

Assessment Schedule – 2025

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 why Simon likes theme parks and roller coasters so much</i>	<ul style="list-style-type: none"> • They are ideal for the whole family. • Theme parks electrify him, and the roller coasters are particularly popular. • He met his best friends there. • Last year he went on a round trip of theme parks in Scandinavia. • It is fantastic discovering different theme parks all over the world. 	<ul style="list-style-type: none"> • They offer attractions as well as adventure and fun. • Although they are expensive, you really get a lot for the price. • With roller coasters, the higher and faster the better. • Standing before the gigantic roller coaster, his joy was infinite. • Every theme park is somehow special. 	<ul style="list-style-type: none"> • Theme parks are not only a place, but also a feeling, as if you had arrived in another world. • In theme parks he has a really special feeling that is difficult to describe. • He has been going to theme parks with his parents since he was a child and has never been disappointed. • He travels to the best theme parks all over the world with friends who share his passion.
<i>(b)(i) Possible evidence showing understanding of what Eva would prefer to do, rather than spending a day at a theme park, and why</i>	<ul style="list-style-type: none"> • Stay home or go to the beach. • It's free and less stressful. 	<ul style="list-style-type: none"> • Stay at home, where it's less stressful and free. • Go to the beach because it's free and she can get the adrenaline kick by jumping into the cold North Sea. 	

<p><i>(ii) Possible evidence showing understanding of what advice could help Eva enjoy theme parks more</i></p>		<ul style="list-style-type: none"> • Take her own sandwiches to avoid spending 20 euros on chips, a burger, and a drink. 	<ul style="list-style-type: none"> • Plan her day – check safety reviews so that she can worry less, check the weather forecast to avoid standing in the rain, choose only the attractions she really wants to visit and leave out those with long queues. • Wear headphones or earplugs to drown out the loud music, screaming children, and noise of the carousels, and take her own food and drink to get around the high prices. • Check safety reviews so that she can worry less about the safety concerns she has with the carousel.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what laughter yoga is, how it works, and what it can achieve</i>	<ul style="list-style-type: none"> • People meet and laugh together. • We did laughter yoga after a boring maths lesson. • The group starts with “ha ha ha”, then “hee hee hee”, and finally “ho ho ho”. • They then breathe in and out. • They shake their arms. • They cannot stop laughing. 	<ul style="list-style-type: none"> • The group claps and does funny movements. • It helps if you are feeling tired and lacking in energy. • Some people begin to laugh because it looks so stupid. • They laugh until their tummies hurt. 	<ul style="list-style-type: none"> • The idea is to get the group to progress from pretending to laugh to really laughing. • Someone laughing out loud suddenly and not being able to stop makes the whole group laugh. • A good session of laughter can make you as relaxed as if you had been on holiday for a day.
<i>(b) Possible evidence showing understanding by explaining why the candidate would or would not want to try it</i>	<ul style="list-style-type: none"> • Laughing is healthy. • The problem is that sometimes there is nothing to laugh at. • I simply have too much to do. • We have problems, so we’re often in a bad mood. 	<ul style="list-style-type: none"> • Laughing relaxes you and makes you happy. • Only genuine laughter is good laughter. • Laughter yoga clearly works. 	<ul style="list-style-type: none"> • To recover the inner child in me – children laugh up to 400 times a day, whereas adults often only 15 times a day. • Genuine laughter comes from being really happy, or when someone has told a funny joke. • Like the author, I have always smiled at the idea of laughter yoga.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the impact illness had on Margarete's childhood</i>	<ul style="list-style-type: none"> • She was active and healthy. • She got sick with polio at 18 months. • She wanted to learn and go to school. • She could neither walk nor stand. 	<ul style="list-style-type: none"> • She could not use her legs anymore. • Her right hand was weak and hurt a lot. • She was curious and had a strong, rebellious personality. 	<ul style="list-style-type: none"> • Her siblings and teachers to get her to school and had to carry her to her seat.
<i>(b) Possible evidence showing understanding of the part Margarete's family played in her success</i>	<ul style="list-style-type: none"> • She had two older sisters and a younger brother. • She had a close relationship with her nephew Richard. 	<ul style="list-style-type: none"> • Her brother took her to school in a cart since the path was long and difficult. • Her siblings helped to carry her to her seat at school. • She worked in a small ladies' clothing shop with her two sisters. • Her brother sold the little elephant for her at the Christmas market. • Her nephew designed the first teddy bear that could move its legs, head, and arms. 	<ul style="list-style-type: none"> • Her father supported her when her sisters married and left her to carry on alone. • Her nephew designed the first teddy bear that could move its legs, head, and arms. • At the Leipzig toy fair, nobody wanted to buy it at first, but on the last day an American businessman was taken by the bear and immediately ordered 3,000 of them.
<i>(c) Possible evidence showing understanding of how Margarete's personal attributes contributed to her success</i>	<ul style="list-style-type: none"> • Despite her health problems, she remained strong and rebellious. • She accepted help from family members when necessary. 	<ul style="list-style-type: none"> • She was stubborn and never gave up, despite being in a wheelchair. 	<ul style="list-style-type: none"> • She was determined to succeed, hence being a trained seamstress by the age of 17 and having her own shop by the age of 30. • She was creative, making clothes and then stuffed animals (elephants for children's toys). • She never gave up, and now stuffed animals from her company are some of the most famous toys in the world and can be found in children's rooms all over the world.