

# **National Certificate of Educational Achievement**

## **2011 Assessment Report**

### **German Level 1**

- 90883 Demonstrate understanding of a variety of spoken German texts on areas of most immediate relevance**
- 90886 Demonstrate understanding of a variety of German texts on areas of most immediate relevance**

## COMMENTARY

The 2011 examination indicated a move away from the more traditional approach of a focus on understanding and translating lexical items, towards a comprehension approach to understanding whole texts, as articulated in the New Zealand Curriculum Levels 5 and 6 Learning Languages. This meant that those students who demonstrated understanding of the gist of a text gained credit for the appropriate level of understanding shown, whereas those who knew even quite a number of isolated lexical items might not necessarily have achieved, because the fragmented nature of language knowledge demonstrated did not equate to the ability to 'Demonstrate understanding of text'.

The three levels of achievement were based on the definitions in the standards of 'understanding', 'clear understanding' and 'thorough understanding'. Rather than asking for individual answers to discreet questions and lexical items, the questions required students to listen to and read entire texts. This meant that to gain the highest level of achievement, students needed to make connections, infer meanings and provide opinions based on the text heard or read. Every question was designed to scaffold from simple information to higher level thinking. This allowed less able students to access the questions, while giving more able students the opportunity to show their very high level of knowledge. Direct translation of the text did not always fully answer the question and therefore did not show 'clear' or 'thorough' understanding of the text; translation is not necessarily comprehension.

The selection boxes enabled candidates to begin answering the questions, and those who struggled to provide higher level answers were able to select a number of correct responses. The higher level paragraph-style questions were the questions that provided differentiation, and a good response here was essential for a Merit or Excellence grade.

## STANDARD REPORTS

### **90883 Demonstrate understanding of a variety of spoken German texts on areas of most immediate relevance**

#### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- attempted most parts of the questions
- gave sufficient valid information to show understanding of the general gist of the texts
- demonstrated clear understanding in parts of some questions
- attempted to provide a valid explanation in at least one question
- demonstrated good knowledge of the Level One Appendix.

#### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- attempted some parts of some questions
- gave little valid information
- showed limited knowledge of the Level One Appendix

- provided answers that were not relevant or connected to the texts.

### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- demonstrated excellent knowledge of the Level One Appendix
- demonstrated a clear understanding of the spoken texts
- provided explanations
- supported explanations with generally appropriate information from the texts.

### **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- demonstrated thorough understanding of the spoken texts
- justified explanations clearly and logically
- provided a range of valid supporting information, including plausible inferences.

### **OTHER COMMENTS**

A number of students answered in German. Although some may have been native-speakers, a number clearly were not but were in no way disadvantaged by answering in the target language. The questions were so conceived that there was no advantage or capability to achieve by merely transcribing. This would not satisfactorily answer the question; and regardless of whether the students answered in English or German, they still needed to answer the comprehension question to achieve.

## **90886 Demonstrate understanding of a variety of German texts on areas of most immediate relevance**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- attempted most parts of the questions
- gave sufficient valid information to show understanding of the general gist of the texts
- demonstrated clear understanding in parts of some questions
- attempted to provide a valid explanation in at least one question
- demonstrated good knowledge of the Level One Appendix.

### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- attempted some parts of some questions
- gave little valid information, or information that was not relevant or connected to the texts

- showed limited knowledge of the Level One Appendix.

### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- demonstrated excellent knowledge of the Level One Appendix
- demonstrated a clear understanding of the spoken texts
- gave an explanation supported by some pieces of higher level information.

### **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- demonstrated thorough understanding of the spoken texts
- justified explanations clearly and logically
- provided a range of valid supporting information, including plausible inferences.

### **OTHER COMMENTS**

A number of students answered in German. Although some may have been native-speakers, a number clearly were not; however, they were in no way disadvantaged by answering in the target language. The questions were written so that, regardless of whether the students answered in English or German, they still needed to demonstrate comprehension of the text to achieve. Merely copying text from the resource booklet did not address the requirements of the question and could not contribute towards achievement.