

## 2019 HSC German Beginners Marking Guidelines

### Section I — Listening

#### Question 1

Criteria	Marks
• Identifies what Thomas needs to do	2
• Provides some relevant information	1

**Sample answer:**

He has to make his bed and bring in the washing.

#### Question 2 (a)

Criteria	Marks
• Identifies the correct mobile number	1

**Sample answer:**

0172 788 351

#### Question 2 (b)

Criteria	Marks
• Demonstrates a sound understanding of why Markus has a new number	2
• Provides some relevant information	1

**Sample answer:**

He has given his mobile to his brother because his brother didn't have enough money to buy his own.

### Question 3

Criteria	Marks
• Demonstrates a sound understanding of how the advertisement targets young families	3
• Demonstrates some understanding of how the advertisement targets young families	2
• Provides some relevant information	1

**Sample answer:**

The hotel has a kids' area, you get a kids' ski pass free if you buy an adult one and the kids can run around without danger.

### Question 4

Criteria	Marks
• Provides the correct answer	1

**Sample answer:**

B

### Question 5

Criteria	Marks
• Identifies sufficient evidence to determine that the audience is a group of female university lecturers	3
• Identifies some evidence to suggest that the audience is a group of female university lecturers	2
• Provides some relevant information	1

**Sample answer:**

She addresses the audience as 'Damen' (ladies). She is speaking to these women in an educational setting. The students they are helping have already left high school.

### Question 6 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides the correct answer</li> </ul>	1

**Sample answer:**

C

### Question 6 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a good understanding of why Julia and Uli have to leave in a hurry</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of why Julia and Uli have to leave in a hurry</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

They have to be home for the babysitter and it will take them half an hour to get there, so they need to leave now.

### Question 7

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies the changes in emotion</li> <li>Provides a thorough explanation of the changes</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the changes in emotion</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

She is initially angry with Günther because they were supposed to meet at a certain time and he is late again. Then, as he starts to explain that he is late because he visited his sick granny and they talked for longer than usual she is feeling ashamed of her anger. However, she then realises that Günther is not being honest as today was not his usual granny visiting day, and she feels that she can no longer trust him.

### Question 8

Criteria	Marks
• Completes the survey form with all relevant information	5
• Completes the survey form with most relevant information	4
• Attempts to complete the survey form with some relevant information	2–3
• Provides some relevant information	1

**Sample answer:**

<b>Current TV model type</b>	<input type="checkbox"/> WV15	<input type="checkbox"/> WK15	<input checked="" type="checkbox"/> VK50
<b>Age of existing model</b>	<input type="checkbox"/> 1 month	<input checked="" type="checkbox"/> 2–12 months old	<input type="checkbox"/> Over 12 months old
<b>Average hours of TV watched</b>	<input type="checkbox"/> Less than 1 hour per day	<input checked="" type="checkbox"/> 2–3 hours per day	<input type="checkbox"/> Over 4 hours per day
<b>Explain how likely the customer is to purchase a new TV</b>	<b>Not likely because he is saving for a holiday. He would only consider buying a new TV if his existing TV broke down.</b>		

### Question 9

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a sophisticated understanding of Erika’s speech as it relates to the school motto</li> <li>• Provides an excellent justification for her being a good or bad school captain</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of Erika’s speech as it relates to the school motto</li> <li>• Provides a sound justification for her being a good or bad school captain</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of Erika’s speech as it relates to the school motto</li> <li>• Provides some justification for the opinion</li> </ul>	2–3
• Provides some relevant information	1

**Sample answer:**

She meets the first two criteria but not the last and most important one, so she would not make a good school captain. She is friendly because she gets on well with most of the students at the school. She helps her friends and sometimes even others. The young students know that they can talk to her. In terms of the most important criterion (respect) her response doesn’t match it, because she refers to some of the students as stupid and even though she is respectful towards most teachers she does make a rude comment about one of them.

## Section II — Reading

### Question 10 (a)

Criteria	Marks
• Describes the detail of what has been lost	2
• Provides some relevant information	1

**Sample answer:**

A library book – it's big and heavy and red

### Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of why she has placed the ad on the school noticeboard	3
• Demonstrates some understanding of why she has placed the ad on the school noticeboard	2
• Provides some relevant information	1

**Sample answer:**

She wants a part-time job and she hopes someone at the school can help her because they know her and her interests.

### Question 11 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Emil sent the email	2
• Provides some relevant information	1

**Sample answer:**

To forward him an article because Thomas has recently come back from a trip, on which he visited and loved Namibia.

### Question 11 (b)

Criteria	Marks
• Summarises the THREE paragraphs	4
• Provides a partial summary of the THREE paragraphs OR • Translates the text	3
• Provides information from at least TWO paragraphs	2
• Provides some relevant information	1

**Sample answer:**

- It is difficult for people in third world countries to get medical assistance.
- Blind boy in Namibia had his sight restored by a visiting doctor.
- Readers are asked to give money to the charity he has now set up.

### Question 12 (a)

Criteria	Marks
• Clearly identifies what is happening on 5 July	2
• Provides some relevant information	1

**Sample answer:**

It's the 5-year school reunion with dinner.

### Question 12 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of who Alex is	3
• Demonstrates some understanding of who Alex is	2
• Provides some relevant information	1

**Sample answer:**

Alex is the boy who arrived at the school at the beginning of Year 12. He spoke fluent French because he and his family had lived in Paris. The girls were all crazy about him.

### Question 12 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a sophisticated understanding of why Peter is writing the email</li> <li>• Makes reference to his ongoing affection for Ingrid</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of why Peter is writing the email</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of why Peter is writing the email</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

Peter wants to find out what happened to Alex and Ingrid after they left school and especially if they are still together. He would like to make contact with her again because he is still fond of her. He wants to spend some time with Ingrid and Alex.

### Question 13 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Identifies the setting for the scene</li> </ul>	1

**Sample answer:**

It is a girl's bedroom.

### Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Describes what the mother and father are doing</li> </ul>	1

**Sample answer:**

The mother is standing by the window and the father is entering the room.

### Question 13 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of what happened earlier in the day</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

Anna's car was stolen and she got fired.

### Question 13 (d)

Criteria	Marks
• Demonstrates a sophisticated explanation of all three stage directions	6
• Demonstrates a sound explanation of all three stage directions	4–5
• Demonstrates some understanding of some of the stage directions	2–3
• Provides some relevant information	1

**Sample answer:**

Stage directions: *Weinend* – the mother is crying because her husband has spoken so rudely to her, ie he doesn't value what she has to say. *Lacht frech* – the daughter is laughing cheekily because she can see through her father who thinks that this is all about him. The father storms out because he believes that his wife and daughter are ganging up on him, he is losing face with his brother and his daughter is undermining his authority.

## Section III — Writing in German

### Part A

#### Question 14

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates ideas and information appropriate to audience, purpose and context</li> <li>Organises ideas and information</li> <li>Applies knowledge of vocabulary and language structures to the task</li> </ul>	4
<ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Demonstrates some knowledge of vocabulary and language structures</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>	1

#### Question 15

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates ideas and information appropriate to audience, purpose and context</li> <li>Organises ideas and information coherently</li> <li>Applies knowledge of vocabulary and language structures to the task</li> </ul>	6
<ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Organises ideas and information with some coherence</li> <li>Demonstrates knowledge of vocabulary and language structures</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the requirements of the task</li> <li>Demonstrates some ability to organise information</li> <li>Demonstrates some knowledge of vocabulary and language structures</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>	1

## Section III — Writing in German

### Part B

#### Questions 16 and 17

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents ideas and information relevant to audience, purpose and context</li> <li>• Organises ideas and information coherently</li> <li>• Demonstrates control of a range of vocabulary and language structures</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents ideas and information mostly relevant to audience, purpose and context</li> <li>• Organises ideas and information with some coherence</li> <li>• Demonstrates knowledge of vocabulary and language structures</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents some ideas and information relevant to audience, purpose and context</li> <li>• Demonstrates some ability to organise information</li> <li>• Demonstrates some knowledge of vocabulary and language structures</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some information relevant to the task</li> <li>• Demonstrates a basic knowledge of vocabulary and language structures</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Produces some comprehensible language related to the task</li> </ul>	1–2

# 2019 HSC German Beginners Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3

## Written Examination

### Section I — Listening

Question	Marks	Content	Syllabus outcomes
1	2	Family life, home and neighbourhood — conversation	H2.2
2 (a)	1	Friends, recreation and pastimes — conversation	H2.2
2 (b)	2	Friends, recreation and pastimes — conversation	H2.2
3	3	Holidays, travel and tourism — speech	H2.1
4	1	Friends, recreation and pastimes — advertisement	H2.5
5	3	Education and work — speech	H2.5
6 (a)	1	Family life, home and neighbourhood — conversation	H2.5
6 (b)	3	Family life, home and neighbourhood — conversation	H2.2
7	4	Friends, recreation and pastimes — conversation	H2.1
8	5	Family life, home and neighbourhood — interview	H2.2
9	5	Education and work — speech	H2.4

### Section II — Reading

Question	Marks	Content	Syllabus outcomes
10 (a)	2	Education and work — notices	H2.2
10 (b)	3	Education and work — notices	H2.2
11 (a)	2	People, places and communities — email/article	H2.2
11 (b)	4	People, places and communities — email/article	H2.3
12 (a)	2	Friends, recreation and pastimes — email	H2.2
12 (b)	3	Friends, recreation and pastimes — email	H2.2
12 (c)	4	Friends, recreation and pastimes — email	H2.1, H2.5
13 (a)	1	Family life, home and neighbourhood — play	H2.2
13 (b)	1	Family life, home and neighbourhood — play	H2.2
13 (c)	2	Family life, home and neighbourhood — play	H2.1
13 (d)	6	Family life, home and neighbourhood — play	H2.1, H2.4

### Section III — Writing in German

#### Part A

Question	Marks	Content	Syllabus outcomes
14	4	Friends, recreation and pastimes — postcard	H3.1, H3.2, H3.3, H3.4
15	6	Education and work — note	H3.1, H3.2, H3.3

**Section III — Writing in German**  
**Part B**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
16	10	Future plans and aspirations — speech	H3.1, H3.2, H3.3
17	10	People, places and communities — speech	H3.1, H3.2, H3.3