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SUPERVISOR'S USE ONLY



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SCHOLARSHIP EXEMPLAR

Scholarship 2016 German

2.00 p.m. Wednesday 30 November 2016

Time allowed: Three hours

Total marks: 24

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 answer ALL the questions in this booklet.

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 2–15 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.

QUESTION ONE

Erklären Sie, warum viele junge Deutsche heutzutage keinen Führerschein machen wollen. Was halten Sie von den Argumenten, die Sie gehört haben? Welchen Argumenten stimmen Sie zu und welchen nicht? Begründen Sie Ihre Meinung mit Beispielen aus dem Interview und beziehen Sie sich auch auf Erfahrungen, die Sie selbst in Neuseeland oder Deutschland gemacht machen.

Write your response in German.

Heutzutage ^{wirkt} klingt ein Führerschein für die meisten Jugendlichen unnötig. Während diverse junge Erwachsene es früher kaum erwarten konnten Autofahren zu lernen, hat sich dies in den letzten Jahren drastisch verändert. Auch ich bin seit kurzem volljährig und habe noch keine Fahrstunden belegt. Anscheinend gibt es ~~aber~~ unter Jugendlichen immer weniger Gründe die für einen Führerschein sprechen. ^{tatsächlich erhält ihn} Nur noch jeder fünfte Deutsche erhält ihn vor seinem achtzehnten Geburtstag. //

Dafür gibt es viele verschiedene Ursachen. Zuerst sind die hohen Kosten für Fahrstunden und später ^{für} Benzin oder die Reparatur eines Autos vielen schlichtweg zu teuer. Auch ich verstehe dies denn als Schülerin (oder Studentin) hat man oft nicht viel Geld übrig. Meine Ersparnisse gebe ich lieber auf einem gemütlichen Shoppingtrip mit meinen Freundinnen aus ^{und kaufe} ~~anstatt~~ neue Bücher, Kleidung oder leckeres Essen anstatt von Benzin. Der Lebensunterhalt in Neuseeland ist außerdem nicht sehr billig. Viele meiner Freunde hier haben keine Chance sich demnächst ein Auto

[1]
[2]

leisten zu können und wenn sie ab und zu Geld übrig haben, wird das für Reisen nach dem Schulabschluss oder in den Sommerferien gespart. //

Darüber hinaus sind Autos mittlerweile oft unnötig. Wohnst man in einer Großstadt wie Auckland oder in Berlin wie der Studierende Simon, hat man zahlreiche andere Transportmöglichkeiten. Bus und Bahn sind auch in meinem Freundeskreis sehr beliebt. Trotzdem finde ich ^{eine} ~~etwas~~ Abhängigkeit von öffentlichen Verkehrsmitteln ^{da es} ~~ist~~ ^{damit beispielsweise} ~~Beispielsweise ist es damit~~ sehr schwierig ^{ist} ~~von~~ einen abgelegenen Strand zu fahren oder Bekannte aus ^{kleineren} ~~kleinen~~ Orten zu besuchen. Außerdem ist diese Art von Transport in kleinen Dörfern sehr problematisch. Kimberley, die auf dem Land ~~gelebt~~ ^{lebt} hat, meinte, dass den meisten ihrer Freunde ein eigenes Auto sehr wichtig war, was auch auf meine Heimat in Deutschland zutrifft. In meinem ^{winzigen} ~~kleinen~~ Dorf musste ich mich meistens auf meine Eltern oder meine guttherbige Oma verlassen um von A nach B zu gelangen. Andererseits verstehe ich auch, warum das für andere kein Problem darstellt, schließlich wird oft Fahrrad gefahren, gelaufen oder nach einer Mitfahrgelegenheit gesucht. //

[3]

[4]

Dieser Aspekt ist auch mit der Tatsache verbunden, dass viele junge Erwachsene die Umwelt

schonen wollen. Meiner Meinung nach ist es ein sehr lobenswerter Gedanke Abgase verringern zu wollen. Immer wenn meine Großmutter mich beim Haus einer Freundin abgesetzt hat, nur um anschließend wieder ~~dass~~ denselben Weg zurückzufahren bereitete mir dies ein schlechtes Gewissen. Ein Fahrrad wäre zum Einen viel umwelt-schonender gewesen, zum Anderen hätte ich dann aber Probleme ^{damit} gehabt an stürmischen Wintertagen das Haus zu verlassen. Natürlich kann man auch ohne ^{ein} eigenes Fahrzeug versuchen von anderen mitgenommen zu werden, aber auch dies hat seine Nachteile. Man mag vielleicht nicht immer jemanden für die richtige Uhrzeit finden und ist darüber hinaus ganz vom Fahrer abhängig. Kleine Abstecher oder Pausen einzulegen wenn einem gerade danach ist, könnte ~~sich~~ unter diesen Umständen schwierig werden. //

Abschließend lässt sich ^{daher} sagen, dass ein Auto heutzutage nicht ^{unbedingt} ~~wirklich~~ notwendig ist, ^{was} ~~aber~~ sich besonders in größeren Städten viele Alternativen ~~er~~ anbieten.

Dennoch wirkt ein Führerschein für mich noch ~~sehr~~ nützlich. Er kann sich im Notfall als sehr wichtig erweisen ^{und} ~~ist~~ ^{ist} außerdem von vielen Arbeitgebern erwünscht. Ich finde besonders wenn man jung ist, braucht man ^{nicht zwingenderweise ein} ~~ein~~ eigenes Auto aber, falls möglich, sollte jeder irgendwann versuchen ^{einen} ~~ein~~ eigenen Führerschein zu erlangen. //

INSTRUCTIONS

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This question requires a response written in **English** or **te reo Māori**.

In your written responses, you are expected to:

- effectively communicate with perception and insight, and create meaning in English or te reo Māori
- express ideas convincingly, and hold the interest of the intended readers
- show understanding of the text and its inferences, through analysis and evaluation, independent reflection and extrapolation
- justify your own arguments in a logical, coherent, and seamless manner.

QUESTION TWO

Discuss, with close reference to the text, the findings of the 2015 Shell study. What apparent changes are there compared with earlier studies? What are possible reasons for these changes?

The 2015 Shell study ^{shows} that young adults have ^{become} ~~become~~ more interested and active in Germany's politics recently. Covering a wide range of opinions and statistics about people my age it creates a perfect portrayal of this new ~~generation~~ generation. In a society where the internet, social media and a general globalisation allow constant information about what is going on as well as providing countless ways to influence this, people are increasingly involved in politics. In 2015, 46 percent of young adults proclaimed ~~that~~ they were interested in politics, a huge number compared to the years before which ^{can be explained by} ~~has~~ many different reasons.

[7]

Firstly, nowadays it is very easy to get involved. It might not be in governmental groups but various other organisations are popular amongst teenagers that are trying to change the world.

[8]

Since today most Germans live in a safe environment and are quite happy with their democratic system, they are trying to help people who were less fortunate. Therefore many young adults still support the increasing number of refugees entering their country, and are willing ~~furthermore~~ to take actions that can help. Furthermore the Internet made it very easy to do this. ~~Then~~ Everyone can connect to people around the world that might share the same opinions as you. While in older generations, when computers were not easily accessible for everyone, people might have had ideas or things they wanted to change in politics, ^{but} they ~~could~~ ^{might} have felt isolated and probably did not know how to actually get involved. If your friends were not politically interested you might ~~have~~ ^{have} not known many other people who organise things such as protests. All by yourself ~~many~~ you might have felt powerless or like ~~there was no way~~ ^{it was very unlikely that} one single person ~~would~~ ^{would} achieve something big. Today on the other hand, it is fairly easy to create communities and connect to hundreds of others who support your ideas. Everything from protests to petitions can ~~at~~ quickly be organised online and you might be able to ^{already} make an impact with a few simple mouse clicks. Another aspect of the study ~~shows~~ ^{emphasizes} how our

values, aspirations and dreams have changed over the years. ~~Earlier~~ Having a family has become less of a priority for young adults, instead they are ^{more} focused on having a good career. Furthermore they are increasingly optimistic thinking about their own and their society's future. This is probably caused by our society's development in recent years. ~~Many young~~ Most young Germans have never experienced war ~~terror~~ and many countries have been mostly peaceful for years. War is something they hear about in the news, something that ^{often} seems far away and is not even a possibility to ^(something similar happening in Germany) them. ~~Its more career opportunities were created and~~ However, recent terror attacks have made many young people more aware of the dangers surrounding them and are one of the factors they became more politically active. Being scared means they want to ^{take actions} ~~do something~~ to ~~fight~~ ^{themselves} make ~~them~~ feel safe again. //

Overall, the study described ^(various) ~~many~~ different changes compared with earlier studies. Many factors such as the internet, the development of our society, ^{as well} ~~there~~ ^{as the} ~~affect~~ changing perception of young adults have had major influences on people and the way they think about their country and its politics. ~~this~~ These are major, ongoing processes that will probably continue to ^{create} ~~create~~ many changes in the future. //

ANNOTATIONS

1. In this question the candidate produced an essay of five paragraphs, each clearly dealing with a particular point raised in the listening text – a standard but effective structure. It is clear that the candidate planned carefully and shaped the direction of his/her essay appropriately. There is evidence throughout that the candidate understood the points raised in the text, which he/she integrates successfully with his/her personal reactions, in so doing demonstrating the ability to see both sides of an argument, particularly with reference to the situation in New Zealand.
2. The candidate adheres closely to the questions asked. He/she outlines the arguments presented and reacts to them. He/she agrees or disagrees with certain points and uses personal examples from both New Zealand and Germany to elaborate his/her case.
3. Language use is formal, fluent and natural, showing evidence of recrafting for accuracy and stylistic effect. He/she uses a wide variety of complex sentence structures, a range of tenses and a variety of connectors (eg. darüber hinaus, außerdem, andererseits, abschließend, zwingenderweise). Vocabulary is varied and accurately used (eg. Abhängigkeit, schonen, Abstecher, erwünschen).
4. Examples from the text are woven appropriately into the arguments the candidate presents, to support or elaborate on a point made.
5. Here the candidate explores the environmental issues raised in the text, but develops them in a different direction, offering a counter-argument via a personal example. This is evidence of the candidate's ability to develop ideas that go beyond the given material. He/she demonstrates the ability to see both sides of an argument, acknowledging the disadvantages of a possible solution.
6. In the concluding paragraph the candidate avoids the common pitfall of simply repeating what has already been stated. Here he/she summarises the issues and offers further reflective comments to the reader.
7. In question 2 the candidate follows a similar approach to the German essay of question 1, that is he/she reflects on the points raised in the reading text from a personal perspective, integrating both evidence of understanding of the text, interpretation of the message and personal viewpoints in an integrated approach. If anything, he/she tends to err on the side of too much personal reflection, without addressing arguments behind the points raised. It would have been good to see more probing analysis and evaluation of the reading text, particularly with reference to the New Zealand situation (though it is conceded the questions did not specifically demand that).
8. The candidate reflects frequently on why certain trends might have occurred, relying on sound knowledge of German culture and events in Germany's history. Question 2 was a competent answer, though not high scoring.