Assessment Schedule – 2023

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 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, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.
Responses as a whole show an **understanding of the general meaning (gist)** of the texts.	Responses as a whole show a **clear understanding of the content** of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.	Responses as a whole show a **comprehensive understanding of the content and underlying meaning** of the texts, including nuance and meanings not obviously stated in the texts.

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows **very little understanding** and does not communicate the general meaning of the text.	Shows **little understanding** and does not communicate the general meaning of the text.	Demonstrates **some understanding** and **communicates some of the general meaning** of the text.	Demonstrates **understanding** and **communicates the general meaning** of the text.	Demonstrates **clear understanding** and **unambiguously communicates some of the meaning** by selecting and using relevant supporting detail from the text.	Demonstrates **clear understanding** and **unambiguously communicates most of the meaning** by selecting and using relevant supporting detail from the text.	Demonstrates **thorough understanding** and **communicates some of the implied meanings** by providing supporting detail from the text to **justify** conclusions.	Demonstrates **thorough understanding** and **communicates most of the implied meanings** by providing supporting detail from the text to **fully justify** conclusions.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

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

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of when Anke's birthday was, and what Oskar did that made her happy.	• Anke's birthday was yesterday. • Oskar sent a birthday card.	• He didn't forget her birthday this year.	• The birthday card even arrived the day before her birthday.
(b) Possible evidence showing understanding of what Anke didn't like about the day of her birthday.	• Her birthday is on a school day. • She had a maths test in period five.	• Maths is not a favourite subject of hers.	• She is weak in it.
(c) Possible evidence showing understanding of what happened that meant that Anke enjoyed her day after all.	• The maths teacher was sick. • She went to the movies with Lukas. • She got a new mobile phone from her family.	• The maths teacher didn't come to school. • She went home early • and to the ice cream cafe afterwards. • Her family gave her something nice for her birthday. • Her old mobile didn't work well anymore.	• Lukas was really nice and paid for everything. • Unfortunately, she dropped her old mobile into water, and it didn't work well anymore. • The best gift of all was that Anke didn't have a maths test on her birthday.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the details needed about the speakers to complete the table.	• Sofia comes from Venezuela and speaks Spanish. • Martina comes Germany and speaks German.	• Sofia wants to learn German because she wants to study in Germany. • Martina wants to learn Spanish because she wants to work abroad later.	• Sofia already knows some German but wants to practise her speaking more. • Most of all, Martina would like to work overseas later, preferably in Chile or Venezuela.
(b) Possible evidence showing understanding of the advantages of the app connecting Sofia and Martina.	• Sofia speaks Spanish, which Martina wants to learn. • Martina speaks German, which Sofia would like to learn.	• They can become tandem app language partners and help each other online.	• Not only can they learn the desired language from each other, but also a lot about the culture of their new language.
(c) Possible evidence showing understanding of Sofia and Martina's comments, and how these relate to the candidate's personal considerations about using the app.	• Sofia is positive about using the app. • Sofia uses it twice a week with Martina. • Martina was a bit scared to practise a new language like this to begin with.	• Sofia thinks it is a great way to speak to new people. • Martina feels lucky that she met some really interesting people on the app.	• Martina has become a true friend for Sofia. • Martina said she did not only learn the language, but also more about life there.

Example of a possible Excellence answer:

The Sprachtandem app is very useful for both Martina and Sofia for learning their language of interest. Sofia is very positive about using the app because she finds it a great way to speak to new people and Martina, who is her language partner, has become a real friend through their contact on the app. Martina was a little reluctant to practise her Spanish on the app with a stranger to begin with, but is happy that she met really interesting people. She is also happy about being about to learn more about the culture and way of life. Personally, it sounds like this app would be a very practical and convenient way of improving my language before going overseas, for example. You have a partner, and you can motivate and help each other out. It is convenient because it is online, and you can fit it into the rest of your schedule. Best of all, you can meet interesting people and maybe meet them in real life one day.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of how long Sesame Street has been around in Germany and where it originated.	• It is 50 years old in Germany. • It originated in America.	• It first screened in January 1973 in Germany.	• The first Sesame Street episode screened in America a good three years before that.
(b) Possible evidence showing understanding of what some German parents disliked about the programme to begin with.	• It was too American • and too chaotic.	• It had nothing to do with German children.	• It had more people from different countries. • This was unusual in Germany at the time.
(c) Possible evidence showing understanding of the advantages of children watching this TV programme.	• Children like the music • and funny, colourful puppets. • Children can learn the alphabet.	• The programme teaches children lots, • like street traffic rules, • numbers, and the alphabet. • Children particularly like the puppets Ernie and Bert, • and also the blue Cookie Monster.	• The fact that later the German puppets Samson and Tiffy were added also made it more popular. • Later, German actors became involved in making the show. • It was no longer unusual for children to see characters from different cultures. • It was a new concept for a children's TV programme, where they could be entertained and learn something.