

## Assessment Schedule – 2021

### German: Demonstrate understanding of a variety of German texts on areas of most immediate relevance (90886)

#### Assessment Criteria

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

#### Evidence

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

**N0** = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 12	13 – 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 positive and negative points about online learning expressed by the students.</i>			
<i>Positives</i>	<ul style="list-style-type: none"> <li>• Stayed in pyjamas all day.</li> <li>• Can quickly get food from the kitchen if hungry.</li> </ul>	<ul style="list-style-type: none"> <li>• School over the internet very exciting.</li> <li>• Especially video conferences with all the pupils together.</li> <li>• Much more comfortable at home.</li> <li>• Can do schoolwork as fast or as slow as I like.</li> </ul>	<ul style="list-style-type: none"> <li>• Was glad I didn't have to get up so early.</li> <li>• Astonished how much you can learn with today's technology.</li> <li>• Without going to school.</li> <li>• Good organisation is most important.</li> <li>• When it suits me best.</li> </ul>
<i>Negatives</i>	<ul style="list-style-type: none"> <li>• More stressful.</li> <li>• When you can't talk with friends.</li> <li>• My parents were annoying.</li> <li>• A shame there is no personal contact.</li> <li>• Learning (at school) is fun.</li> </ul>	<ul style="list-style-type: none"> <li>• When you don't understand something in a test.</li> <li>• When the technology doesn't work.</li> <li>• Don't like learning when you can't have fun (with friends).</li> <li>• Always wanting to see what I was doing.</li> <li>• With teachers and fellow pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers posted far too many exercises, was impossible.</li> <li>• When you can't explain (with friends).</li> <li>• It's clear to me how nice it is to go to school, even when you don't like tests.</li> </ul>
<p><i>(b) Example of a possible Excellence answer</i></p> <p>I agree that it is more comfortable to stay at home and not have to get up early to get to school on time. I enjoyed the video conferences too. I was able to get my work done more quickly because I am well organised, and I was lucky that I had no technology problems, so I actually had more free time and would say I found it less stressful. My parents were busy doing their own jobs online too, so they didn't bother me too much. You can't escape tests – they are just as bad online as at school, in my opinion. However, I did miss seeing my classmates and being able to talk to them, and would agree that learning is more fun at school. A balance between the two would be a good solution.</p>			

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Tim is trying to live without his phone.</i>	<ul style="list-style-type: none"> <li>• Father bets he can't go a day without his phone.</li> </ul>	<ul style="list-style-type: none"> <li>• Had phone in his hand already at breakfast.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks he can <b>even</b> go a week.</li> <li>• Willingly hands over his phone.</li> </ul>
<i>(b) Possible evidence showing understanding of Tim's experience and what he might have learnt.</i>	<ul style="list-style-type: none"> <li>• Extremely boring without texting and Facebook newsfeed.</li> <li>• Late to school.</li> <li>• At weekend, communication difficult.</li> <li>• Didn't have money for the movies.</li> <li>• Missed the bus.</li> <li>• Got home late, very annoyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Bus trip to school.</li> <li>• An hour late.</li> <li>• Phone is also alarm clock.</li> <li>• Didn't have calendar.</li> <li>• Wasn't contactable.</li> <li>• Missed meeting a friend.</li> <li>• Waited for friends for an hour.</li> <li>• YouTube was more interesting.</li> <li>• Couldn't call parents to pick up.</li> <li>• On the way to visit a girlfriend.</li> <li>• Difficult to find the way.</li> <li>• Without texting and the right app.</li> </ul>	<ul style="list-style-type: none"> <li>• Was disadvantaged because phone has a practical function in his life.</li> <li>• Lack of phone affected his social life.</li> <li>• They had changed their plans.</li> <li>• Annoying for Tim that he could not receive updated plans.</li> <li>• Friends had their noses on their screens.</li> <li>• No one wanted to talk.</li> <li>• Normal face-to-face social interaction was limited.</li> <li>• Phone could have been used to help get out of an unsafe situation.</li> <li>• Got out at the wrong station.</li> </ul>

*Example of a possible Excellence answer*

Tim's readiness to take on and even extend his father's bet suggests that he was not aware what life without a phone would be like. A phone is practically useful for him (alarm function making him late for school, finding the way after getting out at the wrong station), it has safety implications (missing the bus and not being able to contact parents), it provides entertainment / distraction (on the bus trip to school), it allows communication, and it allows you to update arrangements and avoid time wasted waiting. However, phones also hinder human interaction, as Tim found when no one wanted to talk to him due to YouTube being more interesting. I think Tim will have a new awareness of the usefulness of phones but also the danger of becoming too reliant on them and allowing them to disrupt or replace social interactions.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of Luisa's lifestyle.</i></p>	<ul style="list-style-type: none"> <li>• Comes to school on the bus.</li> <li>• Can't go on foot or by bike.</li> <li>• Eats bread and cold meat.</li> <li>• Piece of fruit.</li> <li>• Did a 12-minute run in P.E.</li> <li>• Doesn't like sports.</li> <li>• Walks dog every day.</li> <li>• An hour for homework.</li> <li>• A little bit for social media.</li> <li>• Has other hobbies.</li> </ul>	<ul style="list-style-type: none"> <li>• Walks 10 minutes to the bus stop first.</li> <li>• Eats healthy food.</li> <li>• Can concentrate better.</li> <li>• <b>Had to</b> do a 12-minute run.</li> <li>• Was exhausted.</li> <li>• Doesn't <b>particularly</b> like sports.</li> <li>• Less than two hours.</li> <li>• Likes meeting friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a long way to go to school.</li> <li>• <b>Tries</b> to eat healthy food.</li> <li>• Was able to do it / could manage it.</li> <li>• Everything hurt.</li> <li>• Has an awareness of what makes a healthy lifestyle.</li> </ul>
<p><i>Example of a possible Excellence answer</i></p> <p>Although Luisa is not keen on sport and struggled to complete a 12-minute run, she does take the opportunity for exercise by walking to the bus stop (unfortunately it's too far for her to walk or bike to school) and taking the dog out every day. She shows self-control with eating habits and understands why healthy eating is important – helping her to concentrate. She balances time online with real life meetings with her friends and limits her time on the internet to less than two hours per day, using it for homework as well as social media. She also has other hobbies.</p>			
<p><i>Possible evidence showing understanding of Jonas's lifestyle.</i></p>	<ul style="list-style-type: none"> <li>• Comes with mother in the car.</li> <li>• Sometimes bikes.</li> <li>• Eats bread rolls with Nutella and drinks Coke.</li> <li>• Can jog for 30 to 40 minutes.</li> <li>• Does a lot of sport.</li> <li>• On weekdays, no time on the internet.</li> <li>• On the weekend.</li> <li>• Great online games.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical, because she works nearby.</li> <li>• Otherwise has to get up too early.</li> <li>• Needs energy fast.</li> <li>• Sometimes older brother brings chips or a sausage from the snack bar.</li> <li>• Important for him to be fit.</li> <li>• <b>Almost no time</b> on the internet.</li> <li>• Up to four or five hours.</li> <li>• Likes playing against his friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Only (bikes) when he starts lessons in Period Two.</li> <li>• Has to be full in order to learn.</li> <li>• If parents are not paying attention.</li> <li>• Other than being fit, his lifestyle does not suggest a wider awareness of what makes a healthy lifestyle.</li> </ul>
<p><i>Example of a possible Excellence answer</i></p> <p>Jonas does a lot of sport (football and handball) during the week and is easily able to jog for 30–40 minutes. It is important for him to keep fit, but he does not like / is too lazy to regularly get up early to bike to school, preferring to come in the car with his mother who works nearby. His eating habits are not healthy, as he chooses food and drink – including coke and chips – that give him energy quickly, maintaining he needs this to learn. Although busy with sport during the week, he spends up to 4–5 hours gaming online in the weekend if his parents don't intervene, so he doesn't self-manage as well as Luisa.</p>			