

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

German Extension

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German Extension

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in German Extension. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the German Extension syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the German Extension specimen paper:

- A rubric indicating general criteria for judging performance has been placed at the beginning of each section or part of the paper to clearly indicate the factors that will be used to assess responses to the question(s).
- The number and type of questions in Section I, Part A may vary each year within the range determined by the syllabus.
- The prescribed texts and issues for the specimen paper are those prescribed for the 2001 HSC examination. .

German Extension

HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands E2 – E3, it indicates that candidates who demonstrate performance equivalent to the Band E2 descriptions should be able to score some marks on the item, while those who perform at Band E3 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content (Prescribed Issue / Prescribed Text – Text type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
1	5	Divisions in society – monologue	H1.1, H1.2	E2 – E4
2	5	Overcoming adversity – monologue	H1.1, H1.2	E2 – E4
3	5	Pressures on the individual – monologue	H1.1, H1.2	E2 – E4
Written Examination				
1(a)	2	Business Class	H2.1	E2 – E3
1(b)	4	Business Class	H2.1	E2 – E4
1(c)(i)	1	Business Class	H2.1	E2 – E3
1(c)(ii)	3	Business Class	H2.2	E2 – E4
1(d)	5	Business Class & Hunne im Abendland	H2.1, H2.3	E2 – E4
2	10	Spaghetti für zwei – conversation	H2.1	E2 – E4
3	15	Pressures on the individual – article	H1.1, H1.2	E2 – E4
4	15	Overcoming adversity – article	H1.1, H1.2	E2 – E4



Sample marking guidelines for German Extension

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in German Extension. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

Sample Marking Guidelines – German Extension

Oral Examination

Monologue - Questions 1 – 3

In your answers you will be assessed on how well you:

- present and support a point of view
 - demonstrate clarity of expression (pronunciation, intonation, stress)
 - demonstrate accuracy and variety of vocabulary and sentence structures
-

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

Written Examination

Question 1 (15 marks)

In your answers you will be assessed on how well you:

- respond critically to the prescribed text
- analyse how meaning is conveyed
- demonstrate an understanding of the relationship between the prescribed text and prescribed issues

Read the extract from *Business Class* and answer the questions that follow in ENGLISH in the spaces provided

Refer to the text on page 2 of the Specimen Paper.

- (a) Why is Emma making her return journey on this particular train? 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies the reason why Emma is returning and provides one reason why she is on this train 	2
<ul style="list-style-type: none"> • Identifies either of the above pieces of information 	1

Sample Answer:

- She has decided to come home a day early because her holiday experiences had been so upsetting. She has chosen this train because she wanted to eat the evening meal.

- (b) *Emma war nicht auf den Mund gefallen. Sie ließ sich nicht etwa stumm herumschubsen.* (lines 1 – 2)

Comment on this statement in the light of TWO other incidents in the story. 4

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies and explains the lack of self-knowledge of the character as revealed through the implied irony • Analyses in detail her reaction to two relevant incidents 	4
<ul style="list-style-type: none"> • Identifies the contrast between the statement and Emma's reality • Refers to her reaction to two relevant incidents 	3
<ul style="list-style-type: none"> • Refers to two relevant examples that elaborate on the quote 	2
<ul style="list-style-type: none"> • Refers to a relevant example that elaborates on the quote 	1

Answers could include:

- The notion that she doesn't allow herself to be pushed around is ironic and is what Emma would like to believe. When she is out of her milieu she is unable to assert herself.

Examples

- She went to sit down and a man took her seat. She almost landed in his lap and was very embarrassed, lost her appetite and left.
- She made a restaurant reservation but later arrived with her friend to find there was no table. She became nervous and couldn't handle the situation.
- She complained to the conductor that the men were taking up the seats – including her reserved one – with their belongings. The conductor said people like her didn't belong in first class and she agreed.

(c) *Erst im vierten oder fünften Wagen, den sie schwankend durchquert hatte, fand sie einen Platz in einem Sechserabteil, in dem schon fünf sturzbetrunkene Jugendliche mit grellbunten Haaren und klobigen Schuhen saßen.* (lines 13 – 16)

- (i) How does Emma's initial reaction to these people compare with her subsequent experience of them? **1**

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Her initial reaction is that they are louts but later she seeks and finds acceptance with them 	1

- (ii) How does the language and the sentence structure of the quotation above contribute to our understanding of how Emma feels at this point? **3**

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the analysis of the language and syntax used and the relationship between the language and Emma's state of mind • Cites and explains relevant examples to support the point of view expressed 	3
<ul style="list-style-type: none"> • Demonstrates breadth and some depth in the analysis of the language used and the relationship between the language and Emma's state of mind • Cites and explains relevant examples to support the point of view expressed 	2
<ul style="list-style-type: none"> • Cites and explains relevant examples that indicate some understanding of the relationship between the language used and Emma's state of mind 	1

Answers could include:

- The sentence structure with its heavy use of subordination reflects the long search for a seat followed by the shock of the discovery of her fellow passengers
- The shock is reinforced by:
 - the exaggerated, confronting language used in the portrayal of the appearance with the overtones of violence *sturzbetrunken, grellbunt, klobig*
 - the use of double adjectives such as *sturzbetrunken, grellbunt*
 - the deliberate contrast to the description of the men in suits
- The implied menace of *sturzbetrunken, grellbunt, klobig* or *in einem Sechserabteil fünf ...Jugendliche ... saßen*
- Potential link between Emma and the group implied by the use of *schwankend* to describe her and *sturzbetrunken* to describe the youths
- The use of *erst* at the beginning of the sentence to indicate relief

- (d) Emma in *Business Class* and the Hunne in *Hunne im Abendland* both find themselves in situations in which they are outsiders. How successful are they in dealing with this? **5**

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Describes in detail how both characters deal with ‘outsider’ situations • Compares and contrasts the responses through a range of relevant examples • Presents a balanced response including references to both characters 	5
<ul style="list-style-type: none"> • Describes how both characters deal with ‘outsider’ situations • Presents a balanced response including references to both characters 	3 – 4
<ul style="list-style-type: none"> • Cites relevant references that demonstrate some understanding of the response of both characters to ‘outsider situations’ 	1 – 2

Answers could include:

Business Class

- Emma deals with it more by retreating than by confronting others/She steps back into more comfortable surroundings and does not persist in being accepted into a social level above her own
- Although she often feels victimised she accepts this as her lot in life or reacts without confronting the situation
- Although she originally aspired to join a higher level of society, she quickly admits defeat and returns to her own origins
- She takes the coward’s way out by slashing the men’s raincoats when no-one is around to show the anger she feels at her exclusion and her inability to cope with being an outsider
- She finds her level with the young people in the train – she tries to fit in with them (lights up a cigar after she sees them smoking)
- When she is with the young people she no longer feels an outsider – she takes responsibility for them at the border (resuming her role as someone in charge of children)

Hunne im Abendland

- The Hunne thinks he deals successfully with situations and believes he is widely accepted
- This is not supported by the evidence presented in the story
- He doesn't retreat and doesn't perceive himself as an outsider, but rushes to assimilate
- He is prepared to give up everything from his past to prevent himself from returning to his old way of life
- He aspires to joining a higher level of society and goes to great lengths to achieve it (eg forces himself to drink Pepsi)

Question 2 (10 marks)

In your answer you will be assessed on how well you:

- demonstrate an understanding of the prescribed text
 - write in German for a specific context
-

Read the extract from *Spaghetti für zwei* and answer the question that follows by writing approximately 200 words in GERMAN.

Refer to the text on page 5 of the Specimen Paper.

Later that evening Heinz talks on the telephone to a friend and tells him about the 'most embarrassing moment in his life'.

Write the conversation between the two people.

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of the prescribed text in relation to the characterisation of Heinz and the events referred to • 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 in relation to the characterisation of Heinz and the events referred to • 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 in relation to the characterisation of Heinz and the events referred to • 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

Question 3 (15 marks)

In your answer you will be assessed on how well you:

- present and support a point of view
 - write for a specific audience and/or purpose and/or context
 - demonstrate accuracy and variety of vocabulary and sentence structures
 - structure and sequence ideas and information
-

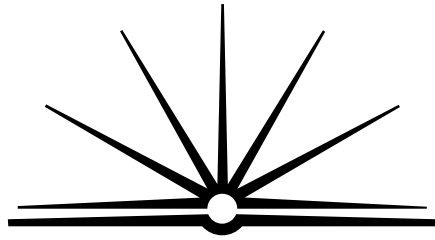
You have been asked to contribute an article for your school magazine in which you discuss ONE of the following topics. Write approximately 300 words in GERMAN.

Advertising has too great an influence on young people in our society.

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 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 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 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 material • 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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

German Extension

Oral Examination

General Instructions

- Preparation time – 10 minutes
- The oral examination should take approximately 5 minutes
- Dictionaries may not be used
- You may make brief notes in the space provided on the paper
- You may refer to these notes during the examination but must not read directly from them

Total marks (**10**)

- Attempt TWO questions from Questions 1 – 3

Total marks (10)

Attempt TWO questions from Questions 1 – 3

In your answers you will be assessed on how well you:

- present and support a point of view
 - demonstrate clarity of expression (pronunciation, intonation, stress)
 - demonstrate accuracy and variety of vocabulary and sentence structure
-

Choose TWO of the following three questions and speak for approximately TWO minutes in GERMAN on each.

Question 1 (5 marks)

Unsere Gesellschaft ist zu materialistisch geworden. Diskutieren Sie.

Our society has become too materialistic. Discuss.

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

Question 2 (5 marks)

Es hat viele Vorteile, in einer multikulturellen Gesellschaft zu leben. Was halten Sie davon?

There are many advantages of living in a multicultural society. What is your opinion?

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

Question 3 (5 marks)

Der bedeutendste Einfluß auf die Jugend von heute ist der Gruppendruck. Was meinen sie dazu?

The most significant influence on young people today is that of their peers. What is your opinion?

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

End of paper

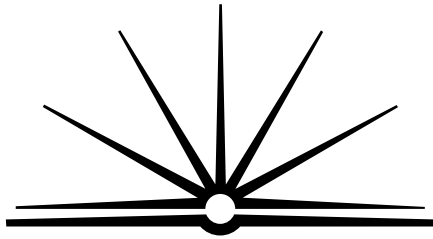
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Centre Number

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Student Number



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

German Extension

Written Examination

General Instructions

- Reading time – 10 minutes
- Working time – 1 hour and 50 minutes
- Write using blue or black pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

Section I Pages 2 – 5

Total marks (25)

This section has two parts, Part A and Part B

- Attempt Question 1 and Question 2
- Allow about 1 hour and 10 minutes for this section

Section II Page 6

Total marks (15)

- Attempt either Question 3 or Question 4
- Allow about 40 minutes for this section

Section I – Response to Prescribed Text
Allow about 1 hour and 10 minutes for this section
Total marks (25)

Part A
Attempt Question 1

In your answers you will be assessed on how well you:

- respond critically to the prescribed text
 - analyse how meaning is conveyed
 - demonstrate an understanding of the relationship between the prescribed text and prescribed issues
-

Marks

Question 1 (15 marks)

Read the extract from *Business Class* and answer the questions that follow in ENGLISH in the spaces provided.

1 Emma war nicht auf den Mund gefallen. Sie ließ sich nicht etwa stumm herumschubsen.

Haben Sie keine Mutter, die Ihnen ein Minimum an Manieren beibringen könnte, fuhr sie ein jüngeres Exemplar an, das sie beim Einsteigen überholt und beinahe aus dem Zug geworfen hatte. Doch der ließ sich nicht aufhalten.

Und der Schaffner, bei dem sie sich später beschwerte, weil die Herren mit ihren Koffern und Mänteln und Abendzeitungen sämtliche Sitze belegt hielten, auch den, den sie reserviert hatte, gab ihr deutlich zu verstehen, daß eine wie sie in der ersten Klasse nichts verloren hatte. Emma mußte ihm recht geben. Sie kaufte sich ein Sandwich und eine halbe Flasche Wein mit Schraubverschluß und flüchtete sich in die zweite Klasse. Diese war hoffnungslos überfüllt. Erst im vierten oder fünften Wagen, den sie schwankend durchquert hatte, fand sie einen Platz in einem Sechserabteil, in dem schon fünf sturzbetrunkene Jugendliche mit grellbunten Haaren und klobigen Schuhen saßen.

(a) Why is Emma making her return journey on this particular train? 2

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Question 1 continues on page 3

Question 1 (continued)

- (b) *Emma war nicht auf den Mund gefallen. Sie ließ sich nicht etwa stumm herumschubsen.* (lines 1 – 2)

Comment on this statement in the light of TWO other incidents in the story. **4**

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- (c) *Erst im vierten oder fünften Wagen, den sie schwankend durchquert hatte, fand sie einen Platz in einem Sechserabteil, in dem schon fünf sturzbetrunkene Jugendliche mit grellbunten Haaren und klobigen Schuhen saßen.* (lines 13 – 16)

- (i) How does Emma’s initial reaction to these people compare with her subsequent experience of them? **1**

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Question 1 continues on page 4

Question 1 (continued)

- (ii) How do the language and the sentence structure of the quotation above contribute to our understanding of how Emma feels at this point? **3**

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- (d) Emma in *Business Class* and the Hunne in *Hunne im Abendland* both find themselves in situations in which they are outsiders. How successful are they in dealing with this? **5**

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End of Question 1

Section I – Response to Prescribed Text

Part B

Attempt Question 2

Answer the question in a writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- demonstrate an understanding of the prescribed text
 - write in German for a specific context
-

Question 2 (10 marks)

Read the extract from *Spaghetti für zwei* and answer the question that follows by writing approximately 200 words in GERMAN.

Spaghetti für zwei

Heinz erlebte den peinlichsten Augenblick seines Lebens. Am liebsten hätte er sich in ein Mauselloch verkrochen. Es vergingen zehn volle Sekunden, bis er es endlich wagte, dem Schwarzen ins Gesicht zu sehen. Der saß da, völlig entspannt und cooler, als Heinz es je sein würde, und wippte leicht mit dem Stuhl hin und her.

„Äh ...“, stammelte Heinz, feuerrot im Gesicht. „Entschuldigen Sie bitte. Ich ...“

Später am Abend spricht Heinz mit einem Freund am Telefon und erzählt ihm von dem ‚peinlichsten Augenblick seines Lebens‘.

Schreiben Sie das Gespräch zwischen den beiden.

Later that evening Heinz talks on the telephone to a friend and tells him about the ‘most embarrassing moment in his life’.

Write the conversation between the two people.

Section II – Writing in German

Total marks (15)

Attempt either Question 3 or Question 4

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- present and support a point of view
 - write for a specific audience and/or purpose and/or context
 - demonstrate accuracy and variety of vocabulary and sentence structures
 - structure and sequence ideas and information
-

You have been asked to contribute an article for your school magazine in which you discuss ONE of the following topics. Write approximately 300 words in GERMAN.

Question 3 (15 marks)

Die Werbung beeinflusst die Jugendlichen in unserer Gesellschaft zu sehr.

Advertising has too great an influence on young people in our society.

OR

Question 4 (15 marks)

In den letzten zehn Jahren haben wir große Fortschritte gegen Vorurteile in unserer Gesellschaft gemacht.

In the last ten years we have made great progress against prejudice in our society.

End of paper