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91548



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!



SUPERVISOR'S USE ONLY

Level 3 German, 2016

91548 Demonstrate understanding of a variety of extended spoken German texts

9.30 a.m. Tuesday 29 November 2016
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended spoken German texts.	Demonstrate clear understanding of a variety of extended spoken German texts.	Demonstrate thorough understanding of a variety of extended spoken German texts.

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 2–12 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: *Die Nutzung von Smartphones und Tablets*
The use of smartphones and tablets

ASSESSOR'S
USE ONLY

Listen to a discussion between some young people and a media expert about the effects of using electronic devices. 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.

Glossed vocabulary

der Bildschirm

the screen

das Lexikon

the dictionary

LISTENING NOTES

QUESTION ONEASSESSOR'S
USE ONLY

- (a) What are the effects of using electronic devices that the young people mention? Use Section 1 of the passage to answer this question.

Was sind die Auswirkungen vom Gebrauch elektronischer Geräte, die die jungen Leute erwähnen? Nutzen Sie Teil 1, um die Frage zu beantworten.

- (b) What advice does the expert give? Use Sections 2 and 3 to answer this question.

Welche Empfehlungen gibt der Experte? Nutzen Sie Teil 2 und 3, um die Frage zu beantworten.

- (c) What do you think of the advice? Is it useful? Can smartphones and tablets also be useful? Use all sections of the passage to answer this question.

Wie finden Sie die Ratschläge? Sind die nützlich? Können Smartphones und Tablets auch nützlich sein? Nutzen Sie alle Teile des Textes, um die Frage zu beantworten.

SECOND PASSAGE: *Girls' Day – Ein Zukunftstag für Mädchen*
Girls' Day – a day for the future of girls

ASSESSOR'S
USE ONLY

Listen to a passage explaining Girls' Day, a careers orientation day for girls. 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

der Ausbildungsberuf	apprenticeship
der Studiengang	the degree subject
die Berufsorientierung	orientation day for future professions / careers day / advice
der Nachwuchs	newly qualified young people
die Pflege	nursing

LISTENING NOTES

QUESTION TWOASSESSOR'S
USE ONLY

- (a) Describe Girls' Day. Use Sections 1, 2, and 3 of the passage to answer this question.
Beschreiben Sie, was der Girls' Day ist. Nutzen Sie Teil 1, 2, und 3 um die Frage zu beantworten.

- (b) What can boys do on this day? Use Section 4 to answer this question.
Was können Jungen an diesem Tag machen? Nutzen Sie Teil 4.

- (c) How has the day developed internationally? Use Section 5 to answer this question.
Wie hat sich dieser Tag international entwickelt? Nutzen Sie Teil 5.

**Question Two continues
on the following page**

- (d) Would it be a good idea to have Girls' Day in New Zealand? Use all sections of the passage to answer this question.

Wäre es eine gute Idee, den Girls' Day in Neuseeland zu haben? Nutzen Sie alle Teile des Textes, um die Frage zu beantworten.

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The examination continues on the following page.**

THIRD PASSAGE: *Was junge Menschen ändern wollen*
What young people would like to change

ASSESSOR'S
USE ONLY

Listen to four young people talking about current world issues, and what they think needs to change. 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 question.

Glossed vocabulary

der Klimawandel	climate change	entstehen	to develop
die Herausforderung	the challenge	der Schritt	step
betroffen sein	to be affected	der Umgang	the treatment
die Unzufriedenheit	dissatisfaction	der Welthandel	world trade

LISTENING NOTES

QUESTION THREE

ASSESSOR'S
USE ONLY

- (a) Summarise the issue that each young person feels is important. Use all four sections of the passage to answer this question.
Fassen Sie das Thema zusammen, das jeder der jungen Leute wichtig findet. Nutzen Sie alle Teile des Textes, um diese Frage zu beantworten.

Celia: _____

Nombuso: _____

Melanie: _____

David: _____

**Question Three continues
on the following page**

- (b) Which ONE issue do you think is most important? Why? Use relevant information from the passage to justify your answer.

Welches dieser Probleme ist für Sie das wichtigste? Warum? Nutzen Sie relevante Informationen aus dem Text, um Ihre Antwort zu erklären.
