

Assessment Schedule – 2022

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 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 – 19	20 – 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 why cycling is so popular in Münster.</i>	<ul style="list-style-type: none"> • It's the bicycle capital of Germany. • Lots of people ride bikes. • Because it's better for nature. • Healthy for people. • Cheap for university students. 	<ul style="list-style-type: none"> • The countryside in the area is flat. • There are approximately 300 km of bicycle paths. • As in other German cities, there are bicycle police to help the cyclists. 	<ul style="list-style-type: none"> • More and more people prefer to get on a bike than go by car. • With cycling being so popular, there are many accidents. • But the bicycle police are quickly there to help.
<i>(b) Possible evidence showing understanding of how the advice ensures safety for cyclists and others.</i>			
	<ul style="list-style-type: none"> • Cyclists should observe red lights. 	<ul style="list-style-type: none"> • If not, it can be dangerous. 	<ul style="list-style-type: none"> • There are fines if cyclists ignore red traffic lights.
		<ul style="list-style-type: none"> • Cyclists ride in the same direction and on the same side as the cars. 	<ul style="list-style-type: none"> • This avoids meeting on-coming bikes.
	<ul style="list-style-type: none"> • Cyclists should walk through pedestrian zones. 	<ul style="list-style-type: none"> • It's safer for everyone. 	
	<ul style="list-style-type: none"> • You need a lamp when it's dark. 		<ul style="list-style-type: none"> • So that you can hear the traffic.
	<ul style="list-style-type: none"> • It's forbidden to use your phone when cycling. 	<ul style="list-style-type: none"> • Keep one ear free when listening to music. 	<ul style="list-style-type: none"> • You should have both hands in front when cycling.
<p><i>Example of a possible Excellence answer</i> The advice ensures that cyclists are all travelling in the same direction on the same side of the road; that they can see and be seen when it's dark; that cyclists are not distracted by music or phone conversations, which limit their ability to be aware of traffic movement around them; that they don't endanger pedestrians by riding through pedestrian zones; that they avoid danger by obeying the traffic lights.</p>			

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what Ratlos34 is concerned about.</i>	<ul style="list-style-type: none"> • She doesn't know what to do about her 15-year-old daughter wanting to get a job in a café. 	<ul style="list-style-type: none"> • She thinks school is more important than a part-time job. • Although her daughter's school report is good. 	
<i>(b) Possible evidence showing understanding of what arguments from others in the discussion might help Ratlos34 to make a decision.</i>			
<i>Arguments for getting a job</i>	<ul style="list-style-type: none"> • There will still be time for homework. • Her grades will not get worse. • She can still see friends at school. • It's nice as a teenager to have your own money. 	<ul style="list-style-type: none"> • She may be able to negotiate hours to suit, when she has a test the next day. • Ratlos34 should be pleased that her daughter is not lazy. 	<ul style="list-style-type: none"> • Ratlos 34 might appreciate that her daughter has her own money. • A job will give her the chance to get experience in the world of work. • She can learn to be better organised.
<i>Arguments against getting a job</i>	<ul style="list-style-type: none"> • Time with friends may be reduced. • Grades could drop. 	<ul style="list-style-type: none"> • School is more important. • School is difficult enough. • Work schedule might be inflexible. 	<ul style="list-style-type: none"> • Her daughter might struggle to cope with school and a job.
<p><i>Example of a possible Excellence answer</i></p> <p>Ratlos34 is concerned about the daughter's schoolwork being affected by a job, but two respondents say that this has not been a problem – they have time to complete homework and their results have not suffered. Th3o's parents were also unsure, but have now been convinced and show interest in their son's job. Others suggest that earning one's own money and gaining knowledge about employment are also positive outcomes. In contrast to Ratlos34's daughter, who has a good school report and wants to work, Anna98 is not interested in working as she loves her free time and finds school difficult enough – this suggests that she might struggle if she were to work.</p>			

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how Street and Park differ.</i>	<ul style="list-style-type: none"> • In Street, they skate in the street and do tricks. • In Park, they skate in a bowl and do tricks. 	<ul style="list-style-type: none"> • Do tricks on steps/staircases and walls. • Skate in a bowl with steep walls. • Do tricks, for example, high jumps. 	
<i>(b) Possible evidence showing understanding of how Lilly and Tyler felt about their performances in Tokyo.</i>			
<i>Lilly</i>	<ul style="list-style-type: none"> • Lilly came 9th, so was unlucky not to be amongst the top eight to go to the final. 	<ul style="list-style-type: none"> • It would have been great (to be in the final) • In the top ten at her first Olympics. • Simply being there and having fun. 	<ul style="list-style-type: none"> • (Being in the top ten) was better than she thought. • (Being there and having fun) were most important for her.
<i>Tyler</i>	<ul style="list-style-type: none"> • Tyler had to skate after breaking his arm at training. • In the end, he came 15th. 	<ul style="list-style-type: none"> • He had bad luck. • He was more than happy. 	<ul style="list-style-type: none"> • But he simply couldn't miss out on this chance to take part. • Found it really awesome.
<i>(c) Possible evidence showing understanding of what skateboarders think about having their sport at the Olympics. Discuss the advantages and disadvantages they mention.</i>	<ul style="list-style-type: none"> • Some think it could make the sport more popular. • It could get more money. • And respect. • Skateboarders don't like the rules. • They don't like to wear a uniform. 	<ul style="list-style-type: none"> • It could make the games more interesting for young people. • They want to skate where, when, and for how long it suits them. 	<ul style="list-style-type: none"> • Others don't want the sport to lose its freedom and style. • Creativity is more important than gold medals.
<p><i>Example of a possible Excellence answer</i></p> <p>Some skateboarders are pleased, and hope that its presence at the Olympics might attract more young people to watch. It could also make it more mainstream and more profitable. Others, who like to skate without rules and without having to wear a uniform, are not so happy as they think the sport will lose its freedom and style. They don't like the conformity of a uniform – they think keeping creativity in their sport is more important than going for gold medals.</p>			