

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

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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

Merit
17

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

sick
- aggressive

- not good at school

eyes hurt when too long
on screen

peace times
rest screen times

no before bed
or homework

QUESTION ONE

ASSESSOR'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.

- One can feel unwell after spending too much time on in front of the screen eg. "sick, black in front of the eyes"
- One gets aggressive, and yaws eyes but if you spend too long on the cellphone //
- Being on the screen sp has an adverse effect on school work and productivity //

- (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.

11-12 years is when a smartphone should be introduced, though it depends on the child, and it is up to the family to set rules in place together //

One should take rest times from the screen eg. before bed, during doing homework, and eating times.

Tablets and Smartphones can be good because of interactive learning games, ^{for long car rides and working} on the go dictionary, ~~etc.~~ math tests etc. //

- (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.

I think it is very useful, especially for young people who may have experienced trouble in school because of their device use. It is also very good for the general well-being of young people, as some complained of feeling unwell after spending too much time on the screen.

I think the rest-times are a great idea, as it allows the eyes and brain to take a break. I also agree that smartphones and devices are very good when properly treated eg. limited use //

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

all over Germany

was inspired by
'take your daughter to
work day'

girls have the better
grades

women are fewer
in number in more
technological professions

QUESTION TWO

ASSESSOR'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.

Offices, schools and businesses open their doors for girls all over Germany in years 5-10. The girls learn skills in IT, ^{sciences, technology} landscaping etc. and other professions where girls are not so common in the workplace.

It is the biggest project in an orientation day worldwide.

Since 2001, 1.5 million girls have taken part in girl's day. It was inspired by the American 'Take your daughter to work day' for example. ~~Since 1943, students~~

Young women in Germany have better school outcomes, though unfortunately, many girls ~~choose not~~ ^{do not choose} professions in more technical fields, and so Girl's day exists to encourage them into such professions.

- (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.

Boy's day does exist, though is a sort of opposite to girl's day in that professions that are more common amongst women ^{eg. nursing} are shown to the boys. It is very similar to girl's day and exists all around Germany. In essence, it is trying to get more boys doing nursing, humanities etc.

- (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.

16 other countries in Europe, in 2012, the first girl's day in a country at of Europe. In 2013, the first girl's day in Japan and 2014, first girl's day in Africa. In the IT branch, a new 'Girls in IT day' was launched, to encourage more girls worldwide into IT professions.

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.

I think it would be a great idea. It has already proved to be very effective in many countries, eg. Japan, Africa. Furthermore, it would be great in improving and encouraging young New Zealanders.

I think that if we did have Girl's day, we should also have a Boy's day. In my opinion it's only fair.

It would also be great for giving children an insight and enlightenment into maybe what they want to do as a career, as a big problem ^{for many} ~~for many~~ students in New Zealand is deciding what career path to take after leaving school. //

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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
 die Herausforderung
 betroffen sein
 die Unzufriedenheit

climate change
 the challenge
 to be affected
 dissatisfaction

entstehen
 der Schritt
 der Umgang
 der Welthandel

to develop
 step
 the treatment
 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: Most important issue is climate change. If we destroy the world - there is no one left. Everyone is affected by climate change. All young people have a duty to their futures to tackle climate change. ~~States speak of many~~ Everyone ~~organisations for~~ should feel that they need to deal with climate change. Many people completely ignore the issue because they don't realize that they will be affected.

Nombuso: Human rights. All humans should be treated with respect and fairly, treated. He thinks that most problems in the world stem from human dissatisfaction, as well as the fact that many human rights are overlooked //

Melanie: Gender Equality. Women play an important role. Fighting for gender equality is a big step in the direction of a better future. Women everywhere can play a major role in working towards gender equality, as well as teaching their children //

David: Immigrants and refugees. Europe is a rich continent, people need to find a way ^{legal} so that no one dies on the way into Europe, and ~~also that~~ ^{he wants to live in a place that is} Europe ~~is open~~, fair and kind to the immigrants. He also wants a world trade that is fair, so that everyone can live on their work //

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.

ASSESSOR'S
USE ONLY

I think that the most important issue is climate change. This is because, (as Uliana rightly puts) it affects everyone. It would be unkind but true to say that the issues/treatment of refugees and immigrants only directly affects the refugees and immigrants, and whilst issues like this and human rights are both important no issue is as looming and serious as climate change, because Uliana is right - if we destroy the planet, no one will be left, there simply won't be any humans left to have rights, there won't be any women left to be 'important'. This issue, climate change does affect all, and it is true that many people simply ignore it, but they should not. I agree wholeheartedly with Uliana when she says that it is up to the younger generation to shape the future of the planet - but this also shouldn't mean that the older generations ignore this issue. That is why I think that climate change is the biggest issue, even though the others are important too.

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

QUESTION
NUMBER

ASSESSOR'S
USE ONLY

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

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

91548

Merit exemplar 2016

Subject:		German	Standard:	AS 91548	Total score:	17
Q	Grade score	Annotation				
1	M6	<p>The candidate demonstrates clear understanding by making reference to all of the symptoms and expert advice mentioned in the text in a) and b).</p> <p>In c) the candidate uses a reference to the effect of well-being of overuse of electronic devices, but is not specific. Refers to rest times being a good idea, but does not take further detail from the text to back up this conclusion.</p> <p>This answer was not far off an E7 but required more detail with evidence from the text in c)</p>				
2	M5	<p>The candidate provides enough evidence in this question for an M5. In sections a) - c) the candidate gives a good overall explanation of Girls' day, what it is, who is involved, and how successful it has been. Some detail is missing such as a description of the inspiring idea "Take your daughters to work" day and some specific numbers.</p> <p>Section d) does not use much of the text to back up conclusions. They touch on the fact that it has been successful in Japan and Africa, but the only other reference to the text is a mention of Girls' day and a Boys' day.</p>				
3	M6	<p>Section a) contains most of the evidence required for Merit and a little of the Excellence evidence, which shows that the candidate has clear understanding of the text and was able to convey most of the meaning of the text putting this answer in the M6 category.</p> <p>The candidate sticks really closely to evidence from the text in section c) to back up the idea that climate change is the most important issue. They also briefly mention why the other issues are not as important.</p>				