



A-level
GERMAN
7662/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2022

Version: 1.0 Final



2 2 6 A 7 6 6 2 / 1 / M S

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	M (Maximilian)	1	

Qu	Accept	Mark	Notes
01.2	S (Sarah)	1	

Qu	Accept	Mark	Notes
01.3	K (Karin)	1	

Qu	Accept	Mark	Notes
01.4	M (Maximilian)	1	

Qu	Accept	Mark	Notes
01.5	S (Sarah)	1	

Qu	Accept	Mark	Notes
02	<p>C (Obwohl es spät war, ging Frau Krüger mit ihrem Vater zur Bornholmer Straße.)</p> <p>F (Vor dem Mauerfall lebte Frau Krüger im Osten.)</p> <p>H (Im Westen war Frau Krüger von der großen Auswahl an Waren beeindruckt.)</p> <p>J (Frau Krüger fand den Geruch im Westen angenehm.)</p> <p>L (Frau Krüger freute sich über die neue Reisefreiheit.)</p> <p>M (Die Eltern von Frau Krüger wurden arbeitslos.)</p>	6	in any order

Qu	Accept	Mark	Reject
03.1	(aus verschiedenen) asiatischen Ländern / (aus) Asien	1	Asia

Qu	Accept	Mark	Reject
03.2	(als) Kommunikation(smittel) (zwischen Mensch und Tier)	1	

Qu	Accept	Mark	Reject
03.3	(im Saal der katholischen) Kirche	1	Kirsche Zahl... ...stadt

Qu	Accept	Mark	Reject
03.4	die Schweizer/Einheimischen / Sie begeistern sich für (ihre) Traditionen/Geschichte	1	first person plural e.g. uns, unsere

Qu	Accept	Mark	Reject
03.5	die meisten Asylsuchenden/ Asylbewerber/Asylanten sind keine Christen / nicht christlich viele/manche... ...haben verschiedene Religionen	1	

Qu	Accept	Mark	Reject
03.6	(weil) sie (alle) das tun konnten	1	

Qu	Accept	Mark	Reject
03.7	(man könnte) noch eine (kleine) Feier veranstalten / (man könnte) nochmals feiern ...zweimal/auch/wieder/andere...	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"> Nach dem <u>Anschlag gegen Ausländer/Einwanderer</u> in Hanau (1) wollten <u>Ausländervereine/Menschen die Familien der Opfer vertreten</u> (1) 	2	Accept rassistischen Anschlag Accept unterstützen/helfen
	Bullet 2: <ul style="list-style-type: none"> Jeder soll <u>verstehen/sehen</u>, dass <u>Alltagsrassismus schnell in rechtsextreme Radikalisierung übergehen</u> kann (1) die ganze Stadt dabei zu unterstützen, <u>die Folgen des Anschlags zu verarbeiten</u> (1) Sie wollen in allen Gesellschaftsgruppen <u>Zivilcourage/Toleranz fördern / mehr Zivilcourage/Toleranz</u> (1) 	3	Accept entwickeln/verändern/ werden Accept die Stadt mit den Folgen zu unterstützen
	Bullet 3: <ul style="list-style-type: none"> Man <u>hilft den Angehörigen/Familien</u> der Opfer <u>mit Spenden</u> (1) Man hat am Tatort <u>einen ruhigen Platz</u> geschaffen, wo man der Opfer gedenken kann (1) 	2	Accept Man gibt... Accept Geld

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	C (erfordert) E (geeignet) M (verlassen) G (kombinieren) J (nutzen) H (korrigiert) L (treffen) K (stellt) A (abgeraten)	9	Answers must be in this order

Qu	Accept	Mark	Notes
06.1	F (falsch)	1	

Qu	Accept	Mark	Notes
06.2	R (richtig)	1	

Qu	Accept	Mark	Notes
06.3	R (richtig)	1	

Qu	Accept	Mark	Notes
06.4	F (falsch)	1	

Qu	Accept	Mark	Notes
06.5	NA (nicht angegeben)	1	

Qu	Accept	Mark	Notes
06.6	F (falsch)	1	

Qu	Accept	Mark	Notes
06.7	NA (nicht angegeben)	1	

Qu	Accept	Mark	Notes
06.8	R (richtig)	1	

Qu	Accept	Mark	Notes
06.9	F (falsch)	1	

Qu	Accept	Mark	Notes
06.10	NA (nicht angegeben)	1	

Qu	Accept	Mark	Notes
07.1	(sie ist) tot / verstorben / gestorben / lebt nicht mehr	1	Tolerate Tod Reject liebt

Qu	Accept	Mark	Notes
07.2	bestresst / traurig / deprimiert / bedrückt Sie sorgt sich um ihren Vater	1	Accept schwer zu Sinne Accept Ihr ging es schlecht Reject Sie findet es schwer Reject Sie war bedrückend

Qu	Accept	Mark	Notes
07.3	(Ihr) Vater hat Geldprobleme / sein Geschäft ging abwärts	1	Accept wegen der Sorgen ihres Vaters Accept die Sorgen ihres Vaters bedrückten sie Reject sich

Qu	Accept	Mark	Notes
07.4	Bankangestellte	1	Tolerate ein/der...

Qu	Accept	Mark	Notes
07.5	(einen) Witz (darüber) machen / Sie fragt, ob er Auskunft von seinen Tarotkarten erwarten würde	1	Accept durch einen Witz

Qu	Accept	Mark	Notes
07.6	geht ins Zimmer/ in seine Kammer / geht weg / verlässt sie	1	
	mit einem „Gute Nacht“ / sagte „Gute Nacht“	1	

Qu	Accept	Mark	Notes
07.7	Er will Tischler (meister) werden	1	

Qu	Accept	Mark	Notes
07.8	(Sie ist) erstaunt / verwundert	18780	Accept überrascht / schockiert Tolerate erschrocken Accept Sie konnte es nicht glauben Reject Sie glaubte nicht Reject unglaublich

Qu	Accept	Mark	Notes
08.1	Arbeitskräfte/Arbeiter aus Nicht-EU-Ländern	1	Reject Leute/Menschen... Reject Hochqualifizierte

Qu	Accept	Mark	Notes
08.2	(von der) Arbeitsstelle / Beruf / Kategorie (von Arbeit)	1	(von der) Arbeit Accept Die Zahl/Es ist nicht für alle Kategorien gleich Reject Ausbildung, Berufserfahrung und Sprachkenntnisse

Qu	Accept	Mark	Notes
08.3	(wenn sie) ein Studium in Österreich (gemacht haben)	1	Reject akademische Qualifikationen in isolation

Qu	Accept	Mark	Notes
08.4	Unternehmen, die Schlüsselkräfte brauchen	1	Accept Wenn Unternehmen...
	die am heimischen Arbeitsmarkt nicht vorhanden sind	1	

Qu	Accept	Mark	Notes
08.5	den Arbeitgeber/die Firma wechseln / die Arbeitsstelle/den Job verlassen / einen anderen Job finden	1	Reject Sie sind an ihrem Arbeitgeber gebunden Reject den Beruf verlassen

Qu	Accept	Mark	Notes
08.6	die Zahl der 20- bis 60-Jährigen geht zurück / weniger 20- bis 60-Jährige /	1	Reject die Zahl der 20- bis 60-Jährigen in isolation

Qu	Accept	Mark	Notes
08.7	die Zahl der erfolgreichen Bewerbungen ist niedrig / niedriger als erwartet / Es gibt weniger erfolgreiche Bewerbungen als erwartet	1	Reject ...unterschiedlich

Qu	Accept	Mark	Notes
08.8	(sie bieten) bessere Verdienstmöglichkeiten	1	

Qu	Accept	Mark	Notes
08.9	das (gut ausgebaute) Sozialsystem	1	Reject gute private Sozialversorgung

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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 AO2 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).

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Qu	Accept (key idea underlined)	Mark	Notes
09	<p>Bullet 1:</p> <ul style="list-style-type: none"> • Er wollte <u>Deutschland in Europa integrieren</u> / Er <u>wollte eine europäische Einigung</u> (1) • Er wollte langfristig <u>Frieden</u> garantieren (1) • Er wollte <u>Deutschland wiederaufbauen</u> (1) 	3	<p>Accept: Deutschland sollte ein großer Teil Europas werden/sein Accept: ein vereintes Europa</p> <p>Accept: keine Kriege</p>
	<p>Bullet 2:</p> <ul style="list-style-type: none"> • Die EGKS sollte <u>einen gemeinsamen Markt</u> für Kohle und Stahl <u>in sechs europäischen Ländern</u> schaffen (1) • und diesen Sektor <u>unter einheitliche/gemeinsame Kontrolle bringen</u> (1) 	2	<p>Accept: ...in Europa...</p> <p>Accept: einführen/schaffen</p>
	<p>Bullet 3:</p> <ul style="list-style-type: none"> • Adenauer <u>distanzierte sich von der DDR</u> (1) • Er <u>verhinderte eine frühe Wiedervereinigung</u> Deutschlands (1) 	2	<p>Tolerate omission of sich</p> <p>Er blockierte...</p>

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	Migrant children	Migrantenkinder		
2	often suffer	leiden oft		Reject erleiden Reject sind benachteiligt
3	in the German school system,	in dem deutschen Schulsystem,	Im	Reject unter/an
4	where support	wo / in dem die Unterstützung		
5	varies	unterschiedlich ist.	verschieden ist / variiert	Reject (sich) (ver)ändert / wechselt / ist anders (unless with in jedem Bundesland)
6	according to the federal state.	je nach Bundesland	in jedem Bundesland (with ist anders)	Reject laut Reject nach dem Bundesland
7	Schools have to organise	(Die) Schulen müssen ... organisieren.	veranstalten / ermöglichen	
8	extra classes	Förderklassen	Förderunterricht zusätzliche Klassen	
9	without financial help	ohne finanzielle Hilfe	mit keiner...	wirtschaftliche
10	from the government.	(von) der (Bundes)regierung		
11	For a headteacher it is	Für einen (Schul)direktor ist das/dieses/es	[definite article] Schulleiter [female or plural forms]	
12	a growing problem	ein wachsendes Problem,	zunehmendes / steigendes	
13	for which	für das/welches	Tolerate wofür	
14	there is no easy solution.	es keine einfache Lösung gibt.	Antwort	
15	When migrant children arrive	Wenn (Migrantenkinder) ... kommen,	ankommen	

16	in schools with	in Schulen mit / in die Schule... (with kommen)	An	
17	a large proportion of pupils	einem großen Anteil an Schülern	Von ...Schülern/innen ...und Schülerinnen Anteil + genitive	Studenten
18	from socially disadvantaged families,	aus sozial benachteiligten Familien	von gesellschaftlich aus sozial schwachen Familien	
19	their teachers are	sind ihre Lehrer	werden Lehrerinnen (und Lehrer)	
20	already overburdened.	schon überfordert.	überlastet	
21	In some towns	In manchen Städten	einigen	
22	university students have helped	haben (Universitäts) studierende ... geholfen,	(die) Studenten/Studentinnen	
23	migrant children to achieve	Migrantenkindern ... zu haben.	erzielen Tolerate: erreichen	leisten
24	success quickly.	schnell ... Erfolg		
25	They have supported them	Sie haben sie ... unterstützt.	Sie haben ihnen ... geholfen.	
26	both linguistically and psychologically.	sowohl sprachlich als auch psychologisch	nicht nur ... sondern auch ... sprachlich sowie psychologisch ...linguistisch...	beide ... und
27	It is hoped that	Es ist zu hoffen, dass	Es wird gehofft, dass Hoffentlich / Man hofft,	
28	these children will have	diese Kinder ... haben werden.		omission of werden
29	better chances	bessere Chancen	Möglichkeiten / Aussichten Tolerate Gelegenheiten	
30	in the job market.	auf dem Arbeitsmarkt	im Arbeitsmarkt Tolerate Jobmarkt am...	

[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	Ob Umwelt, Wirtschaft oder Chancengleichheit –	Whether (the) environment, economy or equality of opportunity,	Be it.../Whether it's... economics equal opportunities equal opportunity equal chances	If
2	junge Menschen haben eine Meinung	young people have an opinion		young adults
3	und wollen gehört werden.	and want to be heard.	be listened to would like to	become heard be involved
4	Die Jugendpolitiktage,	(The) youth politics days	political	day (singular)
5	die regelmäßig ... stattfinden,	which take place regularly	that happen/are held	
6	in verschiedenen deutschen Städten	in different German towns	various cities	varied
7	geben Jugendlichen die Gelegenheit,	give young people the opportunity	chance (the) youth/teenagers	
8	politische Ideen zu entwickeln	to develop political ideas		
9	und diese ... zu besprechen.	and discuss them	talk/speak about these	
10	mit Vertreterinnen und Vertretern der Politik und Gesellschaft	with representatives of/from politics and society.	female and male representatives political and societal representatives	members social
11	Im vorigen Jahr nahmen ... teil.	Last year ... took part	In the previous year participated	
12	450 Personen an der Veranstaltung in der Hauptstadt	450 people ... in the event in the capital (city).	participants	main town/city
13	Ein großes Anliegen für die Teilnehmer war das Klima.	A big concern for the participants was the climate.	large issue/matter/topic/ (area of) focus/worry those taking part climate change	point/priority
14	Unter anderem verlangten sie	Among other things they demanded	One thing they demanded was required	
15	eine Senkung des Energieverbrauchs	a reduction of/in energy consumption	fall/drop/decrease usage/use	sinking need

16	und kostenlosen Nahverkehr vor 2025,	and free local transport before/by 2025	travel	nearby until
17	sowie eine Verbesserung der Infrastruktur für Radfahrer.	and an improvement in the infrastructure for cyclists. / better cycling infrastructure.	with that as well as improved bike riders	such as bettering
18	Einige Empfehlungen sind nun Teil	Some/A few recommendations are now part		
19	der Jugendstrategie der Bundesregierung,	of the (German/Federal) government's youth strategy,	of the government	
20	andere hatten zumindest einen Einfluss darauf.	(and) others at least influenced it.	at any rate had (an) influence (on it)	

[10 marks]