



AS Level

GERMAN

7661/1: Listening, Reading and Writing
Report on the Examination

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General overview

Overall, most students seemed to cope reasonably well with the demands of the paper. Relatively few scripts had significant gaps and, where answers in the target language were required, most students were able to communicate basic information. Most students appeared to be familiar with the different marking criteria for different question types, such as the need for linguistic manipulation in the summary tasks but not in the short answer questions. That said, it is always regrettable when students lose potential credit because of poor technique or misinterpretation of the rubric. Students for future examination series are reminded that they should never give more than one answer in a non-verbal task and never give alternatives in the translation; in such instances the mark will only be awarded if both versions are correct. Thankfully there were only a few examples of illegibility this year, although in the non-verbal tasks it was sometimes difficult to distinguish between C and L and between K and H.

Section A

Question 1

This non-verbal task was well handled by many students, especially parts 1.3 and 1.6 where more than 90% of the entry gave the correct answer.

Question 2

This question required students to identify which two statements corresponded to each of the four speakers. On the whole, students performed well. In part 2.2 some students gave the answer F, which was incorrect because the speaker made no reference to a lifelong interest in music. In part 2.4 a number of students gave the answer K, which was incorrect because the speaker referred to university rather than school.

Question 3

This question, in which students had to identify key points and express them concisely in German, produced a wide range of responses. Part 3.7 attracted a high number of correct answers, with many students showing a good understanding of *die Spielzeiten einschränken*. Part 3.5 was also well answered, with many students scoring both the available marks. The trickiest item was part 3.2, where students needed to show understanding of the phrase *per Knopfdruck statt durch Lehrbücher*. Those who merely tried to transcribe the sounds they heard rarely gained credit.

Question 4

Most students fared at least reasonably well in this listening summary task. Many opted sensibly to divide their answer into three paragraphs, one per bullet point. The first bullet point was particularly well answered, with many students conveying both the required points. However, those students who included extra information such as the fact that Livia came from Brazil ran the risk of increasing their word count and possibly exceeding the specified limit for the question as a whole. Students are reminded that marking stops at the first natural break, usually the end of a clause, between 70 and 80 words. Similarly, in the second bullet point, it was not necessary to give extra information such as the fact that Berlin was not exactly as Anna had expected it to be. Some students struggled to make sense of the phrase *...in der Supermarktschlange miteinander geredet haben*. In bullet point 3, the point about being fascinated by the history of the city was not relevant

and therefore not credited. As for the AO3 mark, many students made a decent attempt to manipulate the German and use a variety of grammatical structures. Even simple changes of word order such as inversion after an adverb are worthy of credit at this level. It is not advisable to change vocabulary items because this can distort the meaning. Examples of successful manipulation included *Sie bemerkte die Jahreszeiten*, *In Berlin kann man zu Fuß gehen* and *Sie fand die Architektur kalt*.

Section B

Question 5

This multiple-choice task produced a wide range of marks. The most successfully answered items were parts 5.1, which tested understanding of the phrase *werden beliebter*, and 5.6, which targeted the phrase *die Anstellung von qualifizierten Mitarbeitern*. The most difficult item proved to be part 5.3. Here, students had to grasp the overall meaning of the first paragraph in order to identify the correct answer A, *eine gerechte Rollenverteilung in Familien zu fördern*.

Question 6

This question, which asked students to select words from a list to fill gaps in a text on *Silvester*, produced a very wide spread of marks. Students needed not only to choose the word that made the best sense in the context but also to take account of the sentence structure in order to choose a verb with the right ending. Answers which were often correctly given were the passive construction *werden (...gesendet)* in gap 2, the present tense *heißt* in gap 4 and the present tense *verabschiedet* in gap 5. Common errors included *bietet* instead of *gehört* in gap 3 and the transposition of *begrüßen* and *vertreiben* in gaps 6 and 7.

Question 7

Many students appeared to have understood the gist and at least some of the detail in this text on children's TV. It was possible to answer most of the questions by lifting a short phrase from the text, and some students did this successfully. Those who copied lengthy sections of the text often included irrelevant material and fell foul of the instruction *geben Sie nur die notwendigen Informationen*. Parts 7.3 and 7.6 were particularly well answered, as was part 7.7 except for the wrong use of *Fern* as if it were a noun meaning 'television'. Part 7.4 proved to be relatively difficult, perhaps because some students did not make the link between *diese Altersgruppe* and the reference to 3- to 5- year olds in the previous sentence. In part 7.5 some students referred wrongly to TV being *lehrreich*, even though the reference to this aspect was negative - *nicht jede ist wirklich lehrreich*.

Question 8

The question based on an adapted literary text usually poses a challenge for AS students, and this year's example was no exception. However, some students performed creditably overall, and parts 8.1, 8.4 and 8.8 produced a high number of correct answers. The most common error was in part 8.2, perhaps because many students did not know the adjective *zornig*. Particularly careful reading of the text is needed to distinguish between F and NA in this type of exercise; the answer to part 8.9 was NA because it was not possible to work out from the text whether Hans came second in the race or not.

Question 9

This reading summary question on a graffiti art project in Germany proved to be challenging for many students. As with the listening summary, it was necessary to select only the relevant information in order to keep within the specified word count. In the first bullet point, many students referred correctly to the walls being grey or in need of repainting. However not all mentioned the fact that the young people wanted graffiti art; it was not enough here simply to lift the phrase *Das Aussehen der Räume sollte Sache der Nutzer sein* from the text. In the second bullet point, most students successfully identified at least one of the three required points, although some included a reference to Stefan Kobin's previous work which was not relevant here. Some students used *gezogen* instead of *gezeigt*, which hindered communication. In the third bullet point, most students homed in appropriately on the last two sentences of the text, but some struggled to change the phrase *Ich bin begeistert von dem Talent unserer jungen Künstler* from the first to the third person. For the AO3 mark, as with the listening summary, it was not necessary to use highly complex German, but rather to show the ability to manipulate the language as required by the task. For example, in bullet point 2, students could re-express the sentence *Zuerst wurden unter seiner Leitung Ideen für die Graffiti entwickelt* using the active form *Er entwickelte Ideen für die Graffiti*. Almost all students made some effort to use their own language and some did so very successfully.

Question 10

The translation into English produced, as usual, a wide spread of marks. Each of the ten boxes in the mark scheme had to be translated completely and without error in order to gain credit. Phrases that were generally well understood included: *die höchste Geburtenrate*; *brachten ... zur Welt*; *man darf die Vorteile nicht vergessen*; *dass Teilen notwendig ist*; and *mit mehreren Geschwistern ist man nie einsam*. The passive construction *wurde ... erreicht* was sometimes mistranslated as 'became' and the present tense verb *beträgt* was sometimes mistranslated using a past tense verb such as 'has fallen to'. Vocabulary items that caused difficulty included *kinderreich* - the phrase 'child rich' was not acceptable - and *anstrengend*. In the last sentence, a few students who performed well in the task overall mistranslated *mehreren* as 'more'.

Mark Ranges and Award of Grades

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