

Assessment Schedule – 2011

German: Demonstrate understanding of a variety of German texts on areas of most immediate relevance (90886)

Evidence Statement

Question One							
Not Achieved		Achieved		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 – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance. – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information	A range of valid information and an attempted valid explanation	Explanation supported by information from the text	Full explanation supported by information from the text	A justified answer about your personal opinion of how to form a good friendship	A fully justified answer about your personal opinion of how to form a good friendship

Specific evidence	For example								
<i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</i>	<i>These examples are typical for candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>								
<table border="1"> <tr> <td>dieselbe Musik hören mag</td> <td>die gleichen Sachen mag</td> </tr> <tr> <td>fast jeden Tag</td> <td>immer in der Schule und sehr oft am Nachmittag</td> </tr> <tr> <td>sie hören Musik</td> <td>sie machen ihre Hausaufgaben</td> </tr> <tr> <td>über Jungs und Klamotten</td> <td>über Probleme mit ihren Lehrern</td> </tr> </table> <p>They like one another and think one another are cool/fun (both needed). They see each other often/frequently. They like similar or same things. They are able to talk about problems or other personal things. <i>(Any justified answer that fits the information is acceptable)</i></p>	dieselbe Musik hören mag	die gleichen Sachen mag	fast jeden Tag	immer in der Schule und sehr oft am Nachmittag	sie hören Musik	sie machen ihre Hausaufgaben	über Jungs und Klamotten	über Probleme mit ihren Lehrern	<p>N1 – (single words or invalid information or vague information unrelated to specifics of the text) eg “You need to have common interests such as clothes and music”, “Other things in common would be sports and computer games but that’s usually for guys”</p> <p>N2 – (poor answer that doesn’t show understanding and/or information inconsistent with or unrelated to text/very little detail) eg “Have the same type of interests, hang out at least once a week, go to places together like the movies or shopping, play sports together, do homework together”</p> <p>A3 – (some table information correct but long answer poor and inconsistent with text, indicating a basic understanding of the text as a whole but poor grasp of detailed information) eg “Even though Katja does not see her friend as much as Paul does, they still see each other enough to be really good friends and listen to music on occasion”</p> <p>A4 – (table information correct but details inconsistent and explanation poor, showing a better grasp of the text than A3 but does not go beyond Achievement level in detail or explanation) eg “Like similar things to one another. Katja and Julia like to go shopping, go to the movies or listen to music. Paul and Victor like to skateboard and play basketball. But all four people talk to one another about their problems.”</p> <p>M5 – (descriptive) eg “Katja likes Juliana because she listens to music”, “So you need to like similar things and meet often.”</p> <p>M6 – (descriptive with more detail) eg “Katja likes Juliana because she listens to music. Paul and Victor meet up always in school and very often in the evenings”, “He thinks you need to be able to help with each other’s problems”</p> <p>E7 – (justification) eg “Katja and Juliane talk about boys and clothes and problems and she thinks this is really great, which I think is a sign of a good friendship.”</p> <p>E8 – (full justification) eg “Good friends need to have fun together”, “she finds it good that they can talk about their friendships, as in good friendships people should feel comfortable to talk with their friends about their problems”</p>
dieselbe Musik hören mag	die gleichen Sachen mag								
fast jeden Tag	immer in der Schule und sehr oft am Nachmittag								
sie hören Musik	sie machen ihre Hausaufgaben								
über Jungs und Klamotten	über Probleme mit ihren Lehrern								

N Ø No response or no valid evidence

Question Two							
Not Achieved		Achieved		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 – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance. – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information	A range of valid information and an attempted valid explanation	Explanation supported by information from the text	Full explanation supported by information from the text	A justified answer stating the reasons you prefer one sport over the other	A fully justified answer stating the reasons you prefer one sport over the other

Specific evidence	For example
<i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</i>	<i>These examples are typical for candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>
<p>Basketball</p> <p>It is played either on an indoor or an outdoor court.</p> <p>There are two baskets.</p> <p>Each team has five players.</p> <p>The game takes normally 2 × 20 minutes.</p> <p>Except in the NBA, when it takes 4 × 12 minutes.</p> <p>A basket is worth 3 points, 2 points, or 1 point.</p>	<p>N1 – (single words or invalid information or vague information unrelated to specifics of the text) eg “Basketball is better because it’s more fun”</p> <p>N2 – (poor answer that doesn’t show understanding and /or information inconsistent with text) eg “Because in basketball, you can play in the NBA against many other teams and in streetball, you play in a park and can score one or two points.”</p> <p>A3 – (some information correct but long answer poor and inconsistent with text, indicating a basic understanding of the text as a whole but poor grasp of detailed information) eg “It is played in the park or a street, and you need a basket and two teams. The game ends in 15 minutes. The team with more points wins”</p> <p>A4 – (table information correct but details inconsistent and explanation poor, showing a better grasp of the text than A3 but does not go beyond Achievement level in detail or explanation) eg “With basketball, you need to play with five people and in streetball, you can play with only three people or sometimes only one. This makes it better.”</p> <p>M5 – (descriptive) eg “Basketball is normally played for 2 × 20 minutes, but in the NBA it is played for 4 × 12 minutes; therefore, streetball is faster and more interesting”</p> <p>M6 – (descriptive with more detail) eg “I would prefer to play sport outside and in the park. It is also good to have a short game. It’s also better because you don’t need a whole gym and have only one hoop”</p> <p>E7 – (justification) eg “I prefer streetball because you can play with only one or two players, which makes it easier to get a game going and I don’t like waiting all the time”</p> <p>E8 – (full justification) eg “I would prefer to play basketball because if it was raining, you would still be able to play indoors and there are five players, so you have to work together more and that makes the game more fun for me”</p>
<p>Streetball</p> <p>It can be played in the park, on the street, or on an outdoor court (all needed).</p> <p>Two teams play with three players or sometimes just one player.</p> <p>The game takes 15 minutes.</p> <p>A basket is worth 1 or 2 points.</p> <p><i>(Answer must contain reference to the text. Excellence answers compare the two sports.)</i></p>	

N Ø No response or no valid evidence

Question Three							
Not Achieved		Achieved		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 – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance. – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information	A range of valid information and an attempted valid explanation	Explanation supported by information from the text	Full explanation supported by information from the text	A justified answer stating reasons you prefer one routine over another	A fully justified answer stating reasons you prefer one routine over another

Specific evidence	For example
<i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</i>	<i>These examples are typical for candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>
<p>Her alarm clock goes off at 6.30. She gets up at 6.45 /quarter to seven. She showers. She has breakfast at 7.15 /quarter past seven. She eats mostly just a roll with jam (<i>not marmalade</i>). Sometimes, she eats cornflakes and drinks a cup of tea. She then brushes her teeth. She leaves the house about 7.30. After school, at 1.30, she does her homework. She meets her friends. She eats dinner at 6 o' clock. Normally, she watches a bit of TV, at 8 o' clock. Yesterday (for example), she watched the news. At 10.30, she has a wash and goes to sleep.</p>	N1 – (single words or invalid information or vague information unrelated to specifics of the text) eg “My routine because I'm used to it, plus it is easier for me and my family”
	N2 – (poor answer that doesn't show understanding and /or information inconsistent with text) eg “Mine because I know how to live with it.”
	A3 – (some table information correct but long answer poor and inconsistent with text, indicating a basic understanding of the text as a whole but poor grasp of detailed information) eg “My routine is a lot more laid back, but Claudia's is more organised. I prefer Claudia's because of its preparation and dedication”
	A4 – (table information correct but details inconsistent and explanation poor, showing a better grasp of the text than A3 but does not go beyond Achievement level in detail or explanation) eg “I would prefer my routine because I don't have to get up early, but I would also prefer Claudia's because she finishes school earlier”
	M5 – (descriptive) eg “I prefer my routine because I don't have to get up early. I also don't have to go to bed so late, but I would like to have such a short school day”
	M6 – (descriptive with more detail) eg “I prefer Claudia's routine; however, it seems a little bit similar to mine. I prefer her routine as she finishes her school earlier than my school, which finishes at 3:20. It also seems like she has a lot of free time”
	E7 – (justification) eg “My routine as I don't have to get up so early and leave for school so early. Her routine would be tiring as she goes to bed late and gets up early. Also, I watch more television than she does, which I enjoy and find better” (answer must agree with own written routine)
	E8 – (full justification) (answer must agree with own written routine) eg “I prefer my routine because I can get up later, whereas Claudia has to wake up at 6.30 am. I also like my breakfast better because I don't like jam or tea. I like my routine better because I can meet my friends straight after school; Claudia does her homework first.”

N Ø No response or no valid evidence

Question Four							
Not Achieved		Achieved		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 – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance. – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information	A range of valid information and an attempted valid explanation	Explanation supported by information from the text	Full explanation supported by information from the text	A justified answer stating which traditions you like better and why	A fully justified answer stating which traditions you like better and why

Specific evidence	For example
<i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</i>	<i>These examples are typical for candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>
<p>Different</p> <p><i>In New Zealand:</i></p> <p>You go to the beach</p> <p>Christmas is on the 25th and you get presents in the morning.</p> <p>It's warm and there is definitely no snow.</p> <p><i>In Germany:</i></p> <p>There is lots of gingerbread.</p> <p>Music groups sing under the Christmas tree in the cities.</p> <p>Christmas is on the 24th December in Germany.</p> <p>Presents get handed out then.</p> <p>Christmas lights in every German city from 1st advent Sunday.</p> <p>Same</p> <p>Many people decorate their houses.</p> <p>People get lots of chocolate, nuts, oranges, and food.</p> <p>Christmas is a festival with lots of food.</p> <p>Christmas music is a big tradition.</p> <p><i>(Merit and Excellence answers need a preference and reasons based on the information in the text.)</i></p>	<p>N1 – (single words or invalid information or vague information unrelated to specifics of the text) eg “I like the German traditions because it is about celebrating the day, whereas in New Zealand it is just an excuse to do something”</p> <p>N2 – (poor answer that doesn't show understanding and /or information inconsistent with text) eg “The German one because you get to celebrate Christmas on Christmas Eve; also, you get to sing Christmas carols and listen to Christmas songs”</p> <p>A3 – (some information correct but long answer poor and inconsistent with text, indicating a basic understanding of the text as a whole but poor grasp of detailed information) eg I like the NZ traditions because it's warm weather and families can play cricket in the park. In New Zealand, you don't have advent wreaths but Advent calendars with chocolate in them”</p> <p>A4 – (information correct but details inconsistent and explanation poor, showing a better grasp of the text than A3 but does not go beyond Achievement level in detail or explanation) eg “German traditions. There is more Christmas carol singing and all the cities have Christmas lights. In NZ, most families have a roast chicken on the 25th December but in Germany there is more special food like oranges, chocolate, and gingerbread”</p> <p>M5 – (descriptive) eg “I like having Christmas on the 24th because you get your presents sooner. I also like that Christmas music is traditional in Germany, as that makes singing a big part of Christmas, which makes it a family event”</p> <p>M6 – (descriptive with more detail) eg “There are Christmas lights in all towns from the 1st day of Advent. There are lots of oranges, chocolate, and gingerbread. In Germany, it is cold and snowing at Christmas. I like it better because you get your presents on the 24th of December”</p> <p>E7 – (justification) eg “I like the German traditions better because they sing a lot more and eat lots of traditional food like gingerbread and it's a white Christmas, which is better than summer in New Zealand for me personally”</p> <p>E8 – (full justification) eg “I really like the German Advent tradition. I think it's really cool how music groups play music on Advent Saturdays in the city. Also, people singing under the Christmas tree would be really cool. The Christmas lights in all German cities on the first Advent sound like a really great tradition. Also, getting presents on the 24th means you don't have a sleepless night waiting for the morning of the 25th. But one tradition I like better in NZ is having a warm Christmas on the beach or playing cricket in the park with my family”</p>

N Ø No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 16	17 – 24	25 – 32