

**2005 HSC Notes from
The Marking Centre
German**

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2005 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 provides comments with regard to responses to the 2005 Higher School Certificate examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the relevant syllabus, the 2005 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

Speaking Skills Examination

General Comments

In this examination, the majority of candidates performed well in Questions 1 and 3, demonstrating a good range of vocabulary, although general structures were weaker. Verb endings and strong verbs, even in the present tense, were poorly used by many candidates. Some candidates produced very good, well-thought out responses in Questions 2 and 4. They were able to use the past tense in Question 2, and in Question 4 they were able to demonstrate control of complex German structures, such as subordinate clauses. A significant number of candidates had difficulties with specific vocabulary such as *besucht*, *liegt*, *Urlaub*, *Autoschlüssel* and *verstehen*.

Specific Comments:

Question 1

A significant number of candidates did not understand *normalerweise* and contrasted it with *meistens*, resulting in an illogical response. Some spoke at length about what they spent their money on in Part 1 and then repeated the same or similar information to answer part 2. Weaker candidates thought that *wie* meant *wieviel*.

Question 2

While most candidates used vocabulary related to health and illness, they did not realise that *Kopfschmerzen* and *Halsschmerzen* were plural words. Only some candidates were able to use the past tense. A significant number of candidates did not relate part 4 to the title of the question. Therefore, they talked about Peter engaging in leisure activities not suited to a sick person.

Question 3

Candidates were at their most confident in this question and had a range of appropriate German structures and vocabulary. However, *liegt* was not understood by some candidates, who discussed their family members living in the house. In part 1, many candidates used *Zimmer* or *Bettzimmer* for *Schlafzimmer*. Most candidates were able to answer the question *warum / warum nicht* in part 4. However, relatively few were able to use *weil* with correct subordinate clause word order.

Question 4

Many candidates did not understand *Autoschlüssel* and *verstehen*, and therefore were only able to answer 3 of the 5 parts effectively. Parts 1 and 5 were answered confidently by almost all candidates, with better candidates giving 2 or 3 well-structured sentences appropriate to the situation. The better speakers knew when to use *du* and *Sie* appropriately.

Advice to Candidates

Candidates should know how to use 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. 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 question and also to the title of the question and relate their answers appropriately. Candidates need avoid long pauses.

Listening Skills Examination

Most questions were well answered with many candidates performing at a high standard. Many candidates thought that *verloren* 'lost' meant *vergessen* 'lose'. Some candidates did not recognise compound nouns, for example *Tomateneis*, *Käsebrot*, *Pausenbrot*. Other items of vocabulary that caused difficulties were *die Brille*, *Heizung*, *Eis*, *rauchen*, *gemütlich*.

Advice to Candidates

Candidates should:

- ensure that ALL relevant information is transferred from the Candidate's Notes column to the lines provided for their response when completing answers. Information in the Candidate's notes cannot be considered as part of the answer
- support their answer with relevant detail from the text heard in responses which are allocated several marks, and answer the questions which are asked
- practise discriminating between numbers eg *sechzehn* and *sechzig*
- listen for supporting information to confirm accuracy of comprehension
- practise by using as many past examinations as possible.

Written Examination

General Comments

Many candidates performed very well, 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

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 question 11 (c), candidates were given credit for well supported responses, and for identifying more than one possible explanation.

Items of vocabulary that were not well understood included *Fähre, genießen, verkaufte, misstrauisch, Geduld, verlieren, stören, Gymnasium*.

Advice to Candidates

Candidates should ensure they:

- pay attention to their English expression 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
- do as much reading as possible for practice.

Section II – Writing Skills

The majority of candidates chose Question 12 (the cue lines), and were assisted by the fact that the cue lines were translated into English for the first time this 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*.

In Question 13 some candidates produced good pieces of writing which answered the question effectively. Candidates should avoid including material from the cue lines and the reading passages in their letter.

Advice to Candidates

- Try to plan your response and keep your answer relevant to the cue line or letter topic.
- Learn *haben* and *sein* in the present tense and the past tense.
- Be careful to use capital letters for all nouns.
- Be careful to use the correct register *du / ihr, Sie*
- 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.
- Try to adhere as closely as possible to the word limit. Quality answers are awarded better marks than lengthy irrelevant responses.

Continuers

Oral Examination

General Comments

The majority of candidates seemed comfortable with the conversational style of the examination. 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 conversation. Very few candidates tried to dominate the conversation with long, irrelevant answers.

Specific 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 in the 'du' form – eg the question '*Hast du Geschwister?*' may be followed by

Kommst du gut mit deinen Geschwistern aus?

Kommen deine Geschwister gut miteinander aus?

Kommt ihr gut mit euren Eltern aus?

all of which require responses in a different form.

Candidates are also reminded that the course of the conversation will depend largely on the candidate's own responses – ie no two conversations will be identical. It is therefore impossible for candidates to have a prepared response to every conceivable question. The best preparation candidates can have for this examination is:

- 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. A candidate's struggling to find the right word for a planned course of study or intended future profession mars his/her performance and detracts from the overall impression of the candidate's linguistic competence
- familiarity with essential grammatical structures – eg verb forms, perfect tense, word order.

The better candidates 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. Whilst there is no prescription for achieving control, authenticity and sophistication, some of the following may apply:

- 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.

The better candidates do not rely solely on rote-learned or prepared material, but are able to demonstrate flexibility in their use of the language.

Written Examination

Section I – Listening and Responding

General Comments

This section of the examination was well handled by the majority of candidates. There were, however, some common misinterpretations of vocabulary, eg *Tränen* as training, and *Strom* as stream. Many responses included lengthy unnecessary details.

Specific Comments

Question 1

Some candidates gave details about Klaus only and did not mention the vital point of common interests.

Question 2

Most candidates correctly identified response A.

Question 3

Some candidates did not include information about helping in a music festival.

Question 4

The majority of candidates had no problem with identifying Australia's multicultural society and the difficulty of understanding the Australian accent. However, the long distance between Sydney and Melbourne presented a problem. Many candidates stated wrongly that she went to Melbourne and that it took 12 hours, without mentioning the unexpected vastness of Australia.

Question 5

This question was answered well by most candidates.

Question 6

Some candidates did not make reference to expectations and instead included unnecessary details, such as the fact that Martin had been given the trip by his parents as a reward for good marks, and that Monika came with a friend. In the weaker responses, candidates focused on this irrelevant information and ignored the significant fact that Monika, in addition to sailing, swimming, etc, wanted to work on her essay.

Question 7

This was handled well by most candidates who, in addition to the straightforward challenges, also mentioned the rigid social structure and the unfairness between the workers and the people who were able to enjoy themselves.

Question 8

Some responses did not demonstrate sufficient understanding of the requirement of the question. Candidates often addressed one area only, either language or content.

The content section was well answered in most cases; however, the language component presented some problems. In some responses, sophisticated terminology was used without the meaning being fully understood; or correct statements were made, such as ‘use of persuasive and appealing language’, without examples being given.

In the better responses, candidates were able to combine the language and content details in a very succinct and precise manner. They referred to the use of comparatives — *besser, effektiver, weniger*; positive adjectives — *nett, toll, bequem, gesund*; and the use of *Sie* — addressing the potential users directly.

Advice to Candidates

It is important to review 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 a significant proportion of the total marks, so it is unwise to rush into the next part of the examination without ensuring these questions have been adequately answered.

Candidates should always be guided by the number of marks allocated to each question. A minimal, superficial response is unlikely to answer fully the later questions, which require an interpretation or evaluation of information.

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 4 marks will usually require some higher order thinking/analysis and not simply a translation of lines of text.

Specific Comments

Question 9

Items of vocabulary which proved difficult for some candidates:

- *Geschichte* – translated in the passage better as *story* rather than *history*
- *gehören zu*
- *ungepflegt*
- *Ruf*
- *selbstbewusst*
- *scheinen*.

- (c) This question was not asking for an opinion or indeed for the candidate's prior knowledge regarding attitudes in Germany. Again candidates are reminded to base their answer on the text.

Question 10

Candidates need to be aware that questions which require analysis, interpretation or evaluation need more than straight translation of a portion of the text. Also, if a question is not asking for language features it is unlikely that much if any credit would be given if included in a response.

- (b) It needed to be made clear that Claire's host sister also knew English but spoke German with her to help her improve her German or because she was considerate, not simply that she spoke German.
- (d) This question required candidates to compare Claire's and Daniel's attitudes. The similarity — that both Claire and Daniel believed that 16 year olds should be capable of making some decisions — was necessary for a complete answer.

Items of vocabulary which caused difficulty for some:

- *unheimlich*
- *das Dorf*
- *verlassen*
- *geschneit* does not mean 'to go skiing'
- *Freiheit* is not the same as *Freizeit*
- *stimmt Daniel Claire zu*
- *Verständigung*
- *der Qualm*

Advice to Candidates

Candidates are advised to practise using a dictionary well before the examination. When a word has more than one English meaning, they should choose the one that makes sense when considering its context in the passage, not simply the one appearing first in the dictionary. For example in Question 9 *Ruf* did not mean *cry* or *call*, but *reputation*. If candidates are unsure of a key word they should use the dictionary.

Time should not be wasted quoting in German. The questions are to be answered in English. If candidates do quote, they need to ensure that they have shown that they understand the meaning.

Part B – Question 11 (15 marks)

General Comments

Those candidates who were most successful responded to the main points raised in the text without copying the same words and phrases. By creatively addressing the ideas in the text, candidates often were able to develop the necessary depth in their response. Comprehensive, well organised and well structured responses were generally more convincing.

Specific Comments

This task was well managed overall. 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. There were a small number of responses written from the perspective of a student resident in Australia.

Most candidates demonstrated their understanding of the text by responding with relevant information, but some candidates concentrated on unnecessary detail such as lengthy descriptions of their hobbies, rather than addressing the questions raised in the text such as the importance of sunshine or choice of transport.

It is important to look at the total task before responding to individual points, as a number of candidates did not link the question of foreign language with the destination they suggested, eg *Ich kann Italienisch. Fahren wir nach Japan!*

It is recommended that greater attention also be given to different levels of language which could be required in varying Reading and Responding tasks. The appropriate German form for ‘you’ needs to be clearly understood. A number of candidates had difficulties in using the second person plural consistently, eg *Ihr seid..., mit euch ..., auf eure Antwort....*

Candidates need to expand their adjectival use to include descriptions beyond quotations taken from the text, with no other explanation and/or supporting details or examples. A number of candidates addressed the issue of their personal characteristics by merely answering *Ich bin sehr abenteuerlustig/ Ich gehe Fallschirmspringen und klettern.*

The correct use of *Rucksackreise* should be noted. To express the verbal form of ‘going backpacking’, an additional verb would need to be used, eg *eine Rucksackreise machen.*

Advice to Candidates

Candidates are urged to 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.

Dictionaries need to be used with care. Before writing an unknown German word, its exact meaning should be looked up in the German/English section.

Section III – Writing in German

Part A – Question 12 (6 marks)

General Comments

A larger proportion of candidates attempted (a) rather than (b). Candidates answering (a) needed a good command of pronouns, subject verb agreements, the perfect tense and verb auxiliaries in order to answer the question. A good command of sentence structure, subject verb agreements and verb auxiliaries was needed to answer (b).

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.

In both questions, some candidates saw this question as an opportunity to write a pre-learned general description of a party. However, these candidates missed the point of the question. There was a tendency in such responses to include large amounts of irrelevant material which

did not address the question directly and subsequently detracted from the effectiveness and appropriateness of the response.

Specific Comments

- (a) The most effective responses described both the family celebration and the problem or surprise that resulted if it did not go according to plan. Length was well observed by candidates in general. Most candidates addressed the question well with relevant information.

Common vocabulary errors included confusion between *der Kuchen* and *die Küche*, *die Party*, and *der Geburtstag*. Common grammatical errors included the use of incorrect auxiliaries and past participles with the perfect tense.

- (b) The most effective responses described what life was like as a student living out of home on a very limited amount of money. Length was well observed by candidates in general. Most candidates were able to use appropriate vocabulary. Subordinate clauses eg *dass/ weil* clauses were handled well.

Common errors included a failure to address all aspects of the question and a limited range of grammatical structures such as only using the present tense, thereby not demonstrating depth of knowledge of grammatical structures. Common grammatical errors also included the use of incorrect verb endings, auxiliaries and past participles with the perfect tense.

Advice to Candidates

Candidates are advised to read the question carefully before attempting 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 should be able to use the language effectively to create 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. Candidates aiming for the higher bands are encouraged to attempt more complex language structures eg *um...zu*, *dass / wenn / weil / obwohl* clauses etc and to avoid providing a safe but ultimately simplistic response. 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 in responses as they do not address the points raised in the question.

Part B – Question 13 (9 marks)

General Comments

Question 13(a) was slightly more popular than 13(b), with approximately 54% of candidates choosing 13(a). Candidates are reminded to read the question(s) and rubric thoroughly to identify the requirements of the task. In this question candidates are asked to write either a

persuasive, reflective or evaluative response, and should identify language in the question which will direct them to answer in a certain way in order to meet the requirements of the task. Candidates are reminded to avoid producing sections of pre-learnt material which do not address the question adequately. Candidates who produced their own material without regard to the examination question were penalised.

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. These responses also demonstrated depth and breadth in the treatment of the task and manipulated language authentically and creatively.

Specific Comments

- (a) Candidates who responded with the notion that this was just an *Austausch* as opposed to a *Stipendium* did not address the requirements of the question. Some candidates wrote at length about exchanges abroad and described their experiences without answering the question. Candidates are reminded to be aware of the format of the required response, in this case the script of a speech.
- (b) The majority of candidates who chose this question gave a relevant response; however, one must be mindful that the task required candidates to reflect on their experiences, not just describe them. Some candidates wrote a response describing work experience. These responses did not meet the requirements of the task.

Advice to Candidates

Candidates should be aware that the requirements for the two writing tasks necessitate different kinds of writing. Whilst the 6-mark tasks are informative or descriptive, the 9-mark task 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 of fewer than 100 words did not meet the requirements of this task. Conversely, candidates are reminded that overlong responses often lack structure and cohesion and may increase the opportunities for unnecessary repetition and introduced error.

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. Candidates using dictionaries should not rely on the first entry of a word to automatically fit the context of the question. Candidates are encouraged to cross-reference key vocabulary.

Extension

Oral Examination

General Comments

Candidates used a range of vocabulary and sentence structures to illustrate their points of view. However, there were still a few responses in which candidates resorted to monologues based on prepared topics and then tried to fit them to the questions. These invariably did not meet the criteria of the higher levels of the marking guidelines. There were also a few responses which were far too long. Those candidates generally did themselves a disservice, especially in cases where the candidates kept repeating the same point.

Specific Comments

Question 1

In better responses, the candidates talked about life without mobiles and the internet and the fact that society had managed quite well before their advent. They related these items to their own lives, which started at the same time as that particular electronic revolution. In weaker responses, candidates only mentioned the advantages of mobiles and the internet in their busy social lives.

Question 2

This was the least favoured question. The responses of those candidates who attempted it ranged from competent, giving relevant examples and then discussing other ways of resolving conflicts, to meandering around the topic of violence, never managing to relate it to the begetting of more violence. Some candidates were unsure of the meaning of the terms *gewaltig* 'huge / enormous' and *gewalttätig* 'violent' which resulted in some confusion.

Question 3

There were some excellent responses from the candidates here: they compared the adolescence of previous generations with their own, but also pointed out the problems facing the youth of today. Some candidates did not understand the meaning of the question and answered that, yes, young people do not have a good life.

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 while also making sure to keep within the boxes provided so that they are not encouraged to read from extensive notes, but rather to use them as dot points to structure a response.

Written Examination

Section I – Response to Prescribed Text

Part A – Question 1 (15 marks)

General Comments

The majority of candidates showed familiarity with the text *Spaghetti für Zwei* and its related language and stylistic features.

Most candidates had a clear understanding of the requirements of each question, yet some focused more on descriptions and generalisations rather than on analysing the required issues. Those who merely recounted the storyline produced responses that were not sufficient to address the criteria necessary to successfully answer the questions.

Specific Comments

- a) Most candidates realized they had to analyse how Heinz's appearance reflected his youth and give specific examples from the text to support their view. However, others referred to his behaviour rather than his appearance or simply described what he looked like without explaining how this reflected his youth.
- b) This question required a thorough knowledge of the text and most candidates were able to demonstrate this. Those candidates who handled the question well were able to refer to Heinz's prejudiced views and provide detailed examples to support their response. Other candidates referred to his views without sufficient textual support.
- c) It was vital for candidates to be able to provide some analysis in order to produce successful responses to this question as it required an explanation of the significance of Marcel's speech in the extract provided. Candidates are reminded to make close reference to the text in order to give detailed support for their responses.
- d) This question required the candidates to indicate how we know that the experience portrayed in the story helps Heinz to develop as person. Once again, the 'how' was the crux of this response. Candidates needed to refer to Heinz's growing tolerance and/or empathy and provide textual evidence for this.
- e) The final question required a stylistic analysis. Candidates needed to demonstrate a perceptive understanding of the way humour is evident in the story, making reference to the inherently funny situation, discussing methods such as the juxtaposition of the reactions of both characters, the use of dramatic irony and extremes of language, and to give examples from the text to elucidate this. Almost all candidates attempted some kind of stylistic analysis. Candidates need to take care that the conclusions that they draw and the evidence that they use to support them are the most apt and relevant for the question at hand.

Advice to Candidates

Candidates are reminded to:

- read each question carefully and focus on the key words
- take the time to read over their responses to make sure that their English makes sense
- use quotations from the text to support their answers, but not copy large slabs of text. Translations of quotations are necessary only if the meaning in the context of the response will be unclear. That said, candidates should not pepper their responses with German as they are required to answer this section of the paper in English
- be aware that the number of marks and lines allocated for a question reflect the depth required for a response. Similarly, candidates should aim to write perceptive and succinct answers. A longer response will not necessarily get to the heart of the matter as most commonly it will become repetitious rather than furthering the argument
- be careful not to repeat the same concepts from question to question
- not just retell 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.

Part B – Question 2 (10 marks)

General Comments

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

Candidates should be aware that it is vital to demonstrate a comprehensive understanding of the whole short story, and not just of the extract chosen for the examination.

Specific Comments

Despite the fact that this is a creative writing task, candidates should be vigilant in keeping their responses within the parameters of the required task. Only relevant Extension issues should be carefully incorporated into the required response. In order to achieve marks in the top category 9-10, candidates needed to demonstrate a perceptive and insightful understanding of the *Hunne*'s dilemma.

The level of language was generally good. Some candidates' use of the subjunctive 2 was incorrect. In fact, this was often used unnecessarily, when a past tense would have been more appropriate.

Advice to Candidates

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

Section II – Writing in German

Question 3 and 4

General Comments

Question 3 was attempted by only slightly more candidates than Question 4.

The better responses had a clear and well planned structure and treated the question with impressive breadth and depth of German which was often at a sophisticated level both in comprehensive ideas and accurate language content.

Specific Comments

Generally candidates handled Question 4 better. It was evident that candidates were able to analyse the nuances in each question and thus were able to address the idea of *sich total anpassen* – ‘conform fully’ in Question 3 or *in jeder Hinsicht gleich behandelt* – ‘treated equally in every respect’ in Question 4. Addressing these nuances often enabled candidates to provide a balanced point of view, allowing for more scope and in-depth responses.

In the most impressive responses, candidates used the features of the appropriate text type, including the correct form of address, producing an authentic letter to the editor, for Question 3, or a script of a speech for Question 4.

Practice essays provide an excellent preparation for answering the Writing question. However, it is 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. Candidates who devote a substantial amount of their essay to unrelated material disadvantage themselves as these sections are irrelevant and therefore detract from the quality and appropriateness of the response.

Candidates are reminded that reference to the content and/or plot of the short stories is not appropriate in this type of question. The short stories are merely a different vehicle for exploring the issues and are examined in previous sections of the paper.

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, Sie* and be consistent in the chosen form of address. The use of *ihr* 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
 - correct use of the passive voice.

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.

In conclusion, 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

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I — Guided Conversation			
1	4	Personal details	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	5	Personal details	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	6	Personal details	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Speaking Skills Examination			
Section II — Situations			
4	5	Personal details	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	1	Daily life — conversation	H3.1
2	2	Food and drink — advertisement	H3.1
3	2	Daily life — dialogue	H3.1
4	1	Travel — telephone message	H3.1
5	2	Natural surroundings — conversation	H3.1
6	2	Daily life — conversation	H3.1
7	1	Natural surroundings — conversation	H3.1
8	3	Natural surroundings — radio announcement	H3.1
9	1	Daily life — conversation	H3.1
10	3	Daily life — conversation	H3.1
11 (a)	2	Daily life — radio report	H3.1
11 (b)	2	Daily life — radio report	H3.1
12	4	Travel — conversation	H3.1
13	4	Daily life — conversation	H3.1
Written Examination			
Section I — Reading Skills			
Part A			
1	1	Travel — announcement	H3.1
2	1	Daily life — advertisement	H3.1
3 (a)	1	Daily life — report	H3.1
3 (b)	1	Daily life — report	H3.1
4 (a)	1	Daily life — advertisement	H3.1
4 (b)	1	Daily life — advertisement	H3.1
5 (a)	1	Travel — advertisement	H3.1
5 (b)	1	Travel — advertisement	H3.1
6 (a)	1	Daily life — newspaper article	H3.1
6 (b)	1	Daily life — newspaper article	H3.1

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
Part B			
7 (a)	1	Travel — newspaper report	H3.1
7 (b)	2	Travel — newspaper report	H3.1
8 (a)	1	Living — report	H3.1
8 (b)	2	Living — report	H3.1
9 (a)	1	Daily life — flyer	H3.1
9 (b)	3	Daily life — flyer	H3.1
10 (a)	1	Daily life — newspaper report	H3.1
10 (b)	3	Daily life — newspaper report	H3.1
11 (a)	3	Daily life — magazine article	H3.1
11 (b)	3	Daily life — magazine article	H3.1
11 (c)	4	Daily life — magazine article	H3.1
Written Examination			
Section II — Writing Skills			
12	5	Various	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
13 (a)	10	Dialogue — monologue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
13 (b)	10	Letter — postcard	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

German Continuers

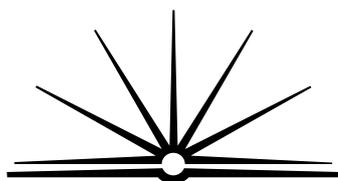
2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	2	Personal identity — conversation	H3.1
2	1	Tourism and Hospitality — conversation	H3.1
3	2	Arts and entertainment — advertisement	H3.1
4	3	People and places — message	H3.1, H3.2
5	4	World of Work — conversation	H3.1, H3.2
6	4	Tourism and Hospitality — conversation	H3.1, H3.2
7	4	Past and Present — interview	H3.1, H3.2
8	5	Leisure and lifestyle — news item	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
9 (a)	2	People and Places — email	H3.1
9 (b)	2	People and Places — email	H3.1
9 (c)	4	People and Places — email	H3.1, H3.2
9 (d)	1	People and Places — email	H3.1
10 (a)	2	Leisure and Lifestyle — article	H3.1
10 (b)	2	Leisure and Lifestyle — article	H3.1
10 (c)	3	Leisure and Lifestyle — article	H3.1, H3.2
10 (d)	4	Leisure and Lifestyle — article	H3.1, H3.2
10 (e)	5	Leisure and Lifestyle — article	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
11	15	Tourism and Hospitality — informal letter	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in German			
12 (a)	6	Arts and Entertainment — email	H2.1, H2.2, H2.3
12 (b)	6	Personal identity — report	H2.1, H2.2, H2.3
13 (a)	9	Educational Aspirations — speech script	H2.1, H2.2, H2.3
13 (b)	9	People and Places — diary entry	H2.1, H2.2, H2.3

German Extension

2005 HSC Examination Mapping Grid

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



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

2005 HSC German Extension Marking Guidelines — Oral Examination

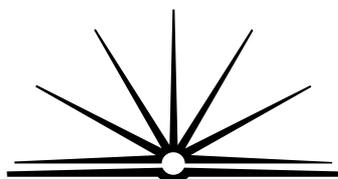
Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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



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

2005 HSC German Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

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

MARKING GUIDELINES

Criteria	Marks
• Refers to his physical appearance and/or dress and how they reflect his youth, with examples	2
• Refers to his physical appearance or dress and how they reflect his youth, with an example	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Refers to his ethnicity and relevant detail	2
• Refers to his ethnicity	1

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

Criteria	Marks
<ul style="list-style-type: none">Refers to Marcel's mature reaction ie he is not resentful, reference to the use of <i>dich</i> and the fact that he speaks in perfect German contrary to Heinz' preconception and the invitation to share another meal or Marcel affording to eat there every day plus reference to turning point in story/first insight into Marcel's character	3
<ul style="list-style-type: none">Refers to Marcel's mature reaction ie he is not resentful, reference to the use of <i>dich</i> and the invitation to share another meal or Marcel affording to eat there every day reference to turning point story/first insight into Marcel's character	2
<ul style="list-style-type: none">Identifies one relevant detail regarding the significance of what Marcel says	1

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

Criteria	Marks
<ul style="list-style-type: none">Refers to the development of his tolerance, giving some examples orRefers to his growing empathy with Marcel, giving some examplesRefers to his ability to realise his mistakes, laugh at himself and say sorry	3
<ul style="list-style-type: none">Refers to the development of his tolerance, giving an example orRefers to his growing empathy with Marcel, giving an exampleRefers to his ability to realise his mistakes, laugh at himself and say sorry	2
<ul style="list-style-type: none">Refers to any two relevant comments	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the way humour is conveyed• Makes reference to the inherently funny situation, and the reactions of both Heinz and Marcel, and gives some examples of how humour is conveyed	5
<ul style="list-style-type: none">• Demonstrates a good understanding of the way humour is conveyed• Makes reference to the inherently funny situation, and the reactions of Heinz and/or Marcel, and gives some examples of how humour is conveyed	3–4
<ul style="list-style-type: none">• Demonstrates some understanding of the way humour is conveyed• Makes reference to the inherently funny situation and gives an example of how humour is conveyed	2
<ul style="list-style-type: none">• Demonstrates some understanding of the way humour is conveyed• Makes reference to any way that humour is conveyed	1

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and sensitive understanding of the prescribed text• Demonstrates flair and originality in the approach taken• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the prescribed text• Demonstrates some flair in the approach taken• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	7–8
<ul style="list-style-type: none">• Demonstrates an understanding of the prescribed text• Demonstrates a satisfactory control of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the prescribed text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Writes within the parameters of the task	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the prescribed text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures	1–2

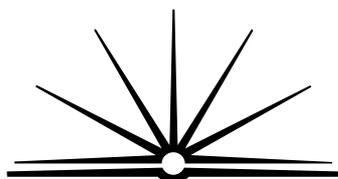
Section II — Writing in German

Questions 3 and 4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops a sophisticated, coherent argument, discussion or explanation• Writes effectively and perceptively for a specific audience, purpose and context• Demonstrates breadth and depth in the treatment of relevant ideas• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	13–15
<ul style="list-style-type: none">• Presents and develops a coherent argument, discussion or explanation• Writes effectively for a specific audience, purpose and context• Demonstrates breadth and some depth in the use of relevant supporting material and examples• Writes accurately using a range of vocabulary and sentence structures	10–12
<ul style="list-style-type: none">• Attempts to present and develop a coherent argument, discussion or explanation• Writes with some understanding of audience, purpose and context• Supports points with relevant material and examples• Writes using a range of vocabulary and sentence structures	7–9
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Demonstrates the use of appropriate supporting materials• Demonstrates evidence of the use of complex sentences	4–6
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Communicates primarily in simple sentences or set formulae	1–3



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

2005 HSC German Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies how Monika can help Rolf	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies relevant reasons for trying the product	2
• Identifies some relevant information	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies relevant reasons why Ingo is annoyed	2
• Gives some relevant information	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Identifies relevant reasons why Michael will find it difficult to get to school	2
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies relevant reasons why Brigitte didn't enjoy the party	2
• Identifies some relevant information	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Demonstrates a good understanding of who would be interested in answering this advertisement	3
• Demonstrates some understanding of who would be interested in answering this advertisement	2
• Identifies some relevant information	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Demonstrates a good understanding of why she turns down his offer	3
• Demonstrates some understanding of why she turns down his offer	2
• Identifies some relevant information	1

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

Criteria	Marks
• Shows a good understanding of what is special about this race	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of why he is pleased with his achievements	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of why Anna's father is annoyed	4
• Demonstrates a good understanding of why Anna's father is annoyed	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of why she thinks he is ungrateful	4
• Demonstrates some understanding of why she thinks he is ungrateful	2–3
• Identifies some relevant information	1

2005 HSC German Beginners Marking Guidelines — Written Examination

Section I — Reading Skills Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

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

Criteria	Marks
• (A)	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
• (D)	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
• (A)	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• (B)	1

Section I — Reading Skills
Part B**Question 7 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Identifies relevant special features	2
• Identifies at least ONE special feature	1

Question 8 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies what was significant	1

Question 8 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Shows a good understanding of how the public reaction changed	2
• Shows some understanding of how the public reaction changed	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of why this job would appeal to drama students	3
• Demonstrates a good understanding of why this job would appeal to drama students	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of personal qualities needed for this job	3
• Demonstrates some understanding of the personal qualities needed for this job	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the help provided	4
• Demonstrates a good understanding of the help provided	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the positive outcomes of the programme	4
• Demonstrates a good understanding of the positive outcomes of the programme	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of her parents' reactions to Michael	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of her change in attitude to Michael	3
• Demonstrates a good understanding of her change in attitude to Michael	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of possible explanations of their behaviour	5
• Demonstrates a good understanding of possible explanations of their behaviour	3–4
• Identifies some relevant information	1–2

Section II — Writing Skills

Question 12

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

MARKING GUIDELINES

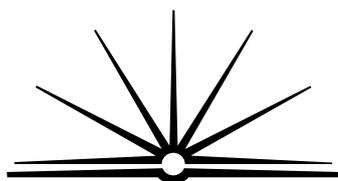
Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively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

Question 13

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

MARKING GUIDELINES

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



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

2005 HSC German Continuers Marking Guidelines — Oral Examination

Conversation

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

MARKING GUIDELINES

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

2005 HSC German Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes a general comment about having common interests and Identifies relevant information 	2
<ul style="list-style-type: none"> General comment about having common interests or identifies specific information 	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> (A) 	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a good understanding of who should call the number giving some specific and general information 	2
<ul style="list-style-type: none"> Identifies some general or specific information 	1

Question 4*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of how Katrin finds life in Australia different to what she expected• Identifies all relevant information	3
<ul style="list-style-type: none">• Identifies that life is different from what she expected with some examples	2
<ul style="list-style-type: none">• Identifies some relevant information	1

Question 5*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies with most relevant detail that the interview was not successful despite parts of the interview going well	4
<ul style="list-style-type: none">• Identifies with some relevant detail that the interview was not successful despite parts of the interview going well	3
<ul style="list-style-type: none">• Demonstrates some understanding of the lack of success of Julia's interview	2
<ul style="list-style-type: none">• Identifies some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Identifies all relevant differences in expectations	4
<ul style="list-style-type: none">• Identifies most relevant differences in expectations	3
<ul style="list-style-type: none">• Identifies some relevant differences in expectations	2
<ul style="list-style-type: none">• Identifies that one wants an active holiday and the other wants to relax	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the challenges• Refers to differences in social roles	4
<ul style="list-style-type: none">• Demonstrates a good understanding of the challenges• Makes some reference to social roles	3
<ul style="list-style-type: none">• Demonstrates an understanding of the challenges	2
<ul style="list-style-type: none">• Identifies one challenge	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the content and the speaker's use of language	5
<ul style="list-style-type: none">• Demonstrates a good understanding of the speaker's use of language and content	4
<ul style="list-style-type: none">• Demonstrates some understanding of the speaker's use of language and content or good understanding of content OR language	2–3
<ul style="list-style-type: none">• Identifies one relevant detail	1

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Refers to the article and the fact that she wants to contribute/share her experience 	2
<ul style="list-style-type: none"> Refers to the article OR <ul style="list-style-type: none"> Refers to the fact that she wants to contribute/share her experience 	1

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates good understanding of stereotype of an East-German male Through examples to support depiction 	2
<ul style="list-style-type: none"> Demonstrates some understanding of stereotype of an East-German male Through examples to support depiction 	1

Question 9 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Refers to the misconceptions about East-German men and change in attitudes/values, and realisation that East-German men are better than their reputation plus provides relevant details 	4
<ul style="list-style-type: none"> Refers to the misconceptions about East-German men and change in attitudes/values plus provides relevant details 	2–3
<ul style="list-style-type: none"> Refers to one relevant detail 	1

Question 9 (d)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> (C) 	1

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

Criteria	Marks
• Refers to the snow and its effect	2
• Refers to either the snow or its effect	1

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

Criteria	Marks
• Refers to her personality and the way in which she was very considerate	2
• Refers to her personality and the fact that she was considerate OR • Refers to the way she showed consideration	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of Daniel's criticisms of German law • Supports the answer with relevant examples	3
• Demonstrates a good understanding of Daniel's criticisms of German law • Supports answer with relevant examples	2
• Identifies ONE criticism Daniel makes of German law	1

Question 10 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Shows a perceptive understanding of Claire's and Daniel's similar and different attitudes to parental authority Provides relevant supporting details 	4
<ul style="list-style-type: none"> Shows a good understanding of Claire's and Daniel's similar and/or different attitudes to parental authority Provides relevant supporting details 	3
<ul style="list-style-type: none"> Refers to some differences in Claire's and Daniel's attitudes 	2
<ul style="list-style-type: none"> Points out the similarity in Claire's and Daniel's thinking OR <ul style="list-style-type: none"> Refers to some differences in Claire's and Daniel's attitude 	1

Question 10 (e)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Shows a perceptive understanding of the challenges Claire faced on her return to Australian life Provides relevant supporting details 	5
<ul style="list-style-type: none"> Shows an excellent understanding of the challenges Claire faced on her return to Australian life Provides relevant supporting details 	4
<ul style="list-style-type: none"> Shows a good understanding of the challenges Claire faced on her return to Australian life Provides relevant supporting details 	3
<ul style="list-style-type: none"> Shows some understanding of the challenges Claire faced on her return to Australian life Provides relevant supporting details 	2
<ul style="list-style-type: none"> Shows basic understanding of the challenges Claire faced on her return to Australian life Provides one relevant detail 	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"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	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">• Writes descriptively with well-selected information relevant to the demands of the task• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax• Manipulates language authentically and creatively to describe• Sequences and structures information coherently and effectively	5–6
<ul style="list-style-type: none">• Writes descriptively to meet the general requirements of the task• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax• Sequences and structures information effectively	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary• Demonstrates limited evidence of the ability to organise information	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"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language authentically and creatively to persuade, reflect and evaluate • Sequences and structures ideas and information coherently and effectively 	8–9
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively 	6–7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade, reflect and evaluate • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax • Organises information and ideas to meet the requirements of the task 	4–5
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	2–3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1

2005 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

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

Question 2

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

MARKING GUIDELINES

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

Question 3

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Uses German effectively and fluently to convey the meaning of the cues• Demonstrates control of complex German structures	6
<ul style="list-style-type: none">• Uses German appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	4–5
<ul style="list-style-type: none">• Uses basic German to convey the meaning of some of the cues	2–3
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate German	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">• Responds confidently and fluently with relevant answers to questions asked• Demonstrates correct intonation and pronunciation• Demonstrates control of complex German vocabulary and structures (within the context of the Beginners' course)• Uses correct register	5
<ul style="list-style-type: none">• Responds well with relevant answers to questions asked• Demonstrates good intonation and pronunciation• Demonstrates good understanding of German grammar and vocabulary• Generally uses correct register	4
<ul style="list-style-type: none">• Responds to questions asked, generally with relevant answers, with some pauses, repetitions and mispronunciations• Demonstrates a good understanding of basic German grammar and vocabulary• Attempts to use correct register	3
<ul style="list-style-type: none">• Demonstrates basic communication skills, by responding to some questions, not always with relevant answers• Frequently pauses, repeats and mispronounces (words and phrases)	2
<ul style="list-style-type: none">• Demonstrates limited comprehension of questions• Is frequently hesitant and repetitive• Demonstrates limited knowledge of German grammar and vocabulary	1