

2019 HSC German Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Sven says this	2
• Provides some relevant information	1

Sample answer:

Sven is shocked to realise that in these idyllic surroundings there is still a visible bunker, reminiscent of the terrible atrocities that took place.

Question 1 (b)

Criteria	Marks
• Provides a sound comparison of Sven's and Ania's perspectives in Scene 2	3
• Demonstrates some understanding of Sven's and Ania's perspectives in Scene 2	2
• Provides some relevant information	1

Sample answer:

Ania has lived in Auschwitz her whole life and is therefore desensitised as this is her home and her sense of normality (all she's ever known). She objects to Sven's reaction, because, as a German, if anything he should bear more responsibility. For Sven, this location is more confronting because he had not previously reconciled the history and museum/*Begegnungsstätte* with the reality of day-to-day life continuing in Auschwitz.

Question 1 (c)

Criteria	Marks
• Provides the motivation of the characters to use either Polish or German	2
• Provides some relevant information	1

Sample answer:

Sven initially uses Polish in an attempt to bridge a gap between him and the museum workers. However, the museum workers use Polish as a means to isolate Sven from their own discussion. They only use German to deliver the final message emphatically.

Question 1 (d)

Criteria	Marks
• Demonstrates a sound understanding of Sven's attitude toward Herr Krzemiński in Scene 4 and his attitude earlier in the film	3
• Demonstrates some understanding of Sven's attitude toward Herr Krzemiński in Scene 4 and earlier in the film	2
• Provides some relevant information	1

Sample answer:

Sven has become more understanding and compassionate towards Krzemiński. Initially he resented the expectations of his role and was offended by Krzemiński's rudeness and defensive attitude. Sven found it difficult to accept Krzemiński's insults just because Sven is German. After getting to know Krzemiński, Sven develops a deeper insight as to how Krzemiński has suffered. Sven shifts in his attitude to Krzemiński and sees himself as more of a protector.

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive analysis of how the impact of the past on the present is explored through the interactions between Krzemiński and the museum workers 	5
<ul style="list-style-type: none"> Provides a comprehensive analysis of how the impact of the past on the present is explored through the interactions between Krzemiński and the museum workers 	4
<ul style="list-style-type: none"> Provides a sound analysis of how the impact of the past on the present is explored through the interactions between Krzemiński and the museum workers 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how the impact of the past on the present is explored through the interactions between Krzemiński and the museum workers 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Answers could include:

- Krzemiński, who has survivor's guilt, can only reconcile the past by fulfilling his promise to those who died by repairing their suitcases.
- Krzemiński is in conflict with the museum workers who, seeing their role as preserving museum artefacts, take a scientific/clinical approach to the suitcases.
- From elsewhere in the film, in relation to Krzemiński, the museum workers:
 - take a hard line by no longer providing him with suitcases
 - fail to recognise that he is a living reminder of the past
 - do not consider his dignity or emotional attachment to the past
 - do not appreciate that the task has given him a sense of purpose.

Section I — Response to Prescribed Text

Part B

Question 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of the prescribed text • Demonstrates flair and originality in the approach taken • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the prescribed text • Demonstrates some flair in the approach taken • 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 	7–8
<ul style="list-style-type: none"> • Demonstrates an understanding of the prescribed text • Demonstrates a satisfactory control of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the prescribed text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Writes within the parameters of the task 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the prescribed text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures 	1–2

Section II — Writing in German

Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops a sophisticated, coherent argument, discussion or explanation • Writes effectively and perceptively for a specific audience, purpose and context • Demonstrates breadth and depth in the treatment of relevant ideas • Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13–15
<ul style="list-style-type: none"> • Presents and develops a coherent argument, discussion or explanation • Writes effectively for a specific audience, purpose and context • Demonstrates breadth and some depth in the use of relevant supporting material and examples • Writes accurately using a range of vocabulary and sentence structures 	10–12
<ul style="list-style-type: none"> • Attempts to present and develop a coherent argument, discussion or explanation • Writes with some understanding of audience, purpose and context • Supports points with relevant material and examples • Writes using a range of vocabulary and sentence structures 	7–9
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting materials • Demonstrates evidence of the use of complex sentences 	4–6
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae 	1–3

2019 HSC German Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	How we communicate with others — monologue	H1.1, H1.2
2	10	Impact of the past on the present — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Am Ende kommen Touristen</i>	H2.2
1 (b)	3	<i>Am Ende kommen Touristen</i>	H2.1
1 (c)	2	<i>Am Ende kommen Touristen</i>	H2.3
1 (d)	3	<i>Am Ende kommen Touristen</i>	H2.1
1 (e)	5	<i>Am Ende kommen Touristen</i>	H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Am Ende kommen Touristen</i> — diary entry	H1.1, H1.2

Written Examination

Section II — Writing in German

Question	Marks	Content	Syllabus outcomes
3	15	Relationships — article	H1.1, H1.2
4	15	Impact of the past on the present — article	H1.1, H1.2