

2018 HSC German Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies why Paul is annoyed	2
• Provides some relevant information	1

Sample answer:

He's stuck in the car and his mother doesn't want him to use his phone.

Question 2

Criteria	Marks
• Demonstrates a thorough understanding of why this initiative is beneficial for the local community	3
• Demonstrates some understanding of why this initiative is beneficial for the local community	2
• Provides some relevant information	1

Sample answer:

Because so many stores had closed down, you had to travel by car to the city to get anything. Now you can get so much in one store. It provides a meeting place where people of all ages are again interacting with one another.

Question 3

Criteria	Marks
• Provides a thorough account of how Stefan feels	3
• Demonstrates some understanding of how Stefan feels	2
• Provides some relevant information	1

Sample answer:

Stefan is happy because he has received a postcard. He feels this is like receiving a small gift because the sender has to make an effort. Receiving a postcard provides a lasting memory/Receiving a postcard is really unusual these days.

Question 4

Criteria	Marks
• Correctly completes the form	3
• Identifies some relevant information on the form	2
• Identifies a piece of relevant information on the form	1

Sample answer:

<i>Evaluation form</i>			
Favourite activity	Visiting castles <input type="checkbox"/>	Seeing Irish dancing <input checked="" type="checkbox"/>	Excursion to coast <input type="checkbox"/>
Price of tour	Cheap <input type="checkbox"/>	Expensive <input type="checkbox"/>	Value for money <input checked="" type="checkbox"/>
Possible improvement	German tour guide <input type="checkbox"/>	Include all meals <input checked="" type="checkbox"/>	More sightseeing <input type="checkbox"/>

Question 5

Criteria	Marks
• Demonstrates a thorough comparison of Tina's and Sam's views about school	4
• Demonstrates a sound comparison of Tina's and Sam's views about school	3
• Demonstrates some understanding of Tina's and Sam's views about school	2
• Provides some relevant information	1

Sample answer:

Both Tina and Sam believe that achievement at school is important.

Tina believes, although they have homework in Germany, they don't have as much because time isn't wasted in class like it is in Australia. Sam believes that homework is necessary and therefore works till late at night.

Tina thinks that Australian students only go to school to socialise and that this wouldn't be allowed by German teachers. She believes socialising should be left until after school. Sam believes Australian parents would not allow socialising during the school week.

Question 6 (a)

Criteria	Marks
• Demonstrates a thorough understanding of what this conversation reveals about the two speakers	4
• Demonstrates a sound understanding of what this conversation reveals about the two speakers	3
• Demonstrates some understanding of this conversation	2
• Provides some relevant information	1

Sample answer:

Andrea is very stressed about passing the chemistry exam. She will have problems both at school and at home if she doesn't pass. She needs the support of Michael to study together.

Michael shares some concerns but is more relaxed in his approach. Although he prefers studying alone, he is prepared to study with Andrea to help her deal with her fears.

Question 6 (b)

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

D. They are both concerned about an exam.

Question 7

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the speaker tries to convince his audience to participate in the project, with detailed reference to both language and content 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the speaker tries to convince his audience to participate in the project, with reference to both language and content 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the speaker tries to convince his audience to participate in the project, with some reference to language and/or content 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the speech 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The speaker encourages participation in a project that raises awareness of the global problem of power usage.

He appeals to his peers to think about the future and the future of their children. He uses relevant examples (hot water, television, internet, not using electronic devices or transport) to support his argument.

The speaker consistently uses inclusive language (*wir, unser*), and a variety of adjectives/comparatives (*wichtig, schlechter, größte*) to convince his audience. There is also the repetition of the imperative (*lasst, geht, fahrt, macht mit*) to create a collective drive/sense of purpose.

The word '*frei*' is deliberately used to convey multiple meanings: a 'free' day (a pun on the German *Freitag*), a day 'free' of power/technology, and a sense of feeling 'free'.

Section II — Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Oma is initially confused	2
• Provides some relevant information	1

Sample answer:

Oma is initially confused because she wasn't sure who was texting her. Leo (her grandson) also uses young people's texting language.

Question 8 (b)

Criteria	Marks
• Demonstrates a thorough understanding of why Oma's communication with Leo has improved	3
• Demonstrates some understanding of why Oma's communication with Leo has improved	2
• Provides some relevant information	1

Sample answer:

As a result of Oma having a new mobile phone, she can now communicate instantly with Leo (through text messaging). She no longer needs to wait for a weekly phone call.

Question 8 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of what we learn about Oma and Leo, with detailed reference to the text	5
• Demonstrates a thorough understanding of what we learn about Oma and Leo, with reference to the text	4
• Demonstrates a sound understanding of what we learn about Oma and Leo, with some reference to the text	3
• Demonstrates some understanding of what we learn about Oma and Leo	2
• Provides some relevant information	1

Sample answer:

We learn that Oma is willing to embrace technology because she now has a new mobile phone to maintain regular contact with her grandson. She has traditional values and tries to impose these on her grandson. Oma is a caring grandmother, who takes an interest in all aspects of Leo's life and wellbeing (work, health) but can be interfering at times.

We learn that Leo is in touch with technology and likes to keep fit. He embraces the flexibility of a modern working lifestyle (working from home, casual clothes, food). He appears to be short-tempered and is annoyed with his grandmother's interference in his life. He is adamant that he is capable of making his own decisions.

Question 9 (a)

Criteria	Marks
• Demonstrates a sound understanding of how Berlin has changed	2
• Provides some relevant information	1

Sample answer:

East and West Germany have come together and Berlin is again the capital. And today Berlin is a popular tourist destination particularly with younger tourists.

Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of what makes Berlin a popular destination for tourists	3
• Demonstrates a sound understanding of what makes Berlin a popular destination for tourists	2
• Provides some relevant information	1

Sample answer:

Berlin has something to offer all tastes. It is the New York of Europe with the additional appeal of history and tradition. Also, it's a city where you can party anywhere (in pubs and clubs) at any time.

Question 9 (c)

Criteria	Marks
• Demonstrates a thorough explanation as to why Elisabeth M. makes this statement	4
• Demonstrates a sound explanation as to why Elisabeth M. makes this statement	3
• Demonstrates some understanding as to why Elisabeth M. makes this statement	2
• Provides some relevant information	1

Sample answer:

Elisabeth M. believes that setting a limit is necessary. She has had enough, feeling overwhelmed by the impact of tourism. As a result of the noise she is often not able to sleep at night. She feels like a visitor in her own city. There's no one to control the situation or to turn to for help.

Question 9 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of what this article reveals about Herr Müller, with detailed reference to the text	5
• Demonstrates a thorough understanding of what this article reveals about Herr Müller, with reference to the text	4
• Demonstrates a sound understanding of what this article reveals about Herr Müller, with reference to the text	3
• Demonstrates some understanding of what this article reveals about Herr Müller	2
• Provides some relevant information	1

Sample answer:

Herr Müller is presented as a non-native of Berlin who has only moved there two years ago for his political career.

The quotes from the text demonstrate that the self-congratulatory Herr Müller is arrogant about his success in making Berlin a sought-after travel destination. As a young politician, he is more interested in the revenue that the tourist dollar brings to the city, and this is highlighted by the language he uses (*profitieren, Geldquelle*).

He rejects the pessimistic views of ‘these people’ and dismisses their concerns that a solution is required. Herr Müller doesn’t appear to understand that further action is needed to prevent tourism getting out of control.

Question 9 (e)

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

A. a victim of its own success.

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

2018 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	Personal identity — conversation	H3.1
2	3	Past and present — radio interview	H3.1
3	3	People and places — conversation	H3.6
4	3	Tourism and hospitality — conversation	H3.1
5	4	Education and aspirations — conversation	H3.6
6 (a)	4	Personal identity — conversation	H3.5
6 (b)	1	Personal identity — conversation	H3.1
7	5	Youth issues — speech	H3.3, H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	2	The world of work — text messages	H3.1
8 (b)	3	The world of work — text messages	H3.1
8 (c)	5	The world of work — text messages	H3.5
9 (a)	2	Tourism and hospitality — article	H3.1
9 (b)	3	Tourism and hospitality — article	H3.1
9 (c)	4	Tourism and hospitality — article	H3.4
9 (d)	5	Tourism and hospitality — article	H3.5
9 (e)	1	Tourism and hospitality — article	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
10	15	Leisure and lifestyles — email with advertisement attachment/email	H1.2, H1.3, H3.1

Section III — Writing in German

Question	Marks	Content	Syllabus outcomes
11	5	Leisure and lifestyles — note	H2.1, H2.2, H2.3
12 (a)	10	Arts and entertainment — email	H2.1, H2.2, H2.3
12 (b)	10	Arts and entertainment — email	H2.1, H2.2, H2.3