

2020 HSC German Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies why Thomas asks his grandmother to go on the excursion	2
• Provides some relevant information	1

Sample answer:

Thomas asks his grandmother to come on the excursion because his mother is no longer able to attend and they still need an adult. Grandma is always willing to help out.

Question 2

Criteria	Marks
• Demonstrates a sound understanding of what the classmates are discussing	3
• Demonstrates some understanding of what the classmates are discussing	2
• Provides some relevant information	1

Sample answer:

How much they have enjoyed the Italian class.
Buying a thank you gift for the teacher.
They would also like to organise a class celebration/Go out to dinner together.

Question 3

Criteria	Mark
• Identifies the correct answer: C	1

Question 4

Criteria	Marks
• Provides a summary of what has made Lukas angry	3
• Provides details of Lukas's situation	2
• Provides some relevant information	1

Sample answer:

- Lukas has worked hard on a project without any help
- He is not getting the chance to present his work.

Question 5

Criteria	Marks
• Demonstrates a sound understanding of how Peter feels about the gift	3
• Demonstrates some understanding of how Peter feels about the gift	2
• Provides some relevant information	1

Sample answer:

Peter feels reluctant to wear the watch as his phone has everything the watch has. He also feels embarrassed about wearing something so old fashioned in front of his friends. However, he appreciates the sentiment of being given such a gift. Therefore, he is willing to wear the watch while his grandfather visits.

Question 6

Criteria	Marks
• Demonstrates a comprehensive understanding as to whether Sarah is likely to accept Paul's offer, with reference to the text	4
• Demonstrates a sound understanding as to whether Sarah is likely to accept Paul's offer, with reference to the text	3
• Demonstrates some understanding as to whether Sarah is likely to accept Paul's offer	2
• Provides some relevant information	1

Sample answer:

Sarah is likely to accept the offer of a free trip to Spain because the weather is warmer, she likes Spanish food and she will be able to shop. However, Sarah is not keen to watch the soccer and is more likely to accept if Paul agrees that it is not necessary for her to attend the game.

Question 7

Criteria	Marks
• Provides a comprehensive explanation of what Daniel might find challenging	4
• Provides a sound explanation of what Daniel might find challenging	3
• Demonstrates some understanding of what Daniel might find challenging	2
• Provides some relevant information	1

Sample answer:

Daniel might find it challenging that he will always require an adult to drive with him because he is under eighteen. There is no such thing as a P plate in Germany, so Daniel might find this challenging because he will not be identifiable as a beginning driver (and people won't know to take care around him). He will not be used to driving on the right. Daniel might also find it challenging to find an automatic car/learn to drive a manual.

Question 8

Criteria	Marks
• Demonstrates a comprehensive understanding of what the speakers reveal about themselves • Refers to both language and content	5
• Demonstrates a sound understanding of what the speakers reveal about themselves • Refers to both language and content	4
• Demonstrates some understanding of what the speakers reveal about themselves • Refers to language and/or content	3
• Provides some relevant information about both speakers	2
• Provides some relevant information	1

Sample answer:

Both Anton and Katrina are disappointed with the bad weather but the way they respond to their situation is very different.

Katrina's response shows that she is frustrated and only focuses on herself. She presents herself quite negatively with choice of language such as *Sauwetter/ruiniert*. She uses sarcasm, *viel Spaß bei den Affen*, to dismiss any positive suggestions about possible alternatives. This reveals that she has little consideration for Anton's perspective or the plight of Australian farmers.

Anton's response displays a positive outlook reflected in his language (*total interessant/die Aussicht soll wunderschön sein*). He shows his flexibility by finding alternative activities and is patient with Katrina encouraging her to join him. He is accepting of the situation and shows empathy for others such as the poor farmers (*die armen Bauern*).

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound understanding of what prompted @emil23 to post to this forum 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

@emil23 has completed his study in foreign languages and is asking for suggestions about where to live and work overseas.

Question 9 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound understanding of what @richard27's post reveals about him 	3
<ul style="list-style-type: none"> Demonstrates some understanding of what @richard27's post reveals about him 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The post reveals that he has ignored/misunderstood what type of experience @emil23 wants. It shows that he is not independent and relies upon his parents, and that he has no desire to leave his home town.

Question 9 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive evaluation of the suitability of the suggestions made by @irena36 and @carmel28 for @emil23 	5
<ul style="list-style-type: none"> Provides a sound evaluation of the suitability of the suggestions made by @irena36 and @carmel28 for @emil23 	4
<ul style="list-style-type: none"> Demonstrates some understanding of the suitability of the suggestions made by @irena36 and @carmel28 for @emil23 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the suggestions made by @irena36 and/or @carmel28 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Based on @emil23's desires in his post, Montreal is a more suitable destination than Hong Kong.

@irena36's suggestion of Montreal is more suitable because he would get the opportunity to speak both English and French (which he has studied). Accommodation in Montreal is affordable and he would still get to ski as well as maintain a good work–life balance.

@carmel28's suggestion of Hong Kong is unlikely to suit @emil23 because he wouldn't be able to utilise all of his languages. The cost of living is high and there is a lot of pressure on the individual at work. He won't find winter sports in Hong Kong.

Question 10 (a)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound understanding of the circumstances of Hannah and Sabine's first meeting 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

They met thirty years ago (shortly after the fall of the Wall). Hannah was looking for a particular type of chocolate (that didn't exist in the GDR) and Sabine worked in the store.

Question 10 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of what has made the women's relationship so strong	4
• Demonstrates a sound understanding of what has made the women's relationship so strong	3
• Demonstrates some understanding of what has made the women's relationship so strong	2
• Provides some relevant information	1

Sample answer:

Hannah concedes that she was naïve and that Sabine is always looking out for her. Travelling together opened opportunities for both of them and ultimately shaped their futures. Their mutual support of one another allowed Hannah to work while Sabine looked after both sets of children. Their ability to always laugh together has contributed to their enjoyment of life.

Question 10 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of why Sabine admires Hannah	4
• Demonstrates a sound understanding of why Sabine admires Hannah	3
• Demonstrates some understanding of why Sabine admires Hannah	2
• Provides some relevant information	1

Sample answer:

Sabine thinks Hannah is the friendliest person she has ever met. Although Hannah is adventurous, always wanting to travel, she was accepting of her situation in the GDR. Sabine believes that Hannah is empathetic and not judgemental; not judging those who may have been forced to spy for the government. Sabine admires that Hannah is so passionate about people living harmoniously.

Question 10 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of Hannah's opinion	5
• Demonstrates a sound understanding of Hannah's opinion	4
• Demonstrates some understanding of Hannah's opinion	2–3
• Provides some relevant information	1

Sample answer:

Hannah believed that 'Freedom was the only thing missing' when she was living in the GDR. Hannah accepted that the government had a spy network and that people, possibly even her own friends, were forced to spy for the government, but they did not do so voluntarily. They were not free to choose.

Sabine and Hannah describe aspects of life in the GDR: although there was no choice, people had a job, childcare was affordable and available to all and allowed all women the opportunity to work. Travel was restricted but this was not really a problem. Because everyone was being watched, there was a sense of safety.

Section II — Reading and Responding

Part B

Question 11

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 12

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 13

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

2020 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	Arts and entertainment — message	H3.1
2	3	Personal identity — conversation	H3.1
3	1	People and places — conversation	H3.3
4	3	World of work — conversation	H3.2
5	3	Past and present — conversation	H3.6
6	4	Tourism and hospitality — conversation	H3.4
7	4	People and places — conversation	H3.5
8	5	Tourism and hospitality — conversation	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	The world of work — forum	H3.3
9 (b)	3	The world of work — forum	H3.4
9 (c)	5	The world of work — forum	H3.5
10 (a)	2	Past and present — article	H3.1
10 (b)	4	Past and present — article	H3.5
10 (c)	4	Past and present — article	H3.4
10 (d)	5	Past and present — article	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — Leisure and lifestyles — email	H1.2, H1.3, H2.3

Section III — Writing in German

Question	Marks	Content	Syllabus outcomes
12	5	Personal identity — note	H2.1, H2.2, H2.3
13 (a)	10	Education and aspirations — email	H2.1, H2.2, H2.3
13 (b)	10	Leisure and lifestyles — email	H2.1, H2.2, H2.3