

Assessment Schedule – 2018

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 making meaning of the relevant information, ideas, and opinions from the texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and opinions from the texts, and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and 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 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 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 upon. The response shows understanding of nuance and meanings not obviously stated in the spoken texts.</p>	
N1 Shows very little understanding and does not convey the general meaning of the spoken texts.	N2 Shows little understanding and does not convey the general meaning of the spoken texts.	A3 Demonstrates some understanding of the spoken texts, and conveys some of the general meaning.	A4 Demonstrates understanding of the spoken texts and conveys the general meaning.	M5 Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information, ideas, and opinions from the spoken texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and opinions from the spoken texts.	E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the spoken texts which justifies conclusions.	E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.
N0 No response; no relevant evidence.							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of the language learning tips and reasons why they are useful.</i>			
<i>Marco</i>	<ul style="list-style-type: none"> • Learning Spanish for two years at university. • Learn (best) with a partner. • He is lucky. 	<ul style="list-style-type: none"> • Learn best with a conversation partner. • He has a flatmate whose mother tongue is Spanish. • They want to learn each other's languages. • Practise / chat without pressure. 	<ul style="list-style-type: none"> • Practise and talk without pressure. • By practising with someone familiar he gains confidence to speak with others.
<i>Lisa</i>	<ul style="list-style-type: none"> • Watch films in foreign languages. • Learn many words. • Children's movies are especially good. • She can understand a lot of vocabulary. • Films are better than radio. 	<ul style="list-style-type: none"> • Watch films in foreign languages with subtitles. • Get a good feel for the language. • Children's movies with easy language are especially good. • You can find films on YouTube in different languages. • On the radio they speak very quickly. 	<ul style="list-style-type: none"> • She is surprised that she understands not only the plot, but also so much vocabulary. • Films are better than the radio because they speak very fast on the radio and you can't see their faces. • On the radio you can't see the faces. Facial expressions help you understand nuances, finer detail, or feelings.
<i>Timo</i>	<ul style="list-style-type: none"> • There are lots of practical apps where you can revise (or "repeat") vocabulary. • You get a result. 	<ul style="list-style-type: none"> • Something he finds good are websites which explain grammar. • The answers are checked automatically. • It helps him because he sees his mistakes straight away. • To prepare for a test, he always uses his cell phone or computer. 	<ul style="list-style-type: none"> • He likes websites with listening and reading exercises, where you have to solve tasks. • It helps him because he sees his mistakes straight away, which helps him to avoid similar mistakes in the future. • Using apps is a safe, private environment in which to make mistakes and learn. • Immediate feedback from digital tools speeds up learning. • Computer applications can be in game form with competitive elements, which are a fun way of learning. Higher motivation and enjoyment often results in better learning.

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>(a) Possible evidence showing understanding of information about Isabelle and her family.</p>	<ul style="list-style-type: none"> • Little brother loves <i>Harry Potter</i>. • Isabelle is open-minded. • Isabelle is independent. 	<ul style="list-style-type: none"> • Good relationship with her parents. • Little brother is a bit crazy. • Isabelle is open-minded and independent (<i>both</i>). 	<ul style="list-style-type: none"> • Really good relationship with her parents. • Little brother is a bit unusual (extraordinary) and mad / crazy. • Little brother dreams of being a magician (wizard).
<p>(b) Possible evidence showing understanding of information about Isabelle's hobbies.</p>	<ul style="list-style-type: none"> • Favourite hobby is swimming. • Goes swimming two or three times a week. • Can forget stress in the water / while swimming. • Plays basketball in a mixed team. • It is fun. 	<ul style="list-style-type: none"> • Member of a swimming club since primary school. • Tries to go swimming two or three times a week. • Can forget trouble and stress in the water / while swimming. • Always in a good mood after a basketball game. • Team sports are good because they support each other. 	<ul style="list-style-type: none"> • Tries to go swimming at least two or three times a week. She uses swimming to clear her mind of worry. • Always in a good mood after a basketball game, even when they lose.
<p>(c) Possible evidence showing understanding of Isabelle's personal qualities, and what she values in friendships.</p>	<ul style="list-style-type: none"> • She is sporty, because she plays basketball and goes swimming two to three times a week. • She is active and sociable, because she does a lot with her friends. • She relates well to people such as her sports team, friends, and relatives. • She does not have many friends. • Has a few great friends. • Friends are important to her. • Friends help her. • They go hiking, to the cinema, and to concerts. • Went to an Ed Sheeran concert. 	<ul style="list-style-type: none"> • She is a social person, as she likes team sports, and values the social aspect over the competitive element of sport. • She is quite mature, as she reflects on her choices in sport and friendships, and seems to be happy with who she is. She is an independent thinker. • She is an 'all-rounder', as she has a range of interests such as hiking, sport, music, and movies. • She has a few great friends who are very loyal. • They should have common interests so that they can do lots together. • Went to an Ed Sheeran concert the day before yesterday. 	<ul style="list-style-type: none"> • She is aware of her well-being, and looks after her mental and physical health by reducing stress through sport. • She prefers to have a few close, loyal friends rather than superficial relationships (<i>or similar idea</i>). • To be honest, she finds having a few great friends is better than having a lot of casual friends. • Her friends support (help) her when she is worried and needs advice. • Isabelle values strong friendships. • Isabelle is interested to know what Maia thinks of Ed Sheeran, possibly to find something that they have in common.

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of Maia's exchange so far.</i></p>	<ul style="list-style-type: none"> • Tired after long flight. • Went to Christmas market in town centre. • Bought (a few) gifts for family. 	<ul style="list-style-type: none"> • Christmas market was great experience. • She enjoyed the atmosphere. 	
	<ul style="list-style-type: none"> • Everything is O.K. • Isabelle is very nice. • Younger brother is a little annoying. • She reads <i>Harry Potter</i> books with the little brother. • She finds the little brother cute. • Host father is a big All Blacks fan. • Mother is very patient. 	<ul style="list-style-type: none"> • Unfortunately, she has not got her own room. • Younger brother is a little lively and annoying. • Younger brother always wants her to read <i>Harry Potter</i> books with him. • Host father is the biggest All Blacks fan. • She finds that surprising. 	<ul style="list-style-type: none"> • Unfortunately, she has not got her own room, but it does not worry her. • Younger brother is a little lively and annoying, but she has got used to it. • She had the impression that soccer was the most popular sport in Germany. • Mother makes an effort / tries to help her with her German.
	<ul style="list-style-type: none"> • She was homesick at the beginning. • But she texts her family every day. • Her mum has sent pictures of her dog on the beach. • It is cold in winter in Germany. • It is quite cold. 	<ul style="list-style-type: none"> • She is missing summer. • She is disappointed that they have not had any snow. • She hopes for a white Christmas. • Her mum has sent pictures of her dog lying in the sun on the beach. 	<ul style="list-style-type: none"> • She is disappointed that they have not had any snow yet. • She is missing summer / her dog. • Maia is getting over her homesickness and getting used to her new lifestyle. Many aspects of German life are different for her. • Overall, small inconveniences are outweighed by the positive experiences she is having.

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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 – 7	8 – 13	14 – 18	19 – 24