

Assessment Schedule – 2023

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and/or opinions 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, ideas, and/or opinions 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, ideas, and/or opinions, with supporting detail, to show understanding of the 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.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24

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
<i>(a) Possible evidence showing understanding of the details of the action day the candidate would most like to take part in.</i>			
<i>World Cuddle Day</i>	<ul style="list-style-type: none"> • It is often dark in winter • and many people are sad. 	<ul style="list-style-type: none"> • I want to wish people all the best for World Cuddle Day • because January 21 is in winter when it is dark and gloomy. 	<ul style="list-style-type: none"> • It's important for all of us to bring a bit of warmth into this cold world. • You can cheer people up who are sad by giving them a hug and / or wishing them a Happy World Cuddle Day. • You can do it anywhere: at home on the sofa, on the street, on the underground – doesn't matter where.
<i>Love your Pet Day</i>	<ul style="list-style-type: none"> • Pets (and us) are a great team. • Give them a new toy. • Give them something delicious to eat. 	<ul style="list-style-type: none"> • Pets motivate us to be active. • Pets make us laugh. • Pets belong to the family – whether it is a dog, cat, mouse, snake, or tarantula. • Spend a lot of time with them. 	<ul style="list-style-type: none"> • We can learn so much with and from pets.
<i>Car-free (Fri)Day</i>	<ul style="list-style-type: none"> • Last Friday in September • There are sporting events, • street parties, • and outdoor concerts. • People walk or bike. • Parents can play with their children on the road • or have a picnic with them in the middle of the market square. 	<ul style="list-style-type: none"> • Where there were cars, there are now "play streets", • where the children can play ball, draw with chalk, or eat cake. 	<ul style="list-style-type: none"> • No cars are allowed to drive on many German roads on this day, • which is a positive for the environment. • I like the play on words – Car-free Day / Friday. • (The pun must be explained.)

<i>(b) Possible evidence showing understanding of the details of the action days the candidate doesn't want to take part in.</i>			
<i>World Cuddle Day</i>	<ul style="list-style-type: none"> • I don't want to go out in the cold and dark. 	<ul style="list-style-type: none"> • I don't want to wish people all the best for World Cuddle Day, that's weird. • Hugging lots of people doesn't sound very wise in terms of health (COVID). 	<ul style="list-style-type: none"> • You shouldn't be hugging people you don't know (or people you do know unless they're comfortable with it). • I don't like the idea of getting a hug from somebody just anywhere – at home perhaps, but not in public (on the streets or on the underground).
<i>Love your Pet Day</i>	<ul style="list-style-type: none"> • I don't have a pet. • You should be active with or without a pet. 	<ul style="list-style-type: none"> • You can be active • and laugh • and have a family without a pet. • I don't like dogs, cats, mice, snakes, or tarantulas. 	<ul style="list-style-type: none"> • I don't think you can learn much with or from pets.
<i>Car-free (Fri)Day</i>	<ul style="list-style-type: none"> • I don't like sporting events, • or street parties, • or outdoor concerts. • I don't like walking or biking. • Parents shouldn't play with their children in the middle of the road. • You can have a picnic in the market square at any time. 	<ul style="list-style-type: none"> • Where there were cars, there are now "play streets", which sounds dangerous. • Children shouldn't play ball, draw with chalk, or eat cake in the road. • Encouraging children to draw with chalk everywhere isn't setting them a very good example. 	<ul style="list-style-type: none"> • People might need to use cars for work or in an emergency. • If children get used to playing in the streets, they might forget that they cannot do that everywhere. • I hate puns – Car-free Day / Friday

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what someone taking part in BreakOut has to do.</i></p>	<ul style="list-style-type: none"> • You have to be at least 18 to take part. • It starts on 24 June. • Teams are made up of two people. • They can hitchhike, walk, cycle, or take a train. • The travellers have to find sponsors before the trip starts. • The sponsors pay the team for every kilometre covered. 	<ul style="list-style-type: none"> • They have 36 hours to travel as far as possible. • The idea is to collect money but also to have fun. • It could be a best friend, uncle, employer, or anyone who would like to support the team. • There is only one thing / catch / problem – they are not allowed to spend money on their transport. 	<ul style="list-style-type: none"> • It is a mixture of travelling and adventure but doing some good at the same time. • BreakOut has its own app so that the participants can share their up-to-date position, photos, and videos with friends, family, and sponsors. • It is a way of collecting money from those who only like donating money when it isn't a boring purpose. • There is only one condition – they are not allowed to spend money on their transport.
<p><i>(b) Possible evidence showing understanding of what happens with the funds raised by the project.</i></p>	<ul style="list-style-type: none"> • BreakOut supports projects overseas with the money collected, • like building water tanks for schools in Africa • and giving glasses to over 150 million people worldwide. 	<ul style="list-style-type: none"> • It is a different project every year. 	<ul style="list-style-type: none"> • One project is building a “tent school” for refugees in Lebanon – providing more than 2000 children with education and food for their families as well.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what action each person takes to help their community.</i>			
<i>Emma</i>	<ul style="list-style-type: none"> • She has an idea that every class should have two environment monitors • who turn off the light after every lesson. 	<ul style="list-style-type: none"> • She has been in an environment group at her school for a year. • The environment monitor would ensure they don't have the heating on when the window is open. 	<ul style="list-style-type: none"> • She often thinks about the future and is a bit worried about what is happening with the world around her.
<i>Tarik</i>	<ul style="list-style-type: none"> • He teaches hip hop to the refugee children (practises it with them). 	<ul style="list-style-type: none"> • He goes to a refugee hostel once a week, • taking music and loudspeakers with him. 	<ul style="list-style-type: none"> • He gets a kick out of seeing how pleased the children are when they have learned something new.
<i>Greta</i>	<ul style="list-style-type: none"> • She is in the 9th class and is tutoring a 5th class. 	<ul style="list-style-type: none"> • At interval at school, they can go to her for help or with questions. 	<ul style="list-style-type: none"> • She does a lot with them in their free time so that they get to know each other better.
<i>(b) Possible evidence showing understanding of what motivates their chosen person to take action.</i>			
<i>Emma</i>	<ul style="list-style-type: none"> • She wants to make their school more environmentally friendly • and reduce the amount of rubbish at school. 	<ul style="list-style-type: none"> • She thinks that everybody should wake up and do something. 	<ul style="list-style-type: none"> • She gets annoyed with students who simply leave rubbish lying around. • She wants to help the community with her advice.
<i>Tarik</i>	<ul style="list-style-type: none"> • He has been doing hip hop for years. • He has been interested in music and dance for a long time. • He wants to help members of the wider community, not just in school. 	<ul style="list-style-type: none"> • Dancing makes them happier and more confident. • He wants to do something with dance later on. • Helping a group of refugee children. will have a positive spinoff on the greater community. 	<ul style="list-style-type: none"> • He dreams of having his own dance school one day, and this work is good experience for that. • Giving a group of refugees a sense of purpose will help them fit into the wider community

<i>Greta</i>	<ul style="list-style-type: none">• The building is so big,• and you have suddenly lots of new subjects.	<ul style="list-style-type: none">• In the 5th class everything is so different from primary school.• You know almost nobody.	<ul style="list-style-type: none">• She can still remember well when she was a new student at school.
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