



A-level **German**

7662/1

Report on the examination

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General Overview

Overall, this paper was completed very well. Whilst the texts were challenging, students demonstrated a good understanding of the exam paper, with regard to the content as well as the 'technical' requirements in different question types. Good understanding of topic-specific vocabulary and A Level grammar were evident in the majority of scripts. Most students attempted all questions, with very few questions left blank by any students. There was a marked improvement in the awareness of students of the need for manipulation of language in the summary questions and for avoiding lifting verbatim from texts. This meant that this year most students scored well for AO3 in Qs 4 and 9. Some students did not seem to pay enough attention to the details in the bullet points in the summary tasks and as a result missed out on some AO1/AO2 points; this was especially true for the bullet points which required 3 details.

Illegibility, as last year, was occasionally a problem, even in the non-verbal tasks, where it was sometimes difficult to decide which letter was intended (e.g. C/L). Equally, bad handwriting can affect scoring where the presence of a capital letters affects whether a section in the translation can score or not.

Question 1 – Feuerwerke an Silvester

This question was generally completed well. Q1.6 was the most challenging; only 53% of students scored. This may have been due to some difficult vocabulary (e.g. *Unfälle*, *Feuerwerkskörper*)

Question 2 – Rassismus an deutschen Bühnen

Students did particularly well on this question and no question section scored below 70%. Both the topic and text were accessible and this was evident in student performance.

Question 3 - Wiedervereinigung

Students performed very well on this question. It was an accessible text and topic, and students would have been very familiar with the latter. There were many good answers. All questions had a pass rate of 76% or above, demonstrating very good understanding on the part of the students.

Question 4 – Das Handy als Lebensretter

Whilst the text itself was challenging, students performed well in this summary question. There was a marked improvement in the AO3 scores compared to previous years as the majority of students understood the need to only 'borrow' language from the text and manipulate German rather than lifting whole passages and/or trying to replace individual words with synonyms. 87% of students scored 3 or above for AO3, 41% of students scored 6/7 or 7/7 for AO1 which indicated overall good understanding of this text. The vocabulary seemed generally well understood and students were usually able to differentiate between what the *Notfall-App* can do in Bavaria and Austria as opposed to Austria alone.

Question 5 - Integration

This question, which required students to decide whether eight statements were *richtig*, *falsch* or *nicht angegeben* was based on the topic of integration of migrants in Kreuzberg in Berlin. It was very well answered, with high pass rates on these questions. This reflects good preparation as well as knowledge and understanding of the topic. The lowest-scoring question was 5.6 which could have been due to the word *Deutschunterricht*.

Question 6 – Anselm Kiefer

This question was generally well-answered. Some students missed the capital letter on the noun *Verlangen* (6.3) and unfortunately lost a point. Students approached the verbal answers very well. Some confused the elements which have central meaning in lots of Kiefer's pictures (fire and Satan) with the ideas of the connection of everything in the universe and transitory nature of thing, which are described as the artists themes. Nonetheless, 74% of students correctly identified these symbols.

Question 7 – Das Erasmus-Programm

This task proved more demanding for some students. The text was long and quite challenging with some less well-known vocabulary. However, students still handled this task well, with over half the students scoring 5 or above for this question.

Question 8 – Aus dem Leben eines Taugenichts

This task, which required answers in German was based on a passage adapted from Joseph Freiherr von Eichendorff's *Aus dem Leben eines Taugenichts*. It was on the whole well answered. The questions which caused the most difficulty were 8.3 (where students needed to understand the meaning of *das ist mir recht lieb*) and 8.10 (where the expression *springen Sie hinten mit auf* was sometimes misunderstood).

Question 9 – Mehr Rente in Österreich

As with Q4, this summary task was very well completed. The subject matter was approachable and it was obvious from students' responses, that the text made it clear what information was needed for each bullet point. Some students had obviously misunderstood the word *Rente* (understanding it as rent rather than pension), but this did not preclude them from scoring for any other correct information that they gave. Many students found bullet 3 the most accessible, but some overran the word limit and lost 1-2 points as a result. The importance to adhere to the maximum word count is something that should be stressed to students in future.

Question 10 – Ein alternatives Wohnen für Jung und Alt

This translation task was challenging. Some students lost points as a result of omitting words. Common errors in this question were: *nichts neues* (small letter), lack of dative 'n' (e.g. on *Häuser* and/or *Kinder*), *bis vor* (rarely known), *Ausnahme* (rarely known), *Gemeinschaft*, and the incorrect use of *Stöcke* (rather than *Stockwerke* or *Etagen*). Teachers need to stress to students that the German text that is presented in this question is there to support them. It contains some vocabulary and structures that are needed in the English text to be translated; students should therefore read this supporting text and go on a 'treasure hunt' for elements that can assist them in the translation into German. Some phrases on which students lost points were present in the text (e.g. *aus allen Altersgruppen, sich gegenseitig unterstützen, die täglichen*

Aufgaben des Lebens). There were also examples of words in the text which needed minimal alteration to create a word required by the translation (e.g. *Mehrfamilienhäuser* becomes *Mehrgenerationenhäuser*). One student translated the supporting text rather than the actual translation text, so the purpose of this text should be made clear to students when preparing for the examination.

Question 11 – Kulturstadt Berlin

The translation from German into English was accessible, but some students missed out words or changed tenses. Equally this year, there were a significant number of students who summarised or interpreted the text rather than translating it. This meant that each individual section was not close enough to the original to gain credit. It should be stressed to students that in the translation they have to come as close as possible to the original content in order to be able to score. Vocabulary that caused difficulty in this task were: *Welterbe*, *entlang*, *bewegte* and *Friedhöfe*.

Mark Ranges and Award of Grades

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