

**A-level  
GERMAN  
7662/1**

**Paper 1 Listening, Reading and Writing**

---

**Mark scheme**

June 2020

---

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.

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

#### **Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2020 AQA and its licensors. All rights reserved.

**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
1	A C D H L	5	Accept in any order

Qu	Accept	Mark	Notes
02.1	die Bevölkerung wächst (um 1,2% pro Jahr)	1	
	(begrenzte) Ressourcen (werden) knapp(er)	1	
02.2	drei bis fünf Jahre	1	
02.3	die Steuern sind niedriger (als in anderen Ländern) / sie profitieren vom Reichtum des Landes	1	
02.4	Flüchtlinge	1	
02.5	die Schweiz / das Land ist zu klein	1	

Qu	Accept	Mark	Notes
03.1	(Sie waren) keinesfalls/nicht enttäuscht.	1	
03.2	(Sie) reflektiert nicht (unbedingt) die Persönlichkeit (des Nutzers).	1	
03.3	Der Sportunterricht fiel aus / Es gab keinen Sportunterricht.	1	Reject Der Lehrer war krank in isolation.
03.4	(Sie machte ihr) erstes Album.	1	Reject (Sie machte ihre) erste eigene Tour.
	Sie spielte auf zahlreichen/vielen Festivals.	1	Reject Sie wurde immer erfolgreicher und beliebter.
03.5	die Verwendung ungewöhnlicher Instrumente	1	Reject die Verwendung eines Kinderglockenspiels in isolation.
03.6	kleine/alltägliche Momente / Alltag	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 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.

Qu	Accept (key idea underlined)	Mark	Notes
04	<p><b>Bullet 1:</b> Die <u>Anzahl der mittleren Gesellschaftsschichten</u>, für die <u>die EU-Mitgliedschaft</u> eher <u>Vorteile bringt</u>, ist deutlich <u>gestiegen/ist hoch</u>. (1)</p> <p>Die <u>unteren sozialen Schichten</u> finden die EU-Mitgliedschaft <u>nachteilig/einen Nachteil</u>. (1)</p>	2	<p>Accept – Die mittleren Schichten haben eine positive Meinung</p> <p>Accept – Die unteren Schichten haben eine negative Meinung</p>
	<p><b>Bullet 2:</b> Gesicherte <u>Exportmärkte bedeuten/bringen sichere Arbeitsplätze</u>. (1)</p> <p>Es gibt <u>billigere/günstigere Preise</u> durch Wettbewerb (1)</p> <p><u>EU-Mitgliedschaft bringt politische Stabilität</u>. (1)</p>	3	
	<p><b>Bullet 3:</b> Sie fordern eine <u>stärkere/starke Bekämpfung der Kriminalität</u> (1)</p> <p><u>Sie wollen erfolgreich(er)e Maßnahmen für die gleiche Bezahlung von Männern und Frauen</u>. (1)</p>	2	<p>bessere/härtere Bekämpfung/härteres Vorgehen/Kampf gegen die Kriminalität</p> <p>Lohn</p>

### 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.*

**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	A H M G C D L K B	9	Answers must be in this order

Qu	Accept	Mark	Notes
06.1	ihre Mutter	1	
06.2	bundesweit / in ganz Deutschland	1	
06.3	Spaß	1	Reject use of first person pronouns/possessive adjectives.
	Freundschaft(en)	1	
06.4	Sie bereitet sie auf die Mathe-Prüfung vor	1	
06.5	ein Schulabbruch kann zur Ausgrenzung führen	1	Tolerate: ...führt zur Arbeitslosigkeit
	...und erhöht das Risiko der Arbeitslosigkeit	1	
06.6	das Versagen der Asylpolitik (in der Gemeinde)	1	
06.7	(Sie unterstützt Flüchtlinge mit) Sachspenden	1	
06.8	Er hört (ihnen) zu.	1	

<b>Qu</b>	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
<b>07.1</b>	B	1	
<b>07.2</b>	A	1	
<b>07.3</b>	C	1	
<b>07.4</b>	A	1	
<b>07.5</b>	C	1	
<b>07.6</b>	B	1	
<b>07.7</b>	A	1	
<b>07.8</b>	C	1	
<b>07.9</b>	B	1	



Qu	Accept	Mark	Notes
08.1	(der/im) Sommer	1	
08.2	hielten (plötzlich) an / haben angehalten / blieben stehen / sind stehen geblieben (1)	1	Tolerate: Sie hielten
08.3	<b>Any two of</b> (hat/te) scharf gebremst / bremste scharf (1)  (ist/war) seitwärts ausgerutscht / rutschte aus (1)  stieß gegen einen Fußgänger/ (ist/war) gegen .... gestoßen (1)	2	
08.4	neugierig / wie die Bienen	1	
08.5	der bewusstlose Mann / der Verunglückte (im Loch) / das Opfer	1	
08.6	sie richteten ihn auf  sie legten ihn (wieder) hin	1  1	
08.7	(Sie dachte,) er war/wäre (vielleicht) tot	1	
08.8	Sie beunruhigten ihn. / Er fand sie beunruhigend. / Sie verursachten Unfälle. / Es gab (zu viele) Unfälle.	1	Reject: Sie schockierten ihn.

## 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 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.

Qu	Accept (key idea underlined)	Mark	Notes
09	<p><b>Bullet 1</b></p> <ul style="list-style-type: none"> <li>• Es gibt <u>keine Bücher/Webseiten/Medien, die Frauen</u> mit dieser neuen Rolle <u>helfen</u>. (1)</li> <li>• <u>Die älteste/Eine Tochter</u> ihres neuen Mannes <u>brach den Kontakt ab</u>. (1)</li> <li>• <u>Es war schwer, die Tochter zu überzeugen, dass sie geliebt wurde</u>. (1)</li> </ul>	2 from 3	Reject use of first person eg meines
	<p><b>Bullet 2</b></p> <ul style="list-style-type: none"> <li>• <u>Er wird zum Spaßpapa / Er erlaubt den Kindern alles</u>. (1)</li> <li>• <u>Er verwöhnt die Kinder/sie</u> mit Süßigkeiten und Ähnlichem. (1)</li> </ul>	2	
	<p><b>Bullet 3</b></p> <ul style="list-style-type: none"> <li>• Sie sollten <u>sich genug Zeit für die Vorbereitung auf die Aufgabe als Stiefmutter nehmen</u>. / Sie sollten <u>sich gut</u> auf die Aufgabe als Stiefmutter <u>vorbereiten</u>. (1)</li> <li>• Sie sollten <u>die Beziehung zum Stiefkind langsam aufbauen</u>. (1)</li> <li>• Sie sollten <u>sich um einen guten Kontakt/eine gute Beziehung zur echten Mutter bemühen / ...haben</u>. (1)</li> </ul>	3	Accept lifting of imperative form for AO2.

### Summary questions

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) 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 AO2 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 AO2 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 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).

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.

**AO3 Marks**

<b>Mark</b>	<b>AO3 quality of language marks in listening and reading summary tasks</b>
<b>5</b>	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.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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.
<b>0</b>	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.*

**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.

<b>Qu 10</b>	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.		
<b>English</b>	<b>Possible German answer</b>	<b>Other acceptable answers</b>	<b>Unacceptable answers</b>
In order to become integrated,	Um integriert zu werden,	Um sich zu integrieren,	
refugees must	müssen Flüchtlinge		
learn a lot.	viel lernen.	vieles	
It's important	Es ist wichtig,		
that they respect	dass sie ... respektieren.		
the unwritten rules	die ungeschriebenen Regeln		
of their host country	Ihres/des Gastland(e)s	in ihrem Gastland	
in everyday life.	im Alltag	Alltagsleben	
It is not enough	Es ist nicht genug,		
if they simply	wenn sie einfach		
contribute	beitragen.		teilnehmen
economically.	wirtschaftlich		
Khalid used to live in Syria	K. lebte (früher) in Syrien	wohnte [perfect tense]	
and had fled to Europe	und war ... nach Europa geflohen		
before the war.	...vor dem Krieg...		

He found ... hard	Er fand ... schwer,	[perfect tense] schwierig/hart ... fielen ihm schwer	
...the first weeks...	...die ersten Wochen...		
because he didn't understand	weil er ... nicht verstand	[perfect tense]	
German society	die deutsche Gesellschaft		
and didn't have any money.	und kein Geld hatte.		
On the other hand	Auf der anderen Seite	Andererseits	
he was happy	war er froh	glücklich	
to be out of danger.	außer Gefahr zu sein.		
Today he helps asylum seekers	Heute hilft er Asylbewerbern,	Heutzutage Asylanten	
who have just arrived	die gerade ... angekommen sind	[simple past tense] neulich	
in the country.	im Land	in dem Land	
"The more quickly	Je schneller		
you adapt,	man sich anpasst/adaptiert,	du / ihr / Sie [with appropriate form of verb]	
the more easily	desto leichter/einfacher		
you will achieve your goal."	erreicht man sein/das Ziel.	du dein / ihr euer / Sie Ihr	Ziele

**[10 marks]**



---

<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 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 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
Eine beeindruckende Ausstellung	An impressive exhibition	remarkable/stunning/ striking display	impressionable/ impressionistic
stellt das Leben vor 1990 ... dar.	presents life before 1990	represents/depicts living until/up to 1990	shows the life
in der Hauptstadt der ehemaligen DDR	in the capital (city) of the former GDR.	erstwhile/onetime	main town/city DDR
Mit Hunderten von Fotos und Gegenständen	With hundreds of photos and objects	By means of/Through pictures items/things	
kann der Besucher einen Blick auf ... werfen.	the visitor can (take a) look at	visitors (cast a) glance at	
Ostberlin zwischen den späten 60er Jahren	East Berlin between the late (19)60s	from [followed by 'to/until' in next box]	Ostberlin
und der Wiedervereinigung	and (the) reunification		fall of the wall unification
Nicht alles war, wie es erzählt wird.	Not everything was as it is told.	Not all how	was told
Man sieht zum Beispiel auf den Bildern,	For example you/one (can) see in the pictures	on photos	they
dass viele der Geschäfte	that many (of the) shops	businesses/stores	
nicht dem Staat gehörten.	didn't belong to the state.	were not state-owned.	
Die Ostberliner waren keine schwachen Bürger:	(The) East Berliners were no(t) weak citizens	people/inhabitants of E Berlin feeble	burghers/ townspeople
Sie gingen zum Teil ihren eigenen Weg	They went their own way to some extent	cut their own path/did their own thing up to a point/partially/ sometimes	to a large extent
und wagten sogar	and even dared (to have/hold)		
politische Auseinandersetzungen.	political debates.	discussions/ arguments/ controversy	

Die Schau soll ... wecken.	The show is meant/ supposed to arouse	exhibition/display is (intended) to awaken/generate/ prompt	must/should awake
mehr als nostalgische Gefühle	more than nostalgic feelings.	feelings of nostalgia	
Vor allem zeigt sie	Above all it shows	More than anything/ Especially	she
das menschliche Gesicht der Stadt	the human face of the city	side/aspect town	humane
und die Widersprüche des sozialistischen Systems.	and the contradictions of the socialist system.	inconsistencies	contrasts

**[10 marks]**