

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

German Continuers

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German Continuers

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in German Continuers. 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 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 Continuers specimen paper:

- The specimen paper consists of the question paper, including Sections I – III, and a separate answer booklet for Section II Part A.
- The Listening and Responding Section will be answered on the question paper, Section II Part A in the answer booklet provided, and Section II Part B and the two writing tasks in separate writing booklets.

- The writing tasks within Section III have been graded in difficulty with the second task being more demanding. The mark for each task is commensurate with its level of difficulty and may vary from year to year within the 15 mark total.
- The criteria for judging performance have been included as a rubric at the beginning of each section and part. The criteria are taken from the syllabus.
- All questions have been numbered sequentially across all sections.
- The number and type of questions/listening texts in Section I may vary each year within the range determined by the examination specifications in the syllabus.
- The texts for the specimen paper have been drawn from a range of sources and reflect the modern standard language in its contemporary context.

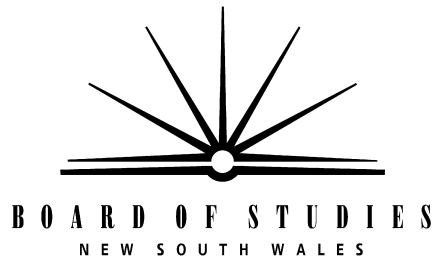
German Continuers

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 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 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 (Theme / Topic – Text Type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
	20	Conversation Covering Student's Personal World	H1.1, H1.2, H1.3, H1.4	2 – 6
Written Examination				
1(a)	2	The Individual / Leisure and Lifestyles – Advertisement	H3.1	2 – 3
1(b)	1	The Individual / Leisure and Lifestyles – Advertisement	H3.1	2 – 3
2(a)	1	The Individual / Leisure and Lifestyles – News Item	H3.1	2 – 3
2(b)	1	The Individual / Leisure and Lifestyles – News Item	H3.1	2 – 3
2(c)	1	The Individual / Leisure and Lifestyles – News Item	H3.1	3 – 4
3	2	The German-speaking communities / People and Places – News Item	H3.1	2 – 3
4	3	The Changing world / the World of Work – News Item	H3.1	3 – 5
5	1	The Individual / Leisure and Lifestyles – Conversation	H3.1	3 – 4
6	2	The Individual / Leisure and Lifestyles – News Item	H3.1	3 – 4
7(a)	1	The Individual / Education and Aspirations – Conversation	H3.1	2 – 3
7(b)	2	The Individual / Education and Aspirations – Conversation	H3.1	3 – 4
8(a)	2	The Individual / Personal Identity – Conversation / Interview	H3.1	3 – 4
8(b)	2	The Individual / Personal Identity – Conversation / Interview	H3.1	5 – 6
9	1	The Individual / Education and Aspirations – Conversation	H3.1	3 – 4
10(a)	1	The German-speaking Communities / Arts and Entertainment – Conversation	H3.1	2 – 3
10(b)	2	The German-speaking Communities / Arts and Entertainment – Conversation	H3.1	5 – 6
11(a)	2	The Individual / Personal Identity – Narrative Account	H3.1	2 – 3
11(b)	3	The Individual / Personal Identity – Narrative Account	H3.1	3 – 4
11(c)	2	The Individual / Personal Identity – Narrative Account	H3.1	3 – 4
11(d)	3	The Individual / Personal Identity – Narrative Account	H3.1	3 – 4
11(e)	3	The Individual / Personal Identity – Narrative Account	H3.1	3 – 5

Question	Marks	Content (Theme / Topic – Text Type)	Syllabus outcomes	Targeted performance bands
11(f)	2	The Individual / Personal Identity – Narrative Account	H3.1	3 – 4
12(a)	2	The Changing world / Youth Issues – Letter	H3.1	2 – 3
12(b)	2	The Changing world / Youth Issues – Letter	H3.1	3 – 4
12(c)	2	The Changing world / Youth Issues – Letter	H3.1	3 – 4
12(d)	2	The Changing world / Youth Issues – Letter	H3.1	3 – 4
12(e)	2	The Changing world / Youth Issues – Letter	H3.1, H3.2	4 – 6
13	15	The Changing world / World of Work – Letter	H1.2, H1.3, H1.4, H3.1, H3.2	2 – 6
14(a)	6	The Individual / Personal Identity – E-mail	H2.1, H2.2, H2.3	2 – 6
14(b)	6	The Individual / Leisure and Lifestyles – Note	H2.1, H2.2, H2.3	2 – 6
15(a)	9	The German-speaking Communities / People and Places – Report	H2.1, H2.2, H2.3	2 – 6
15(b)	9	The Changing World / World of Work – Diary Entry	H2.1, H2.2, H2.3	2 – 6



Sample marking guidelines for German Continuers

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in German Continuers. 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 Continuers

Conversation

Refer to the syllabus for a description of this task.

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

- capacity to maintain a conversation (comprehension, communication strategies)
 - relevance and depth of treatment of information, opinions, comment
 - clarity of expression (pronunciation, intonation, stress)
 - accuracy of vocabulary and sentence structures
 - variety and appropriateness of vocabulary and sentence structures
-

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Communicates confidently and fluently with correct intonation and pronunciation• Demonstrates depth of treatment through the presentation of relevant information, opinions and/or comment• 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 comment• 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

Question 4 (3 marks)

Refer to page 3 of the transcript accompanying the Specimen Paper.

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

- capacity to understand general and specific aspects of texts by identifying and analysing information
 - capacity to convey the information accurately and appropriately
-

Marks

What special program does Hamburg offer?

3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Specifies the purpose and length of the program, ie it offers jobs and training to the unemployed for a two year period • Includes two of the following points with all relevant detail or refers to all points but does not necessarily include all detail: <ul style="list-style-type: none"> ◆ Specifies the type of jobs offered ie either small or middle sized businesses or in office, skilled trade or retail sector ◆ Specifies the payment ie the employer receives DM 2000 – 4000 ◆ Indicates what the program offers at the end of the initial employment period, ie they keep the job or are offered another one 	3
<ul style="list-style-type: none"> • Specifies the purpose and length of the program and includes one of the points identified above with all detail or two points but without all detail 	2
<ul style="list-style-type: none"> • Specifies the purpose of the program and includes some detail relating to the length of program, type of work offered, payment etc 	1

Question 13 (15 marks)

Write an informal letter of 150–200 words in GERMAN in which you express your interest in the job advertised below.

Refer to the text on page 10 of the Specimen Paper.

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

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
 - relevance of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
-

Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Addresses the information, ideas and/or opinions of the advertisement through an appropriate response to the employment criteria • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions in response to the advertisement • 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"> • Addresses most of information, ideas and/or opinions of the text • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions that is consistent with the information from all three e-mails • 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"> • Addresses 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

Question 14 (6 marks)

Answer ONE of the following questions. Write 100–150 words in GERMAN.

- (a) Write an e-mail to your best friend about a new boy/girl friend you have just met at a party.

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

- relevance of the treatment of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
 - capacity to structure and sequence responses
-

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

MARKING GUIDELINES

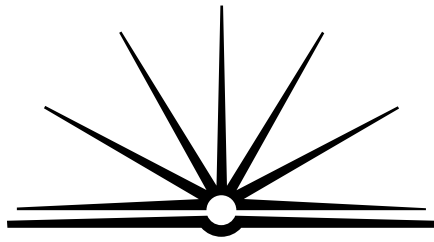
Criteria	Marks
<ul style="list-style-type: none"> • Writes descriptively with well-selected information relevant to the demands of the task • Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax • Manipulates language authentically 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

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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 Continuers

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours 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)**

- Attempt Questions 1 – 10
- This section should take approximately 30 minutes

Section II Pages 7 – 10

Total marks **(40)**

This section has two parts, Part A and Part B

- Attempt Questions 11 – 13
- Allow about 1 hour and 20 minutes for this section

Section III Page 11

Total marks **(15)**

- Attempt Questions 14 – 15
- Allow about 1 hour for this section

Section I – Listening and Responding

This section should take approximately 30 minutes

Total marks (25)

Attempt Questions 1 – 10

You will hear ten passages. Each passage will be read twice. There will be a pause after the first reading in which you may take notes. You will be given time after the second reading to complete your responses. Listen carefully to each passage and then answer the corresponding questions in ENGLISH in the spaces provided or, in the case of multiple-choice questions, tick the box corresponding to the correct response. You may proceed to Section II as soon as you have finished Question 10.

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

- capacity to understand general and specific aspects of texts by identifying and analysing information
 - capacity to convey the information accurately and appropriately
-

	Marks	Candidate's Notes
Question 1 (3 marks)		
(a) What is being advertised?	2	
(b) What is the contact telephone number?	1	
Question 2 (3 marks)		
(a) What problem do many primary schoolchildren have?	1	

Question 2 continues on page 3

Question 2 (continued)

Marks

**Candidate's
Notes**

(b) What is the reason for this problem?

1

.....
.....

(c) What is the overall solution to this problem?

1

.....
.....

Question 3 (2 marks)

Complete the table using the information you hear.

2

	Weather forecast	
	In the north	In the south
General forecast		
Day/max. temperature		
Night/min. temperature		

Question 4 (3 marks)

What special program does Hamburg offer?

3

.....
.....
.....
.....

	Marks	Candidate's Notes
<p>Question 5 (1 mark)</p>		
<p>Tick the box corresponding to the correct response.</p>	1	
<p>(A) Markus thinks that climbing is dangerous. <input type="checkbox"/></p>		
<p>(B) Markus needs new equipment. <input type="checkbox"/></p>		
<p>(C) Markus is going on holidays with his girlfriend. <input type="checkbox"/></p>		
<p>(D) Markus practises climbing in a club in the city. <input type="checkbox"/></p>		
<p>Question 6 (2 marks)</p> <p>What do more and more Germans dream of?</p> <p>.....</p> <p>.....</p> <p>.....</p>	2	
<p>Question 7 (3 marks)</p> <p>(a) Why does Uschi want this work experience?</p> <p>.....</p> <p>.....</p>	1	
<p>(b) What reasons does she give for her career choice?</p> <p>.....</p> <p>.....</p> <p>.....</p>	2	

	Marks	Candidate's Notes
Question 8 (4 marks)		
(a) What problem is the young boy facing?	2	
.....		
.....		
.....		
(b) How does the adviser try to reassure the boy?	2	
.....		
.....		
.....		
Question 9 (1 mark)		
Tick the box corresponding to the correct response.	1	
(A) Beide Freunde reisen nach dem Abitur.	<input type="checkbox"/>	
(B) Anna wird als Au-pair-Mädchen in Italien arbeiten.	<input type="checkbox"/>	
(C) Martin wird wahrscheinlich nächstes Jahr studieren.	<input type="checkbox"/>	
(D) Anna fliegt im Februar.	<input type="checkbox"/>	
Question 10 (3 marks)		
(a) What are these two people discussing?	1	
.....		
.....		
(b) Why does Peter suggest an alternative arrangement?	2	
.....		
.....		
.....		

You may now proceed to Section II

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Section II – Reading and Responding

Total marks (40)

Allow about 1 hour and 20 minutes for this section

Part A

Total marks (25)

Attempt Questions 11 – 12

Read both passages and then answer the corresponding questions in ENGLISH in the Section II Part A Answer Booklet.

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

- capacity to understand general and/or specific aspects of texts, through, for example, summarising or evaluating
 - capacity to convey the information accurately and appropriately
-

Question 11 (13 marks)

An unusual friend

Hartmut Zühlsdorf hat einen Papagei am Autospiegel. “Moritz” heißt er. Reden kann er auch. Über hundert Wörter. Deutschlands klügster Papagei spricht drei Sprachen. Er begleitet sein Herrchen überall hin. Selbst beim Autofahren ist er immer dabei. Für den schwerbehinderten Hartmut aus Düsseldorf ist er sogar ein Lebensretter.

Einen Wecker braucht Hartmut schon lange nicht mehr. Jeden Morgen Punkt sechs Uhr schreit der Papagei durch die Wohnung:

“Guten Morgen, hier bin ich.”

Hartmut Zühlsdorf ist schwer behindert. Vor ein paar Jahren hatte er einen Autounfall, in dem er sehr schwer verletzt wurde. Nach vielen Operationen mußte schließlich sein Bein amputiert werden.

“Ich war verzweifelt und allein”, erinnert sich Zühlsdorf. “Damals begann ich, viele Bücher über Papageien zu lesen, weil ich mich schon als Kind für diese exotischen Vögel interessiert hatte. Später kaufte ich mir Moritz, und jetzt ist er mein bester Freund.”

Seit fünf Jahren sind sie ein Team, wobei der Vogel meist den Tagesablauf bestimmt. Seine größte Leidenschaft ist Autofahren.

“Komm”, sagt er und nimmt den Autoschlüssel in seinen Schnabel. Er setzt sich auf den Außenspiegel, pfeift ein Lied und macht akrobatische Übungen.

Question 11 continues on page 8

Question 11 (continued)

Hartmut ist stolz auf seinen Papagei, der ihm sogar schon einmal das Leben gerettet hat. “Wir waren wieder einmal unterwegs, als mir plötzlich schwarz vor Augen wurde. Ich konnte gerade noch an den Straßenrand fahren, dann verlor ich das Bewußtsein”, erinnert sich Hartmut. Moritz ist durch das einen Spalt geöffnete Fenster auf das Autodach geklettert und hat soviel Lärm gemacht, daß neugierige Fußgänger angelaufen kamen und den bewußtlosen Hartmut im Wagen sahen. Schnell haben sie den Notarzt gerufen, und Hartmut Zühlsdorf wurde ins nächste Krankenhaus gebracht.

Die Ärzte sagten, wenn er nicht sofort Hilfe bekommen hätte, wäre er gestorben. “Ich verdanke Moritz mein Leben”, sagt er. “Für nichts auf der Welt würde ich das Tier wieder hergeben.”

End of Question 11

Question 12 (12 marks)

A letter

Obwohl ich in einer Jugendgruppe bin, mit der ich jedes Wochenende etwas unternehme, fühle ich mich dort nicht richtig wohl, da ich von den anderen nicht akzeptiert und nicht ernst genommen werde. Wenn ich etwas vorschlage, wird es meist als total blöde abgetan.

Vielleicht liegt es daran, daß die meisten Abitur haben – im Gegensatz zu mir – und nun studieren und daß ich teilweise total andere Interessen habe.

Sogar meine beste Freundin stellt sich gegen mich, wenn wir in dieser Gruppe sind.

Gute Bekannte habe ich nur in einem sehr viel weiter entfernten Ort, der ohne Auto schwer erreichbar ist.

Was kann ich tun, um wirklich richtige Freunde zu finden, denen ich vertrauen kann und die mich mögen, wie ich bin?

Katja, 19

... and the response

Liebe Katja,

In der Jugendgruppe, wie Du sie beschreibst, dürfte es schwierig für Dich sein, solche guten Freunde zu finden, wie Du sie suchst. Dazu scheint es bei Euch zu wenig Übereinstimmung zu geben. Gerade in Eurem Alter spielt es oft eine große Rolle, ob jemand noch Schüler oder schon Student ist. Die Interessensfelder liegen dann manchmal einfach zu weit auseinander.

Du könntest damit beginnen, daß Du Dich mit den guten Bekannten, die Du schon hast, öfter triffst als bisher. Gute Beziehungen sollten eigentlich nicht von Entfernungen abhängen. Wie wäre es, wenn Du den Führerschein machst und Dir gelegentlich das Auto Deiner Eltern leihst?

In Deiner Beschreibung, wie Du Dir eine gute Freundschaft vorstellst, zählst Du allerdings nur auf, was die anderen tun sollen. Freundschaft entwickelt sich langsam. Du solltest bereit sein, Kompromisse zu schließen und auch etwas für andere zu tun.

Deine Oda von Graevenitz

Diplompsychologin

Section II – Reading and Responding

Part B

Total marks (15)

Attempt Question 13

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

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

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
 - relevance of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
-

Question 13 (15 marks)

Write an informal letter of 150–200 words in GERMAN in which you express your interest in the job advertised below.

‘Junges Ehepaar, berufstätig, 2 Kinder, sucht Babysitter’

Hallo! Mein Mann und ich suchen einen Babysitter. Wir arbeiten beide bis spät abends in unserem kleinen Geschäft. Unsere Kinder, Paul, 6 Jahre, und Lisa, 8 Jahre, sind morgens in der Schule.

Bist du zuverlässig? Dann möchten wir, daß du nachmittags auf unsere Kinder aufpaßt. Du mußt nur eine Kleinigkeit zu essen vorbereiten. Abends kommt die Oma.

Zum Saubermachen haben wir eine Putzfrau, du brauchst also keine Hausarbeit zu machen.

Kannst du von Montag bis Freitag von 13–18 Uhr für unsere Kinder sorgen und ihnen bei den Hausaufgaben helfen? Bei schönem Wetter sollten die Kinder auch eine Zeitlang draußen spielen.

Interessierst du dich für diesen Job?

Dann schreibe bitte bald.

Anna
Schmidt

Vogelbachstraße 3
Freiburg im Breisgau

Section III – Writing in German

Total marks (15)

Attempt Questions 14 – 15

Allow about 1 hour for this section

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

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

- relevance of the treatment of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
 - capacity to structure and sequence responses
-

Question 14 (6 marks)

Answer ONE of the following questions. Write 100–150 words in GERMAN.

- (a) Write an e-mail to your best friend about a new boy/girl friend you have just met at a party.

OR

- (b) You have decided to join a new club at the last minute. Write a note telling your mother/father and saying where you have gone and why.

Question 15 (9 marks)

Answer ONE of the following questions. Write 100–150 words in GERMAN.

- (a) You wish to be selected as an exchange student to a German-speaking country. Part of the process involves writing a report for the selection panel, in which you detail the reasons for wanting to be selected. Write the report.

OR

- (b) You have just started a new part-time job. Write a diary entry about your impressions of your first day.

End of paper

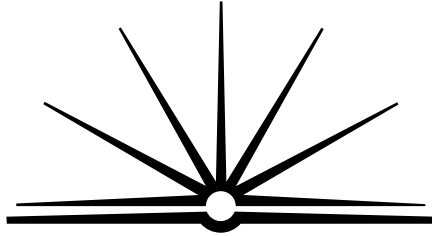
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Student Number



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

2001

**HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION**

German Continuers

Section II Part A Answer Booklet

General Instructions

- Answer Questions 11 – 12 in this answer booklet
- Write using blue or black pen
- Write your Centre Number and Student Number at the top of this page

Section II – Reading and Responding

Part A

Total marks (25)

Attempt Questions 11 – 12

Read both passages on pages 7 – 9 of the question paper and then answer the corresponding questions in ENGLISH in the spaces provided.

	Marks	Marker's use only
Question 11 (15 marks)		
(a) Give TWO pieces of evidence that Moritz is smart.	2	
.....		
.....		
.....		
(b) How did the accident affect Hartmut? Give THREE details.	3	
.....		
.....		
.....		
(c) What positive outcome was there?	2	
.....		
.....		
.....		
(d) How does Moritz indicate that he wants to indulge in his favourite pastime?	3	
.....		
.....		
.....		
.....		

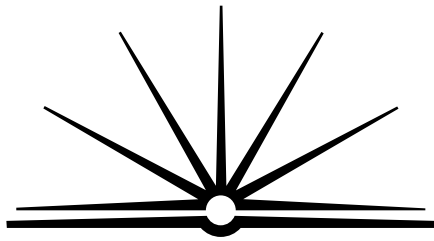
Question 11 continues on page 3

	Marks	Marker's use only
Question 11 (continued)		
(e) What happened to make Hartmut particularly grateful to Moritz?	3	
(f) How does Hartmut feel about Moritz now? Give TWO details.	2	
Question 12 (10 marks)		
(a) Why does Katja NOT enjoy her youth group? Give TWO details.	2	
(b) What causes her problems in the group?	2	
(c) How does her best friend react to the situation?	2	

Question 12 continues on page 4

Question 12 (continued)	Marks	Marker's use only
(d) What advice does the psychologist give Katja? Give TWO details.	2	
(e) In the light of the advice given to Katja, how would you expect her to change her attitude?	2	

End of Question 12



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Question 1

Irland – das ideale Reiseziel für Radfahrer. Das Hamburger Reisebüro Schneider – Telefonnummer: 040 380 20 60 – bietet von Mai bis September jeweils 8-tägige geführte Touren an. Im Reisepreis ab 1440 DM ist folgendes enthalten: Charterflug nach Dublin, Transfers, 7 Übernachtungen in Gästehäusern mit Frühstück, Leihfahrrad, Gepäcktransport, usw. Da es keine hohen Berge gibt, sind die Touren auch von weniger geübten Radfahrern zu schaffen.

Question 2

Schon jedes zweite Kind in der Grundschule ist deutlich übergewichtig. Der Grund in den meisten Fällen ist zuwenig Bewegung. Statt draußen zu spielen sitzen sie stundenlang vor dem Fernseher oder Computer.

20 Prozent der dicken Sechs- bis Siebenjährigen sind auch als Erwachsene zu dick.

Manfred Müller, Professor für Ernährung, meint: “Die Kinder auf Diät zu setzen wäre aber völlig falsch, sie müssen ausreichend essen. Außerdem kann eine Diät bei Kindern zu Eßstörungen führen.”

Was kann man also tun?

“Mehr Bewegung”, meint der Mediziner, “und die Eltern sollten mit gutem Beispiel vorangehen, denn fast jedes dicke Kind hat auch mindestens ein dickes Elternteil.”

Question 3

Und jetzt die Wettervorhersage für Bayern. Im Norden bringt eine Kaltfront Regen und Schnee. Der Wind kommt aus Nordost. Tageshöchsttemperaturen um 2 Grad, nachts minus 5 Grad. In Südbayern soll morgen die Sonne scheinen. Die Tageshöchsttemperaturen liegen um 8 Grad, nachts sinkt das Thermometer auf minus 10 Grad. In den Bergen herrscht ideales Skiwetter.

Question 4

Hilfe für alle, die länger als ein Jahr arbeitslos sind oder von Sozialhilfe leben. Ein Spezialprogramm des Arbeitsamtes Hamburg bietet 150 Arbeitsplätze in kleinen und mittleren Betrieben. Die Jobs sind in Büro, Handwerk oder im kaufmännischen Bereich. Die Arbeitgeber bekommen zwei Jahre lang zwischen 2000 und 4000 Mark pro Arbeitsplatz. Der Staat bezahlt auch für Fortbildungskurse. Nach 24 Monaten sollen die Arbeitnehmer ihre Stelle behalten oder in eine andere Firma versetzt werden können.

Question 5

Julia: Sag mal, Markus, was hast du für die Ferien geplant?

Markus: Ich will mit ein paar Freunden in die Alpen fahren. Wir wollen da eine Bergtour machen und in Berghütten übernachten. Die neue Ausrüstung habe ich schon gekauft.

Julia: Kannst du überhaupt bergsteigen?

Markus: Weißt du, ich lerne schon seit einem Jahr, wie man sicher klettert. Aber im Club üben wir nur an einer Kletterwand oder auf einem kleinen Felsen am Stadtrand. Jetzt möchte ich mal so richtig in den Bergen klettern.

Julia: Aber das ist gefährlich, oder?

Markus: Das kann schon sein, aber wenn man vorsichtig ist und auch die Regeln beachtet, dann sollte nichts passieren.

Julia: Na dann viel Spaß und alles Gute!

Question 6

Raus aus dem grauen, regnerischen Wetter – rein in die lockende Sonne. Eine Wohnung oder ein kleines Häuschen im warmen Süden, das wollen viele Menschen. Und nicht nur als Ferienwohnung sind die südlichen Häuser gefragt, sondern immer mehr Deutsche träumen von einem Altersruhesitz in mildem Klima mit Blick aufs Meer, in Spanien oder auf den Kanarischen Inseln – dort, wo für sie die Welt am schönsten ist. Eine neue Kooperation zwischen deutschen Sparkassen und spanischen Banken macht diesen Traum jetzt möglich.

Question 7

Klaus: Hallo Uschi, du siehst ja so schick aus. Wo warst du denn?

Uschi: Ich war gerade bei einem Rechtsanwalt. Da hatte ich mich um ein Arbeitspraktikum beworben, und ich hatte gerade ein Interview.

Klaus: Warum willst du denn bei einem Rechtsanwalt arbeiten?

Uschi: Ich habe letztes Jahr mein Abitur gemacht und will im kommenden Semester Jura studieren. Einen Studienplatz an der Universität München habe ich schon. Jetzt möchte ich das Praktikum machen, um zu sehen, ob dieser Beruf mir auch gefällt.

Klaus: Warum willst du denn Rechtsanwältin werden?

Uschi: Ich finde, das ist eine sichere Stelle, es wird immer Arbeit geben, und das Gehalt ist ganz gut. Außerdem möchte ich gern Leuten helfen.

Question 8

Tobias: Ich bin in der vierten Klasse der Grundschule. Meine Freunde kommen nach den Sommerferien auf die Realschule. Ich soll aber aufs Gymnasium, weil meine Eltern meinen, das wäre besser für mich. Darf ich trotzdem auf die Realschule gehen?

Counsellor: Lieber Tobias, ich kann gut verstehen, daß du auch weiterhin mit deinen Freunden zusammen bleiben möchtest.

Tobias: Aber meine Eltern denken nicht an mich.

Counsellor: Doch, deine Eltern denken nur an dich und deine Zukunft. Sie meinen, mit einem Abitur könntest du später mehr machen. Vielleicht wirst du später sogar studieren. Versuch doch noch einmal, mit deinen Eltern zu sprechen. Du kannst es dir wahrscheinlich im Moment noch nicht vorstellen, aber auf dem Gymnasium wirst du sicher neue Freunde finden.

Question 9

Anna: Du, Martin, denk dir, ich habe schon meinen Flug nach Europa gebucht. Ende Januar geht's los. Einen Job habe ich auch schon, als Au-pair Mädchen bei einer italienischen Familie in der Schweiz.

Martin: Warum willst du denn bei einer italienischen Familie wohnen?

Anna: Weißt du, ich habe mich schon immer für Kunst interessiert und will auch später Kunstgeschichte studieren. Da wird es sicher helfen, wenn ich italienisch sprechen kann. Und du, Martin, was hast du vor?

Martin: Meine Eltern wollen unbedingt, daß ich sofort mit dem Studium anfangen. Sie haben kein Verständnis für mich und glauben nicht, daß ich manchmal auch Pause machen muß. So ein Mist.

Anna: Du tust mir wirklich leid, aber du wirst es schon schaffen. Du warst ja immer ein guter Schüler.

Question 10

Peter: Hallo Tanya, hier Peter. Hast du Lust, heute abend ins Kino zu gehen? Es läuft ein toller Film.

Tanya: Was für ein Film ist es denn?

Peter: "Der Untergang der Titanic."

Tanya: Weißt du, Peter, auf so einen Film habe ich keine Lust. Es ist zwar eine Liebesgeschichte, aber es handelt auch von Klassenunterschied und Tod, und das ist mir zu traurig und deprimierend. Mir wäre eine Komödie oder ein Krimi lieber, damit ich mich etwas entspannen kann.

Peter: Na gut, gehen wir halt nicht ins Kino, sondern in ein Restaurant. Oder hast du auch was dagehen, wenn wir Chinesisch essen gehen?

Tanya: Schon gut, Peter. Bis heute abend.

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