



A-level GERMAN 7662/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2025

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](https://www.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	N (negativ)	1	

Qu	Accept	Mark	Notes
01.2	P (positiv)	1	

Qu	Accept	Mark	Notes
01.3	P+N (positiv und negativ)	1	

Qu	Accept	Mark	Notes
01.4	N (negativ)	1	

Qu	Accept	Mark	Notes
01.5	N (negativ)	1	

Qu	Accept	Mark	Notes
01.6	P+N (positiv und negativ)	1	

Qu	Accept	Mark	Notes
02.1	B (weil sie von der Situation genug hatte.)	1	

Qu	Accept	Mark	Notes
02.2	A (Vorwürfe über Theaterrollen für Minderheitsgruppen gibt es schon immer.)	1	

Qu	Accept	Mark	Notes
02.3	C (eine Freiheitskämpferin)	1	

Qu	Accept	Mark	Notes
02.4	A (Sie machten sich über sie lustig.)	1	

Qu	Accept	Mark	Notes
02.5	B (Ihre Gefühle wurden als unwichtig angesehen.)	1	

Qu	Accept	Mark	Notes
03.1	(von einem) Nachbar(n)	1	

Qu	Accept	Mark	Notes
03.2	(sie) trafen sich auf den Straßen (1) (sie) haben ihre Meinungen ausgetauscht (1) (in any order)	2	Accept: Sie haben den Fernseher angemacht

Qu	Accept	Mark	Notes
03.3	Nicht so begeistert (wie in Berlin)	1	

Qu	Accept	Mark	Notes
03.4	einen (großen) Hund (1) eine (Akten)tasche (aus Leder) (1) (in any order)	2	

Qu	Accept	Mark	Notes
03.5	Sie waren geschockt / verwirrt	1	Accept: Sie verstanden die Welt nicht mehr

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	Bullet 1: - Das Smartphone kann <u>die Rettungsstellen alarmieren / einen Notruf an die (Berg)Rettungsdiensten senden</u>. (1) <u>Man kann schnelle Hilfe bekommen</u>. (1) - Man kann <u>eine Notfall-App</u> (für das Smartphone) <u>herunterladen</u>. (1) (2 from 3)	2	
	Bullet 2: - Mit der App können die Rettungsdienste Opfer <u>in verschiedenen/vielen/weit entfernten Orten retten</u>. (1) <u>Daten/Informationen</u> eines Verletzten werden <u>geschickt</u>. (1) - Die App ermöglicht <u>eine Konversation mit dem Verletzten/Opfer</u>. (1)	3	accept one or more specific data items: GPS Standortdaten, (genaue) Zeit des Notrufs, Akkustand (des Smartphones). accept: the idea that it allows the injured to have a conversation with the emergency services (point 3 expressed from the other side) do not accept: zeigt die Standorte von Defibrillatoren in der Umgebung an.
	Bullet 3: - Sie ist <u>einfach zu bedienen/benutzen</u>. (1) - Sie kann (aktuelle) <u>Informationen über den Verletzten mit Verwandten/Freunden teilen</u>. (1)	2	do not accept: verdienen accept: Es instead of sie accept: suitable synonyms of teilen

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
05.1	R (richtig)	1	

Qu	Accept	Mark	Notes
05.2	NA (nicht angegeben)	1	

Qu	Accept	Mark	Notes
05.3	R (richtig)	1	

Qu	Accept	Mark	Notes
05.4	F (falsch)	1	

Qu	Accept	Mark	Notes
05.5	F (falsch)	1	

Qu	Accept	Mark	Notes
05.6	R (richtig)	1	

Qu	Accept	Mark	Notes
05.7	NA (nicht angegeben)	1	

Qu	Accept	Mark	Notes
05.8	R (richtig)	1	

Qu	Accept	Mark	Notes
06.1	verursachte	1	

Qu	Accept	Mark	Notes
06.2	bereits	1	accept: <i>Bereits</i> (with capital) as the synonym of <i>schon</i> as it is capitalised due to beginning a sentence in the text.

Qu	Accept	Mark	Notes
06.3	Verlangen	1	

Qu	Accept	Mark	Notes
06.4	präsentieren	1	

Qu	Accept	Mark	Notes
06.5	(Die Aufarbeitung) der NS/nationalsozialistischen Vergangenheit / die Geschichte Nazi-Deutschlands	1	

Qu	Accept	Mark	Notes
06.6	<u>Mitte der</u> 1980er (Jahre)	1	

Qu	Accept	Mark	Notes
06.7	die Nibelungen-Sage	1	

Qu	Accept	Mark	Notes
06.8	Feuer (1) Satan (1) (in any order)	2	

Qu	Accept	Mark	Notes
06.9	Blei	1	
Qu	Accept	Mark	Notes
07	L A D G E B J L (ziehen) A (abhängen) D (entscheiden) G (knüpfen) E (freuen) B (bieten) J (nutzen)	7	answers must be in this order

Qu	Accept	Mark	Notes
08.1	(In der) Mühle	1	reject: <u>aus/auf</u> der Mühle

Qu	Accept	Mark	Notes
08.2	Er tat nichts.	1	accept: Er ließ den Vater alles alleine machen. accept: reference to not helping his father

Qu	Accept	Mark	Notes
08.3	Es war ihm egal.	1	accept: Er wollte das sowieso machen. accept: <u>es war ihm</u> recht lieb accept: reference to agreeing with father, thinking it is a good idea, being happy about the idea

Qu	Accept	Mark	Notes
08.4	(eine heimliche) Freude.	1	accept: Er war froh.

Qu	Accept	Mark	Notes
08.5	Er sang (1) Er spielte (zwischen) Geige (1) (in any order)	2	

Qu	Accept	Mark	Notes
08.6	Zwei Damen / Frauen (1) ein Priester (1) (in any order)	2	Reject: English spelling "Priest"

Qu	Accept	Mark	Notes
08.7	Er wusste nicht, wo er hinging.	1	

Qu	Accept	Mark	Notes
08.8	Er hatte einen Bart/ Er war bärtig. (1) Er war wütend (auf die Frauen). (1) (in any order)	2	accept: Er war misstrauisch.

Qu	Accept	Mark	Notes
08.9	Sie ließen sich auf ein Gespräch mit einem Fremden ein.	1	accept: reference to having spoken with Johannis

Qu	Accept	Mark	Notes
08.10	in/auf den Wagen springen	1	accept: mitfahren accept: reference to joining them in the carriage *Must have reference to either travel or the carriage

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Qu	Accept (key idea underlined)	Mark	Notes
09	Bullet 1: - Man muss <u>nicht so lange arbeiten</u>. (wie in Deutschland) (1) - Man bekommt eine <u>durchschnittlich höhere Rente</u>. (1)	2	accept: reference to a younger retirement age in Austria
	Bullet 2: - Die Österreicher <u>zahlen mehr von ihrem</u> Gehalt (in die Rente) ein als die Deutschen. (1) - Arbeitgeber in Österreich <u>zahlen höhere Beiträge ein</u>. (1) - Die Altersvorsorge in Österreich finanziert sich (auch) aus Steuergeldern. (1)	3	reject: references to „paying more“ with no context of pension. accept: Die Österreicher müssen weniger Krankenversicherung zahlen.
	Bullet 3: - Man kann <u>eine Wanderung durch die Natur machen</u>. (1) - Man kann <u>viele</u> (vielfältige) <u>Sportarten</u> treiben. (1)	2	accept: Man kann die wunderschöne <u>Landschaft</u> genießen. Point 2 must include reference to „viele“ in some way, doing sport is not enough

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 *Schifffahrt* 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	Multi-generational living in our society	Mehrgenerationenleben / -wohnen in unserer Gesellschaft	Mehrgenerationsleben / -wohnen	separate words
2	is nothing new.	ist nichts Neues.		neues
3	In multi-generational homes,	In Mehrgenerationenhäusern		separate words
4	everyone from young children	...jeder, von kleinen/jungen Kindern	alle...	
5	and couples to pensioners	und Paaren bis (hin) zu Rentnern	Senioren	alten Leuten
6	can be housemates.	kann...Mitbewohner sein.	können (following alle)	
7	Up until...ago	Bis vor		
8	...a few generations...	wenigen Generationen	ein paar, einigen	ein Paar
9	it was usual for	war es üblich,	gewöhnlich, normal	
10	one entire family	...eine ganze Familie...		
11	to live together	dass ...zusammenlebte / zusammenwohnte.	für...zusammenzuleben / zusammenzuwohnen gemeinsam (instead of zusammen)	
12	under one roof.	...unter einem Dach...		
13	They shared everything	Sie teilte(n) alles,	Sie haben alles geteilt	verteilen, austeilen
14	from breakfast	vom Frühstück		von Frühstück
15	to the daily tasks	bis (hin) zu den täglichen Aufgaben	Haushaltsaufgaben (15 and 16)	
16	of life.	des Lebens.		
17	These days,	Heutzutage	Accept: In diesen Tagen; Momentan	
18	multiple generations	...mehrere Generationen		

19	of the same household	im gleichen Haushalt	vom gleichen Haushalt des gleichen Haushalts	
20	are the exception.	sind...die Ausnahme.	With correct word order	
21	However, many people	Viele Menschen...jedoch	Jedoch (at start - with correct word order/box 22) aber Leute	
22	are discussing	...diskutieren (über)...	sprechen über besprechen	sehen
23	the rapid development of a housing community	die schnelle Entwicklung einer Wohngemeinschaft	rapide Hausgemeinschaft Wohnungsgemeinschaft	
24	for all age groups.	für alle Altersgruppen.	in jedem Alter.	
25	Different floors	Verschiedene Etagen	Stockwerke	Stöcke
26	can be used	können...genutzt werden, ...	benutzt verwendet	
27	for people who are	für Menschen..., die...sind.	accept: für Menschen (1) verschiedenen Alters (1) * for points 27 and 28	
28	of different ages.	...in unterschiedlichen Altersgruppen...	...aus / von verschiedenen Altersgruppen...	
29	It is a community	Es ist eine Gemeinschaft,		
30	where everyone supports each other.	in der / wo jeder sich gegenseitig unterstützt.	wo alle einander unterstützen / jeder einander unterstützt accept: correct form of helfen	

[10 marks]

Conversion grid	
Number of ticks	Mark
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

	Accept	Reject
Dies war bisher ohne die Hilfe von anderen nicht möglich.	Previously that was not possible without the help of others. Up until then it was possible only with the help of others / with other people helping. Previously the help of others was essential for this to take place.	Previously that was not possible without other help. Up until then it was possible with the help of others. Previously it was important for other people to help. Up until then nothing was possible without the help of others.

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	Sehenswürdigkeiten und Denkmäler -	Sights and monuments –	(Tourist / Sightseeing) attractions memorials	
2	die finden Sie in Berlin.	that is what you find in Berlin.	you (will) find these / those / them in Berlin you can find / these can be found in Berlin	
3	Die Stadt bietet zahlreiche Gotteshäuser aller Religionen,	The city offers numerous places of worship of all religions,	various, many houses of God, religious buildings, churches for, from	
4	beeindruckende Schlösser	impressive palaces	stunning castles	
5	und wunderschöne Gärten.	and wonderful gardens.	(really) beautiful	
6	Berlin ist so vielfältig:	Berlin is so diverse:	varied	
7	von historischen Gebäuden	from historical buildings	historic	
8	über Gedenkstätten	to memorial sites / places	memorials / monuments	
9	bis hin zu moderner Industriekultur.	to modern industrial culture.	all the way to industry culture	
10	Einen guten Blick haben Sie	You have a good view		
11	von Berlins Aussichtspunkten,	from Berlin's vantage points	viewing points, viewpoints, lookout points	
12	zum Beispiel vom Fernsehturm oder dem „Panoramapunkt“ am Potsdamer Platz.	for example (from) the TV Tower or the panoramic area at Potsdamer Platz.	„Panoramapunkt“, „Panorama Point“ Potsdam Square, Place	
13	Ein besonderer Höhepunkt ist außerdem die Berliner Museumsinsel,	The Berlin Museum Island is also a particular highlight,	moreover, in addition, as well special high point “Museumsinsel”	
14	die zum UNESCO-Welterbe gehört.	which is a UNESCO World Heritage site.	belongs to the UNESCO World Heritage list counts as, is a part of, belongs to UNESCO World Heritage	
15	Entlang der Berliner Mauer und der Bernauer Straße	Along the Berlin Wall and (the) Bernauer Street,		

16	spüren Sie noch Berlins bewegte Vergangenheit.	you can still feel Berlin's turbulent past.	sense, get a feel for eventful, tumultuous	moving
17	Hier hat sich Weltgeschichte abgespielt.	This is where world history took place.	world history has played out here occurred	
18	Geschichten erzählen auch die Berliner Friedhöfe.	Berlin's cemeteries also tell stories.	The cemeteries in Berlin graveyards	Berliner histories
19	Es ist schwer sich in Berlin...zu beschränken	It is difficult to restrict yourself...in Berlin.	limit	
20	auf ein paar Attraktionen...	...to a few attractions...	sights	a couple

[10 marks]