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# A-LEVEL GERMAN

7662/1: Paper 1  
Report on the Examination

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7662  
June 2019

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Version: 1.0

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## General comments

The paper as a whole discriminated well across the attainment range. Many students applied the right technique to the different question types, although in the short answer questions there was still a tendency to write too much and change the wording of the stimulus text unnecessarily. Some of the non-verbal questions were quite challenging, especially where inference was being tested – as it needs to be to comply with DfE subject content.

Relatively few students seemed to run out of time. Where answers were omitted, it was most commonly in Question 7, suggesting that students did not necessarily tackle the questions in numerical order.

Poor presentation was an issue in some scripts. If a student gives two answers, the mark can only be awarded if both answers are correct. In Question 10, all words had to be spelled correctly and it would be unfair on those with fully legible handwriting if the marker tolerated unclear spellings from those with poor handwriting.

## Question 1

Many students performed strongly in this first listening item, a non-verbal task on young people's attitudes to music. The least accessible part was question 1.2, where some students were perhaps unable to see the link between *Einkommen* in the recording and *Geld* in the question.

## Question 2

This listening item on racism, which required short answers in German, proved to be relatively accessible. Most students were able to select the appropriate part of the recording and convey their responses in comprehensible German. In a few cases, students did not score the mark because they included too much irrelevant material or did not phrase their answer so as to address the question directly.

Part 2.1 was generally well answered. Most students grasped the idea of *Widerstand(s) gegen die ... Regierung*. For the second mark it was important to indicate that the concentration of refugees was a planned measure rather than an actual one; this could be done either by lifting the phrase *geplante(n) Maßnahme(n)* from the recording or by using a modal verb such as *will*.

Part 2.2 was fairly well answered although some students transcribed the numeral 1,100 incorrectly.

In part 2.3 most students used either the verb *beraten* or the noun *Beratung(sstelle)* appropriately. A few students ran into difficulty when they tried unnecessarily to transcribe the whole phrase *kostenlos beraten lassen können*.

Part 2.4 was generally well answered, either by quoting the noun *Prävention* or by referring to *den respektvollen Umgang mit Menschen aus verschiedenen Kulturen*.

### Question 3

Many students found this listening item on the *Glöcklerlauf* tradition harder than Question 2. Once again, some students did not follow the rubric, *Schreiben Sie direkte Antworten auf die Fragen und geben Sie nur die notwendigen Informationen*, closely enough.

In part 3.1, some students quoted the meeting place rather than the destination, despite the phrasing of the question *Wohin laufen...*

Part 3.2 proved to be difficult, perhaps because students did not understand *Herstellung* in the question. A number of students wrote *hundert* instead of *einige hundert*.

In part 3.3, some students gave an irrelevant answer which suggested they had not understood *entstanden* in the question.

Part 3.4 was well answered, with many students scoring both marks.

In part 3.5, students had to understand the whole sentence *Ursprünglich durften ... kein Muss mehr* in order to arrive at the correct answer which could be just the single word *Verheiratete*.

Part 3.6 was fairly well answered, but some students did not show understanding of the phrase *Beteiligung der Kinder und Jugendlichen* and referred only to *die nächste Generation*, which was not enough to gain the mark.

### Question 4

This summary question based on an interview about the German reunification discriminated well across the attainment range. Most students kept within the required word count and it was good to see that many made effective use of the notes page, enabling them to select all their points before writing a finished version. Students for future exam series are reminded that there is no place for a general introduction and that their response must correspond to the three bullet points as precisely as possible. They should make use of opportunities to manipulate the sentence structure and demonstrate their grasp of German grammar. However, it is not necessary to change individual items of vocabulary; where this is done there is a risk of distorting the meaning.

Bullet 1: Many students correctly identified and conveyed Frau Graminski's two reactions – *sie hat gejubelt und die Nationalhymne gesungen*. Some students did not pay enough attention to the word *reagiert* and mentioned things that were not reactions, such as that she had no objection to the fall of the Wall. The word *Einwand* was sometimes misinterpreted as *Einwanderung*.

Bullet 2: A good number of students correctly explained Frau Graminski's criticism that the politicians failed to remember the Holocaust. Some also referred successfully to the lack of a moment of silence, although a few omitted the important word *Schweigen*.

Bullet 3: The information required for the first two marks was quite specific and not many students gave sufficient detail in referring to both past and present situations. There was some confusion between *Städte(n)* and *Staaten*. Most students scored the mark for the last point, although a few misunderstood the recording and stated, for example, *Dieses Kapitel ist abgeschlossen*.

Quality of language: The AO3 mark is awarded independently from the AO1 mark. Many students scored a proportionately higher mark for AO3 than for AO1, usually because they managed to demonstrate a good grasp of the grammar despite missing some of the required content points. However, a few students relied too much on word for word transcription, for which no credit could be given. Examples of successful rephrasing were *Die Politiker hätten sich an die Opfer des Holocaust erinnern sollen* and, at a simpler level, *weil es auch heute Angriffe in vielen deutschen Städten gibt*.

### Question 5

This non-verbal gap fill task on Berlin discriminated well. On this occasion all the options were verbs ending in *-en* which could be either the infinitive or the third person plural of the present tense. The most accessible gaps turned out to be the first (*entdecken*), seventh (*werden*) and eighth (*feiern*).

### Question 6

Most students showed at least some understanding of the text on ethnic Germans who resettled in Germany between 1987 and 2005. As always in this paper, students were not being tested on their factual knowledge; all the required information was included in the text.

In part 6.1, most students correctly mentioned *Hitlers Überfall*. Some did not score the mark because they began their answer with *nach*, lifted inappropriately from the text.

In part 6.2, some students did not include the essential word *überstanden*.

In part 6.3, many students referred correctly to the *sowjetische(n) Öffnungspolitik*, although a few referred only to *Heimkehr*, which was not enough for the mark.

Part 6.4 was generally well answered, with many students scoring both marks.

Part 6.5 was also well answered, with just a few referring inappropriately to getting out the plane instead of the clean air and lack of dust.

In part 6.6, many students gave the correct answer, but some referred to the dress without using an appropriate verb such as *verschenkt*. Others wrote, for example, *Sie verschenkten alles*, which did not take account of the word *besonders* in the question.

Part 6.7 was fairly well answered, although some students referred incorrectly to *Arbeit* and *eine schöne Wohnung*, showing an incomplete understanding of the text.

Part 6.8 was generally well answered, with most students making the necessary connection between *unverändert* in the question and *daran ... gewöhnt* in the text.

### Question 7

As in Question 6, most students showed at least some understanding of the text, which focused on the involvement of young people in politics.

Part 7.1 was very well answered.

In part 7.2, some students may not have known *eingefallen*, but there were nonetheless many correct responses. A few struggled with the phrase *aus vielen sozialen Schichten*.

Part 7.3 attracted a good number of correct answers, even though the relevant sentence in the text – *Ohne die Einladung durch meinen Freund wäre ich wohl nie in eine Partei eingetreten* – was quite difficult.

Part 7.4 proved to be one the hardest of the questions on this text. Students needed to understand the word *bestätigt* in the text, corresponding to the phrase *schließlich überzeugt* in the question, in order to realise that the answer was the rise of AfD.

Part 7.5 proved to be quite difficult, perhaps because the verb *missfallen* was unfamiliar. Some students gave an answer based on the last two sentences of paragraph 4, which was not relevant to the question set. A few students confused *eingreifen* with *angreifen*.

Part 7.6 was well answered.

Part 7.7 was fairly well answered, although some students thought Torsten's party was against burning coal – whereas the opposite was actually the case – and for the second point some omitted the reference to the *Parteispitze*.

### Question 8

Texts based on literary extracts always present a challenge, even when they have been simplified as was the case here. However, many students coped well with this reading comprehension exercise overall. Parts 9.5 and 9.3 proved to be the most accessible, and parts 8.8 and 8.1 the hardest.

### Question 9

This summary question based on a text about young Germans' attitudes to the European Union produced a wide spread of marks. For AO2, a good number of students showed thorough understanding of the main points and scored full, or nearly full, marks. As with Question 4, many but not all students kept a careful eye on the word count and included only material that was relevant to the bullet points. The marking principles here are exactly the same as for the listening summary.

Bullet 1: Many students scored all three marks. However, some misunderstood the reference to young Germans saying no: they thought it meant saying no to holding a referendum. Many students gave the second and third points by lifting phrases from the stimulus text; in doing so they scored the AO2 marks but could not earn credit for AO3.

Bullet 2: At first sight the whole of the second paragraph was relevant, but a closer reading enabled students to identify two key points: the abolition of border controls and the ease of getting jobs in other countries. The strongest responses conveyed those two points succinctly. Less focused responses often included irrelevant or peripheral material such as the need to protect the EU's external borders. A few students seemed not to know *Abschaffung*.

Bullet 3: Many students scored both marks and it was pleasing to read brief, focused responses such as *Politiker müssen die EU besser erklären und man muss die heranwachsende Generation*

*für politische Fragen begeistern*. A few responses were too vague and there was occasional confusion between ‘politics’ and ‘the EU’.

Quality of language: with the printed text available the temptation to lift phrases and sentences was greater here than in the listening summary task. A few students copied carelessly from the text and either changed or missed out key words so that communication broke down. On the other hand, there were many good examples of students’ use of own words, such as *Sie denken, dass Deutschland die EU verlassen sollte* and *Sie sind froh, dass es keine Grenzkontrollen mehr gibt*. There is no expectation to use lots of obscure or difficult grammar to score a high AO3 mark in the summary questions; students gain credit for their independent use of a variety of structures that are appropriate to the task.

### Question 10

The translation into German is split into 30 boxes; each box is awarded either 0 or 1 and the total is then converted into a mark out of 10. Within each box the translation needs to be error-free in order to gain credit. The only exceptions are repeat errors with small and capital letters and repeated vocabulary items – of which there was one example in this year’s translation, the word ‘course’.

The source text in German is intended to supply students with key items of vocabulary so that the emphasis of the translation is on grammar rather than vocabulary. While many students seemed to make effective use of the source text, it was disappointing to see miscopied versions of words such as *Berufsleben*, *Stärken* and *Kurs*. It was also disappointing to find students translating ‘you’ as *Sie* in one sentence and *du* in the next. However it was acceptable to switch from *man* in the first sentence to either *Sie* or *du* later in the task.

The first sentence produced a spread of marks, with most students translating the first phrase correctly but then having difficulties with ‘have gained’ and ‘will help you to prepare for’. Many students omitted the reflexive pronoun in *sich vorbereiten*.

In the second sentence, ‘Many refugees...’ many students seemed not to know of the verb *gelingen* and even those who tried to use it often used the nominative instead of dative case. A few students got the *gelingen* construction right but omitted the word for ‘already’ so could not score credit for that box. The mark scheme allowed the use of *geschafft* or *Erfolg gehabt* instead of *gelingen*, but not the adverb *erfolgreich*.

The construction ‘by taking part’ caused some difficulty; it was acceptable to use either an *indem* clause or a noun phrase such as *durch die Teilnahme*.

The third sentence ‘Perhaps...’ was often well translated, although spelling errors with *vielleicht* and *Karriere* were disappointingly frequent. Most students seemed to appreciate the difference between *gefallen* and *(an)passen*, the latter being correct here.

In the fourth sentence ‘Then you will...’, most students correctly wrote *verschiedene Möglichkeiten* and *herausfinden*. For ‘try out’ some students wrongly lifted *ausüben* from the source text. The construction ‘that interest you’ caused widespread difficulty, with some students muddling *sich interessieren für* with *interessieren* + direct object. Those students who translated ‘you’ with *man* throughout the text often ran into difficulties here because they did not know that the accusative of *man* is *einen*.

In the fifth and sixth sentences, ‘We offer you ... one euro,’ many students did not produce a dative pronoun after *bieten*. The phrase ‘personal support’ was generally well translated, although occasionally one of the Umlauts was omitted. The phrase ‘job applications’ was fairly well translated. Many students produced a correct infinitive construction with *ohne*, but few knew that *Euro* was masculine.

In the last two sentences, ‘The course ... Apply today!’ most students translated ‘four times a year’ correctly; if they made a capitalisation error with *mal/Mal* it had often been penalised earlier in the task, in which case it incurred no penalty here. Many knew *läuft*, although some inappropriately made it into a passive construction. Not all students knew *Plätze*, with some opting wrongly for *Orte* instead. The command form of *sich bewerben* also caused difficulty, especially for those using the *du* form.

### Question 11

The translation into English is split into 20 boxes; each box is awarded either 0 or 1 and the total is then halved to give a mark out of 10. Half marks are rounded up. Within each box the translation needs to be error-free in order to gain credit. Unlike the translation into German, spelling errors are tolerated in this question provided that they do not cause confusion. This year’s task on the topic of non-cohabiting couples in Switzerland produced a wide spread of marks overall. Some students conveyed every nuance of the German text faithfully while others struggled even with comparatively simple sentences.

Box 1: Most students translated *seit den siebziger Jahren* correctly, although there were a few instances of ‘since the sixties’ and even ‘since the 70<sup>th</sup> century’. Some students omitted to translate *in der Schweiz* and could therefore score no credit for this box.

Box 2: Many students understood *Anzahl* correctly. Some students wrote ‘classical’ instead of ‘classic’, which distorted the meaning.

Box 3: This box was generally well translated.

Box 4: The phrase *so viele Schweizer wie noch nie* caused widespread difficulty. Translations beginning ‘so...’ were generally not acceptable. Some students wrongly associated the word *nie* with the following verb.

Box 5: Most students translated *ein kinderloses Leben* correctly. Some wrongly put the verb *entscheiden sich* into the past tense.

Box 6: Most students knew the *immer mehr* construction. The verb *ablehnen* was less widely understood.

Box 7: Most knew *gemeinsam*, but not *Muster*.

Box 8: The adverb *getrennt* was generally well translated. Many students gave an incorrect rendering of *stattdessen*, such as ‘however’ or ‘in the town’.

Box 9: There were some good translations of the idiom *nach Lust und Laune*, such as ‘when they feel like it’ and ‘when the fancy takes them’. The more literal rendering ‘according to desire and mood’ was also acceptable.

Box 10: This box was generally well translated.

Box 11: Some students translated this box well, but others gave an inappropriate translation of *Lebensform* such as 'living form' or the plural 'ways of living'. Not all students showed understanding of the comparative ending on *glücklicher*.

Box 12: Most students knew *Schlüssel*. Incorrect versions for *Zufriedenheit* included 'peace' and 'freedom'.

Box 13: This box was well translated.

Box 14: The word so commonly caused difficulty and a few students did not convey the past tense correctly.

Box 15: This box was generally well translated, although some students omitted to translate *voll*.

Box 16: The construction with *wer* seemed unfamiliar to many students, some of whom translated it inappropriately as 'who'. A few students left out *später* from their translation.

Box 17: This proved to be quite a difficult box, with many students struggling with the impersonal use of *fallen*. Some students used the conditional instead of the future tense, perhaps because of interference by *möchte* in the previous box.

Box 18: This box was often well translated. Various English phrases were accepted including 'in this kind of relationship'.

Box 19: Many students conveyed the right idea, although some gave an inappropriate translation because they had not grasped the sentence structure.

Box 20: Even those students who scored few marks for the question as a whole often gained credit here. However not all showed understanding of *Sichtweise*, where a reference to perception was necessary and versions such as 'thought' or 'approach' were not acceptable.

### **Summary questions: Advice to students**

Students should first read the rubric on the question paper carefully so they know what the item is about. They should listen to or read the stimulus material in its entirety, identifying which sections of the stimulus material correspond to each of the three bullet points. They should then listen to or read the stimulus material a second time, pausing as necessary to make notes on each bullet point. Students should look at the number of marks available for each bullet point and ensure they identify sufficient pieces of information.

Once they have noted the key information, students should look again at the wording of the bullet points and write their answer on the question paper in such a way as to answer the bullet points directly. This will normally require some manipulation of linguistic structures, such as changing from direct to indirect speech or changing from a subordinate clause to a main clause. However, it is not necessary to find synonyms for individual words or phrases.

Students should count their words and ensure that they stay within the word limit. Anything they write after the first natural break between 90 and 100 words will not be marked. Students should therefore avoid writing an introductory sentence or paragraph, as this would be likely to use up

words without scoring marks. They should omit points of detail or examples unless these are specifically targeted by the bullet points.

### **Mark Ranges and Award of Grades**

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