

## Assessment Schedule – 2015

### German: Demonstrate understanding of a variety of spoken German texts on areas of most immediate relevance (90883)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves <b>making meaning of the relevant information</b> in the texts.	<i>Demonstrating <b>clear</b> understanding</i> involves <b>selecting relevant information</b> from the texts and communicating them <b>unambiguously</b> .	<i>Demonstrating <b>thorough</b> understanding</i> involves <b>expanding on relevant information</b> from the texts with <b>supporting detail</b> .

#### Evidence

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates <b>limited</b> or <b>no understanding</b> of the spoken texts.</p> <p>Some information is correct. The candidate has not understood the <b>general meaning</b> (gist) of the spoken texts. The response is logically <b>inconsistent</b>, indicating misunderstanding.</p>		<p><i>Demonstrates understanding</i> and is able to <b>make meaning of the relevant information</b> from the spoken texts.</p> <p>Information is largely correct. The candidate has understood the general meaning of the spoken texts. The response is <b>consistent</b>.</p>		<p><i>Demonstrates clear understanding</i> by selecting <b>relevant information</b> from the spoken texts and communicating them <b>unambiguously</b>.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate communicates implied meanings without fully understanding every nuance.</p>		<p><i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> within the spoken texts.</p> <p>Relevant information, ideas and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the spoken texts.</p>	
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the spoken texts.	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the spoken texts.	<b>A3</b> Demonstrates <b>some understanding</b> of the spoken texts, and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the spoken texts and conveys the general meaning.	<b>M5</b> Demonstrates <b>clear understanding</b> of the texts and unambiguously <b>communicates some</b> of the meaning by selecting relevant information from the spoken texts.	<b>M6</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates most</b> of the meaning by selecting relevant information from the spoken texts.	<b>E7</b> Demonstrates <b>thorough understanding</b> and <b>communicates some</b> of the implied meanings by providing <b>some</b> supporting detail from the spoken texts which justifies conclusions.	<b>E8</b> Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.
<b>N0</b> No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) (b) Possible evidence showing the teenagers' favourite things and why they are important.</i>			
<i>Stefan</i>	Tennis racquet <ul style="list-style-type: none"> <li>• Old, had it for 5 years.</li> <li>• Already won games quite often with it.</li> </ul>	<ul style="list-style-type: none"> <li>• Looks old but doesn't matter.</li> <li>• Brings good luck.</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't use it anymore but always has it with him on tennis tournaments.</li> </ul>
<i>Lotte</i>	Cuddly toy <ul style="list-style-type: none"> <li>• Present at birth.</li> <li>• Always used to have it with her e.g. to her grandmother's birthday, on holiday or at kindergarten.</li> </ul>	<ul style="list-style-type: none"> <li>• As old as her.</li> <li>• It had to be repaired several times.</li> </ul>	<ul style="list-style-type: none"> <li>• She thinks it still looks good, even though left ear is missing.</li> </ul>
<i>Anja</i>	<ul style="list-style-type: none"> <li>• Grandfather was very important to her, when she was younger.</li> <li>• Very nice man.</li> <li>• Always listened to her when she had problems with her friends.</li> <li>• Her grandmother gave it to her because she didn't have one and because she was always late.</li> </ul>	<ul style="list-style-type: none"> <li>• Reminds her of her grandfather.</li> <li>• He spent a lot of time with her.</li> </ul>	Watch <ul style="list-style-type: none"> <li>• When she wears it, she thinks of her grandfather.</li> </ul>
<i>(b) Candidates describe their favourite things and explain their importance, with clear reference to the text needed when comparing the different things and reasons. Answer should refer to all three young people.</i>			

**Possible evidence is not limited to these examples.**

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing what Jens and Anna say about their holidays.</i>			
<p><i>Jens</i></p>	<p>Namibia</p> <p><i>Positives</i></p> <ul style="list-style-type: none"> <li>• It was beautiful.</li> <li>• Weather was great.</li> <li>• Landscape was very beautiful.</li> <li>• Saw the capital and landscape.</li> <li>• Fantastic.</li> <li>• Other tourists were all very friendly and guide was very informative.</li> <li>• Camping was fun.</li> <li>• Great to sleep outdoors.</li> <li>• Show you the photos next time.</li> </ul> <p><i>Negatives</i></p> <ul style="list-style-type: none"> <li>• It was cold at night.</li> <li>• He was a bit scared.</li> </ul>	<ul style="list-style-type: none"> <li>• It was great sleeping outside.</li> <li>• Staff prepared delicious meals.</li> </ul> <ul style="list-style-type: none"> <li>• The animals were very active at night.</li> </ul>	<ul style="list-style-type: none"> <li>• They travelled quite a lot.</li> <li>• Liked the desert best because he saw elephants.</li> </ul> <ul style="list-style-type: none"> <li>• Animals got really close to the tent.</li> </ul>
<p><i>Anna</i></p>	<p>Bodensee = Lake Constance</p> <p><i>Positives</i></p> <ul style="list-style-type: none"> <li>• She liked Lindau – nice town.</li> <li>• Went waterskiing which was funny.</li> </ul> <p><i>Negatives</i></p> <ul style="list-style-type: none"> <li>• TV in my bedroom was broken, bathroom was dirty.</li> <li>• Food wasn't tasty.</li> <li>• Crying baby next door, so she couldn't sleep.</li> </ul>	<ul style="list-style-type: none"> <li>• You could do a lot there.</li> </ul> <ul style="list-style-type: none"> <li>• Hotel (Schlink) was simply dreadful.</li> <li>• Couldn't sleep at all.</li> </ul>	<ul style="list-style-type: none"> <li>• Went waterskiing for the first time.</li> <li>• Did some great trips.</li> </ul> <ul style="list-style-type: none"> <li>• Hot water only sometimes.</li> <li>• Fed up!</li> </ul>
<p><i>(b) Candidates need to compare a past holiday of theirs with the two experiences from the text, considering positive and negative aspects, based on the text – a simple description of their holiday is not sufficient.</i></p>			

**Possible evidence is not limited to these examples.**

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing Kristen’s mobile phone use.</i></p>	<ul style="list-style-type: none"> <li>• Daily use: circumstances.</li> <li>• When: during interval or lunch break, before and after school.</li> <li>• Where: in the school courtyard or in the classroom, at home, on the bus, on the way to school.</li> <li>• Why: practical to stay in contact with her friends, inform each other of what they do, make plans for the weekend, when she has a problem to receive advice from her friend.</li> </ul>		
<p><i>(b) Possible evidence showing the effects of her mobile phone use.</i></p>	<ul style="list-style-type: none"> <li>• Reference to Kristen’s experience – students are not allowed to use mobile phones in class. Sometimes they do it anyway.</li> <li>• Turn off sound, so no one can hear them receiving a text.</li> <li>• Most teachers collect mobile phones before a test. Looks really funny.</li> <li>• Kristen had a problem once.</li> <li>• She thinks that was totally stupid.</li> </ul>	<ul style="list-style-type: none"> <li>• In test, a student immediately receives a 6 if they cheat.</li> <li>• Teachers put them (phones) on their desk.</li> <li>• Didn’t realise her Maths teacher was standing behind her.</li> </ul>	<ul style="list-style-type: none"> <li>• She used her mobile phone in a Maths test to text her friend the answers.</li> <li>• She got a 6 because she cheated.</li> </ul>
<p><i>Candidates need to refer to above points and give reactions / opinions about cheating using a mobile phone during tests, despite the clear rules, and being caught out. To gain higher levels of achievement, the consequences cheating has for others need to be mentioned, i.e. that Kristen’s actions to cheat affected not only her grades but also her friend’s grades. Candidates also need to state how they would have behaved in both Kristen’s situation and her friend’s situation and why.</i></p> <p><i>For Excellence a comprehensive discussion is required with references to both Kristen’s and her friend’s situation. Also how candidate would react in BOTH their situations and why, and mention receiving grade 6 (i.e. a fail). Answers need to be justified.</i></p>			

**Possible evidence is not limited to these examples.**

**Cut Scores**

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 13	14 – 18	19 – 24