

## 2014 HSC German Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Demonstrates a good understanding of why Irena is not able to go shopping	2
• Provides some relevant information	1

#### *Sample answer:*

Irena did not get her pocket money and is not allowed to go out for one week (because she got bad marks in Maths).

#### Question 2

Criteria	Marks
• C	1

**Question 3**

Criteria	Marks
• Demonstrates a good understanding of how the grandfather would complete the survey	3
• Demonstrates some understanding of how the grandfather would complete the survey	2
• Provides some relevant information	1

**Sample answer:**

City Cinemas	
<i>Senior citizens! We need your feedback! Please write your comments below.</i>	
	Comment:
3D experience (if applicable)	Strange to wear glasses but that was OK.
Session times	Films should start earlier in the day.
Seating	More comfortable than at home!

**Question 4**

Criteria	Marks
• Demonstrates a good understanding of how likely the speaker is to get a tattoo	3
• Demonstrates some understanding of how likely the speaker is to get a tattoo	2
• Provides some relevant information	1

**Sample answer:**

She is likely to get a tattoo because she thinks tattoos are cool/in. She wants to be like her friends. However, like her parents, she is worried about potential health risks and that a tattoo is forever.

**Question 5**

Criteria	Marks
• Demonstrates a good understanding of what has contributed to Torsten's problems at school	3
• Demonstrates some understanding of what has contributed to Torsten's problems at school	2
• Provides some relevant information	1

**Sample answer:**

Torsten's grades have been slipping and he hasn't been doing his homework. His problems result from the fact that he has recently moved house. He used to go to school by bike but now often misses the bus and is regularly late for school. He has started a part-time job and comes home late in the evenings. He therefore finds it hard to concentrate in class.

**Question 6**

Criteria	Marks
• Demonstrates a comprehensive understanding of the difficulty the speaker faces in deciding when to travel	4
• Demonstrates a good understanding of the difficulty the speaker faces in deciding when to travel	2–3
• Provides some relevant information	1

**Sample answer:**

He cannot decide whether to travel in summer or winter because of the difference in costs. Although in summer the days are long and you can enjoy eating in a beer garden, it is also peak season and things are expensive and you have to queue. On the other hand, in winter there are fewer tourists and there are the Christmas markets. Accommodation is better value but it gets dark so early that you have to get up early to make the most of the day.

**Question 7**

Criteria	Marks
• Demonstrates a perceptive understanding of how likely Katja is to accept the advice given	4
• Demonstrates a good understanding of how likely Katja is to accept the advice given	3
• Demonstrates some understanding of how likely Katja is to accept the advice given	2
• Provides some relevant information	1

**Sample answer:**

Katja is likely to accept the advice to take a year off and go overseas if she were to receive a scholarship to study. Her parents are not able to support her financially and she doesn't have the money herself, so being able to work would help. A year abroad would also enhance her interests in art and languages and allow her to gain some life experience.

**Question 8**

Criteria	Marks
• Demonstrates a perceptive understanding of how the mother's attitude changes during the conversation • Makes reference to both language and content	5
• Demonstrates a good understanding of how the mother's attitude changes during the conversation • Makes some reference to both language and content	4
• Demonstrates some understanding of how the mother's attitude changes during the conversation	2–3
• Provides some relevant information	1

**Sample answer:**

The mother initially does not believe that mobiles should be allowed at school. She is very definite about this, using expressions such as “you've got to be joking,” “that's not possible”. However, by the end of the conversation she accepts that mobiles may be useful. This change comes about as a result of her son explaining how they are beneficial – such as using the mobile as a dictionary – and describing the problems with computer access at school. She also accepts that using a mobile has motivated him and he enjoys going to school more.

**Answers could include:**

Other examples of language could include:

- “You can't do that!”
- “I don't care what others do.”

Other examples of positive aspects of the use of mobile phones could include:

- staying in contact with students in France
- explaining that another class used them to win a (national) competition.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding of why Dieter makes this statement	2
• Provides some relevant information	1

*Sample answer:*

Inge's situation of having the older children still at home is not uncommon. Statistically one quarter of young people aged between 20–34 still live with their parents.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of the financial implications for the members of the Baumann family	3
• Demonstrates some understanding of the financial implications for the members of the Baumann family	2
• Provides some relevant information	1

*Sample answer:*

Both the parents and the sons benefit from the current living arrangements. The sons help their parents meet increasing costs of living by often shopping for them, for example. Inge and her husband are still able to help their sons save some money because they are not charging them rent.

**Question 9 (c)**

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which life in the Baumann household is a success in terms of their relationship as a family	5
• Demonstrates a good understanding of the extent to which life in the Baumann household is a success in terms of their relationship as a family	4
• Demonstrates some understanding of the extent to which life in the Baumann household is a success in terms of their relationship as a family	2–3
• Provides some relevant information	1

**Sample answer:**

It has been very successful and they couldn't imagine it any other way. The parents would be disappointed if the sons moved out. They value the closer relationship with their sons. They can enjoy relative independence as their place is big enough. The boys keep them young as there is always something happening. Their only complaint is that they don't always know if they will be home for meals.

**Question 10 (a)**

Criteria	Marks
• Demonstrates an understanding of the target audience	1

**Sample answer:**

The target audience is former classmates who missed the 25-year reunion.

**Question 10 (b)**

Criteria	Marks
• Demonstrates a good understanding of why Ralf asks this question	3
• Demonstrates some understanding of why Ralf asks this question	2
• Provides some relevant information	1

**Sample answer:**

Ralf asks if they still remember him as his physical appearance and character have changed so much. When he was doing his HSC he was still short and childlike. He used to be shy and not very sociable.

**Question 10 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of how Ralf and Karina feel about their careers in terms of the impact their careers have had on their relationships</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of how Ralf and Karina feel about their careers in terms of the impact their careers have had on their relationships</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of how Ralf and Karina feel about their careers in terms of the impact their careers have had on their relationships</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

***Sample answer:***

Both Ralf and Karina are happy about their career successes. However, they feel differently about how their relationships have been affected.

On the whole Ralf is contented. However, his work as an actor requires him to travel a lot, and although he makes friends easily, it has been difficult to maintain a steady relationship. He yearns for a family because he is fearful of growing old alone.

Karina appears to have no regrets about her failed marriage or that she rarely sees her children. Her position as the boss of her own successful computer company means that she has little time for family. It's enough for her that her children can contact her online when necessary. She seems to enjoy that she is not tied down.

**Question 10 (d)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the extent to which the stories of Ralf and Karina are an inspiration to others	6
• Demonstrates a comprehensive understanding of the extent to which the stories of Ralf and Karina are an inspiration to others	5
• Demonstrates a good understanding of the extent to which the stories of Ralf and Karina are an inspiration to others	3–4
• Demonstrates some understanding of the extent to which the stories of Ralf and Karina are an inspiration to others	2
• Provides some relevant information	1

***Sample answer:***

Both Ralf and Karina share stories that are inspirational. Ralf was able to overcome his shy personality and make a career as an actor. He felt like an outsider at school and was teased. But he admired the self-confidence of others and this led to him taking up acting. He is happy and satisfied. He likes the work, and although he isn't famous, he earns enough. He has made the most of his opportunities and is an inspiration because he has achieved satisfaction.

Karina has shown that success at school is not everything as she used to be lazy and almost failed. Although it took her a while to find a career, she did it through helping friends with their computer problems. This led to starting her own business. She is very ambitious and nothing holds her back. Her focus on career, however, means that she would only be an inspiration to those who value career above all else.



## Section II — Reading and Responding

### Part B

#### Question 11

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

**Section III — Writing in German****Question 12**

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

**Section III (continued)****Question 13**

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

# German Continuers

## 2014 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	2	People and places — phone message	H3.1
2	1	Leisure and lifestyles — announcement	H3.3
3	3	Arts and entertainment — conversation	H3.1
4	3	Personal identity — monologue	H3.4
5	3	Education and aspirations — conversation	H3.2
6	4	Tourism and hospitality — monologue	H3.5
7	4	Education and aspirations — conversation	H3.4
8	5	Youth issues — conversation	H3.6

#### Section II — Reading and Responding

##### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Personal identity — interview	H3.1
9 (b)	3	Personal identity — interview	H3.1
9 (c)	5	Personal identity — interview	H3.4
10 (a)	1	Past and present — blog	H3.3
10 (b)	3	Past and present — blog	H3.1
10 (c)	5	Past and present — blog	H3.6
10 (d)	6	Past and present — blog	H3.5

#### Section II — Reading and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Education and aspirations — email	H1.2, H1.3, H3.1

#### Section III — Writing in German

Question	Marks	Content	Syllabus outcomes
12	5	Personal identity — a diary entry	H2.1, H2.2, H2.3
13 (a)	10	World of work — email	H2.1, H2.2, H2.3
13 (b)	10	Education and aspirations — email	H2.1, H2.2, H2.3