

Assessment Report

New Zealand Scholarship German 2024

Performance standard 93006

General commentary

The texts dealt with topics relating to the importance of caring for the environment. This included online shopping, both its merits and its environmental implications, and different forms of and views on protesting for protection of the environment. These issues are relevant at Level 8 of the Curriculum and topical for young people in general. Overall, candidates engaged well with the ideas.

Question One examined two differing opinions on online shopping. Candidates were asked to evaluate the arguments made, discuss other relevant arguments that had been left out from the spoken text, and to take and justify their own stance on the issues presented. In general, candidates summarised the various arguments from the text well. However, many did not provide in-depth discussion of further arguments beyond the text to strengthen their stance on the issue. Generally, candidates demonstrated confident use of simple everyday German with those gaining Scholarship showing a higher mastery of a wide variety of Curriculum Level 8 structures.

The text in Question Two examined two contrasting viewpoints about how far one could or should go when protesting for an important issue such as the environment. In general, this question was the best-answered question in the paper. Successful answers deeply considered the various ethical and future-looking points of view in relation to acts of protest. These candidates supported their answers with historical examples and evaluated statements, thus showing sophisticated and perceptive insight going well beyond the given material. In addition, successful responses were clearly structured and articulated.

For Question Three, the majority of candidates spoke clearly and confidently and attempted to structure their responses in a coherent manner. Overall, candidates tended not to make explicit reference to the stimulus texts, rather they went straight to answering the question with their own views and experiences. Referring to at least one of the stimulus texts is a requirement of the question, and explicit reference to the text was a point of difference for those candidates who scored at Scholarship level and above.

Across the written and spoken responses, candidates in general need to use the stimulus text more to delve deeper to explore their own connected ideas and different perspectives. Candidates are also encouraged to structure their written responses – for example, by using paragraphs, introductions, and conclusions, and suitable signposting phrases that help the reader / listener to understand the arguments they are making. To further give clarity to responses, candidates should check they do not repeat themselves too much, proofread, and check they have answered what is required in the question. Candidates should be reminded to integrate their personal opinions with their response.

Report on performance standard

Candidates who were awarded Scholarship with **Outstanding Performance** commonly:

- showed a high and consistent level of skill in communicating in clear, precise, accurate, and convincing high-level German at Curriculum Level 8 and beyond across all three questions
- wrote and gave captivating responses across all three answers
- fully interpreted the stimulus material and went beyond it, showing perceptive and insightful thought
- synthesised and evaluated ideas clearly and effectively, providing evidence and drawing implications across most or all of the questions.

Candidates who were awarded **Scholarship** commonly:

- used the stimulus texts to develop some sophisticated and insightful ideas and arguments across all answers
- communicated in a natural manner with some evidence of sophistication and style across all answers
- used an effective range of German at Curriculum Level 8 and above
- developed and integrated some perceptive opinions and ideas across all answers.

Candidates who were **not awarded Scholarship** commonly:

- summarised stimulus texts rather than responding to them
- did not refer to the stimulus text
- did not go beyond the stimulus text
- did not answer the question but rather went off on a tangent
- were repetitive in answers
- used simple German
- did not use correct German.