

Assessment Schedule – 2018

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>	
<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>(a) Possible evidence showing understanding of how the author's view of the carnival has changed.</i></p>	<ul style="list-style-type: none"> • Similar to the atmosphere at a festival or football stadium. • People wear silly costumes, sing, and dance – they look happy. • People sing songs that they only hear during carnival time. <p><i>Descriptive details without explanation, or little context.</i></p> <p><i>Need to show the change of view over time.</i></p>	<p>Original view:</p> <ul style="list-style-type: none"> • Only saw the negative parts of carnival (e.g. alcohol, at times racist behaviour, people doing things they normally wouldn't). <p>View now:</p> <ul style="list-style-type: none"> • Carnival now means being homesick. • All generations celebrate together. • No higher rate of aggression, according to statistics. <p>General:</p> <ul style="list-style-type: none"> • Costumes are a matter of taste. 	<p>Original view:</p> <ul style="list-style-type: none"> • Found the silly / crazy behaviour embarrassing. • People believed they could do things that normally would be unacceptable. <p>View now:</p> <ul style="list-style-type: none"> • Homesickness – not about the carnival culture itself, but the understanding of what the 'fifth season' means. • Feeling of community (<i>supported by examples from the text</i>). • Allows people to hug the person next to them and tell them how great life is – utopia. <p>General:</p> <ul style="list-style-type: none"> • Psychotherapist: Good for the soul to be free and follow impulses.
<p><i>(b) Possible evidence showing understanding of why candidates might enjoy / not enjoy a German carnival.</i></p>	<p><i>Details named with little context / justification.</i></p> <p>Some examples, but not limited to:</p> <ul style="list-style-type: none"> • Something that reminds of home. • Dance, and sing in a dialect. • Being together with people you don't know. • People that experience this look happy. • Behave in a silly / crazy way. 	<p><i>More in-depth answers but no full justification / explanation.</i></p> <p>Some examples, but not limited to:</p> <ul style="list-style-type: none"> • People experience things they normally don't. • Connect with each other through dance and song. • Out of control people, racist behaviour, alcohol, rubbish everywhere. • Similar to the atmosphere of a festival or football stadium. 	<p><i>Fully justified answers with context and explanation.</i></p> <p>Some examples, but not limited to:</p> <ul style="list-style-type: none"> • Feeling of community. • Freedom to be crazy / silly. • Connecting with people through shared experiences. • Potential feeling of not being safe. • Too much alcohol. • Utopia of the good life.

Guidance for markers

Achievement: *Candidates translate and give a lot of detail, without seeing the development of view from past to present.*

Merit/ Excellence: *Candidates are able to show a clear change of view about the carnival from past to present, by giving examples. They are also able justify / fully justify their reasons for wanting / not wanting to attend a carnival, possibly making comparisons to a similar festival they already know / have been to.*

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 / own culture, and justify own conclusion.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>Possible evidence showing understanding of German stereotypes in the song lyrics, compared with candidate's experience of New Zealand cultural stereotypes.</p>	<p>Some details from text without context or interpretation – mainly translation.</p> <ul style="list-style-type: none"> • Blonde but not stupid. • Would like to be Americans. • Germans speak German in Spain. • Germans aren't German that is typical German. 	<p>More details from the text with attempted interpretation and contextualising, as well as comparing to own culture.</p> <ul style="list-style-type: none"> • Germans are more humane. • We have been Germans from childhood on. • Pay a lot of taxes. • Complain about the weather every day. • Want everything now and today – don't like to wait. <p>Please note that all the examples are concepts that should be considered on an interpretative basis, as opposed to translated.</p>	<p>Substantial detail from the text, with context, comparison / contrast, and justification (does not have to cover all examples in the lyrics).</p> <ul style="list-style-type: none"> • Women can get into power (chancellor Angela Merkel). • The country is small but has room for many people – not all of them have to be German. • Germans don't like people that leave the country. • Germans still count in German Marks. <p>Please note that all the examples are concepts that should be considered on an interpretative basis, as opposed to translated.</p>
<p>Guidance for markers</p> <p>Achievement: Candidates translate and possibly contrast, without going beyond the text.</p> <p>Merit / Excellence: Candidates go beyond the text, and take the examples as a way of seeing the bigger picture. E.g. the country is little, but a lot of people fit in it, and they don't all have to be German, referring to the current refugee politics in Germany.</p>			

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 / own culture, and justify own conclusion.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of Sabine's and Thomas' opinions about food.</p>	<p>Sabine</p> <ul style="list-style-type: none"> • Memories full of stomach ache, happiness, music. • Many people around, at her house or at friends'. <p>Thomas</p> <ul style="list-style-type: none"> • Everyone has to eat. • Food can help cultural understanding. • He travelled a lot. 	<p>Sabine</p> <ul style="list-style-type: none"> • Memories full of stomach ache (due to laughter or too much food), happiness, music. • Food yummy or interesting. <p>Thomas</p> <ul style="list-style-type: none"> • Takes away economic differences, what car you drive, what job you have, etc. • Meals can be quiet, calm, and long, or loud with dancing and late nights. 	<p>Sabine</p> <ul style="list-style-type: none"> • Conversations at the dinner table about God and the world. • About what was important or could become important. • Trying to recreate the same atmosphere for her own children. <p>Thomas</p> <ul style="list-style-type: none"> • Food is like a language that everyone in the world has to speak. • Shared food says a lot about the culture. • Meals can be a time for reflection and thinking. • Getting used to new cultures is like getting your palette used to new spices – it takes time.
<p>(b) Possible evidence showing understanding of how candidates' opinions compare with those in the text.</p>	<ul style="list-style-type: none"> • Eating food. • Talking to each other. <p><i>Some details, without interpretation.</i></p>	<ul style="list-style-type: none"> • Community. • Trying different foods. <p><i>More details, and attempted interpretations and comparisons.</i></p>	<ul style="list-style-type: none"> • Bringing cultures together. • Non-judgemental. • Not political – can connect cultures (organisations in Germany are attempting this). <p><i>Substantial details, interpretations, comparisons, and justifications / explanations.</i></p>

Guidance for markers

Achievement: Candidates are able to give details from the text, and identify the parts that show an opinion.

Merit/ Excellence: Candidates are able to justify and contrast the opinions of Thomas and Sabine with their own, and go beyond the text by mentioning the bigger context, giving examples, and giving their own opinion as relevant to 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 / own culture, and justify own conclusion.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 18	19 – 24