



AS

German

7661/1-Paper 1 Listening, Reading and Writing
Mark scheme

June 2018

Version/Stage: 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.

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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	1	

Qu	Accept	Mark	Notes
01.2	B	1	

Qu	Accept	Mark	Notes
01.3	C	1	

Qu	Accept	Mark	Notes
01.4	B	1	

Qu	Accept	Mark	Notes
01.5	B	1	

Qu	Accept	Mark	Notes
01.6	C	1	

Qu	Accept	Mark	Notes
01.7	A	1	

Qu	Accept	Mark	Notes
02	A D E J L M N	7	

Qu	Accept (key idea underlined)	Mark	Notes
03.1	nächstes Jahr	1	Must have -chst- Reject Jahre

Qu	Accept (key idea underlined)	Mark	Notes
03.2	Man konnte nicht / Niemand konnte wissen/sagen/sehen, dass ein Telefon eine Kreditkarte ersetzen würde	1	Tolerate Credit- Reject -kart/-kard (must end in -e)

Qu	Accept (key idea underlined)	Mark	Notes
03.3	den Film/ihn/Filme in (weniger als) einer Sekunde (herunter)laden	1	Tolerate Video Sekunde must be spelled correctly Reject warten (for laden)

Qu	Accept (key idea underlined)	Mark	Notes
03.4	Es gibt einen Projektor/Man wird den kleinen Bildschirm <u>nicht</u> benutzen	1	
	Die Bilder/Sie sind Hologramme	1	

Qu	Accept (key idea underlined)	Mark	Notes
03.5	(Man braucht) kein Passwort (mehr) / Man kann sie per Fingerabdruck einschalten/Man kann den Finger benutzen	1	Tolerate past tense Reject -word

Qu	Accept (key idea underlined)	Mark	Notes
03.6	(durch) Blick(kontakt) / (mit den) Augen	1	Reject Augenscan

Qu	Accept (key idea underlined)	Mark	Notes
03.7	(Es wird mit dem Augenscan) (Gesundheits)information(en) bekommen/geben/haben	1	Accept hat einen Blutdruckmesser Blutdruck must be spelled correctly Reject -messe
	(Es wird den) Blutdruck messen (können)	1	

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.

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
	<p>Bullet 1</p> <p>Any 2 from 3:</p> <ul style="list-style-type: none"> • Sie <u>bringt</u> ihre <u>Arbeit/Kunst ungefragt</u> in den öffentlichen Raum bringen. (1) • Sie <u>schmiert/malt</u> (ihre) Botschaften etwa <u>an Hauswände</u>. (1) • Man könnte ihr <u>vorwerfen</u>, dass sie <u>Schaden verursacht</u>. (1) 	2	<p>Reject use of first person.</p> <p>Reject schade</p>
04	<p>Bullet 2</p> <ul style="list-style-type: none"> • Auf Facebook und Instagram <u>folgen ihr 600 000 Leute</u>. / Sie hat eine <u>hohe Präsenz im Netz</u>. / Sie hat viele <u>Abonnenten/Follower</u>. (1) • Ihr (zweites) <u>Buch kommt</u> (überraschend) <u>gut an</u>. / Ihr <u>Buch verkauft sich gut</u>. / Die <u>Bücher sind erfolgreich</u>. (1) 	2	<p>Reject use of first person.</p> <p>Reject viele Folger</p> <p>Reject Sie hat Bücher geschrieben / Bücher sind bekannt.</p>
	<p>Bullet 3</p> <p>Any 3 from 4:</p> <ul style="list-style-type: none"> • Sie will/fördert <u>eine friedliche Welt</u>. (1) • Sie <u>weist auf die Ungerechtigkeiten</u> (in unserer Gesellschaft) <u>hin</u>. / Sie <u>spricht über Ungerechtigkeiten</u>. / Sie ist <u>gegen Ungerechtigkeit</u>. (1) • Sie will, dass <u>die Menschen freundlich miteinander umgehen</u>. / Sie <u>fördert Freundlichkeit</u>. (1) • Sie will, dass <u>die Menschen sich gegenseitig nach ihrem Verhalten beurteilen/...nicht nach</u> 	3	<p>Reject use of first person.</p> <p>Reject Sie zeigt, dass wir in einer friedlichen Welt leben.</p> <p>Reject Sie will Leute freundlich miteinander sein. / Sie will mehr freundliche Menschen.</p>

	<u>Farbe usw beurteilen.</u> (1)		
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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	Kurt	1	

Qu	Accept	Mark	Notes
05.2	Aisha	1	

Qu	Accept	Mark	Notes
05.3	Miriam	1	

Qu	Accept	Mark	Notes
05.4	Miriam	1	

Qu	Accept	Mark	Notes
05.5	Kurt	1	

Qu	Accept	Mark	Notes
05.6	Aisha	1	

Qu	Accept	Mark	Notes
05.7	Miriam	1	

Qu	Accept	Mark	Notes
05.8	Aisha	1	

Qu	Accept	Mark	Notes
06	H C J F D B K M	8	In this order.

Qu	Accept	Mark	Notes
07.1	F	1	

Qu	Accept	Mark	Notes
07.2	F	1	

Qu	Accept	Mark	Notes
07.3	NA	1	

Qu	Accept	Mark	Notes
07.4	F	1	

Qu	Accept	Mark	Notes
07.5	R	1	

Qu	Accept	Mark	Notes
07.6	R	1	

Qu	Accept	Mark	Notes
07.7	R	1	

Qu	Accept	Mark	Notes
07.8	F	1	

Qu	Accept	Mark	Notes
08.1	Er ist (bekannt(er) als) Schriftsteller.	1	

Qu	Accept	Mark	Notes
08.2	Er gewann den (Architektur)wettbewerb./Mit einem (Architektur)preis.	1	

Qu	Accept	Mark	Notes
08.3	1949 / sechs Jahre nach 1943 / sechs Jahre nach dem Entwurf	1	Reject sechs Jahre später

Qu	Accept	Mark	Notes
08.4	Es mangelte an Beton (nach dem Krieg). / Es gab wenig/nicht genug Beton. / Holz war leichter zu bekommen.	1	Reject Es war leichter zu bekommen.

Qu	Accept	Mark	Notes
08.5	Wenig(er) Leute/Besucher kommen. / Es gibt <u>nur</u> 5000 Besucher.	1	Reject Die Umkleideräume wurden nicht mehr benötigt.

Qu	Accept	Mark	Notes
08.6	(Für ein) Museum.	1	Tolerate In ein(em) Museum

Qu	Accept	Mark	Notes
08.7	(Sein Schreibstil war) radikal / weniger bescheiden / weniger zurückhaltend	1	Reject Seine Architektur / Seine Entwürfe...

Qu	Accept	Mark	Notes
08.8	bemerkenswert / Er erregte Aufsehen.	1	Reject bemerkenswerter Reject Aufsehen with no verb Reject addition of irrelevant material e.g. Es gab Ausnahmen

Qu	Accept	Mark	Notes
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08.9	die Baupläne für ein <u>unrealisiertes</u> Projekt / die Baupläne (für ein Wohnhaus) <u>für Siegfried Unseld</u> / die Baupläne für ein Gebäude, <u>das nie gebaut wurde</u>	1	Tolerate dieses unrealisiertes Projekt Reject unrealistisch Reject Projekte (plural)
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Qu	Accept (key idea underlined)	Mark	Notes
09	<p>Bullet Point 1:</p> <ul style="list-style-type: none"> • Sie haben noch ein bisschen <u>Unabhängigkeit</u> im eigenen Anbau (1) • Sie wissen, dass die <u>Familie/Caroline da ist, wenn sie Hilfe/einander brauchen</u> (1) • Sie haben <u>mehr Geld</u> für sich selbst / Sie bezahlen <u>keine Miete</u> (1) 	3	<p>Reject einen eigenen Anbau with no mention of independence</p> <p>Tolerate Sie sparen Geld</p>
	<p>Bullet Point 2:</p> <ul style="list-style-type: none"> • Sie kann <u>Beruf und Haushalt vereinbaren.</u> (1) • <u>Ihre Mutter hilft beim Kochen / ist eine tolle Köchin / macht das Essen / ist für die komplizierten Rezepte verantwortlich.</u> (1) 	2	<p>Tolerate Sie kann beides machen – Beruf und Haushalt. Reject Sie können...</p>
	<p>Bullet Point 3:</p> <ul style="list-style-type: none"> • <u>Er hat einen privaten Ort/Platz/Raum</u> für sich selbst / <u>Er hat sein eigenes Arbeitszimmer</u> (1) • <u>Er versteht sich gut mit Karolines/ihren/den Eltern / Sie haben Respekt vor ihm. / Er hat Respekt von ihnen.</u> (1) 	2	<p>Reject seinen Eltern</p>

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
Am 31. Oktober feiern immer mehr Deutsche Halloween.	On 31 October more and more Germans celebrate Halloween.	ever more party at / do	always more increasingly
Das ist eigentlich ein amerikanisches Fest,	It's actually an American festival	that in fact celebration	surely party/feast
das sich aus finanziellen Gründen in Deutschland etabliert hat.	that became established in Germany for financial reasons.	which was established has been/become established money reasons	started established itself out of
Schon die Kleinen verkleiden sich gern	Even (the) little children like dressing up	little ones / young children enjoy	already children [with no qualifier] the little [with no 'children']
und klopfen an die Türen der Nachbarschaft.	and knock(ing) on doors in the neighbourhood.	neighbours' doors	ring
Das Angebot an Halloween-Partys ist groß.	A lot of Halloween parties are on offer.	The range of Halloween parties (on offer) is big.	The offer of Halloween parties is big. number
Kostümhersteller freuen sich auf die Einnahmen,	Costume makers look forward to the revenue	costume producers takings/income	enjoy profits
die in diesem Jahr 180 Millionen Euro erreichen könnten.	which could reach 180 million Euros this year.	might amount to/rise to	can become/raise/achieve
Nur schade, dass kaum einer weiß,	(It's) just a pity that hardly anyone knows	only/though a shame/unfortunate almost nobody very few (know)	
wann und wie dieser Brauch entstanden ist.	when and how this custom originated.	tradition has originated/ arose/started/began/ was established	this use developed/was created