

Assessment Schedule – 2016

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

Assessment Criteria

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

Evidence

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates limited or no understanding of the spoken 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 information and varied perspectives in the spoken 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 and varied perspectives from the spoken texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings without showing understanding of every nuance.</p>		<p><i>Demonstrates thorough understanding</i> of the implied meanings or conclusions in the spoken texts.</p> <p>Relevant information and varied perspectives, with supporting detail, are selected and expanded upon. The response shows understanding of nuance and meanings not obviously stated in the spoken texts.</p>	
<p>N1 Shows very little understanding and does not convey the general meaning of the spoken texts.</p>	<p>N2 Shows little understanding and does not convey the general meaning of the spoken texts.</p>	<p>A3 Demonstrates some understanding of the spoken texts, and conveys some of the general meaning.</p>	<p>A4 Demonstrates understanding of the spoken texts and conveys the general meaning.</p>	<p>M5 Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information and varied perspectives from the spoken texts.</p>	<p>M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and varied perspectives from the spoken texts.</p>	<p>E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the spoken texts which justifies conclusions.</p>	<p>E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.</p>
<p>N0 No response; no relevant evidence</p>							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the effects of electronic devices.</i>	<ul style="list-style-type: none"> • Feeling sick. • Headaches. • Problems with eyesight. • Become aggressive. • Eyes hurt. 	<ul style="list-style-type: none"> • Perform worse in school. • Strange feeling when you put it down. 	
<i>(b), (c) Possible evidence showing understanding of the advice given by the expert, and the usefulness of smartphones and tablets.</i>	<ul style="list-style-type: none"> • Using a device for too long is not good. • From the age of 11–12 a smartphone is OK. • No use during homework, lunch, dinner, before bed. • They can be useful. • Good interactive learning games. • Useful for long car journeys. 	<ul style="list-style-type: none"> • Depends on child. • When using them there have to be breaks – no use during homework, lunch, dinner, before bed. • There's not always a dictionary to hand. • Useful for long car journeys when going on holiday. 	<ul style="list-style-type: none"> • There have to be certain rules agreed to by parents and children. • Good apps for learning vocabulary or maths test.

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
<p><i>(a)–(d) Possible evidence showing understanding of Girls’ Day.</i></p>	<ul style="list-style-type: none"> • For girls in year 5–10. • Offices and universities open all over Germany . • Every April. • Largest project. • Since 2001, 1.5 million girls have taken part; in 2015, 103 000 girls took part. • Originates from US project. • In Germany girls have the better grades in school. • Choose from only 10 different apprenticeships/vocations. • Boys can visit businesses and organisations. • Takes place in 16 European countries. • 2012 for the first time outside Europe. • 2013 in Japan, 2014 in Africa. 	<ul style="list-style-type: none"> • Offices and universities open all over Germany to introduce girls to apprenticeships and degrees in sciences and technology. • Largest project across the world. • Originates from US project; since 1993 girls can visit the work place of friends and relatives. • More than half choose from only 10 different apprenticeships/vocations. • Boys can visit businesses and organisations that focus on education, health, and social areas. 	<ul style="list-style-type: none"> • Offices and universities open all over Germany to introduce girls to apprenticeships and degrees in sciences and technology, where there are currently few women. • Largest project of vocational education across the world. • Technical companies have a lack of qualified newcomers. • Boys can visit businesses and organisations that focus on education, health, and social areas – there are fewer men working here. • IT has its own initiative worldwide, “Girls in IT Day”, to raise awareness of these professions.

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 THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of the issues discussed by young people.</i>			
<i>Celia</i>	<ul style="list-style-type: none"> • Climate change is the biggest challenge. • There are lots of possibilities to make the world a better place. • Lots of environmentally friendly initiatives across the world. 	<ul style="list-style-type: none"> • Climate change is the biggest challenge that we have to deal with. • The young generation wants to do something to protect the climate. 	<ul style="list-style-type: none"> • Once the planet is destroyed, no one will be left. • Majority of people not interested, as they don't understand that they are directly affected.
<i>Nombuso</i>	<ul style="list-style-type: none"> • Human rights are important. • Most problems are caused by discontented people. 	<ul style="list-style-type: none"> • Human rights are important, as everyone should be treated respectfully. • Most problems are caused by discontented people and because human rights are not respected. 	
<i>Melanie</i>	<ul style="list-style-type: none"> • Most important topic is gender equality. • Women play an important role. 	<ul style="list-style-type: none"> • Improving equality is a big step towards a better future. 	<ul style="list-style-type: none"> • Women can play a main role everywhere – at work, government, as well as raising children.
<i>David</i>	<ul style="list-style-type: none"> • Treatment of refugees and migrants is an important topic. • Europe is a rich continent. • A fair world trade. 	<ul style="list-style-type: none"> • There have to be legal ways to enter Europe. • A fair world trade that allows everyone to live from their earnings. • Wants to live in a Europe that welcomes everyone. 	<ul style="list-style-type: none"> • There have to be legal ways to enter Europe so no one has to die on the way there. • Wants to live in a Europe that welcomes everyone and gives everyone a chance to live in an open, friendly, and human Europe.

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.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24