

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



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

SUPERVISOR'S USE ONLY

## Level 3 German, 2016

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

9.30 a.m. Tuesday 29 November 2016  
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 2–7 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.**

Merit

TOTAL

16

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## FIRST TEXT: *Aus Grau wird Grün: Urban Gardening* Grey becomes green: urban gardening

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

### QUESTION ONE

What is urban gardening, and what are its benefits? Refer to information in the text.

Was ist Urban Gardening, und welchen Nutzen hat es? Beziehen Sie sich dabei auf Informationen aus dem Text.

Urban gardening is a new way of gardening in the city. It allows people to plant plants on often non-private areas such as unused areas of land. In these areas big community gardens start to grow and people can pick their own fruit and vegetables. In these areas everything from herbs to flowers at the side of the road can be planted. Urban gardening has many different goals from the correct planting to wise choices when it comes to groceries. It is also a way to improve public spaces while bring people from different cultures together and creating a big piece of nature in the middle of a city, where you can eat, drink, celebrate, work or relax. Urban gardening is also a good way to get kids who live in a city with not a lot of nature around into nature and teach teaching them about when and where things grow. It brings humans and nature closer together and teaches people to be less dependant on the industry.

pg 6 //

A4

## SECOND TEXT: *Auswirkungen eines zeitigen Schulanfangs* Effects of an early start to the school day

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

### QUESTION TWO

Based on information in the text, would you recommend that schools in New Zealand started earlier in the day? Why/why not?

*Nutzen Sie die Informationen aus dem Text, würden Sie empfehlen, dass Schulen in Neuseeland zeitiger beginnen sollten? Warum / warum nicht?*

No I would not recommend that schools in New Zealand start earlier in the day as it has been proven that in order for our brains to function properly we need around 9 hours of sleep at high school level. The brain at our age (students) is very receptive yet require longer periods of time to re-charge which can only happen during sleep. If schools were to start earlier here students would get less sleep which can result in bad concentration, moodiness or depressive or can even lead to impaired growth. Many studies have shown that children learn better and more successfully and take less nicotine and caffeine if when school starts later so why would new zealand want to start earlier when countries around the world such as germany are fighting for a later start. Students who are forced to go to school early in germany start everyday with an ordeal and sometimes even struggle to stay awake //

### THIRD TEXT: *Handys in der Schule*/Mobile phones in school

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

#### QUESTION THREE

- (a) What was the problem at Dean Liptak's school? What action did he take, and what were the consequences of that action? Refer to information in the text.

*Was war das Problem an Dean Liptak's Schule? Was hat er unternommen und was waren die Folgen dieser Handlung? Beziehen Sie sich dabei auf Informationen aus dem Text.*

At Dean Liptak's school in the USA (Florida) he could no longer put up with his students as they would rather play on their smartphones and learn nothing. They were always distracted and unfocused and Liptak questioned how he should hold a normal class and teach. As a result he decided to buy a interfering transmitter which blocks all signal from your phone once activated. He brought this device to school yet it is not allowed in the USA and thus was suspended from the school for 5 days. Using a jammer such as the one Dean Liptak used can result in high money fines and even a prison sentence. The teacher did not receive pay during those five days //

- (b) What rule(s) around using mobile phones in school would be useful, and why? Use evidence and information from the text to support your answer.  
*Welche Regel(n), die die Nutzung von Handys in Schulen regeln, wären nützlich und warum? Nutzen Sie Beweise und Informationen aus dem Text.*

ASSESSOR'S  
USE ONLY

As this is an ever increasing problem at schools with more than 80% of children between the ages of 12-13 owning a phone and 93% between the ages of 16-17 schools need to start responding to these changes in our digital world. So students are less distracted in class many schools have banned phones during class with some schools taking them in if they disregard this rule. At other schools the use of smartphones has been completely banned. At a boarding school no phones were allowed to be used between 9 pm and 2:30 pm the following day. Such rules can be useful as researches have found that the performance of 16 year olds on average increased more than 6% when they were not allowed to use their cell phone at school. Good students were not as affected by smartphones as they were still able to concentrate compared to the academically weaker students who greatly benefited as their performance increased as if they had an extra lesson once per week.

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S  
USE ONLYQUESTION  
NUMBER

1 People are now also starting to plant plants overnight in areas which are sometimes even private but people usually do not mind as it is making the area more beautiful. //

Urban gardening could be a trend for the future and a good way for humans and nature to work together. //

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

ASSESSOR'S  
USE ONLY

QUESTION  
NUMBER

**Merit exemplar 2016**

<b>Subject:</b>	<b>German Level 3</b>	<b>Standard:</b>	<b>AS 91551</b>	<b>Total score:</b>	<b>16</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>			
1	A4	The candidate demonstrates understanding of large parts of the text and is able to convey the general meaning of the concept of Urban Gardening and its benefits. The candidate understands the details but makes no specific reference to examples in the text. Had the candidate done so they may have gained an M5 or better.			
2	M6	The candidate demonstrates clear understanding of the text and is able to give a recommendation about school starting time for New Zealand schools based on some specific evidence. To be awarded E7 or above more in-depth detail of the text to justify the point of view is required.			
3	M6	The candidate shows a clear understanding of the text. The candidate understands fully the situation in the American school and describes this situation in detail for part a). For part b) the candidate communicates most of the information and uses this to justify the points but misses out some finer details of the text that would be required for grade E7 or above.			