A-LEVEL

GERMAN

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

General overview

Overall, the paper produced a good spread of marks. The average total mark in 2023 was similar to that of 2022 and higher than that of 2019. A few students either left some answers blank or wrote very unclearly towards the end of the paper, suggesting that they had run out of time. Poor handwriting could also be a problem in the non-verbal tasks, where, for example, it was difficult to distinguish between H and M or between C and G. Although most students seemed to know how to respond appropriately to the various question types, there were a few instances of excessive lifting of stimulus material in the summary tasks and occasional instances of excessive copying in the short answer questions, where the rubric states *Geben Sie nur die notwendigen Informationen*. A small number of students gave alternative answers in the translation tasks; they could then only gain credit if both versions were correct.

Section A

Question 1

This multiple-choice task on the topic of Germany and the European Union was well handled by most students, especially parts 1.1 and 1.4, where around 90% of the entry gave the correct answer.

Question 2

This non-verbal question on driverless cars in Austria was generally well answered. The most difficult part was 2.3, where students had to make the connection between *Wer ist schuld...?* in the recording and *Verantwortung* on the question paper.

Question 3

This item on the integration of refugees in Germany attracted some good responses which showed comprehension of gist and detail. Parts 3.5 and 3.6 proved to be the most accessible, although a few students lost potential credit for 3.6 by writing the wrong numeral for *sechzigtausend*. In part 3.2 most students scored at least one of the two available marks; many did not seem to recognise the word *Einstieg*. In part 3.4 some students had difficulty with the phrase *um den Abbruch der Ausbildung zu vermeiden*.

Question 4

Most students coped well with this listening summary task on the topic of musical culture in Berlin. The average mark for AO1 was slightly higher in 2023 than in 2022 and much higher than in 2019. However, some students exceeded the maximum length of 90 words; in such cases no credit for content or language could be given after the first natural break between the 90th and 100th words. In order to keep within the word count it is important not to include introductory sentences or material that does not specifically address the bullet points.

In response to bullet 1, most students conveyed the key points *Vielfalt der Musikkultur* and *zahlreiche Orte, an denen Musik stattfindet* successfully. The third point, about the affordability of Berlin, was slightly less well answered, perhaps because some candidates did not grasp the comparative *höhere ... als*. In bullet 2, the idea of *eine neugierige Stadt* or *immer Neues entdecken* was conveyed in various ways, often successfully. Many students also referred to Berlin's *Anziehungskraft*, although not all mentioned that this strength was international. In bullet 3, some answers were not very well focused and included the comment *Er vermisst die alten Zeiten* rather

than the correct references to competition between Berlin and other cities. Many seemed not to recognise the word *Eindruck*.

For the AO3 mark, students needed to manipulate the grammar while maintaining a good level of accuracy. Some were able to do this, but others either relied too much on direct transcription or wrote very inaccurate German. A few students changed the vocabulary unnecessarily; in some cases, this meant that they distorted the meaning and lost potential credit for AO1. Good examples of rephrasing for AO3 were: *Berlin hat eine vielfältige Musikkultur*, *Berlin zieht Musiktalente aus aller Welt an*; and *Carsten Stricker meint, dass Berlin früher mit Köln und Hamburg konkurrierte.*

Section B

Question 5

This gap fill task based on a nostalgic piece about the fall of the Berlin Wall produced a wide spread of marks. The nouns were of different genders, so students had to bear the grammatical context in mind as well as choosing a word with the right meaning. Gaps 2 and 5 – *Armen* and *Ausnahmen* respectively – proved to be relatively hard, and some students transposed gaps 6 and 7, where the correct answers were *Umstellung* and *Enttäuschung* respectively.

Question 6

This question on paternity leave in Switzerland began with four parts requiring students to identify synonyms in the text. Almost all students correctly identified *Aussprache* as the synonym for *Debatte* and *dennoch* for *trotzdem*, but some did not identify the other two parts correctly – *gewährte* for *erlaubte* and *Betriebe* for *Unternehmen*. A few students wrote a word which was the wrong part of speech, such as a noun instead of a verb, for part 6.2.

In those parts of the question requiring short answers in German, the marks were high on the whole. Parts 6.7 and 6.10 were answered correctly by more than 90% of the entry. However, some students did not pay enough attention to the detail of the stimulus text: for example, they did not distinguish between the study carried out in Sweden and other studies, which meant that they sometimes confused their answers to parts 6.8 and 6.9.

Question 7

Many students achieved good marks in this non-verbal task based on an extract from a literary work by Rilke. Where errors occurred, they were fairly evenly spread across the options, but it was noticeable that a number of students wrongly selected options D – *Ulrich Oheim hat wegen seiner Versuche schwarze Flecken im Gesicht* – and L – *Maltes Großvater ist körperlich sehr groß*.

Question 8

Most students showed at least partial understanding of this text on guest workers in Austria in the 20th century. Parts 8.2 and 8.5 attracted the largest number of correct responses, despite the potential difficulty of the phrases *zwischenstaatliche Abkommen* in 8.2 and *Arbeitskräfte einzuschulen* in 8.5. In part 8.1 some students did not see the link between *Maßnahme* and *Abkommen*. In part 8.3 many students mentioned the increasing demand for labour, which was a general point not restricted to Austria; however even if they wrote this they could still score two marks for writing *Viele Österreicher wanderten wegen eines höheren Lohnniveaus ins Ausland ab* on the next line. A few students transposed their answers to parts 8.4 and 8.5. In part 8.6 some students appeared not to understand *erlitten* and gave Musa Firat's journey to Istanbul as their

answer. In part 8.9 many students correctly mentioned *Herzlichkeit* but omitted to specify that it was *die Herzlichkeit der Studenten*, referring back to the previous sentence.

Question 9

The text on *Reformationstag* which formed the basis of this question proved to be challenging for many students, with lower average marks achieved for AO2 and AO3 than in the equivalent tasks in 2019 and 2022. However, there were some extremely good responses, with a few scoring maximum marks for both AO2 and AO3. As with the listening summary, some students copied out too many sentences from the stimulus text with little or no grammatical manipulation. Not only did this limit their potential credit for AO3, but they were also likely to exceed the word count so that the last part of their answer was not eligible for AO2.

In response to bullet 1, many students scored both marks, although a few transposed south and north and some students mentioned the voting outcomes, which were not part of the answer. In bullet 2, there were again some good answers, with most students homing in appropriately on the phrase *aus patriotischen Gründen*, but the reference to the day providing *die Gelegenheit über das Verhältnis zwischen Religion und Gesellschaft nachzudenken* was sometimes misunderstood, judging by students' omission of key words such as *nachzudenken*. In bullet 3, most students scored the second point, but references to fundamentalism being dangerous were sometimes too vague or confused.

For AO3, some students took advantage of straightforward opportunities to manipulate the language without distorting the meaning, such as: *die südlichen Bundesländer hatten mehr Feiertage als der Norden* (change of word order and verb mood); *die meisten bayrischen Bürger stimmten mit ihm überein* (change of verb tense and person); and *im modernen Deutschland fördert man Solidarität und Toleranz* (change from passive to active and simplification of sentence structure).

Question 10

The translation into German, which this year was about young people and politics, produced a higher average mark in 2023 than in 2019 and 2022. Many students appeared to make good use of the support text to identify vocabulary. However, poor handwriting was sometimes a problem in this task where every word has to have the correct spelling, and a few students paraphrased part of the text instead of translating it.

Among the phrases that were generally well translated were:
- two years ago (box 1)
- today she is one (box 4)
- the German government hasn't done enough (boxes 11 and 12)
- nevertheless (box 21)
- and should (box 29).

The words and phrases that caused the greatest difficulty were:
- of the many young Germans (box 5 – many wrong endings)
- who are politically active (box 6 – wrong versions such as *politische Aktiv*)
- in her home town (box 9 – some wrote *Heimstadt*)
- Anna is not a member (box 15 – wrong forms of the negative)
- politicians (box 18 – omission of dative plural *-n* after *vertraut*)
- if Germany reduced (box 23 – many wrong verb endings)
- in her opinion (box 26 – wrong ending on *ihrer*).

- the concerns are important (box 27 – wrong words for 'concerns')

Question 11

This year's translation into English was on the topic of architecture. It proved to be rather more demanding than the equivalent task in 2022, but more accessible than the 2019 translation. Many students showed good understanding of the passage as a whole, but some appeared not to have looked closely enough at verb endings, such as *gab* and *erhielt* (both past tense).

Words and phrases that were generally well translated included:
- *eines der größten* (box 2)
- *mehr als 30 dieser faszinierenden Gebäude* (box 8)
- *und der ganze Bau* (box 14)
- *der Architektur des 21. Jahrhunderts* (box 17)
- *eine neue Richtung* (box 18).

Common sources of difficulty were:
- *Bauwerk* (box 4 – mistranslated as 'building work')
- *sympathischer* (box 5 – 'sympathetic')
- *Kollegen* (box 7 – 'colleges')
- *zeichnen sich* (box 10 - 'show')
- *Betriebskosten* (box 11 – 'business costs')
- *Ulmer* (box 16 – treated as if *Ulmer* were a name in itself)
- *Bundesministerium* (box 20 – 'minister')
- *Wirtschaft* (box 20 – 'science').

Mark Ranges and Award of Grades

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