

Assessment Schedule – 2023

German: Demonstrate understanding of a variety of written and / or visual German text(s) on familiar matters (91126)

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 |
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| 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 – 7 | 8 – 13 | 14 – 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 |
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| <i>(a) Possible evidence showing understanding of what Alvanei's and Anouk's lives are like.</i> | | | |
| <i>Environment</i> | Alvanei <ul style="list-style-type: none"> • There are 100 inhabitants. Anouk <ul style="list-style-type: none"> • There are 150 inhabitants. | Alvanei <ul style="list-style-type: none"> • He lives in a small village in the middle of the rainforest. • It is a long way from the next village. Anouk <ul style="list-style-type: none"> • She lives in a small village on an island near Greenland. | Anouk <ul style="list-style-type: none"> • In winter they are totally cut off and can only reach their village over the frozen ice by dog sledge, motorised sledge, or on foot. |
| <i>Living conditions</i> | Anouk <ul style="list-style-type: none"> • She lives in a house overlooking the sea. | Alvanei <ul style="list-style-type: none"> • Communal living – he lives with his family and about 100 people in one wooden building. | Alvanei <ul style="list-style-type: none"> • It's sometimes rather crowded, but because of that he always feels safe. |
| <i>Family</i> | Alvanei <ul style="list-style-type: none"> • parents, brother, grandmother. Anouk <ul style="list-style-type: none"> • parents, two brothers. | | |

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| <p><i>Schooling</i></p> | <p>Alvanei</p> <ul style="list-style-type: none"> • School is far away. • He learns all the important things from his parents and grandmother. <p>Anouk</p> <ul style="list-style-type: none"> • It is a long way to school. | <p>Alvanei</p> <ul style="list-style-type: none"> • His father teaches him how to hunt (since he was 8). <p>Anouk</p> <ul style="list-style-type: none"> • She often learns online at home. | <p>Alvanei</p> <ul style="list-style-type: none"> • His grandmother teaches him all about the plants in the rainforest, e.g., what flowers to eat if you have a sore stomach or fever. |
| <p><i>Food</i></p> | <p>Alvanei</p> <ul style="list-style-type: none"> • They eat fruit from the forest. • He killed his first wild pig last week. <p>Anouk</p> <ul style="list-style-type: none"> • They eat food from hunting and fishing. • They eat seals. | <p>Alvanei</p> <ul style="list-style-type: none"> • He kills wild pigs himself for the whole village to eat. <p>Anouk</p> <ul style="list-style-type: none"> • There is no fruit or veg – it's much too cold to plant them. • They can get a wide variety of food from the supermarket, but it is very expensive. | <p>Alvanei</p> <ul style="list-style-type: none"> • They only hunt and collect as much as they need. • He was proud of killing his first wild pig because then the whole village had a lot to eat. |
| <p><i>(b) Possible evidence showing understanding of how life might change for Alvanei and Anouk over the next 20 years.</i></p> | | | |
| <p><i>Alvanei</i></p> | <ul style="list-style-type: none"> • The trees have all been cut down. | <ul style="list-style-type: none"> • The people and animals from the rainforest will have lost their habitat. | <ul style="list-style-type: none"> • In the worst-case scenario, the rainforest might all have been cut down to provide farming land to grow soya (for exporting overseas). |
| <p><i>Anouk</i></p> | <ul style="list-style-type: none"> • The climate is much warmer. • The ice is getting thinner. • The sea is warmer. | <ul style="list-style-type: none"> • It is more difficult to go hunting • with the ice being thinner, as it's more dangerous to cross. | <ul style="list-style-type: none"> • Because of global warming, the sea is getting warmer, and the ice is slowly receding. It is getting more and more difficult to go hunting. • The ice is often not thick enough to bear their weight, and they must be careful not to fall into the cold water. • They might have to give up the traditional practices of their grandparents, like making traditional clothes from seal skins. |

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| | | | <ul style="list-style-type: none"> • They can grow their own crops due to the increase in temperature. |
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| Question TWO | Achievement | Achievement with Merit | Achievement with Excellence |
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| <p><i>(a) Possible evidence showing understanding of how to persuade Max to take part in Buy Nothing Day.</i></p> | <ul style="list-style-type: none"> • It is only for 24 hours – not too long to give up shopping before Christmas. • Lots of people buy things that they don't really need. • Don't buy excessively (especially at Christmas). | <ul style="list-style-type: none"> • Shopping is positive for the economy, but one day off would not ruin the economy. • It is your business what you do with your money. • With a cupboard full of clothing, do you need the top? • My old smart phone still works. • You will buy stuff the day before or after anyway. | <ul style="list-style-type: none"> • It might make you think twice when you go shopping again about whether you really need what you are about to buy. |
| <p><i>(b) Possible evidence showing understanding of how to support Buy Nothing Day, apart from taking part in the shopping boycott.</i></p> | <ul style="list-style-type: none"> • I could use lots of time for other things. | <ul style="list-style-type: none"> • I could make things myself instead of buying them, getting the ideas from online or books. • I could turn the day into a wellness day and go for bike ride or a walk. • Less is more. | <ul style="list-style-type: none"> • I could use the day to organise my wardrobe. It is so liberating to own less. • I could use the day to repair things lying around the house, like a broken toy or holey socks, instead of throwing them in the rubbish or buying something new. |

| Question THREE | Achievement | Achievement with Merit | Achievement with Excellence |
|--|--|---|---|
| <p><i>(a) Possible evidence showing understanding of what requirements the students of the high school have with regard to their clothing.</i></p> | <ul style="list-style-type: none"> • They have high standards. • The clothes should be cool and colourful. • They should be produced in an ecological and fair way. | <ul style="list-style-type: none"> • It is a reaction to the power of labels (brands). | <ul style="list-style-type: none"> • A person is worth more than the clothes they wear. |
| <p><i>(b) Possible evidence showing understanding of what is different about how the Gauß fashion T-Shirt is produced.</i></p> | <ul style="list-style-type: none"> • They are produced in a fair and natural way • by textile companies in Kenya and India. • They are made from organic cotton. • The companies have fair and safe working conditions, • including a big clean room • and no poisonous chemicals. • Child labour is forbidden. | <ul style="list-style-type: none"> • Workers get a fair wage and breaks during their working day. • There is a lower risk of fires or accidents in the factory. | <ul style="list-style-type: none"> • It's a reaction against the cheap clothes to be found in all department stores. |
| <p><i>(c) Possible evidence showing understanding of the similarities and differences between the Gauß fashion T-Shirt and a typical school uniform.</i></p> | <ul style="list-style-type: none"> • With the T-shirt there are lots of styles in many possible colours, unlike with a school uniform. • You can only buy the Gauß T-Shirt at the school, but a uniform can be bought from more than one place. | <ul style="list-style-type: none"> • Both a school uniform (at least those in Germany) and the Gauß T-Shirt are voluntary. • The Gauß T-Shirt is voluntary, unlike a school uniform in most countries like New Zealand. | <ul style="list-style-type: none"> • Both a school uniform and the Gauß T-Shirt create a feeling of togetherness, strengthening the bond between the students. • Both the uniform and T-shirts make people look similar, pointing out it doesn't matter what people wear, but what they say and do is important. • It is more expensive than the cheap clothes you can buy in the department store, but presumably still considerably cheaper than the average school uniform. |