

Assessment Schedule – 2013

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

Evidence Statement

Question One							
Not Achieved		Achievement		Merit		Excellence	
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							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information: visiting family for 1 week + likes her a lot	A range of valid information: for sister's wedding; evasive	+ develops some explanatory answers	+ more details given	+ nuances start being given eg uncomfortable and consequence	without explanation so not fond of him; in spite of his hurt pleads

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>
visiting, staying with her parents for one week; because <u>helping</u> with her sister's wedding preps	N1 – she lives there/he doesn't like her anymore
still really likes her, with reason; so pleased to see her /wants her to stay / contact him /so keen	N2 – she used to live there /he wants to have coffee with her
with reference to the past, eg recalls the past so positively	A3 – she's visiting her family /he likes her a lot; probably not as she hasn't contacted him in a while
more detailed proof eg even after three years apart he often thinks about her /he doesn't understand why she left without even a letter	A4 – for one week /he likes her still and wants her to stay /she doesn't say so – just says goodbye
so he can spend time with her /try to resume /repair eg his pleading	M5 – helping with her sister's wedding /he still has feelings for her like three years ago, too hesitant /put off /refuses and abruptly says good bye
resentful /sad that she left without notice or giving a reason /in spite of hurt, very keen to resume contact	M6 – he has fond memories of their past dancing and concert /asks several times to see her again /she's too evasive and gives no promises, did not keep in touch
no, she doesn't promise; isn't at all keen; she is evasive eg gives no direct answers; he never listened [past tense];	E7 – does not have as positive memories of their relationship as he has eg 'he never listened' /uncomfortable with his pleading
uncomfortable so suddenly wants to leave /wants to get away from his pleading	E8 – she left him before and didn't stay in touch at all /she says the formal form of 'goodbye'
OR link between leaving + the cause of it eg 'even though' coffee not there yet	
i.e. changed her mind /uncomfortable so leaving /rushing	
left without reasons or goodbye before /she did try to tell him that she was not as keen as he was but he was too much in love, didn't listen	
	N Ø No response or no valid evidence

Question Two (Personen im Alltag)			
Not Achieved	Achievement	Merit	Excellence
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.
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Grade Score Descriptors							
N1 Very little valid information	N2 Little valid information	A3 Some valid information eg two relationships and one evidence	A4 A range of valid information three people identified with some matching of evidence	M5 All three people identified, with some explanation; takes time to talk	M6 all three matching two, with some elaboration; takes time to listen to and talk to speaker	E7 age difference identified and common interests	E8 helpful + appreciation of the contact

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>								
<table border="1"> <thead> <tr> <th>Person</th> <th>relevant information</th> </tr> </thead> <tbody> <tr> <td>1. brother/ friend</td> <td>Same school /live together (if brother)/ spend time in his room</td> </tr> <tr> <td>2. bus driver</td> <td>Speaker first to get on /last to get off at the end of her route / waits outside school at bus stop</td> </tr> <tr> <td>3. neighbour</td> <td>lives next door / nearby / can easily go visit him</td> </tr> </tbody> </table> <p>* they talk with speaker / get along / older [NOT: known long time]</p> <ul style="list-style-type: none"> • good to talk to / listens about common interests + two examples • three examples • in spite of age differences have lots in common with speaker / helpful • + so speaker appreciates the time given to converse / seeks out the person 	Person	relevant information	1. brother/ friend	Same school /live together (if brother)/ spend time in his room	2. bus driver	Speaker first to get on /last to get off at the end of her route / waits outside school at bus stop	3. neighbour	lives next door / nearby / can easily go visit him	<p>N1 – she meets people every day</p> <p>N2 – an old man and a school friend; they talk</p> <p>A3 – three older people; one repairs a bike, talks</p> <p>A4 – good to talk to, and they listen</p> <p>M5 – three people identified, with some detail</p> <p>M6 – with nuance eg speaker likes to spend time with them to exchange ideas</p> <p>E7 – understanding for young person's interests ie school, fashion, soccer / fast cars</p> <p>E8 – speaker goes out of her way to spend time with these people as they have something in common in spite of age difference</p>
Person	relevant information								
1. brother/ friend	Same school /live together (if brother)/ spend time in his room								
2. bus driver	Speaker first to get on /last to get off at the end of her route / waits outside school at bus stop								
3. neighbour	lives next door / nearby / can easily go visit him								

N Ø No response or no valid evidence

Question Three (song)			
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Grade Score Descriptors							
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information incl his hopes, brief description of past plus future	M5 with reasons	M6 with more detailed reasons	E7 in view of past closeness likely to continue once contact made again	E8 time and distance not a problem if true love

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>
Hopes: a fax/card/email/call; she makes contact; resume contact after 7 years; she'll contact him so he knows what has become of her;	N1 – she sends a fax
	N2 – met in kindy
	A3 – were close before, and he still feels for her/misses her
History [progression needed] met in kindy: spent time together/soul mates at school;	A4 – so should want to/could continue the friendship
got closer at school; went separate ways ;	M5 – were very close, possible to continue once contact re-established
split [NOT: she left him] + time lapse/in spite of differences very close then;	M6 – if she's still interested as back, then the relationship has a future in spite of seven years apart
both thought they'd meet up BUT she went away and he stayed;	E7 – as he's so keen, bridge over time can be built, he hopes eg his pleading
so lost contact for seven years ie connection made between the two	E8 – provided she makes contact with him and feels the same, which is not likely, because...

N Ø No response or no valid evidence

Question Four (Hans im Glück)							
Not Achieved		Achievement		Merit		Excellence	
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Grade Score Descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information incl. positive	A range of valid information eg mother's example	from start positive with some detail	brought up positive, 2 examples; will not be fazed by wife's decision as he'll see the good	his rationalizations stated	with detail and implied meaning

Specific evidence. <i>This is <u>not</u> 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 <u>not</u> full responses, and are intended to be indicative rather than prescriptive.</i>
as a child from mother – the first incident mentioned mother's <u>reaction</u> to a mishap happy/positive/cheerful: always laughed [<i>lucky</i> as no need to tidy] ; born optimist/no matter what even losing a leg didn't faze him or make him unhappy ; big picture → his three rationalizations to explain his 'always-positive-no-matter-what' attitude	N1 – he had a bed N2 – mother A3 – as a child from his mother, be positive A4 – who showed him a positive attitude, always sang M5 – no matter the calamity + two examples, (one must be his basic reaction to wife's decision) M6 – three examples with some detail, so won't be fazed by wife's decision to leave him E7 – he'll be pleased that he doesn't have to put up with her laziness E8 – he'll realize that life goes on and he'll make the best of it as always
positive as always; get on with life in a positive way; happy/relief as wife lazy + the three chores; <u>still/continues</u> to carry on being happy as he was before /happiness was still there for him with her eg singing before and less chores now ; inference made eg grateful for the three years in spite of his work /so he'll see the positive in the situation /count himself lucky: shows implied meaning eg birds sing just as well /no longer stuck with lazy wife, who doesn't love him so much + incl his basic rationalization: could have been worse eg she could have died /he'd just want her to be happy	

N Ø No response or no valid evidence

Judgement Statement

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