

2021 HSC German Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies the purpose of the announcement	2
• Provides some relevant information	1

Sample answer:

The purpose of the announcement is to inform students about the new (chess) club on Wednesday afternoon/Room 10 and the need to (register) by the 3rd of November.

Question 2

Criteria	Marks
• Identifies what Brigitte finds surprising	2
• Provides some relevant information	1

Sample answer:

She is surprised that Peter is making scarves and gloves and also that he is making money from this hobby.

Question 3

Criteria	Marks
• Completes all details correctly on the survey form	3
• Completes some details correctly on the survey form	2
• Provides some relevant information	1

Sample answer:

<i>Concert feedback</i>	
Positives:	Small (concert) (for 100 people) in the Botanical Gardens
Negatives:	(Concert) Too short, refreshments not included in the price

Question 4

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

A

Question 5

Criteria	Marks
• Provides a sound explanation of how Karl's feelings change during the conversation	3
• Provides some explanation of how Karl's feelings change during the conversation	2
• Provides some relevant information	1

Sample answer:

Initially Karl was not interested in / enthusiastic about art (Karl was bored by his last visit to an art gallery).

However, because he was part of a private tour he has become more interested / enthusiastic about it. He now understands the history and the artists' feelings portrayed in the artwork. (He even suggests visiting a gallery together with his mum upon his return home.)

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of what type of person would find this innovation appealing with reference to the text	4
• Demonstrates a sound understanding of what type of person would find this innovation appealing with some reference to the text	3
• Demonstrates some understanding of what type of person would find this innovation appealing	2
• Provides some relevant information	1

Sample answer:

The innovation of a driverless car would be appealing to several types of people due to the convenience it provides.

Somebody who is excited by new technology / well organised / appreciates punctuality would appreciate that it calculates the travel time in advance relative to weather and traffic conditions.

Someone who is time poor/stressed would appreciate that they can get things done or take a break while the car does things such as driving, parking, picking up shopping for them. (Even charging is effortless and not time-consuming because automatic charging is available everywhere.)

Question 7

Criteria	Marks
• Provides a perceptive comparison of Sonja's and Rolf's feelings about working from home with detailed reference to the text	5
• Provides a thorough comparison of Sonja's and Rolf's feelings about working from home with reference to the text	4
• Provides a sound comparison of Sonja's and Rolf's feelings about working from home with some reference to the text	3
• Demonstrates some understanding of Sonja's and/or Rolf's feelings about working from home	2
• Provides some relevant information	1

Sample answer:

Sonja and Rolf both enjoy working from home, but to differing degrees.

Sonja values the freedom of moving her work hours around when she needs flexibility to deal with issues at home such as washing machine repairs / family members' doctor's appointments. Rolf, on the other hand, puts more importance on being able to sleep in and dress comfortably.

While Sonja enjoys working independently and can concentrate better without distractions from her colleagues, Rolf misses the collaboration with his colleagues and feels that he is less productive on his own. He also feels that he consequently works longer hours while at home.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the speaker tries to engage the audience when promoting the youth centre • Refers to both language and content 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the speaker tries to engage the audience when promoting the youth centre • Refers to both language and content 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the speaker tries to engage the audience when promoting the youth centre • Refers to language and/or content 	3
<ul style="list-style-type: none"> • Demonstrates some understanding about the promotion 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The speaker tries to engage the audience by contrasting the unpleasant situation people find themselves in due to the bad weather in Germany, for example 'raining for weeks on end' with the appealing features of the new youth centre, such as the wave pool and the solarium.

He engages the audience by using a variety of questions, for example rhetorical questions, such as 'how long is the rain going to go on for?' and/or probing/leading questions such as 'what are you waiting for?'

The audience is further engaged through the use of idioms creating strong visuals which entice them to go to the sports centre. For example, 'it is bucketing down' / ('it is raining cats and dogs') / 'it is all in butter' ('everything is dandy') / 'You are floating on cloud nine'.

Section II — Reading and Responding

Part A

Question 9 (a)

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

Sample answer:

She sent the email to inform her about a Christmas market/ *Winter-Zauber* (in Niedersachsen) and invite her to come along.

Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of what <i>Winter-Zauber</i> offers its visitors	3
• Demonstrates some understanding of what <i>Winter-Zauber</i> offers its visitors	2
• Provides some relevant information	1

Sample answer:

Winter-Zauber offers its visitors an experience of Christmas the way it was in the Middle Ages, for example seeing stall-holders/ merchants in traditional clothing. Also visitors are offered roast pork on the spit and colourful lanterns.

Question 9 (c)

Criteria	Marks
• Demonstrates a sound understanding of Brigitte's views about Christmas markets	3
• Demonstrates some understanding of Brigitte's views about Christmas markets	2
• Provides some relevant information	1

Sample answer:

In the past, Brigitte did not enjoy going to Christmas markets, because she did not like how loud, crowded and commercial they were. She also did not like seeing products like lemonade, lollies and plastic toys being sold.

However, after going to *Winter-Zauber* she realised that not all Christmas markets are the same. She likes that *Winter-Zauber* did not sell goods, but instead focused on art and craft activities for children.

Question 9 (d)

Criteria	Marks
• Demonstrates a thorough understanding of what the organisers of <i>Winter-Zauber</i> could do in response to the issues raised in the reviews with reference to the text	4
• Demonstrates a sound understanding of what the organisers of <i>Winter-Zauber</i> could do in response to the issues raised in the reviews with some reference to the text	3
• Demonstrates some understanding of what the organisers of <i>Winter-Zauber</i> could do in response to the issues raised in the reviews	2
• Provides some relevant information	1

Sample answer:

Based on the reviews, the organisers could consider reducing the wait times in queues. Instead of playing loud and modern Christmas music, more traditional music reflective of the Middle Ages could be considered. The markets could be made more affordable by waiving the entrance fee and reducing the price of arts and crafts. Customer service/employee manners could also be improved by providing more help to children during craft activities/ keeping the venue clean.

Question 10 (a)

Criteria	Marks
• Identifies the purpose of the article	2
• Provides some relevant information	1

Sample answer:

To introduce two of the nominees for 'school captain' and to highlight desirable characteristics for a school captain.

Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of the options students have to communicate their decision	2
• Provides some relevant information	1

Sample answer:

Students can either send their vote to the editor (of the school newsletter) by the 25th of July or hand it in (in an envelope) to the class teacher by the 24th of July / the day before.

Question 10 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the type of person Emma is	4
• Demonstrates a sound understanding of the type of person Emma is	3
• Demonstrates some understanding of the type of person Emma is	2
• Provides some relevant information	1

Sample answer:

Emma is humble. She does not seek the limelight. It is her peers who nominated her for 'school captain' / she did not apply for the position herself.

She is a problem solver as she sees a need and finds ways to address it, for example when she initiated a support group for students who had difficulty in Maths. She is a good communicator shown by her advocacy for increased funding for science labs / increase in elective courses at her school.

She is a good team player working together with other members of her committee to organise funds for a school trip.

Question 10 (d)

Criteria	Marks
• Provides a perceptive evaluation of the suitability of Kai as a school captain with detailed reference to language and content	5
• Provides a thorough evaluation of the suitability of Kai as a school captain with detailed reference to language and content	4
• Provides a sound evaluation of the suitability of Kai as a school captain with some reference to language and/or content	3
• Provides some understanding of the suitability of Kai as a school captain	2
• Provides some relevant information	1

Sample answer:

Kai is not a suitable school captain, although he fulfils some of the criteria raised in the text: achieving good marks, being confident and ambitious.

Kai has topped his class since Year 7. His succinct and emphatic responses in the interview portray his confidence: 'I can do this' / 'vote for me' / 'you will not regret it'. He is also clearly ambitious wanting to establish a large company.

However, he does not fulfil the more important criteria raised in the text, namely: ability to work respectfully in a team and willingness to advocate for the school. Kai uses disrespectful and colloquial language towards the interviewer, addressing him with 'du' instead of 'Sie' and 'I am through with it' / 'rubbish'. He responds dismissively to suggestions, saying 'it's obvious' and 'what's that got to do with me'. Kai thinks participating in school initiatives or in the work of the prefect group is a waste of time and that the only thing that matters is personal achievement.

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

2021 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	Announcement — education and aspirations	H3.3
2	2	Conversation — leisure and lifestyles	H3.1
3	3	Interview — arts and entertainment	H3.2
4	1	Conversation — people and places	H3.5
5	3	Conversation — tourism and hospitality	H3.4
6	4	Speech — personal identity	H3.5
7	5	Conversation — world of work	H3.5
8	5	Advertisement — leisure and lifestyles	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Email/advertisement/review — past and present	H3.1
9 (b)	3	Email/advertisement/review — past and present	H3.1
9 (c)	3	Email/advertisement/review — past and present	H3.4
9 (d)	4	Email/advertisement/review — past and present	H3.6
10 (a)	2	Article/transcript of interview — education and aspirations	H3.3
10 (b)	2	Article/transcript of interview — education and aspirations	H3.1
10 (c)	4	Article/transcript of interview — education and aspirations	H3.5
10 (d)	5	Article/transcript of interview — education and aspiration	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — youth issues — email	H1.2, H1.3, H2.3

Section III — Writing in German

Question	Marks	Content	Syllabus outcomes
12	5	Leisure and lifestyle — notice	H2.1, H2.2, H2.3
13 (a)	10	Tourism and hospitality — script of a speech	H2.1, H2.2, H2.3
13 (b)	10	People and places — script of speech	H2.1, H2.2, H2.3