

**Assessment Schedule – 2014****German: Demonstrate understanding of a variety of extended written and/or visual German text(s) (91551)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<i>Demonstrating understanding</i> of a variety of extended written and/or visual 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 written and/or visual 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 written and/or visual 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 the information and varied perspectives in the text(s) in either English/Te Reo Māori and/or German. Responses in German must not simply quote sections of the texts. 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 that 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 clubs and personal preferences	Range of information about clubs and personal preferences, with explanations	Range of information about clubs and personal preferences, with some valid explanations	Range of information about clubs and personal preferences, with some justified explanations	Great range of information about clubs and personal preferences, with valid justified explanations
<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>			
<ul style="list-style-type: none"> <li>• Feeling of belonging</li> <li>• Being with people with the same interests</li> <li>• Exchanging information</li> <li>• Exchanging products</li> <li>• Like animals</li> <li>• Weekly meetings</li> <li>• National conference annually</li> <li>• Interested in breeding animals/improve breeding or the animal</li> <li>• Likes the idea of old fashioned mail delivery</li> <li>• Like the aesthetic things in life</li> <li>• Interested in abstract things</li> <li>• Things that are everywhere all the time</li> <li>• Likes the idea of flying</li> <li>• Or building flying objects</li> <li>• Interested in making it environmentally friendly</li> </ul>				N1 – I wouldn't join this club because I hate pigeons. They are the rats of the sky.			
				N2 – For example at a national conference they breed a young and an old pigeon			
				A3 – I think it's more fun to share your hobby with others			
				A4 – People joined the pigeon club to learn about pigeon breeding and joined the Aero Verein to talk with other technicians.			
				M5 – I don't think this club would benefit me as it revolves around one number and I'd get bored, even though it is relevant to our everyday lives and has books written about it and even a film made on it.			
				M6 – Deutscher Aero Verein as they are interested in aerodynamics and they have lots of different members doing different things so anyone can join.			
				E7 – A great way to meet like-minded people as in the example of the Pi club where the members themselves are aware of the pointlessness of the club and that makes it special			
				E8 – All members have one thing in common. They love the idea of seeing the dream of flight a reality and technology and nature working in harmony			

**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 that 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 Sabine and the vase	Good range of information about Sabine and a guess with some explanation about the writing on the vase pieces	Good range of detailed information about Sabine and a guess with good explanation about the writing on the vase pieces	Great range of detailed information about Sabine and a valid guess with justified explanation about the writing on the vase pieces	Great range of detailed information about Sabine and a valid guess with a clearly justified explanation of the writing on the vase pieces
<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>				
<ul style="list-style-type: none"> <li>Likes some time with her friend</li> <li>Is a single mother</li> <li>Has fallen out with her family</li> <li>Works a lot</li> <li>Has a bad conscience because she likes her work, is away a lot, and is away from her children a lot and kids in Kindergarten a lot</li> <li>Has had a fight with her now dead grandmother</li> <li>Has not inherited any money form her grandmother but just the vase</li> <li>Never gave or got an apology from her grandmother</li> <li>Feels lonely</li> <li>Wants to make amends with her brothers</li> <li>Her grandmother wrote something on the inside of the vase</li> <li>An apology</li> <li>A joke</li> <li>An “I told you so”</li> <li>Some wise words (as it was from the grandmother)</li> </ul>			<b>N1</b> – Sabine neglects her children and is unhappy				
			<b>N2</b> – Sabine is annoyed that she only got a vase and hates her brother				
			<b>A3</b> – Sabine ist eine alleinerziehende Mutter und versucht Geld zu verdienen.				
			<b>A4</b> – I think Sabine finds a message from her grandmother because she didn't inherit any money from her perhaps the vase was special. She was upset when the vase broke as it was from her grandmother and not because of the price				
			<b>M5</b> – Sabine loves her children but doesn't get to spend a lot of time with them, as she loves her job too.				
			<b>M6</b> – Sabine loves her children and regrets that she fought with her grandmother. She wants to get her brothers back into the life of her children.				
			<b>E7</b> – I think that when she fixes the vase she discovers a message from her grandmother forgiving her for their arguments and she can now rebuild her family relationships after such a long time. The breaking of the vase is like a release from the past.				
			<b>E8</b> – Maybe she can now re-unite her family and redeem herself, which would let her overcome her loneliness and feelings of guilt and give her more time with her children and her brothers who need to be in the life of her kids. A message of reconciliation from her grandmother would make this clearer for everyone.				

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

**Evidence Statement**

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 that 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 myboshi business idea and its uniqueness	Shows some detail in understanding of the idea of the myboshi business' history and gives some explanation for its uniqueness	Shows good detail in understanding of the idea of the myboshi business' history and gives good explanation for its uniqueness	Shows great detail in understanding of the idea of the myboshi business' history and can justify the uniqueness	Shows great detail in understanding of the idea of the myboshi business' history and can justify and explain the uniqueness
<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>			
<ul style="list-style-type: none"> <li>Ski trip in Japan – nothing to do – Spanish ski instructor was crocheting</li> <li>Boys tried it – liked it and got hooked</li> <li>Were approached about their hats and sold them</li> <li>Did not want to stop and crocheted for friends and acquaintances</li> <li>Still did not want to stop and started a business in 2009</li> <li>People have the choice between making beanies themselves or letting an elder lady to it for them</li> <li>Can design their own product</li> <li>Buy wool, equipment and instructions and do it at home</li> <li>Even sew in the myboshi label themselves</li> <li>Brings together generations</li> </ul>				<b>N1</b> – The mittens come from Japan.			
				<b>N2</b> – The hats are knitted by an old Spanish lady in a gymnasium.			
				<b>A3</b> – The boys are ski instructors who need hats to keep them warm. They were inspired by a Japanese idea. The business is different because it inspires people to learn crocheting.			
				<b>A4</b> – The boys were bored so got involved in crocheting after watching another ski instructor doing it. There are even competitions.			
				<b>M5</b> – Two Australians wanted to know where they got them so they sold them to them for 10 Euros.			
				<b>M6</b> – The idea came from two travelling ski instructors who decided to crochet their own beanie one night out of boredom. The name comes from the language of Japan, where it was first invented. There are even crochet lesson hours. A grandmother in Germany actually makes them, or you can make them yourselves.			
				<b>E7</b> – four years ago while working as ski instructors in Japan the two boys were bored in the evening and after watching a Spanish ski instructor doing her crocheting they gave it a go and got hooked. After two Australians asked them where they got their cool hats, they sold them for 10 euros each and after making them for family and friends the business idea was born. What marks it as different is that every hat is unique to the maker.			
				<b>E8</b> – That every single hat is original in itself and therefore a very special product. The firm is different because it is an interactive product and the focus is on the creation of it and the sense of community.			

**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 – 7	8 – 14	15 – 20	21 – 24