

Assessment Schedule – 2017

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 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 them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and / or opinions from the texts with supporting detail to show understanding of implied meanings or conclusions.

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 spoken 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 spoken texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and / or opinions 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, and shows partial understanding of some nuances.</p>		<p><i>Demonstrates thorough understanding</i> of the implied meanings or conclusions 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>	
<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, ideas, and / or opinions from the spoken texts.</p>	<p>M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and / or opinions 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 what we learn about Molly in Section One.</i>	<ul style="list-style-type: none"> • A (completely) black cat. • Has friendly eyes. • Speaker becomes happy. 	<ul style="list-style-type: none"> • Belongs to the neighbour. • Neighbour goes away at Easter, and in summer. • Speaker becomes happy when the cat visits. 	<ul style="list-style-type: none"> • Gets lonely when the neighbour goes away. • Speaker thinks it's fun when Molly visits, when owners go on holiday.
<i>(b) Possible evidence showing understanding of Molly's habits.</i>	<ul style="list-style-type: none"> • Goes to the garden. • She is hungry. • She wants to drink, too. • Plays with mouse. • Sleeps in a basket. 	<ul style="list-style-type: none"> • Goes straight into the garden. • Plays with a material mouse and little balls. • In the evenings, Molly sits next to neighbour on sofa. 	<ul style="list-style-type: none"> • If she is hungry, miaows at door and wants to come in. • Sleeps in a basket, which is quite soft and warm.
<i>(c) Possible evidence showing understanding of when the neighbour becomes sad, and why.</i>	<ul style="list-style-type: none"> • Speaker becomes sad. • When Molly's owner returns from holiday. • Speaker old and alone now. 	<ul style="list-style-type: none"> • Speaker never had a pet as a child. • Looks forward to Molly's visits. 	<ul style="list-style-type: none"> • Speaker becomes sad when Molly's owner returns from holiday, because then Molly doesn't visit any more.

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>(a) Possible evidence showing understanding of what a Schultüte is, and who gets one.</i>	<ul style="list-style-type: none"> • A large bag of goodies. • Children on their first day of school. 	<ul style="list-style-type: none"> • Children get them only once in their lives, on first day of school. 	<ul style="list-style-type: none"> • Something quite special. • Only happens once in life, and only in Germany.
<i>(b) Possible evidence describing what a Schultüte looks like, and what's inside.</i>	<ul style="list-style-type: none"> • It looks like a big witch's hat turned upside down. • Lots of goodies like sweets and chocolate. 	<ul style="list-style-type: none"> • Little things like a toy car. • A game of cards. • A soft toy. 	<ul style="list-style-type: none"> • It can be nearly as big as the child him- or herself. • Things for school.
<i>(c) Possible evidence showing understanding of why children get a Schultüte.</i>			<ul style="list-style-type: none"> • A child receives one to sweeten their first day at school. • Will certainly remember their first day at school for their whole life.
<i>(d) Possible evidence showing understanding of how Danielle's first day at school in New Zealand compares with a first day in Germany.</i>	<ul style="list-style-type: none"> • In New Zealand, children usually start on their 5th birthday, unlike in Germany when they all start together at the beginning of their school year. • New Zealand children are likely to receive some of the same things for their birthdays as German children receive in their Schultüte, e.g. things for school and a flash school bag. • The first day at school is exciting for both New Zealand and German children. • In Germany, the new students may get a photo taken of them with their Schultüte. • In New Zealand, a photo is also likely to be taken of the child on their first day of school. • In New Zealand, a child may be wearing a school uniform, unlike in Germany etc. 		

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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>(a) Possible evidence showing understanding of what Simon says about Parkour.</i>	<ul style="list-style-type: none"> • Originated in France. • Very popular in Frankfurt. 	<ul style="list-style-type: none"> • Mixture of running, jumping, climbing, and balancing. • You have to go from point A to point B. 	<ul style="list-style-type: none"> • You have to go as quickly as possible from point A to point B.
<i>(b) Possible evidence showing understanding of how and where Simon trains for Parkour.</i>	<ul style="list-style-type: none"> • Simon trains in parks. • Jumps. 	<ul style="list-style-type: none"> • Most of all, he likes training in town. • Trains every Tuesday and Thursday. • Jumps for two hours. 	<ul style="list-style-type: none"> • Climbs walls and steps. • Jumps for two hours with both male and female friends.
<i>(c) Possible evidence showing understanding of what kind of person might be interested in the sport.</i>	<ul style="list-style-type: none"> • Technical sport. • Person needs to be not only fit, but also creative. 	<ul style="list-style-type: none"> • Also needs stamina. • People can be scared. 	<ul style="list-style-type: none"> • Of course, small accidents happen doing Parkour. • If you are looking for something new, this sport is especially cool.

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Cut Scores

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