

2013 HSC German Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies the correct response	1

Sample answer:

(C) At a hairdresser's

Question 2

Criteria	Marks
• Demonstrates a good understanding of why Stefan has mixed feelings about the holiday	3
• Demonstrates some understanding of why Stefan has mixed feelings about the holiday	2
• Provides some relevant information	1

Sample answer:

He'll get to see his sister who has been away for a year and won't have to pay for his accommodation or fare.

But he'll have to sleep on the 15th floor balcony and he is scared of heights.

Question 3

Criteria	Marks
• Identifies the correct response	1

Sample answer:

(D)

Question 4

Criteria	Marks
• Demonstrates a good understanding of why Andrea thinks Felix is fortunate	3
• Demonstrates some understanding of why Andrea thinks Felix is fortunate	2
• Provides some relevant information	1

Sample answer:

He has been allowed to work with a rock band, even though his parents love classical music. They are happy for him to make his own career decisions. Andrea's parents are different and want to live through her.

Question 5

Criteria	Marks
• Demonstrates a good understanding of the three main reasons why Peter Linderhof is an inspiration for young people	3
• Demonstrates some understanding of why Peter Linderhof is an inspiration for young people	2
• Provides some relevant information	1

Sample answer:

- He wrote his first book when he was 18
- He learned about the world by reading every book in the library, overcoming his isolation
- He wants to encourage children to read so that all children (ie regardless of background) can broaden their horizons

Question 6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of whether Markus should expect an apology from Sabine• Supports answer with evidence from the text	4
<ul style="list-style-type: none">• Demonstrates a good understanding of whether Markus should expect an apology from Sabine• Supports answer with evidence from the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of whether Markus should expect an apology from Sabine	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Yes, she left them waiting and they missed the first scene.
She forgot that his father was buying the tickets and her ticket was left over.
She thought he would laugh at her, misjudging their friendship.
Instead of ringing him to tell him, she turned off her phone.
She had given every excuse but no apology.

Question 7

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of why Claudia is feeling stressed by her nephew's visit• Supports answer with evidence from the text	4
<ul style="list-style-type: none">• Demonstrates a good understanding of why Claudia is feeling stressed by her nephew's visit• Supports answer with evidence from the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of why Claudia is feeling stressed by her nephew's visit	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

He is dreadfully untidy and she can't stand it.
She tried tidying up after him but this really annoyed him.
She doesn't want them to fight.
She doesn't want to hurt his feelings so she'll have to try to put up with it.
But this will be hard for her.

Question 8

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

Sample answer:

(A) Frustrated

Question 9

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a perceptive understanding of the extent to which Renate Schmidt was affected by the war yearsSupports answer with evidence from the text	5
<ul style="list-style-type: none">Demonstrates a good understanding of the extent to which Renate Schmidt was affected by the war yearsSupports answer with evidence from the text	4
<ul style="list-style-type: none">Demonstrates some understanding of how Renate Schmidt was affected by the war years	2–3
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Her parents died and she had to look after her younger siblings. As a result, she had to give up her chance to be an actress and became a cleaner. Times were so hard she had to eat sugar so that they would have enough to eat and this really affected her health. Despite this she still enjoyed treats and used to say ‘once is okay’. The war didn’t affect her attitude which was always positive. She actually thought she (and her family) had been very lucky.

Section II — Reading and Responding

Part A

Question 10 (a)

Criteria	Marks
• Demonstrates a good understanding of target audience for this article	1

Sample answer:

Young people who want to find new ways to protect the environment.

Question 10 (b)

Criteria	Marks
• Demonstrates a good understanding of why Sophie found her decision difficult to carry out at first	3
• Demonstrates some understanding of why Sophie found her decision difficult to carry out at first	2
• Provides some relevant information	1

Sample answer:

She used to follow fashion and loved shopping and spending money, but now she only wears clothes that she's had for at least a year. This is an unusual thing for her to do and she finds this a bit embarrassing.

Question 10 (c)

Criteria	Marks
• Demonstrates a good understanding of how Sophie encourages others to follow her example	3
• Demonstrates some understanding of how Sophie encourages others to follow her example	2
• Provides some relevant information	1

Sample answer:

She explains that it is environmentally unfriendly to always buy new things and keep throwing them away. Consumers have the power to stop following trends. One can also benefit by saving money.

Question 10 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of why Carsten is a good example for this campaign	4
• Demonstrates a good understanding of why Carsten is a good example for this campaign	3
• Demonstrates some understanding of why Carsten is a good example for this campaign	2
• Provides some relevant information	1

Sample answer:

He was already doing all the usual things such as turning the lights off but felt it wasn't enough. By reclaiming thrown out items from the rubbish and using them in different ways he can do more for the environment. He didn't want to be one of those people who say they won't do anything if others aren't doing it too. He encourages the reader to participate, saying that there's nothing to lose.

Question 11 (a)

Criteria	Marks
• Demonstrates a good understanding of why Michael had written to his Aunt Barbara	2
• Provides some relevant information	1

Sample answer:

He wanted her to give him a personal account of the reunification of Germany for his history essay.

Question 11 (b)

Criteria	Marks
• Demonstrates a good understanding of her initial reaction to his request	3
• Demonstrates some understanding of her initial reaction to his request	2
• Provides some relevant information	1

Sample answer:

She was surprised at first. She thought he could find everything he wanted to know in books that had been written of the time because the event was of world importance. Then she realised that her account as seen through the eyes of a child would speak from the heart.

Question 11 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of the way Barbara uses the three senses to convey her impressions	4
• Demonstrates a good understanding of the way Barbara uses the three senses to convey her impressions	2–3
• Provides some relevant information	1

Sample answer:

Sight: everything looked grey and the same in the DDR and when she returned to the West, it was as though everything was back in garish colour again.

Hearing: it seemed strangely peaceful in the DDR and it was a big contrast to the busy lives they led back in West Germany, where everything was noisy.

Smell: she said she would never forget the smell because the people of the DDR used coal for heating, which was foreign to her.

Question 11 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which Barbara's feelings about meeting her family change	5
• Demonstrates a good understanding of the extent to which Barbara's feelings about meeting her family change	3–4
• Demonstrates some understanding of the extent to which Barbara's feelings about meeting her family change	2
• Provides some relevant information	1

Sample answer:

At first she was very **nervous** (her heart was in her mouth) and both excited and anxious to be meeting them for the first time.

She knew that life in the East was different and was **worried** the family would think she was spoilt and materialistic. She really hoped they would **like** her.

She felt **ashamed** when she thought of the times she was jealous of those who could afford things she couldn't.

When she met them she was very **moved** because they accepted her for who she was.

She felt **complete** because she had found her whole family again.

Section II — Reading and Responding

Part B

Question 12

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

Section III — Writing in German

Question 13

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

Section III (continued)**Question 14**

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

German Continuers

2013 HSC Examination 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	1	The world of work — multiple choice	H3.3
2	3	Personal identity — short answer	H3.1,
3	1	Tourism and hospitality — multiple choice	H3.3
4	3	Education and aspirations — short answer	H3.1, H3.4
5	3	People and places — short answer	H3.2
6	4	Personal identity — short answer	H3.1, H3.4
7	4	People and places — short answer	H3.1, H3.3
8	1	The world of work — multiple choice	H3.6
9	5	Past and present — short answer	H3.1, H3.5, H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
10 (a)	1	Youth issues	H3.1, H3.3
10 (b)	3	Youth issues	H3.1, H3.5
10 (c)	3	Youth issues	H3.1, H3.4
10 (d)	4	Youth issues	H3.5
11 (a)	2	Past and present	H3.1, H3.3
11 (b)	3	Past and present	H3.1, H3.4
11 (c)	4	Past and present	H3.5, H3.6
11 (d)	5	Past and present	H3.4, H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
12	15	Topic — text type/text type	H1.2, H1.3, H3.1

Section III — Writing in German

Question	Marks	Content	Syllabus outcomes
13	5	Personal identity — email	H2.1, H2.2, H2-3
14 (a)	10	Leisure and lifestyles — article	H2.1, H2.2, H2-3
14 (b)	10	Tourism and hospitality — article	H2.1, H2.2, H2-3