

Assessment Schedule – 2016

German: Demonstrate understanding of a variety of extended written and/or visual German texts (91551)

Assessment Criteria

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

Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of urban gardening and its benefits.</i></p>	<ul style="list-style-type: none"> • Urban gardening has fans in Germany. • There are hundreds of projects. • It is a new way of gardening. • Planting usually takes place in public places. • Large community gardens. • Lots of different aims. • How to grow plants properly. • People want to be closer to nature and protect it. • Examples from Berlin, Munich, and Vienna. • Project in Berlin is multicultural and in the city where people can relax, work, and be together. • Munich: young children learn how and when plants grow. • Vienna: guerrilla gardening. • Green cities have lots of advantages for the future. • A working example is Havana (Cuba). 	<ul style="list-style-type: none"> • Urban gardening has more and more fans in Germany. • It is a new way of gardening in towns and cities. • Planting takes place usually in public places, such as unused plots. • Large community gardens where usually fruit and vegetables are grown. • Makes cities more liveable. • Project in Berlin is multicultural and offers space in the middle of the city where people can relax, work, and be together. • Munich: young children learn how and when plants grow – that’s important for the future. • Vienna: guerrilla gardening – planting secretly. • A working example is Havana (Cuba), where two thirds of all fruit and vegetables eaten in the city are grown there. 	<ul style="list-style-type: none"> • Large community gardens where usually fruit and vegetables are grown for own consumption. • Wild flowers at the road side edge are part of urban gardening as well as herb gardens on window sills. • Improve public spaces for everyone, bring people together. • Project in Berlin is multicultural and offers space for a large piece of nature in the middle of the city where people can relax, work, and be together. • Munich: young children learn how and when plants grow – that’s important for the future, so that people are not too dependent on industry. • Vienna: guerrilla gardening – planting secretly in public spaces such as bus shelters or private plots; no one minds, as they are making places look nicer.

Possible evidence is not limited to these examples. Grades awarded on depth of understanding of the text and ability to elaborate, compare, transfer to the New Zealand setting, and justify own conclusion.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of the effects of schools starting earlier in the day.</i></p>	<ul style="list-style-type: none"> • They are sleepy in the mornings. • Primary school students should sleep 10–11 hours a night. • Teenagers should sleep about 9 hours. • Lack of sleep can make you sick. • 8 a.m. start is the rule. • An early start to school is harmful. • Only half an hour extra can make all the difference. 	<ul style="list-style-type: none"> • Two thirds of all students are a so-called “owl” type. • They live in a kind of jetlag and have a massive sleep deficit. • If they sleep less, they have trouble concentrating, become moody and depressed. • 8 a.m. start is the rule but some schools start earlier, e.g. schools in Saxony usually start at 7.30 a.m. • If you’re an “owl” type, you’re unlikely to be working at full capacity first thing. • For the majority of students an early start to school is harmful. • Only half an hour extra can make all the difference: students are more motivated, truant less, and are less depressed. 	<ul style="list-style-type: none"> • There are lots of studies that show a later start to school would be better. • Some states leave it up to the schools; a few start at 9 a.m. like other EU countries. • If you’re an “owl” type, you’re unlikely to be working at full capacity first thing and full concentration is not reached until later in the morning.

Possible evidence is not limited to these examples. Grades awarded on depth of understanding of the text and ability to elaborate, compare, transfer to the New Zealand setting, and justify own conclusion.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the problem, his action and the consequences.</i></p>	<ul style="list-style-type: none"> • Teacher in Florida (Dean Liptak) was annoyed with his students. • They were always distracted by their phones. • He brought an interfering transmitter to school. • His students couldn't use the phones any more. 	<ul style="list-style-type: none"> • It is illegal to use these transmitters in the US. • He was suspended for five days. 	<ul style="list-style-type: none"> • This action could result in fines or a prison sentence. • He was suspended for five days without pay.
<p><i>(b) Possible evidence showing understanding of general problem and rules.</i></p>	<ul style="list-style-type: none"> • Same problems with phones in school exist in Germany. • 80% of students aged 12–13 have a smartphone. • 93% of students aged 16–17 have a smartphone. • Many schools have imposed a ban. 	<ul style="list-style-type: none"> • They send mainly messages. • In some boarding schools, smartphones are banned overnight. • Researchers have shown the usefulness of phone bans. 	<ul style="list-style-type: none"> • Every fifth young person uses the phone more than 50 times a day. • Achievements of 16-year-olds rose by 6% when a ban was imposed. • If weaker students were from low income families, their achievements rose by 14%. • Stronger students are not that easily influenced by phones.

Possible evidence is not limited to these examples. Grades awarded on depth of understanding of the text and ability to elaborate, compare, transfer to the New Zealand setting, and justify own conclusion.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 13	14 – 19	20 – 24