

Assessment Schedule – 2016

German: Demonstrate understanding of a variety of German texts on areas of most immediate relevance (90886)

Assessment Criteria

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

Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of the exchange partners.</i>			
<i>Martin</i>	<ul style="list-style-type: none"> • 16 years old. • He is funny. • Loves soccer. • Wants to be professional soccer player. • Does a lot of sport. • Has to stay fit. • Always tired. • Big family – 4 siblings. • Bad at school (science). • Not interested in school. • Movies. • Visits friends. • Likes cheesecake. 	<ul style="list-style-type: none"> • No time for girlfriends because he is training a lot. • Always tired in the mornings. • Gets up late at the weekend, at 11. • Annoying younger brother . • Not at all interested at school . • Not good in exams. • Youth club/youth centre. • Likes sweets. • Not too many sweet things, usually fruit and vegies, to stay fit . 	<ul style="list-style-type: none"> • Nice, pleasant. • He seems very confident, e.g. a good story teller. • Gets up late at the weekends – around 11. • Gets on well with siblings but sometimes problems with annoying younger brother. • Casual attitude towards school, doesn't care that he had to repeat a year but possibly regrets his bad marks in exams. • Pedestrian area. • Conscious of keeping a healthy diet. • Seems to rate himself quite highly, e.g. many girls want to be my girlfriend.
<i>Christine</i>	<ul style="list-style-type: none"> • Has lots of friends, boys and girls. • Likes parties. • Likes new cultures. • Doesn't like computer studies. 	<ul style="list-style-type: none"> • Likes horse riding and sailing. • Goes to an academic school. • Mostly good marks at school. • Loves foreign languages. • Wants to become a doctor. • Wants to help people. 	<ul style="list-style-type: none"> • Very sociable, has fun with friends last weekend had a really good time at the party. • Likes sailing because they live at a lake. • Unusual hobby – collects candles. • Likes the atmosphere the candles create at Christmas time, when it is dark and cold (German Christmas in winter). • She and parents have high expectations regarding school achievement: disappointed that she got a 5 and parents not happy with her at all! • Probably will go on exchange to Scotland.

		<ul style="list-style-type: none"> • She wants to improve her English. • Would like a partner who suits her interests.
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Answers at Excellence level show more interpretation, reading between the lines, and detailed understanding of the text.

Example of a possible Excellence answer:

If I had to choose between Martin and Christine as my exchange partner, I would prefer Christine because she seems very sociable, as she has many male and female friends with whom she has a lot of fun. For example, last weekend they had a party and she really liked it. Like Tine, I am also a very outgoing person. Martin, on the other hand, does not seem to have time for friends, as he is too busy and tired from playing soccer. He also seems a bit arrogant, and rates himself really highly, as he says lots of girls want to be his girlfriend, and he wants to be a professional football player. Therefore, I would feel a bit lonely and homesick if I were to stay with Martin, whereas Christine seems to be really interested in other cultures and foreign languages. She states that she might go on exchange to Scotland to improve her English. Therefore, she will already know what it is like to be an exchange student, and will understand how I feel when I am staying with her ...

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of the activities in the travel blogs.</i>			
<i>Berlin</i>	<ul style="list-style-type: none"> • Rent bikes. • Go to memorial church. • Shopping. • Good snacks, such as kebabs, curried sausage. 	<ul style="list-style-type: none"> • Staying at youth hostel. • Expensive in KDW. • Designer fashion. • Take-away capital. 	
<i>Mecklenburg</i>	<ul style="list-style-type: none"> • Water too cold to swim. • Sunny. • Theatre. • Dancing. 	<ul style="list-style-type: none"> • Sleeping in tents. • Building sandcastles. • At the sea. • Knights' games. • Was at the festival last year too. 	<ul style="list-style-type: none"> • Peninsula. • Only about an hour's car drive from a town. • Exciting knights' tournaments/ jousting/games.
<i>Bayern</i>	<ul style="list-style-type: none"> • Stay in a hotel. • Castle. • Trip to Munich. • Botanic gardens. • Olympic stadium. • Beer garden. • White sausage. • Coke–lemonade mix. 	<ul style="list-style-type: none"> • Well known castle. • Too full/too many people. • Sightseeing tour around the city. • Typical meal. 	<ul style="list-style-type: none"> • Most/very expensive hotel. • Two-hour-long sightseeing tour around the city. • Cathedral in Munich. • Typical regional meal with bread.

Example of a possible Excellence answer (part b):

I would like to go to Bayern, as I have heard of the famous Neuschwanstein castle and have always wanted to see it. Even though Anja mentions that it was really crowded and she did not like that, we could go early in the morning to miss the tourist rush. München also sounds like an interesting city to see, and a two-hour city sightseeing tour would not be too long. There seems to be lots of different things to see such as the cathedral, botanic gardens, and the Olympia stadium, which would appeal to the different interests of our class – something for everyone. While Anja writes the hotel she stayed in was one of the most expensive ones in Füssen, I am sure we could find a cheaper one or a youth hostel to fit the budget for our class trip. I don't think camping in tents, such as on the Zingst Peninsula, would be suitable because we don't want to carry all the gear and we would be miserable if it rains – although the knights' games sound interesting, too.

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of the schools.</i>			
<i>Milo's school</i>	<ul style="list-style-type: none"> • Private school. • Have to pay fees . • Sore tummy. • No computers or technology. • Project week. • Cows, sheep, horses. • Start learning French and English in Year 1. 	<ul style="list-style-type: none"> • No marks up to year 11. • Was stressed about tests and report. • Nobody has to repeat a year. • In junior classes computers and technology not allowed. • Made advent wreaths. • Languages important • Work on a farm with animals during project week. 	<ul style="list-style-type: none"> • Milo used to attend a high academic school (<i>Gymnasium</i>). • He felt under pressure: got stomach ache and felt sick before assessments. • In junior classes, computers and technology not allowed because they are supposed to be creative. • Do a lot of crafts. • Look after animals. • They will soon have project week.
<i>Katrin's school</i>	<ul style="list-style-type: none"> • They do Music and Religious Studies. • Have to learn two instruments. • Historical school. • Go to concerts. • Do 12 subjects. • Very small school. • Students and teachers live in. • School is near Stuttgart. • Finds classical music boring. • Doesn't like loud singing. 	<ul style="list-style-type: none"> • Have to sing in the choir. • There are pictures of famous musicians. • Often go to concerts with the whole school . • School day starts at 7.30 and ends at 1.15. • But lessons on Wednesday and Friday afternoons. • Stressful at school. • Little free time. • Teachers are helpful, not strict. 	<ul style="list-style-type: none"> • Senior college with only 3 classes from year 11 to 13. • Boarding school – all students and some teachers live in the school. • All students have to major in Religious Studies and Music. • Historic building in old fortress. • Ground floor has pictures of well-known musicians from all around the world. • Last week saw an opera. • Likes trumpet teacher most of all, has to practise a lot • Doesn't want to miss his lessons.
<p>Example of a possible Excellence answer (part b):</p> <p><i>I would not like to go to Katrin's school because there seems to be a lot of pressure. Katrin states that she has to practise a lot for her trumpet lessons, and they have 12 subjects at school, whereas I have only six subjects. Katrin also feels she has very little free time and she is stressed, although the teachers are very helpful and not strict. I am easily put under pressure like Milo, who used to go to a high academic school. I also get nervous before internals like him, and would love to go to a school like the Waldorfschule, where there are no marks in the junior school. I think students would be able to just enjoy learning without the pressure of being rated all the time ...</i></p>			

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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 12	13 – 18	19 – 24