

Assessment Schedule – 2014

German: Demonstrate understanding of a variety of written and/or visual German texts on familiar matters (91126)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding of a variety of written and/or visual German texts on familiar matters involves making meaning of the relevant information, ideas and/or opinions from the texts..	Demonstrating clear understanding of a variety of written and/or visual German texts on familiar matters involves selecting relevant information, ideas and/or opinions from the texts and communicating them unambiguously .	Demonstrating thorough understanding of a variety of written and/or visual German texts on familiar matters 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 each question 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

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

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not convey the general meaning of the text(s).	Shows little understanding and does not convey the general meaning of the text(s).	Demonstrates some understanding of the text(s), and conveys some of the general meaning.	Demonstrates understanding of the text(s), and conveys the general meaning.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information, ideas and opinions from the text(s).	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas and opinions from the text(s).	Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the text(s) which justifies conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text(s) which fully justifies conclusions.

N Ø No response or no valid evidence

Question One

Possible evidence – with indications of responses at *Achievement*, *Merit* and *Excellence* level (not limited to these examples)

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Note: Answers are judged holistically, not solely on the basis of evidence included in the schedule.

What are the major problems?

- Students often leave it too late to begin.
- They believe they can learn everything in 2 hours, or even the night before the exam then they panic / will quickly have time problems
- They don't leave enough time to learn everything thoroughly / only using their short-term memory
- When people think they can do all their study at once, they don't have enough time and end up panicking / **studying intensively for hours on end**
- They get disappointed when they get bad marks since they spent hours studying and **got the same mark that would have if they hadn't studied at all.**

They don't understand how the brain works / to use their memory.

- Ultra-short-term and short-term memory contain information only for a short period, and long-term memory contains what's used again and again/repeated.

What would Sara need to do?

- She should start at least three to four days before **because she shouldn't learn more than an hour and a half a day.** She should not believe that two hours total is enough. The night before will guarantee panic.
- **Sara needs to try to be interested in the subject / She needs to take subjects she is interested in**
- **This is not always easy, but the idea of getting a better grade can be motivating.**
- to make her more motivated
- This may lead to better marks.

- She needs to repeat everything often to put it into your long-term memory
- ten minutes of learning, then a ten-minute break, then ten minutes check what you know – then go through the vocab a few hours later. And then on the next day as well. Every day
- **She should frequently go over what she's done so it sticks in her mind/long-term memory/ she should utilise her long-term memory by practising lots.**

- Don't start too soon either, as what you've learned early is gone within 28 days and only 10 percent remains.

- **If you are studying for long hours but not getting better grades you should study in a different way in the future / She should change her study technique.**
- If you studied quietly, try reading aloud, saying vocab aloud or explaining things aloud. Try studying with a partner – will help concentration.
- You may manage to concentrate better.

Question Two

Possible evidence – with indications of responses at *Achievement*, *Merit* and *Excellence* level (not limited to these examples)

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

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How do New Zealand parents stack up against the German parents in the graph?

Most German students are not always happy.

The responses would be similar:

(14% bad)

38% sometimes good, sometimes bad

(44% good)

4% can't judge / have no opinion / don't know

Do you think the opinion of New Zealand children on the whole would be different? Why or why not?

The reasons they state for being unhappy are:

- old-fashioned
- unjust/unfair,
- don't have time for their kids
- would forbid too much,
- be too strict,
- give punishments that are too hard,
- **and would scold or swear at their children too much / complain / get angry**

only about 2500 students were asked / surveyed

some credit given for clear and valid reasons beyond text

Examples of justification:

- Parents often work and therefore do not have time for their children
- The school system is more competitive in Germany so parents may be stricter, forbid more
- NZ parents are not as old-fashioned because NZ is a younger / more modern country
- NZ parents are more relaxed because our culture is less traditional / more relaxed.
- All children think their parents are old-fashioned because they grew up in a different generation
- All parents want the best for their children

Question Three

Possible evidence – with indications of responses at Achievement, Merit and **Excellence** level (not limited to these examples)

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Note: Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Which new service is being introduced in Bremen?

- A bicycle delivery service, the first district / suburban delivery service in Germany
- **With the aim that it will lead to fewer car trips and therefore fresher air and a better shopping experience**
- **Means you don't have to struggle with shopping bags / convenient**
- There is a variety of different options:
 - shopping as normal, when paying give address and chosen delivery time, then have the shopping delivered (don't have to use the car / struggle with bags);
 - phone or email your shopping list, they will do the shopping for you
 - have an account where you have a regular delivery eg for the weekly water
- Can also be used to run errands e.g. taking a prescription to the chemist or a blouse to the dry cleaners

Would it work in New Zealand? Why?

1. Cheap, only 50c / \$1NZ per shop **so** the elderly or sick could also afford it
2. Most suburbs are hilly in Wellington so too difficult for cyclists
3. NZers would appreciate an environmentally friendly option
4. The environmentally friendly taxi option which will soon be introduced might be more popular in New Zealand, runs on LPG (earth gas) because

Question Four

Possible evidence – with indications of responses at Achievement, Merit and **Excellence** level (not limited to these examples)

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

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What makes this product so special?

- lots of products in East Germany were lost after the West German supermarkets **took over**. / had to compete
- **The Spree Forest gherkins made it / survived / were one of the few products that survived.**
- **Nothing to do with "Ostalgia", or nostalgia for the East, / They're not special because of nostalgia, but for quality.**
- they are the best (quality). Gourmets and gherkin lovers adore the Spree Forest gherkins. Everyone thinks the tastiest gherkins grow there (**on the Spree river**)
- and that they are much better than the ones from Holland.

Would you try this product? Why/ Why not?:

- One can even buy them in New Zealand even if they cost a bit more than the Australian ones.
- Test the cult object from East Germany as seen in *Goodbye Lenin*.
- They have no preservatives or sweeteners, which is healthy, too

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 10	11– 18	19 – 25	26 – 32