

Assessment Schedule – 2024

German: Demonstrate understanding of a variety of written and / or visual German text(s) on familiar matters (91126)

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 on page 1.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what has gone wrong with each friendship.</i>			
<i>Jakob</i>	<ul style="list-style-type: none"> Linus has moved away. They have lost contact. 	<ul style="list-style-type: none"> Linus has moved away to another town / city 	<ul style="list-style-type: none"> Because Linus lives in another city, they don't have so much contact with each other anymore. When Jakob calls or wants to chat, Linus often has no time.
<i>Alexa</i>	<ul style="list-style-type: none"> Alexa has a new boyfriend, Paul. Alexa has fallen in love with a nice boy, Paul. 	<ul style="list-style-type: none"> She doesn't have time for her best friend, which makes her best friend angry. 	<ul style="list-style-type: none"> Her best friend is jealous of her having a boyfriend. When Alexa told her best friend about Paul (full of enthusiasm), she didn't really listen.
<i>Lilly</i>	<ul style="list-style-type: none"> Her best friend talks negatively about others. She was disappointed by her best friend. She has broken off contact with her best friend. 	<ul style="list-style-type: none"> She found out that her best friend said mean things about her. 	<ul style="list-style-type: none"> Her best friend made fun of her ugly clothes in front of another girl. She apologised the following day, but Lilly couldn't forgive her.

(b) Possible evidence showing understanding of what each friendship might be like in five years' time

<i>Jakob</i>	<ul style="list-style-type: none"> • They have been friends since kindergarten. • They get on really well. • They spent every minute together. • He would like to stay friends with him. 	<ul style="list-style-type: none"> • They had lots of fun when they met up. 	<ul style="list-style-type: none"> • The friendship will not survive and seems to be a one-way friendship now, although they have been friends for so long. • Even when Jakob visited him in the holidays, Linus wasn't the same as before.
<i>Alexa</i>	<ul style="list-style-type: none"> • The friendship may not last since Alexa puts her boyfriend ahead of her best friend. • It may last if she breaks up with Paul and treats her female friends better. 	<ul style="list-style-type: none"> • She could not understand why her best friend reacted so oddly. • The friendship will not last if her best friend cannot get over her jealousy. 	<ul style="list-style-type: none"> • Alexa seems to have changed since meeting Paul (according to the friend) and this would also affect the friendship.
<i>Lilly</i>	<ul style="list-style-type: none"> • The friendship might last if they are more honest with each other. • Lilly should not take it so personally. 	<ul style="list-style-type: none"> • The friendship might not last since Lilly clearly felt disappointed by her best friend. • The friendship should not last – Lilly did the right thing by cutting it off with her best friend as she clearly is not to be trusted and is not a good, loyal friend. 	<ul style="list-style-type: none"> • The friendship might not last since Lilly was being a bit naive about her friend. She knew that her friend liked gossiping about others, so it goes without saying that one day it would be about her. • The friendship might last if they can get over this incident. Her friend must still value their friendship since she was embarrassed at the time and apologised the following day.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what the benefits of micro adventures are</i>	<ul style="list-style-type: none"> • They only last a few hours. • The ideas are simple. • They don't need any equipment. • They don't cost much. • They don't require a lot of planning. • They do you some good. • They don't last long. 	<ul style="list-style-type: none"> • You can try something new and forget your normal daily routine. 	<ul style="list-style-type: none"> • Although you might be curious when you are on holiday, when you are at home you are often too lazy (to go out). • Often the best and nicest experiences are just around the next corner – you just have to see them. • It's a great opportunity to experience something now without waiting for the next holidays.
<i>(b) Possible evidence showing which micro adventure the candidate would prefer to do and why</i>	<ul style="list-style-type: none"> • Sleep outside on a balcony or in the garden. • Bike 5 km, either with or without a plan. • Pack a backpack with water and small snacks. • Pack something nice to eat for a picnic. 	<ul style="list-style-type: none"> • Sleep outside without a tent. • Look at the stars and listen to the sounds of the night. • Enjoy a night in a sleeping bag. • Bike in another direction, to another suburb or to a river. • Take the train or bus and get out at the last station. • I might discover a river, lake, or simply a gorgeous view. • Go on my own or with a friend. 	<ul style="list-style-type: none"> • Find a nice lake, a riverbank, a patch of forest or another pleasant place nearby where you can sleep outside. • It doesn't really matter (where I go), as long as I'm doing something new. • Walking back will take some time, but I might notice places I've never seen before. • Sit down and watch everything (enjoy the scenery) at my leisure. • Normally we don't take the time to have these little breaks. • Go somewhere I can relax.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how each young person's appearance is important to them</i>			
<i>Linus</i>	<ul style="list-style-type: none"> • His looks are important to him. • He goes to the gym two or three times a week. 	<ul style="list-style-type: none"> • It is stressful having a perfect appearance. 	<ul style="list-style-type: none"> • He thinks it is stupid that many young people really think that they have to have a perfect appearance. • The main thing for him is that he likes himself.
<i>Anna</i>	<ul style="list-style-type: none"> • Her friends want to look like models. • Personality is more important than looks. 	<ul style="list-style-type: none"> • Everyone is OK the way they are. • Nobody chooses their friends only for their appearance. • She finds it odd that her friends want to look like models – she doesn't understand why. 	<ul style="list-style-type: none"> • She finds it more important that people are nice, intelligent, and funny – this has nothing to do with appearance or beauty.
<i>Miro</i>	<ul style="list-style-type: none"> • He finds vanity stupid. • Clothes are very important to him. • He buys unusual clothes. 	<ul style="list-style-type: none"> • However, he spends quite a lot of time on his appearance. 	<ul style="list-style-type: none"> • Most of his classmates dress in a similar style, but he doesn't want to look like everybody else.
<i>Selin</i>	<ul style="list-style-type: none"> • She wears makeup when going out with friends or to clubs at the weekend. 	<ul style="list-style-type: none"> • She admits to being influenced by photos of perfect people online. 	<ul style="list-style-type: none"> • She thinks that everybody wants to look good, despite what they might say (deep down, everyone really does want to look good).

(b) Possible evidence showing understanding by identifying which person the candidate most identifies with and why

<i>Linus</i>	<ul style="list-style-type: none"> • It is also important to me what I look like – similar to Linus. • Like Linus, I also go to the gym regularly. 	<ul style="list-style-type: none"> • I agree with his comment about the stress caused by having to look good. 	<ul style="list-style-type: none"> • I agree with Linus when he comments on people who spend all their time on uploading selfies and then getting upset when they don't get enough likes or clicks.
<i>Anna</i>	<ul style="list-style-type: none"> • I like her comment that people are OK just the way they are. • I also don't pick my friends for the way they look. 	<ul style="list-style-type: none"> • I agree with Anna when she doesn't understand why her friends want to look like models. 	<ul style="list-style-type: none"> • Anna prefers friends who she can muck around with and who have a sense of humour.
<i>Miro</i>	<ul style="list-style-type: none"> • Clothes are also very important to me. 	<ul style="list-style-type: none"> • I admire the way he doesn't want to look like everybody else and has his own individual style. 	<ul style="list-style-type: none"> • I admire the way he has got used to, and now doesn't care about, the mean comments he gets at school about his clothes.
<i>Selin</i>	<ul style="list-style-type: none"> • I also like wearing make-up when I go out. 	<ul style="list-style-type: none"> • I agree that, deep down, everyone really does want to look good. 	<ul style="list-style-type: none"> • I agree that life was certainly easier for her parents' age group, since they didn't constantly compare their appearance to those of others.

(c) Possible evidence showing understanding by explaining why the candidate identifies less with the other three people.

<i>Linus</i>	<ul style="list-style-type: none"> • I would hate going to the gym that often. 	<ul style="list-style-type: none"> • If looking good causes so much stress, why do it? 	<ul style="list-style-type: none"> • Taking selfies can be fun, and it doesn't only have to be for getting heaps of likes.
<i>Anna</i>	<ul style="list-style-type: none"> • I disagree – I only make friends with pretty people. 	<ul style="list-style-type: none"> • I also like to be silly with my friends, so I value people who share my sense of humour. 	<ul style="list-style-type: none"> • I agree that the value of a friend is in their personality – good looks do not mean a good personality.
<i>Miro</i>	<ul style="list-style-type: none"> • I am not like Miro since clothes are not important to me. • I would not buy weird clothes as he does. 	<ul style="list-style-type: none"> • What's wrong with wanting to stand out? I like following the current trends. 	<ul style="list-style-type: none"> • I wouldn't get used to the nasty comments and stop caring – I'd do something about it.
<i>Selin</i>	<ul style="list-style-type: none"> • I don't wear make-up as often as Selin does. 	<ul style="list-style-type: none"> • I don't agree with her comment that everybody wants to look good, despite what they might say. 	<ul style="list-style-type: none"> • If she knows that people have doctored their online photos, why is she still influenced by them?