

Assessment Schedule – 2013

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

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. | Shows some understanding of the letter and the letter writer. | Shows understanding of the letter and the letter writer. | Shows a good understanding of the letter and writer. | Shows a good detailed understanding of the letter and the writer. | Shows a detailed understanding of the letter and the writer with explanations. | Shows a detailed understanding of the letter and the writer with detailed explanations. |

N= No response; no relevant evidence.

| 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 full responses</u>, and are intended to be indicative rather than prescriptive.</i> |
|---|--|
| <ul style="list-style-type: none"> • He can't read fast • He always wanted a sandpit as a child • He has a girlfriend (Franziska) • She is pretty • He is a politician • He is on TV • He is an uncle • She is writing slowly because he can't read fast • He will not recognise the flat because they have moved to a new flat • He is obviously grown up, but she wants to put a sandpit in the garden • Mother didn't have the sound on when watching TV so couldn't hear what he was saying • Doesn't know whether he is uncle / aunt due to the sex of his sister's baby | N1 – The mother watched a movie but didn't like because she couldn't understand it. |
| | N2 – The mother is a simple woman, she does not always understand things, such as the movie she saw; his sister Marie is pregnant, she also says that they don't know if he wants to be an uncle or an aunty. |
| | A3 – She also watched TV but didn't understand it; she doesn't care about her son, she saw him on TV but didn't even bother to turn on the sound; he is not at home because mum says he won't recognize the apartment when he gets home; it's humorous because the mother is being sarcastic as she tries to make her life of tending to her garden and watching TV looks exciting. |
| | A4 – She is probably sick as she writes to let him know she is still alive; it is also humorous to think that the son doesn't know that his parents have moved house; not much happens in her life as she is commenting on her garden and the rain. |
| | M5 – She is quite sarcastic and not logical in her writing style, which makes the letter humorous. |
| | M6 – In almost every sentence there is a twisted punch line at the end of it; that the mother has little contact with him, which is shown in the letter when the mothers asks what he is doing all day. |
| | E7 – My impression of the mother is that she is very kind and caring for her son, as she still wants to be involved in his life, looks out for him on TV, questions his sister for information on how he is doing (about his girlfriend), and also remembers things that he wanted in his childhood such as the beautiful large garden. |
| | E8 – She is a funny and witty person who loves her son very much, but she also seems annoyed that he is never around and might be putting his political work first. |

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| <ul style="list-style-type: none">• It rained seven days last week – first three days, then four days• She writes in the letter that she wanted to put money in the envelope but it had already been closed • Not very involved in her son's life, hasn't been in touch with him• Not very close, hasn't met his girlfriend | |
|--|--|

| Question Two | | | | | | | |
|---|---------------------------|---|--|--|--|---|---|
| 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. | Gives some information about the people and their professions. | Gives good information about the people and their professions. | Gives detailed information about the people and their professions. | Gives detailed information about the people and their professions with some explanation. | Gives detailed information about the people and their professions with explanations. | Gives detailed information about the people and their professions with detailed explanations. |

N= No response; no relevant evidence.

| Specific evidence | For example |
|---|---|
| <p><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></p> <ul style="list-style-type: none"> Mother She is doing cooking, cleaning etc. She is a taxi, a clown Gets up early, goes to bed late Baker Bakes buns and cakes Puts white clothes on Getting up early Like to try new things in the kitchen or experiment Have to remember a lot of things (family schedules and recipes) Not too happy with the government (him because they take a third of his money, her because she doesn't feel recognised) They both like their work Sleep in in the morning Have a day to herself Go shopping by herself, go for a coffee with friends, take baking classes and come back to a clean house with a sleeping family Give him a morning off so he could go to the movies or to a restaurant late | <p><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> <p>N1 – She would like to get out and give cooking demonstrations; he is always looking for fresh and good produce; but sometimes gets frustrated with all her work from the government; works with families, social worker for the government.</p> <p>N2 – Snd has to go to the restaurant at 6pm; moodiness is his enemy; the woman works for the government but is also a mother.</p> <p>A3 – The man works in a kitchen experimenting with food; he likes to experiment, making things like mustard bread rolls and ham cakes; they are both very busy and restricted in what they can do because of the jobs they have.</p> <p>A4 – The man is in no position to make friends, due to the hours he works and the woman does not have enough time to socialise; I would give the man all the needed ingredients so he could go wild without having to worry about making mistakes; his life is difficult as he must think too much (keeping recipes in his head).</p> <p>M5 – The man, although he doesn't like to argue with the authorities, could see if he could get some time off and take a break from his stressful job; she also has to come up with new stories to tell and new games to play to keep the kids happy.</p> <p>M6 – Some people say it is easy to stay at home all day but before they allow themselves a verdict, they should spent a day at her house; they are both creative: the woman invents new games and the man likes to experiment with his food.</p> <p>E7 – Both are experiencing a lack of appreciation from the government; they both feel constricted by their daily lives and are unable to socialise as they want to.</p> <p>E8 – They both get frustrated with the authorities, her for the lack of recognition and him because the state demands a third of his money; his workmates could cover his shift for an entire day so he can do what he misses form when he used to work for the trade union; I would buy the man a book so he could write all his recipes in there and wouldn't have to have them in his head; something nice would be to make the days longer, e.g. give them 28 rather than 24 hours so they would have more time to sleep and do all the things they want to do as well as doing their work that they enjoy.</p> |

| Question Three | | | | | | | |
|---|--------------------------|---|---|--|---|---|---|
| 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 | A range of valid information of Herbert Grönemeyer's experience with and view on love | An understanding of Herbert Grönemeyer's experience with and view on love | A good understanding of Herbert Grönemeyer's experience with and view on love | A good understanding of Herbert Grönemeyer's experience with and view on love, with justifications | A good understanding of Herbert Grönemeyer's experience with and view on love, with detailed justifications |

N= No response; no relevant evidence.

| Specific evidence | For example |
|--|--|
| <p><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></p> <ul style="list-style-type: none"> • Yvonne from Holland /Netherlands • He was 10 years old • She was very beautiful • She had wonderfully curly hair • I played guitar to impress her • She gave me a curl at the end (doesn't have it anymore) • First girlfriend was Josette and she was French • First love and first girl he kissed • First love is easy and light-footed, adventurous • Feeling of huge happiness, doesn't go away • He thinks that love creates /produces happiness • The best opportunity to produce moments of happiness explosions • Chemical reaction • Gives you security /you get stabilized from underneath • Unbelievable trust (if you have been with someone for a while) • Have to work on it • He wished he could put love in bottles so everybody could have some who needs it | <p><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> <p>N1 – His first girlfriend was called Franzözin; she looked beautiful in a picture; it's like chocolate because it can be addictive This love was one of looks, nothing very emotional...again nothing about emotional connections, just physical ones; love is like a light inside you.</p> <p>N2 – Love is the production of an explosion of luck; she played the guitar and sent him a locket; or find him a job he likes as he never had a job that he really liked; first love was when he was ten years old, with an individual with wonderful curly hair, good education and always playing the guitar.</p> <p>A3 – But if he makes 'mustard buns' or 'ham cake' they would sell well, so he can't make mistakes; you want to bottle them.</p> <p>A4 – If that love goes away, a person will miss them and their sounds and the talks they had with them; he played the guitar so she would take an interest in him.</p> <p>M5 – A feeling which you can always take out of the drawer, even if you otherwise can't see, you'll have it.</p> <p>M6 – Love is a chemical reaction that makes people feel happy; when someone is in love with you, you feel stable and supported from underneath and within.</p> <p>E7 – For him, love is when you feel light and adventurous and at the same time a sense of stability and certainty.</p> <p>E8 – Herbert thinks that love is a chemical reaction that occurs inside the body and releases a feeling of happiness; Herbert summed love up by saying it was the optimal opportunity for happy feelings explosions.</p> |

| Question Four | | | | | | | |
|---|--------------------------|---|---|--|--|--|--|
| 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 about the song | A range of valid information about the song | A range of detailed information about the song and who it is about | A broad range of detailed information about the song and who it is about | A range of justified and detailed information about the song and who it is about | A broad range of justified and detailed information about the song and who it is about |

N= No response; no relevant evidence.

| Specific evidence | For example |
|--|--|
| <p><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></p> <ul style="list-style-type: none"> Press 1 if you want to tell me that you are crying for me / about me Press 2 if you want to ask if I am still angry, if we can meet, if we can start again, or any other hypocrisy Press 0 if you need help with the question how I am in my situation, if I have feelings for you or a grudge, how much I should believe you, what I am thinking of you, how often this should happen to me Press 4 if you only want to know, where your things are, if you can sleep here because you don't know where to go, if I can pick you up from the police station Press 8 if you have problems with your new woman, if your money is gone, if your hair is gray, if it is the loneliness that is weighing on you To her past partners All about what they want from her She has connected her heart to her computer (maybe giving her a more rational outlook on things) <ul style="list-style-type: none"> If they want to do her a favour and spare her nerves Press the button with the little red telephone | <p><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> <p>N1 – For people not to hold a grudge against her because of her money situation; he heated on her and now accuses her of cheating on him, which makes him a hypocrite; she is talking to potential clients because she is worried about their money.</p> <p>N2 – Someone was pushing them to their limits and they were hypocritical; when you have a problem with your new wife, when she is old and her hair is grey; this is pressed first, says at the beginning of the song.</p> <p>A3 – When you have a problem with your new wife and you're lonely; an ex-boyfriend who betrayed her but now wants to get back with her as she's saying she's sour and only feels grudgingly towards him.</p> <p>A4 – Ex-boyfriend: she talks about holding a grudge, and problems with his new girl and also mentions crying at the start of the song and about how much she should believe.</p> <p>M5 – The singer talks about her ex-boyfriend, I know this because she gives him a few options; her ex-boyfriend who she is angry with as she calls him a hypocrite.</p> <p>M6 – Ex-partner, who talks about situations he might face now that he has left her.</p> <p>E7 – She also has all of his things, indicating they used to live together.</p> <p>E8 – She wants the person to respect her feelings and save her nerves and to push the red hang up button on the telephone.</p> |

Judgement Statement

| | Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------------|---------------------|--------------------|-------------------------------|------------------------------------|
| Score range | 0 – 9 | 10 – 16 | 17 – 24 | 25 – 32 |