

Assessment Schedule – 2013

German: Demonstrate understanding of a variety of extended written and/ or visual German texts (91551)

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.	A range of valid information about the inventions.	A good range of valid information about the inventions and their usefulness.	A good range of valid information about the inventions and some explanation in regard to their usefulness.	A good range of valid information about the inventions and good explanations in regard to their usefulness.	A good range of valid information about the inventions and thorough explanations in regard to their usefulness.

N Ø No response or no valid evidence

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>
Smoke alarm	N1 – It has the exact same function as the normal smoke alarm, which has already been invented; book print doesn't make sense as it would be quicker and easier to write things; the smoke alarm is most important because it saves lives.
<ul style="list-style-type: none"> It doesn't wake you up Has remote so you don't have to get up (especially for bedroom) Can be turned off for 10 minutes at a time (snooze button) Working on new smoke alarm: with dimming lights or bird song that slowly increases in volume It doesn't do any of the functions a smoke alarm is made for 	N2 – The remote controlled fire alarm doesn't make sense because you are asleep and can't use the remote to set off your alarm; different models have been invented since then and the smoke alarms cater to your needs; the smoke alarm only gets loud when you press a button on the remote.
Printing of book	A3 – The smoke alarm clock because it wakes you up only when there is a fire, which is not very often; the toothpaste made people care more about their oral hygiene; alphabet stamps enabled more books to be printed.
<ul style="list-style-type: none"> Possible to produce many books that look the same. Everyone can have access to books like the bible and newspapers etc. Education no longer a privilege of the rich. 	A4 – It is deliciously fruit flavoured and small, so you can carry it round with you; the fact that there are capitals and small letters could improve spelling; although gummy bears have helped the German economy, they don't save lives or educate people.
	M5 – Book print is a good invention because it saves time and is good for education etc.
	M6 – The book print is useful for spreading information; it's practical and simple to use and toothpaste can prevent health issues; a smoke alarm has got nothing to do with sleep.
	E7 – I think they have actually gotten smoke alarms and alarm clocks mixed up as it has functions of both; Haribo is one of the most trusted brands in Germany but that is not revolutionary or practical, it is simply a treat.
	E8 – It does not make sense as it is a safety device and should not be suited to people who like to sleep in; although it may not be

<p>Toothpaste</p> <ul style="list-style-type: none"> • Helps to keep teeth healthy. • You don't have to pay so much money to get your teeth fixed. • Makes breath smell nice. <p>Gummi Bears and Haribo</p> <ul style="list-style-type: none"> • They are nice to eat. • You can get them anywhere in the world. • Everybody loves them (good as a present etc). <p>Smoke alarm</p> <ul style="list-style-type: none"> • Ideal for people who like to sleep in/sleep long. • Comes with remote, with which the alarm can be turned off for 10 minutes at a time. • The business is experimenting with alternatives, eg with bird song that slowly increases in volume or light that slowly turns on. 	<p>useful today as we have printers and computers, the book printing was the starting point and made literature widely accessible.</p>
---	--

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 Very little valid information.	N2 Little valid information.	A3 Some valid information.	A4 A range of valid information about David and Laurie and the moral of the experiment.	M5 A good range of valid information about David and Laurie and the moral of the experiment.	M6 A good range of valid information about David and Laurie and the moral of the experiment, with explanations.	E7 A thorough understanding of David and Laurie's role in the book and a clear grasp of the moral of the experiment, with explanations.	E8 A thorough understanding of David and Laurie's role in the book and a clear grasp of the moral of the experiment, with comprehensive explanations.

N Ø No response or no valid evidence

<p>Specific evidence</p> <p><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></p>	<p>For example</p> <p><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></p>
<ul style="list-style-type: none"> • He likes the group feeling the 'wave' and its rules created. • He is a strong believer and follower and spreads the message among his teammates and other pupils. • His enthusiasm helps the movement turn into a wave. • Goes to the extreme and even threatens his good friend / girlfriend Laurie. • The teacher loses control because he carries it outside of the classroom. • She becomes sceptical of the new movement. • Writes a critical article in the student newspaper. • She is the turning point for David. • Movements like these can get out of control very quickly. • People like the feeling of belonging and being part of a group. • Feel strong as part of a group. • Forget about others and do things they normally wouldn't do (like David threatening Laurie). 	<p>N1 – David is the cause of the group and begins the group; David is important for the plot because he stands up to the teacher; first his friends and then other people in the school broke the rules of the movement.</p>
	<p>N2 – David's popularity attracts other students to the movement; this experiment shows how easy it is to lose control over yourself when trying to control a large group of people.</p>
	<p>A3 – David is important for the plot because we all want to be like him, he is a footballer and has a girlfriend; David spread the ideas first under his football friends and then his classmates and so the group got bigger and bigger; for the first time, David fit in.</p>
	<p>A4 – Laurie is a clear contrast to David in her approach to the movement; David threatening Laurie shows that the experiment has gone too far; David is someone who believes in the ideas of the group, who convinces others and helps the group gain popularity.</p>
	<p>M5 – She symbolises how the scepticism of one can change an entire group's views; learn to form your own believes and don't just follow the majority; David represents the weak follower of the Nazis whereas Laurie symbolises the sceptics; Laurie is needed for the book because without her, the movement could just take over.</p>
	<p>M6 – Through the group feeling the weak student David now feels part of something and gets stronger; the moral of this experiment is that to prove to the world that events like Nazi World War II can still happen again today; David really likes the ideas of the experiment and helps to reinforce them.</p>
	<p>E7 – The moral is that one shouldn't necessarily try to repeat history, especially a history such as the crime of the Nazis; Ben Ross was only trying to prove a point to his class but lost control of the experiment; Laurie's fight with David shows how much he is wrapped up in this movement and how it has changed him; we watch David undergo his journey and wonder whether or not he will realise that his new morals are wrong.</p>
	<p>E8 – It also shows how much humans crave a sense of belonging somewhere, even if it is bad; the experiment shows how easy it is to follow the rules that someone else has made and how hard it is to stand up for what one believes to be right; David is not only someone who enthusiastically supports the movement but also the one to realise how much out of control it has gotten when he gets into a fight with his girlfriend.</p>

Question Three			
Not Achieved	Achievement	Merit	Excellence
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 Very little valid information.	N2 Little valid information.	A3 Some valid information.	A4 A range of valid information about Marie's happiness and its effect.	M5 A good range of valid information about Marie's happiness and its effect.	M6 A good range of valid information about Marie's happiness and its effect on other people.	E7 A thorough understanding of Marie's happiness and the effect she has on other people, with explanations.	E8 A thorough understanding of Marie's happiness and the effect she has on other people, with clear explanations.

N Ø No response or no valid evidence

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>
<ul style="list-style-type: none"> Only three periods at school. Ballet in the afternoon. Not long to her birthday. Her brother loves her (shown by poking her in the ribs). Her mother is happy. The baker had to smile and made up with his wife. The baker's wife smiled so happily that the next customer bought a big cake with marzipan hearts for his girlfriend. The girlfriend gave the postman a big tip. The postman then had the money to buy his grandmother flowers because it was her birthday. He went into the flower shop and fell in love with the shop assistant (female). Her little smile affected people so they passed their happiness on. She created forgiveness, love, and happiness just by smiling. 	N1 – She is made even happier when her brother puts a small friendship charm on her finger.
	N2 – She has ballet in the afternoon, which she must really enjoy and she was one day closer to her birthday; everywhere Marie went, she seemed to brighten up the mood for everyone she met, postman, flower seller, baker etc.
	A3 – She got pocket money yesterday; she was happy because she could buy herself a chocolate bun on the way to school.
	A4 – Her mother appreciates her good mood because she got up before the alarm went off; the baker's good mood then wore off on his wife.
	M5 – Marie is so happy because so many good things are happening to her at once.
	M6 – The baker was so affected by her good mood that he immediately made up with his wife; the baker is so happy that there are still nice children around that his mood improved greatly.
	E7 – Every person after that started becoming happier and happier just because one girl, one day woke up with a smile on her face and shared it with the world; Marie's good mood affects many people by helping them pass on the kindness to others.
	E8 – Her good mood creates a chain reaction and affects many people; Marie's good mood affects a number of people by contagiously spreading to them, brightens their days and giving them the impulse to do nice deeds or things they normally wouldn't do.

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.	A range of valid information about the restaurants.	A good range of valid information about the restaurants.	A good range of valid information about the restaurants and reasons for people to visit them.	Thorough description of the restaurant and justified reasons for people to visit them.	Very thorough description of the restaurant and justified reasons for people to visit them.

N Ø No response or no valid 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>
DDR Restaurant <ul style="list-style-type: none"> Someone who is interested in history. Or wants to go back in time (quotes from). Reminiscing / nostalgic. Very German food. Focussed on specialities from the regions of the former DDR. 	N1 – It is themed like a pirate ship; someone who wants to eat outdoors like the pirates; many fake exotic animals are in the restaurant; the restaurant is like an old and dirty ship although it is not harmful. N2 – They serve seafood which is freshly caught by divers.
Pirantenrestaurant <ul style="list-style-type: none"> Who doesn't mind dirt and a spectacle. Adventurous with food (you can eat crocodile, gnu, and bison). Follow pirate tradition and, in a culinary way, visit exotic countries. 	A3 – People who wanted to know what pirates ate like; you get all pirate kind of foods with lots of meats; for people who liked living in the DDR. A4 – This restaurant is more for the intellectual kind of person; it is the perfect restaurant for divers; someone who likes to pretend to be a pirate and eat prey like food; someone who is interested in what food was eaten in the DDR.
Dinner unter Wasser <ul style="list-style-type: none"> Wants to get a taste for submarines. Wants to know how the crew of a submarine might feel while eating. Likes entertainment while eating (water scenes are being projected onto screens). Likes fish and Mediterranean food. Sometimes people want to have something different when going to a 	M5 – This restaurant would likely be attended by political enthusiasts; the restaurant gives you the feeling of sitting under water even though there is no water around you; for people who want to experience a restaurant from a different century. M6 – The DDR restaurant is for people who want to know what it was like back then, the food and the atmosphere; tourists would enjoy this restaurant as they would learn about German history and enjoy authentic German food along the way. E7 – Maybe tourists that are interested in the GDR history, e.g. quotes, and who want to experience authentic food.
	E8 – People get sick of the ordinary food and order of restaurants and want to experience something exciting and different; a person who is quite into history as this restaurant contains memory pieces about the past with intellectual accounts of what it was like in the former GDR.

restaurant. <ul style="list-style-type: none"> • Something that doesn't accept the rules of order. • Convince customers with adventure and food. 	
---	--

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 9	10 – 17	18 – 25	26 – 32