

**Assessment Schedule – 2019: V3****German: Demonstrate understanding of a variety of written and / or visual German text(s) on familiar matters (91126)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information, ideas, and / or opinions in the texts.</p> <p>Responses as a whole show the candidate has understood the general meaning (<b>gist</b>) of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information, ideas, and / or opinions from the texts and communicating them unambiguously.</p> <p>Information is <b>selected</b> and <b>connected</b> to provide responses supported by relevant detailed examples from the text. Responses as a whole show the candidate clearly understands the content of the text.</p>	<p><i>Demonstrating <b>thorough understanding</b></i> involves expanding on relevant information, ideas, and / or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.</p> <p>Responses as a whole show the candidate has a <b>comprehensive</b> understanding of the content and underlying meaning of the text.</p>

**Evidence**

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
Shows <b>very little understanding</b> and does not communicate the general meaning of the text.	Shows <b>little understanding</b> and does not communicate the general meaning of the text.	Demonstrates <b>some understanding</b> and <b>communicates some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and <b>communicates the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and <b>communicates some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and <b>communicates most of the implied meanings</b> by providing supporting detail from the text to <b>fully justify</b> conclusions.

**N0** = No response; no relevant evidence.

**Sample Evidence**

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

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

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Who are the holiday camps for and what activities do they do there?	<ul style="list-style-type: none"> <li>• Young people / children.</li> <li>• Play sports.</li> <li>• Do new things.</li> <li>• Football at the beach.</li> <li>• Watch animals in the forest.</li> <li>• Go to the theatre.</li> <li>• Go to a pirate festival/party.</li> <li>• Water activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Those whose parents have to work during some of the school holidays.</li> <li>• Experience new things.</li> <li>• Visiting behind the scenes of theatres / go backstage.</li> <li>• Always full of adventure.</li> </ul>	<ul style="list-style-type: none"> <li>• Outside their normal daily routine.</li> </ul>
(b) Why are the holiday camps subsidised?	<ul style="list-style-type: none"> <li>• School holidays are longer.</li> <li>• Have nice / good days.</li> <li>• Keep children and young people active.</li> <li>• To help families.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences.</li> <li>• And stay healthy.</li> <li>• Some cannot afford holidays.</li> <li>• Give them something different.</li> <li>• The service clubs subsidise the cost meaning that the camps cost little or no money.</li> </ul>	<ul style="list-style-type: none"> <li>• Give them something different <b>every day</b>.</li> <li>• A range of service clubs, churches and sports clubs want to support children to do useful things during the holidays.</li> </ul>
(c) How do participants benefit from the camps?	<ul style="list-style-type: none"> <li>• Make new friends / have fun / new experiences / stay healthy.</li> <li>• Learn a lot.</li> <li>• Learn how to live with other people.</li> <li>• Be independent.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to get on / along with other people.</li> <li>• Discover.</li> <li>• Try out new things.</li> <li>• Become independent.</li> <li>• Do not miss their families because they are having so much fun.</li> <li>• The organisers are often quite young themselves and so they offer something quite special.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover <b>new things</b>.</li> <li>• Explore.</li> <li>• Become <b>more</b> independent.</li> <li>• Grow confidence.</li> <li>• Develop social skills / life skills.</li> <li>• Because they are working with others, they do not get homesick.</li> <li>• Meet famous people such as Henry Maske, the boxer. As a role model he inspires the kids to lead an active / healthy lifestyle.</li> <li>• Celebrities are good role models.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a)</p> <p>Choose the type of holiday that best suits the people in the table, and then give your reasons for your choice.</p>	<ul style="list-style-type: none"> <li>Natalie: der Kulturhungrige (she is into discovering new things).</li> <li>Oliver: der Natururlauber (he would be OK with the birds waking him since he likes nature).</li> <li>Bernd: der Schneemann (since he wants an exciting holiday and not to be bored – jumping around in the snow would be pretty exciting).</li> <li>Bernd: der Fitnessfan (since he wants an exciting holiday and not to be bored – a holiday filled with extreme sport would certainly not be boring).</li> <li>Katrin: der Schneemann (since this offers both winter sports as well as relaxation in the evening).</li> </ul>	<ul style="list-style-type: none"> <li>Katrin: der Schneemann (since this offers both winter sports as well as relaxation in the evening – a good hotel dinner or relaxation in the sauna).</li> </ul>	<ul style="list-style-type: none"> <li>Natalie: der Kulturhungrige (she places a lot of value on discovering new things and getting to know different cultures and understanding them better).</li> </ul>
<p>(b)</p> <p>(i) and (ii)</p> <p>Which holiday-maker type do you identify with (i) MOST / (ii) LEAST, and why?</p>	<p><b>der Natururlauber:</b></p> <ul style="list-style-type: none"> <li>Likes best of all being outdoors.</li> <li>Spends every free minute outside.</li> <li>Working in garden.</li> <li>Hiking.</li> </ul> <p><b>der Schneemann:</b></p> <ul style="list-style-type: none"> <li>Likes both snowboarding or skiing.</li> <li>Loves cold temperatures and warm clothes.</li> <li>Doing sport (being active).</li> </ul> <p><b>der Fitnessfan:</b></p> <ul style="list-style-type: none"> <li>Only happy when is totally active.</li> <li>Biking, jogging, playing tennis, surfing – which doesn't matter.</li> <li>Healthy food, no hotel buffets.</li> </ul> <p><b>der Kulturhungrige:</b></p> <ul style="list-style-type: none"> <li>Not interested in sport but in culture.</li> </ul>	<p><b>der Natururlauber:</b></p> <ul style="list-style-type: none"> <li>Going on a nice evening walk.</li> <li>On longer trips uses tent.</li> </ul> <p><b>der Schneemann:</b></p> <ul style="list-style-type: none"> <li>The winter landscape helps to relax and give new energy.</li> </ul> <p><b>der Fitnessfan:</b></p> <ul style="list-style-type: none"> <li>The main point of this holiday is that the sport has to be extreme sport.</li> </ul> <p><b>der Kulturhungrige:</b></p> <ul style="list-style-type: none"> <li>Active, but the holiday activities consist of adventures visiting historic buildings, museums, etc.</li> <li>Goes to Greece for the Acropolis, not the beaches.</li> </ul>	<p><b>der Natururlauber:</b></p> <ul style="list-style-type: none"> <li>You meet people with the same interests, live in the middle of “nature”, but still sleep in your own bed.</li> </ul> <p><b>der Schneemann:</b></p> <ul style="list-style-type: none"> <li>Everything is provided in the evening – from a good evening meal in the hotel to a relaxing sauna after a successful day of skiing.</li> </ul> <p><b>der Fitnessfan:</b></p> <ul style="list-style-type: none"> <li>If he could do a triathlon every day on holiday, that would be the perfect holiday.</li> </ul> <p><b>der Kulturhungrige:</b></p> <ul style="list-style-type: none"> <li>Places a lot of value on discovering new things and getting to know different cultures and understanding them better.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) What did Konstantin do on Boys' Day? How did he enjoy it?	<ul style="list-style-type: none"> <li>Thursday morning – a normal school day.</li> <li>Helped out for a day at a kindergarten.</li> <li>Finds social jobs interesting.</li> <li>He enjoyed it but found the day tiring but good.</li> <li>The time passed quickly.</li> <li>One day is almost too short.</li> </ul>	<ul style="list-style-type: none"> <li>Did a lot – read stories to the kids, played football with the kids etc.</li> <li>He now knows more about the kindergarten job.</li> </ul>	<ul style="list-style-type: none"> <li>At first he found it a bit embarrassing and thought he should have stayed at school.</li> <li>If the kindergarten job paid better he would consider it as an option.</li> </ul>
(b) What do people regard as typical women's and men's jobs? Give reasons.	<ul style="list-style-type: none"> <li>More than 90% of kindergarten teachers are women.</li> <li>Women's jobs are those like teacher and kindergarten teacher.</li> <li>Girls in social jobs.</li> <li>Boys in science and technology.</li> <li>Early childhood teachers don't earn very well (although this job is really important).</li> <li>Female jobs need better pay and a better image.</li> </ul>	<ul style="list-style-type: none"> <li>A woman's job is one where at least 70% of the employees are women.</li> <li>Jobs for men are in, for example, technology, science and business.</li> <li>Pay and career chances play an important part in choosing a job.</li> <li>Many people still find it funny / weird to see a man working in a kindergarten.</li> <li>Some jobs need better pay and a better image – then more people would be keen to have that job.</li> </ul>	<ul style="list-style-type: none"> <li>An atypical job is out of the question for many since they are scared to be made fun of.</li> <li>Or they might find it especially difficult in the job, e.g. As the only woman as a car mechanic. Women are often not as physically strong as men.</li> </ul>
(c) Would a "Girls' and Boys' Day" be suitable for New Zealand? Give reasons.	<ul style="list-style-type: none"> <li>Companies and businesses open their doors to school students from the 5th class upwards.</li> <li>In NZ this happens in year 10.</li> </ul>	<ul style="list-style-type: none"> <li>Politicians and employers want to interest more girls in "male jobs" and more boys in "female jobs".</li> </ul>	<ul style="list-style-type: none"> <li>A day to <b>change</b> people's attitudes / stereotypes to gender roles in jobs.</li> <li>One day is possibly not long enough; it should be longer: one day too short and it is over too quickly.</li> </ul>

### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24