Assessment Schedule – 2016

German: Demonstrate understanding of a variety of written and/or visual German texts on familiar matters (91126)

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 texts.		*Demonstrates understanding* and **makes meaning** of the **relevant information, ideas, and opinions** from the texts.		*Demonstrates clear understanding* by selecting **relevant information, ideas, and opinions** from the texts and communicating them **unambiguously.**		*Demonstrates thorough understanding* of the **implied meanings or conclusions** within the texts.	
Some information is correct. The candidate has not shown understanding of the **general meaning** (gist) of the texts. The response is logically **inconsistent**, indicating misunderstanding.		Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is **consistent**.		Information correctly includes relevant detail from the texts. The candidate communicates implied meanings without showing understanding of every nuance.		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 texts.	
N1 Shows **very little understanding** and does not convey the general meaning of the texts.	**N2** Shows **little understanding** and does not convey the general meaning of the texts.	**A3** Demonstrates **some understanding** of the texts, and conveys **some** of the general meaning.	**A4** **Demonstrates understanding** of the 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 texts.	**M6** Demonstrates **clear understanding** and unambiguously **communicates most** of the meaning by selecting relevant information, ideas, and opinions from the texts.	**E7** Demonstrates **thorough understanding** and **communicates some** of the implied meanings by providing **some** supporting detail from the texts, which justifies conclusions.	**E8** Demonstrates **thorough understanding** and **communicates most** of the implied meanings by providing supporting detail from the 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 where Kristin and Thomas live and what they like about it.			
Kristin	• Hamburg, large city, apartment in tall high-rise. • Close to school, parks, gardens, canals, rivers, lakes, harbour. • Easy transport by tram or bus. • Lots on offer, always something happening. • Cinema, café.	• No street noise (quiet). • Above all, going to concerts.	
Thomas	• Village in Bavaria/Bayern. • In the country. • Beautiful old house. • 6000 inhabitants. • Quiet/peaceful. • Animals. • Mountains, grass, forest.	• Like a dreamland in snow/winter. • Can't hear cars, only birds and the wind.	
(b) Possible evidence showing understanding of where they stayed in New Zealand.			
Kristin	• Near small town. • In the South Island. • One-family house, with a garden.		
Thomas	• Auckland – large city. • With a nice family.	• High-rise apartment.	
(c) Possible evidence showing understanding of what they didn't like about where they stayed on their New Zealand exchange.			
Kristin	• Noisy. • Long travel by bus to school or supermarket.	• Noisy because on busy road/street.	• Events dependent on weather. • Would have got quite boring if had stayed longer.
Thomas	• Expensive fruit and vegetables. • Stressful.	• Always people around.	• Just not enough room. • No animals. • High rents.

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 what's contributing to Michael's lack of sleep.			
Too much coffee	- Drinks two cups at work then two more just before bed. - Caffeine keeps you awake before you go to bed.		
Stress	He is worried about not sleeping enough, which causes him to be stressed and makes sleeping even harder.	- He is stressed because he has no one to share the cooking, tidying up, and shopping with. - Living on your own is clearly not good for you.	
Smoking	Smoking (even a few at work) can be bad for your nerves and not help with sleeping at night.		
Bad diet	- No breakfast or lunch, then fast food at night-time! - Such a bad diet won't help your body to function properly.		
Late TV	- Too much excitement late at night – no wonder he can't get to sleep properly. - The light from the screen keeps his brain active and he cannot sleep. - His favourite show is at 10 p.m., so he doesn't go to be until 11 p.m., which is too late.		
(b) (i) Possible evidence showing understanding of the advice given to Sally.	- Buy an exercise book. - Write down what you buy, why you bought it.	- Write down how you felt before and after buying something. - Nobody can help you; it all comes down to you.	Learn to understand your problems and fears, then work on them.
(ii) Possible evidence showing understanding of whether the advice is helpful.	Disagree: no mention of family / parents.	Disagree: money issue not brought up (she has borrowed money from almost all of her friends).	Disagree: the advice talks about wanting to be in the latest fashion because of low self-esteem – but no answer for that problem.

• Agree: the advice helps her to be more self aware.	• Agree: only she can solve this problem, she has to really want to.	• Agree: she needs to address her self-esteem problems as the root cause of her shopping addiction.
	Some attempt at advice is given.	*Well thought out, relevant advice is given.*

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 who uses social media, when, and why.			
Who	• Everybody (the whole world), kids, adults, half of Hollywood, politicians, sports people, and even the Pope.		
When	• You are bored / fill in the time. • Check what's up in the world. • Waiting for the train / bus	• Both on holiday and at home.	
Why	• Share them on social media (Instagram, Facebook, etc.) • Consider it a 'must'.		• To look good to others / impress them, even going so far as to Photoshop them.
(b) (i) Possible evidence showing understanding of how Rembrandt painting self-portraits was similar to taking selfies.	• He clearly liked looking at his pictures and wanted to share them with everybody. • 80 of his 350 paintings were portraits.	• The later portraits were very realistic – just like a photo.	
(ii) How it was different.	• Paintings not selfies. • They took many days or weeks to complete, not seconds, as today.		• We don't take selfies just to practise taking them. • Our selfies don't tend to portray people who have experienced sad things. • He may only have painted self-portraits because he couldn't afford a model.
(c) Possible evidence for taking or not taking and sharing selfies.	*Don't agree with Sofia / the text:* • Don't see selfies or social media as a 'must'. • Don't use social media only when bored, use it for other reasons.	*Don't agree with Sofia / the text:* • Don't need to show off about my holidays.	*Don't agree with Sofia / the text:* • I can simply enjoy my downtime without resorting to checking my smartphone. • If I took a selfie, I certainly wouldn't alter the picture – couldn't be bothered changing the colour of my face, eye colour, or shape of my eyes.

	Agree with Sofia/the text:	*Agree with Sofia/the text:*	*Agree with Sofia/the text:*
	• Take and post selfies because everyone else does. • Check and post when bored.	• Like to share holidays and social occasions.	• Post selfies because I like getting feel attractive, even sometimes changing my appearance.

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