use quotations if they are accurate.
- Keep to the German you know to be correct.

Mark Ranges and Award of Grades

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