



A-level
German

7662/2 Writing

Report on the Examination

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General

The number of students who did not complete the paper in the time allowed was in very low single figures, indicating that the paper was accessible and that students were appropriately entered on the whole.

The paper was composed of two sections. Section A consisted of ten prescribed literary texts and section B of six films. Students were asked to choose either one question from section A and one from section B or two questions from section A. There were two optional questions on each work, each with a different focus.

Not all texts attracted responses from students and some - very few. There were responses – in varying numbers – to all films in this year’s paper. The most popular texts were *Der Vorleser* and *Der Besuch der alten Dame*. In Section B, *Das Leben der Anderen* attracted a high number of answers and *Goodbye Lenin* almost half of the cohort.

The specification and instructions on the front cover of the paper inform students clearly how they should answer, and they should be advised to read the rubric carefully before attempting the paper. For instance, many students did not accurately complete the boxes to show which question was attempted (for example 11.1, 07.2) and this sometimes made it difficult for examiners to identify which question was being answered until well into the essay.

Some scripts were difficult to decipher because of poor handwriting. Legibility is important in a written paper.

AO3

In terms of AO3 the standard was variable. Those scoring in the lower bands of AO3 produced too many errors of a basic nature, including incorrect verb forms even in the present tense.

Too few students knew the past participle of *beschreiben* and *lügen*.

Except in the most accurate of essays the use and formation of the passive voice was inaccurate.

In all essays across the board the same errors as in the past occurred, despite being documented in previous Examiner Reports.

For example, a host of “invented” words, such as *preventieren* and *expressieren* and other English words with *ieren* added were sprinkled across essays.

There were examples of “anglicised German”; *Michael fühlt schuldig für Hanna, weil sie keine Menschen zu sprechen mit hat; wenn er ist beobachten Dreyman* to name just two of many.

Some students still used *Überall* to introduce the concluding paragraph and others used *dafür* for “therefore.”

Some students still confuse *Tod/tot; töten/sterben; bekommen/werden; streng/stark; kennen/wissen; mental/geistig; wenn/wann; einige/einzige/eigene; Charakter/Persönlichkeit/Figur*.

In a good number of essays *dass* was used for all relative pronouns – *Wiesler war ein Stasi-Offizier, dass sich verändert; Tötges war ein Journalist für die ZEITUNG, dass Katharinas Leben ruiniert.*

Such errors have been identified several times in past reports and it is disappointing to see them repeated so often now.

On the other hand, there were, of course, many highly accurate accounts. Some were virtually error-free, showing a consistently secure grasp of the language and a wide vocabulary. The most impressive responses also manipulated complex language successfully, including subordinate and relative clauses, the conditional and the subjunctive of indirect speech.

Examples this year, such as *Claire hatte ein einziges Ziel. Sie wollte sich an dem boshafte Alfred III rächen* and *Lara hat darauf bestanden, dass Alex aufhörte sein Lügennetz zu entwickeln.*

To maximise marks in A03 students should keep to the German they know to be correct. For example, it is much easier to avoid the passive by using the active if there is any lack of confidence or certainty in using the former. A03 is concerned with language accuracy, manipulation of language and knowledge of relevant vocabulary. With straightforward, highly accurate language it is still possible to access the top bands.

A04

The level of critical and analytical response varied, as one would expect.

A number of essays on the texts and films spent too much time giving irrelevant details of the author/director, dates of publication and awards or prizes won. Such information is not required by any of the essay titles and consequently marks are not awarded for it.

The best introductions were those which outlined the main points of the answer to come and how the title was to be addressed.

It was pleasing to note that this year there was not a tendency in some answers to try to reproduce pre-learned essays based on previous titles.

Detailed knowledge of the texts and films was obvious in many responses. Students were well prepared, and many answers reflected extensive familiarity with the works studied. This was a very satisfying aspect of this year's efforts.

The most impressive and the highest-scoring answers made lots of points concisely, kept focus on the title and supported points made by detailed reference to the work. Issues were evaluated and personal opinion offered. Arguments did not have to coincide with any predetermined view. Students' assessments and opinions were accepted as long as there were attempts at justification and analysis.

For example in Q10.1 students identified Michael's father, Sophie, Gertrud and the Mercedes driver as *Nebenfiguren* and proceeded to say why they were important to the work. This was possibly considered a difficult question, but answers were impressive on the whole.

Q11.1 and Q11.2 elicited some excellent responses. Students noted that Alex' *Off-Kommentare* allowed him to voice his real feelings on a variety of issues and that some were serious, some humorous and some ironic.

Similarly, both Q12 titles drew detailed replies. In Q12.2 students pointed out the ways in which the *Stasi* were successful in controlling the ordinary population through fear and threats but could not beat the methods used by dissidents, such as Hauser and Wallner. Unfortunately, Jerska pays the ultimate price, but Dreyamn succeeds in publishing his damning article.

There is no doubt that direct quotation can be a convincing way to support points made but, if used, they must be accurate. Paraphrases are acceptable if introduced by statements, such as *er meint, dass; er glaubt, dass; sie behauptet, dass* and so forth.

The lower-scoring responses often relied on pure narrative at the expense of evaluation and analysis.

Conclusions were sometimes merely a repetition of points made in the main body of the essay. No credit is given for repetition. Conclusions only need to be brief with a comment on where the student stands on the title based on the evidence presented in the main body of writing.

Many essays were several pages long but with conciseness, relevance, support from the text or film and personal evaluation, it is possible to access the highest mark bands with a response in the 300 words advised on the front cover of the paper.

Mark Ranges and Award of Grades

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