



Western Australian Certificate of Education Examination, 2013

Question/Answer Booklet

GERMAN

Stage 3

Please place your student identification label in this box

Student Number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes
Working time for paper: two and a half hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet
Sound recording

Number of additional answer booklets used (if applicable):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: dictionaries: one combined dictionary (German/English and English/German dictionary) or two separate dictionaries (one English/German and one German/English dictionary). No electronic dictionaries are allowed

Note: Dictionaries should not contain any notes or other marks

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of the examination

The WACE German Stage 3 examination consists of a written component worth 75 per cent of the total examination score and a practical (oral) component worth 25 per cent of the total examination score.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of total exam
Section One: Response (Listening and responding)	18	18	40	50	25
Section Two: Response (Viewing, reading and responding)	17	17	55	80	25
Section Three: Written Communication					
Part A: Stimulus response	2	1	55	20	12
Part B: Extended response	3	1		20	13
Total					75

Instructions to candidates

- The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2013*. Sitting this examination implies that you agree to abide by these rules.
- Write your answers in standard Australian English or German in this Question/Answer Booklet.
- You must be careful to confine your responses to the specific questions asked, and to follow any instructions that are specific to a particular question. You may not use SMS-style abbreviations in any section of the paper.
- Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
 - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
 - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Listen to the short text, which is printed below. This will help you to become accustomed to the speakers' voices. There are no questions or marks associated with this text.

Guten Tag. Ich komme aus Deutschland und freue mich, heute bei Deiner Prüfung dabei sein zu dürfen. Ich wünsche Dir viel Glück.
In weniger als drei Stunden wirst Du mit Deiner Prüfung fertig sein. Und was kommt dann?

Turn over page and begin Section One.

Section One: Response (Listening and responding)**25% (50 Marks)**

This section contains **18** questions. Answer **all** questions in **English** in the spaces provided.

You will hear **four (4)** texts in German. Each text will be played twice. Texts 3 and 4 are divided into parts. Texts 3 and 4 will be played once in their entirety: then each part will be played twice. There will be a short pause between the first and second readings. After the second reading, there will be time to answer the questions.

You may make notes at any time. Your notes will not be marked. You may come back to this section at any time during the working time for this paper.

Suggested working time: 40 minutes.

Text 1: Jugendradio – Umfrage

Space for notes

Listen to this radio announcement and answer Questions 1 to 3.

Question 1**(4 marks)**

What is the topic of today's radio announcement?

Question 2**(3 marks)**

According to the program, what motivates the people mentioned in the announcement?

Question 3**(4 marks)**

What does the announcer suggest we should do?

Text 2: Werbung für das soziale Jahr

Space for notes

Listen to this advertisement and answer Questions 4 to 6.

Question 4 (3 marks)

What does the advertisement suggest school leavers should do?

Question 5 (2 marks)

Compare how students spend the first year after graduating from high school in Australia and in Switzerland.

Question 6 (2 marks)

What does the announcer assume school leavers usually do?

Text 3: *Studiengebühren*

Space for notes

Listen to this Skype conversation and answer Questions 7 to 13.

Part (i)**Question 7****(3 marks)**

Why did Lucy intend to contact Hans?

Question 8**(1 mark)**

What is Lucy unsure about?

Question 9**(2 marks)**

What has Lucy read in the newspaper?

Part (ii)**Question 10****(2 marks)**

What does Lucy find surprising?

Question 11**(3 marks)**

What do German people believe to be a basic right?

Part (iii)

Space for notes

Question 12

(3 marks)

What comment does Lucy make regarding the cost of living in her city?

Question 13

(2 marks)

What does Lucy say about Hans' attitude to his studies?

Text 4: Schuldenberatung

Listen to this phone conversation and answer Questions 14 to 18.

Part (i)

Question 14

(2 marks)

Why does Kai make this phone call?

Question 15

(4 marks)

What has caused Kai's situation?

Part (ii)

Space for notes

Question 16

(3 marks)

Why does Mrs Schmitz tell Kai to cancel his mobile contract?

Question 17

(3 marks)

Why does Mrs Schmitz think that shopping online is a debt trap?

Part (iii)

Question 18

(4 marks)

What does Mrs Schmitz suggest Kai should record in his diary?

End of Section One

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See next page

Section Two: Response (Viewing, reading and responding)**25% (80 Marks)**

This section contains **four (4)** texts and **17** questions. Answer **all** questions in **English** in the spaces provided.

Suggested working time: 55 minutes.

Text 5: *Schlaf Tipps für Schlaffis*

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Question 19

(8 marks)

- (a) Identify **three** positive effects of having disturbed sleep for one night only. (3 marks)

- (b) Explain the example given in the text of a negative effect of one night's disturbed sleep. (4 marks)

- (c) How long does it take to recover after one night's disturbed sleep? (1 mark)

Question 20

(3 marks)

According to the text, how does a person know if they have had enough sleep?

Question 21

(2 marks)

According to the text, what is of **no** advantage regarding sleeping?

Question 22

(11 marks)

Complete the table to summarise how a lack of sleep affects the body.

	Effects	Length of time needed to recuperate
A few all-nighters	<ul style="list-style-type: none">••••	<ul style="list-style-type: none">•
Going to bed too late for several weeks	<ul style="list-style-type: none">••••	<ul style="list-style-type: none">•

See next page

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See next page

Text 6: Herbstbräuche: Erntedankfest und Kirmes – Ein Dank für die eingebrachte Ernte

Wenn der Herbst kommt, dann werden die vielen Früchte im Garten und auf dem Feld geerntet.

Vielen Menschen in den Städten, die keinen Garten haben, ist es gar nicht mehr bewusst, wie Getreide, Obst und Gemüse reifen und geerntet werden. Aber der Landwirt und jeder, der einen Garten hat, weiß, wie lange es dauert, bis aus dem kleinen Saatkorn eine große Ähre wächst. Und wie lange die Tomate und der Kürbis wachsen müssen, bis sie reif sind und lecker schmecken.

Das war früher anders, als noch viele Menschen auf dem Lande arbeiteten und dadurch mehr mit der Natur verbunden waren. Sie waren dankbar, wenn ihre harte Arbeit belohnt wurde und die Ernte reichhaltig war. Nach dem Einbringen der letzten Früchte dankte man Gott für eine gute Ernte und für das gute Wetter. Noch heute ziehen in einigen Gegenden Deutschlands schön geschmückte „Erntedankzüge“ durch die Straßen. Auf den von Pferden oder Traktoren gezogenen Wagen liegen Getreide, Früchte und Gemüse. Kinder und Erwachsene ziehen oft alte Trachten an und zeigen einige der alten Erntebrauch, wie z.B. das Binden von Erntekränzen und Erntekronen, die in den Kirchen und auf den Dorfplätzen aufgebaut wurden.



Question 23

(6 marks)

What comment does the writer make about city dwellers who don't have gardens?

Question 24

(3 marks)

How was life different in earlier times?

Question 25

(3 marks)

What did people in the past do after completing the harvest?

Question 26

(3 marks)

How is produce displayed during the harvest festival?

Question 27

(3 marks)

What other harvest customs are still practised today?

Text 7: *Carsharing ist im Kommen – Gut geteilt ist gut gefahren*

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Question 28

(11 marks)

Complete the table to outline how car sharing works.

Principle of car sharing	<ul style="list-style-type: none">••
Driver requirements	<ul style="list-style-type: none">••
Where are cars collected and returned?	<ul style="list-style-type: none">••
How are the car doors opened?	<ul style="list-style-type: none">••
Fees involved	<ul style="list-style-type: none">•••

Question 29

(3 marks)

When do experts think car sharing is worthwhile?

Question 30

(5 marks)

List **five** financial benefits of car sharing for the individual.

See next page

Question 31

(3 marks)

What types of cars are used in car sharing fleets?

Question 32

(3 marks)

According to the text, explain how car sharing benefits the environment.

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See next page

Text 8: Deutsche Jugend heute – die „Pragmatische Generation“

„Die Jugend von heute liebt den Luxus, hat schlechte Manieren und verachtet die Autorität. Sie widerspricht ihren Eltern und tyrannisiert die Lehrer.“ Der griechische Philosoph Sokrates soll das gesagt haben, und das ist nun 2400 Jahre her. Seitdem sind ganze Generationen junger Leute zu Skeptikern oder Rebellen erklärt worden.

Was soll aus denen bloß werden? Eine oft gestellte Frage. Vermutlich werden aus ihnen Erwachsene, die ihrerseits über die Jugend den Kopf schütteln, denn der besorgte Blick von Eltern spiegelt den Grundkonflikt der Generationen wider: Erwachsene stehen hilflos vor der Mischung aus Aggression und Resignation, die sie an den Jugendlichen beobachten. Sie sind enttäuscht, weil ihre Kinder „so anders“ sind.

Und dennoch: Jugendforscher in Deutschland haben eine Studie veröffentlicht, nachdem sie zweieinhalbtausend junge Menschen zwischen 12 und 25 Jahren befragt hatten. Die Ergebnisse sind erstaunlich: Die Jugendlichen blicken mehrheitlich optimistisch in die Zukunft, denken positiv, wollen beruflich aufsteigen statt „aussteigen“. Sensationelle 90 Prozent sagen, dass sie sich gut mit ihren Eltern verstehen. Ebenso viele halten die Demokratie für eine gute Staatsform. Ein sozialistisches System hat ebenso wenig Chancen wie Gewalt von rechten Extremisten.

Eine selbstbewusste, pragmatische Generation wächst heran. Die jungen Leute wollen ihr Leben selbst gestalten. Trotz aller Sorgen wegen Arbeitslosigkeit, träumen sie von einem gut bezahlten Job, ja von einer besseren, gerechteren Welt. Die Mehrheit von ihnen ist sehr kontaktfreudig und bekennt sich zur Toleranz. Die Jugendlichen sind längst nicht so egoistisch, wie oft von den Erwachsenen behauptet wird. Für das Freiwillige Soziale Jahr gibt es seit Jahren mehr Bewerber als freie Plätze. Drei von vier Jugendlichen engagieren sich in Sozialarbeit, im Umweltschutz und in den Kirchen. Die Bereitschaft, etwas für die Gemeinschaft zu tun, ist groß.

Question 33

(5 marks)

What did Socrates say about young people?

Question 34

(5 marks)

Tick (✓) whether the following statements are true or false.

	True	False
Adults display a mixture of resignation and aggression toward youth.		
Adults are disappointed that their children are so different.		
21 000 young people were surveyed.		
Less than 50% want to further their careers.		
Young people are not as self-centred as parents claim.		

Question 35

(3 marks)

In what ways do German teenagers engage with the community?

End of Section Two

See next page

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See next page

Section Three: Written communication**25% (40 Marks)**

This section has **two (2)** parts, **two (2)** stimulus texts and **five (5)** questions.

Part A: Stimulus response

There are **two (2)** stimulus texts and **two (2)** questions. Answer **one (1)** question in **German** in the space provided.

Part B: Extended response

There are **three (3)** questions. Answer **one (1)** question in **German** in the space provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

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Suggested working time: 55 minutes.

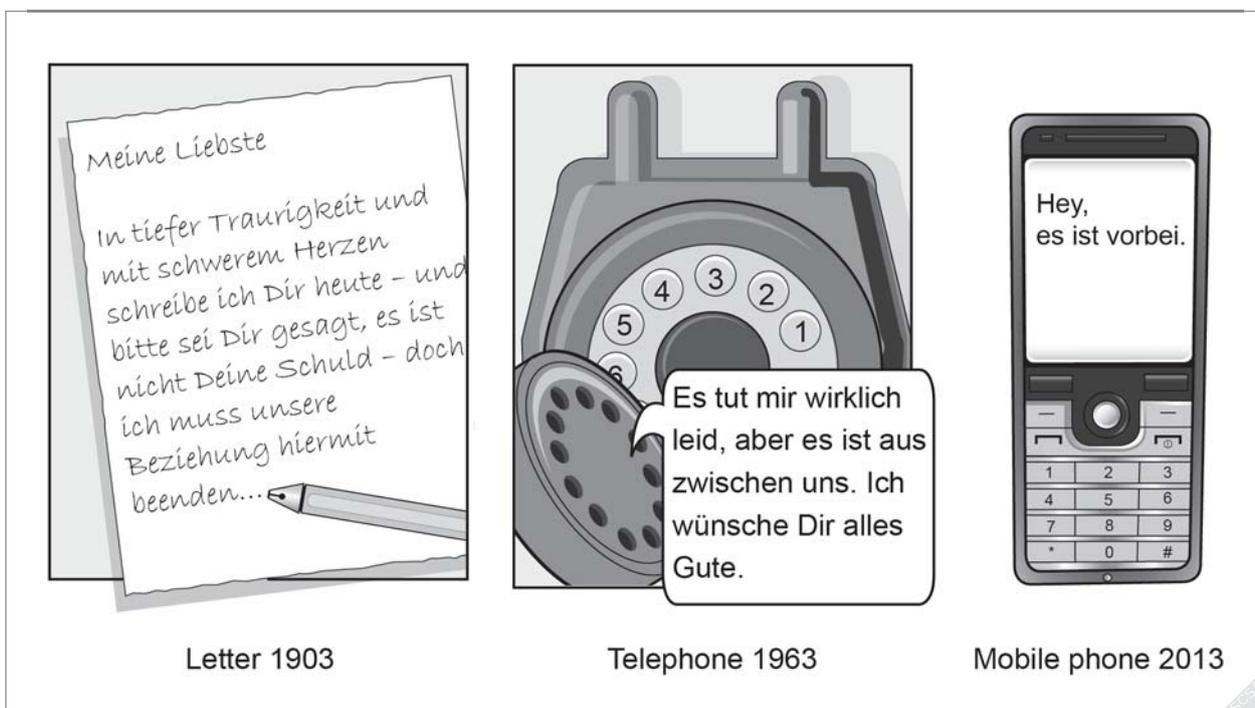
Part A: Stimulus response

12% (20 marks)

This part contains **two (2)** stimulus texts and **two (2)** questions.

Answer **one (1)** question in **German** in approximately **150** words.

„Ist Schluss machen per SMS okay?“



Question 36

(20 marks)

Denken Sie mal nach über die Frage hier oben: „Ist Schluss machen per SMS okay?“

Schreiben Sie einen Bericht, in dem Sie die positiven und negativen Auswirkungen berücksichtigen.

Consider the question posed above: ‘Is it okay to break up via SMS?’

Write an account in which you consider the positive and negative implications of breaking up via SMS.

or

See next page

Question 37

(20 marks)

Hallo Erde,
oder besser gesagt: Hallo Mama! Denn ohne dich
würden wir nicht existieren. Trotzdem behandeln wir
dich sehr schlecht (und du musst hilflos zusehen)...

Sie haben sich dazu entschieden, einen Brief an unseren Planeten Erde zu schreiben.

Der Anfang des Briefes ist oben vorgegeben. Schreiben Sie den Brief weiter. Sie könnten über Umweltprobleme schreiben, und Vorschläge und Versprechungen darüber machen, was in der Zukunft verbessert werden könnte.

You have decided to write a letter to our planet, Earth.

The beginning of the letter is given above. Continue the letter. You may write about environmental problems, and make suggestions and promises about what can be done better in the future.

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See next page

Part B: Extended response**13% (20 marks)**

This part contains **three (3)** questions. Answer **one (1)** question in **German** on the following pages in approximately **150** words.

Question 38**(20 marks)**

Wie hat die Elektronik unsere Kommunikation verändert? Obwohl die Quantität unserer Nachrichten enorm zugenommen hat, ist die Qualität eher gesunken.

Bereiten Sie einen Vortrag vor, in dem Sie sich darauf konzentrieren, wie unsere Kommunikation sich in den letzten 10 Jahren verändert hat.

How has technology changed our communication? Although the quantity of our messages has increased enormously, the quality has dropped.

Prepare a speech in which you consider how our communication has changed over the last 10 years.

or

Question 39**(20 marks)**

Sie haben einen jungen Schweizer getroffen, der ein Arbeits- und Reisevisum für ein Jahr in Australien hat. Er finanziert seine Zeit in Australien damit, Staubsauger zu verkaufen.

Weil Sie ein Jahr in der Schweiz verbringen möchten, hat Ihnen das zu ein paar Ideen verholfen, wie Sie Ihren Aufenthalt finanzieren könnten. Stellen Sie in einer E-Mail an Ihre Tante in der Schweiz Ihre Ideen dar, welche Art von Arbeit Sie dort machen könnten.

You've met a young man from Switzerland who is on a Work and Travel visa in Australia for one year. He finances his time in Australia by selling vacuum cleaners.

As you would like to spend a year in Switzerland, this has given you some ideas about how you could finance your stay. In an email to your aunt in Switzerland, outline your ideas as to the kind of work you could do there.

or

Question 40**(20 marks)**

„Ich will nicht arbeiten! Wir arbeiten zu viel,“ meint Tobias Häferle. „Dabei gäbe es viel wichtigere Dinge als Karriere, Erfolg und Wettbewerb.“

Schreiben Sie Ihre Meinung zu diesem Thema auf seinem Blog.

“I don't want to work! We work too much,” thinks Tobias Häferle. “There are more important things than career, success and competition.”

Write your opinion about this topic on his blog.

End of questions

ACKNOWLEDGEMENTS

Section Two

Text 5 Adapted from: Berres, I. (2011, March 10). Kampf der Müdigkeit: Schlaftipps für Schlaffis. *UniSpiegel*. Retrieved February 2, 2013, from www.spiegel.de/unispiegel/wunderbar/kampf-der-muedigkeit-schlaftipps-fuer-schlaffis-a-749923.html

Photograph by courtesy member of examining panel

Text 6 Text adapted from: *Das Erntedankfest*. (2012). Retrieved February 13, 2013, from www.derweg.org/feste/kultur/erntedank.html

Photograph by courtesy member of examining panel

Text 7 Adapted from: *Carsharing ist im Kommen – Gut geteilt ist gut gefahren*. (n.d.). Retrieved December 3, 2011, from www.checked4you.de/UNI132288411918988/carsharing?

Text 8 Adapted from: Deutsche Jugend heute—die ‘Pragmatische Generation’. (2009). *Der Weg*, 2. Retrieved February 13, 2013, from www.derweg.org/aktuell/deutschland/deutschejugend.html

Section Three

Question 37 Text adapted from: Gab997. (2013, January 7). *Brief an...die Erde*. Retrieved March 20, 2013, from www.spiesser.de/node/658221

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