

AS
GERMAN
7661/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2022

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	P (positiv)	1	

Qu	Accept	Mark	Notes
01.2	P (positiv)	1	

Qu	Accept	Mark	Notes
01.3	N (negativ)	1	

Qu	Accept	Mark	Notes
01.4	P+N (positiv und negativ)	1	

Qu	Accept	Mark	Notes
01.5	N (negativ)	1	

Qu	Accept	Mark	Notes
01.6	P (positiv)	1	

Qu	Accept	Mark	Notes
02.1	B (Jung und Alt haben gemeinsam musiziert.) D (Die Musik war abwechslungsreich.)	2	in any order

Qu	Accept	Mark	Notes
02.2	A (Ich nahm an einem Programm für junge Sänger teil.) H (Ich habe mich privilegiert gefühlt.)	2	in any order

Qu	Accept	Mark	Notes
02.3	E (Ich habe mich an einem Wettbewerb beteiligt.) L (Unser Erfolg war eine große Überraschung.)	2	in any order

Qu	Accept	Mark	Notes
02.4	F (Musik war immer ein Teil meines Lebens.) J (Musik wird nicht mein Beruf sein.)	2	in any order

Qu	Accept	Mark	Notes
03.1	(Sie will) Computerspiele im Unterricht fördern.	1	Reject: Sie werden schneller durch Cuomputerspiele lernen.

Qu	Accept	Mark	Notes
03.2	Man bekommt Informationen/lernt per Knopfdruck / nicht (mehr) durch (Lehr)bücher. / Man benutzt keine Bücher. / Man lernt (schneller) durch Technologie/Computerspiele.	1	

Qu	Accept	Mark	Notes
03.3	(wegen der) Begeisterung	1	Reject: Ihre Begeisterung ist zu groß.

Qu	Accept	Mark	Notes
03.4	strategisches Denken (1) kreative Lösungen finden / Probeme mit kreativen Ideen lösen (1)	2	

Qu	Accept	Mark	Notes
03.5	Spielsucht (1) Gewalt (1)	2	

Qu	Accept	Mark	Notes
03.6	Spiele führen nicht zu Gewalt. / Spiele fördern keine Gewalt.	1	

Qu	Accept	Mark	Notes
03.7	Dass Kinder eine Pause haben / man muss die Spielzeiten einschränken.	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 (mark) 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 70 and 80 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 generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	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 structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures 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 70 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	<p>Bullet 1</p> <ul style="list-style-type: none"> • die <u>Vielfalt der Bevölkerung/Menschen unterschiedlichster Herkunft</u> (1) • <u>Winter /Jahreszeiten</u> (1) 	2	
	<p>Bullet 2</p> <ul style="list-style-type: none"> • die <u>Leute</u> in der Supermarktschlange <u>haben miteinander geredet/gechattet</u> (1) • man <u>kann zu Fuß gehen / gut für Fußgänger</u> (1) 	2	
	<p>Bullet 3</p> <ul style="list-style-type: none"> • viele <u>Menschen</u> waren <u>unhöflich</u> (1) • die <u>Architektur</u> ist <u>kalt/grau</u> / die <u>Gebäude</u> sind...(1) • an manchen Orten ist Berlin <u>schmutzig</u> (1) 	3	Reject: die Architektur ist langweilig

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
05.1	A (mehr als früher)	1	

Qu	Accept	Mark	Notes
05.2	C (erfolgreich)	1	

Qu	Accept	Mark	Notes
05.3	A (eine gerechte Rollenverteilung in Familien zu fördern)	1	

Qu	Accept	Mark	Notes
05.4	B (durchgehende Betreuung für Grundschulkinder tagsüber)	1	

Qu	Accept	Mark	Notes
05.5	C (durch Steuerbeiträge aller Bürger)	1	

Qu	Accept	Mark	Notes
05.6	B (besser ausgebildete Arbeitskräfte)	1	

Qu	Accept	Mark	Notes
05.7	A (durch Betreuungsplätze für kleine Kinder)	1	

Qu	Accept	Mark	Notes
06	F (läuten) M (werden) D (gehört) E (heißt) J (verabschiedet) A (begrüßen) L (vertreiben) G (sorgen)	8	in this order

Qu	Accept	Mark	Notes
07.1	verdoppelt / zweimal so hoch	1	Reject: gestiegen

Qu	Accept	Mark	Notes
07.2	(gar) keine/nicht	1	

Qu	Accept	Mark	Notes
07.3	(ist) unverändert (geblieben) / keine Veränderung / nichts	1	Reject: keine Zeit

Qu	Accept	Mark	Notes
07.4	(auf) anderthalb Stunden (pro Tag begrenzen)	1	Reject: wenige(r) Stunden

Qu	Accept	Mark	Notes
07.5	um sie zu beschäftigen (1) damit sie (zu Hause) andere Dinge erledigen/machen können (1)	2	

Qu	Accept	Mark	Notes
07.6	(Wenn es einen) Fernseher im (Schlaf)zimmer (gibt) / im Zimmer fernsehen	1	Reject Fern used instead of Fernseher/fernsehen

Qu	Accept	Mark	Notes
07.7	Sie hören wenige(r) Wörter von Menschen/Konversationen (1) Sie führen wenige(r) Gespräche / sie sprechen weniger (1)	2	

Qu	Accept	Mark	Notes
08.1	R (richtig)	1	

Qu	Accept	Mark	Notes
08.2	R (richtig)	1	

Qu	Accept	Mark	Notes
08.3	F (falsch)	1	

Qu	Accept	Mark	Notes
08.4	NA (nicht angegeben)	1	

Qu	Accept	Mark	Notes
08.5	F (falsch)	1	

Qu	Accept	Mark	Notes
08.6	F (falsch)	1	

Qu	Accept	Mark	Notes
08.7	R (richtig)	1	

Qu	Accept	Mark	Notes
08.8	R (richtig)	1	

Qu	Accept	Mark	Notes
08.9	NA (nicht angegeben)	1	

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Qu	Accept (key idea underlined)	Mark	Notes
09	<p>Bullet 1</p> <ul style="list-style-type: none"> • Die <u>Wände/Räume</u> waren <u>grau/nicht schön</u> / Die <u>Verschönerung der Räume</u> war <u>überfällig/nötig</u> (1) • Die <u>Nutzer/Jugendlichen</u> wünschten sich <u>Graffiti-Kunst</u> (1) 	2	Allow: <u>Der Treffpunkt...</u>
	<p>Bullet 2</p> <ul style="list-style-type: none"> • Er <u>entwickelte/arbeitete an Ideen</u> mit den Jugendlichen (1) • Er <u>zeigte ihnen Sprühtechniken</u> (1) • Er <u>überwachte die Arbeit/die Jugendlichen</u> (1) 	3	Allow: <u>Unter seiner Leitung.../Die Ideen waren von Stefan</u>
	<p>Bullet 3</p> <ul style="list-style-type: none"> • Sie <u>war/ist begeistert von dem Talent der jungen Künstler/Jugendlichen</u> (1) • <u>Sie hofft(e), dass sie die neue Umgebung/Räume genießen werden/würden</u> (1) 	2	Allow: <u>Sie will...</u>

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 10		The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section.		
German		Possible English answers	Other acceptable answers	Unacceptable answers
1	Die höchste Geburtenrate in Deutschland	The highest birth rate in Germany	fertility rate	
2	wurde im Jahr 1875 erreicht.	was reached in (the year) 1875.	attained/achieved (has) occurred / was/has been	became
3	Damals brachten Frauen durchschnittlich 5,46 Kinder zur Welt.	At that time women gave birth to 5.46 children on average.	(Back) then / in those days They bore/had/brought into the world an average of babies	So
4	Heute beträgt die Zahl nur 1,54.	Today the figure is only 1.54.	Now number comes to/stands at/lies at/sits at just	(has) decreased/fallen
5	Familien mit drei oder mehr Kindern gelten als kinderreich.	Families with 3 or more children count as large.	3 or over / at least 3 are regarded/considered/seen as	are [in isolation] child-rich
6	Sie werden oft mit Mitleid betrachtet,	They are often viewed with sympathy	will... considered/regarded/seen sympathetically/with pity	would be...
7	weil ihr Leben teuer und anstrengend sein muss.	because their life must be expensive and hard.	lives has/have to be difficult/strenuous/exhausting/a struggle	stressful
8	Aber man darf die Vorteile nicht vergessen.	But we mustn't forget the advantages.	one shouldn't / cannot positives	isn't allowed to / may not
9	Die Kleinen lernen zum Beispiel, dass Teilen notwendig ist.	The little ones learn for example that sharing is necessary.	children/young ones/kids it is necessary to share they have to share essential	The little/small [in isolation] important
10	Und mit mehreren Geschwistern ist man nie einsam.	And with several siblings you are never lonely.	multiple/lots of brothers and/or sisters one/they on their own / alone	a few

[10 marks]