

Assessment Schedule – 2017

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 to show understanding of implied meanings or conclusions.

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 shown understanding of the general meaning (gist) of the spoken texts. The response is logically inconsistent, indicating misunderstanding.</p>		<p><i>Demonstrates understanding</i> and makes meaning of the information and varied perspectives in the spoken texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information and varied perspectives from the spoken texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>		<p><i>Demonstrates thorough understanding</i> of the implied meanings or conclusions in the spoken texts.</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 spoken texts.</p>	
<p>N1 Shows very little understanding and does not convey the general meaning of the spoken texts.</p>	<p>N2 Shows little understanding and does not convey the general meaning of the spoken texts.</p>	<p>A3 Demonstrates some understanding of the spoken texts, and conveys some of the general meaning.</p>	<p>A4 Demonstrates understanding of the spoken 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 spoken texts.</p>	<p>M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and varied perspectives from the spoken texts.</p>	<p>E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the spoken texts which justifies conclusions.</p>	<p>E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.</p>
<p>N0 No response; no relevant evidence</p>							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a), (b) Possible evidence showing understanding of what each person says about their smartphone use and what life would be like without it.</i>			
<i>Carla</i>	<ul style="list-style-type: none"> • Uses WhatsApp, Instagram, and YouTube. • Uploads Minecraft videos. • Posts photos on Instagram. • Chats mainly with her friends. • Life without the phone would be stupid. • Couldn't be as spontaneous any more. 	<ul style="list-style-type: none"> • Has just started to upload Minecraft videos. • Doesn't film herself and doesn't take photos of herself. • Life without the phone would be stupid, especially not to be available all the time. 	<ul style="list-style-type: none"> • Posts photos on Instagram, of nice things she sees in everyday life. • She doesn't want others to see her on the Internet. • Couldn't be as spontaneous any more, but it wouldn't be that bad.
<i>Johann</i>	<ul style="list-style-type: none"> • Uses Instagram to write to friends. • Doesn't upload anything of himself. • Not much would change without a phone. • It would be difficult for the football team. 	<ul style="list-style-type: none"> • Watches news. • But doesn't think about data protection, either. • Not much would change without a phone, it's often just lying around. • It would be difficult for the football team, which organises on WhatsApp. 	<ul style="list-style-type: none"> • Watches news on the Tagesschau App. • But doesn't think about data protection, either; he thinks no one would be interested in the data of a 14-year-old. • It would be difficult for the football team, which organises and discusses lots on WhatsApp.
<i>Leonie</i>	<ul style="list-style-type: none"> • Uses WhatsApp, Instagram, Snapchat, and Fotogo. • Sends lots of photos. • Is not on Facebook. • Without a phone it would be hard. • They do almost everything by phone. • Couldn't listen to music any more. 	<ul style="list-style-type: none"> • Sends lots of photos and puts them online for her friends. • Makes sure she doesn't post any silly photos of herself. • Is not on Facebook, because people find out too much about her. • Without a phone it would be hard, especially to stay in touch with friends. • They do almost everything by phone; she'd have to make arrangements in school. 	<ul style="list-style-type: none"> • Likes to look at funny sayings and follows famous people on Instagram. • Is not on Facebook, because people find out too much about her, doesn't want strangers finding things out about her. • Couldn't listen to music any more and photos would disappear from her everyday life.
<p><i>Guidance for markers</i></p> <p>Achievement: <i>general understanding for at least two of the three people, their use of smartphones, which apps, their thoughts about data protection, and life without a smartphone. May not attempt or not fully answer question (b), comparison may not be fully developed, but clearly states which person they think has the most sensible approach, with facts from the text; there may not be a justification.</i></p> <p>Merit/Excellence: <i>more detailed understanding of all three people. Question (b) – a comparison is made between at least two of the people, and clear decision of most sensible use is made, but for M5 and M6 the answer is not fully justified. There is no preference for which person is chosen, but justification has to be supported with facts</i></p>			

from the text, which may be repeated and already stated in (a).

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Grades are 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>(a) Possible evidence showing understanding of Erna and Willi's generation's thoughts on the Internet, and why they think they are different.</i></p>	<ul style="list-style-type: none"> • People their age don't like the Internet. • Erna has a smartphone, is on Facebook. • Both of them used to be teachers. 	<ul style="list-style-type: none"> • People their age, that they recently met at a birthday party, don't like the Internet and are totally against it. • Erna and Willi are different. • Erna researches online. 	<ul style="list-style-type: none"> • Older people often don't know what to use the Internet for. • Erna and Willi are in touch with the interests of young people.
<p><i>(b) Possible evidence showing understanding of how Erna's and Willi's use of the Internet has developed, and what they have learned.</i></p>	<ul style="list-style-type: none"> • First video went online January 2015. • They have more than 20 000 followers. • It's fascinating how fast the Internet is. • They need someone who explains things to them. • He used to play car races. • Erna doesn't play, her most important app is WhatsApp. • At the beginning she didn't know how to write smileys. • He finds it funny to see himself online. 	<ul style="list-style-type: none"> • YouTube channel came about by coincidence. • Now almost two years later they have more than 20 000 followers. • They need someone who explains things to them, they have a younger friend who does it. • He used to play car races and pressed the keyboard too hard. • At the beginning she didn't know how to write smileys, now she knows the emoji keyboard very well. • Willi's favourite emoji is the one with the sunglasses. • He thinks that it is great that there are few stupid and unfriendly comments underneath their videos. 	<ul style="list-style-type: none"> • They didn't think that anyone would be interested. • Willi wasn't sure to start with, and was very impatient. • He used to play car races and pressed the keyboard too hard – it almost broke. • Willi's favourite emoji is the one with the sunglasses because it's relaxed and cool. • He thinks that it is also important for the YouTube channel.
<p><i>(c) Possible evidence showing understanding of how their online life has changed their real lives and what is important for their real lives.</i></p>	<ul style="list-style-type: none"> • A little boy asked them if he could take a selfie with them. • Many followers say they would like grandparents like them. • Willi thinks online and offline world shouldn't mix too much. • Their real names are a secret. • Erna agrees with that. 	<ul style="list-style-type: none"> • They didn't tell anyone about the YouTube channel to start with. • They didn't even tell their children. • A little boy in an Italian restaurant last summer asked them if he could take a selfie with them. • They play a role online and have artists' names. • Erna thinks that young people use their right names on YouTube. 	<ul style="list-style-type: none"> • They didn't tell anyone about the YouTube channel to start with; they were a bit embarrassed. • Their real names are a secret, and only their family knows them. • Erna thinks that young people don't take this seriously enough and use their right names on YouTube, and give out too much information about themselves.
<p><i>(d) Possible evidence showing understanding of advice to give based on</i></p>	<p><i>Facts for justification may be repeated from answers (a)–(c).</i></p>		

Erna's and Willi's experiences.

Guidance for markers

Achievement: understands the general gist – Erna and Willi have a YouTube channel, a lot of people their age have problems understanding the Internet, they have lots of followers, they needed to learn a lot to understand how it all works, they keep online and offline life separate; gives some detail for questions (a)–(c) but may not attempt or not sufficiently answer question (d).

Merit/Excellence: answers questions (a)–(c) in more depth (degrees of depth and detail vary between M5–E8). For (d): Merit if candidate attempts question but the answer is not fully developed or justified, some advice is given; Excellence for full justification and advice given with evidence from the text – facts for justification may be repeated from answers (a)–(c).

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown, rather than knowledge of individual lexical items.

Grades are 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 what the psychologist thinks is reasonable Internet use, and what is too much.</i></p>	<ul style="list-style-type: none"> • Most people use the Internet about four hours per day. • There is a lot of information on the Internet. • They know more about world's problems. • People differ on how much Internet is good for them. • You need to know why you're using the Internet. • A diary would be best. • Have good motives for using it. • Like surfing the whole day, ordering food online. 	<ul style="list-style-type: none"> • Most people use the Internet about four hours per day, he doesn't think that is too much. • There is a lot of information on the Internet, many people are unsure. • That's not just the Internet. • They know more about the world's problems, that makes people insecure. • There is no point in limiting Internet use to an hour. • A diary would be best to track the use – when and for what the Internet is used. • You use the Internet too much when you have no good reasons to be on there. • Like surfing the whole day, ordering food online and having it delivered; you have no social contacts. 	<ul style="list-style-type: none"> • Most people use it to find information or have fun. • People have more worries in their everyday life than before. • You need to know why you're using the Internet and whether that is a good reason for using it. • That would give you an idea whether it's too much or not. • You have to use the Internet reflectively and have good motives for using it. • Like surfing the whole day, ordering food online and having it delivered; you have no social contacts over many days.
<p><i>(b) Possible evidence showing understanding of what the psychologist thinks is the best way to teach children about healthy Internet use.</i></p>	<ul style="list-style-type: none"> • It is important that parents know what their children are doing on the Internet. • They have to be an example for good Internet use. • The rules for parents and adults have to be the same. • Parents should monitor children's Internet use. • They should look at messages on WhatsApp or Facebook. 	<ul style="list-style-type: none"> • It is important that parents know what their children are doing on the Internet and what they are learning. • The rules for parents and adults have to be the same (example of dinner table rule). • Parents should monitor children's Internet use, but in the right way. • They should look at messages on WhatsApp or Facebook together and talk about it. 	<ul style="list-style-type: none"> • Not many parents think about how to teach their children good use of the Internet. • Parents should monitor children's Internet use, but in the right way, not in secret. • That's the best way to learn about good Internet use.
<p><i>(c) Possible evidence showing understanding of which of the psychologist's points you agree with most, and why.</i></p>	<p><i>Facts for justification may be repeated from answers (a) and (b).</i></p>		

Guidance for markers

Achievement: *able to understand the gist of most of the points of view in (a) and (b), but may not give full details; may not answer question (c).*

Merit/Excellence: *completes most of question (a) and (b) in more detail, completes question (c) with varying degrees of information from the text. M5 and M6 may refer to only one or two viewpoints in the text and the comparison is not fully developed, E7 and E8 also show evidence that they compare and weigh up the importance of the different points of view.*

There is no preference for which point of view is to be agreed with, but justification has to be supported with facts from the text which may be repeated with facts already stated in (a) and (b).

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown, rather than knowledge of individual lexical items.

Grades are 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 – 6	7 – 12	13 – 18	19 – 24