AQA

AS LEVEL
GERMAN

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

7661/1
June 2023

Version: 1.0

General overview

Overall, the standard of attainment in this paper was slightly lower than in 2022, largely because of the greater demand of questions 1, 8 and 10. Most students attempted most questions, although some parts of questions 3 and 8 were sometimes left blank. Most students appeared to be familiar with the different marking criteria for different question types, although a few misinterpreted the requirement for manipulation in the summary tasks and changed the vocabulary unnecessarily instead of manipulating the grammar. Illegibility was occasionally a problem, even in the non-verbal tasks, where it was sometimes difficult to decide which letter was intended.

Section A

Question 1

This multiple choice task on Austrian festivals was fairly well handled overall. However, many gave the wrong answer in part 1.1, which tested the word *vierteljährlich*.

Question 2

This question on the topic of television required students to identify which two statements corresponded to each of the four speakers. On the whole, students performed well. The most frequent errors occurred in part 2.3, perhaps because students did not understand the link between *ungeduldig* in the question and the phrase *dass ich alle Infos sofort haben* will in the recording.

Question 3

This question, in which students had to identify key points from a radio broadcast about 20th century artists and express those points concisely in German, produced a wide range of responses. On the whole the question was more successfully tackled than its equivalent in 2022. Parts 3.2, 3.5 and 3.6 were particularly well answered. In part 3.3 some students mentioned *die großen blauen Pferde* without stating that it was the name of a painting. In part 3.4 many students wrote *Form der Kunst* instead of *Reform der Kunst*. In parts 3.7 and 3.8 difficulties were caused by the words *gewohnt* and *zerstörten* respectively.

Question 4

Most students fared reasonably well in this listening summary task on the topic of marriage contracts. There was little evidence of the word *Ehevertrag* being a problem and very few students exceeded the maximum word count. In bullet 1, most students scored at least one of the available two marks, but some omitted the idea of *durchschnittlich*. In bullet 2, a common error was *Streit und Geld* instead of *Streit ums Geld* and not all showed comprehension of *Sorgerecht*. In bullet 3, many students scored both marks, but some omitted the reference to parents and simply stated that the process was complicated. For AO3, the extent to which students tried to manipulate the language varied widely. No credit could be given for merely transcribing the recording. Examples of simple but successful manipulation included *Eine Ehe dauert im Durchschnitt 15 Jahre* and *Birgit und ihr Verlobter konnten sich keinen Ehevertrag leisten*.

Section B

Question 5

This question, which asked students to read a text on a well-known theatre in Berlin and then select the seven correct statements, was well answered on the whole.

Question 6

This question required students to read a text on online safety and fill eight gaps with infinitives selected from a list. The question produced a wide range of attainment. Most students recognised the need for a passive in the sixth bullet and correctly chose *werden*. Gap 3 (*blockieren*) was also usually correct. Among the harder gaps to fill were gap 1 (*veröffentlichen*) and gap 4 (*annehmen*).

Question 7

Many students coped well overall with this question, which consisted of three paragraphs about women in art and a series of nine statements which students had to attribute to the correct paragraph. Parts 7.2, 7.3, 7.4 and 7.8 attracted the highest proportion of correct responses. Part 7.5 proved to be the hardest, perhaps because students did not know one or both of the words *verlangten* and *Gleichberechtigung*.

Question 8

As usual, the item based on an adapted literary text – in this instance *Die Küchenuhr* by Wolfgang Borchert – proved to be challenging for many students, no doubt because they were unfamiliar with the linguistic style of the passage. Nevertheless, the first four questions were generally well answered, with most students interpreting the first part of the text correctly. In part 8.4, some students wrote *neben sie* whereas they needed to say who *sie* were, namely *die Freunde* or *die anderen*. In part 8.5, some stated that 'he showed it' without saying who he showed the clock to. In part 8.6, many students appeared not to know the word *gefiel* in the question. Part 8.9 was well answered by a few students who showed understanding of the last three lines of the text, but many responses did not make sense and no credit could be given for answers that included *Ihr Haus* instead of *das Haus* or *sein Haus*.

Question 9

This reading summary question on the Oktoberfest proved to be of similar difficulty to the equivalent task in 2022. Most students stayed within the word limit and showed comprehension of at least some parts of the text. In bullet 1, many students were able to convey the idea of the good atmosphere, but a few were confused by the two numerals in the text, 87 and 187. In bullet 2, there were again many good answers, although some appeared not to understand *Schilder* and/or *Parkkontrollen*. In bullet 3, only a small number of students managed to convey the idea that the number of violent incidents was still too high despite having decreased; some appeared to think that *abgenommen* meant 'increased'. The marks for AO3 were on the whole lower in this question than in the listening summary, perhaps because it was tempting to copy out sections of the printed text. Nevertheless, there were some good examples of grammatical manipulation, such as *Das Volksfestpublikum war gut gelaunt, Man hatte keine Schilder aufgestellt* and *Die Polizei wurde kritisiert, weil Frauen sich nicht sicher fühlten*.

Question 10

The translation into English, on the topic of digital communication, proved to be the most difficult question on the paper. As always, 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 wachsende Bedeutung*, *im Unterricht* and *unter den einfachen Fragen*. There were a few nicely idiomatic translations of the phrase *neu hinzugekommen*, such as 'a recent addition'. However, much of the topic-specific vocabulary such as *Tasten*, *speichern* and *Datei* was not widely known. Other common sources of error were *sinnvollen* (mistranslated as 'sinful'), *angemeldet* and *unabhängige*, as well as the 'little words' *allen*, *kleines* and *wofür*.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.