

2022 HSC German Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Provides a sound explanation of why Lukas will be late home	2
• Provides some relevant information	1

Sample answer:

Lukas missed the train. On his way to catch it he met his uncle (Max) who kept him in conversation. (The next one doesn't come for half an hour.)

Question 2

Criteria	Marks
• Describes the item being advertised	2
• Provides some relevant information	1

Sample answer:

Klima 26 is a (one litre) drink container. It maintains the original temperature of the drink whether hot or cold (for 8 hours).

Question 3

Criteria	Marks
• Complete the form with all details correct	3
• Partially completes the form with some details	2
• Provides some relevant information	1

Sample answer:

<i>Name:</i>	Mr Schneider
<i>Type of pet:</i>	Cat
<i>Living arrangements:</i>	Apartment on the 4th floor
<i>Reason(s) for adopting:</i>	To help the daughter overcome her fear of animals/ the daughter has a fear of animals
<i>Additional consideration(s):</i>	Small balcony/quiet indoor cat

Question 4

Criteria	Marks
• Demonstrates a comprehensive understanding of what the conversation reveals about Anja's character	4
• Demonstrates a sound understanding of what the conversation reveals about Anja's character	3
• Demonstrates some understanding of Anja's character	2
• Provides some relevant information	1

Sample answer:

Anja's decision to go caravanning on her own rather than stay in youth hostels with a group of friends shows that she is independent. She knows her own mind and is not swayed by Klaus' reservations, confident that she will not be lonely.

It also reveals that she might be adventurous. She is looking to have new experiences, to break free from the daily routine and meet new people.

It also shows that she is selfish/self-centred as she wants to do what she wants, when she wants. She is dismissive of Klaus and their plans.

Question 5

Criteria	Marks
<ul style="list-style-type: none"> Identifies what the male speaker is likely to suggest 	1

Sample answer:

A

Question 6

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of Andrea's feelings about the experience 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of Andrea's feelings about the experience 	3
<ul style="list-style-type: none"> Demonstrates some understanding of Andrea's feelings about the experience 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Andrea has mixed feelings about her time spent in Australia.

She enjoyed the weather and the outdoor life style: surfing every day, the weekend excursions and exploring along the coast or the surrounding bushland.

She did not enjoy how (young people related to each other in Australia) boys and girls did not mingle at social events, while in Germany it is the norm and Andrea was used to having lots of male friends. She didn't like being restricted to just talking to the girls. She was frustrated by the host-sister's disapproval of her talking to the boyfriend / felt compelled to toe the line.

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Provides a summary of the qualities of a person who might be suited to this profession 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of the qualities 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the qualities 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

- Has a love of ancient history/civilisation
- Is physically and mentally/psychologically fit
- Can live a simple lifestyle.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the extent to which Frau Sommer considers this initiative successful, with detailed support from the text 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the extent to which Frau Sommer considers this initiative successful, with support from the text 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of the extent to which Frau Sommer considers this initiative successful, with limited support from the text 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the initiative 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Frau Sommer considers this initiative to entice bees back into residential areas a success, but on a smaller scale than intended.

She is enthusiastic that the initiative has beautified the city of Bochum and has brought nature back into residents' homes/lives. Once grey courtyards have turned into green spaces that are alive with sound and colour.

She is delighted that the initiative has had a positive effect on the children of the community. The better quality (tastier) produce has resulted in them eating more healthily.

However, she laments that the initiative has not been taken up elsewhere (in Germany) despite the influx of visitors (who have come to Bochum to see what they have achieved.)

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Provides the purpose of Joachim returning to Hannover	2
• Provides some relevant information	1

Sample answer:

His purpose was to revisit places of his childhood and to see how the city had changed over the last 60 years.

Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Joachim's childhood enhanced his life	2
• Provides some relevant information	1

Sample answer:

Going to the opera with his parents exposed him to music leading to him playing in the orchestra in Australia. This love for classical music also gave him comfort during difficult times (as a youth in Australia) / His childhood in Hannover allowed him to experience life in two different cultures.

Question 9 (c)

Criteria	Marks
• Provides a sound explanation of why Joachim makes the statement	3
• Demonstrates some understanding of Joachim's comment	2
• Provides some relevant information	1

Sample answer:

Even though some things have changed, Joachim appreciates the new Hannover. He likes the influx of different cultures and with it the variety of restaurants, cultural offerings and languages. He also appreciates the openness towards foreigners and all things new.

Question 9 (d)

Criteria	Marks
• Provides a comprehensive explanation of the challenges that Joachim faced in his life	4
• Provides a sound explanation of the challenges that Joachim faced in his life	3
• Demonstrates some understanding of the challenges Joachim faced	2
• Provides some relevant information	1

Sample answer:

Throughout his life Joachim faced the challenge of moving between two cultures. He felt like an outsider in Australia and then again to some degree in Germany when he returned.

When he migrated to Australia he had difficulty connecting with his peers. He was teased at school about his accent, appearance, interests and the food he ate. In turn he could not relate to the typical Australian pastimes of the other students.

When he returned to Germany, he had no trouble reconciling the Germany from his childhood with the Germany of today. It felt familiar, despite some demographic and cultural changes. His German was not as good as it had been before. His German has become old-fashioned and people think that he is a foreigner. He is embarrassed about his German and his friends order for him.

Question 10 (a)

Criteria	Marks
• Demonstrates a sound understanding of what the article sets out to do	2
• Provides some relevant information	1

Sample answer:

The article sets out to determine why New Year's resolutions tend to fail and to explore how to overcome this.

Question 10 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which Birgit is typical of the adults surveyed in Europe	3
• Demonstrates a sound understanding of the extent to which Birgit is typical of those surveyed	2
• Provides some relevant information	1

Sample answer:

She is not very typical as she is one of the minorities who has made a New Year's resolution and she is one of the majority who has not stuck to it. However, she is typical in that she now thinks New Year's resolutions are rubbish as most young people think. At the age of 32 she is slightly outside the age range targeted by the survey.

Question 10 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding about what Birgit's response reveals about her personality, with detailed reference to language and content 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding about what Birgit's response reveals about her personality, with clear reference to language and content 	3
<ul style="list-style-type: none"> Demonstrates some understanding about what Birgit's response reveals about her personality with some reference to language or content 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Birgit's response shows that she is impulsive and care-free in her initial decision-making, expressed in her light-hearted, playful use of language. She uses a children's rhyme 'one, two, three and there is me' (I am on board) and exclamations such as 'wow', 'amazing', and 'that's right up my alley' when she spontaneously makes her New Year's resolution to make more time for herself.

However, she is dismissive of advice and the whole idea of New Year's resolutions. She uses emphatic language to express her ridicule of her parents' advice. She claims that they are 'out of touch' and 'haven't got a clue' about the demands of the modern workplace.

She has difficulty making time for herself, blaming outside circumstances for her lack of free time. She claims that everything would be fine if only she had a different job.

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive comparison of Horst's and Silke's experiences in relation to the comment, with detailed support from the text 	5
<ul style="list-style-type: none"> Provides a sound comparison of Horst's and Silke's in relation to the comment, with support from the text 	4
<ul style="list-style-type: none"> Provides some comparison of Horst's and Silke's experiences in relation to the comment, with limited support from the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of Horst's and Silke's experiences 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The comment 'Nothing is going to change. New Year's resolutions are pointless' is largely negated by Horst's and Silke's experiences. While both first lived the frustration/failure of having resolutions which were not well-considered, both were able to find a way forward by implementing new strategies.

Horst's and Silke's original resolutions validated the comment as both initially failed to achieve their goal. Horst's New Year's resolution of not playing any computer games at all proved to be too extreme and he did not even make a start. Silke's New Year's resolution to earn more money came to naught with no change in job or salary, because it was too vague/not specific enough.

However, once they changed their approach to their New Year's resolutions, they both gained the confidence that change is possible and that New Year's resolutions have value. By making his resolution more realistic, Horst was able to follow through and achieve better grades as he had hoped. By identifying concrete steps towards realising her goal, Silke has been able to stay the course and has gained confidence that her new training will help her achieve her aim of earning more money.

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

2022 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 — phone conversation	H3.1
2	2	Leisure and lifestyles — advertisement	H3.1
3	3	Personal identity — phone conversation	H3.4
4	4	Tourism and hospitality — conversation	H3.4
5	1	Leisure and lifestyle — phone conversation	H3.4
6	4	Tourism and hospitality — conversation	H3.5
7	4	World of work — speech	H3.2
8	5	Youth issues — radio interview	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Past and present — (newspaper) article	H3.3
9 (b)	2	Past and present — (newspaper) article	H3.1
9 (c)	3	Past and present — (newspaper) article	H3.4
9 (d)	4	Past and present — (newspaper) article	H3.5
10 (a)	2	People and places — (magazine) article	H3.1
10 (b)	3	People and places — (magazine) article	H3.4
10 (c)	4	People and places — (magazine) article	H3.6
10 (d)	5	People and places — (magazine) article	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — Education and aspirations — email	H1.1, H1.2, H2.1, H2.2, H2.3

Section III — Writing in German

Question	Marks	Content	Syllabus outcomes
12	5	Tourism and hospitality — message	H2.1, H2.2, H2.3
13 (a)	10	Personal identity — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Arts and entertainment — diary entry	H2.1, H2.2, H2.3