

## 2021 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 Maik says this | 3     |
| • Demonstrates some understanding of why Maik says this    | 2     |
| • Provides some relevant information                       | 1     |

**Sample answer:**

Maik has been asked to drive the car in order to continue their road trip because Tschick has been injured. He is willing to drive on a field but he doesn't have the confidence to drive on the freeway as he lacks experience.

#### Question 1 (b)

| Criteria   | Marks |
|--|-------|
| • Demonstrates a sound understanding of Maik's feelings at this time | 3     |
| • Demonstrates some understanding of Maik's feelings at this time    | 2     |
| • Provides some relevant information                                 | 1     |

**Sample answer:**

Maik feels overwhelmed / devastated by the realisation that this road trip is reaching the end and by the prospect of returning to his (lonely) life / losing this newfound happiness. He realises that the week was filled with incredible experiences, meeting numerous kind people and forming meaningful relationships / discovered a lot about himself.

**Question 1 (c)**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a sound understanding of Maik's reaction to Tschick's opinion of Tatjana | 3     |
| • Demonstrates some understanding of Maik's reaction to Tschick's opinion of Tatjana    | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

Maik reacts with shock and surprise, finding Tschick's opinion of Tatjana to be most unexpected. For a long time Maik has placed Tatjana on a pedestal. He has been obsessed with her, believing her to be beyond his reach, and therefore Tschick's poor opinion of her is a revelation.

Tschick's comment that Tatjana and other girls don't find Maik boring comes as a surprise to Maik. In fact, Tschick believes that Tatjana is not worthy of Maik's infatuation. He describes her as a 'dingbat' in contrast to Isa.

**Question 1 (d)**

| Criteria  | Marks |
|---|-------|
| • Provides a perceptive analysis of how the relationship between Maik and Tschick is portrayed in this extract with detailed reference to both content and language | 6     |
| • Provides a comprehensive analysis of how the relationship between Maik and Tschick is portrayed in this extract with reference to both content and language       | 5     |
| • Provides a sound analysis of how the relationship between Maik and Tschick is portrayed in this extract with some reference to both content and language          | 4     |
| • Demonstrates some understanding of how the relationship between Maik and Tschick is portrayed in this extract with some reference to content and/or language      | 2–3   |
| • Provides some relevant information  | 1     |

**Sample answer:**

In this extract Tschick and Maik open up to each other about their innermost secrets which have never been articulated. The strength of their relationship is evident by their trust and acceptance of each other. The boys feel comfortable with one another as demonstrated in their use of youth speak – *Penner, taube Nuss, superporno, nix, weichgespült*.

Expressions such as *Tassen im Schrank, Penner* reveal the friendly banter and show how at ease the boys are with each other

Maik opens up to Tschick about his feelings of worthlessness and insecurity. The stream of consciousness when Maik explains why he feels he is so boring, shows how Maik is willing to open himself up to Tschick. Maik uses superlatives and repetition *der größte Langweiler, Feigling* to share and also emphasise his despair. This is also used to express their heightened emotions *tollste und aufregendste Woche*.

Tschick consoles Maik. He makes up his own reasons for Maik's exclusion, suggesting that girls are scared of him / he treats them like air showing Tschick's concern for Maik.

Tschick then tentatively and nervously opens up to Maik about his deepest secret of being gay. Tschick's vulnerability about this is described in the colourful idiom *als hätte man ihm eine Bleikugel im Hals versenkt*.

## Section I — Response to Prescribed Text

### Part B

#### Question 2

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

## Section II — Writing in German

### Questions 3 and 4

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

# 2021 HSC German Extension Mapping Grid

## Oral Examination

| Question | Marks | Content                   | Syllabus outcomes |
|----------|-------|---------------------------|-------------------|
| 1        | 10    | Youth issues — monologue  | H1.1, H1.2        |
| 2        | 10    | Relationships — monologue | H1.1, H1.2        |

## Written Examination

### Section I — Response to Prescribed Text Part A

| Question | Marks | Content        | Syllabus outcomes |
|----------|-------|----------------|-------------------|
| 1 (a)    | 3     | <i>Tschick</i> | H2.1              |
| 1 (b)    | 3     | <i>Tschick</i> | H2.1              |
| 1 (c)    | 3     | <i>Tschick</i> | H2.1              |
| 1 (d)    | 6     | <i>Tschick</i> | H2.1, H2.2        |

## Written Examination

### Section I — Response to Prescribed Text Part B

| Question | Marks | Content                                   | Syllabus outcomes |
|----------|-------|---|-------------------|
| 2        | 10    | <i>Tschick</i> — script of a conversation | H2.1              |

## Written Examination

### Section II — Writing in German

| Question | Marks | Content              | Syllabus outcomes |
|----------|-------|----------------------|-------------------|
| 3        | 15    | Identity — essay     | H1.1, H1.2        |
| 4        | 15    | Youth issues — essay | H1.1, H1.2        |