

## German Level 2 – Sample 2009 Examination Questions

90404: Read and understand written language in German in less familiar contexts

*Note: These sample questions are based on the texts and questions in the 2007 paper*

### TEXT ONE: WHAT IS ATTRACTIVE?

Read the article about what young Germans find attractive in one another.

#### Question One

What does Anja find important and attractive in other people? Give FOUR details

#### Question Two

How has Carena's attitude towards her friends changed? Give all details.

#### Question Three

Compare Bernd's and Ralf's attitude to girlfriends. Refer to their attitudes to:

- (a) the girls' looks
- (b) any other points they mention.

### TEXT TWO: SMOKING IN PUBLIC

#### Question Four

- State whether the four people named in the table below agree or disagree about banning smoking in public. Give reasons for their opinions.

	Agrees	Disagrees	Reasons
Beate			
Boris			
Wilhelm			
Andreas			

### TEXT THREE: AN INTERVIEW WITH AN AUSTRIAN

#### Question Five

What do we learn about Günther from this interview? Refer to:

- a) His personal details:
- b) His opinion about New Zealand the country:
- c) His opinion about the New Zealand people:
- d) His thoughts on Austria:

## Assessment Schedule

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#### Notes for Assessors

##### *Formatting of the schedule*

Responses at Merit level are underlined.

Responses at Excellence level are **bolded**.

The Achievement column contains achievement level responses only.

The Merit column contains the achievement level responses and underlined merit level responses.

The Excellence column contains the achievement level responses, underlined merit level responses, and **bolded** excellence responses.

*In order to arrive at a final grade, assessors are to:*

- make a judgement for each Question using the shaded 'Judgement' row; the judgement will be A or M or E or N
- make a judgement for the standard as a whole using the 'Overall Judgement Statement' at the end of the schedule.

##### *Editing / altering the schedule*

The shaded 'Judgement' rows and the 'Overall Judgement Statement' are provided as a guide.

Assessors may alter them to ensure that learners are awarded the grade that their responses indicate is appropriate against the requirements of the standard.

Dot points may be added, deleted or edited as above to ensure that learners are awarded the grade that their responses indicate is appropriate against the requirements of the standard.

##### *Making the overall judgement*

Higher level judgements are to be based at all times on qualitative (not quantitative) grounds that revolve around recognition of detail and higher level structures, and inference. Typically:

- achievement level responses will give relevant information
- those at merit will contain more specific details
- those at excellence will show in depth understanding / the ability to infer meaning.

That is, the learner's ability to extract and interpret information from the text(s) will determine the grade awarded.

## Evidence statement

Question	Achieved	Merit	Excellence
<b>One</b>			
	<ul style="list-style-type: none"> <li>important to be able to have a good conversation</li> </ul>	<ul style="list-style-type: none"> <li>important to be able to have a good conversation</li> <li>guys <u>with sporty figure and fashionable clothes</u></li> </ul>	<ul style="list-style-type: none"> <li>important to be able to have a good conversation</li> <li>guys <u>with sporty figure and fashionable clothes</u></li> <li>someone <b>who's not only interested in one's looks</b></li> <li>someone <b>who also has other hobbies</b></li> </ul>
<b>Judgement</b>	1 dot points	2 dot points, 1 <u>underlined</u>	2 dot points including: 1 <b>bolded</b> and 1 <u>underlined</u>
<b>Two</b>			
	<ul style="list-style-type: none"> <li>she likes people with a good sense of humour</li> <li>who are not negative</li> <li>in her previous group of friends everyone just complained about everything</li> </ul>	<ul style="list-style-type: none"> <li>she likes people with a good sense of humour</li> <li>who are not negative</li> <li>in her previous group of friends everyone just complained about everything</li> <li><u>talked about what they didn't like</u></li> </ul>	<ul style="list-style-type: none"> <li>she likes people with a good sense of humour</li> <li>who are not negative</li> <li>in her previous group of friends everyone just complained about everything</li> <li><u>talked about what they didn't like</u></li> <li><b>no one tried to change anything</b></li> <li><b>now she hangs out with people who are positive and do lots of things</b></li> </ul>
<b>Judgement</b>	2 dot points	3 dot points, 1 <u>underlined</u>	4 dot points including: 1 <b>bolded</b> and 1 other <u>underlined</u> or <b>bolded</b>

Question	Achieved	Merit	Excellence
<b>Three</b>			
<b>(a)</b> Looks	<i>Bernd</i> • very important	<i>Bernd</i> • very important • <u>she must be pretty and slim</u>	<i>Bernd</i> • very important • <u>she must be pretty and slim</u> • <b>would not be seen with an ugly girl</b> • she must be pretty and slim
	<i>Ralf</i> • not important , she can be like a witch or a beautiful fairy	<i>Ralf</i> • not important , she can be like a witch or a beautiful fairy • <u>disagrees with Bernd</u>	<i>Ralf</i> • not important , she can be like a witch or a beautiful fairy • <u>disagrees with Bernd</u> • <b>reason: no surprise that so many girls don't eat and therefore fall ill</b>
<b>(b)</b> Other points	<i>Bernd</i> • it would be a bonus if the girlfriend has other positive traits, too.	<i>Bernd</i> • it would be a bonus if the girlfriend has other positive traits, too.	<i>Bernd</i> • it would be a bonus if the girlfriend has other positive traits, too.
	<i>Ralf</i> • deep friendship important for a relationship	<i>Ralf</i> • deep friendship <u>the most</u> important for a relationship	<i>Ralf</i> • deep friendship <u>the most</u> important for a relationship • <b>so looks are irrelevant</b>
<b>Judgement</b>	3 dot points	4 dot points, 2 <u>underlined</u>	6 dot points including: <b>1 bolded</b> and 2 other <u>underlined</u> or <b>bolded</b>
<b>Four</b>			
<i>Beate</i>	<i>Agrees/disagrees because:</i> • passive smoking can be as dangerous as smoking yourself	<i>Agrees/disagrees because:</i> • passive smoking can be as dangerous as smoking yourself	<i>Agrees/disagrees because:</i> • passive smoking can be as dangerous as smoking yourself
<i>Boris</i>	<i>Agrees/disagrees because:</i> • one's own decision	<i>Agrees/disagrees because:</i> • one's own decision • <u>as we live in a democratic society</u>	<i>Agrees/disagrees because:</i> • one's own decision • <u>as we live in a democratic society</u>
<i>Wilhelm</i>	<i>Agrees/disagrees because:</i> • it's annoying when people smoke while you are eating	<i>Agrees/disagrees because:</i> • there is <u>nothing more annoying</u> than people smoking while you are eating	<i>Agrees/disagrees because:</i> • there is <u>nothing more annoying</u> than people smoking while you are eating
<i>Andreas</i>	<i>Agrees/disagrees because:</i> • it is unrealistic to forbid people from smoking in public	<i>Agrees/disagrees because:</i> • it is unrealistic to forbid <u>adults</u> from smoking in public	<i>Agrees/disagrees because:</i> • it is unrealistic to forbid <u>adults</u> from smoking in public • <b>everyone carries own responsibility</b>
<b>Judgement</b>	2 dot points	3 dot points, 1 <u>underlined</u>	4 dot points including: <b>1 bolded</b> and 2 others <u>underlined</u> or <b>bolded</b>
<i>Note: The reason(s) provided must align with the agree / disagree choice</i>			

Question	Achieved	Merit	Excellence
<b>Five</b>			
<p><b>(a)</b> Personal details</p> <p><b>(b)</b> The country</p> <p><b>(c)</b> The people</p> <p><b>(d)</b> Austria</p>	<ul style="list-style-type: none"> <li>• 45</li> <li>• comes from Linz</li> <li>• immigrated 3 years ago</li> </ul> <ul style="list-style-type: none"> <li>• pleased by nature, landscape</li> <li>• has fallen in love with NZ/ new country</li> </ul> <ul style="list-style-type: none"> <li>• everyone in a good mood and friendly</li> </ul> <ul style="list-style-type: none"> <li>• misses family and folk music</li> </ul>	<ul style="list-style-type: none"> <li>• 45</li> <li>• comes from Linz</li> <li>• immigrated 3 years ago</li> <li>• <u>had always dreamt of NZ</u></li> </ul> <ul style="list-style-type: none"> <li>• pleased by nature, landscape</li> <li>• has fallen in love with NZ/ new country</li> <li>• <u>the native forests</u></li> <li>• <u>like a fairy tale</u></li> </ul> <ul style="list-style-type: none"> <li>• everyone in a good mood and friendly</li> <li>• <u>greet bus driver</u></li> <li>• <u>life is more colourful</u></li> </ul> <ul style="list-style-type: none"> <li>• misses family and folk music</li> <li>• <u>misses a real piece of apple strudel</u></li> </ul>	<ul style="list-style-type: none"> <li>• 45</li> <li>• comes from Linz</li> <li>• immigrated 3 years ago</li> <li>• <u>had always dreamt of NZ</u></li> <li>• <b>must admit that he had never expected to move here</b></li> </ul> <ul style="list-style-type: none"> <li>• pleased by nature, landscape</li> <li>• has fallen in love with NZ/ new country</li> <li>• <u>the native forests</u></li> <li>• <u>like a fairy tale</u></li> <li>• <b>a young country with less traditions</b></li> </ul> <ul style="list-style-type: none"> <li>• everyone in a good mood and friendly</li> <li>• <u>greet bus driver</u></li> <li>• <u>life is more colourful</u></li> <li>• <b>make eye contact</b></li> </ul> <ul style="list-style-type: none"> <li>• misses family and folk music</li> <li>• <u>misses a real piece of apple strudel</u></li> <li>• <b>connection between Austrian folk music and Maori music</b></li> </ul>
<b>Judgement</b>	4 dot points	7 dot points, 2 <u>underlined</u>	10 dot points including: 2 <b>bolded</b> and 2 others <u>underlined</u> or <b>bolded</b>

### Overall Judgement Statement

Achievement	Merit	Excellence
Any 3 A or M or E	2 x M 2 other A or M or E	2 x E 2 other A or M or E