
AS

GERMAN

Paper 2 Writing
Report on the Examination

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General comments

The majority of students were entered appropriately for this exam and there were some very pleasing performances across the range of questions.

Although a handful of students left blanks in the translation into English, the level of completion and the length of some of the responses in Section B were evidence of the accessibility of the paper.

Some scripts were difficult to read because of poor handwriting and students should be reminded of the importance of legibility in a written paper.

Section A Question 1: Translation into German

Students should be reminded of important and useful guidance.

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Spellings must be correct, including the use of upper and lower case letters.

The translation exercise requires very careful reading of the introductory text material, as it contains vocabulary, phrases and structures that will be helpful to students.

The topic for the translation this year was Aspects of German-speaking society and the chosen sub-topic was Youth Culture – music. The translation proved to be a good discriminator. The 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.

1.1 This proved to be a successful introduction to the paper. *Indispensable* and *considered* were given in the introductory text and words such as *nowadays*, *music* and *in the life of* were deemed to be within the grasp of AS students. The major error in this question proved to be students offering *ist angesehen* rather than *wird angesehen*, the former changing the meaning. Overall, however, this question enabled many to start the paper confidently.

1.2 *In a good mood* was in the text and the rest of the vocabulary was largely accessible to the majority of students. Alternatives such as *zur Schule / in die Schule* and *jeden Morgen / morgens* were, of course, accepted. The main point of grammar tested was the word order in *Wenn-Sätze*, which was successfully tackled by most students.

1.3 Students were asked to identify the correct use of *als* and the comparative of *jung*, where many omitted the umlaut. “*As often as possible*” was not universally known and was rendered inaccurately in many scripts.

1.4 This sentence caused the most difficulty, although some vocabulary and structures were in the written text. Many students were unable to manipulate the grammar in the text, for example when the genitive or dative was required or when adjectival agreements without a definite or indefinite article were sought. Occasionally *erinnern* was misspelt.

1.5 Many responses scored well on the final sentence. Students offered a variety of alternatives for *certainly*, such as *bestimmt, sicher, zweifellos, ohne Zweifel and zwar*. All were, of course, accepted. The future tense caused very few problems, which was very pleasing.

Section B Books and Section C Films

A small number of students did enter in the box provided the number of the question they were attempting; they need to be reminded of this simple administrative procedure.

Not all texts were selected by schools and colleges, although each film did attract responses. *Goodbye Lenin* was a very popular choice, as was *Das Leben der Anderen*.

The general impression was that the standard of many essays was high. Students were well prepared and were able to write with focus about their chosen book or film. Even in those answers where some poor German impeded the immediate comprehension of points made, there were some discernible elements worthy of credit. Despite these positive aspects it is worth pointing out what could be of help to students in future.

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

Although many essays revealed a thorough knowledge of the chosen text or film, some students tried to use adventurous complex language which did not always convey points successfully.

There were examples of English-style phrases, such as *und ich verstehe was er spricht über, es ist klar was er denkt von es, bei der Ende des Films*. Similarly, many students started the last paragraph of their answer with *Überall*, when they probably meant *Im Großen und Ganzen*.

Similarly, too many students were unable to distinguish between *bekommen* and *werden; ändern, (sich) verändern, wechseln* and *umtauschen, töten / sterben* and *er hat Recht* and *richtig*. It is important that students recognise the change of meaning. For example there is a clear difference between *Jerska stirbt* and *Jerska tötet (Das Leben der Anderen)*.

There was a noticeable tendency in some answers to try to reproduce pre-learned essays. This led to a lack of focus at times and points seemed to be made randomly or fortuitously. Answers must be relevant and address the set question to gain 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 lots 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 used paraphrasing of quotations, which did not strike examiners as helpful.

Introductions which set out the strategy for answering the question and 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.

Essays do not need to be excessively long; this often leads to repetition and poor structure. Some essays made the same argument over and over again. There is no need to repeat points already made. They will have been recognised and given credit.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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