

**Assessment Schedule – 2017****Scholarship German (93006)**

<b>Question One</b>		
<b>Performance not at Scholarship level</b>	<b>Scholarship Performance</b>	<b>Outstanding Performance</b>
<p>The candidate:</p> <ul style="list-style-type: none"> <li>• makes errors that may hinder communication</li> <li>• expresses some personal opinions, beliefs, viewpoints, or ideas</li> <li>• demonstrates some independent thinking</li> <li>• uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response</li> <li>• inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas</li> <li>• assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, in a natural way, and in a manner that is fluent and flexible</li> <li>• develops and <b>integrates</b> personal opinions, beliefs, viewpoints, or ideas</li> <li>• demonstrates aspects of high level analysis and critical thinking</li> <li>• uses a <b>wide variety</b> of complex structures and vocabulary up to and including CL8 or equivalent that is well-integrated into a synthesised response</li> <li>• interprets the stimulus material and makes connections with their own ideas that go beyond the given material</li> <li>• <b>engages</b> the intended audience <b>throughout the response</b></li> <li>• demonstrates <b>highly developed</b> knowledge and skills in written language</li> <li>• expresses ideas with <b>precision and clarity</b></li> <li>• makes <b>logical, clear, concise, and relevant</b> use of written language.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, with <b>sophistication and style</b>, in a natural way, and in a manner that is <b>sustained</b>, fluent, and flexible</li> <li>• develops and <b>integrates sophisticated</b> personal opinions, beliefs, viewpoints or ideas that are <b>perceptive and insightful</b></li> <li>• demonstrates aspects of high level analysis and critical thinking</li> <li>• uses a <b>very wide variety</b> of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a <b>high-level</b> synthesised response</li> <li>• <b>fully</b> interprets the stimulus material and makes connections with their own ideas that go beyond the given material and <b>which demonstrate independent reflection</b></li> <li>• <b>captivates</b> the intended audience <b>throughout the response</b></li> <li>• demonstrates <b>sophisticated</b> knowledge and skills in written language</li> <li>• expresses ideas with <b>precision and clarity</b>, in a <b>convincing</b> way</li> <li>• makes <b>logical, clear, concise, and relevant</b> use of written language.</li> </ul>
<b>1, 2, 3, 4 marks</b>	<b>5, 6 marks</b>	<b>7, 8 marks</b>

### Question One

This question requires a response written in German, to a passage spoken in German played from a recording.

*Was haben Jacob und Svenja von ihrer Zeit im Ausland gelernt? Welche persönlichen Fähigkeiten haben sie entwickelt, und inwieweit haben ihre Erfahrungen sie auf ihr Studium und Berufsleben vorbereitet?*

- Ich denke, dass diese Erfahrung für beide auch in Deutschland von Nutzen sein wird, da sie Ausländer besser verstehen. *(rephrased)*
- Sie haben die Fähigkeit entwickelt, sich selbst zu organisieren, und mit ihrer eigenen Geld vorsichtig zu sein ... Ein Austausch im Ausland ist eine Möglichkeit, die Schüler nicht zu viel überdenken sollten.
- Ich denke, dass jeder, der auf einen Auslandsaufenthalt geht, so ziemlich das Gleiche lernt, nur dass die Zeit, die man dafür braucht, anders ist ... Der Grund dafür könnte der Altersunterschied sein, daher ist Jacob sechs Jahre älter ...
- Ich denke, das macht nur Sinn, denn in vielen Situationen, vor allem unter Druck, geht es darum, Entscheidungen zu treffen und dieses bewusst zu tun ...

**Notes:** Candidate responses are judged holistically. Teachers and candidates should refer to student exemplars from previous years on the NZQA website to help them understand what is required for success in New Zealand Scholarship.

Question Two		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates superficial or limited understanding of the text(s) in English or te reo Māori</li> <li>inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas</li> <li>assembles ideas that are limited or partially developed and which only sometimes go beyond the given stimulus material</li> <li>offers arguments that are unclear and/or are <b>not supported by effective examples</b></li> <li>presents a descriptive rather than analytical response.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates understanding of the text(s) and justifies their own argument(s) in a coherent way in English or te reo Māori</li> <li>interprets the stimulus material and makes connections with their own ideas that go beyond the given material</li> <li><b>assembles ideas</b> with precision and clarity in a logical manner, through a synthesised response to the question/ statement; <b>arguments are supported by examples that are evaluated</b></li> <li>develops and integrates personal opinions, beliefs, viewpoints, or ideas that <b>acknowledge and explore different perspectives</b>, and which go beyond the given material.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates understanding of the text(s) and inferences, and justifies their argument(s) in a <b>sustained, convincing</b>, and coherent way in English or te reo Māori</li> <li>interprets and <b>evaluates</b> the stimulus material, and makes connections with their own ideas that go beyond the given material and <b>which demonstrate independent reflection and extrapolation</b></li> <li><b>assembles ideas</b> with precision and clarity in a logical and seamless manner, through a <b>deliberate synthesised</b> response to the question/ statement; <b>arguments are supported by examples that are effectively evaluated; implications are drawn</b></li> <li>develops and integrates <b>sophisticated</b> personal opinions, beliefs, viewpoints, or ideas that are <b>perceptive and insightful, and which investigate and extensively explore different perspectives</b></li> <li><b>demonstrates insight and independent reflection at the highest level.</b></li> </ul>
1, 2, 3, 4 marks	5, 6 marks	7, 8 marks

## Question Two

This question requires a response written in English or te reo Māori, to a text written in German.

*Discuss, with close reference to the text, the positive impact and negative impact of tourism in developing countries. To what degree do you share the ideas of Mila Dahle and Ludwig Ellenberg? What is your position relative to their opposing points of view?*

- Both believe that when done properly, tourism can in fact help developing countries, though it may require a bit more thought and care.
- In my opinion, however, sourcing only locally is not the answer. Tourism occurs daily without pauses at an international scale, involving an increasing world population and decline in resource availability.
- The positive impacts of tourism in developing nations include mostly job creation and keeping the culture alive. The economy of the country is also helped as tourists can be taxed, for example, the entry fee into New Zealand ...
- It (tourism) brings in around 900 million tourists to countries which otherwise wouldn't have the opportunity to showcase delicacies, arts, and national parks.

**Note:** Candidate responses are judged holistically.

Question Three		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> <li>communicates with limited confidence in a manner that is hesitant</li> <li>expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience</li> <li>inconsistently and/or partially interprets the stimulus material, and occasionally makes connections with his/her own ideas</li> <li>uses a (limited) range of structures, vocabulary, and occasional (or little) use of idiomatic expressions</li> <li>speaks with incorrect intonation; accent affects communication; fails to self-correct.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>effectively communicates in a manner that is natural, fluent, and flexible</li> <li>expresses ideas with <b>precision and clarity</b></li> <li>interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material</li> <li>uses a <b>wide</b> variety of complex structures and vocabulary, up to and including CL8 or equivalent, that is well-integrated into a synthesised response</li> <li>speaks clearly and concisely with correct intonation; accent has <b>little</b> effect on communication; self-corrects as necessary</li> <li>uses language appropriately such as idiomatic expressions, fillers, and pauses that fit the context.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>effectively communicates with sophistication and style, in a manner that is natural, fluent, and flexible</li> <li>expresses ideas with <b>precision and clarity</b>, in a <b>convincing</b> way</li> <li><b>fully</b> interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material, and which <b>demonstrate independent reflection and extrapolation</b></li> <li>uses a <b>very wide</b> variety of complex structures and vocabulary up to and including CL8 or equivalent, that is <b>well-integrated into a high-level synthesised response</b></li> <li>speaks clearly and concisely with correct intonation; accent has <b>no effect</b> on communication; self-corrects as necessary</li> <li>uses language appropriately such as idiomatic expressions, fillers, and pauses that fit the context.</li> </ul>
<b>1, 2, 3, 4 marks</b>	<b>5, 6 marks</b>	<b>7, 8 marks</b>

### Question Three

This question requires a spoken response in German.

*Stellen Sie sich vor, Sie würden nach der Schule auch eine Zeit im Ausland verbringen. Würden Sie lieber einen Freiwilligendienst wie Svenja, oder Work und Travel wie Jacob machen? Was würde Ihnen daran gefallen und was nicht?*

Possible answers may be based on:

- comparison of voluntary work with travel and work, with justified personal choice
- maybe where and why?
- going far beyond the text
- maybe personal experience.

A wide range of justified answers will be acceptable.

**Note:** Candidate responses are judged holistically.