

# GCE A Level Examiners' Report

German  
A Level  
Summer 2025

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## Introduction

Our Principal examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each component.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.<sup>1</sup>

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

## Further support

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<sup>1</sup> Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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## **Executive Summary**

Candidates should feel a good sense of achievement following their performance in this series. The level of attainment was particularly high, and the quality of written and spoken German was as good as the receptive skills across all centres. Centres have clearly prepared candidates well for all three examinations this year and the enthusiasm for the subject is clear.

For future series, centres should review the Principal Examiner comments for each Component to see points for improvement, be it with grammatical structures or gaps in vocabulary.

**GERMAN**  
**GCE A level**  
**Summer 2025**  
**COMPONENT 1**

**Overview of the Component**

Component 1 assesses the oral ability of candidates with all AOs assessed at various points in the exam. AO1 tests the ability to interact, understand speech and respond. AO2 tests the ability to respond to written text on the stimulus card and to research done for the independent research project. AO3 assesses the accuracy of language, linguistic range and variety and also pronunciation and intonation. AO4 tests knowledge and insight into aspects of German culture and the ability to argue and support viewpoints. Please note that AO3 is not assessed during the two minute presentation, although if language is very weak, it may well affect communication and therefore the AO4 mark.

For the IRP – Part 1 - candidates choose their own area of interest. As in 2024, there was a very interesting range of topics covered in the Independent Research Project (IRP). The IRP is a feature that makes the modern language A level sit very well with any combination of other A levels. Themes researched reflect candidates' other interests and A Level choices, e.g. History, Economics, Music and Sport. The independent nature of this study task is excellent preparation for university and most candidates rise very well to the challenge. The stimulus card - Part 2 - can relate to any one of the 12 themes on the syllabus. Several candidates expressed disappointment with the cards allocated, which underlines the fact that they need to be able to speak on ANY of the 12 themes.

The standard of German was generally high and candidates were in the main very well prepared. A high level of quality German teaching is evident in candidates' ability to talk convincingly, especially about their IRP topic. The majority of candidates appeared confident and relaxed and very few performances were significantly affected by nerves.

**Comments on individual questions/sections**

**PART 1: IRP PRESENTATION AND DISCUSSION**

A good IRP presentation lays out the research findings, making it obvious from what is said that a wide variety of research has been undertaken. The best presentations have involved not just reading internet sites but also watching documentaries, interviews or film. It is good practice to refer to a couple of sources by name, but it is not necessary and indeed there is not enough time to do this with every source. It is important to choose a topic that is rooted in German culture. Some candidates chose to talk about a film or book; this is only appropriate if it gives them insight into German culture and society. It is difficult to achieve this with a film like "Lola rennt" or "Die fetten Jahre sind vorbei", whereas a candidate who chose to talk about Canetti's "Die gelbe Straße, was able to successfully relate it to the culture of Vienna at that time and the situation of the Jews. The IRP pro forma needs to cite approximately five sources in German. A very small number of candidates cited predominantly English sources; they may of course read some English material for background, but they MUST mainly use and cite German sources for their research.

The choice of the IRP topic and title - usually a question works best - is crucial, and this is the one area where teachers can and should give advice. Overlapping on a theme from the syllabus is certainly possible, but it is important that a particular angle is chosen. For example, an IRP about life in the former East Germany suggests knowledge based on classwork rather than independent research. The topic should demonstrate independent research, which is best shown by communicating information and ideas which are not “in the public domain”, i.e. not what every German teacher and student already knows. It should give candidates an opportunity to fulfil the demands of the Task 1b mark scheme, especially AO4, i.e. to demonstrate knowledge and understanding of the culture and society of German-speaking countries and to argue ideas and points of view, with relevant evidence. So the topic needs to include “issues” and allow opportunity for argument and controversy.

The best IRP presentations and discussions avoid narration and express insight and analysis of their topic. This is challenging for A Level candidates, but many were very successful. There is a big difference, for example, between citing facts and figures about the German economy, and expressing considered views as to why that economy is successful or unsuccessful. Indeed, some candidates rather overdid the statistics; they show that research has been done, but don’t demonstrate insight or understanding. It is also worth commenting here that a few candidates repeatedly referred to sources during the discussion; this is not necessary, as AO2 is not assessed in this section.

Most candidates knew their topic well and had plenty of meaningful things to say in the discussion. There were a very small number who had put all their effort into the presentation and had little more to say in the discussion, repeating points already made, but these were a small minority. Candidates can’t just repeat in the discussion what they have said in their presentation. It is worth remembering that the discussion is worth half the marks in this component, so it is worth thorough preparation.

## **PART 2: STIMULUS CARD**

Most candidates handled the stimulus card well and demonstrated knowledge and understanding of the sub-theme covered in the discussion. The best candidates interacted well with the examiner and were able to answer in detail and always relate their answers to the culture of Germany or German-speaking countries. They were also able to ask relevant questions which fed into and advanced the conversation. The AO3 mark for Task 2 was often one band lower than for Task 1b, presumably because candidates had prepared more thoroughly for their IRP.

A small number of candidates lacked the knowledge of things German and/or the vocabulary to talk about the topic. A very small number of candidates ended up talking about situations in the UK, which is not relevant to the mark scheme. There are two main areas where some candidates could improve:

1 - the questions. Questions should always be “AO4” questions, i.e. relate to the theme, and shouldn’t be personal e.g. Bist du nach Berlin gefahren? It is a good idea to think of possible questions in the preparation time, but candidates should be able to adjust those questions and think on their feet if “their” questions have already been covered in the conversation so far, rather than clinging to a question that is no longer appropriate. A few candidates just “batted back” questions the examiner had asked, which did not demonstrate their own ability. A good strategy is to ask at least one question early in the exam, after the first compulsory question has been answered.

2 - AO2. For full marks, candidates have to demonstrate “full understanding of the stimulus material”. These are easy marks to get and can be prepared in the preparation time, but some candidates – often the very good ones – go straight on to their own thoughts and ideas and so forfeit some of the AO2 marks. To demonstrate full understanding, they should not read out the text, but explain it in their own words.

**GERMAN**  
**GCE A level**  
**Summer 2025**  
**COMPONENT 2**

**Overview of the Component**

The stimulus material was in German, based on the two themes at A-level about social issues and trends and political, intellectual and artistic culture.

Section A: Listening Questions which included multiple choice, gap-fill answers, summary/assimilation style questions and comprehension questions in German.

Section B: Reading Questions based on texts provided in a supplementary reading folder which included true/false statements, multiple choice, gap-fill answers, summary/assimilation style questions and comprehension questions and answers in German. Both sections were testing skills in AO1 and AO2 and could achieve 60 marks.

Section C: Translation testing AO2 and AO3 skills: Two unseen passages: one from German into English and one from English into German which were both divided into 20 sections with a maximum achievement mark of 40.

100 marks maximum in total.

This unit caused no major problems for the majority of candidates. In section A and B, candidates achieved very high marks, whereas the translations seemed to be slightly more challenging. This year many candidates managed the translations into English and German equally well. This is a shift from last year's exam where some candidates scored lower in the translation into English. However, some candidates omitted whole sentences which had a major impact on their marks. It is important for the candidates to be aware that it is better to write some words rather than nothing, even if they are not sure.

Most candidates had been very well prepared and have shown particularly good listening and reading skills. All had been entered at the right level.

**Comments on individual questions/sections**

- Q.1** The multiple-choice listening task with true or false crosses was mostly completed successfully. Candidates should be reminded to correct the sentence in their own words, if they indicated the sentence to be false. The corrected sentence needs to refer to the listening task. Variations were accepted: 1,d: "Marvin und Stephan hatten Diskriminierung erlebt" and " Er hatte keine Diskriminierung erlebt, aber er war begeistert." If the corrected version was not relevant, no mark was given, even if the cross was placed in the correct box.
- Q.2** Identifying the correct words, was nearly always correct.

**Q.3** Most candidates achieved high marks in this listening task about an accident on a rollercoaster at the Oktoberfest. Some candidates seem to not know the word 'Achterbahn' and hence the vocabulary around this, such as Waggon and Züge, seemed confusing. Marks were awarded for minor spelling mistakes when the meaning was clear. As the order of the questions was not necessarily in line with the listening script a number of valid alternative answers were accepted. (i.e.: was hat das Problem verursacht? Ein Motor ist ausgefallen or niemand weiss, es; es ist unklar). The candidates were able to rephrase and interpret some of the answers. In the case of two details needed in one question, nearly all candidates gave them correctly.

**Q.4** A listening comprehension task, a refugee who became a mayor, was handled in a similar way. Many alternative answers were accepted. Even if the answers were short but the sentiment was clear, the mark was given, such as: 6: "Was findet Rygan Alshebel schade?" The full sentence should have been: „Es ist noch keine Selbstverständlichkeit, dass ein Geflüchteter, Bürgermeister werden kann.“, a shorter version: „Mangel an Selbstverständlichkeit“ was accepted.

In the last question, 9,: "was möchte RA als Bürgermeister im Ort erreichen?", some candidates did not refer to the plans to improve, but just wrote : "Kinderbetreuung". This was in place already in the town, but the reference should have been to 'Ganztagsangebot'.

**Q.5** Finding synonym words in the text was nearly always correct. On rare occasions a)' zu diesem Zeitpunkt' had ,sofort' instead of 'damals'. This answer was not rewarded although it is very similar.

**Q.6** The reading extract 'Alhambra' provided no problems and was nearly always correct.

**Q.7** Matching the beginning of the sentence with the correct end, was managed well by most candidates. Sentence 2 caused some confusion: " Sein Arbeitslosengeld reicht jetzt – p: nicht zum Leben aus." A number of candidates chose: b: „nur für eine neue Wohnung“ which fits grammatically but was not in the text like this.

**Q.8** The answers about the reading text 3 " Junge Leute randalieren in Kinos" were largely successful. For Q1 there needed to be some reference to the chaotic situation in some cinemas. Q4 needed to refer in the answer to the fact that the cinema owners are scared of a copycat reaction (Kettenreaktion). If the candidate just said: "vor Wachstum" this was not accepted.

In Q2 and Q7, the Candidate should be aware that if the answer requires two details that they should write two different details in full sentences.

There was a greater use of anglicised words in the original text such as Social Media and hashtag, so that a repeat of those was acceptable. In general, however, it is advisable to avoid anglicisms.

**Q.9** The translation into English was very well managed by the majority of candidates. As the content of the translation was generic to German and English young people the vocabulary was perhaps more accessible than in last year's exam where the topic was about German reunification.

The start was often difficult as 'Mode bewegt' attracted many varied translations such as 'shifts, motivates, changes.'

In section 2 the main mistake was to have the preposition in the wrong place: 'vor allem young people' had to be: 'young people in particular/ above all' not 'all young people', as a number of candidates wrote.

Section 4: 'ihre Stimmungen und Vorlieben' was not always recognised as moods and preferences. Stimmung has nothing to do with voices.

Most candidates were able to manipulate the word order and sentence structure of section 5,6,7. This was quite impressive as the sentence in section 7 started with the preposition 'vor Mobbing aufgrund..' The anglicised word Mobbing was usually translated well as bullying. But 'vor' was not 'before'. 'Falsche Markenentscheidung' was sometimes hard, and terms such as 'fake brand style decision' or 'dressing decision' were not accepted.

Section 11 starts with 'sei es bei'. This was sometimes hard, but many candidates found suitable alternative around this, such as 'whether it is'.

In section 16 the main noun should have said 'Zeichen' and many translated it as 'sign' correctly, but as the word in the text was 'Zeichnen' (a spelling mistake) we also accepted 'to illustrate' or 'symbol'. The meaning of the sentence was still clear.

Section 17 'Steigendes Lebensalter' is not 'life expectancy', which some candidates wrote. The word 'Pflichten' in section 18 had many acceptable variations in the translation such as 'Chores, responsibilities, obligations, duties'. 'Aufräumen' in section 19 is to tidy or cleaning up, but not clearing out. All other sections provided hardly any challenges.

**Q 10** The translation into German was similarly well managed. Again, the topic area was generic with vocabulary about education and job market.

A few candidates excelled with excellent translations into German with an authentic tone.

The text start fairly easy, but in section 2 the word 'unfilled' attracted a lot of variations, such as 'leer (not lehr!) , unbelegt, unbesetzt, offen, noch verfügbar'. Not acceptable was 'erfüllt, unerfüllt or nicht voll'. Section 3 'for a long time' should be 'seit langem' but we accepted 'für eine lange Zeit' which is not completely grammatically correct. 'Companies' are not 'Geschäfte' as sometimes translated. The tense in section 4 is 'have had' past perfect, but as long as the past tense was recognised, the translation was accepted. Similarly, the tense 'would very much like' accepted 'würden sehr gern or möchten'. The relative pronoun in section 11 needed to be clearly identified as 'die' for 'Länder'. If the -n was missing this was accepted. The tense in section 15 'is to be opened up' seemed difficult. 'soll geöffnet werden' or 'wird geöffnet werden'.

Although the main challenge in Q10 were the verbs and tenses, there were occasionally key nouns such as 'academics', 'vocational training, 'law' or 'purpose' which posed a challenge to some candidates. In section 19 the small word 'all' was sometimes missed out. Candidates would be expected to know 'nach Deutschland' for 'to Germany'.

**In summary**, the candidates did very well in section A and B. In section C, it appeared that the marks achieved in both questions (9 and 10) were often on a par. For example, if a candidate achieved 12 marks for Q9, they also gained round 12 for Q 10. Rarely was there a big difference: i.e. Q9: 4 marks, Q10: 15 marks.

Both translations were easily accessible in terms of the familiarity of the vocabulary. In Q9 the most challenging part was the rephrasing and restructuring of the sentence in section 5,6,7, which most candidates handled very well. Small phrases such as 'sei es or vor allem' were well managed.

The translation into German posed more challenges in the tenses and modal verbs, but the translation of the key vocabulary was very good.

The practice of proof reading and avoiding anglicised phrases needs to be emphasised. Candidates should be encouraged to attempt all questions.

A very pleasing result overall for most students.

**GERMAN**  
**GCE A level**  
**Summer 2025**  
**COMPONENT 3**

**Overview of the Component**

Often referred to as the essay paper, this component assesses candidates' ability to analyse and respond to literature and/or film based on set works. For the exam itself candidates need to write two 300-word essays. For each work there is a choice of two questions.

As in previous years centres generally chose to teach a written work and a film. The most popular works studied on the written works side were Schlink's novel *Der Vorleser*, and Dürrenmatt's play *Der Besuch der alten Dame* (n.b. these are available as a film/performances to view, which can be a useful aid to teaching. However, these cannot replace the originals as directors often adapt texts for screen performance) and on the film side, Becker's *Good Bye, Lenin!*

The essays are marked according to two assessment objectives:

A03 – Candidates need to manipulate language accurately, using a wide range of lexis, grammatical structures and idiom, doing so in an appropriate style. A neat summary of this is: grammar, lexis and style.

To do well for this AO, candidates should pay particular attention to verbs (formation and positioning).

A04 – Candidates need to show knowledge and understanding and respond critically and analytically to a literary work or film. This means making points with reference to the work studied in line with the question selected, supporting the points by using evidence and forming all of this into a discussion/argument. A neat summary of this is: ideas.

To do well for this AO, candidates need to demonstrate that they can discuss/analyse issues in the works as set out in the chosen question.

**Comments on individual questions/sections**

Overall, candidates performed very well and came up with some fascinating essays, clearly having been very well prepared by a combination of good teaching, and their own research and thoughts. Often candidates showed that they were able to go beyond the narrative level of the works studied, and engage with the ideas contained in works, for example exploring the wider implications of justice in one of the questions on Schlink's *Der Vorleser* or responding critically to Alex's insightful comment on his reasons for recreating his own version of E.Germany in *Good Bye, Lenin!*

Teachers may find the following points useful in preparing candidates for Component 3 in future series, based on issues which came up this year:

#### Linguistic observations

- As verbs are arguably the most important word class, they need to be well formed and correctly positioned. Teachers are advised to make this a specific focus in teaching this component, as many candidates this year could have attained a higher score if this area were more accurate. It was often the difference between a Band 3 and Band 4 award. Higher scores were also attained generally for use of different tenses and moods.
- Candidates should try to write in a more formal style than when speaking. So it follows that sentences need to have a verb/verbs (n.b. it might be ok to omit these in speech).
- Accurate punctuation really helps to make language clearer. Many essays had inconsistent use of capitalisation (for example with the 3<sup>rd</sup> person pronoun: “Sie” or “sie”) or incorrect use of commas to separate clauses. It may sound pedantic, but adhering to German writing rules can lead to less ambiguity and potentially higher marks.
- As A03 emphasises linguistic accuracy, candidates should use the words in the questions with care. So, for example, in question 7a) it says “hätte” (with the modified vowel). When writing this in their essay, candidates should not omit the dots, as this can change the meaning significantly.
- Candidates should also avoid using “obwohl” at the start of sentences, when it is not obviously referring to anything. As a subordinating conjunction it indicates a contrast or concession, and so, has to be used in relation to something else.
- Candidates should allow a good amount of time on exam day to check through their written work, as I am sure that this would help boost their marks, by improving accuracy.

#### General observations

These points relate more directly to A04

- This connects with my last point, although it comes before it, chronologically speaking. The best essays have a clear structure. This comes from good planning. Candidates are advised to take time to read the questions carefully, choose the ones they are going to tackle, and then plan each essay carefully, before writing the essay itself.
- This point develops the one made above. Candidates should take care that they are answering the whole question, and not just one part of it. Some of the questions may include different aspects, but all must be covered in a candidate’s answer to get the chance of the best score.
- Once a question has been chosen, candidates need to check constantly that they are answering it and not drifting off track. Candidates will have rehearsed essay questions throughout the teaching period and will be able to “recycle” parts on exam day. Care needs to be taken that these are relevant to the set question.
- With a 300-word essay, there is not much point doing a long introduction (by long I mean here, over 25 words) and long summing up paragraph. There isn’t enough “room” for this. Some introductions had also probably been memorised, and could be used to answer any question. Although laudable, this often set the essay(s) off on the wrong foot, as such introductions are necessarily not relevant.

## Comments on individual questions

### Q.1 Franz Kafka *Die Verwandlung*

Most candidates opted for a), which was about isolation. It might be tempting to focus on Gregor's isolation, and many candidates did so well. However, others went beyond this and there were some interesting points about how isolated other characters felt and even to how society can have an isolating effect on people. By bringing the question into a broader context, candidates gained higher marks, if done well.

### Q.2 Karin König *Ich fühl mich so fifty-fifty*

The more popular choice was the second in this question pair, dealing with "flight". It is an important aspect of this novel, and candidates discussed the various characters who had left East Germany, and their reasons for doing so. An interesting variation on this, tackled successfully in some cases, was the reasons some of the characters had to stay (i.e. not flee) in the East.

### Q.3 Friedrich Dürrenmatt *Der Besuch der alten Dame*

As mentioned in my overview, this play is one of the most studied. Both question options were chosen in roughly equal measure. Part a) deals with Alfred Ill's character, and many candidates discussed the significance of his words, especially by contrasting them with how he later develops in the play. Many candidates on the other hand chose option b) and made interesting points about the hypocrisy of the people of Gullen.

### Q.4 No areas to highlight.

### Q.5 No areas to highlight.

### Q.6 Bernhard Schlink *Der Vorleser*

This was a popular book. Most candidates opted for a). To score well, candidates had to discuss "vorlesen" (reading out loud) and the works. My impression was that there was some confusion at times between "lesen" (reading) and "vorlesen" (reading out loud). Although there is some overlap, the essay has to focus on "reading out loud". The works (n.b. one would be sufficient, in detail. The Odysee was well enough covered in the book itself to give candidates the information and ideas they could use), being the "items" read out loud, were also integral to the question.

As mentioned above, the whole question has to be answered to give candidates the best opportunity to get the highest mark.

Option b) produced many interesting, thoughtful essays too. The main idea behind the question was justice, and high scoring essays broadened out the idea of justice for Hanna to justice for the victims of nazi atrocities, and for Germany as a nation post -World War 2.

### Q.7 Wolfgang Becker *Good Bye, Lenin!*

Most candidates opted for the first question in this pair, which was about Alex's version of the East. The best essays focussed on Alex's motivation and how and why it developed. The verb "wurde" was crucial to this question, indicating a process or development. Alex's DDR was a work in progress, and as such a "moving target".

For part b) many candidates discussed and contrasted the different reactions brother and sister Alex and Ariane had to their estranged father. There were some interesting things said about why they reacted in different ways, and how this might be significant for post *Wende* German society.

**Q.8** No areas to highlight.

**Q.9** No areas to highlight.

**Q.10** Florian Henckel von Donnersmark *Das Leben der Anderen*  
Most candidates opted for part a), about Kulturminister Hempf. Many candidates discussed his role in the film, especially his abuse of power, and placed it in the context of a wider, repressive regime in E.Germany

Option b) produced some insightful essays on resistance to the regime in E. Germany, often discussing individual characters, and assessing the degree of their success. Some fascinating comparisons were drawn, and resistance was put in its wider context. It was especially interesting to see that art and artistic expression were identified as an expression of resistance in their own right as well.

**Q.11** No areas to highlight.

**Q.12** No areas to highlight.

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