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2

91123



911230



NEW ZEALAND QUALIFICATIONS AUTHORITY  
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SUPERVISOR'S USE ONLY

## Level 2 German, 2016

### 91123 Demonstrate understanding of a variety of spoken German texts on familiar matters

2.00 p.m. Tuesday 29 November 2016

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken German texts on familiar matters.	Demonstrate clear understanding of a variety of spoken German texts on familiar matters.	Demonstrate thorough understanding of a variety of spoken German texts on familiar matters.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Listen to THREE passages. You will hear EACH passage THREE times:

- The first time, you will hear the passage as a whole.
- The second and third times, you will hear the passage in sections, with a pause after each.
- As you listen, you may make notes in the LISTENING NOTES boxes provided.
- Before each passage begins, you will have 30 seconds per question to preview the questions.
- At the end of each passage, you will have two minutes to review your answers.

**You should attempt ALL the questions in this booklet.**

Answer each question in your choice of English, te reo Māori, and/or German. If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

TOTAL

Achievement

12

ASSESSOR'S USE ONLY

**FIRST PASSAGE: Freundschaften/Friendships**

 ASSESSOR'S  
USE ONLY

Jasmin from Brandenburg is on an exchange in New Zealand. She and David, her host brother, are talking about their best friends. Question One is based on this passage. Use the information you have heard to answer the question in your choice of English, te reo Māori, and/or German. You now have 30 seconds to read the question.

**LISTENING NOTES**

best fr Ryan  
3 years known  
similar interests in music  
school orchestra, school band  
selben schulf  
trumpet Ryan  
~~violin~~ Cello David

Jasmin  
Sport  
seit kindergarten (known each other since 3 y/o)  
drinks coffee  
Sometimes friends  
neverless play ~~football~~ together at  
do their homework at holiday house  
go to youth disco, parties, concerts.  
Does everything together in Times  
Have funny conversations

Towards gymnasium  
Wochenende Sport  
friendships together, @fun



## QUESTION ONE

To answer these questions you need to show understanding of the whole text.

- (a) How did David and Jasmin get to know their best friends?

Wie haben Jasmin und David ihre besten Freunde / Freundinnen kennengelernt?

does not really answer the question of how David met Ryan - this class trip was after they had met

David: Slept in the same room on a class trip. Found they have <sup>very</sup> similar music interest. They have a band together - David plays ~~cello~~ <sup>guitar</sup>, Ryan plays the trumpet. They also both play in the <sup>school</sup> ~~orchestra~~ <sup>orchestras</sup>.

Jasmin: Jasmin has been best friends with Tina since kindergarten. They used to play together at young ages, now they drink coffee together, and also play in a women's football team. They also go to parties, everything together.

- (b) How do the after-school activities of David and Jasmin affect their social lives?

too much unnecessary detail - only needed how they met, not what they do NOW

Was machen David und Jasmin in der Freizeit nach der Schule? Was sind die Unterschiede, und was bedeutet das für das Sozialleben der beiden?

The main difference between David and Ryan's friendship and Jasmin & Tina's is David and Ryan are musicians while Jasmin & Tina are more into sport. Jasmin and Tina have more ~~spare~~ <sup>spare</sup> time after school because they do all their homework together at lunch ~~break~~ <sup>break</sup>. Ryan and David have slightly less time in evenings because they have to go to the school chapel often.

- (c) What does friendship mean to you? Compare your views with the points made by David and Jasmin.

Was hältst du von Freundschaft? Vergleiche deine Meinung mit der von David und Jasmin.

No reference to the fact that David is from NZ but Jasmin is from Germany since that comparison was needed for a higher grade - all it implies. Homework is not done in the lunch break. Shows understanding but not a clear understanding.

Friendship is very important to me. Everything is much more enjoyable with other people. I do similar activities to both David and Jasmin. I play lots of music, and also sport. Both of these are significantly more fun with a group of friends than alone, or with people I don't know well.

The candidate has demonstrated an understanding of the general meaning but could have included more information on:  
- the idea of "fun" and "doing things together"

A4

**SECOND PASSAGE: Mit dem Fahrrad fahren – gesund, flexibel und umweltbewusst/Cycling – healthy, flexible, and eco-friendly**

ASSESSOR'S  
USE ONLY

Thomas, a 22-year-old university student, is being interviewed in a podcast for the German series "Junges Leben". Question Two is based on this passage. Use the information you have heard to answer the question in your choice of English, te reo Māori, and/or German. You now have 30 seconds to read the question.

**Glossed vocabulary**

das Benzin

petrol

der Stau

traffic jam

**LISTENING NOTES**

80% families at least 1 bike  
wood burner doesn't cost petrol, no traffic jams

Thomas almost always rides instead of driving  
ideal in Berlin  
Best way to explore area

~~eco~~ ecofriendly person  
saves money and the environment  
must be more bikes

rides at least every second day  
too many cars on the road, Berlin



## QUESTION TWO

To answer these questions you need to show understanding of the whole text.

- (a) Explain why more and more Germans are starting to cycle instead of using their cars.  
*Erkläre, warum immer mehr Deutsche Rad fahren, statt mit dem Auto zu fahren.*

More Germans cycle because it saves ~~the~~ both money and the environment. It is also healthy and cool. There are ~~less~~ traffic jams and they don't have to buy petrol. 80% of German families have at least one bike.

shows a general understanding of what was heard but certainly not a clear understanding - could have mentioned: biking to work and shopping, looking for park (car), ...

- (b) According to what you have heard, how would Thomas promote cycling as a good way of getting around?  
*Wie würde Thomas Radfahren als gutes Verkehrsmittel fördern? Antworte mit Bezug auf den Text.*

He could talk about how great his bike is for the city, as it bypasses a lot of traffic. ~~It is~~ Cycling is also affordable for students who can't afford petrol. It is also a great way to travel around scenic places in the country. ~~Also~~ Also saves the environment from the messier than cars.

only one new piece of information introduced - the traveling around in the countryside

- (c) What advice would he give to a politician, for example, to help his cause?  
*Welchen Rat würde er zum Beispiel einem Politiker geben, um seiner Sache zu helfen?*

Cycling is far better for the crowded cities like Berlin. ~~It is~~ Cycling needs to be more encouraged as it saves the environment, and will allow ~~to~~ to be used for more important things than sitting in traffic jams.

similarly as with section (b) there is no information included in this answer. Also it doesn't really answer the question which is giving advice to the politician.

**THIRD PASSAGE: Wo siehst du dich in 15 Jahren?****Where do you see yourself in 15 years' time?**

Caroline, Lukas, and Lena are friends in their final year at a Gymnasium in Germany. They have met up in a café to study and are also discussing where they see themselves in 15 years' time. Question Three is based on this passage. Use the information you have heard to answer the question in your choice of English, te reo Māori, and/or German. You now have 30 seconds to read the questions.

**Glossed vocabulary**

die Informatikerin

IT specialist (female)

ASSESSOR'S  
USE ONLY**LISTENING NOTES**

Caroline wants to be an IT specialist. Program software  
Only kids when she finds right partner

Lukas wants to live in Berlin

graphics,  
Design,  
Art, 3D animation  
~~not~~  
evening

Lena not  
sure where she will be  
Doesn't want to do the same thing over days  
As long as she is financially stable to do  
interesting things

kids



## QUESTION THREE

To answer these questions you need to show understanding of the whole text.

- (a) What future work does each student imagine for themselves?  
Was für zukünftige Arbeit stellt sich jeder Schüler/jede Schülerin vor?

information is largely correct - shows understanding of the general meaning

Caroline: IT specialist, programming software, using technology. Earning lots of money //

Lukas: Sees himself working in marketing and design. Also as a hobbyist artist //

Lena: Not sure yet what she will do, but wants to experience the world. Doesn't care what job, just something that makes money //

- (b) What is each student's attitude towards having children?  
Was hält jeder Schüler/jede Schülerin von der Idee, Kinder zu haben?

Caroline: She will only have kids when she finds the perfect life partner //

Information is largely correct but with Lena the second half lacks accuracy

Lukas: Sees himself with 2 kids, and a wife, living in Berlin, in a nice apartment //

Lena: Wants to have children, however is not sure if she will have found a man yet //

- (c) With which student do you most identify, regarding work and future earnings? Explain why you relate to that student more than the others. Refer to the points made by the students.  
Welche Person hat ähnliche Meinungen wie du über Arbeit und zukünftiges Einkommen? Vergleiche die Meinung dieser Person mit denen der anderen zwei und erkläre, warum du diese Meinung teilst.

I identify most with either Lukas or Caroline. I have a lot of interest in IT, and would like to work as a programmer, like Caroline. However, I am also interested in the arts like Lukas. I ~~am not~~ want to do a job I enjoy, like these two, not just something boring that pays the bills //

no new information given in this section

AL4

## Achievement exemplar for 91123 2016

<b>Subject:</b>		<b>German</b>	<b>Standard:</b>	<b>91123</b>	<b>Total score:</b>	<b>12</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>				
1	A4	<p>The candidate demonstrates understanding of the text and conveys the general meaning – the information is largely correct.</p> <p>The question in (a) is not really answered – how did David meet Ryan?</p> <p>The answer in (c) could draw more detail from the text to really compare the various opinions on friendship.</p>				
2	A4	<p>An understanding of the key information as to why Germans ride bikes and how Thomas would promote cycling is demonstrated but details are lacking in (b).</p> <p>No new information is given in (c) and even in (b) there is repetition of information.</p>				
3	A4	<p>Information is largely correct and demonstrates an understanding of the spoken text although details are missing in sections (a) and (b).</p> <p>No new information is offered in section (c).</p>				