

## Assessment Schedule – 2019

### 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.

#### 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
<b>(a)</b> Evidence relating to each of the four German teenagers and their resolutions, reasons and how they plan to achieve this.			
<i>Anton</i>	<ul style="list-style-type: none"> <li>• Must get fitter.</li> <li>• Go to school on foot.</li> <li>• Go to bed earlier.</li> </ul>	<ul style="list-style-type: none"> <li>• Finds PE lessons stressful.</li> <li>• Could get up earlier.</li> <li>• Often tired in the mornings.</li> <li>• Would be best to go to bed earlier.</li> <li>• So that can sleep longer.</li> </ul>	<ul style="list-style-type: none"> <li>• Likes to sleep until the last minute.</li> <li>• Not look at Facebook for so long.</li> <li>• Then 20-minute walk to school no problem.</li> </ul>
<i>Luisa</i>	<ul style="list-style-type: none"> <li>• Would like to have more money.</li> <li>• Gets pocket money.</li> <li>• Plan is to find a job.</li> </ul>	<ul style="list-style-type: none"> <li>• She never has enough money.</li> <li>• When going out with friends.</li> <li>• Her parents can't give her anymore.</li> <li>• Then she will have enough for the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Pocket money is gone quickly.</li> <li>• Because four children in the family.</li> <li>• Can save for bigger things.</li> <li>• Would be important to parents.</li> <li>• Not to work too many hours on school days.</li> </ul>
<i>Leon</i>	<ul style="list-style-type: none"> <li>• Must do more for school.</li> <li>• Not good in history and maths.</li> <li>• Wants to go on class trip.</li> </ul>	<ul style="list-style-type: none"> <li>• Simply must do more for school.</li> <li>• A four in history and maths / barely passing.</li> <li>• Doesn't want to repeat.</li> <li>• From now on.</li> <li>• Better grades in next half year.</li> </ul>	<ul style="list-style-type: none"> <li>• History and maths grades dangerous.</li> <li>• Parents won't allow him to go on class trip to Berlin.</li> <li>• Have looked forward to it all year.</li> <li>• Pay attention in lessons.</li> </ul>
<i>Marie</i>	<ul style="list-style-type: none"> <li>• Nicer to little sister.</li> <li>• She comes into my room.</li> <li>• When listening to music.</li> <li>• Or when friends are there.</li> </ul>	<ul style="list-style-type: none"> <li>• Could be nicer to little sister.</li> <li>• She's annoying.</li> <li>• Should spend more time with her.</li> <li>• Perhaps go to the movies with her.</li> </ul>	<ul style="list-style-type: none"> <li>• Tries on my clothes.</li> <li>• Without asking me.</li> <li>• Often in a hurry.</li> <li>• Help her with piano practice.</li> <li>• Hopefully she'll be happier.</li> </ul>

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<b>(b) and (c)</b> Explain why one of the resolutions would improve your life the most? Explain why you do not relate to one of these resolutions.			
<p>Example of a possible Excellence answer:</p> <p>I can relate to Leon's resolutions as my recent grades have been disappointing. I won't have to repeat the year like in Germany, but, if I don't improve, I may not be able to get into the courses I want next year. My parents are worried too, and have said that I won't be going on the Australia tour with my football team, which we are all looking forward to, if I don't improve. I know I need to put in more effort and concentrate better in class like Leon.</p>			

Although I can understand Anton's wish to get fit, this is something I don't need to worry about. I play a lot of sports and really enjoy PE lessons, rather than finding them stressful like Anton. I avoid spending too much time on Facebook and try to get to bed at a reasonable time. I don't have a problem waking up in the morning. Unfortunately, it would take me an hour to walk to school, so that is not an option for me, but at least I have a 10-minute walk to the bus stop.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Describe Sven's room.	<ul style="list-style-type: none"> <li>• His room is quite big and light.</li> <li>• There are dirty clothes, books and shoes on the bed.</li> <li>• A teddy bear.</li> <li>• Under the bed, socks and lolly papers.</li> <li>• His treasure, a new computer, is on the desk.</li> </ul>	<ul style="list-style-type: none"> <li>• He has room for all important things.</li> <li>• A mountain of dirty clothes, books and shoes on the bed.</li> <li>• A teddy bear in the middle of the bed.</li> <li>• On the carpet.</li> <li>• Ex books from last year.</li> </ul>	<ul style="list-style-type: none"> <li>• You can hardly see his bed.</li> <li>• Opposite the door.</li> <li>• Teddy bear looks lost.</li> <li>• Only his desk is relatively tidy.</li> <li>• Spends almost every free minute on internet.</li> </ul>
(b) Contrast the differing attitudes of Sven and his mother to his room.	<ul style="list-style-type: none"> <li>• My friends like my room too.</li> <li>• When they visit.</li> <li>• Sven listens to music, watches YouTube.</li> <li>• Sven does homework.</li> <li>• His room makes his mother feel sick.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are not allowed in Sven's room.</li> <li>• He likes his room as it is.</li> <li>• Communicates with friends online.</li> <li>• His friends can't see the mess.</li> <li>• Sven's mother hopes things will get better.</li> <li>• When he is older.</li> </ul>	<ul style="list-style-type: none"> <li>• Who needs a clean room for that (i.e. chatting online)?</li> <li>• Sven thinks tidying up once a year is enough.</li> <li>• His mother is normally proud of him</li> <li>• Both children have a good report.</li> <li>• If his door is open, his mother can almost not go past his room.</li> <li>• She doesn't know how she can change him.</li> </ul>
(b) Are you either more like Sven or more like his sister, and why?			
<p>Example of a possible Excellence answer:</p> <p>I am definitely more like his sister. I can't concentrate if I am sitting in the middle of a mess, so I keep my room tidy with everything in its place. Even though Sven's desk is relatively tidy, I would not like a pile of dirty clothes on my bed and lolly papers and last year's exercise books all over the carpet. I would find this unacceptable even if Sven is nice and has a good school report. Unlike Sven, I don't mind my parents coming into my room. I also think that saying that your friends can't see your room when you're chatting online is a poor excuse for only tidying your room once a year.</p>			

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Evidence to show what Christa thinks of jogging in New Zealand.	<ul style="list-style-type: none"> <li>• She doesn't always have time (for jogging).</li> <li>• She gets up early.</li> <li>• She enjoys jogging.</li> <li>• She goes (jogging) before breakfast.</li> <li>• The light is beautiful.</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of people run in New Zealand, too.</li> <li>• It is not possible to jog before breakfast in Germany.</li> <li>• School starts a bit later in New Zealand.</li> <li>• Not so much fun when it's raining.</li> </ul>	<ul style="list-style-type: none"> <li>• She is pleased that so many people in New Zealand like running, too.</li> <li>• She has a long way to go to school (in Germany).</li> <li>• The streets are empty.</li> <li>• The later start to school suits Christa well.</li> <li>• She has a good feeling.</li> </ul>
(b) Evidence to show what Christa does to stay healthy.	<ul style="list-style-type: none"> <li>• She goes jogging.</li> <li>• She eats healthy food.</li> <li>• She eats lots of fruit and vegetables.</li> <li>• She does not eat chips often.</li> </ul>	<ul style="list-style-type: none"> <li>• She runs / jogs every day.</li> <li>• Stays fit through jogging.</li> <li>• She believes health is important.</li> <li>• She tries to eat a healthy diet.</li> </ul>	<ul style="list-style-type: none"> <li>• She tries to run/jog every day, no matter where she is.</li> <li>• She has forbidden herself to eat chocolate, but is sometimes weak.</li> </ul>
(c) How seriously do you think Christa takes her sport?			
<p>Example of a possible Excellence answer:</p> <p>Christa runs because it's fun and makes her feel good and although she tries to run every day, she admits that she doesn't always have time for it. When the family goes on holiday to the South Island, she is happy to enjoy the beautiful mountains and landscapes that she has heard about and is looking forward to. She is relaxed about the fact that she may not be able to go jogging sometimes and may not keep up her healthy diet. Probably they will do some hiking instead anyway. She is keen to do a marathon one day, but that would involve a lot more training and she does not want to spend so much of her time in New Zealand training. She is not interested in winning and wants to enjoy life. I think her sport is definitely important to her, but she has a balanced attitude towards it and is not obsessed with it.</p>			

### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	08 – 12	13 – 18	19 – 24