

**Assessment Schedule – 2013**

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

**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 – <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>                    |

| 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 | Has understood the text and given a way for Jutta to get a better report next time | Has clearly understood the text and given a way for Jutta to get a better report next time but without detail. Has attempted the last question | Has clearly understood the text and given a way for Jutta to get a better report next time with detail and indicated the difference between the two subject systems | Has completely understood the text and given a reasoned way for Jutta to get a better report supported by detail and indicated the difference between the two subject systems and a justified reason for selecting one |

| 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. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>   | <i>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.</i>   |
| Jutta's best subjects are biology, music, maths and religion (religious studies). Her worst subject is history and she's not very good at German, English or physics. Her mum was really angry with her about her report even though she had worked as hard as possible. She should maybe change subjects next year or try to get another teacher for history because she likes the subject and enjoys reading history books but can hardly keep her eyes open as she doesn't like her teacher Frau Schornstein who never does anything interesting. Herr Dietmayer's supposed to be good so maybe she'll change to him.<br>Some evidence of recognition that there are different subjects taken in both countries. | <p><b>N1</b> – German, English, Physik, Erdkunde. She finds it boring.</p> <p><b>N2</b> – Jutta's best subject is Biologie. She thinks her teacher Frau Schornstein is so schrecklich.</p> <p><b>A3</b> – Jutta's mother was not happy with her report card. Her best subject is biology and her worst Geschichte. She is now in a new class.</p> <p><b>A4</b> – Her parents are angry. She thinks it is very boring in history and hard with that teacher so she is going to find a new class with a new teacher, Mr Dietmayer.</p> <p><b>M5</b> – To make her next report better she should work more on her bad subjects like history and if changing the teacher would help she should.</p> <p><b>M6</b> – She says she enjoys reading history books so maybe she should move class.</p> <p><b>E7</b> – She can hardly keep her eyes open and that's why she got a bad mark. A new teacher might be better.</p> <p><b>E8</b> – She says she worked as hard as possible and as she finds the lessons so terrible and boring with Frau Schornstein she should carry out her idea of finding a new class with Herr Dietmayer who is supposed to be good and if as she says she enjoys reading history books out of class then she should definitely do that.</p> |

**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 – <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>                   |  |
| 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 and attempt at justifying decision on which fast food place is better | Good description of the two fast food places and which one he prefers  | Good description of the two fast food places and which one he prefers but lacking detail | Very good description of the two fast food places and a justified reason for which one he prefers  | Excellent description of the two fast food places and a fully justified reason for which one he prefers backed by detail |

| <b>Specific evidence</b>  | <b>For example</b>  |
|---|---|
| <i>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.</i>   | <i>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.</i>   |
| Fast food on the corner cost 4,50 sausage with chips. Had chips with mayo because taste better. Doesn't like chips without sauce. Went today to a new fast food place and biked for 2 kms. Bio fast food and very healthy. Pigs fed on apples and vegetables before made into sausages. Not much more expensive 5,80. Had bio chips. Bit thicker but taste a bit better. No mayonnaise because normal mayo is very unhealthy and they didn't have bio-ketchup, which was a shame. | <b>N1</b> – Instead of the sauces they should have had gravy for the sausages.  |
|   | <b>N2</b> – The sausage that had Peter geschmeckt is very good. He had chips with mayonnaise.   |
|   | <b>A3</b> – The normal one is best because it cost only 4.50 Euros. The sausage is delicious, and the Curry-Ketchup is the best. They used apples and vegetable to make the sausage.  |
|   | <b>A4</b> – Even though the chips are bigger, I don't like the sound of Bio-Ketchup.  |
|   | <b>M5</b> – I would like to go to the first one because it is much closer and I wouldn't have to bike for 2km. I don't care if the pig ate apples and vegetables. Also, the mayonnaise is better at the first place.  |
|   | <b>M6</b> – The old fast food place is better as you get a nice sausage and chips and not some bio stuff. The chips wouldn't be nice without Mayo so couldn't enjoy the chips. I think it doesn't make a difference what the pigs ate.  |
|   | <b>E7</b> – I think the normal one is better because it is cheaper and you actually get sauce on your chips, which you don't at the other one. Even though the Bio-Imbiss is healthier, I'm after taste.  |
|   | <b>E8</b> – I like to try to be healthy so the fact that you ride two kilometres to get it and it doesn't matter that it cost 1.30 more as the pigs being fed on apples and vegetables before they became sausages is great. The fact there is no sauce for the chips is fine. It's unhealthy anyway, and I prefer without. |

**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 – <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>                    |  |
| 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 and an attempt to justify why he would see the film | A good description of +/- and attempt to justify why he would or would not see the film  | A good description of +/- and attempt to justify why he would or would not see the film with some detail | A complete description of +/- and a good justification of why he would or would not see the film  | A complete description of +/- and a full justification of why he would or would not see the film with detail |

| <b>Specific evidence</b>   | <b>For example</b>  |
|--|---|
| <i>This is <u>not</u> 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.</i> | <i>These examples are typical of candidates at the score indicated; however, they are <u>not full responses</u>, and are intended to be indicative rather than prescriptive.</i>  |
| <b>Positive things</b><br>Great special effects<br>Peter Jackson made it in NZ<br>Landscape great  | <b>N1</b> – A Peter Jackson Film made in New Zealand.<br><b>N2</b> – Die Spezialeffekte waren toll und ich habe es super gefunden.  |
| <b>Negative things</b><br>Dwarves a bit stupid because the noses were too big<br>3D made him a bit sick<br>Hardly any girls there (may be considered positive too)   | <b>A3</b> – Heiko didn't enjoy the film because it was so long. The 3D made him feel sick. He found the dwarfs stupid because he didn't think they were really short like he thought they would be.<br><b>A4</b> – Heiko found it a good movie but a bit boring and felt sleepy in the cinema but the special effects were cool and the movie wasn't too short. New Zealand was beautiful. Dwarfs were a bit stupid.  |
| Very long and nearly fell asleep<br>Wants to visit NZ and film locations   | <b>M5</b> – Went for a very long time and very late and he almost fell asleep. I would want to see the dwarfs and the scenery.<br><b>M6</b> – Although he says the 3D made him feel sick, I would just go and watch it in 2D and would go to an earlier showing so as not to get tired.   |
|  | <b>E7</b> – Yes, because I enjoy both the special effects and also the silly things like the dwarfs noses because I think they're funny. It is strange that there were apparently hardly any girls there, but that wouldn't bother me much if I was with friends.<br><b>E8</b> – I would like to see it as I might recognise places and could try to visit the castles or forests like Heiko wants to. Because I'm a girl, I wonder if it would really suit me but I would take along some other girls maybe. |

**N Ø** No response or no valid evidence

| Question Four   |                          |   |  |  |  |   |   |
|---|--------------------------|---|--|--|--|---|---|
| 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 – <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>                    |   |
| 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 and an attempt at describing which house he would like / not like | A good description of which house would be liked/not liked   | A good description of which house would be liked / not liked with detail | A justified choice of house would / would not be liked  | A fully justified, nuanced choice of house would / would not like with detail |

| Specific evidence  | For example  |
|--|--|
| <i>This is <u>not</u> 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.</i>   | <i>These examples are typical of candidates at the score indicated; however, they are <u>not full responses</u>, and are intended to be indicative rather than prescriptive.</i>   |
| <b>Apartment</b><br>3 bdrm, living room, dining room, bathroom, kitchen, shares with sister. Has a bed, table, lamp, chair, and cupboard. Small room because she shares with her sister but big apartment  | <b>N1</b> – I would like to live in house B because it has a tennis court and a swimming pool.<br><b>N2</b> – She shares a room with her sister. She finds sharing a room with her sister gross.   |
| <b>Double House</b><br>4 bdrms, living room, kitchen, bathroom and dining room. Own room with TV. In room bed, table, lamp, and cupboard for all his things. Likes his room because lots of space. Also a cellar where they can play table tennis but unfortunately no swimming pool. The family in the other half of the apartment is OK and the grandma there makes delicious cake for them. | <b>A3</b> – B is good. There are four rooms, so I would get my own and you can play table tennis. I wouldn't like A as it is not big enough.<br><b>A4</b> – I would most like to live in the double house because it would be fun living with another family especially when the grandma makes yummy biscuits.   |
| <b>One Family House</b><br>Took parents long time to save for house. Worked long and hard to get it. She and five brothers and sisters didn't have much money for a long time. They can always play sport now because they live next to the park. Lots of space and mother finally happy because they don't live in an apartment block anymore.  | <b>M5</b> – I would like to live in house B because his room isn't too small and there are 4 bedrooms so it is a pretty big house and also has a cellar with table tennis.<br><b>M6</b> – I don't mind not having a swimming pool, but grandma's cake sounds good. Some rooms also have TVs. I wouldn't want to share a room with my sister.<br><b>E7</b> – Having another family in the other half of the house would be good, especially if I can get on with them and they were not annoying. The grandma makes lots of nice cakes and I like cake. I wouldn't want to live in the apartment as there are only three bedrooms and people sharing rooms and there is no garden or outdoor space.<br><b>E8</b> – I wouldn't like to live in the family house with seven other people. I would also find it difficult having to save money all the time, despite having lots of sun. I don't like sports, so the park isn't really much use to me. |

**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                     |