

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

SUPERVISOR'S USE ONLY

2

91123



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

+



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.

Merit

TOTAL 15

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
51s Played

Section 2
1m 25s Played

Section 3
1m 11s Played

THIRD READING

Section 1
51s Played

Section 2
1m 25s Played

Section 3
1m 11s Played

LISTENING NOTES

- His parents visited youth hostel always visited
- three years, came with for first time
- Short- buckled on with dad to go down sand hills
- 5 or 6, interested in snowboarding- used on sand

Differences

- Every child knows that snow is cold is sand is warm
- Slower on sand, board not made for it and more technical
- have to stand in the back rather than the middle
- Last year used snowboard with an extra coating on the bottom
- means it can be used in the winter
- 2 weeks had an old sandboard from his father
- made it a bit shorter, so it wasn't too long for him
- leichter
- There are also sandboard that are thinner- and therefore lighter

- Many think that it is dangerous- but it is clean and safe to fall compact
- Has another opinion
- Unfortunately not many young people do sandboarding- but lots interested in snowboarding, so probably would enjoy trying it
- Definitely need more boys and girls
- Glides like on snow and the sun is shining- ungläubliches feeling

QUESTION ONE

(a) How did Luca get started with sandboarding?

B I U ↶ ↷ ?

Luca's parents always visited a youth hostel at Monte Kaolino, and when he was three years old, he came along for the first time. He would buckle on with his parents and go down short sand hills. When he was 5 or 6, he became interested in snowboarding and started trying on a board by himself.

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

B I U ↶ ↷ ?

Luca says that every child knows that snow is cold and sand is warm. Using a snowboard for sandboarding is slower and more technical, because the board is not made for it. You also have to stand further back on the board, rather than in the middle. Last year he used a snowboard with a coating on the bottom. This means he could go snowboarding in the winter when it wasn't in condition to go sandboarding. Two weeks ago, he also had an old sandboard from his father, and they made it a bit shorter so it wasn't too long for him. There are also sandboards that are thinner, and therefore lighter. Snowboarding is also unfortunately much more popular than sandboarding, but people who snowboard would probably enjoy sandboarding as well.

(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 ↶ ↷ ?

Based on Luca's description, I would like to try sandboarding. I have been snowboarding a few times, and this sounds like a unique opportunity to try something similar. I also prefer hot weather, meaning that I might prefer this more, saying as equipment is safe so falling is clean. The feeling of being able to glide like on snow in warm weather is undescrivable for Luca, so I'm sure this is something that would give me a good rush of adrenaline.

Page 2

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)

AUDIO PLAYER: Second Passage	LISTENING NOTES
<p>Read the question before you begin listening to the passage.</p> <p>Each section can be played ONCE only, and cannot be paused or stopped.</p> <p>FIRST READING</p> <p>Full passage 3m 14s Played</p> <p>SECOND READING</p> <p>Section 1 Played Section 2 1m 12s Played Section 3 Played</p> <p>THIRD READING</p> <p>Section 1 43s Played Section 2 1m 12s Played Section 3 56s Played</p>	<p>Book blogger, reads many books, what is the best How often</p> <ul style="list-style-type: none">- had Reads around 1000 books- Questioned before school- Reads a lot- Reads very fast- Books open pathway to another world- People learn so much about things when they read <p>Leading initiative about gender marketing</p> <p>-Gender marketing for books is when book stores have 'gender tables' for books</p> <ul style="list-style-type: none">- On one table for girls, another for boys- Boys- mostly Adventure or football- Girls- Love or horses <p>This isn't accurate to the world</p> <p>some girls can/like to read read books about adventure and football, and some boys can/like to read about horses or love stories</p> <ul style="list-style-type: none">- Finds the categorizing is too outdated- had Brief with head office that they please listen and stop categorising genres with gender and what they should read- Very positive- in two weeks they said they (in zukunft) wouldn't separate the books by gender categorising, and would put into different genres themes (organise by themes)

QUESTION TWO

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

B I U [bullets] [numbered] [undo] [redo] [help]

We can tell that Mirai enjoys reading because she of course has her own book blog. She's read around 1000 books, and has been using books to help her answer her questions since before school. She is able to read very fast and believes books can 'open doors to new worlds'. Mirai says that people learn so much about things when they read.

(b) What issue bothered Mirai and why?

B I U [bullets] [numbered] [undo] [redo] [help]

Mirai is dissatisfied with book stores that use gender marketing for their books. This is when book stores separate books that they think boys would be more interested in from ones they think girls would prefer to read by having things like 'gender tables'. This is where they have books on one table specifically for girls, and one table with books specifically for boys. In these boys sections, the books are mostly about adventure or football, and girls sections have books mainly about love or horses. This isn't accurate to the world in her opinion- some girls like to read about adventure and football, and some boys like to read about horses or love stories. Mirai thinks this categorising is far too outdated. Therefore, she is leading an initiative against this gender marketing.

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

B I U [bullets] [numbered] [undo] [redo] [help]

In order to make an impact, Mirai held a brief with the head office of these book stores, telling them that they should listen and stop categorizing genres with gender and forcing children to read in these specific categories. The result was very positive- The people said that in two weeks they won't separate the books using gender categorising in book stores, and rather by themes and genres.

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
Played

Section 2
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

1st:

- Visited Mauburg
- Heard from a friend that it is a beautiful uni city with many young people, this is true
- In almost all Students male and female in cafes and restaurants, chatting with each other or studying
- Other than that, there is a castle
- From the 11th century
- Can see the whole city from the castle
- Beautiful half-timber houses in the old city

2nd:

- Nuernburg
bavaria
- Historic altstadt with merchant houses, kirchen and the keiseborg
 - 1509- Aldrich Doerer German _Councillor_ lived here with Parents_____and Barbara
 - Interesting history in the city
 - wants to be Studying in bavaria
 - In the museum, can experience the old culture of the city

3rd:

- Heidelberg
BadenWuerttemberg
- once did walk
 - 2km long, very steep way, neuenheim to heiligenburg
 - Best view of the old city from Heidelberg and the Heidelberg castle
 - Name comes from students male and female
 - Great place to go on the romantic walk

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

The city that I would like to visit the most out of these three is Mauburg. This is because it is a university town with lots of students who would most likely be young/around my age. I would also like to study in Germany in the future, so this would be a good option to check out. I like the idea of a place with lots of cafes and restaurants with students studying and chatting with each other. The castle from the 11th century also sounds like a beautiful place to visit, with nice views over the whole city. I also like the unique look of the half-timber houses.

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

B I U

Nuernburg in Bavaria is less appealing to me, because it is somewhere that I have already visited. Although the historical side was fairly interesting, and the museum did capture an engaging experience of what the city used to be like, it was something that I got bored of very quickly. The old city sounds cool with the merchant houses and cherries, but I don't think this compares to what has been said about Mauburg. I also don't think living in the same city where ex German councillor Aldrich Doerer lived in all the way back in 1509 is very relevant.

Heidelberg in Baden Wuerttemberg doesn't capture my interest too much, as the steep walk it has to offer doesn't sound too fun, no matter how romantic it is. The views of the old city of Heidelberg and Heidelberg castle may be worth the walk, but they have the same thing in Mauburg, with views from their castle over the whole city.

Merit

Subject: German

Standard: 91123

Total score: 15

Q	Grade score	Marker commentary
One	M5	<p>The candidate misunderstood <i>als Jugendliche</i>, claiming that the parents “always visited a youth hostel” and that “He would buckle on with his parents and go down short sand hills”. In order to show higher levels of understanding, most of the meaning from the text must be communicated unambiguously.</p> <p>The response to part (b) showed enough evidence demonstrating clear understanding at Merit level, with information selected and connected to provide supporting detailed text examples.</p> <p>The candidate provided a good response to part (c), supported by relevant detailed examples from the text for wanting to try sandboarding.</p>
Two	M5	<p>The candidate has not demonstrated understanding that Mirai had been reading since before even starting school, responding that she “has been using books to help her answer her questions since before school”. However, enough understanding of some of the meaning by selecting relevant details from the text, for example, “She is able to read very fast and believes books can ‘open doors to new worlds’”.</p> <p>The response to part (b) the candidate has demonstrates good understanding and explains with supporting detail about what bothers Mirai. They come to further conclusions about gender marketing being old fashioned.</p> <p>In part (c) the word <i>Brief</i>, meaning “letter” was misunderstood – “In order to make an impact, Mirai held a brief with the head office of these book stores.”</p>
Three	M5	<p>The candidate mentioned that they had already visited Nürnberg in Bavaria and therefore would be less interested in visiting the city again. They did mention that the “museum did capture an engaging experience of what the city used to be like”. However, did not provide enough accurate text evidence for the details about the Albrecht Dürer house. <i>Künstler</i> was misunderstood as “councillor” here.</p> <p><i>Kirchen</i> was misunderstood as <i>Kirschen</i> – “The old city sounds cool with the merchant houses and cherries ...”. The candidate would have scored higher if they had backed up opinions and preferences, demonstrating more thorough understanding.</p>