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# A-level GERMAN 7662/1

Paper 1 Listening, Reading and Writing

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**Mark scheme**

June 2024

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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 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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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 (Zürich.)	1	

Qu	Accept	Mark	Notes
01.2	B (1918.)	1	

Qu	Accept	Mark	Notes
01.3	C (Surrealismus.)	1	

Qu	Accept	Mark	Notes
01.4	A (Otto Dix.)	1	

Qu	Accept	Mark	Notes
01.5	A (provozierte die bürgerliche Gesellschaft.)	1	

Qu	Accept	Mark	Notes
02.1	C (Ich möchte mit den Deutschen besser kommunizieren.) G (Ich sage nicht gern, wo ich herkomme.)	2	in any order

Qu	Accept	Mark	Notes
02.2	D (Ich fühle mich häufig fremd hier.) J (Meine Deutschkenntnisse sind perfekt.)	2	in any order

Qu	Accept	Mark	Notes
02.3	<p><b>B</b> (Der Anfang in der neuen Heimat war problematisch.)</p> <p><b>L</b> (Ich war von Berlin sofort beeindruckt.)</p>	2	in any order

Qu	Accept	Mark	Reject
03.1	<p>Sie (Die Oma) war in der Anti-Kriegsbewegung (in den 60er Jahren)</p> <p>accept: Sie war ein Vorbild (von Bettina)</p>	1	

Qu	Accept	Mark	Reject
03.2	(die) Umwelt / Klima(politik) Umweltschutz	1	Klimawandel

Qu	Accept	Mark	Reject
03.3	<p>viele Flüchtlinge</p> <p>accept: eine (größere) Flüchtlingswelle (als vorher) / eine Flüchtlingskrise</p> <p>accept: reference to the problem of <i>many</i> people who live by the sea becoming refugees (through use of "Milliarden" or "viele")</p>	1	

Qu	Accept	Mark	Reject
03.4	<p>Das Video wurde (über) 14 Millionen Mal angeklickt</p> <p>accept: sehr oft</p> <p>Das (relativ gute) Abschneiden der Grünen (im Vergleich zu früheren Wahlen)</p> <p>(1 mark for each)</p>	2	

Qu	Accept	Mark	Reject
<p><b>03.5</b></p>	<p>19 Millionen Deutsche sind unter 24 Jahre alt.</p> <p>Die Kampagnen können sehr viele Leute erreichen.</p> <p>Die jungen Leute sind engagiert / vernetzt.</p> <p>(2 from 3)</p>	<p>2</p>	<p>reject: viele Leute sind jung</p>

## Level of response marking instructions for AO3

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 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 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.

*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 90 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><b>Bullet 1:</b></p> <ul style="list-style-type: none"> <li>• Kinder aus Regenbogenfamilien <u>gedeihen genauso gut wie andere</u> / sind nicht benachteiligt (im Vergleich zu anderen Familienformen). (1)</li> <li>• <u>Die Qualität der Beziehungen in der Familie</u> ist entscheidend. (1)</li> <li>• <u>Sie bewundern Vorbilder, die sie selbst aussuchen.</u> (1)</li> </ul> <p>(2 from 3)</p>	2	<p>reject: aufwachsen</p> <p>accept: sie haben eigene Vorbilder</p>
	<p><b>Bullet 2:</b></p> <ul style="list-style-type: none"> <li>• Die Kinder werden <u>mit Vorurteilen</u> (über andere Familienformen) konfrontiert. (1)</li> <li>• <u>Bücher und Medien spiegeln ihre Realität kaum / nicht wider.</u> (1)</li> </ul>		2
	<p><b>Bullet 3:</b></p> <ul style="list-style-type: none"> <li>• Erwachsene dürfen <u>negative Bemerkungen nicht tolerieren.</u> (1)</li> <li>• Sie sollen <u>direkt</u> auf Vorurteile / diskriminierendes Verhalten reagieren. (1)</li> <li>• Bei formellen Schreiben können die <u>Begriffe Mutter / Vater durch Eltern</u> ersetzt werden. (1)</li> </ul>	3	

**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 (finanzieren) K (schreiben) E (bleiben) M (weinen) C (beraten) D (betteln) J (sammeln) H (rechnen)	8	answers must be in this order

Qu	Accept	Mark	Notes
06.1	dass (schnell) Kontakt aufgebaut werden sollte  accept: Sie brauchten eine gemeinsame Aktivität	1	

Qu	Accept	Mark	Notes
06.2	nur wenig Sprache ist notwendig	1	

Qu	Accept	Mark	Notes
06.3	wöchentlich  accept: jede Woche, einmal pro Woche	1	

Qu	Accept	Mark	Notes
06.4	Sie / Freunde essen zusammen  accept: Er hat Deutsche (Freunde und Freundinnen) kennengelernt	1	

Qu	Accept	Mark	Notes
06.5	Offen / ungezwungen	1	reject: any answer merely relating to liking it

Qu	Accept	Mark	Notes
06.6	die Zerstörung seines Landes	1	

Qu	Accept	Mark	Notes
06.7	aus Neugier (1) um sich mit Leuten aus verschiedenen Kulturen auszutauschen (1) um den eigenen Horizont zu erweitern (1) (2 from 3)	2	reject: neue Leute kennenzulernen

Qu	Accept	Mark	Notes
06.8	Die Sprachkenntnisse der Teilnehmer haben sich verbessert.	1	

Qu	Accept	Mark	Notes
06.9	die Flüchtlinge	1	

Qu	Accept	Mark	Notes										
07.1	<table border="1"> <tr> <td></td> <td><b>Antwort</b></td> </tr> <tr> <td>Magazin</td> <td><b>Zeitschrift</b></td> </tr> <tr> <td>sah</td> <td><b>erblickte</b></td> </tr> <tr> <td>verärgert</td> <td><b>sauer</b></td> </tr> <tr> <td>endlich</td> <td><b>schließlich</b></td> </tr> </table>		<b>Antwort</b>	Magazin	<b>Zeitschrift</b>	sah	<b>erblickte</b>	verärgert	<b>sauer</b>	endlich	<b>schließlich</b>	4	MS guidance: Need the correct verb form (imperfect tense), not the infinitive *Extra words/info negates correct answer
	<b>Antwort</b>												
Magazin	<b>Zeitschrift</b>												
sah	<b>erblickte</b>												
verärgert	<b>sauer</b>												
endlich	<b>schließlich</b>												

Qu	Accept	Mark	Notes
07.2	Brüssel accept: Belgien	1	reject: Europa

Qu	Accept	Mark	Notes
07.3	<p>22 Spieler haben (vor dem Spiel) abgesagt.</p> <p>accept: 22 Absagen</p> <p>accept: Er hatte nicht genug Spieler.</p> <p>accept: er hatte nur 14 Spieler</p> <p>accept: Viele Spieler haben ihm/Geyer die kalte Schulter gegeben.</p>	1	

Qu	Accept	Mark	Notes
07.4	16 (sechzehn)	1	

Qu	Accept	Mark	Notes
07.5	<p>Sammer (der Kapitän) (er)kannte die meisten Spieler nicht.</p> <p>accept: Es gab viele unbekannte Gesichte</p>	1	

Qu	Accept	Mark	Notes
07.6	<p>Ihm wurden die Absagen nicht mitgeteilt.</p> <p>accept: Er kam sich so blöd vor.</p> <p>accept: Das / Die Situation wurde ihm nicht mitgeteilt.</p>	1	

Qu	Accept	Mark	Notes
07.7	<p>Er erkundigte sich nach Flügen.</p> <p>accept: Geyer musste ihn zum Bleiben überreden</p> <p>accept: Er wollte weg</p>	1	

Qu	Accept	Mark	Notes
07.8	<p>Es gab (nur) 10.000 Zuschauer im Stadion.</p> <p>accept: Es war ein Freundschaftsspiel</p>	1	

Qu	Accept	Mark	Notes
07.9	Sie wollten Spieler aus dem Osten (billig / preiswert) kaufen / verpflichten.	1	

Qu	Accept	Mark	Notes
07.10	Die DDR hat (überraschenderweise) gewonnen. accept: Belgien hat verloren. accept: Geyers Mannschaft (Team) hat gewonnen.	1	reject: Deutschland hat gewonnen. reject: sie haben gewonnen reject: Überraschungssieg / eine Überraschung

Qu	Accept	Mark	Notes
08	<b>C</b> (Für Johannes ist die häusliche Situation von Emma ungewöhnlich.) <b>E</b> (Es gibt viel Krach in Emmas Familie.) <b>F</b> (Drei Mitglieder von Emmas Familie sind berufstätig.) <b>H</b> (Emma fühlt sich fremd in ihrer Familie.) <b>K</b> (Emma hat nichts dagegen, die Hausarbeit zu erledigen.) <b>L</b> (Emma wünscht sich mehr Anerkennung von ihrer Familie.) <b>R</b> (Emma trägt mit ihrem Lohn zum Familieneinkommen bei.)	7	in any order

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*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><b>Bullet 1:</b></p> <ul style="list-style-type: none"> <li>• <u>Kinder finden es schwer, die Sendungen kritisch zu betrachten.</u> (1)</li> <li>• Die Shows werden <u>als Realität wahrgenommen.</u> (1)</li> </ul> <p>accept: Reference to “unrealistische Vorstellungen” if accompanied by one of the above points.</p>	2	
09	<p><b>Bullet 2:</b></p> <ul style="list-style-type: none"> <li>• <u>Kinder identifizieren sich mit den Kandidaten.</u> (1)</li> <li>• Sie stellen sich <u>Fragen für ihr eigenes Leben.</u> (1)</li> <li>• Kinder bewundern die <u>Kandidaten.</u> (1)</li> <li>• Sie <u>verspüren Schadenfreude.</u> (1)</li> </ul> <p>(2 from 4)</p>	2	Reject: Sie sind Vorbilder
	<p><b>Bullet 3:</b></p> <ul style="list-style-type: none"> <li>• Den Wunsch ihres Kindes die Shows anzuschauen nicht einfach abschlagen / respektieren. (1)</li> <li>• Einige Shows <u>zusammen</u> ansehen. (1)</li> <li>• Sie sollten <u>ihre Meinung klarmachen.</u> (1)</li> <li>• Verstehen, <u>warum Castingshows bei den Kindern</u> besonders <u>beliebt</u> sind. (1)</li> </ul> <p>(3 from 4)</p>	3	

### **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
1	Every year	Jedes Jahr	...alljährlich....	einmal im Jahr
2	since 1983	seit 1983 ...		
3	various ski races	verschiedene Skirennen..		
4	have taken place	finden ... statt	werden abgehalten	don't accept perfect tense
5	on the Belalp	auf / an der Belalp		in Belalp
6	in Switzerland.	in der Schweiz		
7	The most famous and important	Das berühmteste und wichtigste	bekannteste	ensure that gender matches word used for "event"
8	of these public skiing events	dieser öffentlichen Ski-Events	dieser öffentlichen Skirennen(events)/ Skiereignisse/Skiveranstaltungen	Accept use of von + dative
9	is the Witches Downhill race, where	ist die Hexenabfahrt, wo(bei)	in der bei der	
10	the skiers dress up	die Skifahrer sich ..... verkleiden.	Fahrer/Teilnehmer sind verkleidet	anziehen
11	as witches.	....als Hexen....		wie Hexen
12	Although the race	Obwohl / das (Skirennen)	Auch wenn das Rennen/die Abfahrt	
13	is very popular,	sehr beliebt ist,	sehr populär	
14	for safety reasons	aus Sicherheitsgründen	wegen / aufgrund von	für.....
15	the number of participants	....die Teilnehmerzahl	Zahl / Nummer der Teilnehmer / von Teilnehmern	
16	in this event	an dieser Veranstaltung/ an diesem Ereignis	im Rennen in dieser Veranstaltung in diesem Ereignis any term relating to the race	

17	is limited	ist... beschränkt / begrenzt	wird.....beschränkt.	incorrect word order
18	to a thousand people.	..auf (ein)tausend Personen/ Menschen...	1000 as a number (no ein)	any other preposition Teilnehmer
19	The course	Die Rennstrecke / Die Piste		Der Kurz / Der Kurs
20	is about twelve kilometres long	ist etwa zwölf / 12 Kilometer lang	hat eine Länge von ungefähr / zirka / circa / rund	
21	and has a height difference of 633 metres.	und hat eine Höhendifferenz von 633 Metern	einen Höhenunterschied Der Start ist 633 Meter höher als das Ziel...	anything relating to 'groß'
22	It is more about	Es geht mehr/ eher um... accept: es handelt sich mehr/ eher um	Das Skirennen ist Spaß steht im Vordergrund (= two marks) Spaß haben ist wichtiger als...	no comparison generated
23	having fun	(den) Spaß	(Spaß (haben) after 'um')	Spaß machen
24	than	als		
25	the actual race time	(um) die eigentliche Fahrzeit / Rennzeit	tatsächliche wirkliche	aktuelle
26	and the participants	und die Teilnehmer	Skifahrer	
27	are judged	werden...bewertet.	beurteilt	
28	by a small jury	von einer kleinen Jury...		
29	according to their style	nach ihrem Fahrstil / in Bezug auf den accept: aufgrund des Fahrstils	laut (ihrem) (Fahr)stil	
30	and appearance.	und Aussehen...		

**[10 marks]**

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<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
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**

	<b>Accept</b>	<b>Reject</b>
Dies war bisher ohne die Hilfe von anderen nicht möglich.	<p>Previously that was not possible without the help of others.</p> <p>Up until 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 until then it was possible with the help of others.</p> <p>Previously it was important for other people to help.</p> <p>Up until 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
1	In letzter Zeit...mehrere tausend Menschen	Recently / Lately / In recent times several thousand people	a few thousand	Finally  thousands (implies many thousands) – should be ‘several/a few thousand’
2	haben...gegen Rassismus demonstriert	demonstrated / protested against racism	have demonstrated / protested / have been demonstrating / protesting	
3	...in verschiedenen Schweizer Städten.....	in various Swiss towns / cities	several / multiple / different towns in Switzerland / across Switzerland	
4	Sie protestierten gegen Diskriminierung	They protested / demonstrated against discrimination	They were protesting / demonstrating / have been protesting / demonstrating / have protested / demonstrated	
5	und Polizeigewalt gegen Schwarze.	and police violence towards / against black people	police brutality	
6	In Lausanne..... mehr als 200 Menschen	In Lausanne more than 200 people		200 people (absence of ‘more than’)
7	...gingen...auf die Straße.	took to the street(s)	plural: streets  went (out) onto the streets	walked the streets
8	Die Massenversammlung war offiziell nicht genehmigt	The rally / mass gathering / mass assembly / mass meeting wasn’t officially permitted	allowed / authorised / sanctioned / approved	
9	Die Polizei war zwar dabei,	(although) the police were present	(although) the police were there	mistranslation of zwar
10	musste aber nicht eingreifen.	but (they) didn’t have / need to intervene	didn’t have to take action / to step in / get involved	
11	Auch in Zürich versammelten sich	Also in Zürich...gathered / got together / came together	In Zürich too	
12	rund 1000 Demonstrierende,	...about 1000 protestors...	approximately / roughly / around...demonstrators	

13	wie ein Polizeisprecher einem Reporter bestätigte.	as a police spokesperson / spokesman confirmed to a reporter.	which was confirmed by a police spokesperson / representative to a reporter.	which the police reported
14	Die Teilnehmer, teilweise mit Gesichtsmasken,	Participants, some / partially with face masks,		
15	versammelten sich vor dem Hauptbahnhof.	Gathered / congregated / came together in front of the main / central station.		by (not in front of) the Station (no main)
16	Glücklicherweise verlief der Protest friedlich.	Fortunately / Luckily, the demonstration passed off peacefully.	happened / ran / occurred / went (off) / passed	peaceful (adjective). Need 'peacefully' (adverb)
17	Polizeibeamte nahmen jedoch eine Frau fest,	However, the police officers arrested / detained a woman	police officials / constables	
18	die als Organisatorin der illegalen Demonstration erkannt wurde.	who was identified as the organiser of the illegal demonstration / protest.	known as / known to be recognized as...rally	
19	Die Polizei hat eine zweite Person...verhaftet	The police arrested a second person	have arrested	two people
20	wegen Gewalt und Drohung gegen Behörden	for violence and threats against the authorities.	because of / due to violent and threatening behavior / intimidation	threat (in singular)

**[10 marks]**