

Assessment Schedule – 2018

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 making meaning of the relevant information, ideas, and opinions from the texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and opinions from the texts, and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and opinions 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 relevant information, ideas, and opinions from 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, ideas, and opinions 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 or conclusions within the texts.</p> <p>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.</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, ideas, and opinions from the texts.</p>	<p>M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and opinions 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
<i>(a) Possible evidence showing understanding of Maia's observations and experiences regarding cycling in Germany.</i>	<ul style="list-style-type: none"> • Cars drive on the right-hand side in Germany vs. left in New Zealand. • On the way to the bus stop. • She had an accident with a car. • Her host sister told her that 'right is always right'. • There are so many cyclists and cycle paths. 	<ul style="list-style-type: none"> • At the beginning it was difficult, and she had to get used to it. • On the way to the bus stop she almost had an accident with a car. 	<ul style="list-style-type: none"> • She got a real fright (nearly having an accident). • She will always remember that ('right is always right').
<i>(b) Possible evidence showing understanding of differences in Maia's surroundings.</i>	<ul style="list-style-type: none"> • There are so many people in Germany. • Streets and shops are always full. • There is also a lot of nature. 	<ul style="list-style-type: none"> • Before she came to Germany, she did not know that there was so much greenery. • There are also many forests and lakes. 	<ul style="list-style-type: none"> • She thought that in Germany there would be mainly big cities.
<p><i>(c) Possible evidence showing understanding of Maia's beliefs about stereotypical German punctuality.</i></p> <p><i>Candidate opinion</i></p>	<ul style="list-style-type: none"> • Germans are punctual. • It is good to know when the tram is going. • You don't have to wait long for people. • She doesn't understand why many Germans get stressed so quickly. • She has judged Germans correctly / wrongly. 	<ul style="list-style-type: none"> • German punctuality is a reality – not a cliché. • It is very pleasant / nice to know when the tram is going. • She doesn't understand why many Germans get stressed so quickly. For example, when they are standing at a red light, or have to wait a few minutes at the checkout in the supermarket. • Maia's opinion is fair. 	<ul style="list-style-type: none"> • Almost 85 percent of Germans take appointments very seriously. • And also expect that of others. • Maia has judged that Germans are more formal in their arrangements. • It would seem that the impression she gets is based on observations, so it is a fair conclusion.

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.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the main features of each tourist attraction.</i>			
<i>(i) Rügen Island</i>	<ul style="list-style-type: none"> • It is Germany's biggest island. • It is in the north-east of Germany. • There are many hiking and biking trails. • There is a huge climbing forest ... • ... for an adventure. • It is for all ages. • It is close to / by the beach. • Entry costs 14 Euro for children and 19 Euro for adults. 	<ul style="list-style-type: none"> • Kilometres of long, sandy beaches. • In the summer there is an open-air theatre with a pirate theme. • You can go from tree to tree over bridges. • You can test your courage while balancing 10 metres above ground. 	<ul style="list-style-type: none"> • Rügen is particularly proud that it gets about 100 hours more sunshine per year than Munich. • After many adventures you can bathe in the Baltic Sea and relax on the beach.
<i>(ii) Rothenburg</i>	<ul style="list-style-type: none"> • It is known internationally as a symbol of medieval Germany. • It is a romantic city / town, with pretty, historical buildings. • There is a town wall. • There is a Christmas market in the middle of the market place. 	<ul style="list-style-type: none"> • You can go for a walk on the old town wall. • There is a world-famous Christmas village. • There is a massive range / amount of Christmas decorations. • You can enjoy the lovely / picture perfect view from the town hall on Fridays and Saturdays until 8 p.m. 	<ul style="list-style-type: none"> • The Christmas market is for the whole year. • There is a massive range of splendid / wonderful Christmas decorations.
<i>(iii) Heidelberg</i>	<ul style="list-style-type: none"> • 11.9 million people visit Heidelberg every year. • It is a historical university city. 	<ul style="list-style-type: none"> • The castle is often / frequently the favourite destination for tourists from abroad. • It is always worth a visit. 	<ul style="list-style-type: none"> • There was something ideal about Heidelberg for Goethe. • It is situated in one of the most beautiful locations in the Neckar Valley.

<i>(b) Possible evidence showing understanding of the best day trip option, based on the reviews.</i>			
<i>Rügen</i>	<ul style="list-style-type: none"> • It is really nice. • It is not too easy. 	<ul style="list-style-type: none"> • You need a whole day. • Not cheap but always worth a visit. 	<ul style="list-style-type: none"> • Varying grades of difficulty for people of different abilities. • If you want to try everything, you need to spend a whole day. • <i>Justification of opinion</i>, e.g. if Maia is adventurous, she should choose this option even if she is not sporty, as there is something for all abilities.
<i>Rothenburg, Heidelberg</i>		<ul style="list-style-type: none"> • Christmas market was great, despite the many people. • You can hear about the secret history* about the city (*<i>secret + wrongly translated "history" accepted</i>). 	<ul style="list-style-type: none"> • If you want to experience something unusual ... • ... you can do a tour through the Heidelberg prison. • You can hear (some) secret stories about the city. • <i>Justification of opinion</i>, e.g. if Maia hates crowds, she shouldn't go to the Christmas market, as there are lots of people. If she likes learning unusual facts about places, the Heidelberg prison tour would be a good option.
<i>It does not matter which option the candidate chooses, but they need to justify their opinions with details from the text.</i>			

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

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the school experiences in Germany.</i>			
<i>(i) Maia</i>	<ul style="list-style-type: none"> • She does not have to do the assessments. • They have an assessment almost every week. • She was bored at the start ... • ... because she did not understand so much. • She is helping in the English classes. • She finds English lessons fun. • There is more freedom. • In New Zealand, a music teacher, for example, takes the English class. • Teachers are really friendly and helpful. 	<ul style="list-style-type: none"> • Luckily, she does not have to do the assessments. • Senior school can be stressful. • She was a little bit lonely at the start. • She is helping in the English advanced course. • They are reading the novel The Great Gatsby. • She was afraid of peer pressure. • You simply wear what you want. • Yesterday the English teacher was very sick, and they had no class. • Instead of class, they went to an ice cream café and ate spaghetti ice cream. 	<ul style="list-style-type: none"> • Maia does not need to prioritise the assessments – they do not support her reason for being there. • Initially she was a bit scared that there would be peer pressure, as they don't wear uniform. But that is not true. • She still finds it a little strange to wear no uniform. • Relief lessons in New Zealand are a waste of time.

<p>(ii) Hamish</p>	<ul style="list-style-type: none"> • He is doing 10 subjects. • His favourite subject is politics. • Because they discuss lots of things. <ul style="list-style-type: none"> • The whole class must go on work experience for a week. • Hamish is joining his exchange partner on work experience. • It will be fun. 	<ul style="list-style-type: none"> • He likes that they have a wide choice / selection of subjects. • His favourite subject is politics, because they discuss lots of current things. <ul style="list-style-type: none"> • Next week his exchange partner has a week of work experience at a veterinary practice. • His exchange partner had to organise it himself. • Students are very independent / responsible (<i>one of</i>). 	<ul style="list-style-type: none"> • His exchange partner is very busy preparing for the school-leaving exam. • His exchange partner is already applying for an apprenticeship. • The experience might still have some relevance for Hamish, it could be worthwhile for him. • Students are very independent and responsible (<i>need both</i>). • There seems to be a lot of pressure – his exchange partner often complains about the pressure in school.
<p>(b) Possible evidence showing understanding of which system is preferred, and why.</p>	<p><i>It does not matter which system is chosen, but the candidate needs to justify their opinions with details from the text.</i></p>		

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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 19	20 – 24