

**Assessment Schedule – 2017**

**German: Demonstrate understanding of a variety of written and/or visual German texts on familiar matters (91126)**

**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 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</i> and <b>makes meaning</b> of the <b>relevant information, ideas, and opinions</b> from the texts.</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</i> by selecting <b>relevant information, ideas, and opinions</b> from the texts and communicating them <b>unambiguously</b>.</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</i> of the <b>implied meanings or conclusions</b> within the texts.</p> <p>Relevant information, ideas, and opinions, with supporting detail, are selected and expanded on. The response <b>shows 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 <b>unambiguously communicates some</b> of the meaning by selecting relevant information, ideas, and opinions from the texts.</p>	<p><b>M6</b> Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most</b> of the meaning by selecting relevant information, ideas, and 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>Possible evidence showing understanding of students' opinions about the marks they receive at school.</i>			
<i>Frederik</i>	<ul style="list-style-type: none"> <li>• Frederik likes getting marks.</li> <li>• If you have studied a lot, your marks will be good, too.</li> <li>• Numbers don't say as much as words.</li> <li>• Words can help you to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• It would also be good to have a few words as well, because numbers don't say as much as words.</li> </ul>	<ul style="list-style-type: none"> <li>• He doesn't think that a teacher has ever once been unfair.</li> <li>• Words can help you to learn what you can do better in the future.</li> </ul>
<i>Ella</i>	<ul style="list-style-type: none"> <li>• Marks are dependent on the teacher.</li> <li>• Some students have trouble studying for tests.</li> <li>• Once, her class got a new teacher and the judgements were suddenly different.</li> </ul>	<ul style="list-style-type: none"> <li>• Marks don't show what you're really like.</li> <li>• Some students have trouble studying for tests, but are good at other things.</li> <li>• Once, her class got a new teacher who was stricter than the last one and the judgements were suddenly different.</li> </ul>	<ul style="list-style-type: none"> <li>• Ella has always done well at school. In spite of that, she thinks marks can be unfair.</li> <li>• Some students have trouble studying for tests, but are good at other things. You can't see that in school reports.</li> <li>• Even though the subject remained the same, the judgements were suddenly different.</li> </ul>
<i>Clara</i>	<ul style="list-style-type: none"> <li>• Clara thinks that marks are mostly fair.</li> </ul>	<ul style="list-style-type: none"> <li>• If she got a bad mark, it was because she didn't study enough.</li> <li>• Only for art does she think marks aren't so good.</li> <li>• Whether or not a picture is pretty depends on the person.</li> <li>• It would be better if maybe more than one teacher gave marks in art.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher decides on their own which marks they'll give.</li> <li>• It would be better if maybe more than one teacher gave marks in art. Or if there were no marks at all.</li> </ul>
<p><i>Guidance for markers</i></p> <p><b>Achievement:</b> candidate shows understanding of the general meaning – understands the gist of what each student thinks of the marks they receive at school.</p> <p><b>Merit:</b> candidate shows understanding of most of the relevant detail of each student's opinion, and compares their own opinion with at least two of the students' opinions.</p> <p><b>Excellence:</b> as for Merit, but shows an in-depth understanding of the majority of the text, compares and contrasts all three of the students' opinions, and uses evidence from the text to fully justify their own conclusions.</p>			

**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 main features of each tourist attraction.</i>			
<i>Würzburg Residence</i>	<ul style="list-style-type: none"> <li>• The Residence is located in the north of Bavaria.</li> <li>• One of the most important castles in Europe.</li> <li>• Wonderful building with many decorated rooms.</li> <li>• One of the decorations is more than 600 square metres.</li> <li>• In the small church, concerts regularly take place.</li> <li>• Visitors can go for a walk in the gardens.</li> </ul>	<ul style="list-style-type: none"> <li>• The wonderful building has many details – the staircase, for example.</li> <li>• The architecture is clever, and doesn't use supports.</li> <li>• In the small, but very pretty church, concerts regularly take place.</li> <li>• In good weather, a stroll through the garden is a good end to an interesting visit.</li> </ul>	<ul style="list-style-type: none"> <li>• You can see the bishop, ancient gods, and the continents in many colours.</li> </ul>
<i>Fuschlsee</i>	<ul style="list-style-type: none"> <li>• Fuschlsee is in the middle of a dark forest.</li> <li>• You can go hiking / tramping.</li> <li>• There aren't many houses around.</li> <li>• The Fuschlsee castle.</li> <li>• Now it's a hotel.</li> <li>• There are cheaper hotels.</li> <li>• North of Fuschl am See is the village Thalgau.</li> <li>• Salzburg is around 20 km away.</li> </ul>	<ul style="list-style-type: none"> <li>• On the edge of the lake is the Fuschlsee castle.</li> <li>• Now it's an elegant, but very expensive, hotel.</li> <li>• There are cheaper hotels in the village Fuschl am See.</li> <li>• North of Fuschl am See is the village Thalgau, one of the oldest places in Germany.</li> <li>• Those who would prefer city life can go to Salzburg, around 20 km away.</li> </ul>	<ul style="list-style-type: none"> <li>• Along the loop road around the lake you can go hiking / tramping.</li> </ul>

<p><i>F60 Kohlebrücke</i></p>	<ul style="list-style-type: none"> <li>• The F60 Mining Bridge is in Lichterfeld.</li> <li>• It is a gigantic machine.</li> <li>• The bridge was used to mine brown coal.</li> <li>• The bridge was closed.</li>   <li>• Today, it is a tourist attraction.</li> <li>• When visiting, you climb up to 74 m high.</li> <li>• There are light shows, night tours, and dinner.</li> <li>• It is an industrial monument.</li> </ul>	<ul style="list-style-type: none"> <li>• In Lichterfeld, the bridge still works for tourists.</li> <li>• In good weather, you can see the mountains in the distance.</li> </ul>	<ul style="list-style-type: none"> <li>• In the early '90s, the workers extracted brown coal from the ground using the F60 Mining Bridge.</li>   <li>• But after the reunification of Germany, the bridge was closed.</li> <li>• The F60 is still used in four other mines in Germany, but not in Lichterfeld.</li> </ul>
-------------------------------	---	---	---

*Guidance for markers*

**Achievement:** candidate shows understanding of the general meaning – gives a basic overview of the main features of each attraction, but lacks detail. Indicates their preference, but may not compare options.

**Merit:** candidate gives a detailed overview of each attraction. Indicates preference, and compares and contrasts their choice with at least one of the other options.

**Excellence:** as for Merit, but compares and contrasts their choice with the other two options and expands on the relevant ideas in the text. Candidate uses evidence from the text to fully justify or contrast their own conclusions.

**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
<p><i>Possible evidence showing understanding of what is unique about the book of short stories, and whether it is a useful resource for learners of German.</i></p>	<ul style="list-style-type: none"> <li>• A little book with 20 short stories.</li> <li>• The author tells her stories about the experiences of different people in Germany.</li> <li>• The stories are strange, unusual, funny.</li> </ul> <ul style="list-style-type: none"> <li>• The book is suitable for learners who already have knowledge of German.</li> <li>• Unfamiliar, new, and difficult vocabulary is explained next to the text.</li> <li>• Through the illustrations, colourful pictures, and brief information about the regions, you can learn a lot about Germany.</li> </ul>	<ul style="list-style-type: none"> <li>• A little book with 20 short stories set in typical situations in Germany.</li> <li>• The 20 stories are set from the Alps to the North Sea.</li> <li>• There are a lot of surprises in the stories.</li> <li>• The stories often don't end how you thought they would at the beginning.</li> </ul> <ul style="list-style-type: none"> <li>• The book is suitable for learners who already have a good knowledge of German and for readers who want to refresh their language knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• You can travel around Germany without a suitcase, a car, or a train – without even leaving your sofa.</li> <li>• You can read about the strange things that can happen at night in the pretty university town of Tübingen.</li> <li>• Or why Laura's opera evening turned out differently to what she had thought.</li> <li>• In "The sky is burning", you find out why the fire department in Hessen was called.</li> <li>• In "Jockel goes travelling", a garden gnome near Erfurt says goodbye with a letter.</li> <li>• Jockel says he has stood there for years and nothing has happened. It's really boring!</li> </ul>

*Guidance for markers*

(a) **Achievement:** candidate gives a general description of what is unique about the book.

**Merit:** candidate gives a detailed description of what is unique about the book.

**Excellence:** candidate gives a thorough and detailed description of what is unique about the book, which is fully justified with evidence from the text.

(b) **Achievement:** candidate states why they think the book would be useful/not useful to a language learner, but does not go into detail.

**Merit:** as per Achievement, but gives a detailed answer. There is some justification from the text.

**Excellence:** candidate gives a thorough and detailed explanation why they think the book would/would not be useful to a language learner, which is fully justified 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 – 7	8 – 14	15 – 19	20 – 24