

Assessment Schedule – 2017

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</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 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</i> and makes meaning of the information and varied perspectives of the texts.</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</i> by selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the 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 and conclusions of the 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 texts.</p>	
N1 Shows very little understanding and does not convey the general meaning of the texts.	N2 Shows little understanding and does not convey the general meaning of the texts.	A3 Demonstrates some understanding of the texts, and conveys some of the general meaning.	A4 Demonstrates understanding of the texts and conveys the general meaning.	M5 Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information and varied perspectives from the texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and varied perspectives from the texts.	E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the texts which justifies conclusions.	E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the texts which fully justifies conclusions.
N0 No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of extreme weather events and their effects in Germany in 2016.</i></p>	<ul style="list-style-type: none"> • 30 May, Braunsbach was in a state of emergency. • Both streams of the village became a large river. • 1 June, in Simbach more than 150 litres of rain per square metre fell in one day. • 7 June, a tornado ripped through Hamburg. • More than 30 tornadoes across Germany in summer 2016. 	<ul style="list-style-type: none"> • 30 May, Braunsbach was in a state of emergency – within 24 hours more than 120 litres of rain fell per square metre. • Both streams of the village became a large river that destroyed cars and houses. • 1 June, in Simbach more than 150 litres of rain per square metre fell in one day. Seven people died. • 7 June, a tornado ripped through Hamburg, causing damage worth millions. • More than 30 tornadoes across Germany in summer 2016, severe storms and floods are becoming more frequent. • These are consequences of climate change. • May to August 2016 were the warmest months since 1880. • Strong/heavy rain is becoming part of everyday life. 	<ul style="list-style-type: none"> • Problems caused by climate change can be seen across the world – for example, with icebergs in the Arctic, for farmers in Africa, and the weather in Germany.

<p><i>(b) Possible evidence showing understanding of what actions to combat climate change are suggested, and how effective they could be.</i></p>	<ul style="list-style-type: none"> • Cities have to create more parks and lawns / grass areas. • Growing your own vegetables. 	<ul style="list-style-type: none"> • Create green roofs. • Uses own compost. • Short distance to transport. • Own vegetables produce less greenhouse gas. 	<ul style="list-style-type: none"> • People in Germany have to adapt. • More green spaces help to absorb all the water. • Green roofs reduce the temperature in cities. • Vegetables in gardens don't need chemical fertilisers. • Produces two kilograms less carbon dioxide per kilogram of vegetables. • Growing own vegetables is good for own well-being. • Protecting climate would be a positive side effect of growing own vegetables.
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Guidance for markers

Achievement: *general meaning – understands the gist of the severe weather events (what, when, where) and gist of at least one possible solution, but no detail or evaluation.*

Merit: *shows understanding of most of the details of severe weather events and their effects (in addition to Achievement, mentions some of the damage caused), but the answer to the question “How effective do you think they would be ...” may not be clear and well structured.*

Excellence: *clearly answers what the events, effects, and possible solutions are, and evaluates with evidence from the text.*

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 the life of the Ashaninka, similarities and differences.</i></p>	<ul style="list-style-type: none"> • Live in rainforest in Brazil. • Live in villages. • They have a solar power system. • They have internet. • Can read and write. • Kids go to school. • Kamoschi loves maths. • Kamoschi has four siblings. • Like to play football. • Live in huts. • Solar powers the satellite dish and computer. • She can cook, catch fish. • On Wednesday kids don't go to school. • The whole village gets together on Wednesday evening. 	<ul style="list-style-type: none"> • Live in rainforest in Brazil, in an area the size of Berlin. • Many can read and write. • All kids go to school regularly. • Like to play football when it rains. • Live in huts without windows and doors. • Three diesel generators. • Kamoschi wears a poncho. • She can cook, paddle in a canoe, catch fish. • On Wednesday kids don't go to school, they work with the adults. • Boys go hunting. • Girls learn about planting plants, harvesting, and what is edible. • The whole village gets together on Wednesday evening to watch films together. 	<ul style="list-style-type: none"> • Neighbouring Peru has 100 000 Ashaninka people. • Three diesel generators for the video player/ machine and stereo for village party. • Only one internet connection for the whole village. • Kamoschi wears a poncho and paints her face in the morning with red and black colours. • She can cook, paddle in a canoe, catch fish, harvest plants. • On Wednesday kids don't go to school, they work with the adults to learn what they need to know as adults. • Boys go hunting and learn how to use a bow and arrow. • The whole village gets together on Wednesday evening to watch films together about other tribes. • There are films on YouTube about the life of the Ashaninka.

<p><i>(b) Possible evidence showing understanding of the Ashaninka's approach to internet and social media.</i></p>	<ul style="list-style-type: none"> • There is one computer for the whole village. • The chiefs find the internet important. • Only the web team can use the internet and the computer. • They used the internet to write emails to the government. • Army and police came to help with the problem. 	<ul style="list-style-type: none"> • The members of the web team are the only ones who are allowed to read and write email, and use the Facebook account. • The chiefs find the internet important, but the chiefs are worried about the internet. • The web team used the internet to write emails to the government to organise help. 	<ul style="list-style-type: none"> • Kamoschi's dad is making and uploading films about the life of the Ashaninka. • The chiefs think the internet can have a negative influence on people and their way of life. • The web team used the internet to write emails to the government to organise help when robbers came to kill turtles and cut down trees (a few years ago).
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Guidance for markers

Achievement: *general meaning – basic gist of lifestyle of Ashaninka, but may not clearly outline similarities and differences, and some detail of device use but not specifically pointing out the differences.*

Merit/ Excellence: *candidate understands most/ all of the details of differences and similarities of the Ashaninka's lifestyle, as well as the differences in social media and internet use – MUST be clear in their response that there is controlled/ limited internet access to people. E7 and E8 show full comparison in the response, M5 and M6 comparison not fully developed.*

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 is happening in Germany as part of the energy transformation programme.</i></p>	<ul style="list-style-type: none"> • Millions of euros are spent. • Germans pay 10 euros a month. • By 2022 all nuclear power stations will have been closed down. • Germans are very happy about that. • Germans support the energy turnaround. • Since 2000, Germans have spent 171 billion euros. • There are lots of big wind farms at the north sea coast. • Solar parks. • Lots of small projects. • Heidelberg Bahnstadt. • Wilhelmsburg supplies 27 000 houses with green energy. • 2 000 electric cars in Berlin, and a total of 24 000 all over Germany. 	<ul style="list-style-type: none"> • Millions of euros are spent to use cleaner energy. • Germans pay 10 euros a month to guarantee electricity from renewable sources. • By 2022 all nuclear power stations will have been closed down, as decided by the German government. • They (Germans) find clean energy good and important. • 90% of Germans support the energy turnaround. • Costs keep climbing because of the energy turnaround. • Since 2000, Germans have spent 171 billion euros to finance the energy turnaround. • Solar parks have grown extremely/ extensively/ remarkably in recent years. • Heidelberg Bahnstadt – according to principles of sustainability. • New initiatives in Hamburg. • Roofs on new houses must have solar panels. • 2 000 electric cars in Berlin, and a total of 24 000 all over Germany, that can be charged on 500 charging stations. 	<ul style="list-style-type: none"> • Germans pay 10 euros a month to guarantee electricity from renewable sources, not nuclear power stations. • 90% of Germans support the energy turnaround, despite the high costs. • Germans have the second highest electricity costs in Europe. • Roofs on new houses must have solar panels, or be planted with flowers or grass, to filter rain water and reduce carbon dioxide.

<p><i>(b) Possible evidence showing understanding of Mike Underhill's point of view, and the graph.</i></p>	<ul style="list-style-type: none"> • New Zealand doesn't need an energy turnaround. • EECA has a budget of \$58 million. • Likes the idea of electric cars. 	<ul style="list-style-type: none"> • 80% of all energy in New Zealand comes from renewable resources. • EECA has a budget of \$58 million that is being spent on insulating houses. • There are only around 800 electric cars in New Zealand at the moment, a lot fewer than in Germany. • New Zealand is a small market at the end of the world, and there is not much choice. <p><i>Includes an analysis of the graph.</i></p>	<ul style="list-style-type: none"> • New Zealand already had its turnaround. • EECA has a budget of \$58 million that is mostly being spent on insulating houses. • New Zealand is a small market at the end of the world, and there is not much choice. We will have to wait for second-hand cars from Japan and Great Britain. <p><i>Includes an analysis of the graph, and data is referenced in answer to justify opinion.</i></p>
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Guidance for markers

*(a) **Achievement:** general gist of energy turnaround, reference to one example from Germany. **Merit/ Excellence:** details of energy turnaround, and examples of projects in Germany.*

*(b) **Achievement:** general gist of Underhill's view, some reference to the graph. **Merit/ Excellence:** answer MUST include reference to the graph in justification whether candidate agrees/ disagrees with Underhill's view. E7–E8 full justification of viewpoint with full details on Underhill's point of view.*

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

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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 – 7	8 – 12	13 – 18	19 – 24