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# **AQA qualification support**

**AS and A-level German**

**Preparing to teach the new specifications**

**Commentaries**

**BOOKLET 5**

Published date: Spring 2016, version 1.0

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## Commentaries on A-level paper 2 exemplar essays

### Student 1: Das Leben der Anderen Q12.2

Wie und mit welchem Erfolg hat das DDR-Regime seine Macht auf die Bevölkerung ausgeübt?  
Welche Beweise findet man dafür im Film?

The student's point of view regarding the questions posed in the title is clear from the outset. A plan of action for the rest of the essay is also clearly set out in the introductory paragraph, with three main areas cited.

An appropriate and detailed example of the intimidating Stasi tactics used against members of the public is provided, with very good knowledge of the film displayed – the interrogation scene from the start of the film.

The student makes the relevant point that the state wanted to know and control everything. An example is provided from Jerska's funeral where we learn in the commentary about the statistics collected by the state – e.g. shoe sizes.

The student appropriately cites the example of the bugging of Dreyman's apartment by the Stasi as evidence that the state wanted to know everything about possible dissident citizens. This incident also highlighted the abuse of power by high ranking officials because the minister wished to "find" incriminating evidence against Dreyman so that he could have Christa-Maria for himself.

In the penultimate paragraph, the student mentions again Jerska's funeral and the fact that figures for the suicide rate were either not counted or not published because of them constituting the second highest figures in Europe. The student uses the two deaths in the film – Jerska's suicide and Christa-Maria's death – as evidence of the state's control.

The conclusion is rather weak: while the student writes appropriately that the state exercised great control over its citizens, the last two sentences do not really reflect the title of the essay.

When assessing the essay for AO4, it is possible to dismiss quickly the bottom two bands. Indeed, the student's knowledge of the film is usually accurate moving the piece up towards Band 2. On occasions, however, more detail from the film could have been provided along with more examples to add weight to the arguments put forward. Therefore, although opinions are supported by relevant evidence from the film, more would have raised the mark given for the piece. The essay therefore demonstrates reasonable rather than good evaluation and is awarded the top mark in Band 3.

**AO4 = 12/20**

When assessing the piece for AO3, it is possible to move up through the assessment bands to the top band. The language is mainly accurate and contains some minor errors. The student clearly demonstrates a secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the task.

**AO3 = 18/20**

**Total for essay = 30/40**

## **Student 2: Das Leben der Anderen Q12.1**

Inwiefern spielt Gerd Wiesler eine Heldenrolle im Film?

The student sets out in the first paragraph of the essay the three areas of focus for asserting that Wiesler did indeed play the role of a hero in the film.

There is discussion of the incident where Wiesler reveals indirectly to Dreyman that Christa-Maria is having a relationship with Minister Hempf. Secondly, the student asserts that the meeting between Wiesler and Christa-Maria, after which she returns to Dreyman and vows not to see Hempf, is a heroic act.

The third area cited, which makes Wiesler a hero, according to the student, is the removal of Dreyman's typewriter and therefore his salvation when the flat is ultimately searched. This, it is claimed, is the greatest act of heroism displayed by Wiesler.

Whilst all the above points are valid and relevant to the task set, there is a lack of depth to the line of argumentation. It would have been useful to offer some kind of definition of a hero.

It might have been helpful to contrast the Wiesler of the early scenes in the film with the one in the latter stages. It certainly might have added to the strength of the essay had the student mentioned the turning point when Wiesler heard the sonata and shed a single tear. Additionally, the concepts of hope and humanity should have been highlighted with appropriate justification and evidence from the text. A key point to be made might have been the scene from the end of the film where Wiesler discovers that Dreyman has dedicated his book to him.

When assessing for AO4, the arguments and content take the essay into the lower reaches of Band 3. The student shows some knowledge of the film, which is accurate although not particularly detailed. Opinions are supported by some relevant evidence from the film, although more could have been provided to back up arguments. The essay demonstrates reasonable evaluation.

**AO4 = 10/20**

When assessing the piece for AO3, it is possible to move up through the lower assessment bands. The language is quite accurate although it is not particularly complex. There are a number of minor and serious errors. The student demonstrates a reasonable grasp of grammar and sometimes manipulates complex language accurately. The student uses a reasonable range of vocabulary appropriate to the task.

**AO3 = 11/20**

**Total for essay = 21/40**

## **Student 3: Das Leben der Anderen 12.2**

Wie und mit welchem Erfolg hat das DDR-Regime seine Macht auf die Bevölkerung ausgeübt? Welche Beweise findet man dafür im Film?

The student sets the film into context at the start of the essay and provides an immediate example of how the Stasi intimidated its population in order to exert control. Two good and relevant examples are given to back up this initial claim from the start of the film, with the interrogation scene and then the discussion with Frau Meinecke and the subsequent threats made to her about her daughter's university place.

The student makes the valid point that the power of the regime is also evident within the strata of the Stasi itself. Again, a good and relevant example backs up the assertion, namely the discussion between Grubitz and Wiesler about how a Stasi officer should behave.

The student shifts focus in the essay away from Stasi operations to the more general point that the regime had the power to quell opposition by imposing "Berufsverbot" against trouble makers or dissidents. Two examples are given: Albert Jerska's work ban and the threats made to Christa-Maria about her career.

The student makes a concluding remark about the fact that critics have claimed that Wiesler would not have been able to get away with his protection of Christa-Maria and Georg Dreyman because he himself would have been spied on by other Stasi officers.

The conclusion is drawn by the student, from the points made, that the regime used effective methods to control its population.

The points made by the student are all relevant. The final point about the unrealistic nature of Wiesler's role is valid but the student might have been better served by concentrating on scenes and actions which actually happened in the film (this is the task).

It is never possible for a student to include all possible points of relevance when under pressures of time in the exam room. However, it would have been good if the student had included more direct evidence – the power of Minister Hempf, the speed and efficiency with which a flat could be bugged, the obsession of the state with counting everything and with hiding away facts such as the suicide rate.

It would also have been relevant to claim that the state did not succeed in controlling one of its most trusted officers, Gerd Wiesler, and that the power of the arts and humanity shone through for him, proving that hope always remains.

When assessing the piece for AO4, it is possible to move up the bands quickly to the middle range. There is no doubt that the essay displays a knowledge of the film, which is usually accurate, and which provides some detail. Opinions and views are usually supported by appropriate evidence from the film. Nevertheless, because of the point made above about there being room for more evidence, the essay sits at the bottom of Band 2 and is somewhere between a good and reasonable critical response.

### **AO4 = 13/20**

When assessing the piece for AO3, it is possible to move swiftly up through the assessment bands to the top band. The language is mainly accurate and contains some minor errors. The student clearly demonstrates a secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the task.

### **AO3 = 18/20**

**Total for essay = 31/40**

## Commentaries on AS paper 2 exemplar essays

### Student 1: Das Leben der Anderen Q13.2

Welchen Effekt hat die Überwachung von Georg Dreyman und Christa-Maria Sieland auf Gerd Wiesler? Inwiefern könnte man ihn als Held beschreiben?

Sie können die folgenden Stichpunkte benutzen:

- Das Image von Gerd Wiesler am Anfang des Films
- Der Einfluss von Liebe, Kunst und Kreativität auf Wiesler
- Die Beziehung zwischen Beobachter und Beobachteten und die Bedeutung davon
- Bewertung von Wieslers neuem Leben nach der Wende und der Vergleich mit seinem alten Status

The response is well set out in paragraphs with an introduction and a conclusion.

The response includes much detail which could be wrapped around the bullet point guidance but does not follow the bullets chronologically or really use them as a scaffold for the content. This is absolutely fine as following the pattern of the bullet points is optional and a student could technically produce a high quality response without referring to them at all.

The student has not told the story of the film. Rather she has displayed an excellent knowledge of the characters in question and the plot. She has chosen appropriate scenes and details from the film to provide a well-crafted response. For example, the paragraph (3) covering the scene where Wiesler sheds a tear, is ended well with a rhetorical question.

The last scene from the film is appropriately chosen to depict the end point in Wiesler's transformation and the influence Dreyman and Christa -Maria have had on his life. Again, the candidate draws conclusions from the point made at the end of the paragraph.

In paragraph (5), the student demonstrates the ultimate sacrifice made by Wiesler as he helps Dreyman "betray" the DDR with his article by removing the typewriter from its hiding place. Thus, the conclusion is drawn that this was an heroic act.

In paragraph (6), the student deals well with the issue of Christa-Maria's death. It is possible, she conjectures, that Wiesler has indirectly caused her demise and thus cannot be classed as a hero as far as she is concerned. Nevertheless, the question is posed: did Christa-Maria deserve her fate?

The concluding paragraph draws things together well: there is a response to the question about Wiesler's heroism and a justifiable claim that Dreyman could also be classed as a hero for influencing Wiesler's change. The student deals with the question of the effect that Dreyman and Christa-Maria had on Wiesler and provides a well-argued response to the question set.

The student could have selected other scenes from the film and produced a response of equal merit. It must be remembered that an essay cannot (in the time available) cover every possible relevant point.

There is no doubt that this student has selected well and has provided excellent evidence to back up her conclusion. She has also justified her points extremely well.

When assessing the essay for AO4, it is possible to move quickly up the bands. In fact, the essay falls squarely into the top band and meets all of the descriptors in that band: the essay is a very good critical response to the question set. The student displays knowledge of the film, which is accurate

and detailed. She usually uses appropriate evidence to justify her points and she draws impressive conclusions based on her understanding of the film.

**AO4 = 20/20**

When assessing the work for AO3, it must be remembered that we are working at AS level (2 terms beyond GCSE). This affects therefore our judgement based on the descriptors.

Although the language contains a considerable number of errors, all are of a relatively minor nature and none interfere with communication (apart from the misuse of Protestantin).

Again, it is possible to move rapidly up through the bands and to be clear that this essay lies comfortably in the top band for language at AS level: The language produced is generally accurate (certainly better than reasonably accurate). There are some minor errors but they do not interfere with communication. The student displays a generally good grasp of grammar and uses complex language quite accurately. It is clear from the response that there is a good range of vocabulary appropriate to the task.

**AO3 = 13/15**

**Total for essay = 33/35**

## **Student 2: Der Vorleser Q11.2**

Untersuchen Sie die Rolle von Hanna in dem Roman.

Sie können die folgenden Stichpunkte benutzen:

- Hanna als sympathischer Mensch im ersten Teil des Romans
- Hannas Beziehung zu Michael
- Hannas Analphabetismus – Erklärung für ihre Aktionen
- das dunkle Geheimnis von Hannas Vergangenheit

The response includes detail which could be wrapped around the bullet point guidance but does not follow the bullets chronologically or really use them as a scaffold for the content. This is absolutely fine, as following the pattern of the bullet points is optional and a student could technically produce a high quality response without referring to them at all.

The student displays detailed knowledge of the novel and its themes throughout her essay. She provides impressive examples to back up her points, for example when she mentions the burning of the church in the context of Hanna's crimes. There is occasional lack of clarity due to errors of vocabulary and sentence structure.

Rather than relating the story in a chronological manner, the student provides information about Michael's relationship with Hanna and its lasting effect on him even after the relationship had ended. She cleverly weaves this together with her metaphor points about the relationship mirroring the Nazi's rise to power and how the character of this changed over time.

The candidate again compares the reader's knowledge and shock about Nazi war crimes with the discovery of Hanna's individual past.

The student provides good argumentation about Hanna's past and her attempts to come to terms with this. She provides a good parallel with the bathing ritual before sleeping with Michael in an attempt to cleanse herself.

The student makes an excellent point about the effect of the Nazi past on the young post-war generation and parallels this also to the long term effects of Hanna's relationship with Michael.

The student evaluates well the final section of the novel and asserts that there is always hope, as exemplified by Hanna's attempts to change and better herself. She discusses criticisms levelled at the book and is able to dismiss these with an alternative line of argument.

The student provides a good and valid summary of her essay in the concluding remarks.

When assessing the essay for AO4, it is possible to move up through the bands and place the response squarely in the top band. The student provides a very good critical response to the question set. Her knowledge of the novel is detailed and accurate. Appropriate evidence is used for justification and conclusions.

**AO4 = 18/20**

When assessing the work for AO3, it must be remembered that we are working at AS level (2 terms beyond GCSE). This affects therefore our judgement based on the descriptors.

It is possible to move up through the assessment bands to the top band. The language produced is generally accurate and certainly does not impede communication. There are some minor and a few major errors. The student displays a generally good grasp of grammar and often an ability to manipulate complex language accurately. Very good range of appropriate vocabulary.

**AO3 = 12/15**

**Total for essay = 30/35**



## **Student 3: Der Vorleser Q11.2**

Untersuchen Sie die Rolle von Hanna in dem Roman.

Sie können die folgenden Stichpunkte benutzen:

- Hanna als sympathischer Mensch im ersten Teil des Romans
- Hannas Beziehung zu Michael
- Hannas Analphabetismus – Erklärung für ihre Aktionen
- das dunkle Geheimnis von Hannas Vergangenheit

response includes detail which could be wrapped around the bullet point guidance but does not follow the bullets chronologically or really use them as a scaffold for the content. This is absolutely fine, as following the pattern of the bullet points is optional and a student could technically produce a high quality response without referring to them at all.

The student sets out clearly in her opening remarks her intentions for her response. She chooses to discuss Hanna as a metaphor for Germany, the Nazi era and the older generation, Hanna as a scapegoat for all those Germans who were guilty of something in the period and then the moral question surrounding Hanna's illiteracy.

The student compares Hanna's relationship with Michael with the relationship of parents and the younger post-war generation and the consequent issues of guilt.

The student asserts well that Hanna was a scapegoat for German society. She claims that, having received the longest possible prison sentence for crimes she did not commit and that those who testified against her knew she did not commit, she represents those who were imprisoned and contrasts to the many who escaped any punishment. She makes the further valid point that perhaps Schlink is levelling criticism at the German justice system.

In her final paragraph, the student argues well that Michael feels guilty throughout his life for having had an affair with a Nazi in the same way that young Germans felt guilty for the actions of their parents.

When assessing the essay for AO4, it is possible to move up through the bands to Band 2. Indeed, the candidate's response displays some characteristics of the top band - it displays knowledge of the novel which is usually accurate and detailed. Usually points are backed up by evidence for justification and conclusions. The student provides a good critical response to the question set. In order to be placed into the top band, more specific examples from the text might have been provided. Nevertheless, the essay sits at the top of Band 2.

**AO4 = 16/20**

When assessing the work for AO3, it must be remembered that we are working at AS level (2 terms beyond GCSE). This affects therefore our judgement based on the descriptors.

The language contains many errors (some of a basic nature – e.g. cases and genders). There is clearly some grasp of grammar and there are examples of accurate complex manipulation. There is a sufficient range of vocabulary appropriate to the context and the task. The response therefore sits at the top of Band 3.

**AO3 = 9/15**

**Total for essay = 25/35**

## Commentaries on A-level exemplar speaking tests

### Student 1: Karte B: Sicher online gehen

AO1 5/5	The student speaks with good fluency allowing the exchange to proceed at a natural pace. He promptly answers all the examiner's unpredictable follow-up questions and is usually able to extend his answers beyond minimum replies. He always gives relevant answers and expresses his views in a thoughtful manner. His first question to the examiner arises naturally from his previous response and after being prompted by the examiner his second question is also valid within the context of the discussion of the sub-theme.
AO2 4/5	The student summarises the content of the card very well and although later on he does not refer explicitly to information contained on the stimulus (and is not prompted to do so) all his answers show that he has good understanding of the issue in question. For a mark in the top band he could perhaps have focused a little more on the roles of teachers and parents and good ways of educating children about internet safety. His first question to the examiner arises naturally from his previous response and after being prompted by the examiner his second question is also valid within the context of the discussion of the sub-theme.
AO3 9/10	The student has secure knowledge of basic and more complex grammar. Word order in basic as well as subordinate structures is mostly accurate, he uses a few tenses and subjunctive forms appropriately and is aware of difficult dative rules ( <i>den Eltern/Lehrern, zu anderen Problemen, mit niemandem</i> ). His range of vocabulary is good and there are no conspicuous or consistent problems with his pronunciation and intonation.
AO4 2/5	Despite not offering any concrete evidence the student's replies show some knowledge about the use and importance of digital technology in German speaking countries. He could have picked up the examiner's prompt about English as a universal computer language; time constraints do not allow him to explain his use of a German website in more detail.
Total	20/25

## Student 2: Karte L: 25 Jahre Freiheit

AO1 5/5	Throughout the discussion of the card and sub-theme, the student makes very good use of all opportunities to express and develop her ideas often going well beyond the examiner's questions. She may sometimes need some time to formulate her ideas resulting in a few hesitations but she is able to respond to all unpredictable questions in a meaningful way and to offer her own opinions.
AO2 5/5	Although the student does not make explicit use of all the information on the card her replies demonstrate full understanding of the content of the stimulus. Information that is lifted verbatim from the card is usually explained in further detail (e.g. <i>Filme zur Information</i> ). Her questions to the examiner are entirely relevant and are impressively incorporated into the course of the discussion.
AO3 7/10	The student's range of structures is fairly good and although she uses a lot of simple clauses she successfully constructs a few <i>dass/weil</i> , relative and infinitive clauses as well passive and modal verb phrases. Very serious grammatical errors are quite rare but unambiguous meaning is sometimes slightly obscured by her inability to distinguish between <i>waren</i> and <i>wären</i> , <i>konnten</i> and <i>könnten</i> . Otherwise her good command of appropriate vocabulary ( <i>Gedenkstätten/lebende Erinnerung/verbereitet/ehemalig/bedeutend</i> ) enables her to convey her ideas very effectively. Her pronunciation and intonation sounds quite authentic although there are weaknesses with <i>u-Umlaut</i> and the pronunciation of words ending in <i>-tion</i> ( <i>international, Information, Generation</i> ).
AO4 5/5	The student's responses combine a thorough knowledge about many aspects of the sub-theme with analytical understanding and the ability to express valid opinions and conclusions. Her use of the terms <i>Terrorismus und Gewalt</i> may leave the historical context a little obscure but she repeatedly uses her knowledge for thoughtful evaluation of facts e.g. contrasting happy and sad feelings of the people; the importance of keeping memories of a divided Germany alive; allusion to 'Ossis vs Wessis'.
Total	22/25

**Student 3: Individual research project**  
**Topic: Das Leben der Anderen (Film)**

Presentation (not prepared)

AO4	At the beginning, the student gives a brief and valid summary of the film's main theme and two of the main characters. He subsequently gets a little stuck in longwinded narrative rather than continuing to outline the important strands of the film.
3/5	

Research-based discussion

AO1	The student answers most questions promptly and with good pace of delivery although a few hesitations occur as the conversation progresses. He is usually able to give meaningful and relevant responses to both predictable and unpredictable, sometimes quite challenging questions in relation to the film and its historical background. Many of his replies contain some development but he is sometimes reluctant to extend his answers independently and needs more prompting or follow-up questions from the examiner.
8/10	
AO3	There is some variety in the student's use of grammatical structures. Although he operates often in quite simple main clauses he also successfully employs occasional passive and subjunctive forms as well as a small range of subordinate clauses. Handling of word order, perfect tense phrases and personal pronouns are not always accurate. Some gaps in his vocabulary make instant communication a little difficult at times and there are some fairly grave errors with vocabulary ( <i>streng/stark, schauen/zeigen, stecken/verstecken</i> ). The student's pronunciation and intonation are generally good although sometimes a little unclear and thereby interfering with immediate comprehension.
6/10	
AO4	The student knows the film well and also has some knowledge of its political and historical background. Occasionally, linguistic weaknesses and lack of appropriate vocabulary prevent him from expressing this knowledge and his conclusions clearly. At various points in the discussion, he is able to illustrate certain aspects of the topic with appropriate examples e.g. role of artists within a repressive regime; personal feelings of people being confronted with their <i>Stasiakte</i> ; the effect of Ulrich Mûhe's acting. At other times, he does not support his ideas with sufficient evidence to demonstrate a deeper evaluation of the topic e.g. darker atmosphere in East Berlin; methods of the Stasi.
7/10	
<b>Total Presentation and discussion 24/35</b>	

## Student 4: Individual research project

### Topic: Das Leben der Anderen (Film)

#### Presentation (not prepared)

AO4	The student chooses to focus on just one aspect of the film rather than giving a more wide-ranging introduction. Although he evaluates the chosen scene well and his comparison with another work is a valid one the short time available for his presentation does not allow him to demonstrate a deeper and wider knowledge of his topic.
3	

#### Research-based discussion

AO1	A very confident student who is keen to share his knowledge and opinions throughout the discussion. His responses are always appropriate, usually extended and he is never fazed by any of the examiner's unpredictable questions or her challenges. His views are expressed fluently and hesitations are due to his thinking about the content of his response.
10/10	
AO3	This is a very strong performance and in view of the vast amount of language the student produces it deserves the maximum mark. - The student has a vast range of complex structures at his disposal which he uses with ease and invariably accurate syntax – including indirect questions and difficult relative clauses. A variety of tenses is handled securely and appropriately. His excellent knowledge of vocabulary enables him to be an eloquent partner in the conversation and isolated errors ( <i>stark/streng, Lager/Laden, überzeugt/übertrieben, Gemeinlichkeit</i> ) do not diminish his ability to communicate. He also uses appropriate idiom in phrases such as <i>Das kann man. / Richtig gut. / So war es nicht</i> . The student's intonation is lively and authentic and his pronunciation good, the only conspicuous weakness being some inaccurate <i>ch</i> consonants.
10/10	
AO4	The student has excellent knowledge of the film and also its historical and political background i.e. life in the GDR and the workings of the <i>Stasi</i> . He needs virtually no prompting to express his own ideas and opinions and to support his arguments with detailed and appropriate evidence from the film or other relevant information and examples. Whether he talks about the <i>Stasi</i> , the nature of dictatorship, the role of art in the film or the motives of the main characters, his contributions are interesting, personal and demonstrating his mature and critical understanding of the topic.
10/10	
Total Presentation and discussion 33/35	

## Commentaries on AS exemplar speaking test

### Student 1: Karte A: Deutschlands Eltern werden älter!

AO1 5/5	This is a confident student who speaks fluently throughout the discussion of the card and sub-theme. All his answers are appropriate and he has no problems reacting immediately to supplementary questions from the examiner. He is always ready to express his own opinions with clarity and to give examples in order to clarify and develop his contributions.
AO2 3/5	The student's answers demonstrate that he has understood the main thrust of the card. However, by not referring to late and second marriages at all and only mentioning professional careers very briefly he limits the scope of his contributions and argumentation to some extent. Although his question to the examiner arises naturally from the discussion it is almost entirely lifted from the stimulus and can therefore not be credited. As a consequence, the mark has to be reduced by one band.
AO3 10/10	The student's grammatical and lexical knowledge make effective communication easy. His command of a variety of structures including <i>weil-</i> and <i>dass</i> -clauses, infinitive clauses and past tenses is secure; there are hardly any errors with syntax. He employs comparative adjectives ( <i>kostspieliger/niedriger</i> ) and a few subjunctive forms appropriately and accurately. Only very minor errors are noticeable during the discussion and his range of vocabulary is above average (e.g. <i>in/mit Bezug auf, Unmenge, Anzahl, sowohl.....als auch, aktuell</i> ). Apart from incorrect <i>v</i> consonants, his pronunciation contains no conspicuous weaknesses while his intonation is very natural.
AO4 8/10	Some of the student's early references to the cost of <i>Kindergarten</i> and the German government's financial help towards child care indicate that he has acquired good knowledge about this wide-ranging topic. He rightly quotes the falling birth-rate as one important development in German-speaking countries and although by talking about immigration issues he digresses slightly from the sub-theme his responses show that he is able to explain and justify his points of view and reach valid conclusions.
Total	26/30

## Commentaries on A-level German Paper 1 Listening – Summary

### Q3 Die Architektur der Zukunft

#### Marking and commentary

##### AO1

The response to bullet point 1 includes two correct elements – the reference to architects working with nature and the reference to using unconventional materials such as fungus – so earns 2 marks. For the second bullet point, the student appears to have misunderstood the recording and no credit can be given. The response to bullet point 3 includes one correct piece of information – the reference to finding peace and quiet – and therefore earns 1 mark.

**= 3/7**

##### AO3

The language produced is almost 100% accurate with only one small error, *Materialen* instead of *Materialien*. The student displays a secure grasp of grammar and is able to manipulate the language successfully, e.g. the passive *werden ... exportiert*, subordinate clauses with *weil*, *dass* and *wenn*, infinitive clauses with *zu* and, perhaps most impressively, the use of the dative plural *den Kunden* in the penultimate sentence.

**= 5/5**

## Commentaries on A-level German Paper 1 Reading – Summary

### Q7 Fernsehkonsum

#### Marking and commentary

##### A01

For the first bullet point the student gives one correct piece of information – the reference to hearing and sight. For the second bullet point the student does not give the required information and earns no credit. For the third bullet point the student gives an explanation which covers the first marking point, namely that TV is an important medium for providing information, but the second element is incomplete, so only one mark is awarded.

**= 2/7**

##### A03

The language produced is reasonably accurate, but there are a few serious errors such as the *wie ... zu* + infinitive construction in the last sentence and the use of the dative instead of the genitive in the phrase *die Entwicklung einem Kind*. Nevertheless, the student shows a reasonable grasp of grammar and is able to manipulate the language successfully, such as the relative clause *die ... entwickeln* and the *dass*-clause after *es ist wichtig*. The first half of the response contains a lot of language lifted from the stimulus text.

**= 3/5**



## Commentaries on AS German Paper 1 Listening – Summary

### Q4 Think Big Tour: Schüler begeistern sich für die digitale Welt

#### Marking and commentary

##### AO1

Bullet point 1 is incorrect because of the omission of *zwischen* and confusion between *Juni* and *Juli*. For bullet point 2, the use of *eure (digitalen kompetenzen)* invalidates the first marking point, but the subsequent use of *euer (Selbstbewusstsein)* can be disregarded as a repeated error and the second point can therefore be credited. For the third bullet point, the phrase *Sie denken es gut ist* successfully conveys the first key idea in the student's own words, despite the wrong word order. The phrase *weil sie ... tragen* successfully conveys the second key idea, again with some attempted use of own words.

**= 3/7**

##### AO3

The language produced contains many errors, some of a basic nature. The student's limited grasp of grammar is shown by wrong verb forms such as *stattfindet* and *werdet*. The student makes some attempt to use own words, but successful manipulation is limited to the *weil*-clause in the last sentence.

**= 2/5**

## Commentaries on AS German Paper 1 Reading– Summary

### Q8 Jugendkultur

#### Marking and commentary

##### AO1

For bullet point 1 the message is confused by the inclusion of the phrase *Eine Fachbereich Psychologie und*, so no mark is awarded. For the second bullet point all three elements are successfully conveyed, albeit through direct lifting from the text. For the third bullet point, the student has addressed only the second marking point, again through direct lifting from the text. In terms of length, the response exceeds 70 words but the first natural break comes at the very end before the 80-word cut-off; therefore the whole response can be marked.

= 4/7

##### AO3

The response comprises almost exclusively language that is lifted directly from the text. The only successful manipulation is the change from first to third person in the phrase *Sie entdeckt*.

= 1/5