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2

91126



911260



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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SUPERVISOR'S USE ONLY

Level 2 German, 2017

91126 Demonstrate understanding of a variety of written and/or visual German texts on familiar matters

9.30 a.m. Thursday 23 November 2017
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of written and/or visual German texts on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual German texts on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual 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.

Pull out Resource Booklet 91126R from the centre of this booklet.

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 2–7 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.

Excellence

TOTAL

23

ASSESSOR'S USE ONLY

FIRST TEXT: *Wie gerecht sind deine Noten?* / How fair are your marks?

Read the text on page 3 of the resource booklet. Use it to answer Question One. Answer in your choice of English, te reo Māori, and/or German.

Remember to support your answer with evidence from the text.

QUESTION ONE

In your opinion, are marks a fair way of assessing school work? Compare and contrast your thoughts with those of the three students in the text. In your answer, refer to all three students' opinions about marks.

I don't believe that marks are a fair way of assessing school work. Though grades are usually fair, and reflect the amount of study you have done, like Frederik, and Clara said, they are also unfair. ~~don't tell you how to do better in the future,~~ ~~they don't take into account that when people~~ As Frederik says, numbers don't say as much ~~but it~~ as words. Words could help the students understand what they can do better in the future. I always find feedback more helpful ~~that~~ than a mark. Ella brings up two very good points: school reports don't show when students have problems with studying for tests but they are good at other things, and marks depend a lot on how the teacher is, like when her class got a new teacher who was stricter and the subject was the same but the assessments ~~evaluations~~ were completely different. Clara also explains how marks are dependent on the teacher. In art her marks aren't so good, and that's because it is very subjective if a picture is good ~~pretty~~ or not. She thinks it would be better if, instead of one teacher ~~marking~~ deciding alone what ~~to~~ marks to give, if more teachers...

SECOND TEXT: Reisetipps/Travel tips

ASSESSOR'S
USE ONLY

Read the text on pages 4 and 5 of the resource booklet. Use it to answer Question Two. Answer in your choice of English, te reo Māori, and/or German.

Remember to support your answer with evidence from the text.

QUESTION TWO

- (a) Identify the main features of the attractions described in the text.

Residenz Würzburg: This is the most important castle in Europe.

It is in the north of Bavaria and it is known for its architecture and decorations - the ^{building} ~~texting~~ has many details in many decorated rooms, such as the staircase which is without support. You can see the bishop, ancient gods, and the continents in many colours. There are always concerts happening in the church and you can go for a walk in the garden.

Fuschlsee: This lake is in the middle of a dark forest.

You can hike a roundtrip around the lake. There aren't many houses there. Around the lake there is Castle Fuschlsee, which is now an elegant but very expensive hotel. There are cheaper hotels in the village Fuschl. North of there is another village called Thalgau, one of the oldest places in Austria. If you prefer city life, Salzburg is only around 20km away.

F60 Kohlebrücke: This is a mining bridge in Lichtertfeld, Brandenburg, which is 502 ~~meters~~ metres long. In the early 90s workers mined for brown coal out of the earth using the mining bridge, but after the reunification, the bridge stopped being used. Now it's a tourist attraction where you can climb up to 74 metres high and see mountains in the distance, and there are light shows, visits by night, and dinner on the bridge.

- (b) Explain which attraction you would prefer to visit, and why. Compare and contrast the other options with your preference.

ASSESSOR'S
USE ONLY

I would prefer to visit Residenz Würzburg. The architecture looks stunning and I would love to attend a concert in the church and walk around the garden. Compared to Residenz Würzburg, Fuschlsee doesn't have many things to do or see. You can only go for a hike around the lake or visit the nearby villages. I wouldn't want to stay at the hotel at Schloss Fuschlsee, even though it would be amazing to stay at a castle, but I could just visit Residenz Würzburg without having to spend an enormous amount of money. Though F60 Kohlebrücke seems like it has an interesting history, I don't find the idea of climbing a mining bridge and eating dinner on it very interesting. I don't have an interest in industrial areas and mining bridges, but I am interested in castles and history. Therefore, I think that Residenz Würzburg has the most things to do which I would enjoy. //

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THIRD TEXT: *Lustige Deutschlandreise*/A fun trip around Germany

ASSESSOR'S
USE ONLY

Read the text on page 6 of the resource booklet. Use it to answer Question Three. Answer in your choice of English, te reo Māori, and/or German.

Remember to support your answer with evidence from the text.

QUESTION THREE

(a) What is unique about this book of short stories?

This book of short stories gives the reader the experience of travelling through Germany without a suitcase, car, or train, but just by staying seated on the sofa. There are 20 short stories typical of Germany with various settings and weird stories which often don't end how you thought they would at the beginning. For example, you can read about all the weirdness that happens ~~in~~ at night ~~and~~ at the University of Tübingen or why "Laura's Opera Evening" in Dresden ends up completely different than Laura thought it would. //

(b) According to the text, is the book a useful resource for learners of German? Why or why not?

This book is a useful resource for German learners. Near the texts there are explanations of unknown, new, and difficult vocabulary, which is very helpful when German isn't your native language. You can also learn a lot about Germany and understand the stories through the illustrations, colourful pictures, and short pieces of information about the regions. The book is suitable for German learners who already are good at German but also for readers who want to refresh their knowledge of the language. //

17

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

(b)

QUESTION
NUMBER

1. in art could ~~evaluate~~ ^{assess} the ~~marks~~ ^{work} or if there ~~would~~ could be no grader at all. I completely agree with this because some subjects, like art, drama, and ^{English} ~~music~~, cannot be clearly graded because your art and interpretation of art might be different to the teacher's. Overall, I don't think marks are a fair way of assessing school work. //

Excellence exemplar 2017

Subject:		Level 2 German	Standard:	91126	Total score:	23
Q	Grade score	Annotation				
1	E8	<p>The candidate shows a thorough understanding of the text by including most relevant details about what Frederik, Ella and Clara find fair, and unfair, about marks, and by concisely comparing their opinions with his or her own.</p> <p>The candidate shows understanding of nuances and implied meaning by making connections between the three opinions – for example, linking Ella’s belief that marks depend on the teacher, and Clara’s opinion that in subjects such as art, marks are dependant on the teacher’s subjective opinion.</p> <p>The information is meaningfully organised so that it directly targets the question and provides exclusively relevant details, rather than translating all details of the text and attempting to include them regardless of their relevance to the question.</p>				
2	E8	<p>In (a) of this question, the candidate provides a large amount of relevant information about each of the attractions, including information that many candidates found difficult, such as the closure of the Kohlebrücke after the reunification of Germany, showing a thorough understanding of all three parts of the text.</p> <p>In (b), the candidate then uses this understanding to give his or her preference by comparing and contrasting aspects of each of the attractions and evaluating them according to his or her own interests. The answer is relatively concise, but is clearly a fully justified answer to the question.</p>				
3	E7	<p>In (a), the candidate shows clear understanding of not only the main concept of the book, but also of the nuances that many candidates omitted or misunderstood, such as that you can “travel” throughout Germany from the comfort of your sofa. The candidate also gives some information about the individual stories. Had the candidate included more information about the other stories included in the book, this answer would have scored E8.</p> <p>In (b), the candidate answers the question directly and succinctly, giving all relevant details from the text.</p>				