

**Assessment Schedule – 2017**

**German: Demonstrate understanding of a variety of spoken German texts on familiar matters (91123)**

**Assessment Criteria**

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

**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 shown understanding of the <b>general meaning</b> (gist) of the spoken texts. The response is <b>logically inconsistent</b>, indicating misunderstanding.</p>		<p><i>Demonstrates understanding</i> and <b>makes meaning of the relevant information, ideas, and opinions</b> 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 <b>consistent</b>.</p>		<p><i>Demonstrates clear understanding</i> by selecting <b>relevant information, ideas, and opinions</b> from the spoken texts, and communicating them <b>unambiguously</b>.</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 <b>implied meanings or conclusions</b> within the spoken texts.</p> <p>Relevant information, ideas, and opinions, with supporting detail, are selected and expanded upon. The response <b>shows understanding of nuance and meanings not obviously stated</b> in the spoken texts.</p>	
<p><b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the spoken texts.</p>	<p><b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the spoken texts.</p>	<p><b>A3</b> Demonstrates <b>some understanding</b> of the spoken texts, and conveys <b>some</b> of the general meaning.</p>	<p><b>A4</b> Demonstrates <b>understanding</b> of the spoken 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 opinions from the spoken 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 opinions from the spoken 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 spoken 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 spoken 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 why Luca calls himself “ConCrafter”.</i>	<ul style="list-style-type: none"> <li>• He started out making (<i>doing</i>) Let’s Play videos about Minecraft.</li> </ul>	<ul style="list-style-type: none"> <li>• He wanted something with craft in the name.</li> <li>• He put the “con” at the beginning.</li> </ul>	<ul style="list-style-type: none"> <li>• Crafter was already taken.</li> <li>• “Con” is Spanish for “with” so his name means “<i>with each other</i>”.</li> </ul>
<i>(b) Possible evidence showing understanding of what Luca thinks makes Minecraft better than other games.</i>	<ul style="list-style-type: none"> <li>• The game is different for everyone.</li> <li>• You can create your own world.</li>   <li>• But he’s always trying out new games on the net anyway.</li> </ul>	<ul style="list-style-type: none"> <li>• There’s no other game [like that] on the market.</li> </ul>	<ul style="list-style-type: none"> <li>• In other video games, two players end up experiencing the same thing. (It’s not like that with Minecraft.)</li> <li>• He doesn’t think Minecraft will ever be “out”.</li> <li>• There’s no other game on the market that offers the same game enjoyment.</li> </ul>
<i>(c) Possible evidence showing understanding of the extent fame affects him.</i>	<ul style="list-style-type: none"> <li>• He doesn’t feel as though he’s famous.</li> <li>• He actually finds it nice.</li> <li>• He feels as though he is a completely normal boy.</li> <li>• He studies and spends time with friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Apart from his viewers, hardly anyone knows him.</li> <li>• He actually finds it nice, when people talk to him and ask for autographs.</li> <li>• He thought that [being followed] was really stupid.</li> </ul>	<ul style="list-style-type: none"> <li>• Only in the afternoons in Cologne is he asked for autographs or photos.</li> <li>• Recently, he was followed by viewers, right up to the door of his house.</li> </ul>
<i>(d) Possible evidence showing understanding of what he thinks is inappropriate to post on his channel.</i>	<ul style="list-style-type: none"> <li>• He never posts very personal stuff online.</li> <li>• He knows he’s a role model for many viewers.</li> </ul>		<ul style="list-style-type: none"> <li>• He never posts very personal stuff online or content that would influence his viewers.</li> <li>• He could promote a good cause / purpose but he doesn’t want to persuade / convince his viewers to do anything.</li> <li>• He wouldn’t do any hidden advertisements.</li> </ul>

*Guidance for markers*

**Achievement:** candidate shows general meaning – understands the gist of Luca’s experience as a YouTuber, and what his channel is about.

**Merit:** candidate shows understanding of most of the relevant detail about Luca’s experience as a YouTuber, and his channel.

**Excellence:** candidate shows a thorough and in-depth understanding of the relevant detail about Luca’s experience as a YouTuber and his channel, and is able to expand on this, writing highly detailed answers.

**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 she enjoyed in Berlin during her break.</i>	<ul style="list-style-type: none"> <li>• Warm water.</li> <li>• The possibility of taking a shower, and to cook.</li> <li>• She meets with friends.</li> <li>• Goes to the theatre.</li> <li>• Goes to the museum.</li> </ul>	<ul style="list-style-type: none"> <li>• There's lots of luxury in Berlin.</li> </ul>	
<i>(b) Possible evidence showing understanding of why she took up hiking.</i>	<ul style="list-style-type: none"> <li>• She had gone hiking (sometimes) on holiday.</li> <li>• She lost her job.</li> <li>• (A short time later) her friend got very sick, and died.</li> </ul>	<ul style="list-style-type: none"> <li>• She had gone hiking (sometimes) on holiday, and had enjoyed it (lots of fun).</li> <li>• She lost her job (suddenly) in 2003.</li> <li>• These events (losing her friend and her job) got her thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• She lost her job (suddenly) in 2003, a few days before Christmas.</li> <li>• These events (losing her friend and her job) got her thinking, so she booked flights to the USA.</li> </ul>
<i>(c) Possible evidence showing understanding of how she plans, and manages money for her hikes.</i>	<ul style="list-style-type: none"> <li>• She plans her trips like a business project.</li> <li>• She gives herself a budget of 1000 euros (per month).</li> <li>• She saved a lot.</li> <li>• She hasn't had an apartment since 2008.</li> </ul>	<ul style="list-style-type: none"> <li>• She's not sporty, so she plans her trips like a business project.</li> <li>• Packing light is important.</li> <li>• That [budget] includes everything.</li> <li>• Therefore, it's logical to be away a long time.</li> <li>• She saved a lot while she was working.</li> <li>• When in Berlin, she rents a cheap room.</li> <li>• She now earns money from her book.</li> </ul>	<ul style="list-style-type: none"> <li>• That [budget] includes everything, including flight costs.</li> <li>• Financially, she can keep going until her 90<sup>th</sup> birthday.</li> </ul>
<i>(d) Possible evidence showing understanding of how hiking makes her feel.</i>	<ul style="list-style-type: none"> <li>• It makes her happy.</li> <li>• She doesn't feel lonely.</li> <li>• She's not afraid.</li> <li>• She likes being on her own.</li> </ul>	<ul style="list-style-type: none"> <li>• Once or twice a day she has an intense moment of happiness.</li> <li>• She likes being on her own. That's really important.</li> </ul>	<ul style="list-style-type: none"> <li>• It's really wonderful to lie there in the tent at night, tired and content.</li> <li>• She likes being on her own. That's really important when you're away for a long time on your own.</li> </ul>
<p><i>Guidance for markers</i></p> <p><b>Achievement:</b> candidate shows basic understanding of Ms Thürmer's new outdoor lifestyle, her reasons for choosing this lifestyle, and how she makes it work.</p> <p><b>Merit:</b> candidate gives a detailed overview of Ms Thürmer's outdoor lifestyle, her reasons, how she makes it work, and what being back in civilisation is like.</p> <p><b>Excellence:</b> candidate gives a thorough and in-depth explanation of Ms Thürmer's outdoor lifestyle, her reasons, how it works, and what being back in civilisation is like. The candidate is able to expand on these ideas and justify their conclusions with details from the text.</p>			

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what factors influenced Lily's decision to go to Germany.</i></p>	<ul style="list-style-type: none"> <li>• Lily wanted to go to Germany.</li> </ul>	<ul style="list-style-type: none"> <li>• Lily wanted to go to Germany because it is the birthplace of Max Weber.</li> <li>• Her German teacher had always talked about Heidelberg.</li> <li>• In her textbook, there was a short text about Heidelberg.</li> <li>• She was always fascinated with the city.</li> </ul>	<ul style="list-style-type: none"> <li>• Lily wanted to go to Germany because it is the birthplace of Max Weber, one of the most important and famous sociologists.</li> </ul>
<p><i>(b) Possible evidence showing understanding of the differences between studying in China and studying in Germany.</i></p>	<ul style="list-style-type: none"> <li>• Discussions are normal.</li> <li>• At her Chinese university, an exact timetable was given.</li> <li>• She has learnt to take care of herself in Heidelberg.</li> <li>• And which lectures she would like to attend.</li> <li>• German students can decide on a lot for themselves.</li> <li>• In China, there are lots of exams.</li> <li>• In Germany, you can get lots of marks by doing projects.</li> </ul>	<ul style="list-style-type: none"> <li>• German students give their honest opinions.</li> <li>• The Chinese students had little freedom.</li> <li>• In Germany, you can get lots of marks by doing projects and other things.</li> </ul>	<ul style="list-style-type: none"> <li>• German students are supposed to question everything, and reflect on it.</li> <li>• In Germany, teachers and learners are much more equal.</li> </ul>
<p><i>(c) Possible evidence showing understanding of whether she will stay in Germany or go back to China, and why.</i></p>	<ul style="list-style-type: none"> <li>• Heidelberg is now her home.</li> <li>• She does not know if she'll go back to China.</li> <li>• It's a bit easier to get a position at a university in China.</li> </ul>	<ul style="list-style-type: none"> <li>• She does not know if she'll go back to China sometime.</li> </ul>	<ul style="list-style-type: none"> <li>• In Germany, only a few people get the opportunity to work as a professor.</li> <li>• If she goes back, it will be exciting to see whether her German experiences will help.</li> </ul>

*Guidance for markers*

**Achievement:** candidate demonstrates an understanding of the gist of the passage, why Lily wanted to study in Germany, and some differences between Chinese and German universities.

**Merit:** candidate demonstrates clear understanding, by giving a detailed overview of Lily's reasons for going to Heidelberg, most of the differences between Chinese and German universities, and her future plans.

**Excellence:** candidate shows in-depth understanding, by giving a thorough description of Lily's time in Heidelberg, her future plans, compares and contrasts Chinese and German universities, and justifies their conclusions with evidence from the text.

**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**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 6	7 – 12	13 – 18	19 – 24