

Assessment Schedule – 2025

Scholarship German (93006)

Assessment Criteria

Question One		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
The candidate: • makes errors that may hinder communication • expresses some personal opinions, beliefs, viewpoints, or ideas • demonstrates some independent thinking • uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response • inconsistently and/or partially interprets the stimulus material and occasionally makes connections with own ideas • assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material.	The candidate: • effectively communicates, in a natural way, and in a manner that is fluent and flexible • develops and integrates personal opinions, beliefs, viewpoints, or ideas • demonstrates aspects of high-level analysis and critical thinking • uses a wide variety of complex structures and vocabulary up to and including CL8 or equivalent that is well integrated into a synthesised response • interprets the stimulus material and makes connections with own ideas that go beyond the given material • engages the intended audience throughout the response • demonstrates highly developed knowledge and skills in written language • expresses ideas with precision and clarity • makes logical, clear, concise, and relevant use of written language.	The candidate: • effectively communicates, with sophistication and style, in a natural way, and in a manner that is sustained, fluent, and flexible • develops and integrates sophisticated personal opinions, beliefs, viewpoints, or ideas that are perceptive and insightful • demonstrates aspects of high-level analysis and critical thinking • uses a very wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well integrated into a high-level synthesised response • fully interprets the stimulus material and makes connections with own ideas that go beyond the given material and that demonstrate independent reflection • captivates the intended audience throughout the response • demonstrates sophisticated knowledge and skills in written language • expresses ideas with precision and clarity, in a convincing way • makes logical, clear, concise, and relevant use of written language.
1, 2, 3, 4	5, 6	7, 8

Question One

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

„Bei der Übersetzung geht es nicht nur um Worte, sondern darum, eine ganze Kultur verständlich zu machen.“ – Anthony Burgess

Stimmen Sie dem Zitat zu? Begründen Sie Ihre Meinung und beziehen Sie sich dabei auch auf den Text und ihre eigenen Erfahrungen.

POSSIBLE EVIDENCE:

Scholarship Performance	Outstanding Performance
• Menschen, die eine Sprache teilen verstehen sich nicht nur mit Wörtern sondern mit Gesten, Körpersprache und durch ähnliche Lebenserfahrungen – so wie bei der Gehörlosenkultur oder Deaf Community. • Wenn man nur Wörter übersetzt, verliert man oft den Sinn eines Textes oder eines Gesprächs. • Übersetzung ist nötig, um Barrieren zu überwinden – zum Beispiel bei der Deaf Community. • Es werden immer mehr und mehr technische Hilfsmittel entwickelt, die bei der Übersetzung helfen, aber Technologie kann nicht so einfach kulturelle Nuancen interpretieren. • Übersetzen ist nicht nur für geschriebene und gesprochene Texte, sondern auch für Musik und andere Formen der Kunst. • Übersetzung ist kompliziert. Examples of links to individual experiences and opinions: • Deaf culture in New Zealand • NZSL and te reo Māori • learning languages in New Zealand and in the German-speaking world.	• Die Beispiele im Text zeigen die Vielfalt und Schwierigkeiten der Übersetzung. • Übersetzung ist ein sehr wichtiges Werkzeug des sozialen Zusammenhalts, um Kommunikationsgrenzen abzubauen – wie zum Beispiel zwischen Hörenden und Gehörlosen. • Das Übersetzen enthält viele komplizierte und ethische Fragen – zum Beispiel: - Sollte man versuchen, Konzepte, wie hohe und tiefe Töne, die man als Gehörloser von Geburt nicht unbedingt anfassen kann, zu übersetzen? - Ist es kulturelle Aneignung, Lieder von Hörenden auf Gebärdensprache zu übersetzen? - Was ist der Unterschied zwischen der Vermittlung der Bedeutung und einer kreativen Interpretation? Examples of links to individual experiences and opinions: • Deaf culture in New Zealand • NZSL and te reo Māori • learning languages in New Zealand and in the German-speaking world.
Note: Candidate responses are judged holistically. Teachers and candidates should refer to 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
The candidate: - demonstrates superficial or limited understanding of the text in English or te reo Māori - inconsistently and/or partially interprets the stimulus material and occasionally makes connections with own ideas - assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material - offers arguments that are unclear and/or are not supported by effective examples - presents a descriptive, rather than analytical, response.	The candidate: - demonstrates understanding of the text and justifies own argument(s) in a coherent way in English or te reo Māori - interprets the stimulus material and makes connections with own ideas that go beyond the given material - assembles ideas with precision and clarity in a logical manner, through a synthesised response to the question/statement; arguments are supported by examples that are evaluated - develops and integrates personal opinions, beliefs, viewpoints, or ideas that acknowledge and explore different perspectives and that go beyond the given material.	The candidate: - demonstrates understanding of the text and inferences, and justifies argument(s) in a sustained, convincing and coherent way in English or te reo Māori - interprets and evaluates the stimulus material and makes connections with own ideas that go beyond the given material and that demonstrate independent reflection and extrapolation assembles ideas with precision and clarity in a logical and seamless manner, through a deliberate, synthesised response to the question/statement; arguments are supported by examples that are effectively evaluated; implications are drawn - develops and integrates sophisticated personal opinions, beliefs, viewpoints, or ideas that are perceptive and insightful and that investigate and extensively explore different perspectives demonstrates insight and independent reflection at the highest level.
1, 2, 3, 4	5, 6	7, 8

Question Two

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

Is there still a need for “du” and “Sie” in society today? Discuss your opinion and experience in reference to the text.

POSSIBLE EVIDENCE:

Scholarship Performance	Outstanding Performance
• Different forms of addressing people (language registers) for formal and informal language are used all over the world, not just in Germany with du / Sie. • The appreciation of du / Sie comes down to personal preference. • Du / Sie and their equivalents in different cultures provide clear linguistic rules to show how people from different sectors of society should interact with each other. • There has been a decline in the use of du / Sie in Scandinavia. • Misuse of du / Sie (formal vs informal register) can show disrespect. • There are different ways of getting around formal registers (such as in Munich and Hamburg). • Life and culture are reflected in language. Examples of links to individual experiences and opinions: • making links with formal oratory in te reo Māori • consideration of how formal / informal addresses look in English • experiences of using different registers in New Zealand, Germany, and other countries and cultures.	• Using different politeness registers seems to be inherent in very different cultures across Scandinavia, Europe, and Asia (Pakistan). • Some people view du / Sie and other formal registers of language as perpetuating unfair societal differences and others view them as a useful way to show respectful distance and politeness. • In Scandinavia (Sweden), leading political figures have led the movement away from Du / Sie forms to help the democratic society be reflected in the language • Germany's du / Sie rules are relatively simple in relation to other cultures where there are more than two registers. • The use of du / Sie (formal / informal registers) is deeply cultural – in some cultures the formal form is still used by a wife to her husband. • Taking away or trying to change du / Sie can cause confusion. Examples of links to individual experiences and opinions: • making links with formal oratory in te reo Māori • consideration of how formal / informal addresses look in English • experiences of using different registers in New Zealand, Germany, and other countries and cultures.
Note: Candidate responses are judged holistically.	

Question Three		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
The candidate: - communicates with limited confidence in a manner that is hesitant - expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience - inconsistently and/or partially interprets the stimulus material and occasionally makes connections with own ideas - uses a (limited) range of structures, vocabulary and occasional (or little) use of idiomatic expressions - speaks with incorrect intonation; accent affects communication; fails to self-correct.	The candidate: - effectively communicates in a manner that is natural, fluent, and flexible - expresses ideas with precision and clarity - interprets the stimulus material and makes connections with own ideas that go beyond the given material - uses a wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a synthesised response - speaks clearly and concisely with correct intonation; accent has little effect on communication; self-corrects as necessary - uses language appropriately, such as idiomatic expressions, fillers, and pauses that fit the context.	The candidate: - effectively communicates with sophistication and style, in a manner that is natural, fluent, and flexible - expresses ideas with precision and clarity, in a convincing way fully interprets the stimulus material and makes connections with own ideas that go beyond the given material and that demonstrate independent reflection and extrapolation - uses a very wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a high-level synthesised response - speaks clearly and concisely with correct intonation; accent has no effect on communication; self-corrects as necessary - uses language appropriately, such as idiomatic expressions, fillers, and pauses that fit the context.
1, 2, 3, 4	5, 6	7, 8

Question Three

This question requires a response in spoken German.

„Die Grenzen meiner Sprache bedeuten die Grenzen meiner Welt.“ – Ludwig Wittgenstein

Welche Grenzen oder Barrieren hat Kommunikation und wie kann man sie überwinden?

POSSIBLE EVIDENCE:**Candidates can choose references from both texts.**

References from listening passage:

- Translation can be a barrier and a tool for overcoming barriers depending on how well it is done – for example, sign language helps Deaf people in everyday life understand what is going on in the hearing world, but there are still many areas in which Deaf and hearing people cannot understand in each other's worlds.
- Messages, especially complex messages conveying emotion or deeper meaning, can get lost in translation.
- It is hard, especially in some language contexts such as sign languages, to accurately translate when the interpreters have never lived as Deaf themselves.
- Translation of literature and song texts, such as translating songs into sign language, can be very subjective and creative and difficult to transfer the exact intended meaning.
- Technologies such as translation apps help to overcome communication barriers, but they do not translate deeper concepts such as feelings or music.

References from reading text:

- There are different politeness / societal conventions in all languages, such as du / Sie.
- Different language registers distinguish hierarchy and relationships.
- Misuse of language registration can purposely show prejudice and cause offense.
- Not understanding the use of register can lead to miscommunication.
- There are many subtleties in language register required for effective communication.
- Culture and life are reflected in and through language.

Note: Candidate responses are judged holistically, and grammatical accuracy should not be not the main criteria. Substance and comprehensibility are more important in this question.

Cut Scores

Scholarship	Outstanding Scholarship
16–22	23–24