

## 2024 HSC German Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Identifies why Susanne is disappointed	2
• Provides some relevant information	1

**Sample answer:**

Susanne is disappointed because she was looking forward to going bike riding. Due to the bad weather, it is now too dangerous.

#### Question 2

Criteria	Marks
• Completes the reservation form with all details correct	2
• Provides some relevant information	1

**Sample answer:**

<i>Reservation request</i>	
From	Gertrud Schmidt
<i>Reservation details</i>	
Number of people	4
Day of reservation	Saturday
Time of reservation	<b>1 hour later/at 8:00 pm</b>
Special request	<b>Table outside/in beer garden</b>

**Question 3**

Criteria	Marks
• Demonstrates a sound understanding of the change in Brigitte's attitude towards the biology teacher	3
• Demonstrates some understanding of the change in Brigitte's attitude towards the biology teacher	2
• Provides some relevant information	1

**Sample answer:**

At first, Brigitte considers Frau Rübner to be mean and always ready to point out her mistakes. When Leo reminds her that the teacher is only strict because she wants to bring out the best in her students, Brigitte agrees that she is now working harder in Biology. Furthermore, she learns that Frau Rübner is an animal lover [– like Brigitte is –] so she must be a nice person!

**Question 4**

Criteria	Marks
• Provides a summary of why Renate wants to get in contact with Christian	3
• Provides details of why Renate wants to get in contact with Christian	2
• Provides some relevant information	1

**Sample answer:**

- She would like to take advantage of an [unexpected] opportunity to go overseas.
- She wants advice from someone who has had a similar experience.

**Question 5**

Criteria	Marks
• Provides a thorough explanation of Paula's point of view	4
• Provides a sound explanation of Paula's point of view	3
• Demonstrates some understanding of Paula's point of view	2
• Provides some relevant information	1

**Sample answer:**

Paula detests the modern online shopping experience. She relishes the experience of going out to shop.

For Paula, the joy of shopping is physical, comparing colours and being able to see, smell and touch the items. There is in fact no need to buy anything: the experience itself – being out of the house in the fresh air amongst people – is worthwhile, even if others consider (traditional) shopping a waste of time.

## Question 6

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a perceptive understanding of the extent to which the speakers agree on what is being discussed, with detailed reference to the text</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of the extent to which the speakers agree on what is being discussed, with clear reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of the extent to which the speakers agree on what is being discussed, with some reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the extent to which the speakers agree on what is being discussed</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

Both Oma and Martin agree that giving money as an eighteenth birthday present was a good choice. However, they disagree on how the money should be best spent.

Oma thinks Martin should put the money towards buying a car as Oma believes owning a car is a mark of freedom and independence.

Car ownership is not a priority for Martin. Martin believes he can borrow or hire a car as needed or use public transport even though Oma thinks this is a complete waste of money. Martin believes that having a mobile phone and some money is more a sign of independence.

## Question 7

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies the correct answer</li> </ul>	1

**Sample answer:**

A

## Question 8

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of the relationship between Georg and his mother, with detailed reference to language and content</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the relationship between Georg and his mother, with clear reference to language and/or content</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the relationship between Georg and his mother, with some reference to language or content</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the relationship between Georg and his mother</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

### Sample answer:

Georg and his mother have a strong relationship despite the difficulties Georg is experiencing.

At the beginning, the conversation between them is very tense and shows signs of stress/strain.

Georg has had a series of problematic behaviours: He has had issues completing homework and has also given up sport. Now he has not been honest with his mother about quitting the band. The exclamatory language Georg uses shows he is initially disengaged and dismissive (*Mach kein Theater!/Es ist immer dasselbe mit dir!/Es geht dich halt nicht an!*) The mother is clearly annoyed at first as shown in her rhetorical question (*So willst du mit mir reden?/Und das höre ich erst jetzt?*) but then realises that he is genuinely struggling and reassures Georg as shown in her concerned tone, that she is there for him (*Ich mach' mir große Sorgen um dich/Ich will nur, dass es dir gut geht*).

The mother respects Georg's need for more time (*Wenn du fertig bist, sag nur Bescheid*) to tell her all about it, showing hope for the relationship.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

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

**Sample answer:**

The purpose of the article is to present the opinions of two people who have recently stayed at an isolated holiday destination.

#### Question 9 (b)

Criteria	Marks
• Identifies what was different for Irma this time	2
• Provides some relevant information	1

**Sample answer:**

Due to work, Irma did not arrive until the evening. This enabled her to experience a sunset on the ferry.

**Question 9 (c)**

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which Traumdorf met the reviewers' expectations	6
• Demonstrates a comprehensive understanding of the extent to which Traumdorf met the reviewers' expectations	5
• Demonstrates a sound understanding of the extent to which Traumdorf met the reviewers' expectations	4
• Demonstrates some understanding of the reviewers' expectations	2–3
• Provides some relevant information	1

**Sample answer:**

Although both reviewers expected to holiday on a remote North Sea Island, the reality of the experience only fully satisfied Irma's expectations.

Irma is a regular visitor to Traumdorf. This is where she goes to just relax and get away from the busyness of life. She knows exactly what to expect and revels in the familiarity of the place and her own independence. She has developed relationships with some of the locals and it feels like home.

Although Gabi knew she was coming to a beautiful, isolated location, she was taken aback with how little there was to do, particularly when the weather is bad. She had expected there to be more options for eating out and exploration of the island. She was totally unprepared for the total isolation of the place and had never felt so alone, especially considering she does not enjoy her own company.

**Question 10 (a)**

Criteria	Marks
• Describes the morning routine of Peter's childhood	2
• Provides some relevant information	1

**Sample answer:**

Peter remembers his parents working diligently every day on the farm. Long before breakfast, the cows had to be milked, whatever the weather.

### Question 10 (b)

Criteria	Marks
• Demonstrates an understanding of the dilemma Peter faced	2
• Provides some relevant information	1

**Sample answer:**

Peter didn't want to disappoint his parents by not working on the farm as was expected of him. Telling them this was a difficult conversation.

### Question 10 (c)

Criteria	Marks
• Demonstrates a sound understanding of the differing attitudes of Heidi and Peter	3
• Demonstrates some understanding of the differing attitudes of Heidi and Peter	2
• Provides some relevant information	1

**Sample answer:**

Peter's attitude to farm life is one of duty, while Heidi's is one of love. Heidi's strong connection to animals explains why she can't imagine a life away from the farm. Peter, however, is more comfortable relating to people.

### Question 10 (d)

Criteria	Marks
• Provides a sound explanation of the circumstances that attracted Peter to his chosen career path	3
• Demonstrates some understanding of the circumstances that attracted Peter to his chosen career path	2
• Provides some relevant information	1

**Sample answer:**

At age ten, Peter was at the harvest festival and was completely mesmerised by the actors on the stage. He was attracted to [the idea of working together with others and] using a sense of imagination to create something unique and adventurous. Each year (at successive festivals) his decision to become an actor was reinforced.

**Question 10 (e)**

Criteria	Marks
• Demonstrates a comprehensive understanding of what the article reveals about Peter's character, with detailed reference to the text	5
• Demonstrates a sound understanding of what the article reveals about Peter's character, with clear reference to the text	4
• Demonstrates some understanding of what the article reveals about Peter's character, with some reference to the text	2–3
• Provides some relevant information	1

**Sample answer:**

Peter was raised with a sense of duty, contributing to life on the farm from an early age, for which he is very thankful, especially of his parents. This gave him the necessary self-discipline to apply to his acting career. He is motivated by satisfaction in his craft and the pleasure of entertaining others, and less by the trappings of success and accolades. He acknowledges that he was successful, but he was also prepared to work hard for that success. While others may have chosen the career that had been laid out for them, Peter had the courage of his convictions to pursue a different career path for which he felt passionate.

## Section II — Reading and Responding

### Part B

#### Question 11

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

**Answers could include:**

- Compatibility requirements (small family, financial constraints, seeking a family holiday)
- Description of your city accommodation and what your area has to offer
- Reference to charm and appropriateness of cottage
- Appeal of the village
- Reference to need to look after dogs
- Commitment to leave home in good condition.

## Section III — Writing in German

### Question 12

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

## Section III (continued)

### Question 13

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

# 2024 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	Leisure and lifestyles — conversation	H3.1
2	2	Tourism and hospitality — phone conversation	H3.1
3	3	Education and aspiration — conversation	H3.5
4	3	The world of work — conversation	H3.2
5	4	Leisure and lifestyle — interview	H3.6
6	5	Youth issues — conversation	H3.4
7	1	Youth issues — speech	H3.3
8	5	Personal identity — conversation	H3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Leisure and lifestyles — article	H3.3
9 (b)	2	Leisure and lifestyles — article	H3.1
9 (c)	6	Leisure and lifestyles — article	H3.5
10 (a)	2	Arts and entertainment — article	H3.1
10 (b)	2	Arts and entertainment — article	H3.1
10 (c)	3	Arts and entertainment — article	H3.4
10 (d)	3	Arts and entertainment — article	H3.1
10 (e)	5	Arts and entertainment — article	H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Advertisement — tourism and hospitality — email	H1.1, H1.2, H2.1, H2.2, H2.3

### Section III — Writing in German

Question	Marks	Content	Syllabus outcomes
12	5	Arts and entertainment — note	H2.1, H2.2, H2.3

Question	Marks	Content	Syllabus outcomes
13 (a)	10	The world of work — email	H2.1, H2.2, H2.3
13 (b)	10	People and places — email	H2.1, H2.2, H2.3