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91123



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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.

Excellence

TOTAL 22

FIRST PASSAGE: Sand statt Schnee (Sand instead of snow)

Listen to an interview with Luca Flachenecker, who spends a lot of his time sandboarding at Monte Kaolino, a sand dune near Nürnberg. Refer to the passage in your answer to Question One.

Glossed vocabulary

anschnallen	to buckle on	stürzen	to fall
der Sandhügel	sand hill	gleiten	to glide
die Beschichtung	coating		

LISTENING NOTES

started: Parents were on Monte 3 years, brought along
buckled on skis with parents shorts skis - to go down
6/7 sandboarding - used the board on the sand too

Rollaway important } sauber
fall carefully
on deep sand
beschichtung

difference: Schnee cold sand warm

Important technique for sand
sand slower than
back of sand board
middle for snow board
cond turn properly

since last year
altered his ^{board} to
use for ^{sand} ~~snow~~ and can
be taken off easily

Anyone that snow boards
should do it } glides like it's
deeper snow

Describing:

beschichtung

Old sand board - made smaller bc
from

Sun shines

atmosphere is great

unbelievable feeling

still too small - shorter

Thinner lighter sandboards

dangerous ^{many} people think really dangerous

Many young people? no need more

He has a different belief

QUESTION ONE

- (a) How did Luca get started with sandboarding?

His parents often went to Monte Kaolino when they were ^{in their} youth. When he was three years old he was brought along and was buckled onto some ski/ski board and went down the dunes (sand). When he was ^{around} 6 or 7 years old he started snowboarding, he used his snow board on the sand as well.

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

Like what people know, snow is cold and sand is warm. The technique is more important because you move slower on the sand and can't turn the board ^{or as easily} properly. For sandboarding you have to stand on the back of the board compared to snow where you stand in the middle.

- (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.

While many people think it's really dangerous, Luca is of a different belief but when you do fall off on deep sand, it is important to be careful and roll away. He inherited a sand board from his dad, which he shortened because he was too small for it. You can get sand boards that are thinner than lighter. Since last year he has also add an attachment to underneath his snow board so he can use it in the sand and can be easily taken off again for snow boarding. Luca says that there aren't many young people in sandboarding and thinks more people should do it. Especially anyone that snow boards. You glide down sand hills like it's deep snow.

SECOND PASSAGE: Bücher sind unisex (Books are unisex)

Listen to an interview with Mirai, who has a blog about reading. Refer to the passage in your answer to Question Two.

Glossed vocabulary

die Firmenzentrale

head office (of a company)

LISTENING NOTES

Mirai likes books - blogs about books, best thing
 1 those and books read read before started school, quickly reads because
 opens book to ^{other} new worlds ^{one missing a lot when they}
^{invention against} ^{don't read}
^{against} generating books ^{adventure}
^{campaign} ^{best bet, just} boys can like horses and
 gender marketing ^{boys} does not ^{ogge} two table ^{dream about}
^{~ girls} everyone should read ^{love} everything

Issues:

love of horses
 also like to read adventure
 and ~~about~~ football
 Plan
 categorising oldtimely → world is not that easy
 annoyed her

what did she do? Result?

wrote a letter ~~to~~ ^{to stop trying} to decide what
 boys & girls read ^{recomendated} to
 in the future there would be tables and books will
 be sorted into themes ^{positive reaction}
 after 2 week they said for the
 future

QUESTION TWO

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

She has a blog about ~~her~~ reading and books. She's read about one thousand books. She was reading before she even started school. She is able to read quickly. She thinks that books open up your mind to new ^{and other} worlds and one is missing out a lot if they don't read books. Which is why she has read a lot of books and enjoys it.

- (b) What issue bothered Mirai and why?

She started a campaign against book gendering ^{in shops}. This causing gender marketing, where there can be two tables for 'girl' books and boy books. The 'boy books' are about football or adventures and 'girl books' are about horses or love. ^{for example} But Mirai believes everyone should be able to read anything and everything. Girls play football ^{too} and love adventure, boys can like reading about horses and ^{also} dream of true love. The world isn't that ^{simple} easy that books for boys and girls can be split separately into the two.

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

Mirai decided to write a letter to the Head office ^{of the bookstore} and recommended to stop trying to decide ~~for~~ what boys and girls read and let them decide for themselves. They got a really positive reaction. After 2 weeks they ^{responded} said that in the future they won't have separate tables for the books and won't categorise them for boys and girls, instead, they will sort the books into themes, which means girls and boys can read whichever books they want and won't feel bad for reading the 'other genders' books. This was a great success for Mirai as it will encourage both genders to read, and read what they want.

THIRD PASSAGE: Deutsche Städte besuchen (Visiting German cities)

Listen to three university students who have chosen three different German cities to visit. Refer to the passage in your answer to Question Three.

Glossed vocabulary

das Fachwerkhaus	half-timber house
das Kaufmannshaus	merchant house
steil	steep

LISTENING NOTES

1) Marburg visit, heard from a friend that it's a beautiful vinn city with lots of young people. Yes, all castles 11 century ^{year} ^{almost} student, work ^{celebrated} has existed from through fought from the castle can see the whole city



oldtown, ^{half} timber houses - lots pretty ^{see lots of}

ein Fachwerkhaus

ein Kaufmannshaus

2) Nürnberg, has a exciting history, Bayern w. Church, Albrecht durch lived there, Museum room 16 hund make you feel like the times exper 1309 ^{lost holidays he visited} ^{definitely wanted to} ^{historical} ^{old town} ^{church} ^{Barbarer} ^{Albrecht durch} ^{atmosphere} ^{wanted to live there} ^{at least} ^{the 16 hund} ^{the times exper}

3) ~~Tours~~ Badn Wintern berg ^{steil} ^{steep} ^{walk} ^{steep} ^{walk} ^{want} ^{Neuen heim} ^{heligen berg} ^{best view of} ^{hidelberg & its castle} ^{old town of} ^{to do with} ^{before} ^{students in} ^{had used} ^{the} ^{streets for} ^{romantic walks}

QUESTION THREE

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

I would want to visit Marburg the most. The person made it ~~sound~~ ^{sound} very attractive to me. Apparently, she was told by a friend that it is a beautiful university city with lots of young people, and she was right. Almost all cafés and restaurants are filled with young people who meet up during and after tough exams to celebrate. The castle has also existed since the 11th century and from the castle you can see the whole city. And apparently the old town has a lot of pretty half-timber houses. I think it sounds like a nice city with lots of history and people possibly around my age to get along with.

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

The bad girl did not make Heidelberg ~~sound~~ ^{sound} all that appealing. She said she wanted to go on the philosopher's walk which is a 2km steep walk from Neuenheim to Heiligenberg. But the walk didn't really have anything to do with Philosophy or Philosophers, its name was given by uni students who used the walk for their romantic walks. They did say that the view at the end of the walk gave the best view of Heidelberg and its Heiberger castle and old town but it wasn't enough to convince me to visit. And Nürnberg ^{in Bayern} was slightly better but didn't quite have enough for me. It has a ~~big~~ ^{chill} history and it has a ~~big~~ historical old town with lots of churches, merchant houses and the emperor's palace. You can also visit the Albrecht Dürer house, the house of the artist Albrecht Dürer where in 1509 he lived with his wife Anna and mother Barbara. ~~Overall it did so, you can~~ also visit the museum rooms which make you feel the atmosphere of living in the 16 hundreds and lets you feel what it's like. But not much was mentioned about socialness and young people so that's why I'm not as desperate to visit it.

Extra space if required.

Write the question number(s) if applicable.

QUESTION
NUMBER

1c The sun shines down on you its a great atmosphere and an unbelievable feeling. For what he has said I would try it it sounds fun and where I'm from, it's easier to get to sandhill than the fields and possibly cheaper, so I'd give it a try. And warmer which would be nicer if you do fall off.

2b She thinks categorising books into girl and boy books is old fashioned and it really annoys her and she wanted to fix that.

3a The way the first girl made Marborg sound was really appealing as it had what the other 2 cities had, history walks, old towns, cafes and views but she just made the atmosphere sound better.

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3b

Acknowledgements

Material from the following sources has been adapted for use in this assessment:

Page 2: <https://www.facebook.com/photo.php?fbid=1313971328760943&id=320423998115686&set=a.1286210601537016>

Page 6: <https://stock.adobe.com/nz/245227512>
<https://stock.adobe.com/nz/111670605>

Excellence

Subject: German

Standard: 91123

Total score: 22

Q	Grade score	Marker commentary
One	E7	<p>This candidate demonstrated thorough understanding of the text about sandboarding, including grammatical details such as in part b) the comparative form of the adjective <i>wichtiger</i> – “more important”.</p> <p>For part c) the candidate has provided evidence that sandboarding is relatively safe, according to Luca as long as you know how to fall off the board and not hurt yourself.</p> <p>The candidate showed comprehensive understanding of the content and coming to conclusions implied within the text and continue to expand on relevant information and ideas: “Since last year he has also add an attachment to underneath his snowboard so he can use it in the sand and can be easily taken off again for sno boarding.” The candidate also explained why they would or would not like to try sandboarding.</p>
Two	E8	<p>The candidate shows a comprehensive understanding of the content and underlying meaning of the text: that Mirai was bothered by the arrangement of books on tables in book shops, stereotypically for girls on one table and for boys on another, then elaborates further: “The world isn’t that simple that books for boys and girls can be split separately into the two.”</p> <p>Further evidence of providing supporting detail was provided in part (c) ...” ... girls and boys can read whichever books they want ...”.</p>
Three	E7	<p>The response explains the candidate’s reasons for wanting to visit Nürnberg and goes on to detail what makes the other cities less appealing.</p> <p>The candidate goes into detail about visiting the Albrecht Durer house “which make you feel the atmosphere of living in the 16 hundreds” (along with many other candidates, mistaking the 16th century for the 1600s, which are not the same).</p>