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**A-level**  
**GERMAN**  
**7662/1**

Paper 1 Listening, Reading and Writing

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**Mark scheme**

June 2019

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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 Assessment Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

**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	F	1	

Qu	Accept	Mark	Notes
01.2	D	1	

Qu	Accept	Mark	Notes
01.3	R	1	

Qu	Accept	Mark	Notes
01.4	R	1	

Qu	Accept	Mark	Notes
01.5	D	1	

Qu	Accept	Mark	Notes
02.1	(sie demonstrierten / Widerstand) gegen die (Bundes)regierung	1	Accept: Sie will Flüchtlinge an einem Ort konzentrieren / zu einem Ort schicken. Tolerate: Flüchtlinge müssen zu einem Ort gehen.
	Sie will Flüchtlinge konzentriert/an einem Ort unterbringen	1	

Qu	Accept	Mark	Notes
02.2	(es gab) 1100 (Fälle)	1	
	(Fast) ein Drittel (waren) im Internet/online	1	

Qu	Accept	Mark	Notes
02.3	(kostenlose) Beratung	1	Reject: Unterstützung

Qu	Accept	Mark	Notes
02.4	Prävention / respektvollen Umgang mit Menschen aus verschiedenen Kulturen	1	Accept: Respekt/Toleranz vor/für (Menschen aus) verschiedene(n) Kulturen (lernen)

Qu	Accept	Mark	Notes
03.1	zur nächsten Ortschaft/Stadt	1	

Qu	Accept	Mark	Notes
03.2	Viele/Einige/Mehrere hundert/ Hunderte Arbeitsstunden sind (für jede Kappe) erforderlich.	1	Reject: eigene hundert... Accept: Man verbringt/nimmt... Reject: Man (ver)passt...

Qu	Accept	Mark	Notes
03.3	Es ist ein glückbringendes Zeichen/Omen / Um die bösen Geister/den Winter zu vertreiben / Um die Dunkelheit/Kälte zu besiegen	1	Accept: Das bringt Glück Accept: Das symbolisiert das Ende des Winters Reject: ein gutes Omen Reject: Das ist ein heidnisches Brauchtum

Qu	Accept	Mark	Notes
03.4	Die katholische Kirche	1	Accept: Katholiker
	hat das als unchristlich abgelehnt/weil es unchristlich war	1	Accept: ...heidnisch... Reject: ...nicht religiös...

Qu	Accept	Mark	Notes
03.5	verheiratete (Männer/Menschen)	1	Reject: Ehelosigkeit ist kein Muss mehr (but tolerate if correct answer also given)

Qu	Accept	Mark	Notes
03.6	(durch die Beteiligung der) Kinder/ Jugendlichen	1	Reject: die nächste Generation

## Level of response marking instructions

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 are marks 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.

### Step 1 Determine a level

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 and then use the variability of the response to help decide the mark within 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 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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 and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

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

Qu	Accept (key idea underlined)	Mark	Notes
04	<b>Bullet 1:</b> Sie <u>hat sich gefreut</u> / mit den anderen <u>gejubelt/ gefeiert</u> , dass/als die Mauer zerstört wurde (1)  Sie hat <u>die Nationalhymne gesungen</u> (1)	2	Reject: Es war gut (too vague) / Sie war positiv/nicht dagegen
	<b>Bullet 2:</b> Die Politiker <u>hatten die Kristallnacht/die Opfer des Holocaust vergessen</u> / <u>dachten nicht an die Juden</u> (1)  Es gab <u>keinen</u> Augenblick des <u>Schweigens</u> (zur Erinnerung an die Opfer des Holocaust) (1)	2	Accept: Man sollte/Sie wollte sich an die Opfer/Juden erinnern  Reject: Es gab keinen Augenblick für die Opfer
	<b>Bullet 3:</b> Es hat viele <u>Angriffe auf Asylantenheime in den neuen Bundesländern</u> gegeben (1)  Es gibt auch <u>heute / nach der Flüchtlingskrise Angriffe in vielen deutschen Städten</u> (1)  <u>Der Nationalismus bleibt lebendig. / Alles ist nicht in Ordnung. / Dieses Kapitel ist nicht abgeschlossen. / Es ist, als ob man die Vergangenheit vergessen hat.</u> (1)	3	Accept: ...im Osten... Reject present tense  Reject: Es gibt eine Flüchtlingskrise in vielen deutschen Städten  Reject: Man soll diesen Teil der Geschichte nie vergessen.

### 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.



**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	B F D J L G M E C	9	Answers must be in this order

Qu	Accept	Mark	Notes
06.1	Hitlers Überfall (auf die Sowjetunion)	1	Reject: nach Hitlers Überfall...

Qu	Accept	Mark	Notes
06.2	Sie hat das Arbeitslager überstanden. / Sie hat überlebt.	1	Accept: Sie ist nicht (im Arbeitslager) gestorben. Reject: Sie hat in einem Arbeitslager gearbeitet

Qu	Accept	Mark	Notes
06.3	(die sowjetische) Öffnungspolitik (unter Staatspräsident Gorbatschow)	1	Accept: Gorbatschows Politik

Qu	Accept	Mark	Notes
06.4	(Irinas) Mutter konnte ihren (russischen) Akzent nicht loswerden. / Mutter hatte Sprachprobleme.	1	
	Man hat sie als Ausländerin betrachtet.	1	

Qu	Accept	Mark	Notes
06.5	die Luft (war frisch) / er konnte atmen	1	
	(es gab) keinen schwarzen Staub	1	

Qu	Accept	Mark	Notes
06.6	Sie hatte das Hochzeitskleid (der Mutter) verschenkt.	1	Accept: Sie verschenkte(n)... / Sie musste(n) ... verschenken Tolerate inclusion of 'alles', as long as dress is mentioned.

Qu	Accept	Mark	Notes
06.7	Sie waren Deutsche (und stolz darauf).	1	Accept: Sie waren stolz auf ihren deutschen Hintergrund

Qu	Accept	Mark	Notes
06.8	harte Arbeit	1	Accept: Sie mussten fleißig sein

Qu	Accept	Mark	Notes
07.1	Zivilgesellschaftlich / (Er hatte an) Demonstrationen (teilgenommen).	1	Tolerate present tense

Qu	Accept	Mark	Notes
07.2	Viele junge Menschen (waren da) (Es gab Leute) aus verschiedenen (sozialen) Schichten	2	Accept: ...vielen Schichten

Qu	Accept	Mark	Notes
07.3	Er hat ihn eingeladen, zu einer (Partei)veranstaltung mitzugehen / in eine Partei einzutreten / Er hat ihn zu einer Veranstaltung mitgenommen	1	Accept: Ohne ihn wäre er nicht in eine Partei eingetreten

Qu	Accept	Mark	Notes
07.4	der Aufstieg der AfD	1	Accept: der Aufstieg einer rechtsextremen Partei Reject: Ausstieg...

Qu	Accept	Mark	Notes
07.5	Eine Mutter/Frau/Person hat ihn beschimpft / war böse  ...als ihr Kind eine (Schul)tüte (mit einem Partei-Logo) nehmen wollte	2	Accept passive form  Accept: weil die Schultüte ein Partei-Logo hatte

Qu	Accept	Mark	Notes
07.6	(Die anderen) Politiker (haben) geklatscht	1	Accept: ...ihn gelobt

Qu	Accept	Mark	Notes
07.7	Er ist für den Kohleausstieg/gegen die Energiepolitik (der Partei) / Seine Partei hat den Kohleausstieg abgelehnt  (Er bedauert, dass es) wenige Frauen an der Parteispitze (gibt)	2	Tolerate: weniger... Reject: ... wenige Frauen in der Partei

Qu	Accept	Mark	Notes
08.1	R	1	

Qu	Accept	Mark	Notes
08.2	F	1	

Qu	Accept	Mark	Notes
08.3	R	1	

Qu	Accept	Mark	Notes
08.4	F	1	

Qu	Accept	Mark	Notes
08.5	NA	1	

Qu	Accept	Mark	Notes
08.6	NA	1	

Qu	Accept	Mark	Notes
08.7	F	1	

Qu	Accept	Mark	Notes
08.8	F	1	

Qu	Accept	Mark	Notes
08.9	R	1	

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Qu	Accept (key idea underlined)	Mark	Notes
09	<p><b>Bullet 1:</b>                      Sie sind <u>gegen den Verbleib in der Union</u>. / Sie <u>wollen, dass Deutschland aus der EU austritt</u>. (1)</p> <p>Die <u>EU ist</u> für sie <u>keine Wertegemeinschaft</u>. / Sie hat <u>nichts mit gemeinsamer Kultur / Religion zu tun</u>.(1)</p> <p>Die EU ist nur <u>ein wirtschaftliches Bündnis</u>. / Die EU <u>existiert für die Wirtschaft</u>. (1)</p>	3	Reject: Sie wählen gegen die Union  Accept: Die EU ist nur für Geld da
	<p><b>Bullet 2:</b>                      Sie begrüßen <u>die Abschaffung der Grenzkontrollen</u>. / Sie müssen <u>nicht mehr stundenlang an der Grenze stehen, um ihren Ausweis zu zeigen</u>. (1)</p> <p>Wegen der <u>Vereinfachung der beruflichen Beschäftigung im Ausland</u>. / Weil es <u>einfacher ist, im Ausland zu arbeiten</u>. / Man <u>kann in anderen Ländern arbeiten</u>. (1)</p>	2	Accept: Sie begrüßen die freie Bewegung / Es gibt keine Grenzkontrollen (mehr) Reject: freie Reisen (too vague)  Reject: Das ist nützlich für den Beruf (too vague)
	<p><b>Bullet 3:</b>                      Politiker müssen/Man muss das „großartige Projekt“ der <u>EU wieder besser erklären</u>. (1)</p> <p>Man muss <u>die heranwachsende Generation für politische Fragen begeistern</u>. / Man muss <u>junge Leute für die Politik begeistern</u>. (1)</p>	2	Accept: Man muss über die Vorteile der EU lernen.  Accept: ...interessieren / Engagement ermutigen

### Summary questions

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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 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).

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;
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**AO3 Marks**

Mark	AO3 quality of language marks in listening and reading summary tasks
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0	The student produces nothing worthy of credit.

## **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 the question as a whole, penalise wrong use of small or capital letters on the first occurrence only, in the first box in which there is no other error.			
If you want	Wenn Sie ... wollen	Accept 'du' form in this box and throughout the translation, but penalise the first occurrence of inconsistency eg the first change from 'Sie' to 'du' or vice versa. Treat the use of 'ihr' in a similar way. Also accept 'man' as an alternative to 'Sie'.	sie (small s-) on first occurrence only
to stay in Germany	in Deutschland bleiben		
and have gained	und ... erworben haben,	bekommen	gewonnen/ gelernt
good language skills,	gute Sprachkompetenzen	Sprachkenntnisse	
this course	dieser Kurs		
will help you	wird ... Ihnen helfen,	hilft (present tense)	
to prepare for	sich auf ... vorbereiten.		für einzusteigen fertigzumachen
the world of work.	die Arbeitswelt	die Berufswelt das Berufsleben	
Many refugees	...viele(n) Flüchtlinge(n)...	(must have dative ending if <i>gelingen</i> has been attempted) Asylanten / Asylbewerber(n)	Einwanderer/ Zuwanderer
have already succeeded	Es ist ... schon gelingen	haben es schon geschafft... haben schon ... Erfolg gehabt	mit Erfolg / erfolgreich erreicht
in getting jobs	eine Arbeitsstelle zu bekommen,	Arbeitsstellen/Jobs finden bei der Arbeitssuche	Beruf(e)

by taking part	indem sie ... teilgenommen haben.	dadurch, dass...	als Teilnehmer weil da
in our programme.	...an unserem Programm...		
Perhaps you don't yet know	Vielleicht wissen Sie noch nicht,		
which career	welche Karriere	welcher Beruf	
suits you best.	(zu) Ihnen am besten passt.	für Sie am besten geeignet ist das Beste für Sie ist	gefällt besser für Sie ist
Then you will be able to try out	Dann werden Sie ... ausprobieren können,	...können Sie... (present tense) dürfen in der Lage sein probieren	
different possibilities	...verschiedene Möglichkeiten...	die verschiedenen Möglichkeiten	andere
that interest you	die Sie interessant finden	die Sie interessieren	
and find out your strengths	und Ihre Stärken ... herausfinden	herausfinden, was Ihre Stärken ... sind entdecken	finden
and weaknesses.	...und Schwächen...		
We offer you	Wir bieten Ihnen		
personal support	persönliche Unterstützung	Hilfe	
with your job applications.	bei Ihren Stellenbewerbungen.	bei Ihren Bewerbungen. Tolerate: mit...	
And all this	Und dies alles	das alles / all das / all dies	
without paying one euro.	ohne einen Euro zu bezahlen.	zahlen	
[The course] is run	[Der Kurs] wird ... durchgeführt	wird ... organisiert man + active verb findet ... statt / läuft	
four times a year	viermal pro Jahr	vier Mal	vier mal (but tolerate repeat error of small letter instead of

			capital)
and places are very popular.	und (die) Plätze sind sehr beliebt	populär	Positionen
Apply today!	Bewerben Sie sich heute!		

[square brackets denote words that have already been tested: do not penalise twice]

**[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
Seit den siebziger Jahren ... in der Schweiz	Since the 1970s ... in Switzerland		
...die Anzahl der klassischen Familienhaushalte...	the number of classic family households	traditional	proportion quantity classical
ist ... dramatisch geschrumpft.	has shrunk dramatically.	decreased/declined/ dwindled/fallen	
So viele Schweizer wie noch nie	More Swiss people than ever before		As many So many
entscheiden sich für ein kinderloses Leben.	decide on a life without children	are deciding/opting/ choosing Tolerate omission of 'on' child-free/childless	
Immer mehr Paare lehnen ... ab.	More and more couples reject	Increasingly/Ever more refuse/decline are rejecting etc (continuous present)	pairs relinquish
...das traditionelle Muster einer gemeinsamen Wohnung...	the traditional model of a shared flat	pattern / way common apartment living together/under the same roof / shared living (space)	idea
Stattdessen wohnen sie getrennt	Instead (of that) they live apart	separated	alone
und teilen Bett und Tisch nur nach Lust und Laune.	and only share bed and table when they feel like it.	sleep and eat together when they want according to desire and mood	lust
Es steht nicht fest,	It isn't certain	clear / determined	
ob diese Lebensform glücklicher macht.	whether this way of living makes you/them/one/people happier.	if / that (for 'ob') way of life	living form lifestyle makes happier (with no object) happy

Der Schlüssel zur Zufriedenheit	The key to happiness	being happy/ contentedness/ contentment/ satisfaction	
ist, dass die beiden Partner	is that both (the) partners	the two partners is for both partners to	
das Modell so gewollt haben	(have) wanted such a model	a model like that / that (kind of) model this... arrangement/ relationship	...wanted a/the model (with no translation of 'so') want (present tense) way/concept/ example
und voll dahinter stehen.	and are fully behind it.	stand behind/by completely in favour of it will be/stand (future tense)	stay (together) through it
Wer sich später trennen möchte,	Those who would like to separate later	Anyone who / Whoever wants / wishes to split up / leave the relationship	Who
dem wird es ... leichter fallen,	will find it easier	for him/her/them it will be easier	finds it easier
...in einer solchen Beziehung...	in such a relationship	in a relationship like that	
das durchzuziehen.	to follow it through.	to implement it / to carry it out / to see it through.	
Das ist aber eine pessimistische Sichtweise.	But that is a pessimistic way of looking at things/it.	however a pessimistic view(point) / perception perspective / outlook / way of viewing/seeing it Tolerate: a pessimistic way of looking (no object) / point of view	

[10 marks]