
A-LEVEL GERMAN

7662/1: Listening, Reading and Writing
Report on the Examination

7662
June 2022

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2022 AQA and its licensors. All rights reserved.
AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General overview

In general terms, it was pleasing to see many students achieving good marks despite the disruption they have suffered in the last two years. Most students seemed to know how to respond appropriately to the various question types, such as the need for linguistic manipulation in the summary tasks but not in the short answer questions. There were relatively few instances of questions left blank or unfinished. However, legibility was a problem with some scripts. In all questions requiring a response in German, but especially the translation, the marker has to be able to read every letter of every word in order to decide whether or not to give credit. If benefit of the doubt were given to those who write unclearly, that would be unfair on those students who write carefully but make mistakes for which they are penalised. Students are also reminded to make their answers to non-verbal questions clear: if they write one letter on top of another it may be impossible to tell which is the intended answer and therefore credit cannot be given.

Section A

Question 1

This non-verbal task on the topic of television was well handled by most students, especially parts 1.2, 1.3 and 1.4 where more than 90% of the entry gave the correct answer.

Question 2

This question on German reunification required students to pick the six correct statements from a list of 13 possibilities. Many students coped well with the task. A common omission was statement J, perhaps because the verb *riechen* was unfamiliar. Conversely a number of students incorrectly chose statements A and P, perhaps because they did not know the verbs *mitteilen* and *bedauern* respectively.

Question 3

This item on an ancient Swiss tradition required students to identify key points and express them concisely in German. It produced a wide range of responses. Part 3.2 was particularly well answered, with most students understanding the contrast between the past use of the *Alphorn*, namely as a means of communication, and its present use as a musical instrument. Parts 3.1 and 3.5 also attracted a good number of correct answers. In Part 3.3, some students misinterpreted *Saal* as *Zahl* and/or *statt(finden)* as *Stadt*, which impeded communication. Part 3.7 proved to be difficult, with many students not appreciating the importance of *nochmal* in the last phrase of the recording.

Question 4

The standard of students' responses in 2022 was much higher than for the equivalent question in 2019. Most students appeared to have grasped the main points of the interview, with a good number scoring full marks for AO1. Those who included irrelevant material ran the risk of exceeding the specified word limit; students preparing for future examinations should be reminded that no credit is given for any points made after the first natural break between 90 and 100 words.

In bullet 1, most students understood it was a racist attack, but many omitted the idea of the families of the victims being represented. In bullet 2, many students mentioned *Alltagsrassismus* and *Radikalisierung* but did not explain the link between them. The phrase *die Folgen des Anschlags* was often misheard as *den folgenden Anschlag*. The reference to *Toleranz fördern* was generally well conveyed. In bullet 3, the idea of *Angehörigen* was sometimes omitted, but most students conveyed the reference to *einen ruhigen Platz* successfully.

As for the AO3 mark, many students made a decent attempt to manipulate German and use a variety of grammatical structures. The structures can be as straightforward as different word order after an adverb or conjunction or a different verb form with or without a modal verb. It is not advisable to substitute one single word for another, because this does not demonstrate the ability to manipulate the language and is likely to distort the meaning.

Section B

Question 5

This type of gap-fill task usually produces a wide spread of marks and this year's item on distance learning in Switzerland was no exception. It is a topic that will have chimed with many students whose education was affected by the Covid pandemic. Students needed to take account of the grammatical context as well as the meaning in order to select the correct word. Gaps 4, 5 and 6 proved to be the most accessible, the correct answers being *kombinieren*, *nutzen* and *korrigiert* respectively. There was some confusion between gaps 2 and 9 where the correct answers were *geeignet* and *abgeraten* respectively.

Question 6

In this non-verbal task on the topic of Berlin, most students showed a fair understanding of the text. Parts 6.1, 6.2, 6.6, 6.8 and 6.10 were all answered correctly by more than 80% of students. The most difficult items proved to be parts 6.4 and 6.8, in the latter case perhaps because many students did not know *ausführlich*.

Question 7

The question based on an adapted literary text is always challenging, but many students scored reasonable marks overall in this item based on an extract from *In St. Jürgen* by Theodor Storm. Part 7.1 was very well answered, with just a few students mistaking *leben* for *lieben*. At least 75% of students gave the correct answer to parts 7.2, 7.4 and 7.6. In part 7.3, many students had difficulty identifying the phrase *dass sein Geschäft abwärts ging* as a possible answer. Others used the verb *drückten* from the text but changed the pronoun *mich* wrongly to *sich* instead of *sie*. In part 7.5, many students referred to tarot cards, but not all showed understanding of the phrase *einen Witz ... erwarten würde* as a whole. In part 7.8, a range of possible interpretations was accepted including *erstaunt* and *schockiert*, but some students copied inappropriate phrases from the text such as *das Allerbeste fehlt mir*.

Question 8

Many students showed good understanding of the text on immigration to Austria even if some of the individual questions proved to be difficult. Part 8.8 was very well answered with more than 90% of students referring correctly to *bessere(n) Verdienstmöglichkeiten*. Parts 8.1, 8.4 and 8.7 also

attracted a high number of correct answers, although in part 8.1 some students spoilt their answer by adding *den Zugang* to the correct phrase. Part 8.2 was difficult because it required very careful reading of the text and question to realise that different categories of workers had to score different numbers of points in order to qualify. In part 8.5, some students overlooked the word *nicht* even though it was in bold type and gave answers on the lines of *an ihren Arbeitgeber gebunden sein* instead of *ihren Arbeitgeber verlassen/wechseln*. In part 8.6, many students misinterpreted *zurückgehen* as meaning 'to go back' instead of 'to go down'. In part 8.9, there was some confusion between state and private provision, perhaps because some students did not know the word *gering* in the question.

Question 9

The mean mark for AO2 in this year's reading summary task, which focused on a text about the role of Konrad Adenauer in promoting European integration, was slightly higher than that achieved in the equivalent task of 2019. That said, the range of attainment was wide. A good number of students scored all seven marks for AO2, having selected the appropriate extracts from the text and re-expressed them in their own words. They seemed also to have good background knowledge of the European Union. At the other end of the range, a few students appeared to show little understanding of the bullets in the question, nor of the text, and did little more than copy out apparently random sections of the text. There was some mixing of the various time periods mentioned in the text, with some students confusing the Nazi period with the post-1949 division of Germany.

In bullet 1, many students conveyed all three points, although some appeared to think that *Landes* was plural and referred to countries other than Germany. In bullet 2, most students referred correctly to the *gemeinsamen Markt*, but some missed the important word *einheitlich(e)* in the second point and wrote an incomplete answer on the lines of *diesen Schlüsselsektor kontrollieren*. In bullet 3, most students scored the first point, but not all included the key idea of *früh(e)* in the second point.

For the AO3 mark, it is more tempting in the reading summary task to copy sentences from the text than it is in the listening summary task to transcribe words and phrases in the recording. In this question, those who merely copied word for word could not gain credit for manipulating the language. As with Question 4, the manipulation did not have to involve highly complex structures. Good straightforward examples of manipulation were: *Adenauer wollte Deutschland wiederaufbauen*; ... *diese Industrien einheitlich kontrollieren*; and *er verhinderte eine frühe Wiedervereinigung, weil er sich von der DDR distanzierte*. More ambitiously, a few confident students managed to use the subjunctive of indirect speech, e.g. *Sie sagten, er habe sich von der DDR distanziert*. Again as with the listening summary, it is not recommended to change individual vocabulary items, because doing so may distort the meaning.

Question 10

The translation into German produced a higher average mark in 2022 than in 2019. Nevertheless, it was a challenging exercise where all words had to be spelt correctly in order for credit to be gained. Many students appeared to be making good use of the support text to identify vocabulary. Among the phrases that were generally well translated were:

- migrant children
- extra classes
- from the government
- success quickly

- it is hoped that
- better chances
- in the job market

The words and phrases that caused the greatest difficulty were:

- varies according to the federal state (*laut* was often misused here)
- headteacher (various wrong words such as *Kopflehrer*)
- when migrant children arrive (*als* instead of *wenn*)
- proportion (*Anzahl* instead of *Anteil*)
- from socially disadvantaged families (often with *sozialen* instead of *sozial*)
- in some towns (wrong case endings often used)
- to achieve (sometimes mistranslated as *leisten*)
- supported them (confusion between *unterstützen* + accusative case and *helfen* + dative case)
- both ... and (*beide* was often misused)
- will have (present tense used instead of future)

Question 11

The translation into English turned out to be more accessible than its equivalent in 2019. Although there was no penalty for spelling mistakes as such, students needed to write English that was clearly comprehensible and conveyed the entire meaning of the German text. Instances of paraphrasing instead of translating were, thankfully, rare. However, some students overlooked 'little words' such as *sowie* and *nun*, while others seemed not to recognise the plural forms of nouns and verb tense endings.

Words and phrases that were generally well translated included:

- *wollen gehört werden* (the passive was well known)
- *die regelmäßig stattfinden*
- *in verschiedenen deutschen Städten*
- *geben Jugendlichen die Gelegenheit*
- *politische Ideen zu entwickeln*

Common sources of difficulty were:

- *Jugendpolitiktage* (singular instead of plural)
- *im vorigen Jahr* (plural instead of singular)
- *Veranstaltung* (mistranslated as 'demonstration')
- *unter anderem verlangten sie* ('under others'...)
- *des Energieverbrauchs* (mistranslated as 'need for energy')
- *Nahverkehr* (the idea of 'local' was often omitted)
- *sowie* (mistranslated as 'such as')
- *hatten* (present instead of past tense)
- *zumindest* (sometimes taken with a negative meaning).

Mark Ranges and Award of Grades

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