Assessment Schedule – 2016

German: Demonstrate understanding of a variety of spoken German texts on familiar matters (91123)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding involves **making meaning of the relevant information, ideas, and opinions** from the texts.	*Demonstrating **clear** understanding* involves **selecting relevant information, ideas, and opinions** from the texts, and communicating them **unambiguously**.	*Demonstrating **thorough** understanding* involves **expanding on relevant information, ideas, and opinions** from the texts, with **supporting detail**.

Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates **limited** or **no understanding** of the spoken texts. Some information is correct. The candidate has not understood the **general meaning** (gist) of the spoken texts. The response is logically **inconsistent**, indicating misunderstanding.		*Demonstrates understanding* and **makes meaning** of **the relevant information, ideas, and opinions** from the spoken texts. Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is **consistent**.		*Demonstrates clear understanding* by selecting **relevant information, ideas, and opinions** from the spoken texts, and communicating them **unambiguously.** Information correctly includes relevant detail from the spoken texts. The candidate communicates implied meanings without showing understanding of every nuance.		*Demonstrates thorough understanding* of the **implied meanings or conclusions** within the spoken texts. Relevant information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the spoken texts.	
N1 Shows **very little understanding** and does not convey the general meaning of the spoken texts.	**N2** Shows **little understanding** and does not convey the general meaning of the spoken texts.	**A3** Demonstrates **some understanding** of the spoken texts, and conveys **some** of the general meaning.	**A4** **Demonstrates understanding** of the spoken texts and conveys the general meaning.	**M5** Demonstrates **clear understanding** of the texts and unambiguously **communicates some** of the meaning by selecting relevant information, ideas, and opinions from the spoken texts.	**M6** Demonstrates **clear understanding** and unambiguously **communicates most** of the meaning by selecting relevant information, ideas, and opinions from the spoken texts.	**E7** Demonstrates **thorough understanding** and **communicates some** of the implied meanings by providing **some** supporting detail from the spoken texts which justifies conclusions.	**E8** Demonstrates **thorough understanding** and **communicates most** of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.
N0 No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of how David and Jasmin got to know their best friends.			
David		• Came into his class two years ago. • Didn't like him at the beginning.	• Had to share a room on school trip and found similar interests – above all, music.
Jasmin	• Played together.	• Met in kindergarten 13 years ago.	
(b) Possible evidence showing understanding of differences in after-school activities and how this affects their social lives.			
Jasmin	• Free in the evenings to do things with friends. • More time.	• Has shorter school day. • Homework done after lunch. • Fewer activities after class.	
David	• Less time after school.	• Has lots based round school, e.g. … in afternoons and weekends. • School activities like sport at weekends. • Longer school day. • Because it is a church school, he sometimes needs to fit time with friends around other commitments. • Even sometimes church in the evening.	• Evenings – homework. • Needs to fit homework in.
(c) Possible evidence showing understanding of Jasmin's and David's views of friendship.			
David		• Common interests lead to friendship. • Do things together.	• Might develop slowly.
Jasmin		• Togetherness / do things together • Do things that are fun.	• Similar experiences and background. • Togetherness and fun. • Friendships always bring something new. • They have gone through a lot together.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of why more Germans are cycling instead of using their cars.	• Using them to go to work or to go shopping. • Practical. • Don't have to spend money on petrol. • Don't have to look for a parking spot. • Don't get stuck in a traffic jam. • Healthy, cool. • Make yourself look eco-friendly. • Protect environment.		
(b) Possible evidence showing understanding of how Thomas would promote cycling as a good way of getting around.	• Great for getting around a city. • You can cover 10–20 km.	• Mostly even faster than if he was in a car. • Especially in mornings and evenings when so many cars are on the road. • Also good for bike rides in the countryside. • There are good cycle paths, which make long trips possible. • You can see beautiful landscapes.	• You can see beautiful landscapes – beside rivers, lakes, and the Baltic Sea. • At the same time, you can look after the environment by not using a car (even if you can't afford one in the first place).
(c) Possible evidence showing understanding of the advice Thomas would give to a politician to help his cause.		• This is good for health, economy (saving money), protecting the environment. • People cycle for sport, to save money, to protect the environment. • 80% of all families have at least one bike.	• Because more and more people are cycling, more cycle paths need to be built to reduce the number of accidents. • Then even more people would cycle.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the future work imagined for themselves.			
Caroline	• IT person • Programs software and develops whole new text system.		
Lukas	• Design, marketing. • Involved in social projects.		
Lena	• Not sure what will do.		
(b) Possible evidence showing understanding of their attitudes towards having children.			
Caroline		• Wants children only when she has found the right partner.	
Lukas		• Wants two children. • Work from home because of them.	
Lena		• Would like to have children, but not necessarily a husband. • Thinks she will remain single. • Can bring up her children herself.	
(c) Possible evidence showing understanding of points to refer to for student most identified with, and why.			
Caroline		• Earn enough to be financially independent.	• Does her job to show that girls can do just as well as boys with computers.
Lukas			• Just wants to have enough money to buy normal things that he likes (e.g. clothes, furniture, work things). • Does art at night for fun (not to earn money).
Lena			• Work has to be different every day. • See new countries, foreign cultures, interesting people. • Doesn't mind what she does as long as she can finance her travel. • Would not stay in Germany just for work.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24