
AS

German

Paper 1 Listening, Reading and Writing
Mark scheme

7661
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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

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 C E G J M P | 7 | Any order |

| Qu | Accept | Mark | Notes |
|------|------------|------|--------------|
| 02.1 | E N | 2 | Either order |

| Qu | Accept | Mark | Notes |
|------|------------|------|--------------|
| 02.2 | C H | 2 | Either order |

| Qu | Accept | Mark | Notes |
|------|------------|------|--------------|
| 02.3 | B L | 2 | Either order |

| Qu | Accept | Mark | Notes |
|------|------------|------|--------------|
| 02.4 | F J | 2 | Either order |

| Qu | Accept | Mark | Notes |
|------|----------|------|-------|
| 03.1 | C | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------|------|-------|
| 03.2 | A | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------|------|-------|
| 03.3 | A | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------|------|-------|
| 03.4 | C | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 03.5 | B | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 03.6 | C | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 03.7 | B | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 03.8 | A | 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.

Possible 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 Possible 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 4 | Accept (key idea underlined) | Mark | Notes |
|---------------------|---|----------------|--|
| Bullet 1 | <ul style="list-style-type: none"> • Sie wurde <u>mit 15 Jahren</u> / <u>als sie noch minderjährig war schwanger</u>. / Sie <u>bekam ein Baby, als sie 15 war</u>. • Ihr <u>Vater war</u> sehr <u>böse/ist ausgeflippt/hat sich geärgert/war unglücklich</u>. / Ihr <u>Vater sagte</u>, dass sie <u>eine Schande</u> war. • Er <u>hat sie aus dem Haus geworfen/rausgeschmissen</u>. | 2 from 3 | In Qu 4 as a whole reject answers in the first person: reject first occurrence in each bullet point; tolerate second occurrence as a repeat error. |
| Bullet 2 | <ul style="list-style-type: none"> • Sie war <u>verzweifelt</u> / hat fast <u>alle Hoffnung aufgegeben</u>. • Sie <u>vermisste ihre Mutter</u>. • Sie <u>wollte ihr Baby nicht zur Welt bringen / nicht haben</u>. | 2 from 3 | |
| Bullet 3 | <ul style="list-style-type: none"> • Sie hat (für Gabi) <u>eine Unterkunft gefunden</u>. • Sie hat sie <u>durch die Schwangerschaft begleitet/unterstützt</u>. • Sie hat (ihr) <u>kostenlose Kurse angeboten</u>. • Sie <u>gab</u> ihr <u>Hoffnung</u> für die Zukunft. • <u>Gabi hat andere Mädchen/Mütter</u> in der gleichen Lage <u>kennengelernt/getroffen</u>. • Sie hat <u>ein Treffen zwischen Gabi und ihrer Mutter organisiert</u>. | 3 from 6 | Reject 'Haus' Reject 'geholfen' (lifted from question) Accept 'Dank YMW hat Gabi Kontakt mit ihrer Mutter.' |

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 | F M D C G A J K | 8 | In this order |

| Qu | Accept | Mark | Notes |
|------|----------|------|-------|
| 06.1 | R | 1 | |

| Qu | Accept | Mark | Notes |
|------|-----------|------|-------|
| 06.2 | NA | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------|------|-------|
| 06.3 | R | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------|------|-------|
| 06.4 | F | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------|------|-------|
| 06.5 | R | 1 | |

| Qu | Accept | Mark | Notes |
|------|-----------|------|-------|
| 06.6 | NA | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------|------|-------|
| 06.7 | R | 1 | |

| Qu | Accept | Mark | Notes |
|------|----------|------|-------|
| 06.8 | F | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 07.1 | A | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 07.2 | A | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 07.3 | B | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 07.4 | C | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 07.5 | C | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 07.6 | B | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 07.7 | C | 1 | |

| Qu | Accept | Mark | Notes |
|-----------|---------------|-------------|--------------|
| 07.8 | A | 1 | |

Summary questions

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*Example

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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).

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| | |
|---|--|
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| Qu 8 | Accept (Key Idea underlined) | Mark | Notes |
|-----------------|--|----------|---|
| Bullet 1 | <p>Sie wollte <u>ihre persönlichen Gedanken/Meinungen teilen/zeigen</u>. (1)</p> <p>Um zu <u>sagen, was sie</u> vom und übers Bloggen <u>gelernt hat</u>. (1)</p> <p><u>Um Blog-Anfängern zu helfen / zu raten / Tipps zu bieten</u>. (1)</p> | 2 from 3 | In Qu 8 as a whole reject answers in the first person: reject first occurrence in each bullet point; tolerate second occurrence as a repeat error |
| Bullet 2 | <p>Es war <u>nicht so einfach</u>, wie sie gedacht hatte / Es war <u>schwer</u>. (1)</p> <p>Fast <u>niemand interessierte sich</u> für ihre Texte. / Sie bekam <u>wenig/keine Besucher</u>. / Sie <u>dachte, mehr Leute würden sich</u> für ihre Texte <u>interessieren</u>. (1)</p> <p><u>Keine Kommentare</u> wurden geschrieben. / Es gab (fast) <u>keine Reaktion</u>. (1)</p> | 2 from 3 | Reject 'Sie dachte, es wäre einfach.' Tolerate 'Niemand las, was sie schrieb'. |
| Bullet 3 | <p>Sie sollten <u>wissen/herauszufinden, wofür sie stehen</u>. / Sie sollten <u>sich für ein Thema entscheiden / finden</u>. (1)</p> <p>Sie sollten <u>wissen/herauszufinden, was sie begeistert / fasziniert / interessiert</u>. (1)</p> <p>Sie sollten <u>an die Leser denken</u>. / Sie sollten den <u>Lesern Vorteil bringen</u>. / Der <u>Leser ist</u> am <u>wichtigsten</u>. / Man muss <u>für andere Leute schreiben</u>. Man <u>macht das nicht für sich selbst</u>. (1)</p> <p>Sie sollten <u>einen eigenen Stil</u> entwickeln / haben. (1)</p> | 3 from 4 | |

| Qu | Accept | Mark | Notes |
|------|---|------|---|
| 09.1 | Man hält / hört Reden. / Es gibt Reden. | 1 | Accept infinitives. Reject past participles unless part of passive. |
| | Man serviert/konsumiert/isst Würste. | 1 | Reject 'Sie sprechen miteinander'. |
| | Man schießt ein Feuerwerk in den Himmel. / Es gibt ein Feuerwerk. / Man sieht ein Feuerwerk. / Es gibt ein Feuerwerk. | 1 | Reject 'Es gibt Würste'. |

| Qu | Accept | Mark | Notes |
|------|------------------|------|---|
| 09.2 | Schweigeminuten. | 1 | Tolerate inclusion of 'auch' from text. |

| Qu | Accept | Mark | Notes |
|------|--|------|-------|
| 09.3 | Der (700.) Geburtstag / Die Gründung / Das Gründungsjahr von Bern / der Stadt. | 1 | |
| | Der (600.) Geburtstag / Die Gründung / Das Gründungsjahr der (modernen) Schweiz. | 1 | |

| Qu | Accept | Mark | Notes |
|------|--|------|---|
| 09.4 | Die historische Basis <u>des Datums</u> / <u>des 1. August</u> . / Warum man <u>am 1. August</u> feiert. | 1 | Tolerate 'Der Sinn des 1. August'. / 'Das Datum ist nicht sicher'. Reject 'Das Datum ist nicht richtig'. |

| Qu | Accept | Mark | Notes |
|------|--|------|---|
| 09.5 | Man begann <u>jedes</u> Jahr zu feiern. / Der Feiertag wurde <u>jährlich</u> wiederholt. / Es wurde ein (all) <u>jährliches</u> Fest/Ereignis. | 1 | Must have recognisable past tense verb. |

| Qu | Accept | Mark | Notes |
|------|--|------|---|
| 09.6 | Der Tag war ein (normaler) Arbeitstag. / Man musste arbeiten. / Man arbeitete. | 1 | Must have recognisable past tense verb. |

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 |
| Als Deutschland noch geteilt war, | When Germany was still divided/split, | separated | As |
| hatten 71% der Westdeutschen die folgende Meinung: | 71% of West Germans had the following opinion: | FRG citizens / western Germans this opinion the opinion (without 'following') | Wessis |
| „Es ist für die Gesellschaft von Vorteil, wenn der Vater das Geld verdient | “It is advantageous for society if the father earns the money | to the advantage of / positive for / a good thing / beneficial when / that fathers (plural) brings home the money | of advantage community/company goes out to work |
| ...und die Mutter sich um die Kinder kümmert.“ | and the mother looks after the children.” | mothers (plural) takes care of / cares for | worries herself raises |
| Die Einstellungen haben sich seit der Wiedervereinigung geändert. | Attitudes have changed since (the) reunification. | The attitudes/opinions | thoughts / beliefs joining / unification |
| Familienfreundliche Politik | Family-friendly policies | Tolerate 'a family-friendly policy' | politic(s) |
| hat es deutschen Vätern ermöglicht, | have allowed German fathers | permitted / enabled / made it possible / gave ... the chance | opportunity |
| eine größere Rolle bei der Kindererziehung zu spielen | to play/have a bigger part/role in bringing up (their) children | Tolerate 'roll' in the upbringing / raising of (their) children / child rearing | educating looking after |
| Aber mehr muss getan werden, | But/However more must be done | More needs to be done / More will have to be done / We need to do more | More will have to happen |
| um die Beteiligung der Männer am Familienleben zu fördern. | (in order) to encourage the involvement of men in family life. | to foster / promote participation / input / part played by Tolerate 'husbands' | support / advance / develop part (without 'played by') / role |