



A-level
GERMAN
7662/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2021

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Section A**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

| Qu | Accept | Mark | Notes |
|------|--|------|-------|
| 01.1 | B (ist in Deutschland besonders schwierig) | 1 | |

| Qu | Accept | Mark | Notes |
|------|-------------------------------|------|-------|
| 01.2 | C (hat sie oft keinen Erfolg) | 1 | |

| Qu | Accept | Mark | Notes |
|------|---------------------------------|------|-------|
| 01.3 | A (unter Umständen möglich sei) | 1 | |

| Qu | Accept | Mark | Notes |
|------|-----------------------|------|-------|
| 01.4 | B (den Frauen selbst) | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 01.5 | B (haben vieles im Leben gleichmäßig geteilt) | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|--|
| 02.1 | Das Gelände (unter dem Fernsehturm) war frei | 1 | No credit for only mentioning the location beneath the TV tower. |
| | (Der Ort war) attraktiv/gut für (den) Tourismus | 1 | |

| Qu | Accept | Mark | Notes |
|------|--|------|---------------------------------------|
| 02.2 | das Gästebuch / die Bemerkungen im Gästebuch | 1 | Reject: unserem/dem Gästebuch zufolge |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 02.3 | aus ethischen Gründen / es ist ethisch inakzeptabel | 1 | |

| Qu | Accept | Mark | Notes |
|------|-------------------------|------|-----------------------------|
| 02.4 | medizinische Ausbildung | 1 | Reject Medizin in isolation |

| Qu | Accept | Mark | Notes |
|------|--|------|--|
| 02.5 | Die Menschen haben ihre Körper / Organe freiwillig gespendet | 1 | Allow Man hat... or a passive construction |

| Qu | Accept | Mark | Reject |
|------|--|------|--------|
| 03.1 | (Sie haben) an den nationalen Wahlen teilgenommen / bei den nationalen Wahlen gewählt. | 1 | |

| Qu | Accept | Mark | Reject |
|------|-----------------------------------|------|--------|
| 03.2 | (Es gab) unterschiedliche Trends. | 1 | |

| Qu | Accept | Mark | Reject |
|------|---|------|------------------------------------|
| 03.3 | (den) EU-Austritt/Sie sind gegen den EU-Austritt. | 1 | gegen den EU-Austritt in isolation |

| Qu | Accept | Mark | Reject |
|------|------------------------|------|-----------------------------------|
| 03.4 | Terrorismus-Bekämpfung | 1 | Tolerate Terrorismus in isolation |

| Qu | Accept | Mark | Reject |
|------|----------------------|------|------------------------------------|
| 03.5 | soziale Ungleichheit | 1 | Verringerung sozialer Ungleichheit |

| Qu | Accept | Mark | Reject |
|------|---|------|--------|
| 03.6 | (der steigende) Populismus / (Jugendliche haben Angst vor) Populismus | 1 | |
| | Viele hatten bei einem Demokratieprojekt (in der Schule) mitgemacht / (Es gab) Demokratieprojekt(e) (in der Schule) | 1 | |

Level of response marking instructions for A03

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There is one mark in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Determine a level (mark)

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level (mark) is appropriate.

An answer which contains nothing of relevance to the question must be awarded no marks.

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example

Text includes '...obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden.'

Summary task includes the bullet point 'die Folgen für Kinder, die zu viel fernsehen'.

Correct answer is 'Sie hatten ein höheres Risiko, später (als Erwachsene) aggressiv(er) zu werden' or, to demonstrate successful manipulation, 'Sie könnten im späteren Leben aggressiver werden'.

Student writes in response to that bullet point ‘Obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden’.

No credit for AO1 because the response does not match the phrasing of the bullet point – the use of ‘obwohl’ is inappropriate. (Also no credit for AO3 because of lifting).

Serious errors are defined as those which affect communication.

Minor errors include:

incorrect spellings (unless the meaning is changed);
 misuse of lower case and capital letters;
 incorrect gender (unless the meaning is changed);
 incorrect adjectival endings.

Serious errors include:

incorrect verb forms;
 incorrect word order in main and subordinate clauses;
 incorrect case endings, including pronouns.

| Mark | AO3 quality of language marks in listening and reading summary tasks |
|------|---|
| 5 | The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task. |
| 4 | The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task. |
| 3 | The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task. |
| 2 | The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task. |
| 1 | The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task. |
| 0 | The student produces nothing worthy of credit. |

There is no need to use different items of vocabulary from the original text/listening passage in order to access a high AO3 mark as the AO3 mark is for manipulating structures and showing a grasp of grammar. This could include using different items of vocabulary in some cases but need not necessarily. Examiners will award the AO3 mark on a ‘best fit’ basis. If, for example, a student produces 90 words of material which is relevant to six of the seven content points but omits one content point entirely, that student could still have access to 5 marks for AO3. A mark of zero for AO1/AO2 will lead automatically to a mark of zero for AO3 but otherwise the AO1/AO2 mark and the AO3 mark are awarded independently.

If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.

| Qu | Accept (key idea underlined) | Mark | Notes |
|----|---|------|--|
| 04 | Bullet 1: <ul style="list-style-type: none"> Sie haben Angst vor dem <u>großen Andrang von Flüchtlingen</u> / <u>große Flüchtlingswelle</u> seit 2015 (1) Die Einwanderer verursachen <u>Arbeitslosigkeit</u> unter Einheimischen (1) Einwanderer <u>gefährden</u> den traditionellen <u>deutschen Lebensstil</u> / <u>deutsche Werte</u> (1) | 3 | Accept: Sie nehmen die Arbeit der Deutschen weg. |
| | Bullet 2: <ul style="list-style-type: none"> Um die <u>Wirtschaft</u> zu <u>stabilisieren</u> (1) Der <u>Ruhestand</u> von einer <u>Generation</u> mit <u>vielen Arbeitnehmern</u> kommt näher (1) | 2 | |
| | Bullet 3: <ul style="list-style-type: none"> Sie müssen <u>positiv</u> über den Beitrag von <u>Einwanderern</u> zur Wirtschaft und zur Gesellschaft <u>sprechen</u> (1) eine <u>sinnvolle Vision</u> für die <u>Zukunft</u> für <u>alle</u> anbieten (1) | 2 | |

Section B**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

| Qu | Accept | Mark | Notes |
|----|---|------|-------------------------------|
| 05 | K M L D J H A G C K (Überblick) M (Zeitraum) L (Vertreter) D (Klänge) J (Orten) H (Künstlern) A (Besucher) G (Kopien) C (Jugend) | 9 | Answers must be in this order |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 06.1 | Vor der Registrierung / vor der Zuweisung in eine Kommune / während sie in Notunterkünften sind | 1 | |

| Qu | Accept | Mark | Notes |
|------|-------------------------------|------|-------|
| 06.2 | Universitätsstudenten(/innen) | 1 | |

| Qu | Accept | Mark | Notes |
|------|-----------------------------------|------|-------|
| 06.3 | Seminare | 1 | |
| | Begleitung / sie werden begleitet | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 06.4 | Es gibt nicht genug Lehrer / Das (bestehende) Lehrpersonal kann die (schwierige Situation) kaum/nicht meistern. | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 06.5 | geflüchtete Jugendliche/junge Erwachsene, | 1 | |
| | deren Muttersprache nicht Deutsch ist. | 1 | |

| Qu | Accept | Mark | Notes |
|------|--|------|-------|
| 06.6 | für den Beruf / Sie sind Voraussetzung für (viele) Berufe. | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|----------------------------|
| 06.7 | Sie/die Flüchtlinge können das (neu) Gelernte anwenden. | 1 | Reject lifting of in denen |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 06.8 | Sie werden/können zur (lokalen) Wirtschaft beitragen. | 1 | |

| Qu | Accept | Mark | Notes |
|------|------------|------|-------|
| 07.1 | F (falsch) | 1 | |

| Qu | Accept | Mark | Notes |
|------|-------------|------|-------|
| 07.2 | R (richtig) | 1 | |

| Qu | Accept | Mark | Notes |
|------|------------|------|-------|
| 07.3 | F (falsch) | 1 | |

| Qu | Accept | Mark | Notes |
|------|-------------|------|-------|
| 07.4 | R (richtig) | 1 | |

| Qu | Accept | Mark | Notes |
|------|------------|------|-------|
| 07.5 | F (falsch) | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------------------|------|-------|
| 07.6 | NA (nicht angegeben) | 1 | |

| Qu | Accept | Mark | Notes |
|------|------------|------|-------|
| 07.7 | F (falsch) | 1 | |

| Qu | Accept | Mark | Notes |
|------|-------------|------|-------|
| 07.8 | R (richtig) | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------------------|------|-------|
| 07.9 | NA (nicht angegeben) | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------------------------|------|-------------------------------|
| 08.1 | ein halbes Jahr / 6 Monate | 1 | Reject nach einem halben Jahr |

| Qu | Accept | Mark | Notes |
|------|----------------------|------|-------|
| 08.2 | eine Prüfungsaufgabe | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|---|
| 08.3 | aus Frust / (er war) frustriert / aus Verzweiflung / (er war) verzweifelt | 1 | Allow reasonable inference e.g Weil er seinen Lehrer ärgern wollte. |

| Qu | Accept | Mark | Notes |
|------|--------------------------------|------|-------|
| 08.4 | ob sein Lehrer in der Nähe war | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------------------|------|-------|
| 08.5 | nichts / keine Worte | 1 | |

| Qu | Accept | Mark | Notes |
|------|-----------------------------------|------|---|
| 08.6 | Wenn er (einige) Schreier fasste. | 1 | Reject (je) nachdem.... Tolerate als... as language error. |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 08.7 | (Die Klasse) stand auf / ist aufgestanden | 1 | |
| | (Die Klasse) schwieg / hat geschwiegen / hat keinen Lärm gemacht / hat nicht gesprochen | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 08.8 | Er soll(te) die Schule verlassen / von der Schule gehen | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 08.9 | solidarisch / Sie unterstützten von Erztum. | 1 | |

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***Example**

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AO3 Marks

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| Qu | Accept (key idea underlined) | Mark | Notes |
|----|--|------|--|
| 09 | <p>Bullet 1</p> <ul style="list-style-type: none"> • <u>Vor einhundert Jahren starb</u> der österreichische Künstler Egon <u>Schiele</u>. (1) • <u>Im gleichen Jahr/Vor einhundert Jahren starb</u> sein Lehrer Gustav <u>Klimt</u>. (1) | 2 | |
| | <p>Bullet 2</p> <ul style="list-style-type: none"> • Klimt gab ihm sein starkes <u>Interesse für den menschlichen Körper</u>. (1) • Klimts Einfluss sieht man in Schieles <u>Naturdarstellungen</u>. (1) • Für Klimt/Schiele <u>war die Zeichnung eine eigene Kunstform</u>. (1) | 3 | Allow Landschaften und Bäume as an alternative to Naturdarstellungen, but reject sonstige Naturdarstellungen in isolation. |
| | <p>Bullet 3</p> <ul style="list-style-type: none"> • Sie sind <u>keine Beschreibungen seiner Bilder</u> / Sie sind <u>eigenständige Werke</u>. (1) • Seine Gedichte behandeln das Thema <u>Leben und Tod</u>. (1) | 2 | Allow Sie sind unabhängig von seiner Kunst |

Guidance on level of accuracy in translations into the target language

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Accuracy

All spellings must be correct, including the use of lower and upper case letters. However in German both 'new' (post-1996) and 'old' spellings will be accepted, eg both *Schiffahrt* and *Schiffahrt*, and 'ss' will be tolerated in any words normally spelt with 'ß'.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

| Qu 10 | The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section, then use the conversion grid to award a total of 10 marks. | | | |
|------------------|---|---|--|-----------------------------|
| | English | Possible German answer | Other acceptable answers | Unacceptable answers |
| 1 | For many older people, | Für viele ältere Leute | Senioren | |
| 2 | it is difficult to believe | ist es schwer zu glauben, | lässt es sich schwer glauben ist es fast unglaublich ist es fast unfassbar fassen (as alternative to glauben) | |
| 3 | that children ... are learning | dass Kinder ... lernen | | |
| 4 | nowadays | heutzutage | heute | |
| 5 | to read | (zu) lesen | das Lesen | |
| 6 | without seeing | ohne ... zu sehen | | |
| 7 | a paper book. | ein Papierbuch | ein Buch aus Papier | |
| 8 | One primary school teacher | Ein Grundschullehrer | Eine Grundschullehrerin | |
| 9 | said that | hat gesagt, (dass) | sagte, (dass) | |
| 10 | it is already | es sei schon (geworden) | es ist schon es war schon | schön |
| 11 | too late | zu spät | | |
| 12 | if children have not mastered | wenn (die) Kinder ... nicht gemeistert haben, | beherrscht | |
| 13 | computer technology | (die) Computertechnologie | (die) Computertechnik | |
| 14 | before they go to school. | bevor sie in die Schule gehen. | zur Schule | |
| 15 | They can gain | Sie können ... gewinnen | machen / bekommen | |
| 16 | a lot of experience | viel Erfahrung, | viele Erfahrungen, | Erlebnis/se |
| 17 | by playing on the computer. | indem sie am Computer spielen. | wenn sie ... spielen. | |

| | | | | |
|----|--------------------------|---|--|----------------------------------|
| 18 | What will be | Was wird ... sein? | | |
| 19 | the effect on the future | die Auswirkung auf die Zukunft | der Effekt / die Folgen / die Konsequenzen | |
| 20 | of this generation? | dieser Generation | von dieser Generation | |
| 21 | According to experts, | Laut Experten | Nach (Ansicht/Meinung der / von) Experten | |
| 22 | fewer and fewer pupils | immer weniger Schüler (und Schülerinnen) | SchülerInnen | |
| 23 | up to seven years old | bis sieben (Jahre alt) / bis zu sieben Jahren | bis sie sieben Jahre alt sind : must be at end or start of sentence. | |
| 24 | have developed | haben ... entwickelt. | | |
| 25 | good social skills. | gute soziale Fähigkeiten | | |
| 26 | Instead of contact | Statt des Kontaktes / Statt dem Kontakt | Anstatt ... Kontakt zu haben | |
| 27 | with a real person, | zu einem echten Menschen, | zu einer echten Person realen / wirklichen mit... | |
| 28 | a screen is often used | wird ein Bildschirm oft ... benutzt | man... | |
| 29 | as a babysitter | als Babysitter | zum Babysitten , um zu babysitten (at end) | |
| 30 | by stressed parents. | von gestressten Eltern. | | durch / bei mit definite article |

[10 marks]

| Conversion grid | |
|------------------------|-------------|
| Number of ticks | Mark |
| 28–30 | 10 |
| 25–27 | 9 |
| 22–24 | 8 |
| 19–21 | 7 |
| 16–18 | 6 |
| 13–15 | 5 |
| 10–12 | 4 |
| 7–9 | 3 |
| 4–6 | 2 |
| 1–3 | 1 |
| 0 | 0 |

Acceptable quality of English in translations into English

Errors in spelling

Where the candidate’s attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

Alternative answers

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Example

| | Accept | Reject |
|---|--|--|
| Dies war bisher ohne die Hilfe von anderen nicht möglich. | <p>Previously that was not possible without the help of others.</p> <p>Up till then it was possible only with the help of others / with other people helping.</p> <p>Previously the help of others was essential for this to take place.</p> | <p>Previously that was not possible without other help.</p> <p>Up till then it was possible with the help of others.</p> <p>Previously it was important for other people to help.</p> <p>Up till then nothing was possible without the help of others.</p> |

| Qu 11 | The table below shows the type of answer that is acceptable for each section of the test. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up. | | | |
|----------|--|---|--|--------------------------------|
| | German | Possible English answer | Other acceptable answers | Unacceptable answers |
| 1 | Jeder hat wohl eine Situation erlebt, | Everyone has probably experienced a situation | | seen, lived (through) |
| 2 | in der ein Mensch in der Öffentlichkeit | in which a person in public | where someone | |
| 3 | rassistisch beschimpft wurde. | was racially abused. | was subjected to verbal racism. | racistly |
| 4 | Der Zeuge fühlt sich verlegen, | The witness feels embarrassed | onlooker awkward | |
| 5 | aber für das Opfer | but for the victim | | |
| 6 | ist es bestimmt unangenehmer. | it is definitely more unpleasant. | certainly more uncomfortable less pleasant | |
| 7 | Nichts zu sagen ist so schlimm | Saying nothing is (just) as bad | to say nothing | |
| 8 | wie zuzustimmen. | as agreeing | approving | |
| 9 | Doch was kann der Einzelne tun? | Yet what can the individual do? | so but an individual / a (single) person | |
| 10 | Laut Psychologen sollte man ... idealerweise | According to psychologists one should ideally | we, you | a psychologist in an ideal way |
| 11 | sich ... mit Freundlichkeit einmischen. | intervene in a friendly way. | get involved with friendliness/kindness | meddle |
| 12 | Wer Streit mit dem Rassistin vermeiden will, | Whoever wants to avoid conflict with the racist | if you want someone who wants argument(s), arguing | who wants racists |
| 13 | [kann] ... ein Gespräch anfangen. | [can] start a conversation | | |
| 14 | ...mit der angegriffenen Person... | with the person (who was) under attack. | with the attacked person. | |

| | | | | |
|----|---|--|--|----------|
| 15 | Das Thema ist fast egal, | The subject hardly matters | topic, theme is almost irrelevant | equal |
| 16 | [aber] schließen Sie den Angreifer aus. | [but] exclude the attacker. | you should/must exclude / block out | shut out |
| 17 | Wenn niemand mehr auf ihn reagiert, | If no one reacts to him any more | to him or her / them any longer | when |
| 18 | wird er wahrscheinlich weggehen. | he will probably go away. | he or she / they | |
| 19 | Geschieht das nicht, | If that does not happen, | | |
| 20 | dann begleiten Sie [das Opfer] zu einem sicheren Ort. | then accompany / take / escort [the victim] to a safe place. | you should/must accompany go with secure | |

[10 marks]