

Assessment Schedule – 2020

German: Demonstrate understanding of a variety of extended written and / or visual German texts (91551)

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.

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
<p><i>Possible evidence showing understanding of what would be enjoyable and what would be challenging, if you lived in the German Democratic Republic today.</i></p>	<ul style="list-style-type: none"> • A simple worker lived next to a professor. • Flats were more similar. • Had to apply to high school. • Not all students accepted. • Simpler, fewer things to choose from in the supermarket. • Adequate basic foods. • Today times are more stressful. • Less time for friends. 	<ul style="list-style-type: none"> • Social differences were not as big. • Strange to motivate students learning a language even though they could not travel to those countries. • Had to decide on professions early. • The professional choices were supported in school. • Some products were only available sometimes, never enough of them. • Long queues at the supermarket – people needed time and patience. • Bigger items could be bought from a catalogue. • Took months or longer. 	<ul style="list-style-type: none"> • Could not tell how rich someone was by looking at their car or flat / apartment. • Maybe less motivated to have a career. • Some professions had better chances to get into high school than others. • Once decided on one profession it was not easy to change your mind. • Rare products (ingredients for special baking recipes for Easter and Christmas). • Could only go shopping for special products in the local supermarket. • Supermarkets had lists of families in the neighbourhood and rare products were allocated. • Car (Trabant) took years. • Some families only received one after the reunification – a real surprise.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Annett's grandfather had mixed emotions.</i>	<ul style="list-style-type: none"> • He couldn't believe it. • Tears of joy. • Had dreamt of freedom and peace. • Was also scared. 	<ul style="list-style-type: none"> • Had dreamt of this new freedom and peace. • Worried that Russian tanks or GDR state tanks would come. • Thought the police might put people in prison / jail. 	<ul style="list-style-type: none"> • Common stories of what happened to people who had tried to flee. • Up until then everyone who had been caught trying to flee had been punished. • Some paid with their lives.
<i>(b) Possible evidence showing understanding of the main differences between East and West in the eyes of the writer.</i>	<ul style="list-style-type: none"> • Teachers were very strict. • Weren't allowed to wear clothes from the West. • Couldn't travel to visit relatives. • Couldn't fly to England. • Fewer things to buy. • One type of chocolate. • More opportunities in the West. 	<ul style="list-style-type: none"> • Learned things without really learning the meaning behind it. • Weren't allowed to wear clothes from the west at official functions. • Looked forward to packages from aunt. • Only had bananas once every three months. • You couldn't even choose where to live. • West was more colourful and louder. • Couldn't sing in English in East. • Wouldn't have had the same opportunities. 	<ul style="list-style-type: none"> • Implied that school teaching propaganda / not teaching students to question. • East heavily controlled their lives. • So many options in the West – overwhelming. • Was exhausted after first day in Hamburg. • Hard to believe that they would have made music in the East.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the traffic situation in Berlin in the 1920s and 1930s.</i></p>	<ul style="list-style-type: none"> • Time of technology. • Lots of traffic. • Traffic jams getting longer. • Lots of pedestrian accidents. • Potsdamer Platz was very busy: <ul style="list-style-type: none"> - 83,000 passengers using train station - More than 20,000 cars - 26 tram lines - 5 bus lines. 	<ul style="list-style-type: none"> • Berlin was fascinated with technology. • Police used trumpets for controlling traffic. • 1924 first traffic lights in Berlin at Potsdamer Platz. 	<ul style="list-style-type: none"> • Police barely had traffic under control.
<p><i>(b) Possible evidence showing understanding of why Karl Peglau suggested a new traffic-light system.</i></p>	<ul style="list-style-type: none"> • We trust things that are similar to us. • Also about safety and functionality. • Safer for pedestrians. • Especially children and those with visual impairment. 	<ul style="list-style-type: none"> • He knew how important emotional impact is. • That's why he gave it a hat, a nose and a tummy. 	<ul style="list-style-type: none"> • We trust things that we like and that are similar to us. • Purpose was not only to make it relatable, but design was also about safety and functionality.
<p><i>(c) Possible evidence showing understanding of Markus's role in the popularity of the Ampelmann.</i></p>	<ul style="list-style-type: none"> • Noticed that things from the East were being replaced with things from the West. • Was annoyed when he saw Ampelmann being dismantled. • Had the idea to make something new out of it. • Positive reaction. • Now he's the boss of the Ampelmann brand. • It's become a world-famous cult figure. 	<ul style="list-style-type: none"> • When he saw the traffic lights being dismantled in front of his eyes. • Turned the coloured glass into a lamp. • His house became the gallery. • Displayed the first six models. • Reaction motivated him to keep going. • Had a coffee with the inventor (Karl Peglau). • Friends and business partners with inventor (Karl Peglau) until his death in 2009. • When politicians became interested they stopped the dismantling of the lights. • Leads company like a family. 	<ul style="list-style-type: none"> • Happened partly by chance – started when he saw it happening in front of his eyes. • Wanted to make something new out of something that was deemed useless. • He made and displayed the lamps at his house.