

## Assessment Schedule – 2014

### German: Demonstrate understanding of a variety of extended spoken German texts (91548)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> of a variety of extended spoken German texts involves <b>making meaning of the information</b> and <b>varied perspectives</b> in the texts.	<i>Demonstrating clear understanding</i> of a variety of extended spoken German texts involves <b>selecting relevant information</b> and <b>varied perspectives</b> from the texts and communicating them <b>unambiguously</b> .	Demonstrating <b>thorough</b> understanding of a variety of extended spoken German texts involves <b>expanding on relevant information</b> and <b>varied perspectives</b> from the texts with <b>supporting detail</b> .

#### 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 from the spoken German. 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							
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information about the news, German, Germany and the Germans	<b>M5</b> Shows a clear understanding of the news, recognizes humour and gives relevant and detailed information about German, Germany, and the Germans	<b>M6</b> Shows a clear understanding of the news, recognizes humour and gives relevant and detailed information about German, Germany and the Germans, with	<b>E7</b> Shows a thorough understanding of the news, recognizes humour and gives valid information about German, Germany, and the Germans	<b>E8</b> Shows a thorough understanding of the news, recognizes humour and gives valid and justified information about German, Germany, and the Germans

					some explanation		
--	--	--	--	--	------------------	--	--

<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 <u>not full responses</u>, and are intended to be indicative rather than prescriptive.</i>
<ul style="list-style-type: none"> <li>• Truck driver overtaking for 14 years</li> <li>• Unrealistic to be on the motorway for 14 years</li> <li>• German language isn't harder to learn than other languages</li> <li>• German is getting more popular</li> <li>• People want to study in Germany (low or no study fees) and get internationally recognised qualifications</li> <li>• Want to work in Germany or raise their chances in home country</li> <li>• Berlin is the new New York</li> <li>• Up to 90 wolves in Germany now</li> <li>• They kill sheep but Germans still protect them</li> <li>• Germans are very protective of animals</li> <li>• More and more Germans walk in bare feet</li> <li>• Even in big cities</li> </ul>	<b>N1</b> – Only 6.6% of the world's population speak German.
	<b>N2</b> – 6.4% who learn German get a job. Knowledge of the language helps you get a job in Germany.
	<b>A3</b> – Experts say that German is not as difficult to learn as English. You can get a job in Berlin, which is becoming more popular and is like the new New York.
	<b>A4</b> – More and more wolves are being seen in Berlin. This is bad because the wolves kill sheep
	<b>M5</b> – The amount of people taking German classes has increased by 4.6% due to it not costing schools much to teach.
	<b>M6</b> – The people living in Berlin are afraid of the wolves that are living near the city, although the news states they have no reason to be because of the strong animal control.
	<b>E7</b> – Officially, scientists have found out that walking barefoot is helpful for adults and children and has now become a trend.
	<b>E8</b> – Up till 13 years ago it was thought there were no more wolves but officials say more and more can be seen near Berlin, around 90. Although Germans are afraid, wolves are shy and hide from people, but that neither they nor the wolves are in any danger because of the strong animal protection laws in Germany.

**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							
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information about the candidates and the impression they gave	<b>M5</b> Demonstrate clear understanding of what the candidates where doing and the impressions they gave and attempts some explanations, with relevant examples	<b>M6</b> Demonstrate clear understanding of what the candidates where doing and the impressions they gave and gives some explanations, with relevant examples	<b>E7</b> Demonstrate thorough understanding of what the candidates where doing and the impressions they gave and explains and justifies this with relevant examples	<b>E8</b> Demonstrate thorough and detailed understanding of what the candidates where doing and the impressions they gave and explains and justifies this with relevant examples

<b>Specific evidence</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>	<b>For example</b> <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>
Unselbständig: 1 und 3 Unhöflich: 2 und 6 Unklug: 4 und 5 <ul style="list-style-type: none"> <li>• 1. Is doing well in the interview and phones parents during it</li> <li>• 2. Takes care of her appearance, it matters to her. Sprays desk and computer and doesn't apologise</li> <li>• 3. Has a supportive environment, namely from her boyfriend</li> <li>• 4. Keeps an open mind to things and doesn't over-prepare</li> <li>• 5. Will make sure he can do things that are important to him</li> <li>• 6. Is good at multitasking so can probably fit a lot of things into her day</li> </ul>	<p><b>N1</b> – The first candidate because the interview and presentation were good.</p> <p><b>N2</b> – Candidate 1 seems a lot better. They explained their answers and the interviewer was very interested.</p> <p><b>A3</b> – The one who was sick could have got everyone else sick so he was selfless not to come.</p> <p><b>A4</b> – No 5 because he didn't just skip work but called in sick so as not to be a staff member short</p> <p><b>M5</b> – I would hire the first person because if he did have a good interview and called his parents during it this is ok as long as he is a hard worker.</p> <p><b>M6</b> – I would hire the fourth person as a lot of people are nervous at interviews and I'd hire the other guy who lied to his boss about being sick because he must be very keen to work there.</p> <p><b>E7</b> – This candidate said that she was interested in the position in the company but only if her boyfriend liked the company. She would be good to hire, as she is not rude but maybe a bit dependent on her boyfriend.</p> <p><b>E8</b> – Candidate 1 because he did a good interview and even though he shouldn't have called his parents for 10 minutes during the interview and relating it in great detail – at least he didn't do his make-up and spray the boss's desk and computer without apologising.</p>

**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 about the criteria and the inventions for the environment prize	Demonstrates clear understanding of the criteria and the inventions and makes a decision on who should win the environment prize, including an attempt at justification	Demonstrates clear understanding of the criteria and the inventions and makes a decision on who should win the environment prize, with some justification	Demonstrates a thorough understanding of the criteria and the inventions and makes a justified decision on who should win the environment prize	Demonstrates a thorough and detailed understanding of the criteria and the inventions and makes a justified decision on who should win the environment prize

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>
<ul style="list-style-type: none"> <li>• 1.</li> <li>• Most people like to eat mushrooms</li> <li>• It reuses coffee grounds</li> <li>• Reuses waste</li> <li>• Is being delivered by bike</li> <li>• 2.</li> <li>• Saves everyone from pollution</li> <li>• Gives mobility to older people</li> <li>• Also used for commuters</li> <li>• Alternative to other transports that are less environmentally friendly</li> <li>• 3.</li> <li>• Saves the animals in the ocean</li> <li>• Is able to separate between plastic and plankton</li> <li>• Can recycle plastic</li> <li>• Will pay for itself once the plastic gets recycled</li> </ul>	<p><b>N1</b> – Mushrooms taste yucky and are not good</p> <p><b>N2</b> – Because it is not very important and doesn't meet the criteria</p> <p><b>A3</b> – Also the individual who retrieves the mushrooms from the cellar is at risk of getting sick</p> <p><b>A4</b> – The one who grows the mushrooms from the coffee grounds although they don't contribute much to the ecosystem.</p> <p><b>M5</b> – The coffee, mushrooms as it would seem very off-putting and I don't see how even though they use bicycle couriers that it will make any money.</p> <p><b>M6</b> – It could help save a lot of sea animal's lives. The nets will catch the plastic; and if we spend a little more, we can use this, as it is environmentally friendly and practical</p> <p><b>E7</b> – The electro-bike because it affects many people in a positive way. Even old people can ride them in a hilly area. Working people can use them for riding long distances to work.</p> <p><b>E8</b> – 19-year-old Bojan Stat's invention is intended to prevent ocean animals from dying due to chemicals in plastic or due to them eating the plastic. He says that the money he gets from the nets is more than the cost of producing them. They can differentiate between plankton and small animals.</p>

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

**Cut Scores**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 6	7 – 14	15 – 20	21 – 24