

Assessment Schedule – 2018

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
<p><i>(a) Possible evidence showing understanding of how the working holiday would prepare you for life after school.</i></p>	<ul style="list-style-type: none"> • Working and earning money. • Work for a bed and food. • Improves English language. • Learn about a new country. 	<ul style="list-style-type: none"> • Have to learn about simple life – eating toast and noodles. • Team work. • Interest in other cultures. • Manage money. 	<ul style="list-style-type: none"> • Learn to be open for jobs you haven't done before (garden work, harvesting, babysitting, waitressing). • Learn to work with different types of people. • Learn to be flexible and adaptable. • Gain confidence. • Learn new skills through new jobs. • Learn to budget. • Be proactive – showing initiative to find jobs.
<p><i>(b) Possible evidence showing understanding of the work and travel year in New Zealand.</i></p>	<p><i>Some details about what they would like and / or not like about a similar work and travel experience in a foreign country.</i></p> <p>Some examples but not limited to:</p> <ul style="list-style-type: none"> • Getting to know other people. • Be away from home. • Try out different jobs – see what they like. 	<p><i>A range of details about what they would like and / or not like about a similar work and travel experience in a foreign country, with explanations and justifications.</i></p> <p>Some examples but not limited to:</p> <ul style="list-style-type: none"> • Try out different work experiences. • Learn to be flexible and adaptable. 	<p><i>Substantial detail about what they would like and / or not like about a similar work and travel experience in a foreign country, with full explanations and justifications.</i></p> <p>Some examples but not limited to:</p> <ul style="list-style-type: none"> • Likes adventure – the unknown. • Would like to learn about other cultures. • Experience a country a different way rather than just travelling.

Guidance for markers

Achievement: *Candidates give good detail about the experiences in New Zealand, and are able to name some examples of how it can prepare someone for life after school.*

Merit/Excellence: *Candidates give many details, and are able to go beyond the text by generalising concepts rather than naming examples only.*

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 similarities between Germany and Syria, and the challenges Walid faced.</i></p>	<ul style="list-style-type: none"> • Also celebrate Valentines day. • Also build snowmen. • To learn the language. • Finding friends. • Finding work. 	<ul style="list-style-type: none"> • Also learn English in school. • To adapt as quickly as possible through the language. • Was lucky to find friends in school. 	<ul style="list-style-type: none"> • Countries are very different, but also share a lot of similarities. • Insecurity about status in Germany – civil services – not sure if he can stay. • Does not want to go back to Syria. • Thoughts of family and friends in Syria – he doubts there will ever be peace.
<p><i>(b) Possible evidence showing understanding of the improvements that could be made by Germany, based on the information Walid gives in his interview.</i></p>	<p><i>Some details about what could be improved to integrate refugees further into the country.</i></p> <p>Some examples but not limited to:</p> <ul style="list-style-type: none"> • Make friends. • Support with the language. 	<p><i>A range of details about what could be improved to integrate refugees further into the country, with explanations and justifications.</i></p> <p>Some examples but not limited to:</p> <ul style="list-style-type: none"> • Provide more connection points, so people can make friends. • Share similarities between countries. 	<p><i>Substantial detail about what could be improved to integrate refugees further into the country, with full explanations and justifications.</i></p> <p>Some examples but not limited to:</p> <ul style="list-style-type: none"> • Security about status in Germany. • Would like to give back, and be financially independent. • Be integrated into the culture. • Show Germany that they (refugees) can become an important part of the country.

Guidance for markers

Achievement: *Candidates show good understanding of challenges / similarities and possible support Walid or other refugees have experienced, or might experience. Some details from the text are mentioned.*

Merit/Excellence: *Candidates show an in-depth understanding of similarities, challenges, and improvements that could be made and have been experienced. They go beyond the text, and are able to contextualise and justify / fully justify their answers with detailed information 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 THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the differences between the life of an average New Zealand teenager, and Johannes' life.</i>	<ul style="list-style-type: none"> • Has to get wood to get warm. • Must take the horse cart to go shopping. • No technology. 	<ul style="list-style-type: none"> • They make / grow most of their own food – milk, cheese, vegetables etc. • Even the phone is 80 years old. • Can't see people or cars for miles. • Must walk far to go to school. 	<ul style="list-style-type: none"> • Living off what they can produce themselves. • Living like people lived 100 years ago. • His parents believe people own too much. • Life in the big cities is too stressful. • Views his life in nature as his very personal adventure land.
<i>(b) Possible evidence showing understanding of the advantages of Johannes' life in today's society.</i>	<p><i>Some details about what the advantages are in today's society.</i></p> <p>Some examples, but not limited to:</p> <ul style="list-style-type: none"> • More time for family. • Closer to nature. 	<p><i>A range of details about what the advantages are in today's society, with explanations and justifications.</i></p> <p>Some examples, but not limited to:</p> <ul style="list-style-type: none"> • Not distracted by technology. • Adventure in his everyday life. 	<p><i>Substantial detail about what the advantages are in today's society, with full explanations and justifications.</i></p> <p>Some examples, but not limited to:</p> <ul style="list-style-type: none"> • Less luxury items means focusing on the simple things. • Sustainable lifestyle. • Less busy.

Guidance for markers

Achievement: *Candidates give some details about the life Johannes and his family are living, and are able to identify advantages of this lifestyle.*

Merit/Excellence: *Candidates give a range / substantial detail about Johannes' and his family's life, and are able to identify advantages of this lifestyle by contrasting it with their own lives, giving justified / fully justified answers.*

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 – 8	9 – 13	14 – 18	19 – 24