Assessment Schedule – 2014

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
Demonstrating understanding of a variety of German texts involves **making meaning of the relevant information, ideas and/or opinions** from the texts.	*Demonstrating **clear** understanding* of a variety of German texts involves **selecting relevant information, ideas and/or opinions** from the texts and communicating them **unambiguously**.	*Demonstrating **through** understanding* of a variety of German texts involves **expanding on relevant information, ideas and/or opinions** from the texts with **supporting detail**.

Guidelines for applying the Assessment Schedule

- The answer-space provided in the exam paper is NOT an indication of the word-count required. The candidate may exceed the lines provided, or respond succinctly using fewer lines. For Merit / Excellence, however, the candidate needs to show clear/thorough understanding of the meanings or conclusions within the text, which usually requires more than a brief statement. Candidates may respond to the information in the text(s) in either English/Te Reo Māori and/or German. Responses in German must not simply quote sections of the texts. Candidates must demonstrate understanding of the text(s).

Evidence Statement

Question One			
Not Achieved	**Achievement**	**Merit**	**Excellence**
Shows no or limited understanding of the text	Shows understanding / is able to make meaning of the text	Selects relevant information, ideas and opinions from the text and communicates them unambiguously	Selects and expands on with supporting detail relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text.
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text	Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding*	Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding*	Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding*

Grade Score Descriptors							
N1 Very little valid information	**N2** Little valid information	**A3** Some valid information	**A4** A range of valid information about after school activities	**M5** Explanation of which after school activities you prefer supported by information from the text	**M6** Full explanation of which after school activities you prefer supported by information from the text	**E7** A justified explanation of which after school activities you prefer supported by information from the text and why	**E8** A fully justified explanation of which after school activities you prefer supported by information from the text and why

Specific evidence.	*For Example*

This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items	*These examples are typical of candidates at the score indicated, however they are not full responses, and are intended to be indicative rather than prescriptive*
Katja:	**N1** – A few words relevant to the question
Has little time after school	**N2** – One or two statements or sentences giving some basic information
Does homework quickly	**A3** – Basic but incomplete information given – may contain some inaccurate information
Afternoons: works in a newspaper kiosk to get money	**A4** – Basic information given which straddles all parts of the answer – may contain inaccuracies
Cell phone costs a lot	**M5** – Responses reveal a more thorough understanding of the text by supplying accurate information according to and supported by what is stated in the text.
Doesn't do sport often	
Sometimes goes with girl friend to pool	**M6** – Responses reveal a more thorough understanding of the text by supplying full and accurate information according to and supported by what is stated in the text
But never at the weekend	
Philipp:	**E7** – Responses reveal thorough and complete understanding of all the text, including more complex parts. Candidates have used imaginative ways of conveying this more detailed understanding, including possibly making comparisons to their own preferences or personal experiences
Guitar lessons three times per week	
Cannot live without music	**E8** – Responses reveal thorough and complete understanding of all the text, including more complex parts. Candidates have used imaginative ways of conveying this more detailed understanding, including possibly making comparisons to their own preferences or personal experiences. Responses show confidence, flair, and full accuracy.
Writes songs / lyrics and finds that a lot of fun	
Often reads	
Finds Agatha Christie's crime novels really exciting	
	eg *I prefer my afternoon activities more than Sascha's because she has to train for cycling 4 times a week, whereas I only have dancing twice a week and netball on a Wednesday. Sascha has to bike 20 km every time she trains, and she says she is too tired to do homework after training. I would not like that because then you would either have to do your homework in the weekend (which I prefer to spend with my friends) or not hand it in at all and get told off by the teacher! Also, I wouldn't like to live where she does because there is not much to do there (only movies and a bar) and I would get really bored. There is more to do in my city, like go to the beach or mall. And I am not old enough to go to a bar anyway! I prefer my afterschool activities because they don't make me as tired as Sascha and I have more time to do my homework so it is not left until weekends and I can spend more time with my friends, compared to her.*
Sometimes does homework in the evening after guitar lessons	
Sylvia:	
Never has any time after school	
School is out at 3 pm and then she often goes to Drama lessons	
Always does homework in bed before going to sleep	
Is very stressed learning for tests before the holidays	
doing her driver's licence at the moment	
can meet up with friends only at the weekend, has hardly any time during the week	
Sascha:	
Cycling training 4 times a week: about 20 kms	
Not much to do in his town Cologne – only movies or going to a bar	
Never does homework after training, as is always very tired	

N Ø   No response or no valid evidence

Question Two

Not Achieved	Achievement	Merit	Excellence
Shows no or limited understanding of the text	Shows understanding / is able to make meaning of the text	Selects relevant information, ideas and opinions from the text and communicates them unambiguously	Selects and expands on with supporting detail relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text.
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text	Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding*	Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding*	Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding*

Grade Score Descriptors

N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information and broad understanding shown	A range of valid information about the 4 summer jobs	Explanation of which summer job you would choose, supported by information from the text	Full explanation of which summer job you would choose supported by information from the text	A justified answer of which summer job you would choose and why	A fully justified answer of which summer job you would choose and why

---

Specific evidence. *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items*	*For Example* *These examples are typical of candidates at the score indicated, however they are not full responses, and are intended to be indicative rather than prescriptive*

Film actor — Play a zombie / in a movie / filmed in Berlin / being filmed at the end of June / No pay, but lots of fun and a reference	**N1** – A few words relevant to the question
	N2 – One or two statements or sentences giving some basic information
	A3 – Basic but incomplete information given; may contain some inaccurate information
	A4 – Basic information given which straddles all four summer jobs. May contain inaccuracies.
Sausage seller / Grillwalker — Barbecue / cook and sell sausages / Work in a team / Weekend job in Brandenburg / 60 euros per day	**M5** – Responses reveal a more thorough understanding of the text by supplying accurate information according to and supported by what is stated in the text.
	M6 – Responses reveal a more thorough understanding of the text by supplying full and accurate information according to and supported by what is stated in the text.
Dog carer — Play with dogs and take them for walks / You can bring your own dog / In a dog kindergarten and school in Potsdam / 1–3 days per week; 10 euros per afternoon	**E7** – Responses reveal thorough and complete understanding of all the text, including more complex parts. Candidates have used imaginative ways of conveying this more detailed understanding, including possibly making comparisons to their own preferences or personal experiences.
	E8 – Responses reveal thorough and complete understanding of all the text, including more complex parts. Candidates have used imaginative ways of conveying this more detailed understanding, including possibly making comparisons to their own preferences or personal experiences. Responses show confidence, flair, and full accuracy.
	eg *African-American hair model:[candidate could pretend to be an African-American]* *I am African-American, originally from New York, 1 meter 80 tall and very extroverted. My host family lives in Berlin-Mitte, so I wouldn't have far to go to get to the 5 or so meetings in the hair salon. I have real trouble styling and controlling my hair because it's so frizzy and I really need some help to get a better style and to manage my hair. It doesn't matter that there is no payment. I have looked up the website to get some idea of last year's hair show and am impressed with some of the styles.*

N Ø   No response or no valid evidence

Question Three

Not Achieved	Achievement	Merit	Excellence
Shows no or limited understanding of the text	Shows understanding / is able to make meaning of the text	Selects relevant information, ideas and opinions from the text and communicates them unambiguously	Selects and expands on with supporting detail relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text.
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text	Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding*	Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding*	Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding*

Grade Score Descriptors

N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information	A range of valid information about work experience	Explanation about work experience	A full explanation about work experience	A justified answer about which work experience you would prefer and why	A fully justified answer about which work experience you would prefer and why

Specific evidence. *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items*	*For Example* *These examples are typical of candidates at the score indicated, however they are not full responses, and are intended to be indicative rather than prescriptive*
Lena	**N1** – Very little relevant information is given
Doing her work experience in a vet centre	**N2** – Only limited understanding of the text is shown
She finds the tasks a bit boring sometimes	**A3** – Basic understanding is shown but incomplete information given; may contain some inaccurate information
She has to clean the table and tidy up, but she doesn't mind	**A4** – Basic understanding is shown, mostly correct information with a range of detail; part (b) if answered may be brief and / or not supported by reference to the text
She finds it sad when the pets are in pain Last week, she was allowed to work with animals ad really likes them	**M5** – Responses reveal a clear understanding of the text with a good range of detail. A work experience preference is given and is supported by reference to the text
When she was younger, she had lots of interesting pets, eg birds, horses and mice	**M6** – Responses reveal a clear understanding of the text with a very good range of detail. A work experience preference is given and more fully supported by reference to the text
Anne	**E7** – Responses reveal thorough understanding of all the text. A justified work experience preference is given, supported by details from the text.
Doing her work experience in a kindergarten where her mother is a teacher.	**E8** – Responses reveal thorough and complete understanding of all the text, including more complex parts. A fully justified work experience preference is given, supported by details from the text. Responses are well organised and show confidence and accuracy.
Sometimes the work is a bit much with about 25 loud children	
But she really likes it	
She likes playing with the children	eg *I would like to work in the kindergarten because I love kids. I also like doing crafts and going to the playground. I wouldn't like cleaning though because I'd get really tired. I would also like to work in the Kindergarten because I could work with my mum like Anne does. Also really like helping out in the kitchen, especially if it's cooking or preparing meals. I don't know if I could handle approximately 25 loud children, as I can deal with only about 5 so far. No wonder Anne thinks it's a bit too much sometimes! Cleaning up after children would be very tiring because they tend to be hyperactive and love mess. It would also be hard to clean the carpet if they got really dirty, which is what happened in Anne's case.*
Yesterday they did lots of crafts together and this morning they are going to the playground	
That's really a lot of fun!	
Every morning she has to help in the kitchen	
And in the afternoon, tidy up the playroom	
But sometimes the children make the carpet really dirty	
She finds that really awful, she's really sick of that!	

Christian Doing his work experience at Computer Tech Because he's a computer freak! That's why he finds the job as a computer technician quite interesting He has a lot to do Write emails, install software and sometimes repair printers His colleagues are very nice He really likes the work – it's the right job for him He hopes later to work in this shop / business He'd like to help people, he'd really like that	

N Ø   No response or no valid evidence

Question Four

Not Achieved	Achievement	Merit	Excellence
Shows no or limited understanding of the text Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text	Shows understanding / is able to make meaning of the text Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding*	Selects relevant information, ideas and opinions from the text and communicates them unambiguously Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding*	Selects and expands on with supporting detail relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text. Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding*

Grade Score Descriptors

N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information	A range of valid information about learning languages	Explanation about learning languages	A full explanation about learning languages	A justified explanation about learning languages and why	A fully justified explanation about learning languages and why

Specific evidence. *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items*	*For Example* *These examples are typical of candidates at the score indicated, however they are not full responses, and are intended to be indicative rather than prescriptive*
(a) Although she's a good student, Anja's marks in French and English are not so good. She asks what should she do? If anyone has any tips for her on how to learn foreign languages?	**N1** – Very little relevant information is given
	N2 – Only limited understanding of the text is shown
	A3 – Basic understanding but incomplete information given; may contain some inaccurate information
(b) Felix went to Madrid and did a Spanish course, although such courses are expensive. He found it really great; you improve your language knowledge, get to know lots of people and at the end you get a certificate. His marks in school are now super.	**A4** – Basic understanding shown, mostly correct information with a range of detail; part (b) if answered may be brief and/or not supported by reference to the text.
	M5 – Responses reveal a clear understanding of the text by supplying accurate information according to and supported by what is stated in the text. An opinion about tips for learning languages is expressed and supported by reference to the text.
Kara found that watching films in the original with subtitles in French helped her with learning French, as does listening to internet radio. She has practically only French music on her MP3 player, she finds the lyrics and the music on the Internet. She writes down the difficult sentences, listens again and pronounces them several times. In this way, you learn lots of words and practise pronunciation.	**M6** – Responses reveal a clear understanding with a very good range of detail. An opinion about the tips given for learning languages is expressed and more fully supported by reference to the text.
	E7 – Responses reveal a thorough understanding of all the text. An opinion about the tips given for learning languages is expressed and justified by details from the text.
Steffi always studies with classmates before Latin tests. Everyone has a turn at playing the teacher, explaining the grammar, answering questions and correcting mistakes. The others solve the tasks, look things up in the dictionary and make a note of problems or mistakes. She finds this a super method and suggests Anja tries it.	**E8** – Responses reveal thorough and complete understanding of all the text, including more complex parts. An opinion about all the tips given for learning languages is expressed, fully justified by details from the text. Responses to (b) are thoughtful, well organised and show confidence and accuracy. eg *"Felix says that he had the same problem with Spanish and went to Madrid in July, where he got to know many people and got a certificate from his course. Now his marks in school are super. He mentions that it can be a problem to go overseas because it is*

	really expensive. I completely agree, because the best way to improve a foreign language would be to go to the country and experience what it is like to use it daily and be constantly surrounded by it. However, as NZ is so far away from the rest of the world, it can be very expensive to travel to Europe but doing so would most definitely improve marks in school. Kara says that she watches films with subtitles in French and listens to radio on the internet. She also has French music on her MP3 player and finds the texts on the internet so that she learns new words and can speak more. While theoretically her idea is good, I don't think it would be very effective because if you are listening to a movie with French subtitles, your brain will automatically focus on the familiar listening and not pay as much attention to the French words which are familiar. Steffi says that in Latin the students play the teacher, taking turns, and they have to explain grammar, answer questions and find any problems or mistakes, which is also a good method, but some people learn better by taking notes and some by explaining so it wouldn't work for everyone."

N Ø   No response or no valid evidence

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 9	10 – 16	17 – 24	25 – 32