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# **GCE AS EXAMINERS' REPORTS**

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**GERMAN  
AS**

**SUMMER 2022**

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### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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# EDUQAS GERMAN AS COMPONENT 1

## GCE AS

Summer 2022

### EXAMINER'S REPORT

#### General Comments

After the hiatus of 2020 and 2021 due to the Covid-19 pandemic, it was a huge relief to return to examining.

As a general comment, it is worth noting the progress that candidates clearly make in their AS year. The impressive strength of German teaching is very apparent, not least when we remind ourselves that it is only one year's academic teaching – disrupted by the pandemic – since these candidates were at GCSE level.

Communication with centres was efficient as always, despite the challenge presented by a particularly late Easter. Invigilation provided was excellent and the preparation areas were nearly always appropriate, away from noise as much as possible and close by. It is helpful when centres produce a schedule that includes a short briefing with all candidates at the beginning of the session to enable the examiner to introduce him/herself. This enables examiners to try and dispel any nerves as much as possible by explaining the exam procedure and showing they really are on the side of the candidate, wanting them to say as much as possible.

#### Comments on individual questions/sections

Performance in both A and B cards was very similar and the standard was good overall. Many candidates were able to talk convincingly about a range of topics, from *Ehe für Alle* and different forms of family, to Bauhaus architecture or museum events such as those held in Vienna's natural history museum. The cards provoked interesting discussion and expression of a range of opinion.

To gain AO2 points, candidates do need to demonstrate that they have understood as much as possible of the text. Although a springboard for discussion, the best candidates showed understanding and expressed opinions about ideas offered in the text.

Candidates responded well to the idea that the cards are 'prompt' cards, aimed at stimulating wider conversation. The emphasis is on interaction and transfer of knowledge rather than detailed awareness of every single German/Austrian/Swiss festival or piece of architecture. Teachers drawing on their own cultural experiences of German-speaking countries are enabling candidates to use this awareness as a springboard for further discussion and gives access to AO4 points.

The standard of manipulating the language (AO3) was mainly good. The most important thing to achieve accuracy in is verbs – agreement and tense formation. *Kinder ist...es helfen* and questions like *Was denken du?*, were typical of verb errors that lost AO3 marks. German idiom can also be a challenge at AS; for example *alle die Zeit* popped up a few times.

It was clear that most candidates had been taught to ask at least one question per card, as per the mark scheme, and some good thought-provoking questions were asked.

For centres choosing to conduct their own assessment, it is important that their questioning pertains to the mark scheme. For example, in order to elicit AO4 points, candidates should be encouraged to discuss German-speaking countries rather than be asked about their own experience in the UK.

### **Summary of key points**

One positive aspect of the disruption caused by Covid is that online experience of Germany has been embraced. For example, with virtual tours of German sights, museums, art galleries and memorials having to replace actual visits, this method of exploring German-speaking countries has become more habitual and normal to learners of German. Continuing these habits will only benefit candidates, seeing and hearing German in a variety of interesting contexts. It is possible to explore a lot of the AS specification in this way, “visiting” many cultural sights while actual visits have not been possible.

As in previous years, candidates who had access to a language assistant fared better than those who lacked the opportunity to have speaking sessions with a native speaker.

Finally, the declining number of AS candidates is a serious concern. Although clearly a result of centres dropping AS exams in general, hopefully more candidates will be encouraged to opt for German A level and realise that having an A level in this language will give them an advantage in today’s increasingly uncertain world.

## EDUQAS AS GERMAN COMPONENT 2

### GCE AS

Summer 2022

## COMPONENT 2 LISTENING READING AND TRANSLATION

### General Comments

Component 2 assesses candidates' reading and listening comprehension skills using a variety of authentic resources. Candidates are also required to demonstrate their translation skills, both into English and into German, in Section C of this component

This year only a very small number of candidates sat the AS German examination. For the majority of these candidates Component 2 proved to be a very accessible paper and most candidates made a good attempt at all of the Reading and Listening Comprehension tasks set. The translation into English task and the translation into German task continue to be the section of the paper where most marks are lost. Most candidates performed well, and it is heartening to see the progress students have made since GCSE, despite the difficulties they will have experienced in their studies during the Covid pandemic.

### Comments on individual questions/sections

#### SECTION A LISTENING

- Q.1** The first listening exercise about the New Year's Eve celebrations in Berlin was completed successfully by the majority of candidates. Candidates were asked to summarise this short passage of spoken German, and bullet points were given to assist them. Candidates often lost marks in this question because they simply did not give enough details in their response even though the rubric clearly states, for example, *Gib zwei Details* or *Gib drei Details*. Candidates should also make sure that they know the meaning of all question words. Some candidates clearly struggle with question words such as *Wer ....?* and *Wie..... ?* The mean score for this question was 7/10.
- Q.2** Again most candidates performed well in this question, a radio report about a German school, which has recently banned students from wearing jogging trousers to school. Candidates were asked to identify which statements were true and which false. If the statement was false, candidates were required to correct the statement to achieve the mark. Most marks are lost every year in this type of task because candidates do not correct the false statements correctly. If a candidate identifies the false statement, but does not correct it appropriately, then no mark is awarded. Some candidates do not even attempt to correct the false statement at all and so they lose the mark, despite identifying the false statement. This task too proved to be accessible to most candidates and the mean score was again 7/10. The most problematic statement was statement (c)
- Q.3 (a)** Question 3 was a multiple-choice exercise, based on the sub theme *Film and music in the lives of young people*. This task was accessible to the majority of students, as most achieved at least 2/4.

- (b) This question required candidates to answer the questions set in German. There were 6 marks available. Candidates must remember that in these type of questions full sentences are not always required. Indeed, sometimes a short phrase or even just one word is all that is required to achieve the mark. Candidates should also be reminded that, if they transcribe exact sentences from the spoken text, no mark will be awarded. The average score for this task was 3/6.

## SECTION B READING

- Q.4** Candidates clearly understood the article about the closure of the *Currywurst* museum in Berlin well. The task required them to complete the sentence from *Liste A* by choosing the correct ending from *Liste B*. Some candidates found this task more challenging, and the mean score was 5/10.
- Q.5** (a) The second reading text was based on the sub theme of *How young people respond to modern technology*. In this task candidates were required to select the correct word from the word given in the box below the text. Most candidates achieved at least 3/6 in this question.
- (b) In this task candidates were required to complete the sentence by choosing one of three possible endings. The majority of candidates performed extremely well in this question and the average mark achieved was 3 out of a possible 4 marks.
- Q.6** (a) This question required candidates to find the synonyms for the words given in the written text. There were 5 marks available. Although many candidates performed well in this exercise, some candidates were unable to find the synonyms for “*in fröhlicher Stimmung*” and “*Angst hat*”. Candidates need to take care that they give the exact synonym in their response. Some candidates wrote phrases when these were simply not required and thereby lost the mark. The synonym must be exact to gain the mark. The mean score for Question 6 (a) was 2/5.
- (b) This question required candidates to answer the questions set in German. There were 5 marks available. As in Question 3 (b) in Section A full sentences are not required. Indeed, as before, sometimes a short phrase or even just one word is all that is required for the candidate to achieve the mark. This question was generally answered well by the candidates and most achieved at least 3/5.

## SECTION C TRANSLATION

- Q.7** It was pleasing to note how many candidates were able to produce a very good English translation of this German text about the Sand Sculpture Festival on the island of Rügen. In general, candidates demonstrated not only a good knowledge of vocabulary and grammar, but also displayed an ability to write in fluent, accurate English. Credit was always given to translations, which conveyed the meaning of the German in acceptable English. Those candidates, who did struggle with this translation task, simply lacked knowledge of even the most basic vocabulary. Surprisingly, “*Landschaften*”, was not known by quite a few candidates. Words such as “*erschaffen*”, “*gestalten*”, “*Ausflugsziel*” and “*Ausstellung*” were problematic for some candidates. Even the most gifted candidates struggled with the word the word “*Insel*” and the phrase “*in Zelten*”. Teachers should remind candidates of the need to ensure that they translate every word of the text.

Candidates often lose the mark for a section, simply because they have failed to translate, in particular, an adverb, an adjective or a qualifier. The mean score for the Translation into English was 12/20.

**Q.8** Candidates were required to translate four sentences from English into German in Question 8. Each sentence had five elements and each one of those was worth one mark. The main topic area for the translation this year was Changing Family Structures. As in previous years candidates continue to find this question the most challenging part of the paper. The mean score for the Translation into German this year was 9/20. Candidates do not perform well because they often have a lack of basic vocabulary. It should be remembered the sentences always use vocabulary from the set topics. Some candidates also have poor grammatical knowledge and cannot, for example, conjugate even very common verbs in the present tense.

1. In this sentence many candidates failed to use the dative case after the common preposition “*mit*”. Only the very best candidates were able to translate the verb “*has fallen*” accurately.
2. Many candidates still find it difficult to remember that the verb must be the second idea in a sentence. Only the best students knew how to translate the phrases *20 years ago* and *for many reasons*.
3. In this sentence some candidates were unable to use the correct form of the modal verb. Many candidates struggled to use the correct case with the different prepositions.
4. Few students knew the plural form of *Mutter*. *Wages* was also generally unknown. A surprisingly high number of candidates were unable to use the verbs *gehen* und *brauchen* accurately in the present tense.

### Summary of key points

Candidates who will sit Component 2 of the Eduqas AS German examination in future are offered the following advice:

- In Section A and Section B candidates should check how many marks are available for each question and ensure that they give enough detail in their response to be able to access all the marks allocated to a particular question.
- Candidates should ensure that they do not lift whole sentences from either the reading or listening texts in Sections A and B. The rubric clearly states *Du darfst Wörter vom Text in deinen Antworten benutzen. Du darfst aber ganze Sätze nicht kopieren*. No marks are awarded for responses, which have been completely transcribed from a text, be it listening or reading.
- In Section C candidates should ensure that they have translated every word in both the translation into English and the translation into German.
- Having completed the translation into English task, candidates should always re-read their translation to ensure that it reads naturally in English.
- Having completed the translation into German task, candidates should always check that they have conjugated their verbs accurately, that they have used the correct case, for example after prepositions, that they have the correct adjectival agreements in place and that they have used correct German word order.

## EDUQAS AS GERMAN COMPONENT 3

### GCE AS

Summer 2022

## COMPONENT 3 CRITICAL AND ANALYTICAL RESPONSE IN WRITING

### General Comments

Component 3 focuses on critical and analytical skills in writing, drawing on a range of literary and filmic sources. Candidates are required to answer one question on either a work of literature or film. There are 6 topic areas each with two questions to choose from. Candidates are advised to write approximately 250 words.

There was a good spread of marks in this AS cohort. Candidates demonstrated a good knowledge of significant issues which were raised in the works they had studied. A trend towards focusing on film rather than literature, that has been previously identified, continued in this year's cohort. This year only two of the three possible films were studied. These were *Good Bye Lenin!* and *Die Welle*. Question 4 (a) drew fewer responses than Questions 4 (b), 5 (a) and 5 (b).

Many essays exceeded the guide figure of 250 words. Although this incurs no penalty it can have a negative impact, e.g., insufficient time for completion, insufficient time to check through the essay, an essay that is long but unfocused. Teachers are advised to encourage their students to write to the guide figure of 250 words.

Candidates were able to produce a range of interesting and pertinent points on the films studied.

Teachers are advised to encourage their students to practice essay planning in preparation for this paper.

Candidates are advised to allow time to check over the essay once they have finished drafting it. This would allow them to do post-writing checks, e.g. for grammatical accuracy and lexical variety. Teachers are advised to encourage their students to do so. The 1 hour and fifteen-minute limit allows time to include pre-essay writing planning, and post-essay writing checks.

### Comments on individual questions/sections

#### Mark scheme A03

Many essays scored lower marks because of incorrect verb positioning and inaccurate verb conjugation. These are interpreted as "significant errors" on the mark scheme, and the candidate may lose marks as a result. Carefully focussed checking could reduce this type of error. Candidates are advised to concentrate on past participles (especially of the more commonly used verbs), the use of the correct auxiliary verb with the perfect tense, and verb position in main and subordinate clauses.

### **Mark scheme A04**

To score well in this part of the mark scheme, essays need to address the question set. High scoring essays answered the question set. However, there were many essays which deviated quite quickly from the set question, indicating a tendency to include sections which may originally have been used in class essays and may indeed have been rewarded with good marks and/or feedback then. However, each essay question is different. There is scope for interpretation, but the answer must reflect the question asked.

Good planning can keep an essay relevant. Similarly, candidates that write the question out at the top of the page may find this helps keep them focused and impact on the quality of their essay.

### **Summary of key points**

Use the following 5 points to guide candidates:

- Candidates should stick more closely to the advisory 250-word limit.
- Candidates should plan their essays carefully and may show this in the answer booklet. This can help the candidate to remain focused on the set question.
- Candidates should check through their essays once finished.
- One grammar focus should be verbs (positioning and conjugation).
- Candidates should ensure their essays/the arguments made are relevant to the set question.

Candidates were well prepared for this paper.



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