

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

3

91551



915510



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
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SUPERVISOR'S USE ONLY

## Level 3 German, 2017

### 91551 Demonstrate understanding of a variety of extended written and/or visual German texts

2.00 p.m. Friday 1 December 2017  
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended written and/or visual German texts.	Demonstrate clear understanding of a variety of extended written and/or visual German texts.	Demonstrate thorough understanding of a variety of extended written and/or visual German texts.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Pull out Resource Booklet 91551R from the centre of this booklet.

**You should attempt ALL the questions in this booklet.**

Answer each question 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.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

Excellence

TOTAL

21

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## FIRST TEXT: *Die Folgen des Klimawandels* The effects of climate change

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Read the text on pages 2 and 3 of the resource booklet. Use it to answer Question One. Answer in your choice of English, te reo Māori, and/or German.

Remember to support your answers with evidence from the text.

### QUESTION ONE

- (a) What extreme weather events took place in Germany during 2016? What were their effects?

On the 30<sup>th</sup> of May in 2016 in Braunschweig the two small streams of the village became a giant river which destroyed cars and houses. Within only 24 hours it rained more than 120 litres/m<sup>2</sup>.

In Bayern in June there was also flooding caused by extreme rain, with 150 litres/m<sup>2</sup> falling in just one day, killing 7 people.

Around the same time in Hamburg a tornado hit with winds at 180 km/hr, generating millions of dollars of damage. In the summer of 2016 in Germany there were a total of more than 30 tornadoes.

The extreme weather events listed above are only some of many occurring that summer. Stronger storms and flooding are becoming more and more common in Germany, and experts have put this down to climate change. The month of summer in 2016 was the warmest ~~month~~ since 1880.

These events lead weather experts to warn about growing <sup>amounts</sup> of heavy rain in coming years, and said that people should adjust. They urged towns to create more green areas like parks to absorb such rain, and also for people to build green ~~roofs~~ roofs to lower the temperatures.

- (b) What actions to combat climate change are suggested in the text? How effective do you think these actions would be?

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There are plenty of suggestions as to how we can deal with climate change. Open spaces to absorb flood water might be effective in reducing the aftermath of climate change but not in preventing it. I think building green rooftops would be very useful in converting greenhouse gases back to oxygen in order to reverse climate change effects and lower temperatures, in turn reducing the flow on effects like flooding and drought.

Choosing your own fruit and vegetables in your own garden as is another suggestion as it helps to protect the environment. Homegrown veges not only taste better but also produce less greenhouse gases, as it doesn't require the use of chemical fertiliser which is very harmful to the environment and people can instead use compost, which is a better alternative. It also saves on transport costs, as the vegetables don't need to be shipped massive distances, which reduces carbon emissions. I think that growing your own vegetables sounds quite effective. 2kg less CO<sub>2</sub> per 1kg of veges sounds well worth the effort. People consume a lot of vegetables so growing their own would significantly reduce the amount of CO<sub>2</sub> output produced in the horticultural sector. The added benefits of improved lifestyle bettering the mental and social experiences would also improve people's lives. Saving the planet would just be one added bonus to a happier healthier lifestyle!!

E7

## SECOND TEXT: *Das Leben im Urwald*/Life in the jungle

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Read the text on pages 4 and 5 of the resource booklet. Use it to answer Question Two. Answer in your choice of English, te reo Māori, and/or German.

Remember to support your answers with evidence from the text.

### QUESTION TWO

- (a) Compare the life of the Ashaninka and their children to your life. What are the differences and similarities?

Ashaninka Ashaninka people living in the Jungles of Brazil live in a far bigger area than I, ~~live~~ with their home range covering a land mass the size of Berlin. The lifestyle of the Ashaninka is very different to that of my own, with the Ashaninka living in small villages in huts without doors or windows, very different to the city in which my family resides. However despite the difference in size, and the villages of the Ashaninka are like my own city with solar panels producing electricity for the satellite dish and computers. At home we use solar power too, but to heat water not for electricity. The Ashaninka are not without the video players and sound systems of ~~my world~~ <sup>my world</sup> ~~my world~~ <sup>my world</sup>, using diesel generators to power them. Like myself the Ashaninka also have internet access, and children attend regular school to learn how to read and write, just like me. However the lives and activities of the children like Kamoschi are very different to my own. As well as different dress and make up, the Ashaninka children can do much more than me like cooking, a wide range of dishes, paddling in rivers, fishing and harvesting plants. Despite these differences however, they still go to school and learn similar subjects to myself as well as playing football with friends like I do. As well as this they also learn to hunt and grow crops, something I don't. ||

- (b) Describe the Ashaninka's approach to using the internet and social media. How is it different to the use of the internet and social media in New Zealand?

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The Ashaninka use the internet to make and show films just like in New Zealand though Youtube. However unlike us, ~~their~~ their village only has one computer, whereas we have ~~there~~ there are several on each house. While less people use the internet, they still utilise websites like Facebook and Youtube like in New Zealand, communicating over social media. Unlike in New Zealand the chief believes the internet is important. However they still believe that the internet is a bad influence on their people and their traditional way of life. Unlike in New Zealand as a culture we have embraced the internet, along with the social change, and evolution that go with it. Despite acknowledging these changes to traditional lifestyles, everyone is allowed to use the internet, not just the webcam.

While New Zealanders use the internet for social media and trivial things, the Ashaninka are using it to raise awareness for their people and their environment. Rainforest deforestation through logging is a major problem for the Ashaninka, so they use the internet to contact organisations that offer help for these issues. They have also done this in the past when there was a problem with robbers cutting down valuable trees and killing turtles. They use the internet for positive change to help their people, while we use it to order a pizza. Their approach is largely much more positive!!

E7

### THIRD TEXT: *Energiewende in Deutschland* Energy turnaround in Germany

ASSESSOR'S  
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Read the text on pages 6 and 7 of the resource booklet. Use it to answer Question Three. Answer in your choice of English, te reo Māori, and/or German.

Remember to support your answers with evidence from the text.

#### QUESTION THREE

- (a) Describe what is happening in Germany as part of the government's energy transformation programme.

The German Government is planning to spend millions of Euros to move Germany towards clean, green energy. This will cost German citizens an extra 10 Euro more in tax each month in order to ensure that their power is coming from renewable sources, instead of nuclear power stations. Angela Merkel's government has promised that by 2022 all the nuclear power stations in Germany will be closed. This is celebrated by many German citizens who value clean and green energy. 90% of the ~~population~~ population supports this cause despite the high costs. Germany currently has the 2nd most expensive power in Europe, and with the energy turnaround, these costs will only get higher. In the last 17 years the energy turnaround has cost more than 17 billion Euros. This has built massive wind farms on the north coast as well as grown solar farms. Lots of small projects have been hidden off too, including in Wilhelmsburg where now 27,000 houses are powered by clean energy. Hamburg also has a new initiative requiring all new houses to have solar panels on the roof, or either grass or flowers instead, to filter rain water and reduce CO<sub>2</sub>. Electric cars are also increasing in number across Germany in particular in Berlin.

- (b) What is Mike Underhill's point of view on energy transformation in New Zealand? Do you agree with him? Why or why not? Use evidence from the text and the graph to justify your conclusion.

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Mike Underhill of the EECA in New Zealand believes that unlike Germany, New Zealand does not need an energy turnaround since already 80% of our energy comes from renewable sources. In his opinion, New Zealand has already had the energy turnaround. I would agree with this statement to some extent. New Zealand is comparatively doing a good job of utilising clean and green energy, however I think it would be naive to sit back and think we have it perfect. By the figures shown in the graph, 20% or a fifth of our energy is not renewable. We have a headstart on Germany, and while less measures need to be taken, there is still more to go. Ideally as a nation we would run on 100% renewable energy, and especially with the increasing number of droughts, relying heavily on hydro power is going to become a less viable option. Further measures need to be taken. I agree with Mike that Electric cars are a good idea. These save a lot of CO<sub>2</sub> emissions and are much better for the environment. 800 compared to 24,000 is a big difference, and New Zealand should follow in Germany's footsteps and move more towards promoting ~~electric~~ electric cars and installing charging stations. While we are far away from Europe and sources new electric cars may be difficult, we should be working towards funding the infrastructure through EECA so that when Electric cars finally do reach New Zealand we are ready. ||

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Extra space if required.  
Write the question number(s) if applicable.

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QUESTION  
NUMBER

91551



### Excellence exemplar 2017

<b>Subject:</b>		<b>Level 3 German</b>	<b>Standard:</b>	<b>91551</b>	<b>Total score:</b>	<b>21</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>				
1	E7	<p>Part A demonstrated very clear understanding with detailed support from the text.</p> <p>Part B was understood and answered thoroughly, justified by details on how effective the actions to combat climate change were thought to be.</p>				
2	E7	<p>The answer in Part A was well-supported.</p> <p>Part B included a thoughtful analysis of the differences in usage of the internet and social media by the Ashaninkas and in New Zealand.</p>				
3	E7	<p>Part A demonstrated a thorough understanding of what is happening in Germany as part of the government's energy transformation. This was fully supported by details from the text. Part B answered the question thoroughly including justifying the understanding with details both from the text <b>and</b> the graph.</p>				