Assessment Schedule – 2018

German: Demonstrate understanding of a variety of spoken German texts on areas of most immediate relevance (90883)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding involves **making meaning of the relevant information, ideas, and/or opinions** in the texts.	*Demonstrating clear understanding* involves **selecting relevant information, ideas, and/or opinions** from the texts and communicating them **unambiguously**.	*Demonstrating thorough understanding* involves **expanding on relevant information, ideas, and/or opinions** from the texts with **supporting detail** to show understanding of **implied meanings** or conclusions.

Evidence

Not Achieved				Achievement		Merit		Excellence	
Demonstrates **limited** or **no understanding** of the spoken texts. Some information is correct. The candidate has not shown understanding of 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/or 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/or opinions** from the spoken texts and communicating them **unambiguously.** Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.		*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** and unambiguously **communicates some** of the meaning by selecting relevant information, ideas, and/or opinions from the spoken texts.	**M6** Demonstrates **clear understanding** and unambiguously **communicates most** of the meaning by selecting relevant information, ideas, and/or 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 what we learn about dogs in Germany in Section 1.	• Approximately 10 million Germans have a dog. • People with dogs can be seen in the park or forest in the weekend.	• Consequently, it is not unusual to see them in many places.	• A dog is simply part of many families.
(b) Possible evidence showing understanding of the benefits of having a dog mentioned in Section 2.	• They can make family life more interesting. • A dog can become a good friend, especially for children. • You have to be active every day.	• It's fun to play with them.	• With a dog at their side, a child is never alone. • It's fun to play with them or go for a walk with them.
(c) Possible evidence showing understanding of where dogs are allowed to go in Germany.	• Most shops, but not supermarkets.	• It seems that in Germany, dogs are mostly allowed to go into shops, but not if it is a supermarket or it sells other food items.	• It seems that in Germany, dogs are mostly allowed to go into shops, but not if it is a supermarket or it sells other food items. This is not the case in some other countries.
(d) Possible evidence showing understanding of the speaker's attitude towards dogs, and whether the candidate agrees.	• I think the speaker has dogs' best interests at heart because he says that even if you can take a dog shopping, it is probably not enjoyable for the dog, irrespective if it can come inside or has to stay outside. • He also says he is a big fan of dogs and has no problem with a dog lying quietly under the table in a restaurant while its owner has a beer. • Example of an Excellence answer: Yes, I agree with the points the writer makes. I am also a dog lover and have grown up with a dog who is my best friend. He always jumps up with excitement when I get home and wags his tail enthusiastically. He is never in a bad mood like some of my human friends can be sometimes. Every day, rain or sunshine, we take him out for walks, which forces us to do some exercise. This is healthy for us, even though we don't appreciate it so much on a rainy day. I love my dog for being my best four-legged friend, like he is for the speaker. I also agree with the speaker that dogs should be allowed to come into shops that don't sell food items. I love seeing dogs lying under a table when people are in restaurants. In New Zealand, we really only see this in cafés where there are outside tables. I think dogs should be allowed to go into all restaurants and cafés, as they are part of many families and should be able to accompany their owners as long as they have been socialised well.		

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 where each person needs to go, and how they get there.			
Jürgen	• Town / movies.	• He lives in the large city of Berlin, where it is practical to go anywhere quickly. • Underground station around the corner.	• Underground trains go every three minutes, which is practical.
	• School. • By bus.	• When going to school, he often uses the school bus. • A bus stop is opposite his house.	
	• Visit friends in spare time.	• He simply goes by bike.	• Simply goes by bike because his friends don't live very far away from him.
Danielle	• School. • Normally goes by school bus.	• But sometimes her mother takes her by car.	• It is more complicated for her to go anywhere when she is at home in New Zealand. • Lives in a small town where there are few buses and no trains at all.
	• In the future, she hopes to get a job at the supermarket. • She can then drive her mum's car to her job.	• She will need to go to her future job, but there is little public transport where she lives. • She needs to get her driver's licence first.	• She needs to get her driver's licence first because there are hardly any buses on Saturdays in her town. • Her parents don't want to be taxi drivers for her.

(b) Possible evidence showing understanding of which transport options the candidate prefers, and why.	Example of an Excellence answer:
	I would prefer to live in a big city in Germany like Jürgen because of the excellent public transport possibilities. It is easy to go to town or to the movies quickly, as he says. Another reason why I would prefer living in a big city is for the environment, rather than in a town where cars pollute the atmosphere very badly and people waste their time sitting in traffic jams, and then, when they do finally arrive at their destination, there is nowhere to park. I would definitely prefer the public transport convenience of living in a big city like Jürgen.
	OR
	I would much prefer Danielle's situation of living in a smaller town in New Zealand. How exciting to be able to get your driver's licence at an early age like Danielle, and have access to a car (even if it is not your own) to drive yourself places. In Germany, you have to wait so much longer to be able to sit your driver's licence. If I had a job like Danielle, maybe I could even save up enough money to buy my own car. I like Danielle's independence and I can understand why her parents don't want to be her taxi drivers.
	I think having your driver's licence would give you a lot more freedom to go anywhere you want, provided your parents give you access to the car. I realise cars are bad for the environment, but Danielle doesn't seem to have any other choice, where she lives. Maybe one day, her parents or she herself will own an electric car which will give her the best of both worlds. I definitely prefer Danielle's transport options.

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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 item each person lost, and how it happened.			
Petra	• Lost brown bag last year. • Out with friends on the way to the movies. • They arrived a bit early and couldn't find her bag.	• Had all her money in it. • Nice friends came to the rescue.	• Friends paid for everything, including some food they had after the film.
Stefan	• His cellphone. • He was on the bus. • He was very tired. • He has a great new girlfriend and she rings him often.	• He left his cellphone on the seat next to him when he got out. • It happened about three months ago. • He still feels afraid every time he can't find his cellphone.	• Of course, he has had to buy a new one. • He has a great new girlfriend. She rings him often, and he doesn't want her to break up with him. • A cellphone is so important to him. Hopefully he has learnt never to lose his cellphone again.
Carmen	• A pair of her favourite earrings. • Her mother gave them to her last year for Christmas. • Doesn't know where she lost them.	• Discovered she had lost them when she went to wear them. • Still feels a bit sad about losing them.	• She knows for sure that she made her mother sad, too.
(b) Possible evidence showing how each person feels now, and why.	Example of an Excellence answer: Petra is not too worried now, as everything turned out OK in the end. At the time of losing her bag with all her money in it, it was terrible for her. Luckily her nice friends rescued her, and paid for her movie ticket and some food, so she could still enjoy the evening. Maybe she will be more careful with her bag in future, after this not-too-good experience. Stefan lost his cellphone and accidentally left it lying on the seat beside him in the bus because he was very tired. He has been able to replace it since it happened to him about three months ago, but he still feels nervous about losing it again whenever he can't find his phone. He now has an extra incentive not to lose it. He now has a great new girlfriend and he doesn't want her to break up with him. Carmen seems to be the one who is still affected by her loss the most out of the three people described. She is still sad that she lost her favourite earrings, which were a gift from her mother, and the worst thing is that she is sure she made her mother sad, too.		

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 – 19	20 – 24