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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

OUTSTANDING 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 haben.

Write your response in German.

Viele Deutsche machen ihren Führerschein nicht mehr vor der Volljährigkeit. Nur 20% der deutschen Jugendlichen machen ihren Führerschein bevor sie 18 werden. Die Gründe hierfür sind größtenteils entweder Geld- oder Zeitmangel, ~~oder~~ oder aber Sorge um die Umwelt. Außerdem sind in den deutschen Städten die öffentlichen Verkehrsmittel gut genug ausgebaut, dass man ein Auto gar nicht braucht. Ich, als ein 18-jähriger deutscher Austauschschüler in Neuseeland, kann diesem Trend nur zustimmen. Unter meinen deutschen Freunden sind viel weniger Autofahrer als bei meinen Neuseeländischen Freunden. //

[1]
[2]

Die 18-jährige Melina und der 24-jährige David sind beide ohne Führerschein. Der Hauptgrund ist für sie, dass das Auto auf Grund von Lärm, Schmutz, und vor allem Abgasen eine Verschwendung ist. Melina bezieht sich dabei auf die Alternative in Form von öffentlichen Verkehrsmitteln, während David findet, dass es eine Verschwendung sei, wenn man in einem Vier-Sitzer alleine zur Arbeit fährt. Ich denke, dass, gerade in einem ~~Bedienung~~

[3]

~~Bevölkerungsreichem~~ bevölkerungsreichem Land wie Deutschland, es gut wäre, wenn wir alle auf unseren CO₂-Verbrauch achten. Dementsprechend finde ich es sehr vernünftig, dass immer mehr junge Leute auf ein eigenes Auto verzichten um weniger Lärm und Schmutz in der Umwelt zu haben. //

Die 18-jährigen Benjamin und Simon meinen beide, sie bräuchten im Moment keinen Führerschein. Als Grund dafür geben beide die hohen Kosten an. Benjamin macht zur Zeit eine Ausbildung und hat dementsprechend nicht sehr viel Geld übrig nachdem alle Rechnungen bezahlt sind und könnte es sich kaum leisten, jeden Monat 500€ an Betriebskosten, wie zum Beispiel Benzin und Versicherung, ~~oder~~ zu bezahlen. Simon wiederum ist ~~im~~ im Moment zeitlich sehr im Stress auf Grund seines Abiturs. Er hat darum weder Zeit für den Führerschein zu lernen, noch hat er Geld um ihn zu bezahlen, da der Führerschein in Deutschland sehr teuer werden kann. Meiner Meinung nach ist dieses Argument nicht sehr gut durchdacht. Ein Führerschein ist ein wichtiges Investment für die Zukunft, dass über eine Lebenszeit hinweg sich ganz sicher bezahlt machen wird. Zu Benjamin würde ich sagen, dass er sich ~~kein~~ kein Auto zulegen muss, nur weil er seinen Führerschein macht, aber wenn er irgendwann mal einen Führerschein braucht, wird es monatelang dauern, bis er ihn bestanden hat, selbst wenn es dringend ist. //

Ein weiterer Grund gegen einen Führerschein sei laut

den 18-jährigen Malina und Kimberly, sowie der 19-jährigen Felicitas, dass es heutzutage einfach viele andere Wege gibt um von einem Ort zum anderen zu kommen. In den Städten gäbe es ein ausgeprägtes Bus- und Bahnnetz, und auf dem Land bönne man Mitfahrgelegenheiten in die umliegenden Städte finden, sagt Kimberly. Ich denke, dass man in einer Großstadt wie Berlin ganz sicher keinen Führerschein braucht, weil Busse und Bahnen ~~un~~bequemer und meist auch schneller sind, da es keine lästigen Staus oder Parkplatzmangel gibt. Wenn man allerdings auf dem Land lebt, sollte man einen Führerschein haben, damit man in einem Notfall nicht auf Mitfahrgelegenheiten angewiesen ist. Meiner Meinung nach haben viele junge Neuseeländer aus diesem Grund ihren Führerschein. Busse und ~~vor~~ allem Bahnen sind hier schwer zu finden und fahren oft nur wenige Male am Tag, außerdem ist Neuseeland ~~da~~ viel ländlicher als Deutschland. //

[6]

Zusammenfassend, kann ich viele der Jugendlichen deutschen verstehen, weil sie keinen Führerschein machen wollen während sie noch 17 oder 18 sind. Allerdings denke ich schon, dass es nützlich ist ~~all~~ einen Führerschein zu haben, wenn man ins Berufsleben einsteigt und nicht gerade ~~am~~ ~~im~~ ~~Land~~ ~~wo~~ in der Großstadt wohnt. //

[7]

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 is an important tool when it comes to finding trends within the group of young Germans. The teenagers and young adults that are between 12 and 25 years of age were asked questions regarding politics, important current issues and future, as well as family and the internet. The results of the study ~~make~~ show a very positive trend for the youth of Germany when it comes to ~~most~~ a majority of these points.

[8]

The percentage of young Germans that are interested in politics is slowly but consistently increasing. While in 2002 only about a third were interested, 13 years later it is almost half of all ~~people~~ German's aged 15 to 24. ~~all~~ The reasons for this are not very clear, however there is an increased effort from schools, politicians, and the media to get young people into politics. Also, only 6% ~~of~~ stated that their interest in the world has decreased over the

last years, which is tightly tied to global politics. In Germany, local governments are trying to get young people associated with politics by creating things such as youth parliaments. Another reason why the youth is more interested in politics could be the increasing satisfaction with our political system. While in 2002 only 66% of West- and 40% of East Germans were happy with the democracy in Germany, today the numbers are 77% and 54%, an average of over 10% increase in satisfaction across the country. ~~However~~ At the same time however, this trend is also the reason why only 4% ~~of~~ have engaged in a political party or movement before. If they are satisfied with how this country is being governed, there is no initiative to actually engage in any political movement due to a lack of desire for change. //

Germany's youth is very interested in the current Refugee Crisis. Even though there has been a rapid increase in refugees since late 2014, more young Germans than ever believe that ~~we~~ should take as many or even more refugees than Germany currently is. This trend is possibly due to the rapid spread of the internet across the globe, which helps making people more tolerant towards different cultures, as well as sending the ~~horror~~ horrifying news from the refugee's home country across the globe to teenagers ~~via~~ smartphones. Three times as many young Germans think it should take more refugees now compared to 2006,

[9]

while the proportion that thinks we are taking too many decreased by a third in the same timeframe. //

However, there is also a few worrying trends shown in the study. Due to war and terror being a very immediate threat even in Europe nowadays, ~~all~~ three out of four young Germans are scared of a terrorist attack, while over 60% are scared of a war breaking out. This is a higher percentage than it was after the World Trade Center attacks and the wars of Yugoslavia. //

[10]

Even though the study is mainly about politics, it also touches on the youth's personal lives. This shows that young people in Germany are for the first time feeling positive about their own future as well as the future of our society. This comes as a surprise considering that they are scared of war and terror, however strong and popular leaders such as Angela Merkel and Barack Obama of the USA, are filling the youth with confidence for society's future. //

[11]

The study also shows a shift in priorities for the German youth. While 95% of young people ~~want a secure working environment~~, ~~only~~ only 63% believe that your family is essential for their happiness, even less than that believe that they need to have kids in order to live

Extra space if required.

Write the question number(s) if applicable.

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NUMBER

Two

a happy life. This could be related to it being common to move out of home quickly or even ~~moving~~ going to different countries to travel, work, or study while they are still young. //

In conclusion, the youth has a steadily increasing interest in politics in Germany. A lot of young German's are happy with the way their country is governed and feel positive about their future. However, due to recent events there is an ~~increasing~~ fear of terror and war. The Shell Youth Study 2015 provides a great in-depth look into the minds of young German people and ~~the~~ is very useful to anyone dealing with this topic. //

ANNOTATIONS

1. Throughout both responses (questions 1 and 2), the candidate weaves together evidence of understanding of what they have heard or read, analysis and reflections about Germany and New Zealand, often in the form of a comparison, and finally aspects of a personal response to the topic. This gives the writing a sense of standing on its own, rather than a blow by blow repeat of the points raised in the text, a trap which many candidates fell into.
2. The candidate's response in question 1 is consciously structured into five paragraphs, including an introduction and conclusion. This makes the logic of the writing clear to the reader and helps the reader follow the line of argument.
3. Often, the candidate chooses a theme that is shared by two or three of the interviewees (for example, in paragraph 2, Melina and David are identified as having both chosen not to get their driver's licence), explores and analyses this idea and then offers their personal response to that theme. Many candidates simply produced a straightforward restatement of what they had heard – this candidate's approach sets their writing apart. This seamless presentation gives the writing credibility and captivates the reader's attention.
4. Language use is complex, sophisticated and relatively formal. The candidate makes good use of connectors (eg, dementsprechend, außerdem, ein weiterer Grund, zusammenfassend) and demonstrates mastery of more advanced tenses in verb usage (seien, bräuchten, könne). The candidate uses complex sentences and a wide variety of formats of sentences.
5. The analysis offered is at times critical of the ideas presented in the text (dieses Argument ist nicht sehr gut durchdacht; zu Benjamin würde ich sagen). This shows a personal engagement with the ideas and people presented.
6. The candidate introduces here a new point by way of reflection on the New Zealand context, offering an understanding of why the situation in New Zealand is different from that in Germany. This demonstrates the candidate's ability to stand back from the text and examine a wider context.
7. In the concluding paragraph, the candidate draws together the thoughts presented earlier and offers a generalised personal reflection on the opinions shared by the interviewees. The style adopted by the candidate is engaging, maintaining a level of formality without being overly academic. The writing is cohesive as a whole and stands apart from the original text.
8. In a similar way to question 1, the candidate summarises the reading text with a generalised overview, setting the scene for a more detailed analysis of the information presented. He/she starts with the general and then moves to the specific in the paragraphs that follow.
9. Like many candidates (and indeed the text itself), this candidate explores in depth the question of the current refugee crisis. The discussion puts forward possible reasons for the change in responses towards welcoming refugees in Germany, citing facts and examples from both the text and the candidate's wider knowledge of the situation in Germany.
10. The candidate attempts to achieve balance of argument, but considering the negative trends amongst the data presented in the reading text. There is a clear logic to the arguments presented, with the key sentence in each paragraph signposting the direction of thought being pursued. Good, relevant examples are used and set in the context of the overall theme.

- 11.** The candidate is successful in synthesising information. Where it might be tempting to produce a translation of large parts of the text, this candidate avoids that by successfully drawing together information from different parts of the text and rephrasing ideas in his/her own words. The candidate might have examined the New Zealand situation in comparison here (though the question doesn't ask for that). Nonetheless there is a clear attempt to consider the bigger picture, with the writer often going well beyond the given material.