

# **Assessment Report**

## **Scholarship, 2007**

### **German**

**The best performing candidates most commonly demonstrated the following skills and / or knowledge:**

In Task 1 Question 1, they:

- made a thorough summary of the information given in the recording
- compared and contrasted the two speakers and interpreted their points of view
- extracted the important details from the text
- showed a real understanding of the speakers position in terms of the topic of school uniforms; eg did not say that Martina was for school uniforms, but that she was part of a small minority that would judge the uniform on appearance and then make up her mind
- demonstrated a high level of sophistication in understanding the subtleties of the text.

In Task 1 Question 2, they:

- were able to clearly build up an argument for or against school uniforms
- introduced and ended their article well
- clearly expressed and supported their point of view with reasoned arguments
- put their response into a cultural / societal context and compared NZ and German society's view of school uniform
- had a personal voice that they consistently maintained
- wrote from a humorous or philosophical perspective.

In Task 2 Question 1, they:

- produced a well balanced summary containing relevant details for all three friends
- included a level of interpretation / analysis of the friends' character
- did not miss much of what could be surmised from the description of the three friends.

In Task 2 Question 2, they:

- considered carefully what Kurt, Anita, and Eberhard offered
- modified or compromised on their plans for the day or put elements from all three together
- for the second part of this task, clearly thought about a special day and built up a realistic and interesting story for the day
- showed their own personality and interests and explained why they would want to do these things and not something else or why they would choose this rather than something else
- made a realistic list of things to do
- showed an awareness that this was unrealistic and pared it back to an achievable plan for a single Sunday
- used rich language, but kept the context in mind and integrated the language into the fabric of the speaking
- used their own language in an idiomatically appropriate way in both the speaking and writing tasks – phrases were well integrated into the fabric of and fitted the style of the text produced.

**Candidates who did NOT achieve scholarship lacked some or all of the skills and knowledge above, and in addition they:**

In the first writing task, they:

- oversimplified the two speakers' point of view eg saw it as entirely positive or negative and did not see the finer nuances

In the second writing task, they:

- stayed very close to the source text or tried to insert unnatural and idiomatically inappropriate, apparently rehearsed expressions and phrases into the text, eg "*Es ist nicht zu leugnen*"
- created a very broad summary that lacked detail or included detail was weighted towards the first text with little reference to the second.

In the first speaking task, they:

- made a short list and / or one that lacked detail of the activities the three friends did on a Sunday
- gave no evidence of interpretation.

In the second speaking task, they:

- didn't explain why they had chosen Kurt, Anita, or Eberhard, eg "I like sport and food too" is inadequate as an explanation
- made a long list of unrealistic travel plans; eg "*und dann esse ich in New York zu Mittag, und dann fliege ich nach Deutschland um in die Oper zu gehen und dann gehe ich ins Restaurant in Sydney und dann mache ich eine Party in Mount Manganui...*"
- explained how they would spend a day without enough detail, eg "We had so many students who were just going to sleep in and then hang out on the beach with friends" without mentioning a specific beach or why this beach was so special to them
- used complex formal expressions in inappropriate contexts, eg "*Es ist nicht zu leugnen, dass man in Neuseeland eine Schuluniform trägt*", "*Meines Erachtens gehe ich gern zum Strand*".