

**2007 HSC Notes from  
The Marking Centre  
German**

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# 2007 HSC NOTES FROM THE MARKING CENTRE

## GERMAN

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in German. It contains comments on candidate responses to the 2007 Higher School Certificate examinations, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2007 Higher School Certificate examinations, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of German.

### Beginners

#### Introduction

**Note:** Teachers and candidates are reminded that the **new** Stage 6 German Beginners syllabus will be examined for the first time in 2008. Information about the new syllabus including the Specimen HSC examination Resources Package is available on the Board of Studies website at [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/)

#### Oral Examination

##### General Comments

The examination was generally well handled and many candidates approached the examination with confidence and demonstrated a good knowledge of vocabulary and language structures.

##### Specific Comments

##### Question 1

A number of candidates misread *Geschwister* as *Schwester* and therefore gave a confused response to the question. Few candidates demonstrated sound knowledge of gender and adjectival endings. Most candidates coped well with the third part of the question and used the modal form effectively.

##### Question 2

There was some confusion with *Lehrer/Lehrerin* and the appropriate pronoun *er/sie* needed to describe the teacher. Candidates are reminded to keep the verb the second idea, especially when beginning a sentence with a time phrase such as *in der Mittagspause* or *freitagabends*.

##### Question 3

In response to the first part of this question, a small number of candidates incorrectly interpreted the question as *Was isst du...?* rather than *wann*. Few candidates used the perfect tense effectively, using the correct auxiliary verb with *gegangen*. In the better responses, candidates used the perfect tense and subordinate clauses with *weil* and *wenn* quite well.

#### **Question 4**

In response to the second cue line, candidates are reminded that *Schmerzen* is a plural and using *ein Kopfschmerzen* should be avoided. Many candidates did not use the correct register and used *du* rather than *Sie* when talking to the doctor.

In response to the third cue line, many candidates confused *spät* with *krank* and talked about being sick during the training session rather than giving reasons why they were late.

### **Listening Skills Examination**

Many candidates confused the numbers 2 and 3 and 40 and 50. The word *Zahnschmerzen* was not recognised well by many candidates. Candidates handled *sollte* very well and recognised the superlative *neueste*.

#### **Advice to Candidates**

Candidates should read all questions in English before the item is read in German to ensure that ALL relevant information is transferred from the Candidate's Notes column to the lines provided for the response. Information in the Candidate's Notes column is not considered as part of the answer.

### **Written Examination**

#### **General Comments**

There were many comprehensive, well-considered responses in all sections of the examination. Some candidates included unnecessary detail in their answers.

#### **Section I – Reading Skills**

Candidates must ensure that they provide appropriate reference to the text when a question specifically asks for supporting evidence. Candidates should be aware that quoting slabs of German from the text without an English translation does not constitute supporting evidence.

Items of vocabulary that were not well understood included *Hähnchen*, *gestorben*, *Fremdsprache*, *Miete*, *sitzenbleiben*, *Zahnarzt* and *Fahrstunden*.

Candidates should:

- pay attention to their expression in English to ensure that responses make sense
- take note of the mark value of each question to ensure they provide the breadth and depth required for the number of marks allocated
- pay attention to verbs tenses used in the texts when responding to the questions.

## Section II – Writing Skills

In the better responses, candidates constructed relevant, logical pieces of writing and handled spelling, word order, tenses and vocabulary well. Candidates should not lift lines or passages from other parts of the examination as marks can only be awarded to candidates' own work.

Candidates should:

- try to plan their response and keep their answer relevant to the cue line or letter topic
- if they have time remaining, re-read their work and consider whether it flows coherently
- use capital letters for all nouns
- make sure they can use the perfect tense by learning the correct auxiliary and past participle of common verbs, eg *kommen, gehen, fahren, spielen, haben, machen*
- try to use a variety of vocabulary and structures and include some subordinate clauses in their response
- adhere as closely as possible to the word limit. Responses which do not meet the word limit cannot score top marks.

## Continuers

### Oral Examination

#### General Comments

Most candidates were comfortable with the conversational style of the examination and communicated authentically and fluently. Many candidates displayed familiarity with a wide range of topic areas and were able to move from one area to another with the ease of a normal conversational style. There were only a few candidates who tried to dominate the conversation with long, irrelevant answers.

Better performances in the oral examination communicated relevant opinions, ideas and information in greater depth, utilising appropriate and sophisticated vocabulary and grammatical structures.

Better speakers interacted confidently, authentically and fluently with the examiner across the range of syllabus topics. These candidates developed new directions taken by the examiner in order to develop and expand upon their original responses. Candidates who gain higher marks are prepared to add breadth and depth to a topic and justify and expand upon their ideas and comments.

Candidates are reminded that there are no ‘set’ questions for this examination and that the examinable topic areas as published in the Continuers Syllabus may be approached from a range of perspectives. Therefore it is unlikely that all questions will be phrased solely in the ‘*du*’ form. This can be illustrated with the following example:

The question ‘*Hast du Geschwister?*’ may be developed further with a follow up question such as:

*Kommst du mit deinen Geschwistern gut aus?*

*Kommen deine Geschwister miteinander gut aus?*

*Kommt ihr mit euren Eltern gut aus?*

The above questions require responses in a different form.

Candidates are also reminded it is not possible to have a prepared response to every conceivable question. The best preparation candidates can have for this examination consists of:

- familiarity with the range of vocabulary they are likely to need across the syllabus topics, especially essential areas of their personal world; eg school, future plans, free-time activities/holidays, parents’ professions
- familiarity with essential grammatical structures. This could include but not be limited to correct verb forms, perfect tense and word order. Particular attention should be paid to the verbs *werden* and *bekommen*, the correct use of *sich interessieren für* and the fact that no indefinite article is used with professions or the playing of musical instruments
- familiarity with the contextual nature of language. This can be illustrated by the expression *nach der Schule*, which may mean ‘in the afternoon after school’ or ‘on completion of your schooling’ depending on the context. The verb *ändern* is also a source of confusion for some candidates.

Candidates are also encouraged to:

- elaborate beyond a simple, single-sentence response, without going to the other extreme of presenting a rote-learned monologue
- bear in mind that German intonation requires that the voice drop at the end of the sentence
- address the question asked and not just answer in the general topic area. For example, *Musst du ein Zimmer teilen? / Ja ich sollte mein Zimmer putzen, aber im Moment ist es eine Katastrophe*
- pay attention to the logic of their sentences. For example, ‘*Obwohl ich viele Biohausaufgaben mache, will ich Krankenschwester werden.*’
- incorporate prepared material into their responses in a measured and appropriate fashion. In speaking too quickly, candidates may render their responses incomprehensible
- ask for a question to be repeated or rephrased if it has not been understood.

The better speakers demonstrated not only control of grammatical structures, but also authenticity and sophistication in their responses. These candidates generally displayed a wide range of vocabulary and offered in-depth responses that still maintained relevance to the question asked. While there is no prescription for achieving control, authenticity and sophistication, some of the following may apply:

- authentic and idiomatic use of a range of vocabulary
- consistently accurate use of tenses
- consistently accurate verb forms and word order
- comfortable and natural use of subordination
- correct use of modals
- use of the conditional
- authentic phraseology
- good pronunciation and intonation.

## Written Examination

### Section I – Listening and Responding

#### General Comments

It is important not to waste space by rephrasing the question when writing the answer. After making notes, candidates must be sure to transfer them to the response in a way which will address the question appropriately. Candidates should be succinct with quotes and demonstrate an understanding of what the quote means.

Translations of the following expressions need care: *im Freien, in den Ferien, Freizeit, feiern, Freiwillige, Freitag*.

Candidates should always be guided by the number of marks allocated to each question. Candidates should also be guided by the amount of space provided, as this represents a guide to the length of an appropriate response. The later questions often require an interpretation or evaluation of information. A straight translation of an item may not address the question. Responses which do not make sense in English are unlikely to attract marks.

#### Specific Comments

##### Question 1

Some responses left out the key concept of the final exam and that the marks were necessary to get into Uni. ‘*Noten*’ was sometimes incorrectly translated as ‘notes’.

##### Question 2

Rather than repeat the word ‘urgency’, which was in the question, an understanding of the time pressure was required. The days of the week, although not necessarily required, were often incorrect. Candidates needed to express the idea that the volunteers were needed on Friday to inform the public about the demonstration, not about global warming.

##### Question 3

This was generally well done. The concept of next year was not always expressed.

##### Question 4

Candidates found this a challenging question. Spelling needs to be reviewed (particularly *v, w, i, e*) as well as numbers, particularly 40s and 50s. Students should have used the candidates’ notes section to sift out the ‘favourite music’. Attention to detail was required, eg not more than €40.



### Question 5

This was quite well done. *Deutsche Küche* means ‘cuisine’ (not ‘kitchen’). The point about the Australian animals needed to be linked with the garden. *Im Freien* was poorly expressed in English. *Abende* was often incorrectly translated as ‘afternoons’. The idea of ‘multicultural’ needed to be linked to food.

### Question 6

Some candidates translated *Hausaufgaben* incorrectly as ‘housework’.

### Question 8

The question ‘How..?’ required candidates to interpret information in the text and not just provide a translation of it. General statements needed to be backed up by evidence from the text.

## Section II – Reading and Responding

### Part A – Questions 9 and 10 (25 marks)

#### General Comments

Candidates are reminded that they must answer all questions fully and take into consideration the mark value allocated to each question. This should provide a guide to the depth of response required. A question worth 5 marks will often require some interpretation and evaluation and not simply a translation of lines of text. Candidates are advised to read the questions before reading the passage. This will enable them to decide not only which information is required, but where it is required.

Candidates should be aware that questions which require analysis, interpretation or evaluation need more than direct translation of a portion of the text.

If candidates are unsure of a key word in a text they are advised to use a dictionary. When a word has more than one English meaning, they should choose the one that makes sense in context not simply the one which appears first in the dictionary.

Time should not be wasted quoting in German. The questions are to be answered in English. If candidates include quotations in their responses, they need to ensure that they show an understanding of the meaning.

Candidates should not repeat the same information in more than one question.

#### Specific Comments

### Question 9

- (b) Candidates did not mention that part of Bettina’s reaction to her mother’s behaviour was that she felt her life had been turned upside down.

- (c) It was important that candidates recognised that Renate had an improved relationship with her mother, ie it was good previously, it is now even better – *engeres Verhältnis*.
- (d) Candidates needed to recognise that Bettina wanted to maintain her good relationship with their mother.

### Question 10

- (b) Candidates needed to show that they had understood that Richard had come from a developed country himself.
- (d) It was important that candidates read the question carefully. In the better responses, candidates demonstrated a deep understanding of the kind of person the program would appeal to and did not simply recount Richard's own experience.
- (e) When referring to the language, simply quoting items of vocabulary in inverted commas does not constitute an answer in itself unless the effect of that language is clearly shown. Similarly, stating that positive/emotive language is used without examples will not enable candidates to gain credit.

Items of vocabulary which caused some difficulty:

- *Strom* (electricity, not river)
- *Siedlung* (settlement, not housing settlement)
- *Mitarbeiter* (co-workers, not collaborators)
- *Brunnen* (well, not fountain)

### Part B – Question 11 (15 marks)

#### General Comments

In the best responses, candidates addressed the main points raised in the text creatively and developed the necessary depth. In general, the more convincing responses were comprehensive, well organised and well structured.

Candidates are reminded to read the English instructions given at the beginning of the task carefully to ensure that they have a clear understanding of what is required. Candidates should also remember that this is primarily a comprehension task and that their answers need to be in direct response to the stimulus material provided.

It is recommended that:

- candidates read both the instructions and the text several times and then take the time to organise their response in its entirety, before committing themselves to a particular direction
- candidates write clearly and on alternate lines

- responses are relevant to the issues at hand
- candidates use the dictionary with care and cross-reference by vocabulary in both sections to ensure that the meaning of the word selected is appropriate to the context
- candidates practise the text types outlined in the syllabus as much as possible and look at similar tasks in past HSC examinations in other languages so as to be as well prepared as possible
- candidates leave enough time to complete the task and to check it carefully for the basics such as subject/verb agreement, past participles and word order.

### Specific Comments

Candidates were required to write two emails in response to two sent to them by a friend. The replies had to address the questions posed or the ideas raised in both emails. To do this successfully, the candidates needed to have read both emails first before composing their replies. Most candidates demonstrated their understanding of the text by responding with the necessary relevant information from both texts, but some candidates did not respond to all of the matters raised. Others outlined their own holiday plans in their first email without relating them to the questions at hand or ensuring that they would then lead to Carola's criticism of the idea seen in the second stimulus email. Candidates are advised not to use rote-learned material, as it generally does not fit the task well. Relevance and depth are vital for candidates to achieve at the highest levels.

Some candidates did not realise that they were meant to work at the holiday camp, believing instead that they would be there on vacation only. Others were confused by the concept of *mit 60 machen*, not understanding that Carola was criticising their proposed holiday plan for being something that older people would and could do. Candidates are advised to read the stimulus texts very carefully to make sure that they really understand what they are supposed to write about.

Candidates need to pay careful attention to different registers required in Reading and Responding tasks, especially the appropriate German forms for 'you'. A number of candidates had difficulties with the use of *du*, *ihr* and *Sie* and their related form. Similarly, candidates need to be careful to use the correct form of past participles with the correct auxiliary verbs. The forms of the verb *werden* also need practice. The cases, particularly with pronouns, need further attention. Candidates need to be careful to copy the gender of the words used in the set text correctly. Spelling, punctuation and the use of paragraphs are important in creating a positive overall impression.

Common vocabulary and grammatical errors:

- Some candidates confused the language *Französisch* with the country *Frankreich*.
- Some candidates confused *konnte* (was able to) with *könnte* (would be able to)
- Many candidates wrote *Ich bin nicht ein Spielverderber* instead of *Ich bin **kein** Spielverderber*
- Candidates need to be mindful of the differences between *Spaß haben* and *Spaß machen* and that *Es ist Spaß* is incorrect German

- To say that something sounds good, candidates are advised to use the expression *Das hört sich gut an*.

## Section III – Writing in German

### Part A – Question 12 (6 marks)

#### General Comments

This section of the examination was well handled by the majority of candidates.

The better responses manipulated the language in an authentic and creative way, giving a confident and original response to the question chosen. They displayed a depth of ideas and a range of vocabulary and sentence structures.

Candidates are advised to read both possible questions carefully before choosing which question to attempt. They should take time to identify the key issues to be addressed and ensure they have correctly understood the intent of the question so that they can plan their answer accordingly. This will ensure their response is relevant. Candidates who have a good base vocabulary and have practised grammatical structures on a regular basis in order to use language effectively are better able to write an interesting and appropriate response.

Regular practice on a wide range of topics, using a variety of text types, will ensure candidates are able to create an interesting and flexible response. In the better responses, candidates demonstrated control of more complex language structures in their answers (eg *um...zu*, *dass* / *wenn* / *weil* / *obwohl* clauses, a range of tenses etc). The use of a dictionary will only assist if this skill has been practised throughout the course.

Candidates are reminded that rote-learned material rarely fits neatly into a response and will only be effective if it is adapted adequately to the specific needs of the question being attempted. Lengthy, irrelevant introductions and conclusions, which have been pre-learned, usually detract from the overall impression, adding nothing to the response. Such sections should not be included, as they do not address the points raised in the question. Candidates are also reminded to take note of the required word count for their response. A well thought-out answer which meets the word count is more effective than a lengthy, unstructured response. Candidates are also reminded that attempted humour is ill advised.

#### Specific Comments

Candidates need a good command of adjectives, subject–verb agreements, modals, prepositions and subordinate clauses in order to answer the question.

- (a) The most effective responses described where the exchange student would be living when he or she came to stay, using a variety of word order or by manipulating subordinate clauses, and avoiding simply listing rooms of the house. The most effective responses also described what the area had to offer by way of free-time activities, rather than just focusing on describing the

house. Length was well observed by candidates in general. Most candidates addressed the question well with relevant information.

Common vocabulary errors included the use of *Bettzimmer* rather than *Schlafzimmer*, *Mauer* rather than *Wand/Wände*. Common grammatical errors included careless errors in genders, capitalisation of nouns, in the word order in subordinate clauses, in present tense verb endings, in the accusative case, and in the accusative and dative after prepositions and with personal pronouns.

- (b) A good command of the word order, modals, prepositions, tense and verb auxiliaries were needed to answer the question. The most effective responses described how the exchange partner would now be getting home from the airport due to the sudden impossibility of the host brother or sister picking them up as planned. These responses were creative and demonstrated a good command of the appropriate subordinate clauses. Length was well observed by candidates in general. Most candidates addressed the question well with relevant information.

Common vocabulary errors included difficulties expressing ‘arrival’, as well as incorrect use of *wenn* and *das* and *dass*. Common grammatical errors also included errors with subject–verb agreements, word order with modal verbs, the correct use of the accusative and dative with prepositions, and auxiliaries and past participles with the perfect tense.

### **Part B Question 13 (9 marks)**

#### **General Comments**

Candidates are reminded to carefully read the question(s) and rubric to identify the requirements of the task. In this question candidates were required to write either a persuasive, reflective or evaluative response.

Candidates are reminded to avoid including pre-learnt material as this can lead to irrelevance. Ideas should be structured and sequenced logically. Developing a plan before writing is advised.

Better responses demonstrated a variety of grammatical structures and a wide range of appropriate vocabulary, with a high level of accuracy in spelling. These responses also demonstrated breadth and depth in the treatment of the task and manipulated language authentically and creatively.

Candidates are advised to be guided by the word limit of this task. Lengthy responses often lack structure and can result in less than effective sequencing. At the same time candidates should endeavour to elaborate (ie provide depth) on some of the points made rather than resort to simply listing.

Candidates should ensure that their responses conform to the text type specified in the question. This does not mean, however, that in the case of email or chat room writing they need to waste time drawing toolbars or writing lengthy imaginary email addresses and/or names.

Candidates who use a dictionary should be familiar with its use and distinguish between nouns, verbs and adjectives. Selections should be cross-referenced in both sections of the dictionary to ensure that the meaning of the word selected is appropriate to the context.

Candidates are strongly encouraged to re-read what they have written for accuracy and coherence.

### **Specific Comments**

- (a) Candidates were required to persuade a friend to have an 18th birthday party in the context of a chat room conversation. The majority of candidates who chose this question wrote a relevant response. This involved developing argument and counter-argument. Candidates who merely suggested a party and then described what would happen did not fulfil the requirements of the task.
- (b) Candidates were required to write a diary entry reflecting on how their life was going to change after sitting for their last HSC examination. Some candidates merely described what they were planning to do or how they felt without reflecting on the idea of change. These responses did not meet the requirements of the task as they tended to be more descriptive than reflective.

## **Extension**

### **Oral Examination**

#### **General Comments**

In general, the responses to the questions were of a high standard, and examiners were impressed by the maturity and sophistication of the responses. Candidates used a range of vocabulary and sentence structures to illustrate their points of view. However, there were a few responses where candidates resorted to monologues based on prepared topics, which they tried unsuccessfully to adapt to the question.

Candidates need to read the questions carefully to ensure they give a relevant response. Candidates are advised against reproducing pre-learnt material which may be on the general topic but which does not directly address the question asked. Candidates are advised to write key words/notes in the boxes provided to help them organise their ideas and arguments.

Candidates should practise speaking on various topics for the advised two minutes to become accustomed to the time allocated to each question. Monologues that are too long or too short can lead to either a superficial treatment of the topic or to repetition of ideas and inclusion of irrelevant information. Candidates should consider the option of presenting both sides of the argument before presenting their own point of view, to ensure that the topic is treated in depth. Candidates are also strongly encouraged to read widely in order to develop their own opinions on topics related to the prescribed issues.

The importance of using the preparation time to write a structured plan cannot be emphasised enough. This would also help prevent unnecessary repetition. While a variety of responses are accepted they must be relevant to the task. Candidates are strongly advised to read the questions in German and English carefully to ensure that they understand the question fully.

## Specific Comments

### Question 1

A number of candidates experienced difficulties defining the role of grandparents and did not address the issue as to whether the role had changed or not. Some answers focused more on the conflict between generations rather than the role of grandparents. The better responses drew on a range of examples of how the role of grandparents has changed over the years.

### Question 2

Most responses focused on drug use for relaxation explaining the reasons for drug-taking as well. However, in better responses candidates addressed the problems that arise through drug-taking in today's society. Some candidates argued that taking drugs for relaxation is not becoming more and more of a problem. Candidates are reminded that any opinion is accepted, provided they can state their reasons for this opinion.

### Question 3

A variety of responses were given for this question. It appeared that the term *Weiterbildung* was not always clearly understood. Some students focused on *Ausbildung* or *Bildung* and thus did not adequately address the question. The concept of *Chancengleichheit* was not always understood nor addressed clearly. However, some candidates broadened the idea of *Chancengleichheit* too much, to include a list of other kinds of equality / inequality in society.

## Written Examination

### Section I – Response to Prescribed Text

#### Part A – Question 1 (15 marks)

#### General Comments

The majority of candidates showed familiarity with the two texts *Masken* and *Hunne im Abendland* and the related language and stylistic features.

Better responses demonstrated a clear understanding of the requirements of the questions. Some responses, however, focused more on generalisations and the retelling of the story, rather than on addressing the questions asked. Responses that merely recounted the storyline, and those that included a wealth of interesting but irrelevant information, did not meet the requirements of the question.

Candidates are reminded:

- to read each question carefully and focus on any key words. What is the question really asking you to do?
- to take the time to read over their responses to make sure that their English makes sense

- to use quotations from the text to support their answers, but not to copy large slabs of text. The significance of the quotations must be explained within the context of the requirements of the question
- to be aware that the number of marks awarded to each question is an indication of the **depth** required for the response
- to be aware that the lines allocated for a question reflect the anticipated **length** of the response. Candidates should aim to write perceptive and succinct answers. A longer response will not necessarily get to the heart of the matter and can become repetitious rather than furthering the argument. The benefit of planning cannot be overstated
- to avoid repeating the same concepts from question to question. Credit will not be given twice for the same information
- to refer to the text as a whole and not simply focus on the excerpt printed in the examination paper, when the question requires a broader focus
- to avoid retelling the story. At Extension level, the emphasis is on analysis and interpretation. Candidates should ensure that their ideas are clearly expressed rather than filling their responses with unsubstantiated jargon.



## Specific Comments

- (a) Most candidates addressed the question of intensity well. Some candidates, however, commented more on the surprise aspect of the meeting or did not draw their response from the beginning of the story.
- (b) This question was very well done, although a small number of candidates did not include reference to the extract as well as other parts of the story. Better responses showed a thorough knowledge of the story and referred to both Erich and Renate's avoidance of the truth.
- (c) Better responses gave an in-depth treatment of the key words in the quote, ie *Bombenstellung* and *sinnlos*, plus a perceptive understanding of their significance. Some candidates' responses were confusing and showed little evidence of planning.
- (d) Some responses showed a clear understanding of the role and function of the narrator in the short story genre, but lacked specific reference to the story *Masken*. Better responses included specific points, eg the revelation of the truth about Erich and Renate's jobs and of their true feelings for one another, plus an effect this may have on the reader.
- (e) In the better responses, candidates drew clear comparisons between the treatment of deception in both *Masken* and *Hunne im Abendland*. Planning played an important part here. Purely descriptive responses were less impressive.

## Part B – Question 2 (10 marks)

### General Comments

The overall standard of responses was good, with those in the top mark ranges demonstrating a perceptive and sensitive understanding of the story *Spaghetti für Zwei*, and of the requirements of the task: to *reminisce* about *how* a plate of spaghetti *changed their* lives. Indeed, candidates are strongly advised to highlight the keywords in a task requirement when they first read it in the examination, and refer back to them at regular intervals to remind themselves of the task at hand. This will avoid too much creativity or 'waffle', particularly if the candidate does not write an adequate plan of the response beforehand.

Candidates should ensure that they are thoroughly familiar with the details of the entire story and that they have a good understanding of the characters and the motives for their behaviour. Before starting their response, candidates are advised to take time to plan its content and structure. This will ensure that they provide adequate reference to the story and demonstrate a sound knowledge and understanding of the text.

The marking guidelines provide an invaluable insight into the marking criteria. The best responses to this task demonstrate:

- a perceptive and sensitive understanding
- flair and originality
- the ability to manipulate language authentically and creatively
- the ability to organise information and ideas to meet the requirements of the task.

## Specific Comments

In order to achieve marks in the top range, responses needed to demonstrate a perceptive and insightful global understanding of the entire prescribed story. Evidence of thorough knowledge of the story beyond the extract had to be shown and applied to answer the question at hand. That is, candidates were required to demonstrate knowledge of Heinz's previous attitude, through *examples* from the entire story and *analysis* of these examples: his appearance, manner and behaviour showed that he was brusque, narrow-minded and prejudiced, in contrast to Marcel's calm and generous demeanour (with examples from the story as illustrations or evidence). Candidates also needed to show how the 'old' Heinz contrasts with the 'new' post-spaghetti Heinz. In order to achieve 10 marks, it was also necessary to mention a change in Marcel, albeit much less emphasised than that of Heinz (changed *their* lives, ie not just Heinz's life).

Some candidates reminisced by giving examples of behaviour from the prescribed text, without analysing the underlying attitude. The danger of this approach is that it can amount to a regurgitation of the story, rather than the candidate applying knowledge to produce an appropriate and astute response to the required task. Conversely, all analysis with no illustrations as evidence from the prescribed text, was also an imperfect response.

Comments on some problematic language points:

- *sich an etwas erinnern*

To avoid incorrect use, candidates should practise this structure (a reflexive prepositional verb). Perhaps other such verbs should be practised at the same time.

- *doch*

Candidates should practise using this in various contexts, to get a feeling for it and other similarly 'tricky' but very authentic German words, which add nuance to a sentence.

- *sich vorstellen*

Candidates should learn to distinguish between the meaning of this verb when used with a dative reflexive pronoun versus an accusative reflexive pronoun.

## Section II – Writing in German

### Questions 3 and 4

#### General Comments

The majority of candidates presented clear and logically developed ideas and arguments. The best responses were well structured, with a brief introduction that led to the body of the text and a convincing conclusion.

In preparing for this part of the examination, candidates should:

- carefully consider which question to answer, choosing the one for which a range of ideas and well-supported arguments can be provided
- write a brief plan
- provide a relevant introduction and a convincing conclusion
- avoid repetition and rephrasing
- give a response that has breadth and depth
- write accurately, aiming for variety in the language used
- approach the topic in more general terms, rather than giving an entirely anecdotal response
- avoid writing fewer than the indicated number of words
- use the appropriate form of address, eg *du*, *ihr*, *Sie* and be consistent in the chosen form of address; the use of *ihr* often causes difficulties
- engage the interest of the audience in a speech (eg by using rhetorical questions)
- use the dictionary appropriately.

Also, they should allow time to review and revise their responses, especially regarding:

- verb–subject agreement
- correct tense
- word order
- spelling
- punctuation, particularly commas
- modal verb forms, particularly conditional versus imperfect
- correct use of the passive voice.

## Specific Comments

### Question 3

Weaker responses showed a lack of understanding of the question. Candidates seized on the word ‘multicultural’ in the question and dismissed racism, hatred of foreigners and other problems in a multicultural society. Alternately, some candidates based their response on the benefits of a multicultural society, clearly deviating from the topic.

Candidates are reminded that incorrect spelling and punctuation not only indicate carelessness but also detract from clear communication. The capitalisation of nouns was frequently inconsistent. Candidates often treated the word *die Medien* as singular. When addressing the media, candidates are reminded that ‘on television’ is expressed as *im Fernsehen*.

A recycling of ideas and vocabulary can be prevented by briefly planning the outline of the response before writing is commenced. In the best responses, candidates presented a coherent response within the word limit. Responses which fell short of the direction (approximately 300 words) were more likely to lack breadth and depth and/or did not include material to support their arguments.

The majority of candidates had a solid command of all aspects of language expected at this level. Many moved with relative ease between voices and tenses. Conjunctions and complex sentence structure were used well. It was apparent that more able candidates had allowed time to check their work for errors and had taken care to correct mistakes (eg in sentence structure, verb agreements, cases and

adjectival endings). Weaker responses reflected problems with genders, plural forms and modal verb conjugation.

In the better responses, candidates made excellent use of dictionaries to check their work. Their responses tended to sound more authentic, as they included correct idiomatic expressions, whereas weaker responses contained a number of lexical errors and anglicisms.

#### **Question 4**

Generally speaking, candidates handled the text type well, addressing their year group throughout the speech. Candidates should be reminded that the correct form of address should be used consistently. Question 4 required that candidates use the you-familiar plural form (*ihr*). Candidates are reminded that the correct reflexive (*euch*) and correct possessive adjective forms (*euer, eure*) should be used. There was a wide range of responses to Question 4, displaying evidence of wide reading. However, some candidates limited their discussions to advertising, thus not exploring the whole issue of media, ignoring the issue of preoccupation with image. It was also encouraging to note that candidates were able to apply their knowledge to the task without reproducing pre-learnt or pre-prepared irrelevant material. Candidates showed that they understood the question.

In conclusion, candidates who gained marks in the higher ranges showed evidence of background reading and consideration of the issues raised. They addressed the intended audience, linked their response to the question and communicated their ideas well.

# German Beginners

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I — Guided Conversation</b>			
1	4	Home and Family	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	5	School	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	6	Restaurants	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Speaking Skills Examination</b>			
<b>Section II — Situations</b>			
4	5	Daily life	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	1	Daily life — conversation	H3.1
2	1	Daily life — conversation	H3.1
3	2	Living — conversation	H3.1
4	2	Living — phone conversation	H3.1
5	2	Living — Advertisement	H3.1
6	2	Daily life — conversation	H3.1
7	3	Natural surroundings — conversation	H3.1
8	1	Daily life — conversation	H3.1
9	3	Living — conversation	H3.1
10	3	Living — news item	H3.1
11	1	Living — phone message	H3.1
12	4	Health — phone conversation	H3.1
13	5	Living — conversation	H3.1

Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
<b>Part A</b>			
1	1	Daily life — advertisement	H3.1
2	1	Daily life — notice	H3.1
3 (a)	1	Daily life — message	H3.1
3 (b)	1	Daily life — message	H3.1
4 (a)	1	Daily life — advertisement	H3.1
4 (b)	1	Daily life — advertisement	H3.1
5 (a)	1	Living — advertisement	H3.1
5 (b)	1	Living — advertisement	H3.1
6 (a)	1	Living — notice	H3.1
6 (b)	1	Living — notice	H3.1

Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
<b>Part B</b>			
7	2	Daily living — email	H3.1
8	3	Daily living — website advertisement	H3.1
9 (a)	2	Daily living — website advertisement	H3.1
9 (b)	4	Daily living — website advertisement	H3.1
10 (a)	3	Daily living — email/chatroom	H3.1
10 (b)	2	Daily living — email/chatroom	H3.1
10 (c)	4	Daily living — email/chatroom	H3.1
11 (a)	2	Travel — web blog	H3.1
11 (b)	2	Travel — web blog	H3.1
11 (c)	5	Travel — web blog	H3.1
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
12	10	Daily life — dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
13 (a)	10	Daily life — letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
13 (b)	10	Daily life — letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

# German Continuers

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	2	Education and aspirations - dialogue	H3.1
2	2	Youth issues – news item	H3.1
3	3	Personal identity – dialogue	H3.1
4	3	Arts and entertainment – interview	H3.1
5	4	Tourism and hospitality – speech	H3.1
6	5	Personal identity – dialogue	H3.1, H3.2
7	1	Leisure and lifestyles – announcement	H3.1, H3.2
8	5	World of work – dialogue	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
9a	1	Personal identity - letter	H3.1
9b	2	Personal identity – letter	H3.1
9c	3	Personal identity – letter	H3.1
9d	4	Personal identity - letter	H3.1, H3.2
10a	1	Youth issues – interview	H3.1
10b	2	Youth issues – interview	H3.1
10c	3	Youth issues - interview	H3.1
10d	4	Youth issues – interview	H3.1, H3.2
10e	5	Youth issues - interview	H3.1, H3.2

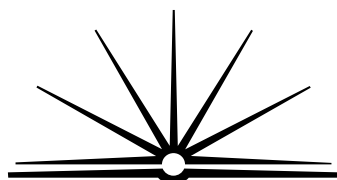


Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
11	15	Tourism and hospitality – email/email	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in German</b>			
12 (a)	6	Personal identity – letter	H2.1, H2.2, H2.3
12 (b)	6	People and places – fax	H2.1, H2.2, H2.3
13 (a)	9	Arts and entertainment – (chat room)/conversation	H2.1, H2.2, H2.3
13 (b)	9	Education and aspirations – diary entry	H2.1, H2.2, H2.3

# German Extension

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Divisions in society – monologue	H1.1, H1.2
2	5	Pressures on the individual – monologue	H1.1, H1.2
3	5	Overcoming adversity – monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>Masken</i>	H2.1, H2.2
1 (b)	2	<i>Masken</i>	H2.1
1 (c)	3	<i>Masken</i>	H2.1, H2.2
1 (d)	3	<i>Masken</i>	H2.1, H2.2
1 (e)	5	<i>Masken/Hunne im Abendland</i>	H2.1, H2.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	<i>Spaghetti für Zwei</i> – script of a conversation	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in German</b>			
3	15	Divisions in society – (newspaper) article	H1.1, H1.2
4	15	Pressures on the individual – script of a speech	H1.1, H1.2



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2007 HSC German Beginners Marking Guidelines — Listening Skills**

### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies what the customer wants to buy with some detail	1

### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies where the speakers are	1

### **Question 3 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why they would buy a rabbit	2
• Provides some relevant information	1

**Question 4***Outcomes assessed: H3.1***MARKING GUIDELINES**

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

**Question 5***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of what the mobile ATM machine is	2
• Provides some relevant information	1

**Question 6***Outcomes assessed: H3.1***MARKING GUIDELINES**

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

**Question 7***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the positive and negative aspects of both types of holiday	3
• Demonstrates some understanding of the positive and negative aspects of both types of holiday	2
• Identifies some relevant points	1

**Question 8***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies the appropriate response	1

**Question 9***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Stefan's arguments	3
• Demonstrates some understanding of Stefan's arguments	2
• Identifies some relevant points	1

**Question 10***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how Jürgen's plans have changed	3
• Demonstrates some understanding of how Jürgen's plans have changed	2
• Provides some relevant information	1

**Question 11***Outcomes assessed: H3.1***MARKING GUIDELINES**

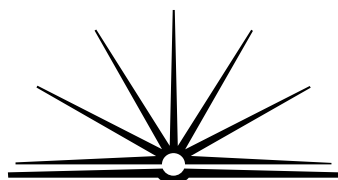
<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the relevant response	1

**Question 12***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why the man is angry	4
• Demonstrates a good understanding of why the man is angry	3
• Demonstrates some understanding of why the man is angry	2
• Provides some relevant information	1

**Question 13***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why Kirsten is enthusiastic	5
• Demonstrates a good understanding of why Kirsten is enthusiastic	4
• Demonstrates some understanding of why Kirsten is enthusiastic	2–3
• Provides some relevant information	1



**B O A R D O F S T U D I E S**  
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## **2007 HSC German Beginners Marking Guidelines — Written Examination**

### **Section I — Reading Skills Part A**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C)	1

#### **Question 3 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 3 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C)	1

**Question 4 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 4 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

**Question 5 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1



**Question 5 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

**Question 6 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 6 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

## Section I — Reading Skills

### Part B

#### Question 7

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Peter is writing this email	3
• Demonstrates some understanding	2
• Identifies some relevant information	1

#### Question 8

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what the driving school offers	3
• Demonstrates some understanding of what the driving school offers	2
• Identifies some relevant information	1

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what aspects of the job would appeal to students	2
• Provides some relevant information	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the expectations of the job	4
• Demonstrates some understanding of the expectations of the job	2–3
• Provides some relevant information	1

**Question 10 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why it would not be realistic for Gummibärchen to go to university	3
• Demonstrates some understanding of why it would not be realistic for Gummibärchen to go to university	2
• Provides some relevant information	1

**Question 10 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why Gummibärchen is irritated by her parents	2
• Identifies some relevant information	1

**Question 10 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why Gummibärchen is difficult to help	4
• Demonstrates a good understanding of why Gummibärchen is difficult to help	3
• Demonstrates some understanding of why Gummibärchen is difficult to help	2
• Provides some relevant understanding	1

**Question 11 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the characteristics of Barbara's flatmate	2
• Identifies some relevant information	1

**Question 11 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the advantages of the accommodation	2
• Provides some relevant information	1

**Question 11 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the positive aspects of Barbara's personality	5
• Demonstrates a good understanding of the positive aspects of Barbara's personality	3–4
• Demonstrates some understanding of the positive aspects of Barbara's personality	1–2

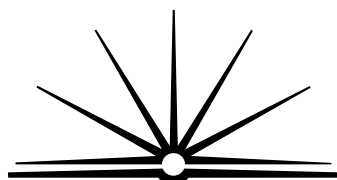
## Section II — Writing Skills

### Question 12–13

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8*

#### MARKING GUIDELINES

Criteria	Marks (1st question)	Marks (2nd question)
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates a wide range of vocabulary and language structures</li> <li>• Demonstrates a high degree of accuracy with only minor errors</li> <li>• Sequences and structures ideas and information effectively</li> <li>• Correctly observes all conventions of the discourse form</li> </ul>	5	9–10
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates some variety of vocabulary and language structures</li> <li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li> <li>• Sequences and structures ideas and information coherently</li> <li>• Observes all conventions of the discourse form</li> </ul>	4	7–8
<ul style="list-style-type: none"> <li>• Presents some relevant information, ideas and/or opinions</li> <li>• Uses only basic vocabulary and simple language structures</li> <li>• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication</li> <li>• Organises and sequences some information</li> <li>• Generally observes conventions of the discourse form</li> </ul>	3	5–6
<ul style="list-style-type: none"> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li> <li>• Demonstrates little evidence of organisation and sequencing</li> <li>• Is often repetitive</li> <li>• Rarely observes conventions of the discourse form</li> </ul>	2	3–4
<ul style="list-style-type: none"> <li>• Uses single words, set phrases in isolation and anglicisms</li> <li>• Barely addresses topic</li> <li>• Demonstrates minimal knowledge of vocabulary and language structures</li> </ul>	1	1–2



**B O A R D O F S T U D I E S**  
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## **2007 HSC German Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why Susie's father is concerned	2
• Demonstrates some understanding of why Susie's father is concerned	1

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why volunteers are urgently needed	2
• Demonstrates some understanding of why volunteers are needed	1

**Question 3***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of Peter's unhappiness including his concern that he is going into Year 12 next year	3
• Demonstrates a good understanding of Peter's unhappiness including his concern that he is going into Year 12 next year	2
• Demonstrates some understanding of Peter's unhappiness	1

**Question 4***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Completes the form accurately	3
• Completes the form with mostly accurate information	2
• Completes the form with one accurate detail	1

**Question 5***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of why the experience was memorable	4
• Demonstrates a good understanding of why the experience was memorable	3
• Demonstrates some understanding of why the experience was memorable	2
• Demonstrates a limited understanding of why the experience was memorable	1

**Question 6***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of what Monika considers important	5
• Demonstrates a good understanding of what Monika considers important	4
• Demonstrates some understanding of what Monika considers important	3
• Demonstrates a limited understanding of what Monika considers important	2
• Identifies some relevant detail	1

**Question 7***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

**Question 8***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a perceptive understanding of Anke's determination to achieve her goal, with some reference to both content and style	5
• Provides a thorough understanding of Anke's determination to achieve her goal	4
• Demonstrates a sound understanding of Anke's determination to achieve her goal	3
• Demonstrates a limited understanding of Anke's determination to achieve her goal	2
• Identifies some relevant information	1



## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how Bettina's mother has changed	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of Bettina's reaction	2
• Demonstrates some understanding of Bettina's reaction	1

#### Question 9 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the improved relationship between Renate and her mother with some relevant detail	3
• Demonstrates some understanding of the improved relationship between Renate and her mother	2
• Identifies one relevant detail	1

**Question 9 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of why Bettina would follow Renate's advice rather than Susi's</li><li>• Recognises that it is important that Bettina maintains a good relationship with her mother</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of why Bettina would follow Renate's advice</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of why Bettina would follow Renate's advice</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1

**Question 10 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of why Richard is being interviewed</li></ul>	1

**Question 10 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the difficulties Richard was confronted with coming from a developed country</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the difficulties he encountered</li></ul>	1

**Question 10 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the necessary adjustments</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the necessary adjustments</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1

**Question 10 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the sort of person who would appreciate such a program</li><li>• Recognises that this person would want to contribute something to society</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the sort of person who would appreciate such a program</li><li>• Recognises that this person would want to contribute something to society</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the sort of person who would appreciate such a program</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1

**Question 10 (e)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of Richard's attitude</li><li>• Analyses both language and content</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of Richard's attitude</li><li>• Analyses both language and content</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of Richard's attitude analyses language or content</li></ul>	2-3
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1

## Section II — Reading and Responding

### Part B

#### Question 11

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</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>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</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 information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–3

## Section III — Writing in German

### Question 12

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes descriptively with well-selected information relevant to the demands of the task</li><li>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax</li><li>• Manipulates language authentically and creatively to describe</li><li>• Sequences and structures information coherently and effectively</li></ul>	5–6
<ul style="list-style-type: none"><li>• Writes descriptively to meet the general requirements of the task</li><li>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax</li><li>• Sequences and structures information effectively</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary</li><li>• Demonstrates limited evidence of the ability to organise information</li></ul>	1–2

## Section III (continued)

### Question 13

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language authentically and creatively to persuade, reflect and evaluate</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions in order to persuade, reflect and evaluate</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words, set formulae and anglicisms to express information</li> </ul>	1

## 2007 HSC German Extension Marking Guidelines — Written Examination

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

#### Question 1 (a)

*Outcomes assessed: H2.1, H2.2*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how the intensity of the meeting is conveyed	2
• Demonstrates some understanding of how the intensity of the meeting is conveyed	1

#### Question 1 (b)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how both characters' body language reflects avoidance of the truth	2
• Demonstrates some understanding of how body language reflects avoidance of the truth	1

**Question 1 (c)***Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the significance of the quote	3
• Demonstrates a good understanding of the significance of the quote	2
• Demonstrates some understanding of the significance of the quote	1

**Question 1 (d)***Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the role and function of the narrator	3
• Demonstrates a good understanding of the role and/or function of the narrator	2
• Demonstrates some understanding of the role and/or function of the narrator	1

**Question 1 (e)***Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the issues of deception and self-deception • Makes explicit comparisons between the two texts	5
• Demonstrates a good understanding of issues of deception and self-deception • Makes explicit comparisons between the two texts	4
• Demonstrates some understanding of issues of deception and self-deception	3
• Demonstrates a limited understanding of issues of deception and self-deception	1-2



## Section I — Response to Prescribed Text

### Part B

#### Question 2

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

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

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

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