

## Assessment Schedule – 2013

### German: Demonstrate understanding of a variety of German texts on familiar matters (91126)

#### 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 on one points little attempt at part 2	Places for both three and two years ago attempt at part 2	Same policeman identified basic explanation given	Explanation why 'a village' is clear without inference	A credible response to part 2 given with some link /inference re possible reason	Inference made in part 2

<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>
fined twice; speeding + two different places (hometown + ) in NZ + by the same policeman third offence; forgot to pay; everybody knows everybody so can <i>always/often</i> meet + world is small [one example: school friend /familiar person/ neighbour]; can /may likely meet <i>again [no ref to text]</i> ; while on holiday + unlikely /chance emigrated opening sentence in own words linked to this real life story i.e. text connection made. irony: physically large but actually small as text shows /because of ease of travel /job transfer committing an offence is not limited by distance /if not small, then change meetings wouldn't happen /so the moral of the story is... → sophistication from real to general ie the principal	<b>N1</b> – A man was on holiday in USA. <b>N2</b> – He was driving too fast in his hometown. <b>A3</b> – Coincidences can happen. <b>A4</b> – Robert was surprised to meet a person he had met in his hometown. <b>M5</b> – Robert was this time on holiday in New Zealand. <b>M6</b> – Although unlikely such chance meetings do happen, as in this story. <b>E7</b> – Pure chance: the policeman had emigrated to NZ, so the same man was pulled over for the same offence. <b>E8</b> – Globalization and mobility make chance meetings possible; mobility and globalization increasing so possible to transfer to same job the other side of the globe; holiday destinations not limited anymore (but man should have learnt his lesson the first time).

**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.	
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Grade Score Descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information / du~Sie reworded	more valid information: adults, if in doubt use Sie; one rule selected with credible reason	Two rules selected and one explained with some detail	both rules explained with sensible detail	link to importance for exchange	importance to cultural understanding because not done in NZ

Specific evidence	For example				
<p><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></p>	<p><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></p>				
<p>Part 1</p> <table border="1"> <tr> <td>du</td> <td>Sie</td> </tr> <tr> <td>three examples (children, friends, family) know each other well plural of all three</td> <td>two examples (teachers, neighbours, sales) two ex; if not 'sales people → + mrs ~mr three examples + over 16/kids to adults if in doubt</td> </tr> </table> <p>Rules:</p> <p>a) du~ Sie in both; but quality of reason can earn; du~Sie + one other Reason: politeness; good first impression /manners</p> <p>b) meeting/greeting: shake right hand, firmly; most important goes first; is introduced [NOTE: not 'by you' cp. passive construction] Reason: polite; manners/good first impression; 'goes/introduced' distinction re 'clear' understanding/rank~ hierarchy identified</p> <p>c) restaurant: the two ways Reason: manners</p> <p>d) visiting: bring flowers; to host; shows thanks; but no need to remove wrapping anymore Reason: because polite; manners/good first impression; thanks identified eg give something back for invite rude/offend/be on the safe side → insight shown with good explanation link to German culture/visitor status/intercultural aspect eg 'do as the Romans ...'</p>	du	Sie	three examples (children, friends, family) know each other well plural of all three	two examples (teachers, neighbours, sales) two ex; if not 'sales people → + mrs ~mr three examples + over 16/kids to adults if in doubt	<p><b>N2</b> – It is important to use the right word.</p> <p><b>A3</b> – Use 'du' with friends, 'Sie' with other people.</p> <p><b>A4</b> – 'du' with relations 'Sie with adults; when meeting people shake right hand which is good to know; they bring flowers.</p> <p><b>M5</b> – If in doubt use 'Sie'; because that is polite in Germany as is bringing flowers for the hostess.</p> <p><b>M6</b> – Most important person is introduced first, namely ...; bringing flowers to the hostess shows thanks.</p> <p><b>E7</b> – These two specific German politeness rules are needed for visitors to fit in; <i>they make an effort so you should too/so there is no confusion who to greet first.</i></p> <p><b>E8</b> – Because we don't do it this way in NZ, so important for exchange as teacher pointed out also.</p> <p><b>N Ø</b> No response or no valid evidence</p>
du	Sie				
three examples (children, friends, family) know each other well plural of all three	two examples (teachers, neighbours, sales) two ex; if not 'sales people → + mrs ~mr three examples + over 16/kids to adults if in doubt				

Question Three			
Not Achieved	Achievement	Merit	Excellence
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Grade Score Descriptors							
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information eg positive, funny	<b>A4</b> A range of valid information re popularity, some numbers re impact	<b>M5</b> employment for more than 50, the hit 2004 mentioned	<b>M6</b> so fans all over, including mention of positive message,	<b>E7</b> training for young people, has become international because of positive message	<b>E8</b> good for mental health, economy, young people

<b>Specific evidence</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>	<b>For example</b> <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>
cheeky + laughter /funny sweet + laughter black-white sheep/funny [NOT charming or cheeky!] The text is cheeky/funny + makes you smile; warm/cheerful/loving/encouraging messages [NOT texts] re ALL three ie happiness, love, friendship a good/successful business; creates jobs for young people because of growth and potential/the hit in 2004; earns millions for BRD/50+ jobs; because now expanded international market beneficial for BRD [home grown → big market/small to big]; well-being of society overall identified eg pride plus not so grumpy any more	<b>N1</b> – Cheeky apes <b>N2</b> – The comic figures are black and white and sweet <b>A3</b> – The sheep are positive/ charming <b>A4</b> – And has turned into a profitable business <b>M5</b> – Which provides employment for more than 50 people; the 2004 hit boosted its success <b>M6</b> – Which fans all over recognize eg collect the many products; so positive message is spreading <b>E7</b> – And training opportunities for trainees/ young people; the positive message is good for everyone, the designers realized <b>E8</b> – We all need a smile on our dial, good for the economy and the future of the next generation.

**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 – <i>demonstrates understanding</i>	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 – <i>demonstrates clear understanding</i>	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 – <i>demonstrates thorough understanding</i>

Grade Score Descriptors							
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> job training; one of three points included in letter	<b>A4</b> for young people; two of three points included; credible	<b>M5</b> interested in publishing / this industry; connected some detail	<b>M6</b> likes the message; + creative; credible responses given; some link to the success since 2004	<b>E7</b> relevant reasons for interest developed / international aspect attempted; with attempt at future aspect	<b>E8</b> wish to contribute; international aspect included eg speaks languages, wants to travel + link made to Q3

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>						
no job; job training; apprenticeship for young people	<b>N1</b> – black and white animals, like it						
<table border="1"> <thead> <tr> <th>Qualities</th> <th>Experience</th> <th>Reason</th> </tr> </thead> <tbody> <tr> <td>creative + art example eg graphic / drawing skill make people smile / sense of humour people skills / communication team spirit / high standards language skills / international</td> <td>believable + connected to text eg school newsletter</td> <td>like it interest in their business work in dynamic + growing firm maintain / develop clientele here + abroad</td> </tr> </tbody> </table>	Qualities	Experience	Reason	creative + art example eg graphic / drawing skill make people smile / sense of humour people skills / communication team spirit / high standards language skills / international	believable + connected to text eg school newsletter	like it interest in their business work in dynamic + growing firm maintain / develop clientele here + abroad	<b>N2</b> – I like the sweet sheep and am good at typing.
Qualities	Experience	Reason					
creative + art example eg graphic / drawing skill make people smile / sense of humour people skills / communication team spirit / high standards language skills / international	believable + connected to text eg school newsletter	like it interest in their business work in dynamic + growing firm maintain / develop clientele here + abroad					
	<b>A3</b> – I'm good at drawing and like the positive message.						
	<b>A4</b> – I'm doing business studies and realize it is a subject that can help; and like writing stories.						
	<b>M5</b> – I like publishing eg worked on school magazine / good at editing and I've worked.						
	<b>M6</b> – And I really like the positive message that these products send out to the world.						
	<b>E7</b> – Being a positive person, I believe I can help spread the message, which is so good for everyone + want to work in Germany.						
quality~ experience~ reason; ie. No experience needs sense of humour / positivity to link to texts. expansion/success/ mental health globally / pride in product / with reference to both texts / link to the two texts → holistic eg pride	<b>E8</b> – So should want to be part of this expanding and successful business, which is making such a positive impact internationally re employment and mental health						
	<b>N Ø</b> No response or no valid evidence						

**Judgement Statement**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 9	10 – 17	18 – 25	26 – 32