

## Assessment Schedule – 2012

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

#### Evidence Statement

Question One							
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
No connection between tradition and today, no advice given.	No connection between today and tradition, pieces of advice given.	One tradition described with connection made to today, pieces of advice given.	Two traditions described with connections made to today, pieces of advice given.	All three traditions clearly described in own wording with connections made to today, pieces of advice given.	All three traditions clearly described in own wording with connections made to today, pieces of advice given, brief statement of what all have in common given.	All three traditions clearly described in own wording with connections made to today, clearer description of what all pieces of advice have in common given.	All three traditions clearly described in own wording with connections made to today, the one thing all advice has in common is identified clearly and succinctly.
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>Tradition</b>	<b>In the past</b>	<b>Today</b>		<b>N1</b>			
<i>Shaking hands</i>	After the fight Fighting hand No weapon, to show peace / they come in peace	In Germany / a greeting Especially in German-speaking countries		<b>N2</b>	Problems can be sorted by eating ice-cream		
<i>Exchange of gifts</i>	After the fight In southern Africa Among the natives Thus enemies became friends <i>again</i>	As a sign of friendship To say sorry Both (flowers and handcraft) are a great way to say sorry Something particularly dear (to both)		<b>A3</b>	Problems can be sorted by giving gifts, eating together / count to 10.		
<i>Eating</i>	Big meal After the fight / war Big peace and happiness / celebration meal	Go out with friends Eat together to an ice-cream or a piece of cake Invite To celebrate making up with someone		<b>A4</b>	Knights shook right hand, a greeting in Germany today; big meal then, today eat ice-cream / cake also good for peace / listen to others.		
				<b>M5</b>	After a war exchanged pigs to reconcile; today give two things; big celebration meal, today invite out ice-cream and don't react straight away		
				<b>M6</b>	Think and take deep breath first.		
				<b>E7</b>	Consider others opinion, think about it, don't react straight away.		
<i>Pieces of advice:</i> Stay calm / take a break / listen / talk / consider others <i>The one thing they all have in common:</i> stopping for a second to think before replying.				<b>E8</b>	They all involve stopping for a second to think before replying back.		

**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 i.e. single words, vague or invalid information unrelated to specifics of the text	Little valid information and/or information inconsistent with or unrelated to text	Some valid information on one point indicating a basic understanding, little detail	A basic summary on two main points	A summary of the main idea and three main points	A summary of the main ideas that refers to the people and effort involved; general advice given – advice with some interpretation	A good summary of the main ideas that refers to the people and effort involved, good communication, avoiding conflict – advice with significant interpretation	A clear detailed summary of the main ideas that refers to the people and effort involved, good communication, avoiding conflict – advice with excellent interpretation
<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>			
<u>Whose problem</u> Starts with oneself Involves everybody				N1 Friends			
<u>Work/effort</u> Must make up after a fight/past examples Have to work at getting on with others/ have to try Because peace doesn't appear by itself Not automatic				N2 You have to count to 10			
<u>Advice given in article</u> Listen/talk After a fight, peace is needed again To show how old peace traditions can be used today Diffuse situation eg use humour/do something together				A3 There are ways that you can make up with friends			
<u>The main advice</u> As in the past get together and talk so as to make up It takes effort Consider others' opinion and communicate				A4 People sometimes fight, but you have to make up again.			
				M5 We have to work at keeping peace, so the article gives some suggestions from the past that we can use today. Advice is given as to how we can avoid fighting.			
				M6 People have always fought and argued. It is important to understand how to make peace. It takes work to keep peace.			
				E7 Everyone must work at keeping peace. It is important to understand how to make peace, and it takes effort. To avoid disagreements, it is important to listen to others and talk about the problem.			
				E8 Peace doesn't come all by itself and must be worked on by everybody to fully achieve it. You should talk about your problems together and solve them so that some peace can be found.			

**N Ø** No response or no valid evidence

Question Three			
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Grade score descriptors							
<b>N1</b> Very little valid information i.e. single words, vague or invalid information unrelated to specifics of the text	<b>N2</b> Little valid information and/or information inconsistent with or unrelated to text	<b>A3</b> Some valid information indicating a basic understanding of the text as a whole but lacking detail	<b>A4</b> A range of valid information including mention of reliance on energy	<b>M5</b> Advantages given and a description of the village supported by information from the text	<b>M6</b> More detail relating to previous happenings, eg an explanation supported by information from the text including special character and jobs	<b>E7</b> Expands description to show thorough understanding of the text, including special character, no unemployment, cost	<b>E8</b> Fully expands description to show thorough understanding of the text including expense re storage

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>
<u>Advantages given:</u> Plenty of if Environmentally friendly Not dangerous / more than we need more than we use Can / could solve our problems Provide jobs Can provide jobs and protects environment Collecting and storage safe → but expensive	<b>N1</b> Hot, 145 in Feldheim
	<b>N2</b> The citizens in Feldheim are environmental.
	<b>A3</b> The sun gives a lot of energy than we need; village uses it a lot; the village has 37 houses and 145 people
	<b>A4</b> The sun gives a lot of energy, is not dangerous; village uses it to heat water; the village has 37 houses and 145 people, they produce biogas petrol
	<b>M5</b> Sun provides more energy than we can use, is not dangerous and doesn't pollute; village uses only renewable energy for heating water and power.
	<b>M6</b> Solar power doesn't pollute like oil and gas; is safe to collect and store; village uses only renewable energy to heating and power.
	<b>E7</b> Solar power is freely available doesn't pollute like oil and gas; is safe to collect and store but expensive, relies exclusively on solar power for heating and power, no unemployment unlike other villages. The energy revolution started here as they use only renewable energy in the village.
	<b>E8</b> Solar power can create more jobs in the future as well as protect our planet. This small village has shown the world what can be done.

**N Ø** No response or no valid evidence

Question Four							
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Grade score descriptors							
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A valid reason given	<b>M5</b> A valid reason given with more detail including cost.	<b>M6</b> Detailed reasons given including dependence on success	<b>E7</b> More detailed reasons given including employment	<b>E8</b> Very detailed reasons given including Germany's innovation and signs of success

<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>Good example for the rest of the world</p> <p>Want to copy model</p> <p>Germany sets an example re work and environment /to lift it by 2021 33% from sustainable energies by 2050 80% sustainable energies</p> <p>To see if it is possible to provide a whole country with electricity through sustainable energy and signs are good and stats</p> <p>If successful, want to copy in spite of magnitude and cost</p> <p>Have same problems re employment and environmental concerns</p> <p>Germany likely to succeed and proof eg stats /Feldheim</p> <p>New law linked to employment and emissions and likely success</p>	<p><b>N1</b> A new law was made</p> <p><b>N2</b> Because Germany has more than 370 000 residents using renewable energy and is setting an example for the world.</p> <p><b>A3</b> Germany came up with a plan to make the world more sustainable.</p> <p><b>A4</b> Germany /Bundes Republik Deutschland is setting an example with jobs and protecting the environment and stats</p> <p><b>M5</b> Other big industrial countries want see if it is possible to provide power to a whole country as per the German model</p> <p><b>M6</b> Other big industrial countries want to copy the model if it is successful, although the plans are big and expensive</p> <p><b>E7</b> Other big industrial countries have same problems with employment and environmental concern so looking for a solution, which the German plans seem to give.</p> <p><b>E8</b> So far the results indicate that the ambitious plans will work – 370 000 already employed and the Feldheim model. "If a country as big as Germany can make it work, so can the rest of the world"</p>

**N Ø** No response or no valid evidence

Question Five							
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Grade score descriptors							
No valid information.	Little valid information which shows no or limited understanding of the text, diffuse information without links to the text.	Some valid information which shows some understanding of the text but train incident not identified.	A range of valid information which shows understanding of the text, lacks detail.	Ending supported by information which follows on from the story, shows clear understanding of text including lost and found.	Credible ending that shows clear understanding of the text including element of 'strangeness'	Detailed credible ending with development supported by information which follows on from the text including emotions	Detailed ending with full credible development supported, including lesson learnt

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. Responses had to clearly link to the resource.</i>
<b>N1</b> Now I have to move on and forget about Shap/I had my soft toy with me and a few days later I was in Munich when I saw my mum.
<b>N2</b> I saw a girl in the park with Shap/on my bed was a real dog/I heard a real dog bark, looked up at a tree and saw a puppy with Shap in its mouth/someone called to say they had found Shap and he'd found me a coat/ on the train was a new winter coat and Shap in the pocket
<b>A3</b> We went to take a seat on our usual spot, sitting beside me just where I left him was Shap/ on the window sill 3 months later /received postcards with picture of Shap and then he came home
<b>A4</b> By chance we caught the very same train the next day. I happened to look down and saw something underneath the seat. Wow, it was my dear old friend Shap who had been waiting for me/mum put ad in paper/I read an article about a dog that was travelling the world.
<b>M5</b> The train official called/ came round with Shap and explained.
<b>M6</b> Mum telling me that Shap had gone to NZ to buy me a new bigger jacket ... suddenly remembered I'd left him on window sill, called up, they found him in Munich
<b>E7</b> Hugged him and so happy that he was back that after his tales I went to sleep straight away – now he was back, I could finally sleep again and I felt ready for school
<b>E8</b> Next time I'll leave Shap at home/ buy him a leash/ I vowed never to put Shap on a window sill again and always look after my belongings/ and made sure I never left him on a train ever again.

**N Ø** No response or no valid evidence

**Judgement Statement**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 11	12 – 21	22 – 30	31 – 40