

## Assessment Schedule

### German: Demonstrate understanding of a variety of spoken German texts on familiar matters (91123)

#### 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 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 on one advertisement	Valid information on one or two advertisements with some supporting evidence.	Valid information on at least two advertisements with good supporting evidence.	All advertisements identified and evidence given with some detail	All advertisements identified and described in detail	All advertisements identified and fully described – experience, reason why book is exciting, and regional food

Specific evidence	For example
<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>	<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>
<b>Advertisement 1</b> <u>What is being advertised</u> <ul style="list-style-type: none"> <li>web page</li> <li>for leavers</li> <li>unsure what to do about future</li> <li>with answers about education/ careers</li> <li>advice and help to be had</li> <li>by young people with experience</li> </ul> <u>Evidence</u> <ul style="list-style-type: none"> <li>visit / search / links</li> <li>pictures</li> <li>invited to visit / search</li> <li>URL</li> </ul>	<b>N1</b> Theme park  <b>N2</b> What to do in the holidays and a ski resort  <b>A3</b> Hotel with pool for children and yummy food  <b>A4</b> A story about a boy who doesn't like swimming, restaurant which offers yummy food, open 7 days a week  <b>M5</b> Web page to visit if you don't know what job to train for; a book – about a boy who is afraid of water, restaurant with pool and playground for children, doesn't cost anything.  <b>M6</b> Web page for young people with advice and help about the future; a fun book about ...; restaurant, if you want to visit call immediately to reserve a table  <b>E7</b> Web page for young people by young people with experience; an exciting book which describes if the boy will be able to swim; family restaurant which offers warm food 7 days a week.  <b>E8</b> Web page by other teenagers who have experience, for school leavers who need advice and help about training options; an exciting book which is perfect for the holidays because reader will find out if the boy will be able to swim; restaurant which offers hot food from the region.
<b>Advertisement 2</b> <u>What is being advertised</u> <ul style="list-style-type: none"> <li>a book / story</li> <li>holiday reading</li> <li>exciting reading</li> <li>holiday</li> </ul> <u>Evidence</u> <ul style="list-style-type: none"> <li>130 pages/ pages</li> <li>cost</li> <li>fear of water</li> <li>fell in during boat trip</li> <li>family holiday</li> <li>exciting because of questions</li> </ul>	
<b>Advertisement 3</b> <u>What is being advertised</u> <ul style="list-style-type: none"> <li>resort / hotel</li> <li>restaurant</li> </ul> <u>Evidence</u> <ul style="list-style-type: none"> <li>reserve a table / nice food</li> <li>Monday – Sunday</li> <li>swim and play / provided for kids</li> <li>call to reserve table</li> <li>hot food</li> <li>local dishes</li> </ul>	

NØ – response or no valid information

Question Two							
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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Some valid information, including positive, negative, and behaviour.	<b>A4</b> A range of valid information, including positive, negative, and behaviour.	<b>M5</b> Characteristics given, typical fan described with some detail.	<b>M6</b> Characteristics given, typical fan described in detail.	<b>E7</b> Characteristics given, typical fan described in detail, evidence includes rephrasing the overall meaning.	<b>E8</b> Characteristics given, typical fan described in detail, evidence includes rephrasing the overall meaning; connections made.

<b>Specific evidence</b>	<b>For example</b>
<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>	<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><b>A positive idol:</b></p> <ul style="list-style-type: none"> <li>good for children / can identify</li> <li>has achieved well</li> <li>eg a musician who writes original texts that make you think</li> <li>eg good sports person who through training and hard work</li> <li>has positive character traits</li> <li>and in that way shows a good example (inspires their fans to achieve for themselves)</li> <li>idols' personify / reflect their fans' own wishes and dreams</li> </ul> <p><b>A negative idol:</b></p> <ul style="list-style-type: none"> <li>loud, loud and critical</li> <li>(usually) don't survive long</li> <li>done only one thing / always in newspaper and internet</li> <li>bad influence because don't do anything and just loud and critical</li> <li>just as well they don't last long because bad role model</li> </ul> <p><b>How a typical fan behaves:</b></p> <ul style="list-style-type: none"> <li>tries to be like his idol</li> <li>pictures everywhere and examples</li> <li>imitates eg dresses like idol / gets the same hair colour / cost issue</li> <li>collects a lot and cost concern</li> <li>celebrates his idol and example and buys a lot</li> <li>regrets the expense but it is worth it</li> <li>is addicted to collecting eg wants more</li> </ul>	<p><b>N1</b> People like to have idols</p>
	<p><b>N2</b> Some fans are positive some are negative, sports fans, musicians</p>
	<p><b>A3</b> Positive: has done well in sport; negative: just loud; fan: has pictures</p>
	<p><b>A4</b> Positive: has done well in sport; negative: don't do anything; fan: pictures and examples</p>
	<p><b>M5</b> Sets a good example through hard work and training, negative idols are a bad influence, their fame doesn't last long; fans want to be like idol eg dress like them.</p>
	<p><b>M6</b> Sets a good example through hard work and training, negative idols are a bad influence and they are all over the papers and internet and pictures everywhere, collects a lot of stuff and spends money on the idol</p>
	<p><b>E7</b> Good role models re hard work and success in life; the negative idols don't do anything, are just loud and criticising which is not good for the idols; celebrates the idol with pictures and buys a lot of merchandise</p>
	<p><b>E8</b> Own wishes and dreams are experienced through idols, which is good for child's development; negative idols in media because they are loud and critical but have not achieved anything else so good they disappear fast; regrets the expense but it is worth it.</p>

NØ – response or no valid information

Question Three							
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							
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information on two of the three points, which are the main point of the song / description of the man / description of the woman	<b>A4</b> Some valid information on all three points	<b>M5</b> The main point of the song is clearly identified and basic descriptions of the man and the woman are given	<b>M6</b> The main point of the song is clearly identified and more detailed descriptions of the man and the woman based on relevant selection of information are given	<b>E7</b> The main point of the song is clearly identified, macho stereotype is identified and linked to the woman's directness	<b>E8</b> The main point of the song is clearly identified, the link between macho stereotype and fear is clearly made, and the reason she asks is clearly explained.

<b>Specific evidence</b> <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>	<b>For example</b> <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><b>The main point of the song</b></p> <ul style="list-style-type: none"> <li>• how he feels about her</li> <li>• love song</li> <li>• eventually admits that he is more than relatively fond of her</li> <li>• that in fact/ after all he loves her</li> </ul> <p><b>The man's personality</b></p> <ul style="list-style-type: none"> <li>• romantic /average</li> <li>• seems unsure / modest / not good enough</li> <li>• and scared of emotions</li> <li>• is afraid of her questions about feelings as per image</li> <li>• beats around the bush when talking about his feelings / doesn't talk about his feelings, but in the end: honest</li> </ul> <p><b>The woman's personality</b></p> <ul style="list-style-type: none"> <li>• nice</li> <li>• nice and sexy</li> <li>• good conversationalist / dancer / good to be with / lovely lady</li> <li>• up-front, she often asks directly what he feels</li> <li>• perhaps a bit unsure of him as she often asks / needs to know</li> </ul>	<p><b>N1</b> A song about a man and a woman and first stanza copied</p>
	<p><b>N2</b> A song about a man who likes a woman</p>
	<p><b>A3</b> A love song, the man likes talking to her, she's a good dancer</p>
	<p><b>A4</b> Love song, the man likes going for walks with her and she is nice</p>
	<p><b>M5</b> The man is more than just relatively fond of her, she is nice, sexy and a good dancer. He likes taking to her, going for walks along the beach</p>
	<p><b>M6</b> The man loves the woman actually, she is direct, nice, sexy, has a nice personality, he likes talking to her, he's romantic, would like to be alone with her</p>
	<p><b>E7</b> Although the man doesn't like talking about his feelings, he actually admits he loves the woman because she is direct and up-front.</p>
	<p><b>E8</b> Although the man doesn't like talking about his feelings, and is afraid of her questions about his feelings for her because of the stereotype, he eventually admits he loves the woman so he answers her question honestly in the end. She seems unsure of his feelings as she keeps asking him.</p>

NØ – response or no valid information

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	A range of valid information and main point given	Main point and some explanation given for the break up. Basic identification of the feelings of either the man or the woman	Main point and more detailed explanation given for the break up ie bigger story. Basic identification the feelings of both the man and the woman	Main point and more detailed explanation given for the break up. Expansion of the man's own feelings towards the woman, and the woman's feelings /her reaction to him	Main point and more detailed explanation given for the break up. Rationalisation /links made between his and her feelings and her reaction ie his feelings and no future, and she is aware of it
Specific evidence				For example			
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.				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.			
<p><b>The main point of the song</b></p> <ul style="list-style-type: none"> <li>say good bye</li> <li>to end the relationship</li> <li>he is not in love /interested</li> <li>but no one's fault /bigger story</li> <li>to ask her to move on /let him go</li> <li>he wants it to end and she does not</li> </ul> <p><b>The man's feelings towards the woman</b></p> <ul style="list-style-type: none"> <li>thinks she is nice /good-looking</li> <li>wonders if she understands /she makes him</li> <li>because clings</li> <li>doesn't need him</li> <li>because he doesn't love her</li> <li>doesn't like seeing her upset /feels sorry for her</li> <li>find new man</li> <li>she makes him sick because she clings</li> <li>call all the time /upset</li> <li>in spite of being hurt</li> <li>because he doesn't love her, she doesn't need him</li> <li>because he is not in love, there is no future for them</li> </ul> <p><b>The woman's feelings towards the man</b></p> <ul style="list-style-type: none"> <li>she likes him</li> <li>she is hurt by him</li> <li>she is upset /clingy /still calls him all the time</li> <li>she is aware of /upset by his lack of feelings</li> </ul>				<p><b>N1</b> The woman is getting sick in the rain.</p>			
				<p><b>N2</b> The man has no interest, she is clever.</p>			
				<p><b>A3</b> The man doesn't like her anymore so says goodbye; she is nice.</p>			
				<p><b>A4</b> The man doesn't like her anymore so says goodbye, he is not interested in her but she likes him.</p>			
				<p><b>M5</b> He ends the relationship although she is nice and good looking; she is interested in him but he is not interested in her anymore.</p>			
				<p><b>M6</b> He ends the relationship because he cannot force his feelings; although she is hurt she calls him all the time.</p>			
				<p><b>E7</b> He ends the relationship and suggests she finds another who actually loves her; he realizes he is not in love but she is.</p>			
				<p><b>E8</b> He ends the relationship because he realizes there is no interest on his part so no future for them; she is aware of this, as evidenced by her hurtful looks and standing in the rain.</p>			

NØ – response or no valid information

**Judgement Statement**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 9	10 – 17	18 – 24	25 – 32