

91123



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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SUPERVISOR'S USE ONLY

Level 2 German, 2015

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

2.00 p.m. Friday 4 December 2015
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 a few 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 2–12 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

ASSESSOR'S USE ONLY

FIRST PASSAGE: *Schüleraustausch*/Student exchangeASSESSOR'S
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You will hear four young people talk about their experiences as exchange students in Germany. Question One is based on this passage. 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

QUESTION ONE

- (a) Briefly, what did each student find difficult to adjust to, and what did each student do wrong?
Womit kam jede/r AustauschschülerIn schwierig zurecht? Was machte jede/r falsch?

Andrew

Difficulty / *Schwierigkeit*: _____

What he did wrong / *Was er falsch gemacht hat*: _____

Carla

Difficulty / *Schwierigkeit*: _____

What she did wrong / *Was sie falsch gemacht hat*: _____

Neil

Difficulty / *Schwierigkeit*: _____

What he did wrong / *Was er falsch gemacht hat*: _____

Manuela

Difficulty / *Schwierigkeit*: _____

What she did wrong / *Was sie falsch gemacht hat*: _____

FIRST PASSAGE continued

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LISTENING NOTES

- (b) How would you cope with the situations described by these four students if you were staying in Germany? Refer to the passage, and explain the reasons for each of your answers. *Wie würdest du mit den Situationen zurechtkommen, die diese vier SchülerInnen beschreiben, wenn du in Deutschland wohntest? Begründe jede von deinen Antworten in Bezug auf den Text.*

Andrew: _____

Carla: _____

Neil: _____

Manuela: _____

SECOND PASSAGE: *Abi-Reise*/Class tripASSESSOR'S
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Going on a class trip (*Abi-Reise*) at the end of their final school year is quite normal for German students. Listen to a passage about a group of German students (aged 19–21) who go on a class trip to celebrate finishing high school. Mona, Linda, Fabian, and Oliver are members of the class. Question Two is based on this passage. 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

die Klimaanlage	air conditioning
die Sonnenschirme	sun umbrellas

LISTENING NOTES

QUESTION TWOASSESSOR'S
USE ONLY

- (a) What do the following numbers refer to in the passage?
In welchem Kontext können die folgenden Zahlen gefunden werden?

7: _____

10: _____

15: _____

18: _____

23: _____

- (b) In your opinion, was this trip a good idea? Give TWO reasons for your answer, using information from the passage.
Deiner Meinung nach war diese Abi-Reise eine gute Idee? Gib ZWEI Gründe für deine Antwort mit Informationen aus dem Text.

(1) _____

(2) _____

**THIRD PASSAGE: *Musikfestivals in Deutschland* /
Music festivals in Germany**

ASSESSOR'S
USE ONLY

Listen to a passage about music festivals, followed by an interview with Alexander, an enthusiastic festival-goer. Question Three is based on this passage. 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

die Bühne stage

LISTENING NOTES

QUESTION THREE

- (a) According to the passage, what should people going to a music festival take with them? Why? Suggest FOUR things.
Laut dem Text, was sollten Besucher eines Musikfestivals mitnehmen? Warum? Nenne VIER Sachen.

(1) _____

Reason(s) / Gründe: _____

(2) _____

Reason(s) / Gründe: _____

(3) _____

Reason(s) / Gründe: _____

(4) _____

Reason(s) / Gründe: _____

Question Three continues on the following page

THIRD PASSAGE continued**Glossed vocabulary**

die Bühne stage

LISTENING NOTES

- (b) According to the passage, what were the positives and negatives of being at one of these festivals? Mention TWO points for each, and give reasons.
Laut dem Text, was sind die positiven und negativen Aspekte davon, eines von diesen Festivals zu besuchen? Nenne ZWEI Tatsachen für jeden Aspekt, und gib Gründe.

Positives / Positiven:

(1) _____

(2) _____

Negatives / Negativen:ASSESSOR'S
USE ONLY

(1) _____

(2) _____

- (c) Would you go to any of these festivals? Base your answer on information from the passage, and give reasons.

Würdest du eines dieser Festivals besuchen? Beziehe deine Antworten auf Informationen aus dem Text, und gib Gründe.

**Extra space if required.
Write the question number(s) if applicable.**

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QUESTION
NUMBER

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