

2015 HSC German Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Demonstrates a good understanding of what travel arrangement Andrea and Bernd make	2
• Provides some relevant information	1

Sample answer:

They will meet at the train station. Then they will take the bus (to the stadium).

Question 2

Criteria	Marks
• Provides the main point of the announcement	2
• Provides some relevant information	1

Sample answer:

The main point is to encourage listeners to use public transport to get to the marathon (due to large crowds).

Question 3

Criteria	Marks
• Demonstrates a good understanding of the message	3
• Demonstrates some understanding of the message	2
• Provides some relevant information	1

Sample answer:

To:	Herr Christian
From:	Doris Engelmann Reisebüro Oldenburg
Message:	Confirming appointment Tuesday at 9.30 am Bring passport or personal identification

Question 4 (a)

Criteria	Marks
• Demonstrates a good understanding of the students being addressed	1

Sample answer:

Students going to the exhibition/excursion.

Question 4 (b)

Criteria	Marks
• Demonstrates a good understanding of what the students are being instructed to do	3
• Demonstrates some understanding of what the students are being instructed to do	2
• Provides some relevant information	1

Sample answer:

They need to use their mobile phone to record an interview with their parents about what they remember about the fall of the Berlin Wall. The assignment is due by email before the excursion.

Question 5

Criteria	Marks
• Provides a perceptive explanation of why Franziska was so surprised	4
• Provides a comprehensive explanation of why Franziska was so surprised	3
• Provides a good explanation of why Franziska was so surprised	2
• Provides some relevant information	1

Sample answer:

Franziska is surprised because her aunt's cat had such a drastic change of behaviour. She thought she knew the cat well. The cat is normally loving and sweet. But suddenly it became aggressive and scratched her when Franziska reached for the fish they were having for lunch. She was also surprised at her aunt's reaction. Instead of her aunt helping her, she just laughed.

Question 6

Criteria	Marks
• Provides a perceptive understanding of why Heidi is having difficulty making a decision	4
• Provides a comprehensive understanding of why Heidi is having difficulty making a decision	3
• Provides a good understanding of why Heidi is having difficulty making a decision	2
• Provides some relevant information	1

Sample answer:

Heidi is having difficulty making a decision because she is torn between fulfilling her dream and her loyalty/obligation to her family. (She values her family's opinion but hasn't spoken to them about this important decision yet.)

Heidi has always wanted to be school captain. She has already been thinking of projects that will be difficult to implement at school without her input.

However her family wants her to go to Italy to improve her Italian and learn more about her family history. They have organised for her to stay in Italy for a year.

Question 7

Criteria	Marks
• Provides correct answer	1

Sample answer:

D

Question 8

Criteria	Marks
• Demonstrates a perceptive understanding of the lessons Lukas has learned as a result of his encounter with Melanie	5
• Demonstrates a comprehensive understanding of the lessons Lukas has learned as a result of his encounter with Melanie	4
• Demonstrates a good understanding of the lessons Lukas has learned as a result of his encounter with Melanie	3
• Demonstrates some understanding of the lessons Lukas has learned as a result of his encounter with Melanie	2
• Provides some relevant information	1

Sample answer:

Lukas has learnt not to judge someone before you get to know them. When he first met Melanie at work, he didn't like her because she would always arrive late, not concentrate, get a phone call around lunchtime and just leave. But that all changed after they ended up sitting together on the train and he learnt of her situation.

Lukas also learned to appreciate what one has as there is always someone who is worse off. He is embarrassed about his reaction. His complaining about overtime was nothing compared to her situation.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding of what Nina is referring to when she makes this statement	2
• Provides some relevant information	1

Sample answer:

Nina is referring to the fact that her son only wants to snack and she has been struggling to get her son to eat properly at mealtimes.

Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of what solution Nina found to this problem	2
• Provides some relevant information	1

Sample answer:

She found an app that encourages children to eat healthily without them even realising.

Question 9 (c)

Criteria	Marks
• Demonstrates a good understanding of Oliver's reaction	2
• Provides some relevant information	1

Sample answer:

Oliver believes that the app is not really free. The constant advertising leads to his children spending more time on the computer than ever before.

Question 9 (d)

Criteria	Marks
• Provides a perceptive comparison of Petra's and Quentin's experiences in relation to Nina's comment	4
• Provides a comprehensive comparison of Petra's and Quentin's experiences in relation to Nina's comment	3
• Provides a good comparison of Petra's and Quentin's experiences in relation to Nina's comment	2
• Provides some relevant information	1

Sample answer:

Petra and Quentin each experienced some success, but with varying degrees compared to Nina.

Based on Petra's experience, she would also say that the app is a 'great success'. Although her children were sceptical at first, she highly recommends it because her children are now eating a variety of fruit and vegetables and less sweets.

Quentin's experience, on the other hand, is not as positive. Although he concedes that the app did engage his children, he is not convinced that his children have changed their eating habits significantly other than eating a little more fruit.

Question 10 (a)

Criteria	Marks
• Demonstrates a good understanding of what is special about <i>Lüif02</i>	2
• Provides some relevant information	1

Sample answer:

Lüif02 is wearable technology (airfilters) that doesn't collect personal data.

Question 10 (b)

Criteria	Marks
• Demonstrates a good understanding of what products like <i>Lüif02</i> do according to the manufacturers	3
• Demonstrates some understanding of what products like <i>Lüif02</i> do according to the manufacturers	2
• Provides some relevant information	1

Sample answer:

The manufacturers claim that the products filter bacteria and clean the air and neutralise smoke and perfume odours. They also claim that they are effective against pollen and reduce allergic reactions.

Question 10 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of what evidence has led the writer of the article to make this statement	4
• Demonstrates a good understanding of what evidence has led the writer of the article to make this statement	3
• Demonstrates some understanding of what evidence has led the writer of the article to make this statement	2
• Provides some relevant information	1

Sample answer:

The writer says further studies are needed because the results of two studies already conducted are inconsistent. Both studies involved the same sample size (500 students) and time period (approximately 4 weeks). While in the first study (in school) the air quality indoors improved significantly (by 45%), the comparable study (at university) showed only a marginal (7%) improvement. Furthermore, there was no measurable improvement outdoors in the first study, while in the second study there was a measurable improvement in air quality (9%).

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive comparison of how the text in Question 10 and the advertisement in Question 9 appeal to potential consumers of the products reviewed Refers to both language and content 	6
<ul style="list-style-type: none"> Provides a comprehensive comparison of how the text in Question 10 and the advertisement in Question 9 appeal to potential consumers of the products reviewed Makes some reference to both language and content 	5
<ul style="list-style-type: none"> Provides a good comparison of how the text in Question 10 and the advertisement in Question 9 appeal to potential consumers of the products reviewed Makes some reference to language and/or content 	4
<ul style="list-style-type: none"> Provides a basic comparison of how the text in Question 10 and the advertisement in Question 9 appeal to potential consumers of the products reviewed 	3
<ul style="list-style-type: none"> Provides some information about how the text in Question 10 and/or the advertisement in Question 9 appeal to potential consumers of the products reviewed 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The advertisement in the first text appeals to the consumer at a more personal level. It does so through the element of fun (games and music) and rewards (such as a colouring book). It uses advertising jargon such as 'Eat the Rainbow' and repetition (alliteration) and rhyme 'Neu entdecken und Neugier erwecken' to create interest. It is offered free of charge provided one buys 30 Euro worth of fruit and vegetables.

The second text, however, appeals to the consumer at a broader level. It outlines the benefits not just to the individual but also to the wider community ('was nur gut für die Umwelt sein kann'). It does so through the use of scientific evidence/test data ('in einer zweiten vergleichbaren Studie'; 'laut dieser Statistik'). It uses expert opinion (research by Professor Rainer) and independent studies ('unabhängige Studie') to provide a balanced view of the product. The text encourages potential consumers to take part in clinical studies to develop the product further.

Section II — Reading and Responding

Part B

Question 11

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 12

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately in relation to the audience, purpose and context of the task • Manipulates 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 task • Demonstrates 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 task • Demonstrates 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 13**

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

2015 HSC German Continuers

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	Leisure and Lifestyles — conversation	H3.1
2	2	People and Places — announcement	H3.1
3	3	Tourism and Hospitality — telephone message	H3.1
4 (a)	1	Past and Present — announcement	H3.3
4 (b)	3	Past and Present — announcement	H3.1
5	4	People and Places — conversation	H3.5
6	4	Education and Aspirations — conversation	H3.5
7	1	Personal Identity — conversation	H3.5
8	5	World of Work — interview	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Leisure and Lifestyles — blog	H3.1
9 (b)	2	Leisure and Lifestyles — blog	H3.1
9 (c)	2	Leisure and Lifestyles — blog	H3.1
9 (d)	4	Leisure and Lifestyles — blog	H3.4
10 (a)	2	Youth Issues — Article	H3.1
10 (b)	3	Youth Issues — Article	H3.1
10 (c)	4	Youth Issues — Article	H3.5
10 (d)	6	Youth Issues — Article	H3.5, H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	World of Work — email/email	H1.2, H1.3, H3.1

Section III — Writing in German

Question	Marks	Content	Syllabus outcomes
12	5	Arts and Entertainment — message	H2.1, H2.2, H2.3
13 (a)	10	Education and Aspirations — email	H2.1, H2.2, H2.3
13 (b)	10	People and Places — email	H2.1, H2.2, H2.3