

## Assessment Schedule – 2015

### 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
<i>Demonstrating understanding</i> involves <b>making meaning of the relevant information, ideas and/or opinions</b> in the texts.	<i>Demonstrating <b>clear</b> understanding</i> involves <b>selecting relevant information, ideas and/or opinions</b> from the texts and communicating them <b>unambiguously</b> .	<i>Demonstrating <b>thorough</b> understanding</i> involves <b>expanding on relevant information, ideas and/or opinions</b> from the texts with <b>supporting detail</b> .

#### Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates <b>limited</b> or <b>no understanding</b> of the spoken texts.  Some information is correct. The candidate has not understood the <b>general meaning</b> (gist) of the texts. The response is logically <b>inconsistent</b> , indicating misunderstanding.		<i>Demonstrates understanding</i> and is able to <b>make meaning of the relevant information, ideas and/or opinions</b> from the texts.  Information is largely correct. The candidate has understood the general meaning of the texts. The response is <b>consistent</b> .		<i>Demonstrates clear understanding</i> by selecting <b>relevant information, ideas and/or opinions</b> from the texts and communicating them <b>unambiguously</b> .  Information correctly includes relevant detail from the texts. The candidate communicates implied meanings without fully understanding every nuance.		<i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> within the texts.  Relevant information, ideas and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the texts.	
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the spoken texts.	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the texts.	<b>A3</b> Demonstrates <b>some understanding</b> of the texts, and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the texts and conveys the general meaning.	<b>M5</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates some</b> of the meaning by selecting relevant information, ideas and opinions from the texts.	<b>M6</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates most</b> of the meaning by selecting relevant information, ideas and opinions from the texts.	<b>E7</b> Demonstrates <b>thorough understanding</b> and <b>communicates some</b> of the implied meanings by providing <b>some</b> supporting detail from the texts which justifies conclusions.	<b>E8</b> Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the texts which fully justifies conclusions.
<b>N0</b> No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) (i) Possible evidence showing activities Germans usually do to begin their day.</i></p>	<ul style="list-style-type: none"> <li>• Drink hot coffee or tea – 90% of men and women.</li> <li>• Bath or shower after getting up – 4/5 of men, ¾ of women.</li> <li>• Put on radio or sing in / under the shower – most women and many men.</li> <li>• Vitamin drink – 1/3 men and women.</li> <li>• Muesli and yoghurt, toast, roll, cheese and sausage – popular (no figure).</li> <li>• Gymnastics and jogging – 24% of women, 19% of men.</li> <li>• Take dog for walk – many / twice as many men as women.</li> <li>• Get up between 6 and 6.30 – 52% of households.</li> <li>• 20% are making coffee or in / under the shower before 6am.</li> </ul>		
<p><i>(a) (ii) Possible evidence showing activities Germans don't usually do to begin their day.</i></p>	<ul style="list-style-type: none"> <li>• Drink mineral water.</li> <li>• Listen to radio talk shows.</li> <li>• Eat a hot English breakfast.</li> <li>• Have breakfast in bed.</li> <li>• Watch breakfast TV.</li> <li>• Get up after 7am.</li> </ul>	<ul style="list-style-type: none"> <li>• 5% do.</li> <li>• Fewer people do / less popular.</li> <li>• Almost no one.</li> <li>• 95% don't / 5% do.</li> <li>• 18% of men, 13% of women do.</li> <li>• 5% do.</li> </ul>	
<p><i>(b) Possible evidence showing how the average German dog begins its day.</i></p>	<ul style="list-style-type: none"> <li>• Gets taken for a walk out on the streets.</li> </ul>	<ul style="list-style-type: none"> <li>• (Taken for a walk) by twice as many men as women.</li> </ul>	<ul style="list-style-type: none"> <li>• On dark winter mornings or when raining only gets to run around in the garden.</li> </ul>
<p><i>(c) Possible evidence comparing similarities and differences of routines in the text with those of the candidate.</i></p> <p><i>Any examples with reasons.</i></p>	<ul style="list-style-type: none"> <li>• Mineral water (unusual in NZ).</li> <li>• Breakfast.</li> <li>• Walking the dog.</li> <li>• Breakfast TV.</li> <li>• Breakfast in bed in the weekend.</li> </ul>	<ul style="list-style-type: none"> <li>• Get up earlier.</li> <li>• No sausage / salami and cheese for breakfast.</li> <li>• No Weetbix.</li> <li>• Not usually a vitamin drink.</li> </ul>	<p><i>No number specified, but Excellence would need to give at least one of each with reasons.</i></p>

	<ul style="list-style-type: none"><li>• Hours of getting up.</li><li>• Radio talk shows.</li><li>• Hot drinks.</li><li>• Shower.</li><li>• Exercise.</li></ul>		
--	--	--	--

*Possible evidence is not limited to these examples.*

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing how clothes are important to each young person.</i>			
<i>Samuel</i>	<ul style="list-style-type: none"> <li>Doesn't want to go around in rags but doesn't think that labels are important.</li> </ul>	<ul style="list-style-type: none"> <li>But clothes have to be nice.</li> </ul>	
<i>Elisa</i>	<ul style="list-style-type: none"> <li>Likes shopping.</li> <li>When she goes to uni she wears comfy casual clothes.</li> </ul>		<ul style="list-style-type: none"> <li>Cares about what she wears.</li> <li>Depending on her mood.</li> </ul>
<i>Taufi</i>	<ul style="list-style-type: none"> <li>Thinks clothes are very important.</li> <li>They show what a person's personality is like.</li> </ul>		
<i>Ariane</i>	<ul style="list-style-type: none"> <li>Clothes not important to her;</li> <li>Likes shopping but it isn't a priority for her.</li> </ul>		<ul style="list-style-type: none"> <li>When short of cash or saving for a trip she can go without buying new clothes.</li> </ul>
<i>(b) (c) Possible evidence showing which person the candidate most and least identifies with.</i>			
<i>Samuel</i>	<ul style="list-style-type: none"> <li>Tries to get labelled clothes.</li> <li>Doesn't always have to be labels.</li> <li>Not into old fashioned things like woollen jerseys.</li> </ul>	<ul style="list-style-type: none"> <li>On auction sites or from overseas.</li> <li>Wouldn't want to go around dressed in rags.</li> <li>Main thing: nice.</li> </ul>	<ul style="list-style-type: none"> <li>As cheaply as possible.</li> </ul>
<i>Elisa</i>	<ul style="list-style-type: none"> <li>(Hates) partly see-through leggings and a short T-shirt over top so bum is on show, really brief shorts.</li> </ul>	<ul style="list-style-type: none"> <li>Hates women who show all.</li> </ul>	<ul style="list-style-type: none"> <li>Likes to buy things that are a bit cheaper but at the same time doesn't want to support child labour and bad work conditions, difficult to achieve both.</li> </ul>
<i>Taufi</i>	<ul style="list-style-type: none"> <li>Doesn't like men who wear women's clothes.</li> </ul>		
<i>Ariane</i>	<ul style="list-style-type: none"> <li>She wants clothes that are of good quality.</li> <li>Price: within her budget but not too cheap.</li> <li>Doesn't like stars who go around in / wear skins of animals.</li> </ul>	<ul style="list-style-type: none"> <li>Wants clothes that suit her.</li> <li>Doesn't like clothes that make you look cheap.</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't like stars who go around in / wear skins of animals that are about to become extinct.</li> </ul>

**Possible evidence is not limited to these examples.**

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing where each young person lives and why.</i>			
<i>Felix</i>	In a shared flat with three flatmates <ul style="list-style-type: none"> <li>• He was lonely in a one room apartment.</li> <li>• He wants to be independent.</li> <li>• He can do what he wants.</li> <li>• He can afford it.</li> </ul>		<ul style="list-style-type: none"> <li>• He wants to stand on his own two feet.</li> </ul>
<i>Claudia</i>	With her parents / at home <ul style="list-style-type: none"> <li>• She is still training.</li> <li>• An apartment of her own would be too expensive.</li> <li>• She couldn't afford (to run) her car if she lived on her own.</li> <li>• She couldn't afford holidays with her friends if she lived on her own.</li> <li>• It's practical.</li> <li>• She can save for an apartment of her own later on.</li> </ul>	<ul style="list-style-type: none"> <li>• Earns OK.</li> <li>• She gets her meals and washing done.</li> </ul>	<ul style="list-style-type: none"> <li>• Has an apprenticeship in a bank.</li> </ul>
<i>Simon</i>	A (small) apartment with his girlfriend <ul style="list-style-type: none"> <li>• When he met Christina he wanted to be with her always.</li> <li>• His parents were annoyed she was often at home there (the apartment is small but they like living there).</li> <li>• He is not controlled by his mother.</li> <li>• His parents are happy to have some peace at home.</li> </ul>	<ul style="list-style-type: none"> <li>• He didn't intend it.</li> <li>• His parents are happy to have the house to themselves.</li> </ul>	

<p><i>(b) Possible evidence showing the independence of the young people.</i></p>	<ul style="list-style-type: none"> <li>• Felix: left home at age of 18, thinks it is important to learn as early as possible to stand on your own two feet and be independent, can do what he wants – freedom means a lot to him.</li> <li>• Claudia: still at home, having a car and a holiday with friends are more important than independence, likes being spoilt.</li> </ul>		<ul style="list-style-type: none"> <li>• Simon: left home only so his mum couldn't control his relationship with his girlfriend – otherwise he would probably still be at home.</li> </ul>
---	---	--	--

***Possible evidence is not limited to these examples.***

**Cut Scores**

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 19	20 – 24