

Assessment Schedule – 2023

German: Demonstrate understanding of a variety of extended spoken German texts (91548)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information and varied perspectives from the texts, and communicating them unambiguously.</p> <p>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.</p>	<p><i>Demonstrating thorough understanding</i> involves expanding on relevant information and varied perspectives, and communicating meanings or conclusions implied within the texts.</p> <p>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.</p>

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 – 8	9 – 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
<p><i>(a) Possible evidence showing understanding of what makes this cafe unusual, according to the report.</i></p>	<ul style="list-style-type: none"> • Cakes are baked by Omas and Opas / pensioners. • Old and young people work together. • It's a meeting point for different generations. • They give online courses. • 35 pensioners work there. 	<ul style="list-style-type: none"> • Several generations work together. • Pensioners bake their own recipes. • There are online courses so you can learn to bake from Omas and Opas at home. • Guests are offered a digital break, and get a discount if they put their phones away. 	<ul style="list-style-type: none"> • Pensioners can continue to work outside the home when retired. • The café gives you a nostalgic feeling with smells and tastes that awaken childhood memories. • It's designed so that different generations mix.
<p><i>(b) Possible evidence showing understanding of how the people involved in the enterprise benefit from its unusual nature.</i></p>	<ul style="list-style-type: none"> • Young people can learn to bake traditional cakes • online. • They get to have contact with other generations. • Pensioners can learn new skills, like how to use Zoom. • Pensioners can have contact with people from other places. 	<ul style="list-style-type: none"> • Pensioners who like baking can do it for other people. • They can continue with their hobby. 	<ul style="list-style-type: none"> • Frau Ela likes to bake, but children have moved out and they can't eat all the baking. • They share their skills and knowledge with younger generations. • It helps keep traditions alive – knowledge is passed down through generations. • It keeps their minds active – they are baking recipes from memory. • Frau Anna likes meeting people from other places. • It gives them the opportunity to keep learning, e.g., how to use Zoom. • Pensioners can earn some extra money.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how Annika and Florian think about New Year's resolutions, and whether their attitudes change.</i>	Annika: <ul style="list-style-type: none"> • She's positive about them. • Resolutions can be funny. Florian: <ul style="list-style-type: none"> • They are always the same (e.g. eat healthier, do more sports, etc.). • He does not make any resolutions. 	<ul style="list-style-type: none"> • Resolutions can be helpful. • [examples of funny resolutions] • He thinks they generally do not work. • He is sceptical. 	<ul style="list-style-type: none"> • Her attitude does not change. • He changes to seeing the humour (his New Year's resolution for this year is to find one for next year).
<i>(b) Possible evidence showing understanding of what often makes resolutions unsuccessful, according to Annika.</i>	<ul style="list-style-type: none"> • Do more sports – what does that mean? How often, how long, etc.? 	<ul style="list-style-type: none"> • They are not realistic • or too imprecise. 	<ul style="list-style-type: none"> • It is hard to measure success. • People lose motivation and stop.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Lisa and Lena's approach to online success.</i>	<ul style="list-style-type: none"> • They made their first video when they were 13. • They don't know why their first video was so popular. • They don't post songs with suggestive lyrics • or swear words. • Don't forget that everything you put online stays there. 	<ul style="list-style-type: none"> • They want to have a positive influence, • and see themselves as role models. • People take screenshots of their stories / selfies. • They don't worry about negative comments. • Being well known isn't everything, • and it doesn't make you happy. 	<ul style="list-style-type: none"> • They're aware of the long-term effects of posting things online. • They get happiness from things other than fame. • They show compassion for people who are negative.
<i>(b) Possible evidence showing understanding of the online boundaries they have set and how they decided on them.</i>	<ul style="list-style-type: none"> • Their relationships and where they live are private. • They decided what they'd share and not share. • They keep their lives private. 	<ul style="list-style-type: none"> • They want to protect their loved ones. • They deleted a video with their sister which received a lot of hate. 	<ul style="list-style-type: none"> • They took a considered / deliberate approach. • They decided their approach with their parents.