

Assessment Schedule – 2020

German: Demonstrate understanding of a variety of spoken German texts on areas of most immediate relevance (90883)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and/or opinions in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</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 a comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

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

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24

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
<p><i>(a) Possible evidence showing understanding of what we learn about Julia's brother.</i></p>	<p>General characteristics</p> <ul style="list-style-type: none"> • He is younger than Julia. • He is taller than Julia. <p>School</p> <ul style="list-style-type: none"> • He still goes to school because he is only 16 years old. • His favourite subjects are maths and science. • He finds maths quite difficult. <p>Hobbies</p> <ul style="list-style-type: none"> • He has a few hobbies, such as skiing, basketball and reading. • His favourite hobby is computer gaming. • He also likes to cook. • He and Julia cook together for the family. 	<p>General characteristics</p> <ul style="list-style-type: none"> • You can see that Julia and her brother are siblings. • They both have blonde hair and blue eyes. <p>School</p> <ul style="list-style-type: none"> • He wants to get a good school report. • Julia helps him with maths. <p>Hobbies</p> <ul style="list-style-type: none"> • His parents do not like the amount of time he spends on his computer. • He spends too much time playing computer games. 	<p>School</p> <ul style="list-style-type: none"> • Julia tries to help him with his maths when he needs her. <p>Hobbies</p> <ul style="list-style-type: none"> • Sometimes he forgets to do his homework because he spends too much time playing computer games.
<p><i>(a) Possible evidence showing understanding of the kind of relationship Julia has with her brother.</i></p>	<ul style="list-style-type: none"> • Their relationship as brother and sister is mostly positive. • They are close, and they resemble one another. 	<ul style="list-style-type: none"> • The relationship is caring, which can be seen in the way Julia helps her brother with his maths homework. 	<ul style="list-style-type: none"> • When Julia and her brother cook together, he makes the whole kitchen dirty. However, she does all the dishes and cleaning up alone. This is a cause of irritation for Julia. • Julia is sorry that she will have to miss her brother's birthday this year because of her school trip to France.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of when Advent is.</i>	<ul style="list-style-type: none"> • In Germany, the period before Christmas is called Advent. 		
<i>(b) Possible evidence showing understanding of what happens during this time.</i>	<ul style="list-style-type: none"> • All children in Germany receive Advent calendars. • There is an Advent wreath in the living room. • Saint Nicholas arrives on the night of 5–6 December. • Many families go to church on 24 December. 	<ul style="list-style-type: none"> • Advent calendars each have 24 little doors, and from 1 December children can open one door each day and eat the chocolate. • The Advent wreath has four candles. • On the evening of 5 December, children put a shoe outside their door. 	<ul style="list-style-type: none"> • During this time families prepare for Christmas. • During night of 5–6 December, Saint Nicholas visits and places a small present inside the shoe. • On the evening of 24 December, children receive presents.
<i>(c) Possible evidence showing understanding of what Amy says about Advent and why she makes these comments.</i>	<p>Example of a possible excellence answer:</p> <p>Amy is an exchange student from New Zealand. She has not experienced a winter in December. In New Zealand, the month of December is in the summer. In Germany at this time of the year, it can be very cold and grey outside. Amy is also surprised at how early in the evening it gets dark, sometimes from 3.30 p.m. Amy observes that people in New Zealand can also buy Advent calendars. Amy jokes that she finds it difficult to eat only one chocolate a day during her Advent experience because German chocolate is so delicious.</p>		

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of each person's preference for city or country and why.</i></p>	<p>Brigitte</p> <ul style="list-style-type: none"> • She prefers the city. <p>Peter</p> <ul style="list-style-type: none"> • When he is in New Zealand, he likes living in the city (Auckland). • There is always something new or exciting to see in Auckland. • He also likes sailing very much. <p>Olivia</p> <ul style="list-style-type: none"> • She prefers to live in the country. • In New Zealand, she lives on the coast. • She has two horses, as well as a dog and two cats. 	<p>Brigitte</p> <ul style="list-style-type: none"> • She also likes the country for holidays. • She thinks the country is peaceful. • She can escape to the country and leave her school stress behind in the city. <p>Peter</p> <ul style="list-style-type: none"> • When he is in New Zealand, he likes living in Auckland most of all, because of its multiculturalism. • He notes that Auckland is warmer than Wellington. <p>Olivia</p> <ul style="list-style-type: none"> • At her coastal home, she can ride her horse on the beach every day after school. • When she goes riding, her dog Bruno goes along, too. 	<p>Brigitte</p> <ul style="list-style-type: none"> • She likes having noise and people around her. • In the city there is quite a lot to do. <p>Peter</p> <ul style="list-style-type: none"> • Says it is easy to go sailing in Auckland's beautiful harbour. • He notes that Auckland is warmer than Wellington, where he used to live. • Auckland is not too far from some beautiful beaches. • In Auckland, people can enjoy city and nature. <p>Olivia</p> <ul style="list-style-type: none"> • Country life is much more peaceful than that in the city, and that's the reason she likes living there.
<p><i>(b) Possible evidence showing understanding of whose preferences for city and country living the candidate most identifies with, and why.</i></p>	<p>Example of a possible excellence answer:</p> <p>As a young person, I would prefer living in the city like Brigitte because there is more to do and you have access to transport. I like discovering new things, just like Peter, but city life can also be stressful. For holidays, I would like to live in the country like Brigitte. It is much more peaceful and I can get away from my everyday hectic life. I envy Peter and Olivia who have the experience of having lived in two countries. If I lived in Auckland, like Peter, I would definitely enjoy sailing on the harbour with my friends. If I lived in the country, I would enjoy riding a horse along the beach like Olivia. Brigitte and Peter are fortunate to have experienced the best of both worlds.</p>		