

**Assessment Schedule – 2025****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 <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 and communicates some of the general meaning</b> of the text.	Demonstrates <b>understanding and communicates the general meaning</b> of the text.	Demonstrates <b>clear understanding and unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding and unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding and communicates some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding and 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 on Page 1.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of how Luca got started with sandboarding	<ul style="list-style-type: none"> <li>He started when he was three.</li> <li>He got an old sandboard from his father.</li> </ul>	<ul style="list-style-type: none"> <li>He put on short skis for sandboarding.</li> <li>When he was five or six he used his snowboard for sandboarding as well.</li> <li>His father made the sandboard shorter because it was still too long for him.</li> <li>Two weeks ago, he got an old sandboard from his father.</li> </ul>	<ul style="list-style-type: none"> <li>His parents had done sandboarding since they were teenagers and took him along when he was three.</li> <li>To start with, he just used his snowboard with an extra coating on the underside that could be taken off for winter.</li> </ul>
(b) Possible evidence showing understanding of what differences between sandboarding and snowboarding Luca talks about	<ul style="list-style-type: none"> <li>Snow is cold and sand is warm.</li> <li>It is slower on sands.</li> <li>Technique is more important in sandboarding.</li> <li>On a sandboard you stand on the back; on a snowboard you stand in the middle.</li> </ul>	<ul style="list-style-type: none"> <li>Every child knows that snow is cold and sand is warm.</li> <li>Special sandboards are thinner and therefore lighter than snowboards.</li> </ul>	<ul style="list-style-type: none"> <li>In sandboarding it is more difficult to turn the board properly.</li> </ul>
(c) Possible evidence showing understanding by explaining why the candidate would or would not want to try sandboarding	<ul style="list-style-type: none"> <li>The sun is shining.</li> <li>You are in a good mood; there's a good atmosphere.</li> <li>It is an incredible feeling.</li> <li>I would like to try sandboarding because, as Luca says, not many young people do it.</li> <li>He would like to encourage other young people to take it up.</li> </ul>	<ul style="list-style-type: none"> <li>You glide along as if you were in deep snow.</li> <li>The article is so encouraging and says that everybody should definitely give it a go. This would help me to make the decision to go sandboarding.</li> <li>You can use one board for both sports, which makes sandboarding more accessible as not much equipment is needed.</li> </ul>	<ul style="list-style-type: none"> <li>It is relatively safe – although many people say that sandboarding is dangerous, he doesn't agree as long as you are careful when you have a fall.</li> <li>Sandboarding isn't common among younger people – there needs to be more young people doing it.</li> <li>Snowboarding might be more social as more young people do it.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of how we know that Mirai really likes reading	<ul style="list-style-type: none"> <li>• She has read lots.</li> <li>• She has read about 1,000 books.</li> <li>• She reads very quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• She has been reading since before even starting school.</li> </ul>	<ul style="list-style-type: none"> <li>• Books open doors to other worlds up and you miss so much if you don't read.</li> </ul>
(b) Possible evidence showing understanding of what issue bothered Mirai and why	<ul style="list-style-type: none"> <li>• There is gendered marketing with books.</li> <li>• There are gendered tables in bookshops.</li> <li>• There is one table with books for boys and one for girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Boys' books are about football and adventure; girls' books are about love and horses.</li> <li>• Putting books into categories is old-fashioned.</li> <li>• In book shops, boys' books and girls' books are put on separate tables.</li> </ul>	<ul style="list-style-type: none"> <li>• In book shops, books are sorted into boys' books and girls' books and put on separate tables.</li> <li>• Everybody should be allowed to read whatever book they want.</li> <li>• Boys can also dream of romance and like horses; girls like to read adventure stories and play football.</li> <li>• She believes the world is not that simple and people's reading preferences don't always conform to what their gender "typically" reads.</li> </ul>
(c) Possible evidence showing understanding of what she did about it, and what the result was	<ul style="list-style-type: none"> <li>• She began an initiative against the gendered tables in book shops.</li> <li>• She was annoyed.</li> <li>• There was a positive reaction to her letter.</li> </ul>	<ul style="list-style-type: none"> <li>• She wrote a letter to the company's head office.</li> <li>• After two weeks, she got a very positive reply.</li> <li>• In the future, the books would be sorted by topic..</li> </ul>	<ul style="list-style-type: none"> <li>• She asked the head office of the book shop to stop recommending what girls and boys should read.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding by explaining which of the three cities the candidate would prefer to visit and why	<p>Marburg</p> <ul style="list-style-type: none"> <li>• It's a beautiful university city.</li> <li>• There are lots of young people.</li> <li>• There are lovely old half-timber houses in the old part of town.</li> </ul> <p>Nürnberg</p> <ul style="list-style-type: none"> <li>• It's good for those who are interested in history.</li> <li>• It has a very exciting history.</li> <li>• It's ideal for students who always wanted to study in Bavaria.</li> </ul> <p>Heidelberg</p> <ul style="list-style-type: none"> <li>• It's situated next to the Neckar River.</li> <li>• It has an old town and a castle.</li> </ul>	<ul style="list-style-type: none"> <li>• His friend has recommended it to him.</li> <li>• It has a castle from the 11th century.</li> </ul> <ul style="list-style-type: none"> <li>• The old part of town is very historic with churches, beautiful houses, and a castle.</li> </ul> <ul style="list-style-type: none"> <li>• It's good for those who are interested in walking the Philosopher's Path.</li> </ul>	<ul style="list-style-type: none"> <li>• It is full of students in almost every cafe and restaurant, especially when they have just finished their difficult exams and are celebrating.</li> <li>• If you go to the castle, you can get a view of the whole town.</li> </ul> <ul style="list-style-type: none"> <li>• You can visit the house where the famous German artist Dürer lived with his wife Agnes from 1509.</li> <li>• It is now a museum and inside you can experience the atmosphere of the 16th century.</li> </ul> <ul style="list-style-type: none"> <li>• Its name comes from the students who used to go there for romantic walks.</li> </ul>
(b) Possible evidence to show understanding by explaining what makes the other two cities less appealing to the candidate	<p>Marburg</p> <ul style="list-style-type: none"> <li>• I prefer more modern architecture.</li> </ul> <p>Nürnberg</p> <ul style="list-style-type: none"> <li>• I would rather study elsewhere, not in Bavaria.</li> <li>• I'm not interested in history.</li> </ul> <p>Heidelberg</p> <ul style="list-style-type: none"> <li>• I do not like going on walks.</li> </ul>	<ul style="list-style-type: none"> <li>• I'm not into history, so ancient castles from the 11th century are not of interest.</li> </ul> <ul style="list-style-type: none"> <li>• It sounds rather dull with the emphasis on old buildings and history.</li> </ul> <ul style="list-style-type: none"> <li>• I would not be into going for long walks along a very steep path.</li> </ul>	<ul style="list-style-type: none"> <li>• The thought of a lot of drunk students celebrating the end of year in the cafes and restaurants is not appealing.</li> <li>• OR I would like to socialise with other students.</li> </ul> <ul style="list-style-type: none"> <li>• If I were more into art history, I might be interested in visiting Dürer's house and museum.</li> </ul> <ul style="list-style-type: none"> <li>• The path is 2 km and very steep – even though it gives you the best view of the old part of the town and the castle, it's not worth it.</li> </ul>