

AS
GERMAN
7661/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2023

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	C (viermal pro Jahr)	1	

Qu	Accept	Mark	Notes
01.2	A (vor dem Fest)	1	

Qu	Accept	Mark	Notes
01.3	C (die Dorfbewohner)	1	

Qu	Accept	Mark	Notes
01.4	B (lokalen Wein probieren)	1	

Qu	Accept	Mark	Notes
01.5	B (seit über hundert Jahren)	1	

Qu	Accept	Mark	Notes
01.6	C (fast niemand)	1	

Qu	Accept	Mark	Notes
02.1	<p>C M</p> <p>C (Der Fernseher bleibt aus, wenn jemand vorbeikommt.)</p> <p>M (Mein Fernsehgerät ist für Filme ungeeignet.)</p>	2	in any order

Qu	Accept	Mark	Notes
02.2	<p>F L</p> <p>F (Der Fernseher läuft, während ich etwas anderes mache.)</p> <p>L (In der Vergangenheit sah ich zu viel fern.)</p>	2	in any order

Qu	Accept	Mark	Notes
02.3	<p>A G</p> <p>A (Die Qualität mancher Sendungen ist gut.)</p> <p>G (Ich bin ungeduldig.)</p>	2	in any order

Qu	Accept	Mark	Notes
02.4	<p>D H</p> <p>D (Bei Diskussionssendungen lerne ich nichts Neues.)</p> <p>H (Die Sendezeiten von Filmen passen mir nicht.)</p>	2	in any order

Qu	Accept	Mark	Notes
03.1	Kandinsky und Marc/Sie lernten sich kennen	1	Reject kennen sich Reject treffen sich

Qu	Accept	Mark	Notes
03.2	(In) München/In einer Konzerthalle	1	Accept bei einem Konzert Reject Munich

Qu	Accept	Mark	Notes
03.3	(von einem/dem) Bild/Gemälde („Die großen blauen Pferde“)	1	Reject von/nach <u>diesem</u> Bild

Qu	Accept	Mark	Notes
03.4	Reform der Kunst	1	Reject answers which include the verb engagierten without für e.g. Sie engagierten eine Reform der Kunst

Qu	Accept	Mark	Notes
03.5	(Ideen von der) Neuen Kunst	1	Accept ...moderne Kunst Reject addition of und die beiden Maler Reject Ideen von ihrer neuen Kunst

Qu	Accept	Mark	Notes
03.6	eine (legendäre) Ausstellung (der Blaue Reiter)	1	

Qu	Accept	Mark	Notes
03.7	Sie waren (zu) konservativ/diese (moderne) Kunst nicht gewohnt / Die Kunst war <u>zu</u> modern	1	Accept Sie mochten die Kunst nicht or similar Reject Die Kunst war nicht gewohnt

Qu	Accept	Mark	Notes
03.8	(Sie) warfen Wasser auf die Bilder	1	Tolerate Wasser auf die Bilder with no verb
	(Sie) zerstörten die Bilder/sie	1	Accept machten kaputt Reject zu stören (for zerstören)

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"> • <u>Jede dritte Ehe</u> in Deutschland <u>wird geschieden.</u> (1) • <u>Die durchschnittliche Ehedauer</u> beträgt nur <u>15 Jahre</u> (1) 	2	<p>Key idea: A third of marriages end in divorce/break up. Accept die Scheidungsrate ist rund 33%</p> <p>Key idea: Marriage lasts 15 years on average.</p>
	<p>Bullet 2</p> <ul style="list-style-type: none"> • Paare, die sich scheiden lassen, können <u>Streit ums Geld vermeiden/lösen./ Geld ist im Voraus geregelt.</u> (1) • Man kann man im Ehevertrag <u>festlegen, wer das Sorgerecht für die Kinder bekommt.</u> (1) 	2	<p>Key idea: No argument over money./Money is sorted in advance.</p> <p>Key idea: To decide who cares for/looks after/has custody of children. Reject: wer die Kinder haben wird (no idea of looking after) Reject: Kinder teilen</p>
	<p>Bullet 3</p> <ul style="list-style-type: none"> • (Ihr Verlobter und) <u>sie wollte(n) nicht</u> schon vor der Heirat <u>die Trennung/Scheidung planen.</u> (1) • Ihre <u>Eltern haben</u> sie davon <u>abgeraten</u>/Ihre <u>Eltern hielten es für</u> zu <u>kompliziert.</u> (1) • <u>Sie waren in Geldnot/hatten Geldprobleme,</u> als sie geheiratet haben. / <u>Sie konnten sich keinen Ehevertrag leisten.</u> (1) 	3	<p>Reject use of first person in this bullet.</p> <p>Key idea: She/They didn't <u>want to plan</u> for separation/divorce.</p> <p>Key idea: Parents advised against it OR Parents thought it was complicated.</p> <p>Key idea: Short of money/couldn't afford it. Reject: Es war zu teuer without für sie. Reject leisten without sich.</p>

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	<p>B E F H L P Q</p> <p>B (Das Gebäude wurde im 20. Jahrhundert erbaut.)</p> <p>E (Die Räume dienten ursprünglich für Feiern.)</p> <p>F (Später wurde Essen in den Räumen serviert.)</p> <p>H (Das Gebäude überstand den zweiten Weltkrieg fast unbeschädigt.)</p> <p>L (Eine Renovierung des Gebäudes fand nach der Wende statt.)</p> <p>P (Der Neue Zirkus kam 2004 zum Chamäleon-Theater.)</p> <p>Q (Der Tanzsaal erinnert an die goldenen 20er Jahre.)</p>	7	in any order

Qu	Accept	Mark	Notes
06	<p>K G D A C M H B</p> <p>K (veröffentlichen)</p> <p>G (halten)</p> <p>D (blockieren)</p> <p>A (annehmen)</p> <p>C (bestehen)</p> <p>M (werden)</p> <p>H (öffnen)</p> <p>B (ausloggen)</p>	8	in this order

Qu	Accept	Mark	Notes
07.1	H (Hannelore)	1	

Qu	Accept	Mark	Notes
07.2	C (Christiane)	1	

Qu	Accept	Mark	Notes
07.3	U (Ulrike)	1	

Qu	Accept	Mark	Notes
07.4	C (Christiane)	1	

Qu	Accept	Mark	Notes
07.5	U (Ulrike)	1	

Qu	Accept	Mark	Notes
07.6	H (Hannelore)	1	

Qu	Accept	Mark	Notes
07.7	H (Hannelore)	1	

Qu	Accept	Mark	Notes
07.8	C (Christiane)	1	

Qu	Accept	Mark	Notes
07.9	U (Ulrike)	1	

Qu	Accept	Mark	Notes
08.1	auf einer/der Bank	1	Tolerate inclusion of 'in der Sonne' Tolerate omission of auf

Qu	Accept	Mark	Notes
08.2	Er hatte ein (ganz) altes Gesicht/Man sah es an seinem Gesicht.	1	Reject sein Aussehen Tolerate ein altes/sein Gesicht Reject <u>Geschichte</u>

Qu	Accept	Mark	Notes
08.3	wie er ging/seine Gangart	1	Accept sein Gang Accept Er lief/ging/spazierte/ bewegte sich wie ein 20-Jähriger

Qu	Accept	Mark	Notes
08.4	neben die Freunde	1	Reject neben sie Tolerate auf die Bank neben die anderen

Qu	Accept	Mark	Notes
08.5	Er zeigte sie den Freunden/ihnen or Er machte (mit der Fingerspitze) einen (vorsichtigen) Kreis (auf dem Rand der Uhr entlang).	1	Tolerate es for sie

Qu	Accept	Mark	Notes
08.6	die (blauen) Zahlen	1	Reject inclusion of first person verb eg 'ich finde'. Reject Zahl (singular)

Qu	Accept	Mark	Notes
08.7	ob er alles verloren hatte/Hatte er alles verloren?	1	Tolerate other past tenses. Tolerate wenn... Reject direct speech lifted from text i.e. with Sie

Qu	Accept	Mark	Notes
08.8	Die Uhr/Sie ist um halb drei stehengeblieben./Die Uhr/Sie zeigt halb drei./ die Uhrzeit auf der Uhr	1	Tolerate es for sie

Qu	Accept	Mark	Notes
08.9	Sein/Das Haus wurde um halb drei/um diese Zeit getroffen/zerstört.	1	Reject 'Ihr Haus...' Reject Die Uhr ist um halb drei stehengeblieben

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Qu	Accept (key idea underlined)	Mark	Notes
09	Bullet 1		
	<ul style="list-style-type: none"> Die <u>Stimmung</u> war <u>gut/die Besucher/Leute</u> waren <u>gut gelaunt</u> 	1	Accept Laune Accept freundlich/ friedlich/ ein gutes Gemeinschaftsgefühl
	<ul style="list-style-type: none"> Es gab Besucher <u>aus 87/vielen Ländern</u> 	1	Reject verschiedenen
	<ul style="list-style-type: none"> Es gab gute <u>Zusammenarbeit</u> zwischen Besuchern, Behörden und den Notdiensten 	1	
	Bullet 2		
	<ul style="list-style-type: none"> <u>Schilder</u> wurden <u>nicht aufgestellt</u> Es gab zu <u>selten / wenig / nicht genug Parkkontrollen</u> 	1 1	Tolerate Es gab keine Schilder
Bullet 3			
<ul style="list-style-type: none"> <u>Frauen</u> waren vor Gewaltdelikten <u>nicht sicher</u> Die <u>Zahl der Übergriffe ist kein Grund zu feiern/...ist noch zu hoch</u> 	1 1	Accept Besucherinnen Accept Frauen hatten Angst vor Gewalt Reject Frauen hatten Angst Accept Dass es weniger Übergriffe gab...	

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 mark per correct section.		
	German	Possible English answer	Other acceptable answers	Unacceptable answers
1	Die wachsende Bedeutung der digitalen Medien	The growing importance of (the) digital media	increasing/rising meaning/significance	increased impact social media digital technology
2	im Alltag unserer Kinder ist allen bekannt.	in our children's everyday/daily lives is familiar to everyone.	for the everyday lives of our children life kids (well) known to all/by everyone Everyone knows...	everyday [without 'lives']
3	Das Internet-Abc ist eine unabhängige Plattform,	The Internet-abc is an independent platform,	abc of the internet unbiased	
4	die Informationen über den sinnvollen Umgang mit dem Netz bietet.	which offers information on how to use the web sensibly.	that provides gives which informs (us) information about sensible/reasonable interaction/dealing net/internet/online world advice where information ... is offered	informations meaningful correct/wise/safe
5	Viele Grundschulen in Deutschland haben sich für das Projekt angemeldet.	Many primary schools in Germany (have) signed up to the project.	A lot German elementary schools registered/enrolled/joined	school children applied for / engaged in / got involved in / take part in
6	Neu hinzugekommen ist ein kleines interaktives Quiz,	A new addition is a small interactive quiz,	Newly added recent feature little/short ...has recently been introduced	A new outcome... Newly arrived A new entry
7	das im Unterricht eingesetzt werden kann.	that can be used in lessons.	which included/integrated teaching/class/the classroom/lesson	produced/completed school
8	Unter den einfachen Fragen sind	Among(st) the simple questions are	omission of 'the' easy The simple questions include Some/Examples of the simple questions are	under

9	„Wofür sind die beiden Tasten bei einer Maus?“	'What are the two mouse buttons for?'	For what both buttons with/on/for a mouse	clickers/tabs/keys by
10	und „Wie speichere ich eine Datei?“	and 'How do I save a file?'	can I save	document/data

[10 marks]