

2024 HSC German Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Describes the circumstances that have brought Maik and Tschick together	2
• Provides some relevant information	1

Sample answer:

Both boys are at loose ends in the holidays and have been excluded from Tatjana's party. Maik has been left alone in the big house with his mother gone to rehab and his father away.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of why the author chooses to repeat the word <i>gerührt</i>	2
• Provides some relevant information	1

Sample answer:

The repetition of the adjective 'moved' expresses the depth of emotion that Maik feels at this moment. Surprisingly, he finds himself thoroughly enjoying his time with Tschick, so much that he even feels that a simple fly should feel moved.

Question 1 (c)

Criteria	Marks
• Thoroughly accounts for Maik's attitude towards his father's emails	3
• Demonstrates a sound understanding of Maik's attitude towards his father's emails	2
• Provides some relevant information	1

Sample answer:

Maik is not feeling inclined to respond to his father's emails as he thinks his father doesn't really care about him. He is resentful that his father abandoned him in order to go on a trip with his secretary. After time spent with Tschick, he feels emotionally charged and empowered. Keeping in contact with his father is not a priority.

Question 1 (d)

Criteria	Marks
• Demonstrates a thorough understanding of the significance of the <i>Walachei</i>	3
• Demonstrates a sound understanding of the significance of the <i>Walachei</i>	2
• Provides some relevant information	1

Sample answer:

Walachei is where Tschick suggests for them to go and is allegedly where his grandfather and other family lives. However, it is possibly a symbolic destination as it can also be a figure of speech to express 'in the middle of nowhere'. In quest of the *Walachei*, the boys embark on a physical and metaphorical journey of self-discovery/friendship.

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the issue of identity is explored through both characters, with detailed reference to the extract and the novel as a whole 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the issue of identity is explored through both characters, with reference to the extract and the novel as a whole 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the issue of identity is explored through both characters, with some reference to the extract and the novel as a whole 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how the issue of identity is explored in the extract 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Maik has led a privileged life yet is lacking friends and self-esteem. Initially, he is reluctant to associate with Tschick, but as they spend time together, Maik feels appreciated and listened to. This is not something Maik has been accustomed to, having been ignored and overlooked at school and neglected at home. Maik receives validation from Tschick. He grows in confidence and finds the courage to embark on the adventure.

Tschick, having come from an Eastern European background, comes across as mature and confident. He brazenly 'borrows' the Lada, drives without a licence and does not see a problem with that. Tschick's life experiences have made him stronger and more resourceful/streetwise compared to Maik. Tschick has no moral compass. Tschick's softer side becomes more obvious as his friendship with Maik develops. He grows to appreciate Maik as a person and tries to help Maik become more confident.

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 structure • 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 structure • 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 structure 	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

2024 HSC German Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Identity — 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)	2	<i>Tschick</i>	H2.2
1 (b)	2	<i>Tschick</i>	H2.2
1 (c)	3	<i>Tschick</i>	H2.1
1 (d)	3	<i>Tschick</i>	H2.2, H2.3
1 (e)	5	<i>Tschick</i>	H2.1, H2.2

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Tschick</i> — diary entry	H1.1, H2.1

Section II — Writing in German

Question	Marks	Content	Syllabus outcomes
3	15	Youth issues — script of a speech	H1.1, H1.2
4	15	Relationships — script of a speech	H1.1, H1.2