
AS

GERMAN

Paper 1 Listening, Reading and Writing
Report on the Examination

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General comments

The paper as a whole produced a wide range of attainment. The level of difficulty was higher than in 2017, particularly in the summary tasks and translation into English. A few students appeared to have run short of time and did not attempt certain items. Conversely some students wrote too much in the summary tasks and in those questions requiring short answers in German. There were a few instances of students miscopying words from the stimulus texts and thereby changing the meaning; students are reminded of the importance of checking their work carefully.

Section A

Question 1

Overall, students performed fairly well in this multiple choice item about a musical event in Austria. Questions 1.2, 1.6 and 1.7 proved to be very accessible. Almost all students made the correct link between *(an) unterschiedlichen Stilrichtungen* in the recording and *die Vielfalt der Musik* in 1.6. The most difficult item was 1.3, where students needed to understand the phrase *um mit anderen Musikern öffentlich aufzutreten*.

Question 2

This non-verbal task about public holidays in Germany proved to be a good discriminator. A number of students wrongly chose sentences G, where they needed to understand the phrase *als die Protestanten den gleichen Status wie die römisch-katholische Kirche bekamen*, and P, where *insgesamt* in the recording contrasted with *zusätzlich zu* in the question.

Question 3

This question on digital technology required short answers in German. Students are reminded that in questions of this type they should only include relevant information and that if they copy out whole sentences they may introduce material that confuses their answer, thereby preventing them from gaining credit. Questions 3.1, 3.4, 3.5 and 3.6 were generally well answered. The most elusive item proved to be 3.2, where students needed to understand the phrase *Wer hätte ... voraussehen können, dass ein Handy eine Kreditkarte ersetzen könnte?* In 3.7, the reference to *Blutdruckmesser* caused difficulty.

Question 4

This listening summary question, which focused on the street artist Barbara, was more challenging than the equivalent question in 2017. It was important for students to remain within the word limit; some students wisely used the extra space on the exam paper to write notes from which they then selected key points to include in their final response. Those students who relied on word-for-word transcription were unable to cover all the required points before marking stopped; they also ran the risk of transcribing unfamiliar words wrongly, which then prevented them from conveying meaning clearly. Students are reminded that the AO3 mark is awarded for the manipulation of grammatical structures, not for finding synonyms. There were plenty of opportunities for manipulation, especially in the third bullet point where *Ziele* could be expressed by different verb constructions such as *Sie will...*, *Sie hofft auf...* or *Es ist für sie wichtig, dass...*

Individual words and phrases that caused difficulty were: *unbefragt*, which was sometimes wrongly transcribed as *umbefragt*; *Schaden*, which was sometimes confused with *schade* in the sense of 'pity'; *(in einer) friedlichen (Welt)*, where some students wrote *frei* or *Freiheit*; and *weise (ich ... hin)*,

which was sometimes mistaken for part of the verb *wissen*. Some students showed understanding of individual words but did not put them in the right context: for example, in the third bullet point, it was necessary to write that Barbara wants people to be friendly towards each other, not that people are (already) friendly towards each other. Most students avoided the inappropriate lifting of first person pronouns and possessive adjectives, but mistakes with verb endings were frequent. An error of syntax which would cause confusion for a native speaker was the wrong use of the infinitive with *wollen*, e.g. *Sie will Leute freundlich sein*.

Section B

Question 5

Students on the whole performed well in this non-verbal task, where they had to match statements to different speakers expressing views about cultural life in Berlin. Almost all students gave correct responses to 5.1, 5.2 and 5.7. The least successfully answered item was 5.4, where many students did not make the connection between *Ich war noch nie in der Stadt* in the statement and *Ich bin zum ersten Mal hier* in the text.

Question 6

This non-verbal gap fill task on a text about television proved to be a good discriminator. Students had to understand not only the meaning of the text but also the grammatical context of each missing word, so that, for example, they knew whether to look for an infinitive or a past participle. The items that students found hardest were: gap 3, where the idea of TV content being *konsumiert* was perhaps unfamiliar; gap 4, where a number of students chose *entwickeln* instead of *entschieden*; and gap 7, where a number of students chose *empfangen* instead of *landen*.

Question 7

This adapted extract from Dürrenmatt's story *Der Tunnel* was fairly challenging, but there were only two sub-questions where less than half of the entry gave the correct answer: 7.2, where students needed to understand *gewohnt* in the sense of 'usual'; and 7.7, they needed to understand the phrase *dass er eine ganze Bank für sich hatte*.

Question 8

Many students found this item on Max Frisch's architectural career difficult. While in some cases they struggled with the text itself, in other cases students seemed unfamiliar with question words, especially *Wieso?* in 8.5 and *Wozu?* in 8.6.

8.1: This question was generally well answered, although a few students homed in wrongly on the phrase *feierte er große Erfolge*.

8.2: This question discriminated well. Some students linked *anerkannt* in the question with *berühmt(esten)* in the text, which led them to give the wrong answer.

8.3: Many students gave the right answer, but some merely stated *sechs Jahre später* which was too vague.

8.4: This question proved to be difficult, perhaps because students did not know the verb *mangeln*.

8.5: Very few students gave the correct answer. To do so required an understanding of the word *darum* which referred back to the sentence *Inzwischen liegt die Obergrenze bei rund 5000 Besuchern*.

8.6: Those who did not understand *Wozu?* tended to refer to *verglaste Räume* without mentioning their purpose. There were, however, a good number of correct answers too.

8.7: This was a difficult question. Students had to home in on the contrast between Frisch's writing, which was referred to as *seinen literarischen Werken* and *Frischs Schreibstil*, and his architectural work, which was referred to as *Architektur, Entwürfe* and *Konstruktionen*.

8.8: The simplest answer to this question was *bemerkenswert*, but some students showed a lack of understanding by copying out the whole phrase *Noch bemerkenswerter wäre ein Wohnhaus gewesen*.

8.9: Just under half of the students who sat this paper understood correctly that the house in question was never built, as indicated by the pluperfect subjunctive *wäre ... gewesen* as well as by the adjective *unrealisiert(e)*.

Question 9

This reading summary task based on a text about different generations living together proved to be more accessible than the listening summary in this year's paper, but more difficult than the 2017 reading summary. Some students wasted words by writing an introductory sentence or by giving detailed examples rather than focusing on key points; they then lost potential credit for correct information that they gave beyond the word limit. Another pitfall with this particular text was confusion with the pronoun *sie*, where students did not make it clear whether they were referring to Karoline, her mother or her parents. A few students lifted the first person pronoun *wir* inappropriately. On the other hand, there were also some very good summaries which not only contained all the required points within 70 words but also showed the ability to manipulate the language, thereby earning credit for AO3. Students are reminded that in this question, as in the listening summary, they should avoid copying lengthy sections of the text verbatim and try to write sentences independently of the text wherever possible.

In bullet 1, most students scored at least one of the three points, usually the point about the parents having more money to spend on themselves. A few students referred wrongly to *Privatsphäre* which was actually linked to Karoline in this paragraph.

In bullet 2, most students made an appropriate reference to cooking, but fewer were successful in expressing the idea of reconciling work and household chores.

In bullet 3, most students referred appropriately to Karoline's husband having a 'haven'. Many also mentioned respect, but not always the right way round: some thought that Karoline's husband was showing respect for his parents-in-law.

Question 10

Many students showed fair understanding of the passage as a whole, but the extent to which they conveyed its precise meaning varied widely. It is worth emphasising that this exercise is about translation, not paraphrase; those students who paraphrased tended to distort the meaning or miss out specific elements of the stimulus text. A few students included extra information about

Halloween such as trick or treating, which was not mentioned in the text and which therefore gained no credit.

Words and phrases that were generally well translated included *feiern*, *aus finanziellen Gründen*, *Nachbarschaft* and *freuen sich auf*. Words and phrases that frequently caused difficulty were *eigentlich*, *schon* (in the sense of 'even'), *das Angebot*, *Kostümhersteller*, *Einnahmen*, *kaum einer*, *Brauch* and *entstanden ist*. A number of students wrote 'can' instead of 'could' for *könnten* and some did not recognise that *entstanden ist* was a perfect tense verb. It was surprising to see mistranslations of *wann und wie*, such as 'when and why'. A few students gave excessively literal translations of certain sections, such as 'Only shame that' for *Nur schade, dass*.

Summary questions: Advice to students

Students should first read the task on the question paper carefully so they know what the item is about. They should listen to or read the stimulus material in its entirety, identifying which sections of the stimulus material correspond to each of the three bullet points. They should then listen to or read the stimulus material a second time, pausing as necessary to make notes on each bullet point. Students should look at the number of marks available for each bullet point and ensure they identify sufficient pieces of information.

Once they have noted the key information, students should look again at the wording of the bullet points and write their answer on the question paper in such a way as to answer the bullet points directly. This will normally require some manipulation of linguistic structures, such as changing from direct to indirect speech or changing from a subordinate clause to a main clause. However it is not necessary to find synonyms for individual words or phrases.

Students should count their words and ensure that they stay within the word limit. Anything they write after the first natural break between 70 and 80 words (AS) or 90 and 100 words (A-level) will not be marked. Students should therefore avoid writing an introductory sentence or paragraph, as this would be likely to use up words without scoring marks. They should omit points of detail or examples unless these are specifically targeted by the bullet points.

The two marks available for the summary tasks - Content and Quality of Language - are awarded independently. For Content students will receive one mark for conveying each of the seven required pieces of information unambiguously. For Quality of Language students will receive a global mark out of five for the successful manipulation of the language. Anything that is lifted directly from the stimulus material cannot earn credit for Quality of Language. While students should try to use as wide a variety of structures as suits the task, they should also bear in mind the need to maintain accuracy.

Mark Ranges and Award of Grades

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