

Assessment Schedule – 2015

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> involves making meaning of the information and varied perspectives in the texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information and varied perspectives from the texts with supporting detail .

Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) (b) Possible evidence describing the three gap years.</i>			
<i>A year of travelling</i>	<ul style="list-style-type: none"> • A gap year is the first time to be independent and to be all on your own. • Discover the world, get to know countries and cultures. • Be it the mystery of the East, exotic Asia, the adventure in Australia and New Zealand, the culture of Latin-America, the fun in North America or the culture of Europe. • Portuguese in Brazil or Spanish in Central America. • Young people can live with host families. 	<ul style="list-style-type: none"> • Some combine this with learning a new language. • Costs are usually not too high because young people can live with host families while they learn about the country and its people. • Young people who have travelled often learnt to plan, save money and become more flexible (because you never know what to expect in the next city). 	
<i>The social year</i>	<ul style="list-style-type: none"> • This can be to build houses for orphans in Africa, schools and hospitals in Asia and even something closer to home. • Can be in a different country or in own neighbourhood. • Programmes are planned in a way that young people can often not only help but also get to know the country and culture at the same time. • Often first experience of helping others. • It is also a chance to learn about needs in other countries they didn't know about before. 	<ul style="list-style-type: none"> • Donate time and work to help others. 	<ul style="list-style-type: none"> • For example, to help with an environmental initiative in your own neighbourhood. • Only getting thanks in return.
<i>The work experience</i>	<ul style="list-style-type: none"> • Work in different jobs for a year. • Many businesses are set up for this and offer good practicum programmes which give young people a lot of information. 	<ul style="list-style-type: none"> • To experience real working life. • Do things which they would not have done in another context. 	<ul style="list-style-type: none"> • Helps diminish prejudices. • Employers like open-minded people who have tried different things before choosing a career.

	<ul style="list-style-type: none">• Helps to choose the right path for university or an apprenticeship.• Experience jobs they never even heard of before.• Impression of real working life.• Young people enjoy the experience, have fun and doors are being opened.• Looks good on CV.		
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Possible evidence is not limited to these examples.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of the Aldi concept.</i></p>	<ul style="list-style-type: none"> • To understand why Aldi is such a successful supermarket chain you need to know about its history. • Karl Albrecht opened the first shop on the 10 April 1913. • Products were simple, for example, soap, butter, soup ingredients and fish. • The sons Theo and Karl junior started after 1946 to expand the chain. • In 1960 there were 330 shops. • A year later they divided Germany between them, Karl looked after the shops in the south and Theo the shops in the north. • Products stayed 20–30% cheaper than at the competition. • From the beginning, products were simple and were not on shelves but on the floor. • Customers have to pay for plastic bags. • Products cheap and good quality. • Many other supermarkets have copied the concept of success and the competition has become bigger. • In spite of the competition Aldi is one of the most successful supermarkets. • Is known worldwide and has gained cult status. 	<ul style="list-style-type: none"> • The first shop was simple, grey and a bit narrow. • It catered for poor / simple families living in the mountains. • Customers help themselves. 	<ul style="list-style-type: none"> • Sons learnt from the hard work of their parents. • The brothers continued to work closely together. • Because Aldi was established in the time of the first and second World Wars the brothers had to learn to save from the beginning. • Customers must show self-awareness. • Aldi does not discriminate and is multi-cultural. Some customers are rich, others are poor, some work in malls, others are professors at university. • Many products are the same as the dearer ones but have a different name.
<p><i>Grades awarded on depth of understanding of the spoken text and ability to elaborate, compare and transfer to the New Zealand setting.</i></p>			

Possible evidence is not limited to these examples.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of the fears of the Germans.</i>			
<i>Germans as seen by other countries</i>	<ul style="list-style-type: none"> • Worried they don't have enough socks on holidays. • Afraid of football games against Italy. • Afraid not to have toilet paper in the car. 	<ul style="list-style-type: none"> • Insure themselves for everything. 	<ul style="list-style-type: none"> • Think too much, always have doubts, see problems everywhere and are afraid not to be well prepared.
<i>Statistics look slightly different</i>	<ul style="list-style-type: none"> • 2014 survey: biggest fears, lack of money, environment and own health. • Not enough money for living. • Environment: more than half are worried about the environment and are afraid of natural catastrophes. • Own health: 51% are afraid of getting very sick. • Parents are worried about their children taking drugs or becoming criminals. • Many old people are scared of being alone. • Not having enough money. • Young people are scared they won't find work and won't earn money. • They get insurance for natural catastrophes. • They save money so they can look after themselves and their children. 	<ul style="list-style-type: none"> • Things like power and food always get more and more expensive and old people don't earn anymore. • Not having enough money for food and clothing they like. 	<ul style="list-style-type: none"> • Many old people are scared of being alone, that no one looks after them. • Young people are scared they won't find work and won't earn money, despite having a good education. • To feel safer Germans try to be prepared for all kind of situations. • They save money so they can look after themselves and their children when no one else can do this.
<i>Grades awarded on depth of understanding of the spoken text and ability to elaborate, compare and transfer to the New Zealand setting.</i>			

Possible evidence is not limited to these examples.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 14	15 – 19	20 – 24