

Assessment Schedule – 2012

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

Evidence Statement

Question One							
Shows no or limited understanding of the text Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text		Shows understanding / is able to make meaning of the text Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text. Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information that shows broad understanding of the text	A range of valid information and an attempted valid explanation of the order Kristina should do the jobs in	Explanation of the order Kristina should do the jobs in supported by information from the text	Full explanation of the order Kristina should do the jobs in supported by information from the text	A justified answer about the order Kristina should do her jobs in and why.	A fully justified answer about the order Kristina should do her jobs in and why.
Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>			For example <i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.</i>				
Bring washing machine to cellar from 4 pm. Will be there at the front door then Pick up car at 2 pm open till 5 pm on the other side of the road behind a blue Mercedes Doctors appointment but only at 3 pm. Call to arrange another time if not possible Tickets to concert at 5 pm at cashier under her name Go to apartment as soon as possible and let dog out before he breaks everything.			N1 – Dog is in the living room (little or majority incorrect table info)				
			N2 – First, go to the doctor; then, fix the washing machine; then, do message 4 and help the man with his garden (majority incorrect table info)				
			A3 – Table information largely correct but no or poor and illogical sequence of tasks				
			A4 – Table info correct and good explanation but times incorrect and				
			M5 – Description of order of doing things but no reason why in either table or explanation				
			M6 – Very good description and good table information but inaccuracies show only clear and not thorough understanding				
			E7 – Good explanation as for E8 but some minor inaccuracies in table information				
			E8 – Should go first to apartment because the dog will destroy everything, then straight to the doctor at 3 pm and then on to Katrin’s flat to help with the washing machine, then fit in the trip to get the car and drive straight to the concert because it will be too late otherwise. The most important bits are getting Bello out of the apartment and then making sure she gets to the doctor and helping her friend. If she can’t manage the doctor, she needs to sort out a new time.				

N Ø No response or no valid evidence

Question Two							
Shows no or limited understanding of the text Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text		Shows understanding /is able to make meaning of the text Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text. Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information that shows broad understanding of the text	A range of valid information and an attempted valid explanation of the items the furniture dealer will buy	Explanation of the items the furniture dealer will buy, supported by information from the text	Full explanation of the items the furniture dealer will buy supported, by information from the text	A justified answer of the items the furniture dealer will buy and why.	A fully justified answer of the items the furniture dealer will buy and why.
Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>			For example <i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.</i>				
Colourful armchair in living room almost totally broken, and she wants it out of the house Old table in the kitchen – she never liked it and has a new one and no room Picture in the cellar from her sister that she also never liked but sister lives in Switzerland now so she has the chance to sell it A really big carpet in the living room with frayed / broken corners and no room for it in the small apartment. She doesn't want to sell it, but it's simple too big for the apartment			N1 – Little or no info. No attempt at reason				
			N2 – Table information has major errors and no reason				
			A3 – Majority of table information correct but incorrect reasoning for decision to sell / buy				
			A4 – Good table info with some inaccuracies and “I think he will buy the furniture which is not broken. He will probably buy the pictures and the table but not the armchair as these are broken”				
			M5 – Good table lists of what he buys but some inaccuracies in reasons and detail				
			M6 – Very good table information but no poor or no attempt at justification of why the items will be bought or not				
			E7 – As for E8 but some inaccuracies, which do not, however, detract from thorough understanding of the text				
			E8 – I think she will be able to sell most things to the furniture dealer; but if I were in his situation, I wouldn't buy the family picture because the sister who gave it to her might come looking for it and want it back and you don't really need that kind of trouble. I might buy the really big carpet, but only if I can cut it up and sell it in bits. I might take the other pieces, but they probably wouldn't make much money, although that table looks like it might be an antique, so maybe. Won't buy anything for reasons stated				

N Ø No response or no valid evidence

Question Three							
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information that shows broad understanding of the text	A range of valid information and an attempted valid explanation of how Udo and Carolin feel about each other	Explanation of how Udo and Carolin feel about each other, supported by information from the text	Full explanation of how Udo and Carolin feel about each other, supported by information from the text	A justified answer about how Udo and Carolin feel about the relationship they have with each other.	A fully justified answer about how Udo and Carolin feel about the relationship they have with each other.
Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>				For example <i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.</i>			
Wednesday: fitness club Friday: cooking day with friends Saturday: swimming with Karla followed by food Thursday: karate training (exam in a few weeks needs to prepare well) Sunday: could go jogging but Udo plays Monopoly with family, so he can't				N1 – One or two correct words			
				N2 – Some correct table information, but inaccuracies make it clear that the text has not been understood			
				A3 – Table information largely correct and answer makes it clear the gist of the text has been understood, ie “Udo likes Carolin more than she likes him”.			
				A4 – Table information largely correct and good attempt at a long answer with some detail but not clear – unambiguous understanding shown.			
				M5 – Explanation but not justified with evidence from text. May be small inaccuracies from the text			
				M6 – Good explanation but not justified with evidence from text			
				E7 – As for E8 with some minor inaccuracies but still at level of “thorough “ understanding. i.e. minor details missing or incorrect but reasoning and overall accuracy still valid			
				E8 – Udo really likes Carolin and wants to do everything with her, but Carolin as evidenced by ... doesn't seem to really care about Udo. She is trying to let him down gently, but in the end he is just annoying her. I don't think it will work out with them together. He seems quite controlled by his family as he won't even miss a Monopoly game to spend time with her.			

N Ø No response or no valid evidence

Question Four							
Shows no or limited understanding of the text Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text		Shows understanding/is able to make meaning of the text Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Selects relevant information, ideas and opinions from the text and communicates them unambiguously Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Selects and expands on with supporting detail relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text. Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information that shows broad understanding of the text	A range of valid information and an attempted valid explanation of what Andreas will have to do to get healthy	Explanation of what Andreas will have to do to get healthy, supported by information from the text	Full explanation of what Andreas will have to do to get healthy, supported by information from the text	A justified answer about what Andreas will have to do to get healthy.	A fully justified answer about what Andreas will have to do to get healthy.
Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>			For example <i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.</i>				
<p>Andreas has a terrible sore throat but was able to eat something yesterday and today.</p> <p>He's drunk lots of water the whole time</p> <p>He has a proper fever and has the flu</p> <p>He needs to go home and ask his mum to go to the pharmacy and pick up some tablets; he needs to take them three times a day after food and then come again at the start of next week</p> <p>He needs to stay in bed</p>			N1 – A few words correct				
			N2 – Some correct sickness info but inaccurate advice segment				
			A3 – Some illness info correct but poor advice segment, eg “Go home and rest. Tell him to get some apple tea”				
			A4 – Info on both illness and advice but lacking in depth and/or detail				
			M5 – Mostly good info but poor identification of illness and advice. “Andreas should go to the pharmacy and not play in his football game”				
			M6 – Very good info but identification of illness and advice not complete or inaccurate, eg “Andreas should go with his mum to the pharmacy and get tablets and take them 3 times a day with food”				
			E7 – As for E8 with some minor inaccuracies but still at level of thorough understanding, ie minor details missing or incorrect but reasoning and overall accuracy still valid (if not sore throat or neck, then not E)				
			E8 – Andreas needs to get his mum to go to the pharmacy and get tablets. He needs to take them three times a day with water after food. He should on no account take part in his very important football game or he'll get really sick. He really needs to stay in bed for a few days. I'm not sure, though, that he'll do that. I wouldn't trust him if I were the doctor.				

N Ø No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 16	17 – 26	27 – 32