

**Assessment Schedule – 2017**

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

**Evidence**

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates <b>limited</b> or <b>no understanding</b> of the texts.</p> <p>Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the texts. The response is <b>logically inconsistent</b>, indicating misunderstanding.</p>		<p><i>Demonstrates understanding and makes meaning of the relevant information, ideas, and/or opinions from the texts.</i></p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is <b>consistent</b>.</p>		<p><i>Demonstrates clear understanding by selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.</i></p> <p>Information correctly includes relevant detail from the texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>		<p><i>Demonstrates thorough understanding of the implied meanings or conclusions within the texts.</i></p> <p>Relevant information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows <b>understanding of nuance and meanings not obviously stated</b> in the texts.</p>	
<p><b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the texts.</p>	<p><b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the texts.</p>	<p><b>A3</b> Demonstrates <b>some understanding</b> of the texts, and conveys <b>some</b> of the general meaning.</p>	<p><b>A4</b> <b>Demonstrates understanding</b> of the texts and conveys the general meaning.</p>	<p><b>M5</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates some</b> of the meaning by selecting relevant information, ideas, and/or opinions from the texts.</p>	<p><b>M6</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates most</b> of the meaning by selecting relevant information, ideas, and/or opinions from the texts.</p>	<p><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 texts which justifies conclusions.</p>	<p><b>E8</b> Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the texts which fully justifies conclusions.</p>
<p><b>N0</b> No response; no relevant evidence</p>							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of where they get their money, and what they do with it.</i>			
<i>Petra</i>	<ul style="list-style-type: none"> <li>• Gets pocket money once a month from parents.</li> <li>• Sometimes earns a little from babysitting or helping at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Gets a bit more from grandparents on birthday or at Christmas.</li> <li>• Saving for a class trip.</li> <li>• To France in the Easter holidays.</li> </ul>	<ul style="list-style-type: none"> <li>• Tries not to spend anything.</li> </ul>
<i>Max</i>	<ul style="list-style-type: none"> <li>• Weekends with Dad, who gives him money for everything he wants.</li> <li>• Always buys the latest tech stuff.</li> </ul>	<ul style="list-style-type: none"> <li>• That (tech stuff) interests him the most.</li> </ul>	<ul style="list-style-type: none"> <li>• Otherwise gets no pocket money, and doesn't need any.</li> </ul>
<i>Andrea</i>	<ul style="list-style-type: none"> <li>• Spends her pocket money every week.</li> <li>• Parents pay for everything – clothes, school things, gifts, cinema, bus.</li> </ul>	<ul style="list-style-type: none"> <li>• Spends it immediately.</li> <li>• Has no need to save.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes invites/shouts her friend an ice cream.</li> </ul>
<i>Lukas</i>	<ul style="list-style-type: none"> <li>• Pocket money is mostly around 30 Euro per month.</li> </ul>	<ul style="list-style-type: none"> <li>• Dependent on good grades.</li> <li>• Not enough.</li> <li>• Annoyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Must not get bad grades (5, 6).</li> <li>• Friends get worse marks but more money.</li> </ul>
<i>Kevin</i>	<ul style="list-style-type: none"> <li>• Gets no pocket money.</li> <li>• Finally found a weekend job at McDonald's.</li> </ul>	<ul style="list-style-type: none"> <li>• Pays well.</li> <li>• He can do what he likes with the money.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents think if he needs money he must work.</li> </ul>
<i>(b) Possible evidence showing understanding of their attitudes towards money.</i>			
<i>Petra</i>	<ul style="list-style-type: none"> <li>• Values the money given to her by parents and grandparents.</li> </ul>	<ul style="list-style-type: none"> <li>• Is prepared to work and help at home to get a bit more money.</li> </ul>	<ul style="list-style-type: none"> <li>• Is determined to save for a bigger goal and not spend money on trivial things.</li> <li>• Is strict on herself.</li> </ul>
<i>Max</i>	<ul style="list-style-type: none"> <li>• Relies on father for money.</li> </ul>	<ul style="list-style-type: none"> <li>• Father indulges every wish.</li> </ul>	<ul style="list-style-type: none"> <li>• No notion of saving, not developing responsibility.</li> <li>• Takes money for granted</li> </ul>
<i>Andrea</i>	<ul style="list-style-type: none"> <li>• Wastes her money on sweets etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents pay for everything; no practice in organising her money.</li> </ul>	<ul style="list-style-type: none"> <li>• Is generous to her friend.</li> <li>• But has no idea of the need or value of saving/is not developing responsibility.</li> </ul>

<i>Lukas</i>	<ul style="list-style-type: none"> <li>• Is unhappy about having to get good marks to get pocket money.</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't get enough.</li> <li>• Feels it is unfair.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting money is associated with stress and parents being angry.</li> <li>• Comparison with friends leaves him annoyed.</li> </ul>
<i>Kevin</i>	<ul style="list-style-type: none"> <li>• He earns his own money.</li> </ul>	<ul style="list-style-type: none"> <li>• Looked for a job for a long time – showed determination.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents make it his responsibility to earn money; it's hard work standing for 8 hours, but he seems satisfied, is financially independent.</li> </ul>

*(c) Possible evidence showing understanding of which student is being best prepared to manage money as an adult, and why.*

Candidate answer should address: source of money, whether it is saved or spent and on what, who controls the spending, whether any money is earned or something is required in return for pocket money, to what degree the value of money is recognized, how much responsibility student takes, and how much financial independence is being developed.

Example of a possible Excellence answer:

*I think Petra is getting the best financial preparation. She gets pocket money from her parents and some from her grandparents, but is also willing to work and earn extra money. She saves her money and has a specific goal in mind. She is very disciplined and committed to her goal and tries not to spend any money, certainly not wasting it like Andrea. She appears to be taking responsibility for raising the money for the trip herself. There will be many situations in later life where this self-discipline and saving for a financial goal will be helpful.*

**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 the changes Jennifer and Daniel would like to see at their schools.</i>			
<i>Jennifer</i>	<ul style="list-style-type: none"> <li>• Finds project week great.</li> <li>• Fun to do something new and practical: drama, cooking.</li> <li>• More class trips.</li> <li>• Need big tables and comfortable chairs.</li> <li>• Old sofas for interval.</li> <li>• Stressful worrying about repeating.</li> </ul>	<ul style="list-style-type: none"> <li>• Only once a year – would like it more often.</li> <li>• Try a new sport.</li> <li>• Interested in languages.</li> <li>• Because we have to sit for a long time.</li> <li>• We can't learn properly.</li> </ul>	<ul style="list-style-type: none"> <li>• Great that no normal lessons and no tests during project week.</li> <li>• Really helps to visit the country.</li> <li>• How about a few old sofas for interval?</li> <li>• No one should repeat the year.</li> <li>• Afraid the whole time of a bad report.</li> </ul>
<i>Daniel</i>	<ul style="list-style-type: none"> <li>• School should start later, around 10 a.m.</li> <li>• Should learn web design and programming.</li> <li>• Exercise books are old fashioned.</li> <li>• School should buy laptops or iPads.</li> <li>• So we can learn more online.</li> <li>• Gym is too old.</li> <li>• Only athletics and handball is boring.</li> <li>• Why not tennis, golf, hip-hop?</li> <li>• Food in the cafeteria doesn't taste good, often cold, and too expensive.</li> </ul>	<ul style="list-style-type: none"> <li>• Well known that teenagers need to sleep a lot.</li> <li>• We should learn things that we really need.</li> <li>• Need better sport possibilities, and new clean showers.</li> <li>• Healthy food helps with learning.</li> </ul>	<ul style="list-style-type: none"> <li>• If too tired, you can't concentrate.</li> <li>• Online learning suits the modern world better.</li> <li>• Maybe a few students can help with the food/meal preparation each day.</li> </ul>
<i>(b) Possible evidence showing understanding of whose letter would be chosen as the winner, and why. Why would you not choose the other letter?</i>			
<p>Candidates should refer to both letters and state a clear preference. Reasons may include reference to student comfort, well-being, and health; reducing stress; modernising of curriculum, learning methods, and facilities; greater participation by students.</p> <p>Example of a possible Excellence answer:</p> <p><i>Daniel should win because his letter is about modernising the school and it is important for schools to equip students for the modern world. We should definitely be using modern technology and the Internet at school, as this will be a requirement in the workforce or at university. I also really like the idea of more choice of sports in PE classes, and new showers. This would improve the participation and enjoyment in PE. If students were able to help with food preparation, then they would learn about healthy eating and could also have some influence on the menu. I would like to have a later start, as I'm often tired in period 1 and don't concentrate so well. Jennifer's ideas don't appeal</i></p>			

*to me so much. I like project week every year – especially as there are no normal lessons or tests – but if held too often it could become boring. I travel often to other countries with my parents, so class trips aren't so important. Also, I usually have good grades, so I'm not scared of failing and having to repeat the year.*

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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 the new after-school clubs.</i>			
<i>Geocaching</i>	<ul style="list-style-type: none"> <li>• Fun for everyone.</li> <li>• No matter how old or how fit.</li> <li>• Use Internet and GPS.</li> </ul>	<ul style="list-style-type: none"> <li>• For people who like using technology.</li> <li>• Go mainly on foot, so get exercise.</li> <li>• Enjoy nature.</li> <li>• Spend time with friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Take something and leave something behind for next geocachers.</li> <li>• Part of a global activity.</li> <li>• 7000 hiding places in the world.</li> <li>• Get to know new areas of your town.</li> </ul>
<i>Chessboxing</i>	<ul style="list-style-type: none"> <li>• Mixture of boxing and playing chess.</li> <li>• Have to be fast and fit.</li> <li>• For boys and girls.</li> <li>• Can do it in all weather because it is inside.</li> <li>• Trains arms and legs, and also intelligence.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to be able to think clearly.</li> <li>• Boxing aspect possibly brutal.</li> <li>• Will be taught by a trainer from oldest chessboxing club in the world in Berlin.</li> </ul>	<ul style="list-style-type: none"> <li>• Not dangerous if you learn properly.</li> <li>• Perfect for people who want more than just boxing.</li> <li>• And for those who like chess but would like more action.</li> <li>• An individual sport.</li> </ul>

*(b) Possible evidence showing understanding of which of the new AGs they would like to join.*

Candidates should give an opinion about both activities and refer to the text, mentioning, for example, individual vs group activity; indoor vs outdoor; use of intellect (and technology); promotion of physical fitness; possible danger; being taught by an expert.

Example of a possible Excellence answer:

*I would definitely like to try both of these new activities. In the summer months geocaching would appeal to me as I like being outdoors and I would like the challenge of using technology to go hunting for the treasure. It also appeals to me to spend time with friends and explore new parts of the neighbourhood. The walking will help me to get fit. And it will be interesting to see what other people have left behind, and plan what we could leave.*

*I have never done boxing before and would feel a bit nervous about having to hit someone, but I do like chess and I think the combination of physical and mental challenges would be good to try. I would feel safer, knowing that we would have an experienced trainer. This would be a good activity all year round as it is done inside, and would also help with fitness. I am not sure that I would like to have my friends as opponents, though.*

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**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 – 8	9 – 13	14 – 19	20 – 24