

2013 HSC German Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a good understanding of the effectiveness of this statement as the opening line	2
• Provides some relevant information	1

Sample answer:

The statement is intentionally vague and occurs in the middle of the action – who is the nameless woman referred to only as *sie* and why is she waiting? The reader wants to read on, to find out what is happening.

Question 1 (b)

Criteria	Marks
• Demonstrates a good understanding of how the imagery in this extract reflects Rose's state of mind	3
• Demonstrates some understanding of how the imagery in this extract reflects Rose's state of mind	2
• Provides some relevant information	1

Sample answer:

Rose is feeling confused and disconnected and the sticky plastic couch highlights her discomfort. She feels trapped and cut off from the world she is familiar with – emphasised by the windowless room. The television screen suggests activity in a world outside, but there is no sound to connect her to it. The irregular ticking of the clock sounds to Rose like her beating heart and highlights her anxious mood. Her sense of alienation is further reinforced by the broken coffee machine – a lack of hospitality out of place in a German scenario.

Question 1 (c)

Criteria	Marks
• Shows a perceptive understanding of the extent to which this statement turns out to be ironic	4
• Shows good understanding of the extent to which this statement turns out to be ironic	3
• Shows some understanding of the extent to which this statement turns out to be ironic	2
• Provides some relevant information	1

Sample answer:

This statement can be seen as being partially ironic. Although Rose performs with accomplishment on the show, in keeping with Hedwig's prediction, she does in fact become paralysed with fear when placed under pressure to name her wish. In her panic she thinks of Hedwig, for whom she has come on the show, and rips Hermann – Hermann's wig from his head, exposing him as a fraud. While Hedwig is likely to have been appalled at this humiliation of her TV idol, we never know her actual reaction. It could also be argued that only Rose, in her nervous panic, could have achieved this so successfully.

Note: A wide variety of valid interpretations are possible.

Question 1 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how effectively the struggle of Rose and Hedwig highlights the plight of the elderly in our society	6
• Demonstrates a sound understanding of how effectively the struggle of Rose and Hedwig highlights the plight of the elderly in our society	4–5
• Demonstrates some understanding of how the struggle of Rose and Hedwig highlights the plight of the elderly in our society	3
• Provides some relevant information	1–2

Sample answer:

Both women have diminished finances and both greatly fear going into a nursing home. With no one else to look after them, they have been forced into a co-dependency, which is their only means of survival. As is the case for many old people, Hedwig's health has deteriorated and she is confined to a wheelchair. Once clever, she has had to make the best of her situation and now watches the Hermann Hermann Show, which is really beneath her, but which allows her some escapism from the restrictions of her life. Her children are separated by distance and her loneliness would be profound were it not for Rose. Rose, who once led such a bohemian, creative life is losing her mental faculties, even though she stays physically fit. As so often happens with the elderly, she is treated with impatience by the younger people (at the TV studio), who are dismissive of her, even though she does her best not to be a nuisance.

As is the case for many elderly people trying to remain independent, both women struggle to maintain their dignity and survive in a situation which is only barely tenable, refusing to succumb to their limitations. They tolerate each other's idiosyncrasies to enable the relationship to continue. Their stubborn insistence that they can remain independent is both unrealistic and moving and highlights the plight of the elderly in society who must do the best they can, with little support from those outside.

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

German Extension

2013 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Coping with change — monologue	H1.1, H1.2
2	10	Pressures on the individual — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Die Fernsehshow</i>	H2.1, H2.2, H2.3
1 (b)	3	<i>Die Fernsehshow</i>	H2.1, H2.2, H2.3
1 (c)	4	<i>Die Fernsehshow</i>	H2.1, H2.2, H2.3
1 (d)	6	<i>Die Fernsehshow</i>	H2.1, H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Kein Job für eine Lady</i> — interview script	H2.1

Written Examination

Section II — Writing in German

Question	Marks	Content	Syllabus outcomes
3	15	Tolerance of difference — article	H1.1, H1.2
4	15	Pressures on the individual — article	H1.1, H1.2