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91123



Draw a cross through the box (☒) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 German 2025

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

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.

You should attempt ALL the questions in this booklet.

Each of the questions in this assessment requires you to listen to a passage in German. You will hear each passage three times:

- The first time, you will hear it as a whole.
- The second and third times, you will hear it in sections, with a pause after each.
- As you listen, you may make notes in the space provided.
- Before the passage begins, you will have 30 seconds to read the question.
- Once the passage has finished, you will have time to review your answers.

Answer 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 2–8 in the correct order and that none of these pages is blank.

Do not write in the margins (//////). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Achievement

TOTAL 10

AUDIO PLAYER: First Passage

Read the question before you begin listening to the passage.

Each section can be played ONCE only, and cannot be paused or stopped.

FIRST READING

 Full passage
3m 49s Played

SECOND READING

 Section 1
Played

 Section 2
1m 25s Played

 Section 3
Played

THIRD READING

 Section 1
51s Played

 Section 2
1m 25s Played

 Section 3
1m 11s Played

LISTENING NOTES

sand instead of snow

sandboarding nuremburg

wie hast du mit dem sandborden angefangen
how did u get into snowboarding?

meine eltern sind als jugendliche schon im moterkaulino
gewesen
My parents were quite young so they took me to the
Monte Kaolino

als ich drei jahre alt war aben sie mich mit genommen
damals durfte ich mir kurze schare anschnallen und ich
sand hill unterfahren

Since I was three years old they buckled me onto the
board and when we sandboarded down the sand hill.

funf oder sechs jaheren aber ich angefagen
snowboarding und habe das board benutzt
When I was 5 or 6 I went snowboarding and I used a
board

welche unterschiede bemaxed du zwischen snee or
sond
schnee kalt und sand warm ist

sand boarden sand langsamer ist
board sosnt dreier

otherwise dreien sollte hinten stehen weren mann auf
dem
bis leztes jahr habe ich mein snowboard mit eine extra
bichichtung unterseite benutzt
diese kann man im winter einfach wech nehmen

2 week meinem altes sandboard vater
wir haben kurze gemacht weil lang fur mich war
es gibt aus spitz jelle snad boards dune leichte sind

gevierlich
viele denken das sand boarding besonderes gevierlich
ich
ich bin andere meinung aber es ist wichtig sich bein
sterzen kompact und sauber wech su hollen

viele junge leiute die sandboarden
leide nein wir brauchen defenitiv mir junge fahre und
fahrerein

alle diese unbedingt sandboarding aus probieren tief und
schnee
sonnen shine

glaubtgleiten tief und schnee
stertzen gleiten

QUESTION ONE

(a) How did Luca get started with sandboarding?

B I U   ↶ ↷ ?

Luca started snowboarding at the age of three. Since his parents were quite young they were quite active and they took him on the first sandboarding trip at Monte Kaolino. They has strapped him onto their board and glided down the sand hill.

(b) What differences between sandboarding and snowboarding does Luca talk about?

B I U   ↶ ↷ ?

Luca went snowboarding for this first time when he was 5 or 6 years old and he noticed that the boards were quite similar. However, he knows that the environments are quite different since in snowboarding they glide through the snow which is cold, and sandboarding is done where it is warm, dry, and sunny. He thinks that there aren't many young people that do sandboarding but reckons that they should do it since they are quite similar and not hard to adjust between. Luca talks about how easy it is to glide through the sand despite it being deep. When you fall of the snowboard it doesn't hurt you as much as snowboarding since the hill is just sand and is not on a mountain, so there would be a lower risk of getting severely injured. Sandboarding doesn't get you too dirty and is compact. A snowboard may be hard to use in sandboarding but a sandboard just needs coating on it to be used in the snow, as he has done so when he borrowed his fathers black board.

(c) Based on how Luca describes sandboarding, would you want to try it? Why or why not? Justify your response using evidence from the passage.

B I U   ↶ ↷ ?

I think it is definitely easy for me to try it out more than snowboarding because I was always scared of how snowboarding will injure me. However, I did like the idea of gliding down since the wind must feel nice. I don't need to worry about getting winter clothes and boots like snowboarding since it's done on a dry, warm, and sunny, sand hill and not in a snowy cold mountain which risks me getting dirty. So sandboarding is definitely something I am keen on doing.

AUDIO PLAYER: Second Passage

Read the question before you begin listening to the passage.

Each section can be played ONCE only, and cannot be paused or stopped.

FIRST READING

 Full passage
3m 14s Played

SECOND READING

 Section 1
43s Played

 Section 2
1m 12s Played

 Section 3
56s Played

THIRD READING

 Section 1
43s Played

 Section 2
1m 12s Played

 Section 3
56s Played

LISTENING NOTES

buche sind unisex

mirai blog about reading
head office

mirai alls buch bloggeren liest du viele
wie viele hast du schon gelesen beste am lesen
you read a lot of books, which books were the best one?

ich habe ungefahr 1000 schon gelesen books glaube ich
I have read over 1000 books I think
ich habe angefangen zu lesen fur ich in schule kamm
seit dem sehr vier

acually sehr schnell
turen zu anderen welten

mann verpasset so vier liest

das ist echt viel
ich habe gesehen das tu eine initiativ gegen gender
tische in buche lesen gestate tasch
was genau ist gender marketing by buchen ?

gender marketing by buchen ist wenn zum beispiel
gender tische
auf dem einen tisch leben dan for girls sein sollen
auf dem anderen tisch fur jungen

jede und jede sollte jedes buch lsesn
durfen

boy
abenteuer fusball

girl
love pferde

ich finde so einfach ist die welt nicht
auf madchen liesen gerne abenteuer gesichten und
spielen fusball

jugend traumen von liebe

ich finde diese catagory old fashioned
darube habe ich nicht argert
einein brief and die

ich habe dann head office geschrieben
zu entscheiden

ausheren sollten was jugend entscheiden un mechten su
lesen haben

boy or girl
what was the raaction?
sehr positiv nach zwei wochen haben sie gesagt
in the future sollte tische zukunfft
un the theme of the books are sorted

QUESTION TWO

(a) How do we know that Mirai really likes reading?

B I U     

We can tell that she really likes reading as she is a blogger of books and she has said that she read around a thousand books. She helps children to read at schools and can actually read very fast. She also writes books herself.

(b) What issue bothered Mirai and why?

B I U     

Mirai is bothered with the categorisation of books for children. For example, it is considered in firms that sell books that adventure and football books are for boys, and animals and romance books are for girls. However, she recognises it is so easy to tell that this is not the case and boys like interacting with animals and dream to love, and that girls like to play football and love reading about adventures. She found this belief as old fashioned and was agitated when her books were put into categories.

(c) What did she do about it, and what was the result?

B I U     

She suggested to the head office of the book publishing company that published her books that they don't need to decide on whether her books should be categorised as being for girls or for boys. She got a positive response and within two weeks the books will be fixed to not have any category and in the future her books will not be considered to be part of a category.

AUDIO PLAYER: Third Passage

Read the question before you begin listening to the passage.

Each section can be played ONCE only, and cannot be paused or stopped.

FIRST READING

Full passage
3m 35s Played

SECOND READING

Section 1
1m 6s Played

Section 2
1m 8s Played

Section 3
1m 2s Played

THIRD READING

Section 1
1m 6s Played

Section 2
1m 8s Played

Section 3
1m 2s Played

LISTENING NOTES

visiting german cities

3 uni students
3 different cities to visit

ich wollte mir dir marburg ansehen
heard from friend beautiful uni city with many young people
far ist auch

lots of cafe and restaurants and many students die nach
schiweregn prufungen mit einander fiereten
besides marburger schloss angesehen
es exists elften jahrhundert
vom schloss aus ganze stadt sehen
marburger alt stadt habe ich schoner alter timber house

last holidays saw nuremburg
intersgting geschichte und nuremburg hat spannen dur
geschichte
woltte certainly study in bayern
cool historic old city mit church kaufmanhaus castle
keiserburg
intersting haus besucht duhrer haus
artist lived in 1509 duhrer mit seine frau agnes und
mother babara in nurnburg
museum atmosphere 1500's experience

as a touristen heidelberg am fluss necke bundesland
burdenburg besucht
certainly einmal auf dem philocofies spazieren
der 2 km lange und sehr stiele weg,
neuen auf der heiligenburg
von dort hat bessern blick man den
alt stadt von heidelberg
und das heidelberg schloss
philsofen weg
der name von students
romantic name benutzted haben

QUESTION THREE

(a) Which of the three cities would you prefer to visit and why? Justify your response using evidence from the text.

B I U

I prefer to visit the city of nuremburg right now because I am heading over there within a week for a exchange. I extremely enjoy learning about history and I think the old churches, castles and merchant houses is a core part of German history as it portrays the lives of the people in the past. The art of Duhrer seems interesting too as he was an artist living in Nuremburg around 1509 with his wife Agnes, and his mother Barbara. In a museum in Nuremburg we can find his portrait of the city which helps us understand the atmosphere of Nuremburg in the 1500's and give us an interesting experience.

(b) Using evidence from the text, explain what makes the other two cities less appealing to you.

B I U

I do understand both Marburg and Heidelberg are great places to visit. Marbug is a university city that has lots of cafe and restaurants and many students in are in those places studying, testing or just having fun with the company of each other. The city has existed from the 1100's and in the old part of the city has many beautiful old timberhouses. I preferred Nuremburg over Marburg simply because I am going to go to Nuremburg and I have much more prior knowledge about the place. Marburg seems like a great place. Heidelberg is an old city where many philocifers were. The town has a steep hill beside it approximately 2km away from the city centre and it has a great view of the city from there. I know a lot of places in Germany with great views and so it just didn't really entriigue me to go there at all. Sorry Heidelberg.

Achievement

Subject: German

Standard: 91123

Total score: 10

Q	Grade score	Marker commentary
One	A3	<p>In part (a), the candidate showed understanding at achieved level. They then explained the differences between sandboarding and snowboarding talked about by Luca for part (b). Some of the meaning was correctly understood:</p> <p>For part c), the candidate explained why/would not want to try sandboarding, at achieved level. To gain Merit, the candidate needed to have showed more understanding of the text and been more accurate in their responses.</p>
Two	A4	<p>The candidate showed understanding of the passage, answering all parts at an Achievement level. To gain Merit the candidate needed to provide more information, for example in part (b), where they could have developed the idea that Mirai was so annoyed that she began an initiative against gendered tables in book shops, and even wrote a letter to the company's head office and in part (c), that after two weeks she got a very positive reply.</p>
Three	A3	<p>In part (a), the candidate mentions having a preference for the city of Nuremburg as they are heading over there for an exchange. The interest in history is considered evidence at Achievement level. They also included Achievement-level evidence in their response to part (b).</p> <p>To gain Merit for this question, the candidate could have explained more about what makes the other two cities less appealing, while drawing on information from the text, and provided more accurate information, for example, the candidate misunderstood that the Philosopher's Walkway is 2 km in length, not 2 km away from the city centre.</p>