



AS
GERMAN
7661/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2020

Version: 1.1 Final

206A7661/1/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 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	P	1	

Qu	Accept	Mark	Notes
01.2	P	1	

Qu	Accept	Mark	Notes
01.3	P+N	1	

Qu	Accept	Mark	Notes
01.4	P+N	1	

Qu	Accept	Mark	Notes
01.5	N	1	

Qu	Accept	Mark	Notes
01.6	P	1	

Qu	Accept	Mark	Notes
02.1	G L	2	either order one mark for each

Qu	Accept	Mark	Notes
02.2	E K	2	either order one mark for each

Qu	Accept	Mark	Notes
02.3	B P	2	either order one mark for each

Qu	Accept	Mark	Notes
02.4	D H	2	either order one mark for each

Qu	Accept	Mark	Notes
03.1	die U-Bahn nehmen	1	

Qu	Accept	Mark	Notes
03.2	eine Kollegin	1	Reject Kollegen, Kollege

Qu	Accept	Mark	Notes
03.3	im Pensionszimmer	1	Reject vor dem Computer

Qu	Accept	Mark	Notes
03.4	(Er konnte) die Gemälde aus der/nächster Nähe sehen	1	
	(Es ist) gut für weniger mobile Menschen	1	
	der freie Eintritt	1	

Qu	Accept	Mark	Notes
03.5	Er vermisste die Atmosphäre der Museumsinsel / (Es gab) keine Atmosphäre.	1	Reject die Atmosphäre der Museumsinsel in isolation

	(Es gab) keine Touristen / Er fühlte sich allein.	1	
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Qu	Accept	Mark	Notes
03.6	(persönlich) dahin gehen / die Museumsinsel besuchen / einen Besuch machen	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 (mark) 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 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"> • <u>YouTube wird/ist</u> deutlich <u>beliebter</u>. (1) • <u>Zwei von drei Jugendlichen/jungen Erwachsenen</u> in Deutschland <u>schauen</u> täglich Videos auf <u>YouTube</u>. (1) 	2	
	<p>Bullet 2</p> <ul style="list-style-type: none"> • Es gibt zu <u>viel Werbung</u> / Man sieht zu <u>lange Werbung</u>. (1) • Bei vielen Sendern <u>laufen nur Wiederholungen</u> / Es gibt <u>zu viele Wiederholungen</u>. (1) 	2	
	<p>Bullet 3</p> <ul style="list-style-type: none"> • Er findet es <u>einfach, nach Dingen zu suchen/Dinge zu finden, die ihn interessieren</u>. (1) • Er kann <u>sich entspannen</u>. (1) • Es ist <u>nützlich/gut für Bildung/Lernen</u>. (1) 	3	<p>Reject ich, mich</p> <p>Reject mich</p>

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 C G H L P R (in any order)	7	

Qu	Accept	Mark	Notes
06	G D M L B A E F (in this order)	8	

Qu	Accept	Mark	Notes
07.1	R	1	

Qu	Accept	Mark	Notes
07.2	NA	1	

Qu	Accept	Mark	Notes
07.3	F	1	

Qu	Accept	Mark	Notes
07.4	R	1	

Qu	Accept	Mark	Notes
07.5	NA	1	

Qu	Accept	Mark	Notes
07.6	F	1	

Qu	Accept	Mark	Notes
07.7	R	1	

Qu	Accept	Mark	Notes
07.8	F	1	

Qu	Accept	Mark	Notes
07.9	NA	1	

Qu	Accept	Mark	Notes
08.1	Ihr Mann hat sie (und die Kinder) verlassen. / Ihr Mann ist ausgezogen.	1	Reject incorrect/inappropriate pronouns

Qu	Accept	Mark	Notes
08.2	Es wird ein Abenteuer sein	1	Reject incorrect/inappropriate pronoun
	Sie/Die Kinder können auf sie zählen	1	

Qu	Accept	Mark	Notes
08.3	Das hätte sie (alle) deprimiert / Das würde sie deprimieren / So dass sie nicht deprimiert werden	1	Reject incorrect/inappropriate pronouns

Qu	Accept	Mark	Notes
08.4	(der) Staat	1	
	(die) Nachbarn	1	

Qu	Accept	Mark	Notes
08.5	Die Köchin (des Kindergartens) backt einen Kuchen. / Ein Kuchen wird im Kindergarten gebacken.	1	

Qu	Accept	Mark	Notes
08.6	Dass die Mutter einen Kuchen backt. / Nach der Arbeit einen Kuchen zu backen.	1	

Qu	Accept	Mark	Notes
08.7	Sie muss sich mit niemandem (ab)sprechen. / Es spart Zeit, sich mit niemandem (ab)sprechen zu müssen. / Ihr Wort ist das Gesetz.	1	Credit the idea of making decisions on her own or not having to consult anyone else. No credit for mentioning the idea of saving time in isolation.

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Summary questions

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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	Bullet 1 <ul style="list-style-type: none"> • Man glaubt, dass man <u>immer schneller arbeiten</u> muss. • <u>Man wird überlastet / Es gibt zu viele Informationen / Man wird abgelenkt.</u> 	1 1	
	Bullet 2 <ul style="list-style-type: none"> • <u>Man spricht/isst nicht ohne ins Netz zu gehen.</u> • <u>Man wird internetsüchtig</u> und verbringt 30-35 Stunden im Netz. • Leute leiden an <u>Schlaflosigkeit</u>, weil sie auch nachts im Internet sind. 	1 1 1	
	Bullet 3 <ul style="list-style-type: none"> • Die vernetzte Gesellschaft <u>hat Vorteile / gibt uns viele Möglichkeiten.</u> • Die Deutschen <u>wollen nicht ohne die Technologie leben / Sie wollen nicht in die gute alte Zeit zurück.</u> 	1 1	

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
Seit mehr als 20 Jahren findet ... statt.	For more than 20 years ... has been taking place.	has taken place has been happening	takes place
der Karneval der Kulturen in den Straßen Berlins	the carnival of culture(s) in/on the streets of Berlin	roads	
Tausende Menschen unterschiedlicher Herkunft kommen zusammen,	Thousands of people from/with/of different origin(s) come together	background(s)	ethnicity
um ihre Kreativität mit einem begeisterten Publikum zu teilen.	(in order) to share their creativity with an enthusiastic public.	excited audience	crowd
2018 ... über eine Million Deutsche und Ausländer	In 2018 over a million Germans and foreigners		2018 (no 'in')
besuchten ... das viertägige Fest	came to/attended the four-day festival	celebration(s)	visited, celebrated
und feierten friedlich bei strahlendem Sonnenschein.	and celebrated peacefully in (the) bright sunshine.	blazing, beaming	under
Es ging nicht nur um Musik und Tanz:	It wasn't just/only about music and dance:		
In einer speziellen Zone förderten mehrere Vereine und Firmen	In a special zone/area several associations and firms encouraged	groups, clubs companies, businesses promoted	
ein stärkeres Umweltbewusstsein in der deutschen Hauptstadt.	(a) stronger environmental awareness in the German capital.	greater consciousness	

[10 marks]