

Assessment Schedule – 2014

German: Demonstrate understanding of a variety of spoken German texts on areas of most immediate relevance (90883)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> of a variety of spoken German texts involves making meaning of the relevant information, ideas and/or opinions from the texts.	<i>Demonstrating clear understanding</i> of a variety of spoken German texts involves selecting relevant information, ideas and/or opinions from the texts and communicating them unambiguously .	<i>Demonstrating through understanding</i> of a variety of spoken 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 text(s). 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 – <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 that shows broad understanding of the text	A range of valid information and an attempt at giving opinion who is environmentally minded	Opinion given who is environmentally minded supported by information from the text	Full opinion given who is environmentally minded supported by information from the text	A justified opinion given who is environmentally minded and why	A fully justified answer given who is environmentally minded and why

Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of</i>	For example <i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be</i>
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<i>the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items</i>	<i>indicative rather than prescriptive</i>
Christoph	N1 – Very little correct information. Single words, eg Ines does not shower
Prefers to drive slower on the motorway	N2 – Mostly incorrect information, eg single words and some sentences that are confused or contain mostly incorrect information
Saves money and fuel	A3 – Basic understanding is shown but information may be incomplete or inaccurate
Environment important to him	A4 – Basic understanding is shown, mostly correct information with a range of detail, which straddles all parts of the question. In (b), candidates may offer an explanation but it may not be well supported by reference to the text.
Switches off light when he leaves the room	M5 – Responses reveal a clear understanding of the text with a good range of detail. A comparison / explanation is given and supported by reference to the text, eg no mention of having a bath using up less water
Puts on jersey when cold	M6 – Responses reveal a clear understanding of the text with a very good range of detail. A fuller opinion is given, supported by details from the text.
Buys yoghurt in glass jars	E7 – Responses reveal thorough understanding of the text and a justified opinion is given supported by details from the text.
Takes his own shopping bag	E8 – Responses reveal thorough understanding of all parts of the text and a fully justified opinion is given supported by details from the text. Responses show confidence and accuracy, eg includes for (b) Stefan 'kaum'= hardly ever
Ines	eg Anne:
Has a quick shower instead of a bath	<i>I think she is also environmentally aware. In her school they take cardboard to special containers and they only use recycled paper in the photocopying machine. She has tried to buy coke in bottles but the problem is that it is more expensive and you don't find coke for sale much in bottles. She always bikes to school. When it rains or it's icy, she takes the subway to school.</i>
Recycles paper and glass	
Lives in small town	
Has own car but does not use it much	
Prefers to walk	
Healthier and more environmentally friendly	
Stefan	
Hardly ever thinks about the environment	
Many products only come in cans	
Goes by car or motorbike because it's faster	
Buses are expensive and don't come often enough	
Would take bus if it came more frequently	
Tobias	
Says an individual can't do much	
Can't stand discussions about the environment	
Of course there are more interesting matters	
Mother gets angry if he leaves the light on when he leaves the room	
Always forgets to switch off light and thinks it's stupid if only going to the bathroom or to make coffee	

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 that shows broad understanding of the text	A range of valid information and an attempt at comparing schools in terms of environmental initiatives	Opinion is given supported by information from the text	Full opinion is given and comparisons made with support from information from the text	A justified opinion is given and comparisons made and why	A fully justified opinion is given and comparisons made 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. 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>
At Heiko's school the environment group works well Separate rubbish into glass, aluminium, paper and compost Also collects batteries and metal Bio bin for food remains Plant flowers and trees to beautify Posters with slogans like "Separating rubbish is worthwhile" and "Put it in the bin!" Each class keeps a part of the school clean Groups of students pick up rubbish Teachers and Principal happy Every Monday class reps talk Recycled toilet paper in toilets School canteen sells coke or juice in glass bottles Unfortunately, some students still bring drinks in plastic bottles Does not like that Students sell recycled exercise books every Wednesday at lunchtime That works especially well	<p>N1 – Very little correct information, eg single words</p> <p>N2 – Little correct information</p> <p>A3 – Table info largely correct but no or illogical info eg students sell books about the environment; she does not have a car</p> <p>A4 – Part (b) if answered, may be brief and/or not supported by reference to the text. Table info correct but no mention of comparison healthier and secondly more environmentally friendly; no mention of eg classes responsible for keeping their part of the school clean and picking up rubbish</p> <p>M5 – A comparison / explanation is given and is supported by reference to the text. An opinion is given supported by details from the text. No mention of, for example, the slogans; having a bath using up less water</p> <p>M6 – Very good description and good table info but inaccuracies show only clear and not thorough understanding. A fuller opinion is given supported by details from the text. A comparison is given and is supported by reference to the text</p> <p>E7 – A justified comparison/explanation is given, supported by details from the text.</p> <p>E8 – Responses reveal thorough understanding of all parts of the text. A fully justified opinion is supported by details from the text. Responses show confidence and accuracy. e.g <i>Like Heiko, I am a member of the school Environment Group and we have quite a few initiatives going throughout the year. We have planted native shrubs along the river embankment to stop erosion and it also makes the bank prettier to look at. In our school we compost everything and put the compost back into the school flower gardens as fertiliser. We have rubbish bins all around the school labelled as 'green', 'paper', 'aluminium', 'glass' and 'refuse'. Some students ignore the rubbish bins and just throw their rubbish on the ground or put it in the wrong bin. We don't have a container for batteries or metal but that would be a great idea. I think it's good that in Heiko's school the canteen sells drinks in only glass bottles. In my school you can buy drinks in only plastic bottles. It would be better if you could get a refund on glass bottles, then maybe this would be an incentive for students. Many students still bring plastic drink bottles to school just like at Heiko's. In our school, every form class has a roster to pick up rubbish around the school just like in Heiko's school. However, I think there should be more rubbish bins around the school, so that people use them. We also have labels stuck on our rubbish bins, like "Recycle your rubbish!" and "Put it in the bin!" We don't have exercise books or toilet paper made from</i></p>

	<i>recycled paper but I think it would be a great idea to introduce so that my school could be even more environmentally friendly and sustainable.</i>
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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 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information and an attempt at advice	M5 Advice given to improve diet supported by information from the text	M6 Full advice given and why	E7 Justified advice given and why	E8 Fully justified advice given 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. 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>
POSSIBLE ANSWER Stefan To improve his diet, he should try to reduce his food intake and lose weight. He keeps trying out different diets and is still fat and hungry all the time. His body is probably all mixed up from all the dieting. I think he drinks too much coffee, which is not good for him. One cup is enough. (He has 2 or 3 coffees for breakfast with sugar.) He should cut out the sugar in his diet. He puts too much butter on his bread. He should only put on a little bit. Hamburgers and sausages are not that healthy for lunch. It would be better to have a healthy wrap with lettuce and tomato and lean meat. Ice cream is quite fattening. Maybe instead of cream on his cake for dessert he should put yoghurt or just have it plain or cut out dessert altogether. Or if he really wants to eat dessert, then a fruit salad would be healthier. Eating snacks like chocolate while watching TV is not good for your health. If he needs to snack, then a piece of fruit instead would be the healthier option.	N1 – No comparison made (little or majority incorrect table info)
	N2 – little correct information
	A3 – Basic information is shown but information may be incomplete or inaccurate, eg Sabine always arrives late to school
	A4 – Basic information is shown, mostly correct information with a range of detail, which straddles all parts of the question. Answers supported by reference to the text, eg comparison with own eating/drinking habits
	M5 – Responses reveal a clear understanding of the text with a very good range of detail. Advice is given supported by details from the text, eg no mention of reason for lateness to school
	M6 – Responses reveal a clear understanding of the text with a very good range of detail. A very good description and good table info but inaccuracies show clear but not thorough understanding.
	E7 – Responses reveal a thorough understanding of the text and justified advice is given, supported by details from the text.
	E8 – responses reveal a thorough understanding of the text and fully justified advice is given, supported by details from the text <i>Possible answer for (b)</i> Stefan: <i>His problem is that he can't seem to lose weight despite trying lots of diets. He is always hungry and is fat. He doesn't feel well. He's got a stomachache and a high temperature / fever. He went to town with friends after school yesterday and ate fish and chips. And drank lots of coke later on. He thinks that is perhaps why he is feeling so bad.</i> Sabine: <i>She didn't have breakfast yesterday morning, because she didn't hear the alarm and she slept in. She had to study for her Science test and therefore went to bed late last night. She arrived late to school at 8am (school usually starts at 7:30 am). Her teacher was angry with her and it's not the first time that she's arrived late! She's worried she may have to repeat the whole year because of her bad grades in Science.</i>

N Ø No response or no valid evidence

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 13	14 – 18	19 – 24