

A-level
GERMAN
7662/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2020

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 |
|----|-----------|------|---------------------|
| 1 | A C D H L | 5 | Accept in any order |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 02.1 | die Bevölkerung wächst (um 1,2% pro Jahr) | 1 | |
| | (begrenzte) Ressourcen (werden) knapp(er) | 1 | |
| 02.2 | drei bis fünf Jahre | 1 | |
| 02.3 | die Steuern sind niedriger (als in anderen Ländern) / sie profitieren vom Reichtum des Landes | 1 | |
| 02.4 | Flüchtlinge | 1 | |
| 02.5 | die Schweiz / das Land ist zu klein | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|---|
| 03.1 | (Sie waren) keinesfalls/nicht enttäuscht. | 1 | |
| 03.2 | (Sie) reflektiert nicht (unbedingt) die Persönlichkeit (des Nutzers). | 1 | |
| 03.3 | Der Sportunterricht fiel aus / Es gab keinen Sportunterricht. | 1 | Reject Der Lehrer war krank in isolation. |
| 03.4 | (Sie machte ihr) erstes Album. | 1 | Reject (Sie machte ihre) erste eigene Tour. |
| | Sie spielte auf zahlreichen/vielen Festivals. | 1 | Reject Sie wurde immer erfolgreicher und beliebter. |
| 03.5 | die Verwendung ungewöhnlicher Instrumente | 1 | Reject die Verwendung eines Kinderglockenspiels in isolation. |
| 03.6 | kleine/alltägliche Momente / Alltag | 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.

| Qu | Accept (key idea underlined) | Mark | Notes |
|----|---|------|--|
| 04 | Bullet 1: Die <u>Anzahl der mittleren Gesellschaftsschichten</u> , für die <u>die EU-Mitgliedschaft</u> eher <u>Vorteile bringt</u> , ist deutlich <u>gestiegen/ist hoch</u> . (1) Die <u>unteren sozialen Schichten</u> finden die EU-Mitgliedschaft <u>nachteilig/einen Nachteil</u> . (1) | 2 | Accept – Die mittleren Schichten haben eine positive Meinung Accept – Die unteren Schichten haben eine negative Meinung |
| | Bullet 2: Gesicherte <u>Exportmärkte bedeuten/bringen sichere Arbeitsplätze</u> . (1) Es gibt <u>billigere/günstigere Preise</u> durch Wettbewerb (1) <u>EU-Mitgliedschaft bringt politische Stabilität</u> . (1) | 3 | |
| | Bullet 3: Sie fordern eine <u>stärkere/starke Bekämpfung der Kriminalität</u> (1) <u>Sie wollen erfolgreich(er)e Maßnahmen für die gleiche Bezahlung von Männern und Frauen</u> . (1) | 2 | bessere/härtere Bekämpfung/härteres Vorgehen/Kampf gegen die Kriminalität Lohn |

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.

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 | A H M G C D L K B | 9 | Answers must be in this order |

| Qu | Accept | Mark | Notes |
|------|--|------|--|
| 06.1 | ihre Mutter | 1 | |
| 06.2 | bundesweit / in ganz Deutschland | 1 | |
| 06.3 | Spaß | 1 | Reject use of first person pronouns/possessive adjectives. |
| | Freundschaft(en) | 1 | |
| 06.4 | Sie bereitet sie auf die Mathe-Prüfung vor | 1 | |
| 06.5 | ein Schulabbruch kann zur Ausgrenzung führen | 1 | Tolerate: ...führt zur Arbeitslosigkeit |
| | ...und erhöht das Risiko der Arbeitslosigkeit | 1 | |
| 06.6 | das Versagen der Asylpolitik (in der Gemeinde) | 1 | |
| 06.7 | (Sie unterstützt Flüchtlinge mit) Sachspenden | 1 | |
| 06.8 | Er hört (ihnen) zu. | 1 | |

| Qu | Accept | Mark | Notes |
|-------------|---------------|-------------|--------------|
| 07.1 | B | 1 | |
| 07.2 | A | 1 | |
| 07.3 | C | 1 | |
| 07.4 | A | 1 | |
| 07.5 | C | 1 | |
| 07.6 | B | 1 | |
| 07.7 | A | 1 | |
| 07.8 | C | 1 | |
| 07.9 | B | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|-------------------------------|
| 08.1 | (der/im) Sommer | 1 | |
| 08.2 | hielten (plötzlich) an / haben angehalten / blieben stehen / sind stehen geblieben (1) | 1 | Tolerate: Sie hielten |
| 08.3 | Any two of (hat/te) scharf gebremst / bremste scharf (1) (ist/war) seitwärts ausgerutscht / rutschte aus (1) stieß gegen einen Fußgänger/ (ist/war) gegen gestoßen (1) | 2 | |
| 08.4 | neugierig / wie die Bienen | 1 | |
| 08.5 | der bewusstlose Mann / der Verunglückte (im Loch) / das Opfer | 1 | |
| 08.6 | sie richteten ihn auf | 1 | |
| | sie legten ihn (wieder) hin | 1 | |
| 08.7 | (Sie dachte,) er war/wäre (vielleicht) tot | 1 | |
| 08.8 | Sie beunruhigten ihn. / Er fand sie beunruhigend. / Sie verursachten Unfälle. / Es gab (zu viele) Unfälle. | 1 | Reject: Sie schockierten ihn. |

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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.

| Qu | Accept (key idea underlined) | Mark | Notes |
|----|---|----------|--|
| 09 | Bullet 1 <ul style="list-style-type: none"> • Es gibt <u>keine Bücher/Webseiten/Medien, die Frauen</u> mit dieser neuen Rolle <u>helfen</u>. (1) • <u>Die älteste/Eine Tochter</u> ihres neuen Mannes <u>brach den Kontakt ab</u>. (1) • <u>Es war schwer, die Tochter zu überzeugen, dass sie geliebt wurde</u>. (1) | 2 from 3 | Reject use of first person eg meines |
| | Bullet 2 <ul style="list-style-type: none"> • <u>Er wird zum Spaßpapa / Er erlaubt den Kindern alles</u>. (1) • <u>Er verwöhnt die Kinder/sie</u> mit Süßigkeiten und Ähnlichem. (1) | 2 | |
| | Bullet 3 <ul style="list-style-type: none"> • Sie sollten <u>sich genug Zeit für die Vorbereitung auf die Aufgabe als Stiefmutter nehmen</u>. / Sie sollten <u>sich gut</u> auf die Aufgabe als Stiefmutter <u>vorbereiten</u>. (1) • Sie sollten <u>die Beziehung zum Stiefkind langsam aufbauen</u>. (1) • Sie sollten <u>sich um einen guten Kontakt/eine gute Beziehung zur echten Mutter bemühen / ...haben</u>. (1) | 3 | Accept lifting of imperative form for AO2. |

Summary questions

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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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AO3 Marks

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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 |
| In order to become integrated, | Um integriert zu werden, | Um sich zu integrieren, | |
| refugees must | müssen Flüchtlinge | | |
| learn a lot. | viel lernen. | vieles | |
| It's important | Es ist wichtig, | | |
| that they respect | dass sie ... respektieren. | | |
| the unwritten rules | die ungeschriebenen Regeln | | |
| of their host country | Ihres/des Gastland(e)s | in ihrem Gastland | |
| in everyday life. | im Alltag | Alltagsleben | |
| It is not enough | Es ist nicht genug, | | |
| if they simply | wenn sie einfach | | |
| contribute | beitragen. | | teilnehmen |
| economically. | wirtschaftlich | | |
| Khalid used to live in Syria | K. lebte (früher) in Syrien | wohnte [perfect tense] | |
| and had fled to Europe | und war ... nach Europa geflohen | | |
| before the war. | ...vor dem Krieg... | | |

| | | | |
|-------------------------------|-----------------------------------|--|-------|
| He found ... hard | Er fand ... schwer, | [perfect tense] schwierig/hart ... fielen ihm schwer | |
| ...the first weeks... | ...die ersten Wochen... | | |
| because he didn't understand | weil er ... nicht verstand | [perfect tense] | |
| German society | die deutsche Gesellschaft | | |
| and didn't have any money. | und kein Geld hatte. | | |
| On the other hand | Auf der anderen Seite | Andererseits | |
| he was happy | war er froh | glücklich | |
| to be out of danger. | außer Gefahr zu sein. | | |
| Today he helps asylum seekers | Heute hilft er Asylbewerbern, | Heutzutage Asylanten | |
| who have just arrived | die gerade ... angekommen sind | [simple past tense] neulich | |
| in the country. | im Land | in dem Land | |
| "The more quickly | Je schneller | | |
| you adapt, | man sich anpasst/adaptiert, | du / ihr / Sie [with appropriate form of verb] | |
| the more easily | desto leichter/einfacher | | |
| you will achieve your goal." | erreicht man sein/das Ziel. | du dein / ihr euer / Sie Ihr | Ziele |

[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 |
| Eine beeindruckende Ausstellung | An impressive exhibition | remarkable/stunning/ striking display | impressionable/ impressionistic |
| stellt das Leben vor 1990 ... dar. | presents life before 1990 | represents/depicts living until/up to 1990 | shows the life |
| in der Hauptstadt der ehemaligen DDR | in the capital (city) of the former GDR. | erstwhile/onetime | main town/city DDR |
| Mit Hunderten von Fotos und Gegenständen | With hundreds of photos and objects | By means of/Through pictures items/things | |
| kann der Besucher einen Blick auf ... werfen. | the visitor can (take a) look at | visitors (cast a) glance at | |
| Ostberlin zwischen den späten 60er Jahren | East Berlin between the late (19)60s | from [followed by 'to/until' in next box] | Ostberlin |
| und der Wiedervereinigung | and (the) reunification | | fall of the wall unification |
| Nicht alles war, wie es erzählt wird. | Not everything was as it is told. | Not all how | was told |
| Man sieht zum Beispiel auf den Bildern, | For example you/one (can) see in the pictures | on photos | they |
| dass viele der Geschäfte | that many (of the) shops | businesses/stores | |
| nicht dem Staat gehörten. | didn't belong to the state. | were not state-owned. | |
| Die Ostberliner waren keine schwachen Bürger: | (The) East Berliners were no(t) weak citizens | people/inhabitants of E Berlin feeble | burghers/ townspeople |
| Sie gingen zum Teil ihren eigenen Weg | They went their own way to some extent | cut their own path/did their own thing up to a point/partially/ sometimes | to a large extent |
| und wagten sogar | and even dared (to have/hold) | | |
| politische Auseinandersetzungen. | political debates. | discussions/ arguments/ controversy | |

| | | | |
|--|--|--|----------------------|
| Die Schau soll ... wecken. | The show is meant/ supposed to arouse | exhibition/display is (intended) to awaken/generate/ prompt | must/should awake |
| mehr als nostalgische Gefühle | more than nostalgic feelings. | feelings of nostalgia | |
| Vor allem zeigt sie | Above all it shows | More than anything/ Especially | she |
| das menschliche Gesicht der Stadt | the human face of the city | side/aspect town | humane |
| und die Widersprüche des sozialistischen Systems. | and the contradictions of the socialist system. | inconsistencies | contrasts |

[10 marks]