



GCE EXAMINERS' REPORTS

**GERMAN
GCE
AS/Advanced**

SUMMER 2023

Introduction

Our Principal examiners' reports offer valuable feedback on the recent assessment series. They are written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and detail how candidates have performed.

This report offers an overall 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 goes on to look in detail at each question/section of each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.ⁱ

The information found in this report can provide invaluable 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

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive annual programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 6 months after the examination.	www.wjecservices.co.uk or on the WJEC subject page
Grade boundary information	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level.</p> <p>For linear specifications, a single grade is awarded for the overall subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.</p>	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

Exam Results Analysis	WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	www.wjecservices.co.uk
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	www.wjecservices.co.uk or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with invaluable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

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Subject Officer's Executive Summary

Overall, candidates were well prepared for the majority of units this year.

A common theme across the four skills was candidates missing the meaning in the German and opting for common-sense responses. Candidates should be reminded to ensure they check their responses against the content of the extracts.

As Unit 1 and Unit 3 assessments in Wales are now teacher-examiner conducted, centres should ensure they review the guidance available on the website and refer to OER and PL exemplar when preparing to conduct the assessments.

Areas for improvement	Classroom resources	Brief description of resource
Comprehension exercises – ensure the responses match the German.	Past Papers Mark Schemes OER (Online Exam Review) CPD material Exam Walkthroughs	Previous responses from candidates/mark scheme.
Preparation for conducting Unit 1 and Unit 3 assessments.	OER (Online Exam Review) CPD material Guidance for conducting speaking assessments	Exemplar.

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UNIT 1 – 2820U10-1

Overview of the Unit

This year candidates had to tackle an argument card and a topic-based card. Last year the topic-based card only formed the centre of the exam. As concerns both cards, AO1, AO3 and AO4 were tested. In addition to that, AO2 was tested with the topic-based card. Cards A1 – A3 featured regional culture and heritage in German speaking countries. Cards A4 – A6 concentrated on literature, art, film and music in the German-speaking world. The three B cards which concentrate on “Being a young person in German-speaking society” all worked equally well, presumably because candidates could relate to them. On the whole, candidates managed to cope well with the demands of the exam. The performance cannot be compared to last year, since only one card formed the basis of the exam last year.

Comments on individual questions/sections

All **A cards** were chosen, but **A1**, **A4** and **A5** were the most popular ones. With respect to **A1**, candidates had the opportunity to talk about all the traditions they had discussed in class, such as *Oktoberfest*, *Weihnachten*, *Ostern*, *Schützenfest* and *St Martinsfest*. More able candidates managed to give details of these festivities and to compare them to “Halloween”. Card **A4** offered the opportunity to demonstrate knowledge of German music festivals. The majority of candidates referred to at least one of the following festivals: *Beethovenfest* in Bonn, *Bachfest* in Leipzig or *Rock am Ring*. Some candidates referred to concert halls in Germany and mentioned “*Elbphilharmonie*” in Hamburg. A number of candidates were able to demonstrate successfully, that going to concerts provides an opportunity to meet others and to exchange views about the music with others. For card **A5** candidates mentioned films on the list such as “*Das Pferd auf dem Balkon*” and “*Barfuss*”, but also a few others for instance “*Im Westen nichts Neues*” or “*Goodbye Lenin*”. Better candidates managed to give details of a film in order to react to the contrasting point of view advocated by the teacher. Cards **A2**, **A3** and **A6** were chosen by a minority of candidates. **A6** proved to be difficult for candidates with insufficient knowledge of modern and classical authors.

Most candidates had learnt effective phrases to reply to the opinions presented by the teacher such as: “*das stimmt, aber*”, “*da haben Sie recht, aber*”, “*ich bin nicht damit einverstanden*”, “*meiner Meinung nach*”. It is not easy for the teacher to maintain the exchange of opinions and to support the candidate at the same time, so that they can show their full potential. In some instances, the exchange of opinions resulted in a question-and-answer scenario. Most teachers did, however, enter into the exchange of opinions in an enthusiastic and knowledgeable way.

All three **B cards** posed no major difficulties for the candidates, as they could relate to the problems homework create, or the problems of one parent families, or the importance of hobbies.

A small number of candidates gave common sense answers rather than concentrating on the text. Candidates could be advised by their teachers to concentrate on the text for the first two questions, so that they do not lose AO2 marks. The majority of teachers asked additional questions to ensure that the candidates mentioned all relevant aspects of the text. One teacher for instance asked “*ist das alles?*” Candidates will not lose any AO2 marks with this practice. Most teachers also supported their students by prompting them when they got stuck, in order to avoid long pauses or candidates’ anxious feelings. The discussion for card **B1** was extended by looking at further problems at school. With respect to card **B2**, on one parent families the discussion frequently revolved around other forms of families, which gave the candidate the chance to present the insights they had gained during the teaching year. Card **B3** opened up discussions on youth problems and crime.

Generally speaking, candidates were well prepared for the challenges regarding AO4 and AO2. A number of candidates struggled with the AO3 demands of this exam, others faced difficulties when responding to questions.

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UNIT 2 – 2820U20-1

Overview of the Unit

This unit tested the candidates' listening, reading, translation and writing skills. The essay topics related to set films. The exam posed no major difficulties, most marks were lost in the translation and essay section. The candidates' performance is comparable to last year.

Comments on individual questions/sections

Question 1 was completed successfully by the majority of candidates, as a high number achieved full marks. **3.** caused problems for a minority of candidates, as they incorrectly stated that only very few 13-year-olds possessed a smartphone. With respect to **7.**, some incorrect answers could be found. Contrary to the facts stated in the listening text, some candidates ticked "*Der Prozentsatz der internetabhängigen Jugendlichen ist sehr hoch*".

Question 2 was done well on the whole. As in previous years, some candidates identified a statement as being wrong, but failed to provide a correction, which led to a loss of marks. As concerns **2a**, a few candidates assumed that Julia's room was expensive, which did not apply. A number of candidates claimed that Julia had a kitchen of her own, which, of course, is not in line with the text.

Question 3: For this gap-fill question most candidates scored at least 4 out of five points. With regard to **1)**, "*langweilig*" was frequently inserted, which results in a grammatical sentence, but does not comply with the text. For the second gap "*Freund*" was given by some candidates. Here the same as before applies. It is good practice to check the answers against the text carefully before proceeding to the next task.

Question 4: The majority of candidates found the reading text on youth orchestras very accessible, as most of them gained at least 4 marks out of 5. For a) "*gibt es nur mit verschiedenen Projekten und Initiativen*" was frequently chosen, which is grammatically correct, but contradicts the text. For c) a common sense answer, unrelated to the text was given by some candidates: "*Es ist von Vorteil, dass die Jugendlichen ihre Sprachkenntnisse verbessern können*".

Question 5: The translation posed difficulties for a high number of candidates. Some candidates attempted to translate "*Jugend musiziert*", even though it was in inverted commas. Various lexical items were unknown: „*Wettbewerb, Ensembles, musikalisches Können, Publikum, Begegnung*“ and “*es geht um*“. *Publikum* was often translated as „public“ or „crowd“. „*Werden von einer Jury beurteilt*“ was frequently rendered as “became part of the jury”. Most candidates scored 0 points for the last sentence, presumably, because it contained a high number of unknown lexical items. Sentences such as “By the musical world trend it also goes” were not uncommon. It appears that candidates need more practice in translation, which, admittedly, might be difficult to accommodate in the few teaching hours some schools get.

Question 6: Most essays were completed on “*Das Pferd auf dem Balkon*”, with an equal number of candidates having chosen title a) and b). A select number of schools had chosen “*Barfuss*”, and one essay concentrated on “*Scherbenpark*”.

More able candidates who had chosen title b) gave detailed reasons as to why information on autism, positive dealing with problems and acceptance of diversity are important to adults as well e.g., “*Wenn Eltern ihre Kinder besser über Asperger Syndrom informiert hätten, wäre Mika nicht gemobbt worden und vielleicht hätte er mehr Freunde*”. “*Am Ende des Films feiert die Familie Weihnachten. Die Botschaft hier für Erwachsene: auch wenn man von unterschiedlichen Kulturen kommt, kann man schöne Dinge zusammen machen*”. Most candidates who had chosen title a) gave various reasons as to why the film was realistic or unrealistic, which went beyond the pointers provided with the question.

Unrealistic

- To have a horse on a balcony
- Paying for a taxi ride by handing over a mobile
- How quickly Mika improves.
- That all problems are solved at the end.

Realistic

- Everyone has problems.
- The portrayal of autism

As in previous years, a number of candidates lost marks for AO3 because they failed to pay attention to word order and endings. In some cases, verbs were missing, or frequent errors impeded understanding.

Careful checking of word order and endings will result in a higher AO3 mark.

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UNIT 3 – 1820U30-1

Overview of the Unit

2023 is the first year for unit 3 to be teacher conducted. Most teachers encountered the challenge in an enthusiastic and knowledgeable way. The presentation section of the oral examination tests AO2, AO3 and AO4. The discussion section tests AO1 as well. The majority of candidates were well prepared and performed well in the actual exam. The performance overall is similar to last year.

Comments on individual questions/sections

With regard to **the presentation**, candidates chose very diverse and interesting titles, some of which were very topical. Here is a selection of titles:

- *Welche Auswirkungen hatte Covid auf die Deutschen?*
- *Welchen Einfluss hat die Kernkraft auf Deutschland?*
- *Warum kommen so viele Migranten nach Deutschland?*
- *Wie geht Deutschland mit Hasssprache im Internet um?*
- *Wie hat sich der Fleischkonsum in Deutschland verändert, und welche Auswirkungen hat das auf die Umwelt?*
- *Welche Auswirkungen hat der Krieg in der Ukraine auf Deutschland?*
- *Inwiefern können sich jüdische Leute in Deutschland zu Hause fühlen?*

Most candidates managed to structure their presentation well and stay within the two minutes stipulated for the presentation. Some candidates, however, had to be stopped by their teachers when they went over the time limit. Others tried to explain what they were about to present, instead of just going straight into the topic, which sometimes resulted in the candidates going over the time limit. The majority of candidates had researched their topic in detail and had drawn their information from a variety of sources. In most cases the language was either consistently accurate or very accurate. A number of candidates left some loose ends in their presentation for the teacher to pick up during the discussion.

With regard to **the discussion** a minority of candidates found it difficult to interact with the teacher in an effective way, which was partly due to their lack of language skills and partly due to insufficient knowledge of their chosen topic. In the majority of cases, however, the candidates demonstrated that they were the experts on their topic. Some teachers asked which sources the candidates had chosen for their research, but as that information can be found in the IRP proforma, it is advisable to concentrate on the results of the research rather than the research process itself, which gives the candidates a chance to provide evidence of their AO4 skills. The AO3 performance in this section was not as good as in the presentation section, presumably because a discussion is much more challenging than a presentation. In order to improve their performance candidates are well advised to immerse themselves as much as possible in a German context, by watching German films, listening to news items, or exchanging news with a German penfriend.

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UNIT 4 – 1820U40-1

Overview of the Unit

This unit tests listening, reading and translation skills. As in previous years, a high number of candidates found it difficult to tackle the paper within 2 hours. Throughout the ability range, either gaps in tasks could be found, or whole sections were left out. Most marks were lost for question 6 and the translation. The performance this year is very similar to that of last year.

Comments on individual questions/sections

On the whole, **question 1** was done well, most candidates achieved at least 6 marks. Most problems were encountered with statement **10**. Frequently **10a)** was chosen: "*Laut Ulrich Wickert kann Deutschland ein Land mit Freiheiten werden*", which of course was not in line with the text.

Question 2: Candidates were less successful with this exercise. Frequently the candidates seemed to choose an option randomly without carefully checking it against the text.

With respect to **1**, a number of candidates opted for **b)**, which resulted in the grammatically correct sentence: "*Samira hat noch kein Wort Deutsch gelernt*" which, however, contradicts the text. In a similar way, candidates assumed in sentence **5** that Samira was suffering from various illnesses, whereas the text just refers to depression.

Question 3: Most candidates achieved about half the marks for this exercise. In answer to **a) Bei welcher Gelegenheit ist die Familie Sobel in den Westen geflohen?** a high number of candidates simply stated "*Friedensdemonstration*" which is not specific enough. "*Bei einer Friedensdemonstration*" would have satisfied the requirements. Candidates could be instructed to give their answer in terms of the question set which, in this case would have been "*bei + Gelegenheit*".

With respect to **d) Inwiefern war Frau Sobels Familie regimetreu?** Some candidates simply stated: "*Die Familie war regimetreu*", which, is insufficient, as specific details were required. A number of candidates who had given the correct detail "*alle waren in der Partei*", stated for **e)** „*der Vater Parteimitglied*“, which could not be counted, as this detail had already been given in the previous answer. Most candidates found this question challenging, there were very few correct answers.

Question 4: Even though the text did not contain complicated lexical or syntactic items, the majority of candidates scored low marks on the **first part** of this section. Some candidates left a few questions unanswered. Occasionally answers were given which in no way corresponded to the text, for instance, in answer to question **b) Welche zwei Forderungen haben die zehn Afrikaner?** a minority of candidates wrote "*Sie konnten viele Sprachen sprechen*". Frequently common sense answers could be found such as "*Die Polizei will herausfinden, warum sie sich verhungern lassen.*"

Second part:

A high number of candidates struggled with this gap fill exercise. Gaps **3**, **4** and **5** caused most problems. It appears that for gap **3** candidates did not understand “*verweigern*”, for gap **4** frequently “*Kriminelle*” was inserted, as candidates failed to read to the end of the sentence, and therefore did not realise that an adverb rather than a noun was required. A number of candidates entered “*berechtigt*” for gap **5**, which is not in line with the text.

Question 5: On the whole, all parts of this question were done well. There is nothing to report on **part 1**. As concerns **part 2**, some candidates chose options which fitted grammatically, but did not correspond to the text. Presumably, candidates were under time pressure and therefore failed to check their answers carefully against the text. **Part 3** was generally done well, but the majority of candidates wrongly assumed that poor people without health insurance would not receive any help.

Question 6: This question was considered to be very challenging by the majority of candidates, some of which failed to attempt the question at all, others left a number of gaps. Those candidates who tackled the question scored low marks. For **a)** in most cases only one mark was achieved, as there was no comparison to earlier times e.g., “*ein Drittel ist weiblich, Männer dominiert*”. For **b)** hardly any correct answers could be found, the same was true for **c**, **d**, **f**.

The text was partly understood by some candidates, but, nonetheless, led to an inadequate answer. This was true for **k)** as a number of candidates claimed: “*Sie glaubt, es hat Chancen- und Lohnungleichheit erschaffen*”. The text, however, states that equal pay and equal opportunities for women are under discussion.

Question 7: Most candidates attempted the translation, but a high number of them achieved low marks.

Unfortunately, literal translations of false friends were quite common:

“there is no point – “*es gibt keinen Punkt*”

“for weeks”- “*für Wochen*”

“Missed lessons” – “*vermissten Stunden*”

“for the first time”- “*zur ersten Zeit*”

In addition to that, some candidates did not know “*Klimawandel*”, “*ausüben*”, “*Gesetze*” and “*Bewegung*”. More able candidates managed to steer away from translation problems by expressing the meaning of the text in some other way e.g., for “*verpassten Unterricht*” they chose “*gingen nicht in den Unterricht/ in die Schule*”, which, of course, is a legitimate answer.

It is good practice to write a draft for a translation first. In order to develop an awareness of false friends, candidates would need more practice in translation.

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UNIT 5 – 1820U50-1

Overview of the Unit

AO3 and AO4 are tested in this unit. Only three of the four set texts were chosen by candidates. The majority of candidates opted for “*Zweier ohne*”, “*Die Physiker*” were in second place, and one centre opted for “*Das Fundbüro*”. Generally speaking, the AO3 mark was usually lower than the AO4 mark, as a number of candidates found it difficult to manipulate language accurately. The performance is in line with last year’s.

Comments on individual questions/sections

Most essays contained an introduction and a concluding paragraph. The better candidates explained in the introduction what they were going to investigate, developed an argument in the main body of the essays and managed to back it up by evidence from the text. Finally, they summarised their points and referred back to the title.

Some essays were unrelated to the title and tended to retell the storyline. Frequently the title was merely briefly referred to in the concluding paragraph. Increasingly candidates’ handwriting poses a problem, as it is difficult to decipher in some cases. This year some candidates were able to employ good syntactic and lexical items, but their spelling and punctuation were quite challenging.

With respect to “**Zweier ohne**”, the majority of essays were completed for title *a) Inwiefern ist der Titel “Zweier ohne” eine Reflexion der Problematik, die im Roman dargestellt wird?* Very few candidates addressed this title directly. They concentrated on the problematic friendship and “*Zwillingsgelübde*”. More able candidates pointed out that the coxless state of their rowing boat is a symbol of their friendship which has no place for a third person, as neither Vera, Marco nor Josephine were supposed to get closer to Johann and Ludwig. Some candidates also stressed that the boys had no guidance from adults, in the same way as there was no guiding cox in their boat.

As concerns “**Die Physiker**”, the majority of candidates opted for title *2a) Welche Rolle spielt es im Stück verrückt zu sein?* They managed to explain who was insane in the drama and give examples of the characters’ insanity, but only the more able candidates succeeded in exemplifying in detail why the three physicists pretended to be insane and which role Dr von Zahnd played.

Most essays on “**Das Fundbüro**” were completed on title *4a) Die Geschwister Henry und Barbara sind ganz unterschiedlich. Inwiefern bist du auch der Meinung?* Candidates argued correctly that Henry and Barbara are very similar since they both experienced unfilled love, are interested in people and sports.

As in previous years, word order mistakes are prevalent in most essays, candidates could be encouraged to check their answers carefully, this should not pose a problem, since the candidates have plenty of time for this unit. Wrong possessive pronouns can often be found: “*Henry spielt Eishockey in seiner Freizeit mit ihrer Freunden*”. Verbs are frequently missing or carry the wrong endings. Fragmented sentences such as “*Johann beginnen mag Josefine*” were not uncommon. False friends featured in some cases as well e.g., “*Sie bekommen beste Freunden.*”

Candidates could be made aware of English sentence structures which do not apply in German. Constructions such as “*Ludwig will Johann eine Zwillingsgelübde machen*” or “*es macht die Beide lügen, kontrollieren und Unfallen verursachen*” could thereby easily be avoided.

Supporting you

Useful contacts and links

Our friendly subject team are on hand to support you between 8.30am and 5.30pm, Monday to Friday.

Tel: 029 2240 4297

Email: languages@wjec.co.uk

Qualification webpage: <https://www.wjec.co.uk/qualifications/german-as-a-level>

See other useful contacts here: [Useful Contacts | WJEC](#)

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ⁱ *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.*