

2020 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 what task had been given to the class	2
• Provides some relevant information	1

Sample answer:

Students had to write an essay including four key words [Reizwortgeschichte: Urlaub (vacation), Wasser (water), Rettung (rescue/deliverance), Gott (God)] that had to be read to the class.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of why Schürmann kept Maik after class	3
• Demonstrates some understanding of why Schürmann kept Maik after class	2
• Provides some relevant information	1

Sample answer:

Schürmann kept Maik back because he was concerned about the content of Maik's presentation. He wanted to discover what else was in it before Maik continued. Schürmann couldn't understand that Maik had elected to speak about his mother in such a way.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the author's use of language in this extract conveys how Schürmann feels 	5
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how the author's use of language in this extract conveys how Schürmann feels 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the the author's use of language in this extract conveys how Schürmann feels 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how the author's use of language in this extract conveys how Schürmann feels 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Schürmann feels that Maik's presentation will reflect negatively on Maik/his mother, especially given the class reaction to it. Initially he uses the subjunctive to gently suggest (be polite) that Maik doesn't need to continue. (*Das reicht erst mal, würde ich sagen.*) Repetition of the subjunctive is also used for emphasis. (*Er hat nur immer wiederholt, dass es meine Mutter wäre.*)

Rhetorical questioning is used to convey Schürmann's disbelief of Maik's complete lack of understanding of how he's portraying his mother (*Ach, so lang noch?/Was grinst du denn so blöd?/Hast du da mal drüber nachgedacht?*), culminating in his use of the imperative to compel Maik to understand the implications of his essay content. (*Denk nach!*)

Schürmann's use of the superlative is a final, desperate attempt to convey the gravity of what Maik has written (*... dieser Aufsatz wäre das Widerwärtigste und Ekelregendste und Schamloseste, was ihm in fünfzehn Jahren Schuldienst untergekommen sei ...*). [... the essay was the most sickening and unsavoury and shameless he'd encountered in fifteen years of teaching].

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive analysis of these relationships and their impact on Maik, as explored in the extract provided and elsewhere in the novel 	5
<ul style="list-style-type: none"> Provides a comprehensive analysis of these relationships and their impact on Maik, as explored in the extract provided and elsewhere in the novel 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of these relationships and their impact on Maik, as explored in the extract provided and elsewhere in the novel 	3
<ul style="list-style-type: none"> Demonstrates some understanding of at least one relationship and/or the impact on Maik 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

In this extract, we see that Maik is very willing and proud (*wahnsinnig stolz*) to share the story of his mother with the class. His relationship with her is one of mutual acceptance. He loves his mother's sense of humour and fun and her shortcomings (alcoholism) and they don't detract from his appreciation of her. Her positive outlook, lack of pretences and ability not to take herself too seriously provide emotional support for his own inner turmoils (feelings for Tatjana). The fact that she is not like other mothers is something he appreciates given he struggles with his own sense of belonging and his awkwardness in relating to his peers.

Maik's relationship with his father is in complete contrast. It is grounded in criticism and is often violent and abusive. Maik's father is both emotionally and physically absent from Maik's life and makes no attempt to get to know Maik or to parent in any meaningful way. As a result, Maik is somewhat resigned to his relationship with his father. Maik's father sees his role as a parent as limited to the provision of material support (finances, possessions etc). Maik's father consequently feels justified in leaving Maik on his own to go away with his assistant, Mona.

In spite of (because of) these relationships, Maik has developed a sense of identity and resilience, even in the face of adversity. Given the parents' shortcomings, Maik is still a decent, caring person who is a loyal and generous friend.

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

2020 HSC German Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Youth issues — monologue	H1.1, H1.2
2	10	Identity — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Tschick</i>	H2.1
1 (b)	3	<i>Tschick</i>	H2.3
1 (c)	5	<i>Tschick</i>	H2.2
1 (d)	5	<i>Tschick</i>	H2.3

Written Examination

Section I — Response to Prescribed Text Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Tschick</i> — email	H1.1, H1.2

Written Examination

Section II — Writing in German

Question	Marks	Content	Syllabus outcomes
3	15	Identity — short essay	H1.1, H1.2
4	15	Relationships — short essay	H1.1, H1.2