

Assessment Schedule – 2019

German: Demonstrate understanding of a variety of extended spoken German texts (91548)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</i> involves expanding on relevant information and varied perspectives, and communicating meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Evidence to support who you agree with?</p> <p>Markus:</p> <p>Olivia:</p>	<ul style="list-style-type: none"> • It is not fun to do work that he does not like. • There is an element of danger as old people and children will be at risk. • You can learn a lot through social work. 	<ul style="list-style-type: none"> • Works better when he wants to do what he is doing, rather than being forced. • Or when he gets paid. • Being forced can mean that young people do the work badly and put people at risk. • Get to know other professions better. 	<ul style="list-style-type: none"> • All young people would start an apprenticeship or studying a year later. • Voluntary work and the profession people choose later are not the same – therefore, what do you learn in that year that you really need? • Young people will put less love and effort into the work. • Better understand how difficult some jobs really are. • Improves the character. • Learn to be empathetic. • Less prejudiced.
<p>(b)</p> <p>Benefits of compulsory community-service year.</p>		<ul style="list-style-type: none"> • Many jobs will be done (e.g. looking after the elderly). • Will be done better than inexperienced people might do it. • People might be older and better equipped. 	<ul style="list-style-type: none"> • The state has to spend less money on jobs like this, which would be positive for everyone in our society. • People might know better how to deal with difficult situations. • It may create a more empathetic society with less prejudice.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) and (b) Positive effects of the initiatives:</p> <p>Food:</p> <p>Clothes swapping:</p> <p>Car sharing:</p>	<ul style="list-style-type: none"> • App that has recipes for yummy food made from leftover food. • Professional chefs create recipes • A requirement is that clothes cannot be kaput (i.e. beyond use). • In Munich more and more of these parties are being organised. • If no car available, people can hire a bike via an app as well. 	<ul style="list-style-type: none"> • App to avoid wasting food. • People that attend offer used clothing, and also look for used clothing. • People share a car with up to 100 other people. • More than 15 000 people all over Germany share cars. 	<ul style="list-style-type: none"> • Less food waste means less food needs to be produced, which is good for the environment. • In Japan people meet for cooking parties. Bring leftover food and put them together to create new dishes. • Things that are left over go to social organisations. • Clothes swapping parties are a strong movement against cheap fashion, which reduces waste. • A requirement is that clothes have to be freshly washed and undamaged. • People only use a car when they really need it. • Fewer cars on the road, which is better for the environment. • People realise how little they really use their cars. • The status symbol of a car is not that important any more.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Evidence about how “Play Together Now” started.</p>	<ul style="list-style-type: none"> • It began with football. • For young refugees to get to know others in Vienna. • Rented a hall and played with youth and young adults. • Football was the tool for teaching values like fair-play and teamwork. • Friendships and networks developed quickly. • That was popular so other groups were added. 	<ul style="list-style-type: none"> • Because football has a way of bringing people from different cultures together. • There was a need for young refugees who came alone to get to know others. • From the beginning for supporting values. • Decided to introduce other groups. 	<ul style="list-style-type: none"> • Football has a unique way of bringing people from different cultures together. • They saw how beneficial it was and decided to start other non-football groups to reach more people (e.g. cooking, swimming and drama groups).
<p>(b) Possible evidence of motivations and benefits.</p>	<ul style="list-style-type: none"> • Positives for both sides. • An easy way for people to help. • Something for everyone. • Get to know people. • Integrate into their new home more easily. 	<ul style="list-style-type: none"> • Some have come to Austria alone and do not know anyone. • Both sides get to share their cultures. • Get to know about local culture and traditions. 	<ul style="list-style-type: none"> • Practise their German. • Make connections in their new home. • Help the refugees integrate into their new home.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	09 – 13	14 – 18	19 – 24