

2016 HSC German Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Explains why Saskia is pleased	2
• Provides some relevant information	1

Sample answer:

The train was on time (for a change). The students offered her a seat/she got to sit down.

Question 2

Criteria	Marks
• Demonstrates a comprehensive understanding of how the mother completes the excursion note	3
• Demonstrates a good understanding of how the mother completes the form	2
• Provides some relevant information	1

Sample answer:

Excursion Note	
Student: Olaf MARTENS	
Lunch: (please tick)	<input type="checkbox"/> Cheese <input type="checkbox"/> Ham <input checked="" type="checkbox"/> Egg
Wet weather activity: (please tick)	<input checked="" type="checkbox"/> Bowling <input type="checkbox"/> Movies <input type="checkbox"/> Ice-skating
Additional information:	
<i>Must take medication at lunch time</i>	
.....	

Question 3

Criteria	Marks
• Provides a comprehensive list of the tasks the students have to do in the correct order	3
• Provides a list of the tasks the students have to do	2
• Provides some relevant information	1

Sample answer:

1. Revise the vocabulary
2. Choose a partner
3. Perform/write the role play

Question 4 (a)

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

(A) is an uncle.

Question 4 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of what led to Kristina's discovery	3
• Demonstrates a good understanding of what led to Kristina's discovery	2
• Provides some relevant information	1

Sample answer:

Kristina discovers that the man serving her is the brother of the person who usually serves her. When she orders 'the usual', the man doesn't know what that is. He says it's only his first day. She questions this as she thought he had shown her a picture of his new baby. This leads to her discovery.

Question 5

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which Christoph's experience was beneficial	4
• Demonstrates a comprehensive understanding of the extent to which Christoph's experience was beneficial	3
• Demonstrates a good understanding of Christoph's experience	2
• Provides some relevant information	1

Sample answer:

Although it was not perfect, the experience was very beneficial overall. As a result of living in Russia for a year, he is now reasonably fluent in another language and this has opened up career opportunities. The time away has also taught him to value his family. However the cold climate has affected his health and he is still struggling with health issues as a result.

Question 6

Criteria	Marks
• Demonstrates a perceptive understanding of how likely the speakers are to recommend the use of the technology being discussed with reference to the text	4
• Demonstrates a comprehensive understanding of how likely the speakers are to recommend the use of the technology being discussed with reference to the text	3
• Demonstrates a good understanding of the use of the technology being discussed	2
• Provides some relevant information	1

Sample answer:

The male speaker (Peter) is much more likely to recommend the use of an online encyclopaedia than the female speaker (Monika).

Monika may recommend the use of an online encyclopaedia as one can enlarge the text size and have the text read aloud, a point on which Peter also agrees. She doubts the accuracy of material available online and asserts that people are rewriting history.

However, Peter believes that most information available online is just as reliable as printed information as it is regularly checked and many reputable publications are also available online. He states, however, that one should read a variety of sources before forming an opinion.

Question 7

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which the speaker's expectations were met	5
• Demonstrates a comprehensive understanding of the extent to which the speaker's expectations were met	4
• Demonstrates a good understanding of the extent to which the speaker's expectations were met	3
• Demonstrates some understanding of the speaker's expectations	2
• Provides some relevant information	1

Sample answer:

The speaker's expectations from her teacher exchange in Australia were exceeded in some ways and not met in others.

She found the students and teachers to be as fun and easy-going as she had heard. However, she had also expected more professional support and the teaching to be more based on textbooks rather than technology. She also expected to have more free time instead of having to work so much.

Her expectations were exceeded in that, although she had hoped she would be enriched professionally, she hadn't anticipated finding a new career in the IT area.

Section II — Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies what led Jasmine to write to Xanthe 	1

Sample answer:

Jasmine just saw an advertisement for the hotel they stayed in (last year).

Question 8 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a good explanation of why Jasmine makes this comment 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

She says that ‘one should close the hotel and throw away the key’ because she cannot remember a single good thing about her stay there.

Question 8 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of the points on which Jasmine and Xanthe agree 	3
<ul style="list-style-type: none"> Demonstrates a good understanding of the points on which Jasmine and Xanthe agree 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Both Xanthe and Jasmine agree that they had always wanted to go to Italy to paint. They liked the location because it was close to everything. They also agree that the breakfast didn’t live up to their expectations.

Question 8 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of what the text reveals about Xanthe's personality • Makes reference to both language and content 	4
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of what the text reveals about Xanthe's personality • Makes reference to language and/or content 	3
<ul style="list-style-type: none"> • Demonstrates a good understanding of what the text reveals about Xanthe's personality 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Xanthe has a very positive outlook and sees the best in everything. This is reflected in her use of positive language, such as unique (*einmalig*) and what more would you want (*was will man mehr*).

She is very social and adventurous (concerts and motorbike rides) as demonstrated by the variety of new experiences she engaged in during the holiday. She doesn't want any opportunity to pass her by.

However, her ever-positive outlook leads her to dismiss Jasmine's feelings. For example, she tells Jasmine not to be so pessimistic (*Sei nicht so pessimistisch!*) and to stop whingeing (*Hör doch mal auf zu jammern!*).

Question 9 (a)

Criteria	Marks
• Outlines a good understanding of the purpose of the article	2
• Provides some relevant information	1

Sample answer:

The purpose of this article is to report on the changes in modern life in Germany by focusing on the experiences of two recent migrant families.

Question 9 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which Herr A's concerns for his children were justified	3
• Demonstrates a good understanding of the extent to which Herr A's concerns for his children were justified	2
• Provides some relevant information	1

Sample answer:

Herr A was concerned that his children would have problems settling in due to the language barrier. However, not only did they not need German to make friends, they have learnt German and also a few sentences of other languages through the friendships they have made. They have also settled into school easily and enjoy the freedom that German children experience.

Question 9 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of Herr B's feelings towards his wife	4
• Demonstrates a comprehensive understanding of Herr B's feelings towards his wife	3
• Demonstrates a good understanding of Herr B's feelings towards his wife	2
• Provides some relevant information	1

Sample answer:

Herr B has always trusted her judgement. Even though he had his doubts about moving to another country, especially in a rural setting, he willingly supported her choice, which has only made their relationship stronger. He is proud of her involvement in the new community. He is amazed at how she has blossomed in ways he could never have imagined.

Question 9 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of Herr A's and Herr B's attitudes towards their work in Germany	6
• Demonstrates a comprehensive understanding of Herr A's and Herr B's attitudes towards their work in Germany	5
• Demonstrates a good understanding of Herr A's and Herr B's attitudes towards their work in Germany	3–4
• Demonstrates some understanding of Herr A's and Herr B's attitudes	2
• Provides some relevant information	1

Sample answer:

Both Herr A and Herr B are working at a level below their skill sets. However, their contrasting experiences in the work environment have led to them developing very different attitudes towards their work.

Despite not being well paid, Herr A has a positive attitude towards his work. This is a result of the developing relationships he has with his colleagues because they often seek his advice, not only professionally, but also on a personal level. He is also hopeful that his developing language skills will lead to advancement, regardless of whether his qualifications are recognised.

Herr B's attitude to his work in Germany is negative because he does not feel valued. He has more experience than his boss but his boss never listens to him just because he doesn't have the necessary qualifications. In his home country he was judged based on what he could do. Had he realised that formal qualifications were so important in Germany, he (and his wife) would have considered going somewhere else.

Section II — Reading and Responding

Part B

Question 10

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Demonstrates a good understanding of the text • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	7–9
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	4–6
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–3

Section III — Writing in German

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately in relation to the audience, purpose and context of the task • Manipulates vocabulary, language structures and features authentically and creatively relevant to the task 	5
<ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates a good understanding of vocabulary, language structures and features relevant to the task 	4
<ul style="list-style-type: none"> • Writes with some awareness of the audience, purpose and context of the task • Demonstrates some understanding of vocabulary, language structures and features relevant to the task 	2–3
<ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task 	1

Section III (continued)**Question 12**

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately for the audience, purpose and context of the task • Manipulates language structures authentically and creatively relevant to the task • Sequences and structures ideas and information coherently and effectively 	10
<ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates an excellent understanding of language structures relevant to the task • Sequences and structures ideas and information effectively 	8–9
<ul style="list-style-type: none"> • Writes with an understanding of the audience, purpose and context of the task • Demonstrates a good understanding of language structures relevant to the task • Organises some information and ideas 	6–7
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a rudimentary understanding of vocabulary and sentence structures • Attempts to organise information and ideas 	4–5
<ul style="list-style-type: none"> • Attempts to address the requirements of the task • Uses single words, set formulae and unrelated sentences to express information 	2–3
<ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task 	1

2016 HSC German Continuers

Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

Written Examination

Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	People and places — telephone conversation	3.1
2	3	Leisure and lifestyles — face-to-face conversation	3.1
3	3	Education and aspirations — announcement	3.2
4 (a)	1	Personal identity — face-to-face conversation	3.5
4 (b)	3	Personal identity — face-to-face conversation	3.5
5	4	People and places — face-to-face conversation	3.4
6	4	World of work — face-to-face conversation	3.5
7	5	World of work — monologue	3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	1	Tourism and hospitality — email (exchange)	3.1
8 (b)	2	Tourism and hospitality — email (exchange)	3.1
8 (c)	3	Tourism and hospitality — email (exchange)	3.5
8 (d)	4	Tourism and hospitality — email (exchange)	3.6
9 (a)	2	People and places — article	3.3
9 (b)	3	People and places — article	3.4
9 (c)	4	People and places — article	3.5
9 (d)	6	People and places — article	3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
10	15	Past and present — email/email	H1.2, H1.3, H3.1

Section III — Writing in German

Question	Marks	Content	Syllabus outcomes
11	5	Personal identity — letter	H2.1, H2.2, H2.3
12 (a)	10	Education and aspirations — script of a speech	H2.1, H2.2, H2.3
12 (b)	10	People and places — script of a speech	H2.1, H2.2, H2.3