



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

## **2011 HSC German Beginners Marking Guidelines**

### **Section I — Listening**

#### **Question 1**

<b>Criteria</b>	<b>Marks</b>
• Identifies two reasons why Sybille is excited	2
• Identifies one reason why Sybille is excited	1

#### **Question 2**

<b>Criteria</b>	<b>Marks</b>
• Identifies two correct details	2
• Identifies one correct detail	1

#### **Question 3**

<b>Criteria</b>	<b>Marks</b>
• Identifies three correct details	3
• Identifies two correct details	2
• Identifies one correct detail	1

**Question 4**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Karl's plans	3
• Demonstrates some understanding of Karl's plans	2
• Identifies some relevant information	1

**Question 5**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of Leo's decision	3
• Demonstrates a good understanding of Leo's decision	2
• Identifies some correct detail	1

**Question 6 (a)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the benefits	3
• Demonstrates a good understanding of the benefits	2
• Provides some relevant detail pertaining to the benefits	1

**Question 6 (b)**

<b>Criteria</b>	<b>Marks</b>
• Gives the correct telephone number	1

**Question 7**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of how Lukas tries to convince his mother	4
• Demonstrates a good understanding of how Lukas tries to convince his mother	3
• Demonstrates some understanding of how Lukas tries to convince his mother	2
• Provides some relevant detail pertaining to how Lukas tries to convince his mother	1

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the likelihood that Stefanie will or will not get the position	4
• Demonstrates a good understanding of the likelihood that Stefanie will or will not get the position	3
• Demonstrates some understanding of the likelihood that Stefanie will or will not get the position	2
• Provides some relevant information	1

**Question 9**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why they can't agree	5
• Demonstrates a good understanding of why they can't agree	4
• Demonstrates a sound understanding of why they can't agree	3
• Demonstrates some understanding of why they can't agree	2
• Provides some relevant information	1

**Section II — Reading****Question 10**

<b>Criteria</b>	<b>Marks</b>
• Identifies both reasons for the invitation	2
• Identifies one reason for the invitation	1

**Question 11**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the responses given	4
• Demonstrates a good understanding of the responses given	3
• Demonstrates some understanding of the responses given	2
• Provides some relevant information	1

**Question 12 (a)**

Criteria	Marks
• Demonstrates a good understanding of Marko's negative experiences	2
• Demonstrates some understanding of Marko's negative experiences	1

**Question 12 (b)**

Criteria	Marks
• Demonstrates a comprehensive understanding of what Marko finds exciting	4
• Demonstrates a good understanding of what Marko finds exciting	2–3
• Demonstrates some understanding of what Marko finds exciting	1

**Question 13 (a)**

Criteria	Marks
• Correctly identifies the way teachers have been affected	1

**Question 13 (b)**

Criteria	Marks
• Correctly identifies all three changes	3
• Correctly identifies two changes	2
• Correctly identifies one change	1

**Question 13 (c)**

Criteria	Marks
• A comprehensive understanding of what makes <i>Ganztagsschule</i> popular	4
• A good understanding of what makes <i>Ganztagsschule</i> popular	3
• Some understanding of what makes <i>Ganztagsschule</i> popular	2
• Identifying some relevant information	1

**Question 14 (a)**

Criteria	Marks
• Correctly identifies both reasons	2
• Correctly identifies one reason	1

**Question 14 (b)**

<b>Criteria</b>	<b>Marks</b>
• A comprehensive understanding of the benefits	4
• A good understanding of the benefits	2–3
• Some understanding of the benefits	1

**Question 14 (c)**

<b>Criteria</b>	<b>Marks</b>
• A comprehensive understanding of Karin’s justification	4
• A good understanding of Karin’s justification	3
• Some understanding of Karin’s justification	2
• Identifying some relevant information	1

**Section III — Writing in German**  
**Part A****Question 15**

<b>Criteria</b>	<b>Marks</b>
• Communicates ideas and information appropriate to audience, purpose and context • Applies knowledge of vocabulary, language structures and features to the task	4
• Communicates with some awareness of audience, purpose and context • Demonstrates some knowledge of vocabulary, language structures and features	2–3
• Produces some comprehensible language related to the task	1

**Question 16**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Communicates relevant ideas and information appropriate to audience, purpose and context</li> <li>• Organises information and ideas coherently</li> <li>• Applies knowledge of a variety of vocabulary, language structures and features to the task</li> </ul>	6
<ul style="list-style-type: none"> <li>• Communicates with some awareness of audience, purpose and context</li> <li>• Organises ideas and information</li> <li>• Demonstrates knowledge of vocabulary, language structures and features</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the requirements of the task</li> <li>• Demonstrates limited evidence of the ability to organise ideas</li> <li>• Demonstrates some knowledge of vocabulary, language structures and features</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Produces some comprehensible language related to the task</li> </ul>	1

**Section III — Writing in German**  
**Part B**
**Question 17**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Presents and develops original ideas, information and/or opinions relevant to context, purpose and audience</li> <li>• Organises information and ideas coherently</li> <li>• Demonstrates knowledge of a variety of vocabulary, language structures and features</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents and develops original ideas, information and/or opinions mostly relevant to context, purpose and audience</li> <li>• Organises information and ideas</li> <li>• Demonstrates some knowledge of a variety of vocabulary, language structures and features</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents and develops some ideas, information and/or opinions relevant to context, purpose and audience</li> <li>• Organises information and ideas with some coherence</li> <li>• Demonstrates some knowledge of vocabulary, language structures and features</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some information relevant to the task</li> <li>• Demonstrates elementary knowledge of vocabulary, language structures and features</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Produces some comprehensible language related to the task</li> </ul>	1–2

# German Beginners

## 2011 HSC Examination Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3

### Written Examination

#### Section I — Listening

Question	Marks	Content	Syllabus outcomes
1	2	Family life – dialogue	H2.2
2	2	People, places and communities – advertisement	H2.1, H2.2, H2.3
3	3	Holiday, travel and tourism – dialogue	H2.2, H2.3
4	3	Future plans and aspirations – dialogue	H2.2, H2.3
5	3	Friends, recreation and pastimes – dialogue	H2.2, H2.4
6	4	People, places and communities – announcement	H2.2, H2.5
7	4	Future plans and aspirations – dialogue	H2.1, H2.2, H2.4
8	4	Education and work – interview	H2.4
9	5	Friends, recreation and pastimes – dialogue	H2.1, H2.2, H2.4

#### Section II — Reading

Question	Marks	Content	Syllabus outcomes
10	2	Friends, recreation and pastimes – invitation	H2.2, H2.5
11	4	Friends, recreation and pastimes – chat/messages	H2.2
12	6	Holidays, travel and tourism – travel blog	H2.2, H2.3
13	8	Education and work – article	H2.2, H2.4, H2.6
14	10	Future plans and aspirations - emails	H2.2, H2.4

#### Section III — Writing in German

##### Part A

Question	Marks	Content	Syllabus outcomes
15	4	People, places and communities – postcard	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
16	6	Friends, recreation and pastimes – note/notice	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3

#### Section III — Writing in German

##### Part B

Question	Marks	Content	Syllabus outcomes
17 (a)	10	Education and work – talk/speech	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
17 (b)	10	Education and work – talk/speech	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3