
AS

German

7661/2 Writing

Report on the Examination

7661
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AS German 2019 (7661/2) Report

The majority of students were entered appropriately for this examination and many produced impressive responses to questions' set.

Although a few students left blanks in the translation into German, the level of completion and the length of some of the responses in Section B were evidence of the accessibility of the paper. Some scripts were difficult to read because of poor handwriting and students should be reminded of the importance of legibility in a written paper. The translation sentences required a high level of grammatical accuracy, including capitalisation, emphasising the need for clear handwriting in order to distinguish between upper and lower case.

Section A

A number of students did not attempt any part of some sentences. This was a pity as each element is discrete and can gain credit. Students should be encouraged to make an attempt, as marks can be gained in this exercise, even if the whole sentence is not completed.

Students should be reminded of important and useful guidance:

The translation exercise requires very careful reading of the introductory text material, as it contains vocabulary, phrases and structures that will be helpful to students. Responses require the ability to manipulate tenses, cases and adjectival endings and this was done with a varying degree of success. However, students should be informed that some of the perceived more difficult sections and the required vocabulary are present in the stimulus text.

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Spellings must be correct, including the use of upper and lower case letters.

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 "Die digitale Welt" and the chosen sub-topic was "Das Internet".

It was not always possible to provide all alternative translations in the mark scheme. Responses were given credit, as long as the message was conveyed in accurate German.

Q1.1 This proved to be a successful and fairly gentle introduction to the paper. Many responses gave *viele junge Menschen* for "many adolescents" and it was agreed to allow this version. *Zugeben* was given in the text and the rest of the vocabulary, such as "they waste", "a couple of hours" and "a day" was deemed to be within the grasp of AS students. Overall, this question enabled many to start the paper confidently.

Q1.2 “Approximately” was given in the introductory text and *fast* or *beinahe* were not given credit because they convey a different meaning. *Ein Viertel* required the third person singular, but the plural was accepted if students wrote 25% for “a quarter”. *Wollen das Internet nicht mehr benutzen* gained full marks if the student could not manipulate the phrase given in the introductory text

Q1.3 This question caused some difficulty. Unfortunately “easy access”, “to child pornography” and “worries us” proved to be beyond all but the most able students. Perhaps surprisingly, even “in today’s society” presented some very confused renderings.

Q1.4 This sentence caused the most difficulty. Very few students were able to offer *verantwortungsvoll*, but translated with *verantwortlich*. “Above all” caused no problems whatsoever, but the same cannot be said of comparatively straightforward phrases “Racism on the Net” and “has caused”. Quite often the need for the accusative case was not recognised.

Q1.5 Many responses scored well on the final sentence and a pleasing number gained all three marks available. Students offered a variety of perfectly acceptable alternatives for “definitely”, such as *sicher*, *zweifellos*, *zweifelsohne*, *ohne Zweifel* and *definitiv*. Also accepted of course, was *weil sie haben* instead of *wegen*. The future tense was tackled successfully by the majority.

Sections B and C

Not all students adhered to the rubric by not indicating the number of the question attempted. At times it is not clear to the examiner which question had been addressed until well into the essay. Students need to be reminded of this very simple administrative procedure.

Not all texts were selected by schools and colleges, although each film did attract responses, even if they were in low single figures. *Goodbye Lenin!* was the most popular choice and *Das Leben der Anderen* was a very common choice.

The responses to both questions on *Goodbye Lenin!* showed real depth of knowledge of the content of the film. What Alex did to convince Christiane that the DDR was still alive was detailed accurately and the most thorough answers addressed the second part of the question – why his efforts did not succeed. There were some excellent answers on Q12.2. Ariane’s role and her importance in the film were very well analysed, especially with regard to her relationship with her parents. Some of the more notable essays highlighted the acceptance of the West and its’ culture and lifestyle, a direct contrast to Alex. She goes along with Alex’s plans and students commented on the dilemma in which she finds herself by agreeing to do so.

Similarly, the answers to the two questions on *Das Leben der Anderen* revealed impressive knowledge and analysis. Essays brought out the more unpleasant and unreliable side of Christa-Maria, in that she betrays Georg, who has always been faithful to her. References to her death and the intensity of Georg’s feelings for her as she lay in his arms strengthened student responses. In the second question, full responses displayed undoubted acquaintance with the film. Grubitz was identified as a selfish, ambitious individual, ready to destroy anyone or anything that stood in his way – very similar to Hempf, who finally treats him with disdain.

The most popular choice of texts was *Der Besuch der alten Dame*. There is no doubt that students who answered Q4.1 or Q4.2 were very well acquainted with the play. Some sympathy was expressed for Claire in the first question. Students were well informed about her past and explained that her past experiences were reasons enough for her present behaviour. This view led to several very interesting essays. In Q4.2 students proved themselves familiar with the role of the teacher, recognising his efforts on behalf of Alfred, although he finally admits the offer is too tempting and even his humanity cannot retrieve the situation.

The general impression was that students were well prepared and were able to write often at length about their chosen book or film. Even in those answers where some poor German impeded the immediate comprehension of points made, there were some discernible elements worthy of credit. Despite these positive aspects it is worth pointing out what could be of help to students in future.

After each title there are four *Stichpunkte*. These points are meant as a guide to help students plan their response and whilst 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.

There were examples of errors that have been highlighted in past reports. English-style phrases still persist; *aber sie sprechen nicht über es, sie trifft Rainer, wer sie hat ein Baby mit, Dreyman ist schreiben ein Artikel*.

Again this year, too many students started the concluding paragraph of their answer with *Überall*, when they probably meant *im Großen und Ganzen* or something similar.

As in the past, students were unable to distinguish between *bekommen / werden, töten / sterben, zu Hause / nach Hause*. It is important that students recognise the change of meaning. For example there is a clear difference between *Jerska stirbt* and *Jerska tötet (Das Leben der Anderen)*.

Answers must address the set question to gain access to the higher levels for Content. A response must be relevant to the question. Answers that are shorter focused and are supported by reference to the work and personal comments or opinions can access the top bands for content and language.

Essays do not need to be excessively long; this often leads to repetition and poor structure. Some essays made the same argument over and over again. There is no need to repeat points already made. They will have been recognised and given credit.

Without doubt the very best answers attracting the highest marks were those which considered the set task and responded by making lots of points concisely and coherently.

It is not necessary to quote directly from the text or film to access the higher levels for Content. Whilst quotations can be an impressive way to support statements made, they must be accurate if used. Some students used paraphrasing of quotations, which did not strike examiners as helpful.

Introductions which set out the strategy for answering the question and conclusions that drew together the preceding material to end with a definite response to the precise question were much more structured and impressive than those which merely repeated verbatim what had gone before.

Mark Ranges and Award of Grades

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