

**2004 HSC Notes from  
the Marking Centre  
German**

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# 2004 HSC NOTES FROM THE MARKING CENTRE GERMAN

## Beginners

### Oral Examination

#### General Comments

A large number of candidates performed well in this examination and the vast majority provided responses to all cues. More capable candidates produced quite elaborate, well thought out responses. Some candidates had difficulty with specific vocabulary such as ... *dorthin, übernachtet, Mitternacht* and *genug*. Verb endings and strong verbs, even in the present tense, were also poorly used by some candidates.

#### Specific Comments

##### Question 1

Most candidates came up with extended responses, although a significant number spoke about what they did in their free time in general, rather than relating the answer to the weekend. Some spoke at length about their free time in Part 1 and then repeated that information to answer Part 3. Relatively few candidates were able to use the subordinate clause word order after *wenn*.

##### Question 2

This question was well answered by a large number of candidates, although few produced the structure ... *Er/sie interessiert sich für* ... in Part 3. Some candidates had their pen friend living quite close (eg in Sydney, where they also lived) which made it difficult to give a plausible answer to Part 4. Only the more able candidates provided good responses to ... *Warum oder warum nicht?*

##### Question 3

The past tense was well handled by some candidates although a number used only present tense throughout their responses. Some candidates incorrectly used ... *zu* ... plus a destination. In a significant number of cases ... *übernachtet* ... was not understood, candidates often thinking it was a 'stopover' while travelling. Some candidates did not answer the second part of the last question and didn't talk about ... *das Schlimmste*.

##### Question 4

This section was handled competently by a significant number of candidates who produced well extended, quite natural responses. *Mitternacht* was not understood by some candidates. Others found it difficult to construct grammatically correct sentences to answer the fourth question.

## Advice to Candidates

Candidates must be able to answer on a wide variety of topics, elaborating where appropriate to show what they know. In preparing their responses, candidates should look at the whole conversation and ensure they don't repeat themselves in answering questions within one conversation.

Candidates should be thoroughly conversant with the present and perfect tenses of common verbs, both weak and strong. They should also take note of the wording of questions when trying to formulate an answer in the perfect tense. Furthermore, candidates should make use of the fact that the examination paper is in front of them and pay attention to genders used in the questions, eg *Was ist das Beste und das Schlimmste an der Reise?*

## Listening Skills Examination

Most questions were well answered with the majority of candidates performing at a very high standard. Question 2 posed some difficulties and *Papierkorb* was often not understood. In Question 12, many candidates didn't know *Pferd* or *reiten*. Other items of vocabulary that caused difficulties were *das Handy*, *nur*, *größer* and *sortieren*.

## Advice to Candidates

Candidates should:

- be sure to read all questions and multiple-choice items before they hear the German
- in completing answers, ensure that all relevant information is transferred from the Candidate's Notes column to the lines provided for their response
- in responses which are allocated several marks, support their answer with relevant detail from the passage.
- be familiar with vocabulary relating to current technology, eg *das Handy*
- learn the vocabulary for classroom objects
- practise by using as many past examinations as possible.

## Written Examination

### General Comments

Many candidates performed very well this year, presenting comprehensive, well-considered responses in all sections of the examination. Some candidates tended to include irrelevant or unnecessary detail in their answers. Almost all candidates made some attempt to respond in all sections.

### Section I – Reading Skills

Some candidates found the multiple-choice section quite challenging this year. In questions 7–11, most candidates responded with some relevant information. It is important to take note of requirements such as 'Support your answer with evidence from the text'. In questions 9 (b) and 10 (c), candidates were given credit for well-supported responses, whether they answered yes or no.

Items of vocabulary that were not well understood included *Kunde, genauso, Führerschein, vorhaben, Notfall, nur, gesünder, wegwerfen, Obst, Studium, Stecker, Steckdose, Schild* and *konzentrieren*.

### Advice to Candidates

Candidates should ensure they:

- pay attention to their expression in English when answering questions so that responses are unambiguous
- are aware of the mark value of each question and try to include as much relevant detail as possible
- don't repeat the same information in two different answers
- do as much reading as possible for practice.

### Section II – Writing Skills

The majority of candidates chose Question 12 (the cue lines), although more chose Question 13 (the email) than last year. In better responses, candidates constructed relevant, logical pieces of writing and handled spelling, word order, tenses and vocabulary well. Candidates must remember to write legibly and on every second line preferably. The cue line must be included in its original form and candidates should not lift long passages from other parts of the examination. Candidates should indicate which question and sub-question(s) they are attempting. Candidates should also know how to use the following vocabulary: *spielen / treiben; Spaß machen; trainieren / lernen / studieren*.

### Advice to Candidates

- Try to plan your response and keep your answer relevant to the cue line or letter topic.
- If you have time remaining, re-read your work and consider whether it flows coherently.
- Learn *haben* and *sein* in the present tense and the past tense.
- Be careful to use capital letters for all nouns.
- Learn the past participle of common verbs, eg *kommen, gehen, essen, spielen, haben, machen* and make sure you can use the perfect tense.
- Try to use a variety of vocabulary and structures and include some subordinate clauses in your response.
- Practise your writing by doing as many past examination topics as possible.

## Continuers

### Oral Examination

#### General Comments

The majority of candidates were well prepared for this question and handled the examination with confidence. It was pleasing to see that many candidates were very familiar with a wide range of topics and they were able to move from area to area with relative ease. Very few tried to dominate the conversation with long, irrelevant answers and it was clear that most candidates had practised this skill and could sustain a conversation of a similar nature if in a German-speaking country. It was pleasing to see the standard attained by non-background speakers who had never been to

Germany. The quality of their responses reflected their preparation and their willingness to rise to the challenge of speaking another language.

### Specific Comments

Candidates are reminded that the topic areas covered in the examination are as published in the Continuers Syllabus and pertain to their own Personal Life. There are no ‘set’ questions, with the examination ranging freely in accordance with the candidate’s own responses. Therefore, a different pathway could easily follow from a general opening question and candidates cannot expect to have the same questions as their classmates.

For example:

Candidate 1 may be asked:

***Hast du einen Teilzeitjob?***

*Musst du auch am Wochenende arbeiten?*

*Was machst du mit dem Geld, das du verdienst?*

Candidate 2 may be asked:

***Hast du einen Teilzeitjob?***

*Wo arbeitest du?*

*Was für ein Mensch ist dein Chef?*

*Hast du vor, nächstes Jahr da zu arbeiten?*

Candidate 3 may be asked:

***Hast du einen Teilzeitjob?***

*Seit wann arbeitest du da?*

*Arbeitest du gern?*

*Und deine Freunde, haben sie auch Teilzeitjobs?*

Practice is the key to success in this examination. Candidates should be familiar with a range of the vocabulary they are likely to need. They should, for example, have already considered what they would like to do next year, why they study the subjects they do, etc and how to refer to their parents’ jobs in German. A candidate who is asked *Was ist dein Vater von Beruf?* and can only respond with *Mein Vater ist IT salesman – I don’t know the word in German*, will give the impression of being ill-prepared.

When responding, it is not necessary to rush in with the first thing that comes into one’s head. While an overly long delay could be interpreted as an inability to answer the question, a moment’s reflection is sometimes required in order to give a good response. Candidates should be familiar with the main areas of grammar. Giving correct verb forms, using word order effectively and speaking appropriately in the past tense usually signify a sound candidate. Weaker candidates often resort to anglicisms when important vocabulary is not known, while a good candidate will be well prepared or will be able to manipulate the language to ensure anglicisms are avoided.

Candidates should practise being interviewed under examination conditions to ensure they are familiar with the examination itself – recorded onto tape and lasting approximately 10 minutes. Candidates who feel or sound nervous throughout the interview should be reassured that this will not have a detrimental impact on the impression they make.



The top range of marks is given to those candidates who demonstrate a degree of sophistication in their response. This can be achieved in a variety of ways. While there is no set list of language features, some of the following could apply – eg phrases and vocabulary, which add authenticity to a response, reflexive verbs, verbs with prepositions and relative pronouns used correctly, past tenses used with consistent accuracy, complex word order (eg using *deswegen*, *deshalb*, *trotzdem* etc). These devices can lift the conversation from a more simple level and indicate a student who has mastered the complexities of the senior course.

During the course of the examination a candidate may be asked a question he/she does not understand. In this case, clarification or repetition of the question should be requested in German. There may be some questions for which the candidate does not have a great deal to say. This is normal and natural. However, it is important that candidates realise it is their responsibility to show the examiners what they do know and they should elaborate and give fuller responses where possible. Candidates who have the potential to do well but insist on giving simple, brief answers are unlikely to have performed to their maximum ability.

In just 10 minutes it will be unlikely that all the topic areas will be covered. Candidates must learn to deal with this and use the questions they are asked to show the examiners what they know. As all examinations are unscripted, candidates can never expect with certainty to be asked a particular range of questions. Well-prepared candidates will have the confidence to deal well with any interview.

## **Written Examination**

### **Section I – Listening and Responding**

#### **General Comments**

This section of the examination was well handled by many candidates, who demonstrated a sound understanding of the skills required and were well practised in listening to a wide variety of aural texts. It was pleasing to see that the majority had followed the advice of previous years, giving clear and succinct answers which highlighted the information required. As usual, the later questions required greater evaluative skills and candidates were guided by the number of marks allocated.

#### **Specific Comments**

##### **Question 1**

The multiple choice item was straightforward and most candidates correctly identified the correct response (B).

##### **Question 2**

This question required candidates to identify what made the gym offer special. Crucial to this response was the fact that members could use associated (or partner) clubs all over Germany. In addition, other possible factors could be given, including that the offer was specifically for students or that it offered a variety of membership opportunities.

### Question 3

This question asked candidates to note down a phone message in German. Despite the fact that this was made clear in both the spoken and written instructions, a significant number of candidates answered in English. Candidates are reminded of the need to use the 10 minutes reading time wisely. After a quick glance through the paper, the most productive use of this time is to concentrate on the Listening Skills questions so that misunderstandings of this nature do not occur. The main points of Sabine Braun's message could be given in a variety of ways and minor errors in the German expression were acceptable if communication was not affected. An example of a correct answer would be: *Konzert morgen. Rufen Sie heute bis 17 Uhr an, um Plätze zu reservieren.*

### Question 4

This question was worth 3 marks and therefore required more depth than a minimal response. A good answer might mention the fact that the concert went for 3 hours without a break, with bands playing their greatest hits. The atmosphere was terrific because alcohol was banned and the tickets were good value.

### Question 5

Candidates had to evaluate the most likely reasons the mother would accept her son's suggestion. A good response highlighted the fact that he promised to be back in time from the beach, that he offered to pick Petra up from the airport himself and that this would save his mother the drive in traffic, which made her nervous.

### Question 6

This question gave a detailed description of Peter's study habits and leisure activities. In answering why he was likely to succeed in his studies, the best responses usually included a range of reasons to gain the 4 available marks. An example of a good answer would be that Peter had good time-management skills. He had cut back on the hours he spent at his job and did his homework every day. He still found time to keep fit by playing football and went to bed by 10:30. He and his girlfriend had broken up but this didn't bother him – (so he wasn't distracted by a love interest).

### Question 7

This question was in two parts. The answer to the multiple-choice (A) was identified correctly by the majority of candidates. In part (b) candidates had to correctly discuss the young man's dilemma. This required a focus on the issue facing him and the quandary this placed him in. Candidates should be aware that the misunderstanding of a keyword – in this case *Staatsbürgerschaft* – does not automatically result in a loss of all marks, as long as other elements of the answer are correct. Candidates who misunderstood the cause of the dilemma, could still gain marks by correctly identifying the difficulties this caused the young man. Those, however, who created an answer so that it would fit in with their original misunderstanding (eg that he was going to a burger shop) were unlikely to gain any marks.

## Question 8

Some candidates focused on the actual language, ie vocabulary, Mr Jones used, while others included identification of language features in their responses. It was possible to achieve full marks by using either approach or a combination of the two – usually in relation to the events as they unfolded. Candidates should note that a simple re-telling of the entire story, while showing a good comprehension of what happened, does not adequately address this question.

On the other hand, identification of language or language features should always be supported with evidence from the text, eg ‘Mr Jones uses colourful language’ or ‘he makes a rhetorical question’, without supporting evidence would be an inadequate response. Examples from the text in either German or translated into English were accepted. While the tone of Mr Jones’ voice certainly added to the comprehension of the text, it was not enough to say that he ‘sounds cross’ etc.

Good responses identified a range of examples in response to this question. These could include Mr Jones’ calm and polite manner at the beginning – using short, unemotional sentences – *Ich habe ein Problem. Ich kann meinen Pass nicht finden.* This changes as he becomes more perplexed. The emphatic use of *doch* in *Das gibt’s doch nicht* shows his rising frustration. He becomes demanding in tone when he says *Ich muss übermorgen unbedingt in Sydney sein* – the *muss* and the *unbedingt* reinforcing his annoyance. As he loses patience he begins to swear *Verdammt noch mal!* and repeats *Das gibt’s doch nicht!* He then tries to turn the replacement of the passport into the attendant’s responsibility *Es liegt in Ihrer Verantwortung.* By the end he has totally lost his composure. He exclaims *Unglaublich! Das kann doch nicht wahr sein!* The degeneration of his language from polite and formal to more colloquial exclamations reinforces the change in his feelings, as he realises he won’t be allowed to fly without a passport.

A number of candidates incorrectly thought Mr Jones began addressing the attendant as *du*. This, however, was not the case.

### Advice to Candidates

It is important to review your responses at the end of this part of the examination. Otherwise sentences or words can be left incomplete, or important notes and keywords overlooked. The later questions can be worth almost as much as the Writing A section, so it is unwise to rush into the next part of the examination without ensuring these questions have been adequately answered. In this examination, some candidates realised during revision that a response in German was required in Question 3 and were able to correctly translate their English information, thus retrieving two lost marks.

Candidates should always be guided by the number of marks allocated to each question. A minimal, superficial response is unlikely to fully answer the later questions, which may assess elements of outcome 3.2.

## Section II – Reading and Responding

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

#### General Comments

These questions were well handled by many candidates, who showed a good understanding of the vocabulary and language structures and responded clearly to the questions asked.

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 (eg a question worth 3 marks will often require more than a the translation of lines of text).

#### Specific Comments

##### Question 9

Candidates should be aware that multiple choice questions can target the full range of performance from Band 2/3 to Band 5/6. Many candidates did not check the meaning of *Zusammenbruch* and didn't realise that Katarina had, in fact, had a breakdown. Candidates are advised to use the dictionary to ensure their understanding of key concepts.

- (e) This question required more than simply re-telling what was answered in 9 (c) or (d). Repeating information already supplied will gain no extra credit. A question like this as the final one will always require evidence of some deeper understanding/analysis. Explanation of language features used with reference to the text is one example of this, eg the use of rhetorical questions – ‘what’s wrong with me?’, ‘is it worth it just to be famous?’ – to highlight Katarina’s despair and confusion could indicate that Katarina will give up her swimming career. In this question, some candidates just listed the negatives without supporting examples.

##### Question 10

The majority of candidates demonstrated a sound understanding of the material covered. Candidates are again reminded that questions which require analysis, interpretation or evaluation need more than straight translation of a portion of the text.

- (b) The idea that there has been a change in the concept of what heroism is over time was often missed by candidates.

Items of vocabulary which proved difficult to some candidates:

- *Ziele* – here goals / results **not** destinations
- *Unbegabt* – talented **not** unknown
- *Sinnvoll* – does not mean sinful!

- (d) The better responses mentioned specific characteristics of heroes and linked them directly to what they know about Katarina from her diary entry. Linking these qualities mentioned by the author with Katarina’s diary enabled the candidate to decide that the author would indeed

see Katarina as being a hero. There were, however, numerous ways to answer this question and candidates with a clear understanding of both texts were able to gain full marks.

Candidates are again reminded that their answers must be based on the text(s). Simply making general statements about heroism (whether personal opinion or arising from the study of other HSC subjects) will gain no credit.

An answer could also include both sides of their argument and, providing candidates made clear links between the two passages, full credit could be given.

## **Part B – Question 11 (15 marks)**

### **General Comments**

The better responses detailed the attributes of their nominee. They were convincing in their arguments and gave details of the action to be taken. They had a clear understanding of the requirements of the response. Most candidates demonstrated a wide range of vocabulary and sentence structures in the appropriate treatment of the task.

### **Specific Comments**

Candidates are reminded that this is a Reading and Responding task and that a sound understanding of the printed text is essential in preparing a comprehensive answer. Therefore, careful reading of the text is advised before taking pen to paper.

Better responses tended to come from candidates who probably were not familiar with the TV program 'Backyard Blitz'. The responses coming from those who knew it relied heavily on background knowledge of the TV program instead of providing a full response to the task set out in the examination question.

Some candidates overlooked the *entweder ... oder* choice and selected criteria from all three points, thereby failing to develop depth in their answer.

As this was a 'responding' task, the worthiness of the candidate had to be demonstrated with adequate details, not just one sentence stating: '*er ist sehr wohlätig*' or '*sie hat ein krankes Kind*'.

Candidates who described fully why the garden should be improved upon or a room be renovated were given credit for their efforts.

### **Advice to Candidates**

Candidates are encouraged to practise the range of text types given in the syllabus. They should be prepared to take adequate time to read the printed text carefully and to note down the questions raised. This will ensure their responses are appropriate and relevant. A careful consideration of the writing task required is also important. In the 2004 paper, letters ranged from the most informal to rather stilted applications. Candidates need to decide on either *du* or *Sie* and then be consistent in the use of the pronouns.

Candidates who have regularly practised grammatical structures and are familiar with a range of vocabulary and language structures will be able to create an original and interesting response,

without being tempted to paraphrase from the text or to use large amounts of pre-learned material. Candidates are advised to review their work, checking for accuracy, particularly with verb agreements, spelling and word order. If a dictionary is used, it is often advisable to double-check by referring to both sections to ensure the correct word has been selected.

## **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, with a significantly larger proportion of candidates opting to attempt (a) rather than (b). Those answering (a) needed to describe their new plans for the future with reference to a change from their previous plans or a changed circumstance necessitating an alteration to their earlier plans. Candidates answering (b) needed to have a good command of vocabulary and grammatical structures relating to films.

The better responses manipulated the language in a creative and appropriate 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.

#### **Specific Comments**

- (a) The most effective responses referred to the change in their plans as well as outlining their new plans for the future within the context of the letter. Candidates who saw this question as an opportunity to write a pre-learned general description of their future plans invariably missed the point of the question. Their responses usually contained large amounts of irrelevant material, which did not directly address the question and subsequently detracted from the effectiveness of the response. Other candidates who focused entirely on their future plans usually produced a simplistic response which ignored the context and did not adequately answer the question.
- (b) The majority of candidates who chose this option gave a relevant response.

#### **Advice to Candidates**

Candidates are advised to read the question carefully before considering their response. They should take time to identify the key issues and ensure they have correctly understood the intent of the question. This will ensure their response is relevant. Candidates who have a good base of vocabulary and have practised grammatical structures on a regular basis will be able to use the language effectively to create an interesting and appropriate response.

Candidates are reminded that rote-learned material rarely fits neatly into a response and will only be effective if it is adequately adapted to the needs of the question. 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 by candidates in the total word count, as they do not address the points raised in the question.

Practice on a wide range of topics, using a variety of text types, will ensure candidates can create an interesting and flexible response. Candidates aiming for the higher bands are encouraged to attempt more complex language structures (eg *um ... zu* ; *dass* / *weil* / *wenn* / *obwohl* clauses etc) and provide more than a safe but ultimately simplistic response. Effective use of a dictionary will only assist if this skill has been practised throughout the course.

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

#### **General Comments**

Question 13 (a) was slightly more popular than 13 (b), with approximately 60% of candidates choosing this option. Most candidates handled the questions well. Candidates are reminded to read the questions thoroughly. In this question candidates are required to write either a persuasive, reflective or evaluative piece, and should look for language in the question which will direct them to answer in a certain way. Some candidates still produce sections of pre-learnt material which do not respond to the question adequately. Candidates who thus answered their own question without regard to the examination question were penalised.

#### **Specific Comments**

- (a) Candidates who gave reasons for studying languages did not adequately meet the requirements of the task and were thus penalised for not addressing the reflection aspect of the question. Some candidates wrote at length about holidays and exchanges abroad and how they benefited from these experiences. These responses were also penalised.
- (b) This question was handled well. The majority of candidates who chose this question gave a relevant response.

#### **Advice to Candidates**

Candidates should be aware that the requirements for the two writing tasks require different kinds of writing. Whilst the 6-mark tasks are informative or descriptive, the 9-mark task question requires candidates to write with evidence of reflection, evaluation or persuasion. Candidates must ensure that they respond according to the requirements of the question.

Candidates are strongly advised to identify the type of response required, and adapt their knowledge of vocabulary, expressions and grammar constructions to meet the needs of the task. Adequate practice in these skills is essential.

Candidates are also advised to write within the word limit. Responses less than 100 words did not meet the requirements of this task.

Candidates should take care when using dictionaries and should learn how to identify nouns, verbs and adjectives in a dictionary and also know how to apply this information to their responses.

Responses in the higher mark ranges demonstrated a variety of accurate grammatical structures and a wide range of appropriate vocabulary, with a higher level of accuracy in spelling.

## **Extension**

### **Oral Examination**

#### **General Comments**

The majority of candidates were well-prepared and practiced, which resulted in competent and coherent responses. Many candidates impressed with their ability to use relevant vocabulary and sophisticated language structures. It was pleasing to note that only a few candidates resorted to anecdotal recounts. Better responses reflected that those candidates were able to contain themselves to two minutes, the time suggested on the examination paper. Longer responses often lacked structure and coherency.

#### **Specific Comments**

##### **Question 1**

In better responses, candidates were able to illustrate the link between being different and needing courage, whereas in weaker responses, candidates tended only to discuss what constitutes being different without providing the link to courage.

##### **Question 2**

In better responses, candidates demonstrated breadth and depth in the treatment of ideas and the ability to support their arguments with relevant examples which were clearly explained. In weaker responses, candidates presented superficial arguments which were not well developed.

##### **Question 3**

This question was answered well by the majority of candidates who attempted it. They were able to present and develop a number of relevant examples to support their argument.

#### **Advice to Candidates**

Candidates need to read the questions carefully to ensure they give a relevant response. Candidates are advised against reproducing pre-learned material which may be on the general topic but which does not directly address the question asked.

Candidates are advised to use the boxes provided to write key word notes to help them organise their ideas and arguments.



## Written Examination

### Section I – Response to Prescribed Text

#### Part A – Question 1

##### General Comments

This compulsory question, based on the short story *Hunne im Abendland*, was handled capably by the majority of candidates, who showed familiarity with the text and its related language features.

Most candidates had a clear understanding of the requirements of each question, although some tended to respond with vague generalisations rather than focusing on the key issues raised. There were some also who simply recounted the storyline, which is usually not sufficient to address the question.

##### Specific Comments

- (a) While some candidates chose to discuss language features, these had to be related to the effect created in order to give a complete response, eg ‘*und damit war er im Abendland eingetroffen*’ to focus on the ease and speed with which the Hunne arrived (as opposed to the struggle which then lay ahead of him). Other responses focused on the crossing of the river as symbolic of the Hunne’s journey into a new world.

Many candidates commented on the humorous effect created in this paragraph, supporting their comments with evidence from the text. Others chose to comment on the fairytale connotations and their effect on the reader – once again with support from the text. These are examples of the variety of responses to this question. Generic answers that simply addressed the function of the opening paragraph in a short story rarely addressed the question asked.

- (b) This question required the candidates to comment on the Hunne’s attitude to the instant coffee he found in the west and how this reflected his involvement with western society. This required a sound understanding of the content, which most students were able to demonstrate. Those who provided a complete answer explained his attitude and linked this to his involvement.
- (c) Crucial to a thorough understanding of this question was the ability to identify adjectives and understand their impact in the text. Once again a range of responses was possible to achieve full marks – as long as appropriate reference was made to the text. Candidates need to note that a translation of quotes is not usually necessary especially when the context makes the meaning clear.
- (d) The final question required an insightful and perceptive comment on the messages integral to this text. While most candidates understood the basic surface message conveyed by this story (ie the futility of changing oneself completely), only the better responses discussed a range of other issues which go beyond the simple story. It should be noted that this question did not require a detailed analysis of the language techniques employed by the author, but rather of the social comments made and their message for and impact on the reader. What was the author communicating and to whom?

## Advice to Candidates

Candidates are reminded:

- to read the question carefully and focus on its key words. It is imperative that candidates address exactly what has been asked. It is rare that generic answers address the issue(s) raised in the question
- to re-read their responses to ensure that their answers in English make sense
- to avoid wasting time by translating quotations from the text. Translations should only be provided where this is essential to making your point
- to be aware that the number of marks allocated to a question indicates the depth of the answer required
- to be aware also that the number of lines provided is indicative of the length of response expected
- to realise that a perceptive answer and a lengthy answer are not necessarily the same thing. Repetition of the same idea, or illustration of the one idea with several examples, does not constitute depth
- not to repeat the same concepts from question to question
- not to just retell the story. At Extension level the emphasis is on interpretation and analysis, not simply knowledge of the story line. It should be noted here that the candidate's **ideas** are important, and attempts to dazzle the examiners with jargon without the necessary substance will be unsuccessful
- not to expect the syllabus issues to appear in every story. Each story should be interpreted independently
- to view each story as a text with a purpose that may include a strong social message or comment. Students are encouraged to look beyond the surface and the obvious when formulating their own interpretation of the text
- to prepare all stories equally, regardless of previous HSC papers.

## Part B – Question 2

### General Comments

This question required a response in German and was based on the short story 'Das Stenogramm'. The overall standard of responses was good, with those in the top mark ranges demonstrating a perceptive and sensitive understanding of the short story and its characters, conveyed in a creative and well-organised way.

Candidates should be aware that they are not required to reproduce long passages quoted directly from the text; they should express relevant ideas and facts largely in their own words. Candidates must, however, be mindful of the rubric, which states that candidates will be assessed on how well they demonstrate an understanding of the prescribed text.

With this in mind, candidates should ensure that they write within the parameters of the actual events of the story and remain true to their understanding of the character involved.

### **Specific Comments**

Candidates who did not write from the perspective of one of the characters who was in one of the cars, did not provide sufficient evidence of an understanding of the text. Those who gave a perceptive response were able to convey a genuine understanding of the story and its characters.

They were also able to:

- recognise the fact that (s)he should have reported the accident immediately
- give reasons why (s)he didn't report it, eg Out of fear / drunk / affair, etc
- demonstrate that (s)he has a conscience and thus has decided to go to the police.

These points were to be expressed in the first person, through the character of one of the people in one of the cars.

Many candidates were able to fulfil these three criteria and to demonstrate a sound knowledge of German vocabulary and language structures. There was little evidence of the incorrect use of dictionaries. Some common errors this year included the subjunctive forms of modal verbs (especially *konnte / könnte*) and incorrect imperfect forms of irregular and strong verbs.

### **Advice to Candidates**

Candidates should ensure that they are well acquainted with the events of the story and have a good understanding of the characters and the motives for their actions. In considering their response, candidates are advised to take time to plan their work. This will ensure that they provide adequate reference to the story and demonstrate a sound knowledge of the text. When referring to part(s) of the prescribed text beyond the extract provided, candidates should make sure that the information they give is accurate.

## **Section II – Writing in German**

### **Questions 3 and 4**

#### **General Comments**

The standard of responses in the 2004 examination was pleasing and reflected a good understanding of the issues covered in the Extension course. Approximately 75% of the candidature elected to answer Question 4. Although Question 3 was a less popular choice, the responses were of a very high standard.

The better responses showed evidence of careful planning. They structured and developed their arguments well and were able to provide breadth and depth in their treatment of the topic.

#### **Specific Comments**

Although relatively few candidates strayed completely from the topic, a significant number did not link their arguments to the question, particularly in Question 4. Some links, although made, were very tenuous. In Question 4 some candidates wrote about the problems faced by young people in society and what needs to be done to address their needs. Others wrote generally on what needs to be done to create a better society, a safer society or a perfect world, but they failed to focus on the role young people can play to achieve this.

Candidates who chose Question 3 generally addressed the topic more directly, resulting in a more cohesive, effective response.

Practice essays provide an excellent preparation for answering the Writing question. However, it is nevertheless vital that candidates carefully address their response to the question given. It is much better to do this and risk making some errors than to write a pre-learned response which is not directly on the topic.

It should also be noted that this is not a Literature question and reference to the short stories is not expected.

### **Advice to Candidates**

In responding to this question, candidates should:

- link their response directly to the question
- use the appropriate form of address (eg *du*, *ihr* or *Sie*). In particular, the *ihr* form often causes difficulties
- take great care with dictionary use
- plan their responses
- take time to review their responses, especially regarding:
  - verb / subject agreement
  - correct tense
  - word order
  - spelling
  - punctuation, particularly commas
  - modal verb forms, particularly conditional versus imperfect.

Wide reading on the topic areas will ensure candidates are familiar with a range of appropriate vocabulary and structures. Candidates should exercise judicious use of dictionaries and should take care that their response is written without obvious errors, which are inappropriate at this level and interfere with effective communication.

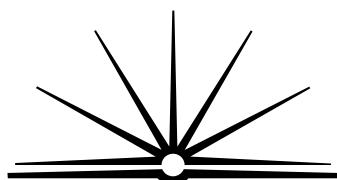
To sum up, candidates who gained marks in the higher ranges showed evidence of background reading and consideration of the issues raised. By correctly addressing the intended audience, linking their response back to the question and communicating their ideas well, they were able to create a very good impression.

# German Beginners

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I — Guided Conversation</b>			
1	4	Personal details	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
2	5	Personal details	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
3	6	Personal details	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Speaking Skills Examination</b>			
<b>Section II — Situations</b>			
4	5	Daily life, daily life, eating and drinking, living, living	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	1	Daily life — conversation	H3.1
2	2	Living — conversation	H3.1
3	1	At the dentist — conversation	H3.1
4	1	Personal details — conversation	H3.1
5	1	Daily life — telephone conversation	H3.1
6	2	Living — announcement	H3.1
7	2	Tourism — advertisement	H3.1
8	1	Food and drink — conversation	H3.1
9	3	Natural surroundings — advertisement	H3.1
10	1	Personal details — conversation	H3.1
11 (a)	2	Living — dialogue	H3.1
11 (b)	1	Living — dialogue	H3.1
12	3	Personal details — message	H3.1
13	1	Personal details — announcement	H3.1
14	4	Daily life — speech	H3.1
15	4	Cities/busking — dialogue	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 — conversation	H3.1
2	1	Leisure activities — article in magazine	H3.1
3 (a)	1	Daily life — advertisement	H3.1
3 (b)	1	Daily life — advertisement	H3.1
4 (a)	1	Living – letter — invitation	H3.1
4 (b)	1	Living – letter — invitation	H3.1
5 (a)	1	Personal details — report	H3.1
5 (b)	1	Personal details — report	H3.1
6 (a)	1	Natural surrounding — magazine article	H3.1
6 (b)	1	Natural surrounding — magazine article	H3.1
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
<b>Part B</b>			
7 (a)	1	Travel — advertisement	H3.1
7 (b)	2	Travel — advertisement	H3.1
8 (a)	1	Daily life — advertisement	H3.1
8 (b)	2	Daily life — advertisement	H3.1
9 (a)	2	Living/sharing a flat — email	H3.1
9 (b)	4	Living/sharing a flat — email	H3.1
10 (a)	1	Daily life — chatroom	H3.1
10 (b)	3	Daily life — chatroom	H3.1
10 (c)	4	Daily life — chatroom	H3.1
11 (a)	2	Travel — magazine article	H3.1
11 (b)	3	Travel — magazine article	H3.1
11 (c)	5	Travel — magazine article	H3.1
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
12	10	Dialogue/monologue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
13	10	Email	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



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

## **2004 HSC German Beginners Marking Guidelines — Speaking Skills**

### **Section I — Guided Conversation**

#### **Question 1**

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Uses German effectively to convey the meaning of the cues</li><li>• Demonstrates control of complex German structures</li></ul>	4
<ul style="list-style-type: none"><li>• Uses German appropriately to convey the meaning of most of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul>	3
<ul style="list-style-type: none"><li>• Uses German to convey the meaning of some of the cues</li></ul>	2
<ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate German</li></ul>	1

**Question 2**

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Uses German effectively and fluently to convey the meaning of the cues</li><li>• Demonstrates control of complex German structures</li></ul>	5
<ul style="list-style-type: none"><li>• Uses German appropriately to convey the meaning of most of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul>	3–4
<ul style="list-style-type: none"><li>• Uses basic German to convey the meaning of some of the cues</li></ul>	2
<ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate German</li></ul>	1

**Question 3**

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Uses German effectively and fluently to convey the meaning of the cues</li><li>• Demonstrates control of complex German structures</li></ul>	6
<ul style="list-style-type: none"><li>• Uses German appropriately to convey the meaning of most of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul>	4–5
<ul style="list-style-type: none"><li>• Uses basic German to convey the meaning of some of the cues</li></ul>	2–3
<ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate German</li></ul>	1



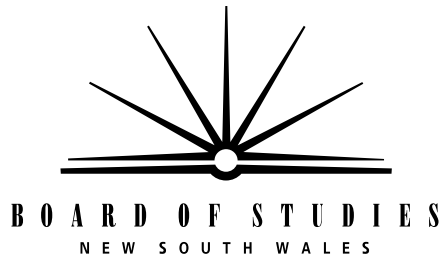
## Section II — Situations

### Question 4

*Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds confidently and fluently with relevant answers to questions asked</li> <li>• Demonstrates correct intonation and pronunciation</li> <li>• Demonstrates control of complex German vocabulary and structures (within the context of the Beginners' course)</li> <li>• Uses correct register</li> </ul>	5
<ul style="list-style-type: none"> <li>• Responds well with relevant answers to questions asked</li> <li>• Demonstrates good intonation and pronunciation</li> <li>• Demonstrates good understanding of German grammar and vocabulary</li> <li>• Generally uses correct register</li> </ul>	4
<ul style="list-style-type: none"> <li>• Responds to questions asked, generally with relevant answers, with some pauses, repetitions and mispronunciations</li> <li>• Demonstrates a good understanding of basic German grammar and vocabulary</li> <li>• Attempts to use correct register</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates basic communication skills, by responding to some questions, not always with relevant answers</li> <li>• Frequently pauses, repeats and mispronounces (words and phrases)</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates limited comprehension of questions</li> <li>• Is frequently hesitant and repetitive</li> <li>• Demonstrates limited knowledge of German grammar and vocabulary</li> </ul>	1



## 2004 HSC German Beginners Marking Guidelines — Listening Skills

### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the problem with the dog	1

### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies relevant reasons why the teacher is annoyed	2
• Identifies at least ONE reason why the teacher is annoyed	1

### Question 3

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (D)	1

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

<b>Criteria</b>	<b>Marks</b>
• Gloves, boots and jacket	1

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

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies relevant reasons why the parking station would appeal to women	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies relevant reasons why young people would buy this map	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why you would buy this mobile phone cover	3
• Demonstrates some understanding of why you would buy this mobile phone cover	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies relevant reasons why they are in a panic	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies order of tasks: 2, 3, 1	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why Klaus would be pleased	3
• Demonstrates some understanding of why Klaus would be pleased	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies number plate OHZEG97	1

**Question 14***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how he makes the hobby appealing	4
• Demonstrates some understanding of how he makes the hobby appealing	2–3
• Identifies some relevant information	1

**Question 15***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why she may or may not become a busker	4
• Demonstrates some understanding of why she may or may not become a busker	2–3
• Identifies some relevant information	1



## 2004 HSC German Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 3 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

#### Question 3 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• (A)	1

## Section I — Reading Skills

### Part B

#### Question 7 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies who would answer this advertisement	1

#### Question 7 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies relevant conditions for this position	2
• Identifies at least ONE relevant condition	1

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies who would benefit from this scheme	1

#### Question 8 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Shows a good understanding of how this scheme is made possible	2
• Shows some understanding of how this scheme is made possible	1



**Question 9 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the disadvantages of living in a youth hostel	2
• Identifies some relevant information	1

**Question 9 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why and/or why not it would be good to share this flat	4
• Demonstrates some understanding of why and/or why not it would be good to share this flat • Supports answers with relevant details	2–3
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the advice given by the ‘Geld Guru’ • Gives relevant detail	3
• Identifies the advice given by the ‘Geld Guru’ • Gives some detailed references	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 and/or why not ‘Schneeflocke’ would follow the advice • Supports answers with relevant detail	4
• Demonstrates a good understanding of why and/or why not ‘Schneeflocke’ would follow the advice • Supports answers with relevant detail	2–3
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies relevant reasons which show Renate's determination	2
• Identifies at least ONE relevant reason	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the problems Renate encountered	3
• Demonstrates a good understanding of the problems Renate encountered	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of whether she would recommend Australia to her friends • Supports answer with relevant detail	5
• Demonstrates some understanding of whether she would recommend Australia to her friends • Supports answer with relevant detail	3–4
• Identifies some relevant information	1–2

## Section II — Writing Skills

### Questions 12–13

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

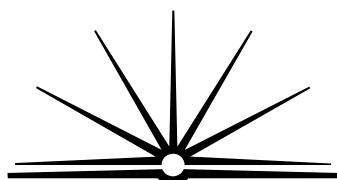
#### MARKING GUIDELINES

Criteria	Marks (Question 12)	Marks (Question 13)
<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

# German Continuers

## 2004 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	1	Education and future plans — dialogue	H3.1
2	2	Leisure and lifestyles — announcement	H3.1
3	2	Arts and entertainment — phone message	H3.1
4	3	Arts and entertainment — interview	H3.1
5	3	Personal identity — conversation	H3.1
6	4	Youth issues — conversation	H3.1, H3.2
7 (a)	1	Personal identity — conversation	H3.1
7 (b)	4	Personal identity — conversation	H3.1
8	5	Tourism — dialogue	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
9 (a)	1	People and places — diary	H3.1
9 (b)	1	People and places — diary	H3.1
9 (c)	2	People and places — diary	H3.1
9 (d)	2	People and places — diary	H3.1
9 (e)	4	People and places — diary	H3.1, H3.2
10 (a)	2	Youth issues — article	H3.1
10 (b)	3	Youth issues — article	H3.1
10 (c)	4	Youth issues — article	H3.1, H3.2
10 (d)	6	Youth issues — article	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
11	15	Personal identity — advertisement/letter	H1.2, H1.3, H2.1, H2.2, H2.3 H3.1 H3.2
<b>Written Examination</b>			
<b>Section III — Writing in German</b>			
12 (a)	6	Education and future plans — letter	H2.1, H2.2, H2.3
12 (b)	6	Leisure and lifestyle — speech	H2.1, H2.2, H2.3
13 (a)	9	World of work — report	H2.1, H2.2, H2.3
13 (b)	9	Personal identity — email	H2.1, H2.2, H2.3



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

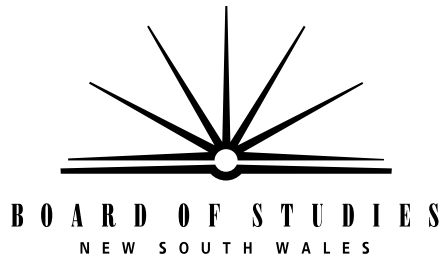
## **2004 HSC German Continuers Marking Guidelines — Oral Examination**

### **Conversation**

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comments</li><li>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	17–20
<ul style="list-style-type: none"><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Responds with relevant information and a range of relevant opinions and/or comments</li><li>• Responds with a range of vocabulary and structures, but with some minor inaccuracies</li></ul>	13–16
<ul style="list-style-type: none"><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Responds with relevant information and opinions</li></ul>	9–12
<ul style="list-style-type: none"><li>• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li><li>• Presents some relevant information, opinions or ideas</li></ul>	5–8
<ul style="list-style-type: none"><li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax</li></ul>	1–4



## 2004 HSC German Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the partnership arrangement with some other relevant information	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Conveys the main points in comprehensible German	2
• Identifies some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why she would recommend the concert	3
• Identifies some relevant details	2
• Identifies isolated relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates good understanding and identifies good reasons why she will accept his suggestion	3
• Identifies some relevant reasons	2
• Identifies isolated relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Comprehensive response with specific details of work, study and social life	4
• Demonstrates good understanding of the need for organisation with specific detail	3
• Understands the division of time to succeed or provides specific detail	2
• Identifies isolated relevant detail	1



**Question 7 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

**Question 7 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates good understanding of the citizenship problem faced, with specific relevant detail	4
• Demonstrates understanding of the problem with relevant detail	3
• Identifies the problem and provides some detail	2
• Identifies the conflict	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the change in Mr Jones' feelings through the language he uses • Supports answer with specific detail	5
• Demonstrates an understanding of the change in feelings through language used with specific detail	4
• Identifies change in feelings and language with specific detail	2–3
• Identifies relevant aspect of feelings	1

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the decision facing Katarina	1

#### Question 9 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the price Katarina has had to pay and provides supporting evidence	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies what she likes about her lifestyle in detail	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates sound understanding of the problem, identifies a decision, justifying it with relevant details	4
• Clearly identifies the decision and justifies response based on the text	3
• Identifies decision with relevant details	2
• Identifies decision with isolated detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the reason for writing the letter with detail	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the change in the perception of different types of heroes	3
• Identifies different perceptions of heroes	2
• Identifies relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the survey results, supporting a coherent response with specific detail	4
• Demonstrates understanding of the survey results, supporting response with some detail	3
• Demonstrates some understanding of the survey results with some supporting detail	2
• Demonstrates limited understanding of the survey results	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates sound understanding and provides a clear explanation of point of view with relevant reference to both passages to support response	6
• Explains point of view, providing relevant references from both passages to support response	4–5
• States point of view with links to both passages and some detail	2–3
• States point of view with relevant detail	1

## Section II — Reading and Responding

### Part B

#### Question 11

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

#### 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

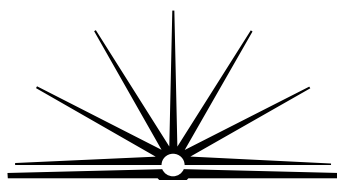
Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language authentically and creatively to persuade 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 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

# German Extension

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Pressures on the individual — monologue	H1.1, H1.2
2	5	Overcoming adversity — monologue	H1.1, H1.2
3	5	Divisions in society — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	3	<i>Hunne im Abendland</i>	H2.1, H2.2
1 (b)	3	<i>Hunne im Abendland</i>	H2.1, H2.2
1 (c)	4	<i>Hunne im Abendland</i>	H2.1, H2.2, H2.3
1 (d)	5	<i>Hunne im Abendland</i>	H2.1, H2.2, H2.3
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	<i>Das Stenogramm</i> — narrative account	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in German</b>			
3	15	Pressures on the individual — formal letter	H1.1, H1.2
4	15	Divisions in society — script of a talk	H1.1, H1.2





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

## **2004 HSC German Extension Marking Guidelines — Oral Examination**

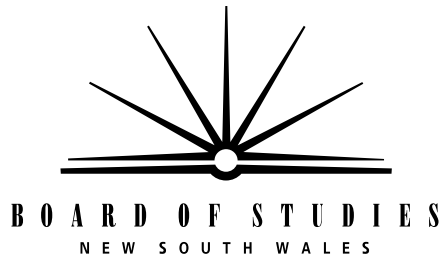
### **Monologue**

#### **Questions 1–3**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas and information</li><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	5
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument</li><li>• Demonstrates breadth and some depth in the use of relevant ideas and information</li><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax</li></ul>	4
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument</li><li>• Supports the argument with a range of relevant examples</li><li>• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary</li></ul>	3
<ul style="list-style-type: none"><li>• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation</li><li>• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors</li></ul>	2
<ul style="list-style-type: none"><li>• Communicates some relevant information or ideas with pauses and repetitions</li><li>• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary</li></ul>	1



## 2004 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 perceptive insight into the effect created and an understanding of the Hunne's position, with specific examples of language	3
• Demonstrates understanding of the Hunne's position	2
• Provides some reference to the Hunne's position	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear understanding of the complexity of the issue with relevant details and examples	3
• States the complexity of the issue and provides some detail/examples	2
• Identifies relevant aspect	1

**Question 1 (c)***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies the contrasting aspects and/or ironic use of adjectives and supports interpretation with specific detail to provide a coherent response	4
• Identifies contrasts and/or ironic use of adjectives and supports with some detail	2–3
• One relevant detail/comment	1

**Question 1 (d)***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the style/author's intention which may include reference to structure/linguistic implications	5
• Presents and develops a sophisticated, coherent argument with evidence	
• Demonstrates a good understanding of the author's intention which may include some reference to style/structure/linguistic implications	3–4
• Presents a coherent point of view with relevant detail	
• Demonstrates some understanding of the author's intention	1–2
• Presents relevant ideas with some detail	

## 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