

AS
GERMAN
7661/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2024

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

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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	A (ein normaler Teil des Lebens.)	1	

Qu	Accept	Mark	Notes
01.2	B (verbessern.)	1	

Qu	Accept	Mark	Notes
01.3	B (negativ.)	1	

Qu	Accept	Mark	Notes
01.4	C (nicht benutzt.)	1	

Qu	Accept	Mark	Notes
01.5	A (Spaß.)	1	

Qu	Accept	Mark	Notes
01.6	A (dem Niveau des Spielers entsprechen.)	1	

Qu	Accept	Mark	Notes
02.1	E (Alte Architektur ist besonders sehenswert.) M (Interessante Berliner Geschichte gibt es auch vor dem Zweiten Weltkrieg.)	2	in any order

Qu	Accept	Mark	Notes
02.2	<p>D (Es ist ganz normal hier, viel Geld auszugeben.)</p> <p>J (Teuer muss nicht Geldverschwendung heißen.)</p>	2	in any order

Qu	Accept	Mark	Notes
02.3	<p>K (Es gibt interessantere Architektur in Berlin als Schlösser.)</p> <p>L (In Berlin kann man ein wichtiges Fußballspiel erleben.)</p>	2	in any order

Qu	Accept	Mark	Notes
02.4	<p>B (Es ist oft preiswert sich in Berlin zu amüsieren.)</p> <p>F (Man sollte nicht nur an die Geschichte denken.)</p>	2	in any order

Qu	Accept	Mark	Notes
03.1	<p>der Verlust der Liebe zwischen seinen Eltern.</p> <p>Accept: die Trennung seiner Eltern/ die Situation zu akzeptieren</p>	1	

Qu	Accept	Mark	Notes
03.2	<p>Er war (noch) in der Grundschule.</p> <p>Er ging in die Grundschule.</p> <p>Er war im Grundschulalter.</p> <p>(1 from 3)</p>	1	

Qu	Accept	Mark	Notes
03.3	Es war (ein großer) Schock/eine Überraschung/überraschend Er war überrascht/schockiert. (1 from 2)	1	accept: es ist/war ihm unklar/ er verstand das nicht

Qu	Accept	Mark	Notes
03.4	Es ist eine <u>respektvolle</u> Beziehung/sie haben immer noch Respekt für einander	1	

Qu	Accept	Mark	Notes
03.5	Seine Eltern würden (dann) <u>die</u> Liebe zu ihm verlieren/ dass seine Eltern/sie ihn nicht mehr lieben würden	1	

Qu	Accept	Mark	Notes
03.6	Seine Eltern/sie haben sich (nach 8 Jahren) immer noch nicht scheiden lassen / sind nicht geschieden	1	

Qu	Accept	Mark	Notes
03.7	Sie streiten (sich) sehr wenig / kaum / nicht oft	1	

Qu	Accept	Mark	Notes
03.8	Dass seine Mutter einsam / allein ist, wenn er auszieht	1	

Qu	Accept	Mark	Notes
03.9	Sie findet es lächerlich / lustig / komisch. Sie lacht (ihn aus) (1 from 2)	1	Reject: the inclusion of "mich"

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>Fest des heiligen Martin</u> (1) • (offizieller) <u>Beginn der Karnevalszeit</u> (1) • (in früheren Zeiten / früher) <u>Beginn der (40-tägigen) Fastenzeit vor Weihnachten</u> (1) <p>(Accept: Viele Bräuche in Deutschland, Österreich und der Schweiz um den Martinstag (1))</p> <p>(2 from 4)</p>	2	<p>Reject:</p> <p>'Karneval' on its own</p>
	<p>Bullet 2</p> <ul style="list-style-type: none"> • gebratenes Fleisch (1) • Rotkohl (1) • Kartoffelgerichte (1) • etwas Süßes / Martinsbrezel (1) <p>(2 from 4)</p>	2	
	<p>Bullet 3</p> <ul style="list-style-type: none"> • <u>Kinder laufen/gehen mit</u> (bunten / selbstgemachten) <u>Lampen</u> (aus Papier) (durch die Straßen) (1) • <u>Kinder singen</u> (Martins)<u>Lieder</u> (1) • Eine Person reitet (oft) auf einem Pferd / stellt den heiligen Martin (als römischen Soldaten oder Bischof) dar (1) • <u>Martin teilt seinen Mantel mit einem Bettler</u> (1) <p>(3 from 4)</p>	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	<p>A (Die Rolle eines Influencers ist vielfältiger geworden.)</p> <p>D (Lisa und Lena sind volljährig geworden.)</p> <p>E (Lisa und Lena sind miteinander verwandt.)</p> <p>H (Marie und Jan sind beide in Hildesheim groß geworden.)</p> <p>J (Marie und Jan finden Geld nicht so wichtig.)</p> <p>L (Marie und Jan dokumentieren ihre Reisen durch Fotos.)</p> <p>Q (Marie und Jan sind seit einem Jahrzehnt ein Paar.)</p>	7	in any order

Qu	Accept	Mark	Notes
06	<p>H (können)</p> <p>E (erwarten)</p> <p>G (kommen)</p> <p>J (machen)</p> <p>L (sein)</p> <p>C (beitragen)</p> <p>F (geben)</p> <p>M (zeigen)</p>	8	in this order

Qu	Accept	Mark	Notes
07.1	F (falsch)	1	

Qu	Accept	Mark	Notes
07.2	R (richtig)	1	

Qu	Accept	Mark	Notes
07.3	R (richtig)	1	

Qu	Accept	Mark	Notes
07.4	F (falsch)	1	

Qu	Accept	Mark	Notes
07.5	F (falsch)	1	

Qu	Accept	Mark	Notes
07.6	R (richtig)	1	

Qu	Accept	Mark	Notes
07.7	NA (nicht angegeben)	1	

Qu	Accept	Mark	Notes
07.8	NA (nicht angegeben)	1	

Qu	Accept	Mark	Notes
07.9	R (richtig)	1	

Qu	Accept	Mark	Notes
08.1	Sie hörte jemanden/etwas in der Küche. / Es gab ein Geräusch in der Küche. / Jemand hatte gegen einen Stuhl gestoßen. Accept: Jemand war in der Küche. / Es gab jemanden in der Küche.	1	

Qu	Accept	Mark	Notes
08.2	Sie fuhr mit der Hand über das Bett (neben sich). Accept: Das Bett/es war leer.	1	

Qu	Accept	Mark	Notes
08.3	Sie ging in die Küche. / Sie ist in die Küche gegangen. / Sie stand auf und tappte durch die dunkle Wohnung (zur Küche).	1	

Qu	Accept	Mark	Notes
08.4	Neben dem/am Küchenschrank. Accept: der Frau direkt gegenüber	1	

Qu	Accept	Mark	Notes
08.5	Die Frau/sie musste das Licht anmachen. Accept: Die Frau/sie machte das Licht an.	1	Reject: Es war halb drei

Qu	Accept	Mark	Notes
08.6	Er hat/hatte (sich) Brot abgeschnitten. (Accept: Er hat sich etwas zu essen vorbereitet. / Er hat Brot gegessen.)	1	

Qu	Accept	Mark	Notes
08.7	Sie machte die Tischdecke sauber.	1	

Qu	Accept	Mark	Notes
08.8	Auf der Decke lagen (Brot)krümel. Accept: (Brot)krümel	1	

Qu	Accept	Mark	Notes
08.9	die Kälte (des Bodens) / sie fühlte wie die Kälte des Fußbodens an ihr hoch kroch Accept: Any reference to fear	1	

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Qu	Accept (key idea underlined)	Mark	Notes
09	<p>Bullet 1</p> <ul style="list-style-type: none"> • Man kann Sendungen <u>zu jeder Zeit</u> sehen. (1) • Man kann <u>auf Werbung verzichten</u>. (1) 	2	
	<p>Bullet 2</p> <ul style="list-style-type: none"> • Man kann sich <u>mitfreuen, wenn ein Lieblingskandidat weiterkommt</u>. (1) • Man kann sich über <u>die (unsympathischen) Kandidaten lustig machen</u>. (1) • Man <u>diskutiert</u> in der Schule <u>über die Entscheidungen der Jury</u>. (1) 	3	
	<p>Bullet 3</p> <ul style="list-style-type: none"> • Teilnehmerinnen <u>müssen</u> (manchmal) <u>nackt</u> mit Bodypainting <u>posieren</u>. (1) • Nackt posieren/das ist eine sexualisierte Ausbeutung der Teilnehmerinnen/ die Teilnehmerinnen werden sexualisiert. (1) • Das kann zur <u>Unterdrückung von Frauen</u> führen. (1) <p>(2 from 3)</p>	2	

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 tick per correct section.		
German		Possible English answers	Other acceptable answers	Unacceptable answers
1	Vor einigen Jahren dachte man:	A few years ago it was thought	people/everyone/they/one thought Several years ago it was perceived / word was	Many years ago
2	„Die Innenstadt von Salzburg stirbt aus.“	“Salzburg town centre is dying (out).”	is disappearing	
3	Keine Parkplätze und wenig Geschäfte des täglichen Bedarfs	No car parks and few shops selling everyday goods	No car parking spaces/zones Not many shops/businesses everyday products/daily necessities	parks (on its own) businesses
4	machten die Stadtmitte für Einheimische ganz unattraktiv.	were making / made the town centre quite/completely unattractive for locals.	...to residents/inhabitants/ people who live there	
5	Auch die astronomischen Mieten waren schrecklich	The astronomical rents were also horrific	awful/dreadful	Anything with less impact
6	und viele Familien konnten sie sich nicht leisten.	and many families could not afford them/it	Lots of families too expensive	
7	In den letzten Jahren investierten neue Firmen,	In the last few years new companies invested/ have invested	In recent years firms/businesses	In the last years
8	umauf modernen Stand zu bringen.	in order to bring ... up to date	modernise up to modern conditions up to modern standards	
9	... die wunderbaren alten Häuser mit Respekt	sympathetically.....the wonderful old houses.	Respectfully with respect buildings	
10	Während des Renovierungsprozesses werden von den Architekten oft moderne Elemente verwendet.	Modern elements are often used by architects during the renovation/restoration process.	Adopted are implemented/employed re-development (process) Architects often use...	Past tense

[10 marks]