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3

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

Achievement  
11

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

not always on hand

### LISTENING NOTES

effects

headache  
bad in school  
hurt eyes too long on bad  
weck komisch  
screen is bad

too long play is

so<sup>1</sup>  
Schwarz u eyes

answer question erl  
11-12 <sup>smart</sup> is ordinary, know + meet  
homework, arvo +, b4 bed

not a dictionary - can use, cheaper  
vocab learn, math test  
Sinnvoll sind

advice

too long on

2 + 3

erlaubt

gemeinsam rules aufstellen - adults + kids

use:

rule  
homework, lunch + dinner + b4 bed  
ausgesteht sein

great interactive games erlaubt  
when in car for car rides - 4

## 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.

When they play for too long it gives them a headache and can hurt their eyes if they are watching the screen for too long, this means they do badly in school the next day and don't get a good sleep. These effects are also a ~~cause~~ consequence of the screens being too bright for their eyes.

- (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.

It is ordinary for kids that are 11-12 years old to have smartphones but rules need to be put in place between the adults and the children about it because it seems to be used at lunch, at dinner as well as before bed. She also advises that children can use smart devices to play great interactive games when ~~in~~ on long car trips for holidays. They can also be used for maths tests and learning vocabulary.

- (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.

As the expert suggests, the smartphones and tablets can be used for situations when one doesn't have a dictionary on hand, or I think ~~a~~ even in replacement for school books, and one device for all these things can be cheaper. They could also be useful about teaching young people on how to use them safely and they don't get sore eyes and headaches. It could also benefit kids by teaching them how rules and curfews surrounding objects work.

A4

## 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

What is it? 1, 2, 3  
 5-10 class IT, science, tech, weniger  
 Young girl good handwork  
 Studien immer prill better women  
 1st idea came from American - take a daughter  
 1993 - search girls in USA  
 2015 - 130 000 tech & science job  
 big project for advice  
 2001 1.5 million girls teilgenommen  
 best school leaving exam in the 14th  
 weniger  
 differend future professionals  
 offer aller Schancen for future  
 deshalb  
 good school education

boys do? 4 5th class  
 boys day  
 nursing, health  
 whole german - uni + edu school  
 erziehung, become better men  
 Organisation  
 learn on, socials  
 wie weniger männern arbeiten

other internationally 5 not only  
 6 europ town  
 2012 1st outside europe towns  
 2013 1st in Japan  
 2014 africa

IT branch - girls in IT organisation

girls in ICT organised

Beruf aufmerke

## QUESTION TWO

- (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.*

A day where girls from years 5-10 learn about apprenticeships and subject degrees about IT (information technology), hand work, technology and science. It is the biggest career advice day for girls and the idea first came from the American 'take your daughter to work day'. This day offers different future professions to school students who <sup>have the best</sup> ~~happen to be~~ school leaving exam in the north and the effectiveness of this opportunity being offered to the girls is seen in the statistics that in <sup>there are more</sup> ~~2004~~ girls in jobs in technology and science in 2015 than in 2001.

- (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.*

The year five boys set up a boys day organisation where boys learnt about social economics (cooking etc), health professions and nursing. This experience helps them become better men.

- (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.*

Girls day isn't only in Germany, it happens and is found in 6 other European towns. In 2012 it happened for the first time outside of Europe, in 2013 it happened for the first time in Japan and in 2013, for the first time in Africa. Also because of this a 'girls in ICT' organisation was organised where girls can learn about jobs in IT.

**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 do think this would be a good day to have in New Zealand because new Zealand lacks girls in industries such as IT and science because unfortunately they are typically thought of as boys' subjects. The boost in females interested in IT and science jobs as well as the growth of global participants in the day really shows how a small country like new Zealand could quickly and positively change little girls' views on 'typical male subjects'. Like in Germany, a Girls Day in NZ could inspire a boys day where the typical very many male stereotype prominent in our society could be broken down and different yet important professions like nursing could be introduced to them.

**This page has been deliberately left blank.  
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

Celia

climate change  
political  
when we bother stören nah da  
a wonderful Ort Zuma  
insleben  
mehrheit men  
don't see direct see we r affected  
möglich  
1 intensive  
it is our future

Nombuso

freedom of people  
dissatisfaction of people develop  
behandet

Melanie

Wetig

po e  
stronger role women  
a big step to a better future  
can do every  
regionen + work and can also  
can look after children  
w  
make equality better

David

refugee - treatment of  
reich content  
give a chance  
friendly and peoply europe

treatment  
want to live in a europe  
where all will come and be  
given a chance

## 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: Celia believes that climate change is the biggest problem. She believes that we could have a wonderful earth and life but we 'bother' the earth we are destroying it and we don't see how our actions are directly affecting our planet. The planet is our future. //

Nombuso: He believes that the developing dissatisfaction of people around the world is a big problem. //

Melanie: Melanie believes in equality between ~~men~~ and women as women have a strong role in this world ~~in~~ in their work and are also able to <sup>bare</sup> ~~bear~~ children and look after them as well. She believes if we have better equality then this will be a big step towards a better future. //

David: He feels that the treatment of refugees is important. He ~~we~~ believes that Europe is a rich continent and is able to look after them. He wants to live in a Europe where everyone will come and be welcomed and given a chance, which will show the world how Europe is generally friendly and friendly towards people. //

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 one issue I see that comes from both Melanie and David is the treatment of people ~~that~~ <sup>that are</sup> ~~considered~~ minorities in society: women and refugees.

I believe that if we better the treatment of minorities then in the words of Melanie, we are taking a big step towards a better future. If Europe is more welcoming to minorities and because it is considered a rich continent it can pay for educational programs and advertisement showing how Europe can be friendly and welcoming. And as David dreams, if everyone and most importantly the minorities are welcomed then we can all have a better future together, as well as understand one another more and be able to give each other chances to prove we can contribute to work places and help develop the next generation as Melanie implies. By making equality between women, men, refugees - everyone, we will ~~be~~ <sup>be</sup> ~~at~~ able to focus on other problems together as one race :)

A4

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

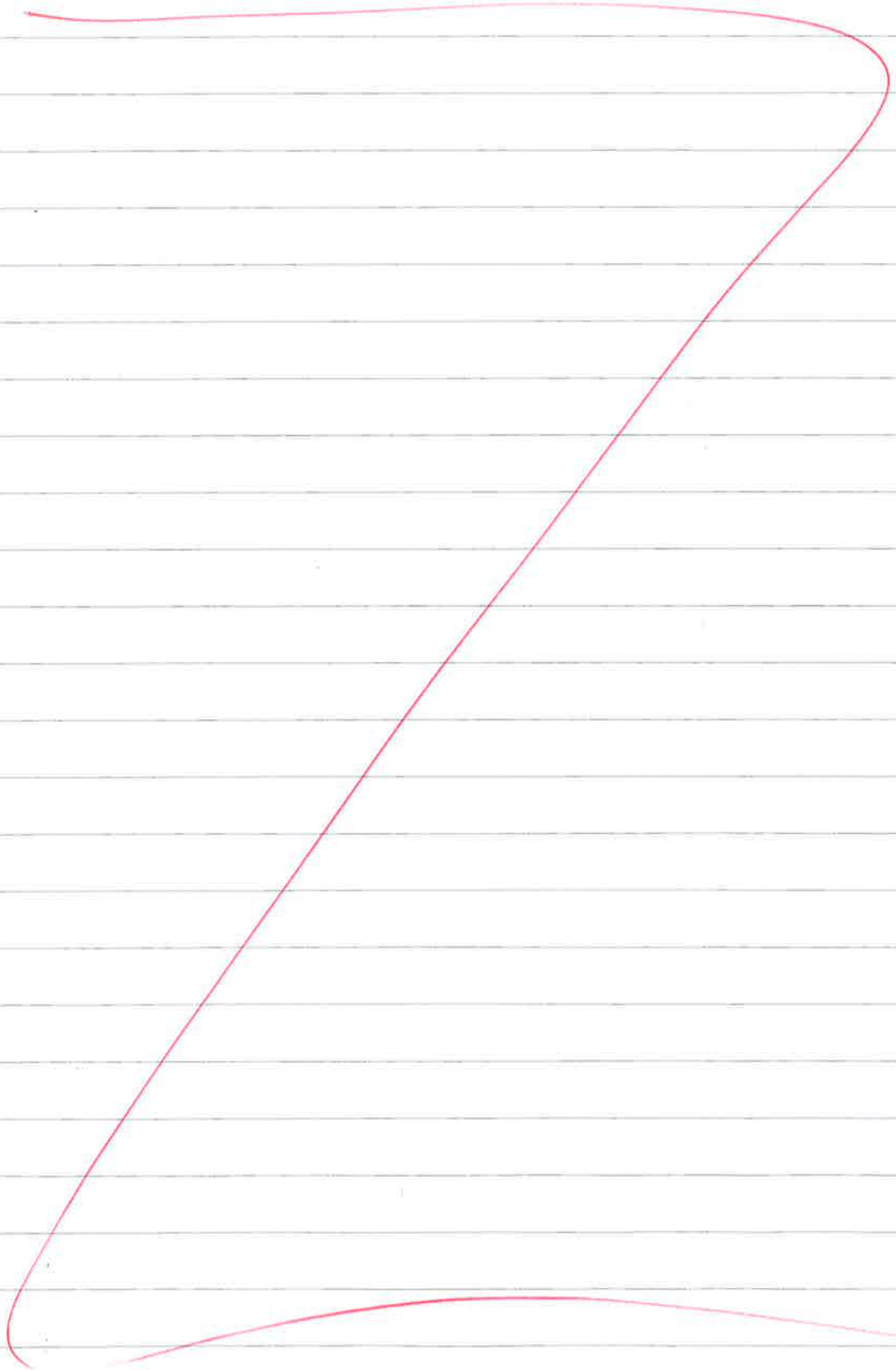
ASSESSOR'S  
USE ONLY

QUESTION  
NUMBER

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

ASSESSOR'S  
USE ONLY

QUESTION  
NUMBER



91548

# Achievement exemplar 2016

<b>Subject:</b>		<b>German</b>	<b>Standard:</b>	<b>AS 91548</b>	<b>Total score:</b>	<b>11</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>				
1	A4	This is an A4 because even though the candidate has touched on most of the details required in the marking schedule, the candidate makes meaning out of those details which does not always reflect the text. While c) uses detail from the text to back up their conclusion, the candidate does not quite say why they believe the advice to be useful and therefore does not answer half of the question. Overall, the candidate demonstrates an understanding of the text and conveys the general meaning.				
2	A3	This particular text contains a lot of detail in the form of numbers and years which expresses the overall success of "Girls' Day." This answer is only an A3 because it misses many of these details, but does still overall convey the general idea of Girls' Day being an opportunity for girls to learn about future career prospects in areas where there is a gender imbalance. Section d) uses little of the text information to support conclusions.				
3	A4	<p>In section a) the candidate is able to identify the issue each young person feels is the most important in 3 out of the 4 cases and also gives some detail for all 4. The candidate picks out detail and does not quite convey it as it was conveyed in the text for example " We don't see how our actions are affecting the planet" whereas as the text says "the majority of people are not interested, as they don't understand how it affects them."</p> <p>In Section d) the candidate combines two of the issues and uses information from the text to back up conclusions.</p> <p>With more accurate detail in section a) this would have been an M5.</p>				