

91551



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

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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.**

**Achievement**

**TOTAL**

**10**

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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 30th of May in Braunsbach in Baden-Württemberg a state of emergency was declared. Both of the small streams of the village were in large flow, which destroyed the cars and houses. In 24 hours it rained more than 120 litres per square metre.

On the 1st of June 2016 in Simbach, Bavaria, it on one day fell over 160 litres of rain per square metre. There were seven deaths.

On the 7th of June in Hamburg there was a tornado with a 180 kilometre per hour winds, which caused damage in the millions. All together there were more than 30 tornadoes in the summer of 2016 in Germany.

There are strong storms and flooding are common in Germany.

This is thought of as the result of climate change. It

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

It is suggested that one should grow their own vegetables, decreasing the amount of chemical fertilizer used as this would be replaced by compost, as well as decreasing CO<sub>2</sub> emissions as these vegetables would only need to be transferred from the garden to the kitchen. They also taste better. This would only have a significant impact if the majority of people did this as even one thousand people have a minimal impact on the economy and the continued production of business-grown produce.

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## 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?

Both of us go to school however the Ashaninka children are provided with more practical training in both survival skills such as fishing, cooking and ~~handshaking~~ <sup>handshaking</sup> ~~handshaking~~ <sup>handshaking</sup> but also work experience for things such as farming and hunting. They also have significantly less access to technology. Both play sports with their friends, and this is due to the accessible nature of sports such as football, all you needs is a ball. But the Ashaninka watch films weekly, as do I, although they only have this option on Wednesdays where as I may watch any media whenever I wish.

- (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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They use social media as a way of gathering attention for their cause - to stop the cutting down of the mangrove trees in the rainforests - an immediate issue. In New Zealand, the internet is mainly used for discussion of events, ideas, and people and whilst it can be used for social movements and protest, it is largely based around discussion. The Ashaninka also use the internet to display their culture to the world, which is done similarly in New Zealand where cultural aspects such as the Haka are shared online for the world to see.

A3

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

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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.

They are spending money to remove all nuclear power and replace it with renewable energy sources such as solar and wind power. This will naturally cost the taxpayers more money although nevertheless 90% of Germans are in favour of this decision. By 2022 all nuclear power plants will be closed. There are large wind farms on the north coast of Germany and the Solar parks in the fields have experienced extreme growth over the previous years.

More energy efficient houses are being built and in Hamburg it is required that these houses have either solar panels installed, or glass or flowers planted, in order to filter rainwater and reduce carbon dioxide emissions.

- (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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It is his opinion that New Zealand does not require an energy transition as observed in Germany, as already 80% of our energy is produced from renewable sources. He also believes that we should invest in electric cars. I disagree with his view as we should continue to push for 100% renewable energy as this could pave the way for other nations to follow this resulting in even less carbon dioxide emissions globally. I agree with his thoughts on electric cars and understand that due to our small market size we must ~~wait on~~ wait on older cars from Japan and Great Britain, but the sooner we encourage them towards these models of cars the sooner they will become commonplace in New Zealand, and therefore we must push for the global popularisation of electric cars. ||

A4

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

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QUESTION  
NUMBER

91551

A large area of horizontal lines for writing, bounded by a vertical line on the left and a diagonal line on the right. The lines are evenly spaced and extend across most of the page width.



**Achievement exemplar 2017**

<b>Subject:</b>	<b>Level 3 German</b>	<b>Standard:</b>	<b>91551</b>	<b>Total score:</b>	<b>10</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>			
1	A3	Part A demonstrated some understanding of the text but many details were omitted. Part B only briefly addressed one of the three changes to combat climate change mentioned in the text. The effectiveness of the idea was mentioned.			
2	A3	In Part A, a very brief, but mainly correct, comparison was given. Many details were omitted. Part B again was very brief, demonstrating some general understanding.			
3	A4	In Part A the candidate understood the gist of the text. Part B was answered more fully with some discussion of Mike Underhill's point of view but few details to support the answer and little analysis of the situation. No justification with any details from the graph.			