
AS LEVEL GERMAN

7661/2 Paper 2 Writing
Report on the Examination

7661/2
June 2023

Version: 1.0

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

Copyright © 2023 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

Taking into account the range of marks, it is clear that the vast majority of students were entered appropriately for this examination and there were some impressive performances across the range of questions.

Although a handful of students left some 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.

A few scripts were difficult to read because of poor handwriting and students should be reminded of the importance of legibility in a written paper. This was particularly important in Section A, where examiners needed to distinguish between upper and lower case.

Section A

A number of students did not attempt all parts of some sentences. This was unfortunate as each element was discrete and could gain credit. Students should be encouraged to at least make an attempt at all five short translations as marks can be gained in this exercise, even if the whole sentence is not completed.

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

The translation proved to be a discriminator. 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 theme for the translation this year was 'Artistic Culture in the German-speaking World' and the sub-theme was *Theater, Musik und Museen in Berlin*.

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 introduction to the paper. 'To queue up' was given in the introductory text and vocabulary such as 'before', 'for an hour' and 'sometimes' was deemed to be within the grasp of AS students. The omission of s in *Museumsbesuch* was tolerated as the word could not possibly mean anything else. Overall, this question enabled many to start the paper confidently.

Q1.2 This question was also well handled by students. Common problems were caused by the dative plural and the spelling of *Ausstellungen*.

Q1.3 The perfect and imperfect tense of *anziehen* and 'tourists from all over Europe' were major sources of difficulty in this question. Only the most capable or knowledgeable students scored marks here.

Q1.4 *Zahl* was not accepted in the opening three words of the sentence because it has a different meaning to *Anzahl*. Some students gained credit by using *eine große Menge von Museen*, which was perfectly acceptable as well as innovative. This question proved to be the most problematic for students.

Q1.5 *Die Regierung* was, of course, accepted for *der Staat*, although a large number of students translated it as *Stadt*. Perhaps surprisingly at this level, the manipulation of the future tense was not widely successful with students offering *würde ... sanieren* and similar inaccuracies. When it comes to manipulation of structures in the stimulus text there has always been the requirement to show knowledge of verb tenses.

Sections B and C

A small number of students did not enter in the box providing the number of the question they were attempting; they need to be reminded of this simple administrative procedure.

Some texts and films did not attract any responses; the overwhelmingly most popular choices were *Der Besuch der alten Dame*, *Der Vorleser*, *Goodbye Lenin* and *Das Leben der Anderen*.

After each title there were four *Stichpunkte*. These points were meant as a guide to help students plan their response and, whilst it is up to the individual to use them or not, they did give pointers to possible content. In that sense, they were very useful.

The general impression was that the standard of many essays was high. Students were well prepared and were able to write in some detail about their chosen book or film. It was clear that students were familiar with their chosen text or film but this meant that, in some cases, the answer to the set question became rather narrative at the expense of analysis and opinion. Students did not always use their knowledge to illustrate major points. Still, it must be said that, even in those answers where some poor German impeded immediate comprehension, there were some discernible elements worthy of credit. Answers that addressed the set question gained access to the higher levels for content. Without doubt the very best answers attracting the highest marks were those which considered the set task and responded by making a number of points concisely and coherently, providing support from the work studied and offering personal opinion.

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 employed paraphrasing of quotations, which did not strike examiners as helpful.

Too often the conclusions merely repeated points already made. There is no need to do this as those points will have already been given credit. Essays do not need to be excessively long. Some essays made the same argument over and over again.

Conclusions that drew together the preceding material to end with a definite answer to the precise question were much more structured and impressive than those which merely repeated verbatim what had gone before. Some students started the conclusion of their answer with *Überall*, when they probably meant *Im Großen und Ganzen*.

A number of students tried to use over-complicated language and were thus unable to convey points successfully. A simple sentence in accurate German is preferable and makes the point; for example, *Hanna wollte Michael dominieren und er war mit der Situation zufrieden (Der Vorleser)*. The sentence was straightforward but got the point across.

Despite the quality of many responses, there were instances of incorrect use of language. For instance, some students did not distinguish between *bekommen* and *warden*: *Dr Klapproth bekommt ungeduldig* (*Goodbye Lenin!*). Other similar examples were seen throughout the answers: *Jerska tötet, weil er nicht arbeiten kann* (*Das Leben der Anderen*) and *Ill ist richtig, wenn er sagt ...* (*Der Besuch der alten Dame*). Such errors were disappointing to read as reports on the exam have highlighted this several times.

Mark Ranges and Award of Grades

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