



AS
GERMAN
7661/1

Paper 1 Listening, Reading and Writing

Mark scheme

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196A7661/1/MS

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

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	B D F H L M R (in any order)	7	

Qu	Accept	Mark	Notes
02.1	A K	2	Any order

Qu	Accept	Mark	Notes
02.2	B L	2	Any order

Qu	Accept	Mark	Notes
02.3	E M	2	Any order

Qu	Accept	Mark	Notes
02.4	C J	2	Any order

Qu	Accept	Mark	Notes
03.1	Was von Punks (der vergangenen Jahre) geblieben ist./Wie die Punks (der vergangenen Jahre) heute sind.	1	Accept früheren/älteren/alten Accept bleibt Reject Punk (singular)

Qu	Accept	Mark	Notes
03.2	Er ist 15.000 Kilometer/durchs Land gefahren./Er hat eine lange Reise gemacht.	1	Reject wrong number if number given. Tolerate present tense.
	Um (77) (gealterte) Punks zu befragen/fotografieren./Er hat (77/viele) (gealterte) Punks befragt/fotografiert.	1	Tolerate present tense. Reject sehen/treffen/ besuchen.

Qu	Accept	Mark	Notes
03.3	Er war (selber) Punk.	1	Reject ist
	Er hat Platten (mit mehreren Bands) veröffentlicht.	1	Accept öffentlich gemacht Reject Platten gemacht Reject Er hat in einer Band gespielt.
	Er hatte eine Leidenschaft zur Fotografie./Er interessierte sich für Fotografie./Er war Fotograf.	1	Reject Er hat seine Leidenschaft ... erneuert./Er wollte fotografieren.

Qu	Accept	Mark	Notes
03.4	Es gibt (riesige/große) Festivals.	1	Tolerate Feste Reject past tense. Reject Festivals sind beliebter geworden./Es gibt Festivals in Köln.
	(Es ist) professionell(er) (geworden).	1	Accept Punks werden nicht mehr durch die Straße(n) gejagt.

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
04	<p>Bullet 1</p> <ul style="list-style-type: none"> 1633 <u>kam der schwarze Tod/eine tödlich(e) ansteckende/schlechte Krankheit</u> in die Stadt (1) Die Bürger <u>schworen/machten ein Angebot</u>, dass sie das Leiden und Sterben von Jesus <u>alle zehn Jahre/regelmäßig aufführen</u> würden, <u>solange/wenn niemand</u> mehr am schwarzen Tod <u>stirbt</u> (1) Das Passionsspiel <u>findet/fand seitdem alle zehn Jahre/regelmäßig statt.</u> / Die Stadt hat <u>das Versprechen gehalten.</u> (1) 	3	Tolerate <u>tot</u> Reject <u>tortlich</u>
	<p>Bullet 2</p> <ul style="list-style-type: none"> Man wird bald <u>entscheiden wie viele Darsteller/Mitspieler</u> es gibt (1) <u>Man sucht Personal</u> von Oktober/bis März (1) 	2	Accept <u>Die Suche beginnt/begann im Oktober</u> Accept <u>Man kann sich ... melden</u> Accept <u>Schauspieler/Oberammergauer/Mitspieler/Darsteller</u>
	<p>Bullet 3</p> <ul style="list-style-type: none"> <u>Man muss aus Oberammergau kommen / in Oberammergau geboren/aufgewachsen sein</u> (1) oder <u>seit 20 Jahren in der Stadt/dort wohnt.</u> (1) 	2	Tolerate <u>für 20 Jahre</u>

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	M H D C E G J L (in this order)	8	

Qu	Accept	Mark	Notes
06.1	A	1	

Qu	Accept	Mark	Notes
06.2	C	1	

Qu	Accept	Mark	Notes
06.3	B	1	

Qu	Accept	Mark	Notes
06.4	B	1	

Qu	Accept	Mark	Notes
06.5	A	1	

Qu	Accept	Mark	Notes
06.6	B	1	

Qu	Accept	Mark	Notes
06.7	C	1	

Qu	Accept	Mark	Notes
06.8	A	1	

Qu	Accept	Mark	Notes
07.1	NA	1	Accept N

Qu	Accept	Mark	Notes
07.2	R	1	

Qu	Accept	Mark	Notes
07.3	F	1	

Qu	Accept	Mark	Notes
07.4	R	1	

Qu	Accept	Mark	Notes
07.5	F	1	

Qu	Accept	Mark	Notes
07.6	NA	1	Accept N

Qu	Accept	Mark	Notes
07.7	NA	1	Accept N

Qu	Accept	Mark	Notes
07.8	R	1	

Qu	Accept	Mark	Notes
07.9	F	1	

Qu	Accept	Mark	Notes
08.1	Maler zu werden/(den) Beruf als Maler	1	

Qu	Accept	Mark	Notes
08.2	Selbstbilder/Zeichnungen von sich selbst	1	

Qu	Accept	Mark	Notes
08.3	einige (von seinen/diesen) Zeichnungen	1	Accept manche.../viele... Accept einige Selbstbilder

Qu	Accept	Mark	Notes
08.4	Die Zeichnungen/Sie gefielen ihm nicht (mehr). / Sie waren nicht so gut (wie er dachte).	1	Reject Er gefällt/gefiel

Qu	Accept	Mark	Notes
08.5	(Er musste) sich anstrengen./ Anstrengung	1	Tolerate omission of sich Accept hart arbeiten Reject Übung

Qu	Accept	Mark	Notes
08.6	Sie waren Unbekannte/unbekannt (gewesen)./Unbekanntheit	1	Accept nicht berühmt Accept Er war ... (wie sie).

Qu	Accept	Mark	Notes
08.7	alltägliche Gegenstände/normale Dinge/gewöhnliche Dinge	1	Accept alles Alltägliche Tolerate alltägliche Bilder Reject stellte if dar has been omitted

Qu	Accept	Mark	Notes
08.8	einen Stuhl	1	

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Qu	Accept (key idea underlined)	Mark	Notes
09	<p>Bullet 1</p> <ul style="list-style-type: none"> Man sollte auf <u>das Aussehen</u> des Gebäudes Wert legen (1) Es ist besser, wenn man <u>einzelne Hochhäuser</u> baut. / Die Hochhäuser dürfen <u>nicht eng aneinander</u> stehen (1) <u>Die Lage</u> muss günstig sein. (1) 	3	<p>Accept Fassade</p> <p>Reject <u>Eng aneinander stehende Hochhäuser haben schlechte Folgen</u></p> <p>Accept ...<u>Lagen</u>...</p>
	<p>Bullet 2</p> <ul style="list-style-type: none"> Man genießt eine besondere <u>Privatsphäre</u>./Man kann <u>in die Wohnungen nicht einsehen</u>. (1) Sie bieten eine tolle <u>Aussicht</u>. (1) 	2	<p>Accept <u>Man wird nicht gestört</u>. Tolerate <u>Sie sind privat</u>. Reject <u>Man ist allein</u>.</p> <p>Tolerate <u>Blick durch das Fenster</u></p>
	<p>Bullet 3</p> <ul style="list-style-type: none"> In Deutschland benötigt man eine <u>geräuschlose Klimaanlage</u> (1) Die Deutschen halten <u>gemeinschaftlich genutzte Flächen</u> für <u>weniger wichtig</u>. (1) 	2	<p>Accept <u>Man kann die K. nicht hören</u> Tolerate <u>eine stille K.</u></p> <p>Accept ... <u>Flächen für die Gemeinschaft</u>... Tolerate <u>nicht so beliebt</u>.</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
Während Männer ... Väter werden können,	While men can become fathers	whereas a man be a father	although
...beinahe ihr ganzes Leben...	almost (for) their whole life	nearly entire all life long	
tickt bei Frauen die biologische Uhr.	for women the biological clock is ticking.	with/among women women's biological clocks their/a biological clock ticks	wives hour
Je älter eine Frau wird, desto größer ist	The older a woman (is), the greater (is)	gets / becomes larger / more / higher	
der Druck, ein Baby zu bekommen.	the pressure to have a baby.	get pregnant child	urge get a baby
Eine Studie hat jedoch ergeben, dass das perfekte Alter	However a study (has) shown that the perfect age	one survey revealed / discovered / found	given / determined / presented older (age)
schwanger zu werden höher ist, als viele denken.	to get pregnant is higher than many (people) think.	be / become / get lots	most
Forscher führten verschiedene Tests mit 700 Müttern durch	Researchers carried out different tests on/with 700 mothers	performed / undertook / conducted / ran various / a variety of	led / took / did
und kamen zu dem Schluss, dass eine Schwangerschaft ab 35.	and came to the conclusion that a pregnancy after 35	concluded pregnancies ... are from (the age of) 35	at 35
möglich ist – und vielleicht sogar empfehlenswert.	is possible and perhaps even (to be) recommended.	worth recommending advisable	likely beneficial / for the best