

## 2014 HSC German Extension — Written Examination Marking Guidelines

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

#### Question 1 (a)

Criteria	Marks
• Identifies why Herr Krzemiński was invited to speak to the <i>Azubis</i>	1

*Sample answer:*

As a survivor of Auschwitz, Herr Krzemiński was invited to give the *Azubis* a first-hand account of the events that occurred in the past.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a good understanding of why <i>Rhon Chemie</i> organised this gathering	2
• Provides some relevant information	1

*Sample answer:*

As a German company that has taken over a chemical factory in Poland, they organised this gathering in an attempt to mitigate the guilt of Germany's involvement in past events. They want to give the German company and the town a future.

**Question 1 (c)**

Criteria	Marks
• Demonstrates a good understanding of why Frau Schneider says this	3
• Demonstrates some understanding of why Frau Schneider says this	2
• Provides some relevant information	1

**Sample answer:**

Frau Schneider says “No this is an encounter” in response to Herr Krzemiński humbly saying “It is only a story.” She is assuming her official role as the public relations officer of Rhon Chemie to pay respect to Herr Krzemiński’s contribution as a speaker. By using the term *Begegnung* she is giving weight to the fact that Krzemiński’s speech is significant, as it will have a long-lasting impact on the way the *Azubis* understand and deal with the past.

**Question 1 (d)**

Criteria	Marks
• Demonstrates a comprehensive understanding of the importance of their questions in terms of their understanding of past events	4
• Demonstrates a good understanding of the importance of their questions in terms of their understanding of past events	3
• Demonstrates some understanding of the importance of their questions in terms of their understanding of past events	2
• Provides some relevant information	1

**Sample answer:**

The initial question about what Herr Krzemiński ate in the camp is significant because it shows the apprentice’s innocent and simplistic understanding of what occurred in Auschwitz. The second question as to whether he got a ‘number’ is important as it demonstrates their lack of real understanding of the horror of the events of the past. This lack of understanding is then reinforced with the follow-up question asking to actually see the tattoo. Seeing the tattoo as a result of asking this question fully engages the whole group and provides a tangible link to the reality of the events at Auschwitz.

**Question 1 (e)**

Criteria	Marks
• Provides a perceptive comparison of Herr Krzemiński's participation at the two gatherings	5
• Provides a comprehensive comparison of Herr Krzemiński's participation at the two gatherings	3–4
• Provides some comparison of Herr Krzemiński's participation at the two gatherings	2
• Provides some relevant information	1

***Sample answer:***

At both gatherings, Herr Krzemiński gives an account of his experience as an inmate of Auschwitz. In this extract, he is free to give his personal account of his arrival and processing into Auschwitz, as well as his graphic description of how they were forced to eat whatever they could find. Although irritated by the late arrival of two apprentices at the start, this interruption does not prevent him from getting his message across to his audience. This is in direct contrast to the monument dedication ceremony where he is cut off by Frau Schneider and is prevented from saying everything he wanted to say.

While he is not even sure where he is going and why he is being asked to speak in this extract, he is fully aware of the purpose of the gathering at the dedication ceremony and believes he plays the pivotal role.

At both events, he is the outsider. This is demonstrated in this extract where he stands apart from the other participants during the coffee break as he is not able to relate to them. At the dedication ceremony, he isolates himself out of contempt for the proceedings which he sees as being a farce.

## 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

# German Extension

## 2014 HSC Examination Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	How we communicate with others — 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)	1	<i>Am Ende kommen Touristen</i>	H2.1, H2.2, H2.3
1 (b)	2	<i>Am Ende kommen Touristen</i>	H2.1, H2.2, H2.3
1 (c)	3	<i>Am Ende kommen Touristen</i>	H2.1, H2.2, H2.3
1 (d)	4	<i>Am Ende kommen Touristen</i>	H2.1, H2.2, H2.3
1 (e)	5	<i>Am Ende kommen Touristen</i>	H2.1, H2.2, H2.3

#### Section I — Response to Prescribed Text

##### Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Am Ende kommen Touristen</i> — diary entry	H2.1

#### Section II — Writing in German

Question	Marks	Content	Syllabus outcomes
3	15	Impact of the past on the present — script of a speech	H1.1, H1.2
4	15	Relationships — script of a speech	H1.1, H1.2