

**2002 HSC Notes from
the Marking Centre
German**

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2002 HSC NOTES FROM THE MARKING CENTRE

GERMAN

Beginners

Speaking Skills Examination

General Comments

A significant number of candidates performed well in this examination. Many indicated that they had understood the questions by making an initial statement (often a rephrasing of the question itself) and then expanding, frequently in an accurate and relatively sophisticated way. The more able candidates were able to do this without answering at great length, two or three additional ideas being adequate to respond effectively to the question. More complex language structures presented a challenge to a number of candidates. These included *weil* clauses, modal verb constructions and the past tense.

It was pleasing to note that virtually no candidates resorted to English sentences or phrases in their answers. Some, however, gave no response at all which gave the examiners no indication of what they had learned. It is better to attempt to say something rather than ‘passing’ on a question completely. At the very minimum, candidates should rephrase the question and turn it into an answer by beginning their statement with *Ja* or *Nein*. Once they have started, another idea may come which can then be added. It is important to remember that it is not essential to tell the truth and that for less confident candidates, beginning with *Nein* can sometimes restrict the possibility to expand.

Specific Comments

Question 1

Most candidates were able to provide an answer to each question. Pronunciation difficulties often occurred with the words *Fach* / *Fächer* / *Mathe*. Some misunderstood the last question *Möchten Sie Lehrer werden*, believing it to mean ‘Do you like the teachers?’ In this answer the verb *lieben* was sometimes used inappropriately.

Question 2

The better responses showed an accurate understanding of the second question *Was machst du sonst noch, um fitzubleiben?* and included a variety of different ideas. Some candidates had trouble expressing an opinion in answer to the last question *Wie findest du vegetarisches Essen?* Pronunciation difficulties included *Familie*, *Ball* and *normalerweise*.

Question 3

Candidates who were well prepared responded well to all four questions, using the past tense correctly in response to the third question and justifying their answer to the fourth. Some candidates overlooked the title *Ferien*, which would have given them the correct context and assisted them to give a more relevant answer to the first part of this question.

Question 4

Most of these situations were handled well. Candidates should know when to use *Sie* and *du / ihr* when addressing others. They must also ensure that they go beyond a simple rephrasing of the cue line, which does not provide a sufficient response. One extra idea expressed well would be enough to answer this question. A number of candidates did not understand the word *müde*.

Advice to candidates

One of the best preparations is to practise answering questions on a wide variety of topics. Past papers are readily available and provide a wide range of possibilities. Candidates should ensure they have a good command of verb forms and can use modal verbs in the *ich* form at least. Practice in speaking in the past tense and some command of complex structures, such as clauses beginning with *wenn / weil / obwohl* etc, will assist in answering this section of the paper. In rephrasing a question at the beginning of a response, candidates should take careful note of the words given on the examination paper to ensure they are repeated accurately. Practising the correct pronunciation of commonly used vocabulary is also advisable.

Candidates are reminded that there is no need to say everything they know. A question can often be answered in two or three sentences. They should consider what would be an appropriate answer in English if they were in a real conversation with a friend, teacher etc. Responses that are too long can sometimes sound exaggerated and artificial and can also lead to unnecessary errors and reduced fluency. It is often counter-productive to expand to unnecessary length.

A sound grasp of common vocabulary will assist in correctly interpreting the questions and will give the candidate confidence and ensure that a relevant response is given. Even when unsure of the question, it is important to make an attempt. It is most inadvisable to leave a question unanswered.

Listening Skills

General Comments

This section was compulsory and contained 20 items, half of which were multiple choice. Most candidates were well prepared for this part of the examination and answered the questions competently, giving relevant detail where necessary. The better answers reflected the ability to integrate the required information into well-expressed responses.

Specific Comments

The questions were well answered by the majority of candidates, although basic concepts like the 24-hour clock, the alphabet and numbers caused unexpected difficulties for some.

Advice to Candidates

In preparing for this examination, candidates should:

- read the question carefully before beginning the response
- know the letters of the alphabet
- be familiar with the 24 hour clock
- learn the numbers, especially the double digits (eg in phone numbers)
- provide as much relevant detail as possible to illustrate answers
- practice this examination by doing as many past papers as possible.

Written Examination

General Comments

Most candidates were well prepared for all areas of the examination and answered the questions competently, giving detail where necessary. The better candidates were able to integrate the required information into clear and comprehensive answers.

Section I – Reading Skills

General Comments

This question was compulsory, consisting of 10 multiple choice responses linked to short passages, followed by four longer comprehensions with answers in English.

Specific Comments

Some candidates simply translated slabs of the passages but did not relate this information to the question. Question 8 (c), for example, asked candidates to comment on what the three young people agreed on. Many candidates simply summarised the views of each individual, but did not take the next step to conclude what they had in common. Vocabulary causing problems included *schlimmer* (not ‘slimmer’), *Jungen*, *Fabrik* and *Ausflug*.

Advice to candidates

In preparing for this examination, candidates should:

- make sure they answer the question directly, not simply translate an excerpt of the passage
- be aware that higher value questions often require some sort of interpretation or analysis, rather than knowledge of individual items of vocabulary.
- read as widely as possible to improve general comprehension skills.

Section II – Writing Skills

General Comments

Candidates had the choice of answering either Question 11 (developing two responses which incorporated one cue line each from a choice of five) or Question 12 (writing a letter based on one of two cue lines).

Specific Comments

The majority of candidates gave well-written responses to Question 11 and were able to show they had understood the cue lines. Some, however, who chose Question 12(b) had problems understanding what they had been asked to do. The past tense, which was required for both topics in Question 12, was not well handled by a number of candidates.

Advice to candidates:

In preparing for this examination candidates should:

- write at least the minimum number of words indicated by the question. The cue line should not be included in the word count. Writing beyond the suggested word limit is fine if this helps to achieve a well-structured piece of writing. However, it should be noted that a longer piece of writing will not necessarily result in more marks. Quality is always better than quantity and candidates would be well advised to review and correct what they have written, rather than writing more of mediocre standard.
- choose an alternative question if the meaning of a question is unclear.
- aim to give a varied and interesting response. Listing friends' names, English place names etc will not add to the overall value of the response.
- know how to use verbs and verb endings, especially the modal verbs, *sein* and *haben*.
- be consistent in the use of *du* and *Sie*.
- vary writing by using subordinating clauses if possible. Use of conjunctions such as *weil* and *wenn* will assist in this.
- add depth to the response by using time phrases where appropriate.
- check that all nouns have been written with a capital.
- be familiar with letter format if choosing the letter option. The place and date should also be included.
- avoid transferring sections from the Reading comprehensions into the written response. Candidates will be assessed on their ability to write original German and sections copied from the rest of the paper will be instantly recognisable.

Continuers

Written Examination

Section I – Listening and Responding

General Comments

This section was compulsory and was handled well by the majority of candidates. Most were well-prepared, answering questions accurately and with sufficient depth.

Specific Comments

Question 2

Candidates were asked to describe Jan's feelings about the future. Simply listing his plans was not sufficient to gain full marks.

Question 3(b)

It is not necessary to convert 24 hour time and errors can occur when this is attempted. It was important to give all relevant detail when writing down the message, including time, day etc

Question 4

In showing an understanding of Christoph's difficulties in making friends, the better responses supported general statements with evidence from the text.

Question 6

To answer this question it was necessary to mention the techniques used by the speaker to interest her audience in the topic. These included identifying with the audience, emphasising the benefits of the sport, using rhetorical questions. The better responses usually included support with examples from the text.

Question 7

Candidates needed to listen to the text carefully in order to understand the information in context – ie the negative and positive aspects of the applicants.

Question 8b

This question required more than a translation of details from the text. It was important to show clearly the differences between Anton and his friends and the majority of their peers. A range of answers was possible, including their lack of materialism, care of others and the selfless nature of their behavior. There was a variety of ways in which candidates could gain full marks for this question. Some answers highlighted a number of aspects, supported with evidence from the text, others gave more weight to the number of differences between Anton and his friends and their peers.

Vocabulary items which caused difficulty for some candidates included:

- Question 5: *sich wohl fühlen*
entspannt ('easy-going' in this context)
- Question 6: *seit Jahrhunderten*
- Question 7: *Zeugnis* (a 'reference' in this context)
sich anpassen
sich einarbeiten
- Question 8: *schlimm* (not 'slim')
Gehalt

Accuracy is also important when quoting numbers to avoid making unfortunate mistakes.

Advice to candidates

Candidates can best prepare for this examination by listening to a wide variety of spoken texts. These should include longer texts in German, where they are not required to reproduce every detail of the text, but rather interpret, analyse or evaluate the information given.

It is also advisable to:

- pay particular attention to the wording of the question to ensure that relevant information is given. Re-telling the passage word for word may not be appropriate (eg questions 2, 6 and 8b).
- indicate clearly which parts, if any, of the candidate's notes should be included in the response.
- practise noting down unfamiliar key vocabulary and checking this in the dictionary when time allows.

Section II – Reading and Responding Part A

General Comments

There were two comprehension passages in this compulsory section, with answers to be given in English. The majority of candidates were well prepared for this question and had a good knowledge of a wide range of vocabulary and structures. Most candidates showed they had understood the texts well and were able to convey the required information accurately and appropriately.

Specific Comments

Question 9

Vocabulary which some candidates found challenging included:

- *Strom*
- *Einbruch der Dunkelheit*
- *trafen*
- *anstatt*
- *Ökofreak* - ecological, not economic

In question 9 (d) candidates were required to show a clear link between the issues and/or ideas mentioned in the text and how they reflected Brigitte's attitude to her parents. A range of responses was possible, as long as the reasons for them were clearly based in the text. Some candidates made good use of specific language items to clarify their responses, eg referring to the fact that Brigitte tempers her enthusiasm at spending so much time with her parents by the words *aber trotzdem*.... However, merely listing aspects that Brigitte had found positive or negative about her experience on the farm did not correctly answer the question.

Question 10

Vocabulary which some candidates found challenging included:

verrückt - not mad / angry
abbauen - refers to downsizing or cutting back staff, not dismantling or demolishing the workplace.

Candidates are reminded when checking words in their dictionaries that it may be inadvisable simply to choose the first entry given. Context should also play a part in selecting the appropriate translation needed.

In 10(b) the question required an understanding of Michael's feelings. It was important that candidates referred directly to this, rather than giving a translation of the excerpt from the passage.

When referring to language features in 10(e) it was important to give examples which were linked with Michael's situation. Simply saying that a number of Michael's statements were written with exclamation marks, without explaining why they highlighted his difficulties, was not enough.

It is essential to refer to the text when the question specifically requires this. In 10(f) candidates were asked to give evidence showing why Beate would be more likely to find future employment than Michael. A range of evidence could be found in the text and unsupported answers, based solely on the candidate's own opinion, were not adequate. Any supporting evidence must also be relevant. For example, there would be little if any advantage in Beate being 19, compared with Michael (21), where employment opportunities are considered.

Candidates should be familiar with commonly used German names. Beate is a woman's name. Misunderstanding this fact caused confusion for some candidates.

Advice to Candidates

Candidates are strongly advised to read the entire text and familiarise themselves thoroughly with the content before beginning their answers. Reading the title carefully will often give assistance in understanding the theme of the text.

Candidates should not assume that the information will appear in sequential order in the text. A global response may be needed or an answer may be derived from several places in the text.

While the number of marks allocated to a question can be used as a guide, it does not necessarily indicate the exact number of points needed in a response. For example, a question worth 3 marks may actually require more than three different points in order to gain full marks.

Reading the question carefully is essential to providing a good answer. If a question asks candidates to refer to the text in support of their response, this must be done in order to gain full credit.

Candidates should plan their answers and express them succinctly. It is a waste of time to re-state the question, and translating large sections of the text is often unnecessary and can detract from the actual answer.

Section II – Reading and Responding Part B

Question 11 (15 marks)

General Comments

This question was compulsory and required a response in German to a written text. It was well handled by many candidates, who understood the task required and addressed the main points in a logical manner, synthesising and integrating ideas from the text. These candidates demonstrated the ability to use the given text as a stimulus and produce from this a well-organised and authentic response.

Specific Comments

Candidates need to be aware of the importance of planning to ensure their response is relevant, coherent and logical. For example, in this task the better responses linked their personal description with their suitability for the position. Candidates need to focus on the fact that this is a Reading and Responding task. They should allow themselves enough time to read the written stimulus thoroughly and to formulate an appropriate response, which demonstrates comprehension of the original text. In this question, candidates were not being asked to apply for an exchange to Germany, host an exchange candidate or conduct tours in Berlin and candidates who had misunderstood the main points of the advertisement wrote a response, which was not entirely relevant.

Most candidates were well-prepared to meet the language requirements of the task, using a wide range of structures and variety of vocabulary, without being reliant on the given text and repeating the information contained in it, eg *ich bin kontaktfreudig und unternehmungslustig*, etc. Modal verbs, word order and conditional forms were generally well handled.

While many candidates used the appropriate form of address (*Sie*), some were not able to maintain consistency in this regard. Although the nature of the e-mail did not require a formal response, better responses used a style more in keeping with the task of applying for a position.

Candidates are reminded that dictionaries are intended as a reference resource. It is wise to practise dictionary skills prior to the examination to ensure they are used effectively. Particular attention should be paid to spelling and punctuation. Some candidates had difficulty with the correct use of:

- past participles
- *zeigen* versus *schauen*
- *wissen* versus *kennen*
- *Australien* / *Australier* / *australisch*

- reflexive verbs
- verbs requiring prepositions.

Advice to candidates

Candidates are encouraged to practise writing responses to a range of texts, which would be suitable for this question. These include advertisements, e-mails, letters, messages or notices. Restricting practise to one form of reading passage only (eg letters from past HSC papers), can leave candidates under-prepared for this question.

It is important to remember that this question focuses on both reading and writing skills. Candidates should practise analysing the text so that they can give a relevant response, using accurate language and a variety of vocabulary and sentence structures.

They are advised to plan carefully the time allocated to this part of the paper to ensure an authentic, interesting and original response can be given.

Section III – Writing in German

Question 12 (6 marks)

General Comments

The markers were impressed with the overall quality of the responses to these questions, with the majority of candidates showing the ability to write descriptively and/or informatively. Answers in the top ranges contained relevant information, which was well expressed. These candidates demonstrated variety and depth in their knowledge of language and vocabulary skills and had good command of tenses and word order. Many had reviewed their work and made any necessary alterations or additions.

The use of dictionaries is not always of assistance to weaker candidates and can hinder clear communication. Candidates who are unskilled in dictionary use and rely too heavily on this can end up giving a very distorted message, which has been translated verbatim from English into German using ill-chosen words.

Specific Comments

Question 12(a)

The majority of candidates chose this question and were able to describe successfully a variety of ways in which to keep fit and healthy. Many candidates not only described a healthy lifestyle, but also offered suggestions to their correspondent. Marks in the top ranges could be achieved by both approaches - ie a purely descriptive piece and one which also included advice, as both offered candidates the opportunity to demonstrate clearly the requirements stated in the rubrics.

Question 12(b)

Responses in the top ranges reflected the ability to write a clear and succinct explanation, which clearly addressed the task. Markers were impressed with the variety of responses to this question. Candidates should be aware that relevance is an important factor and responses which are so creative that they give reign to a pure flight of fantasy (eg claiming that the writer has been kidnapped by men from Mars) run the risk of being irrelevant.

Advice to candidates

In preparing for this question, candidates should:

- read the question carefully to ensure the answer is relevant
- be aware that this particular task requires descriptive and/or informative writing
- avoid heavy reliance on a dictionary
- avoid using rote-learned material unless it can be realistically modified to suit the task
- pay careful attention to the tenses required by the question
- ensure that at least the minimum word requirement is met
- write legibly on alternate lines. This allows for self-correction and inclusion of additional vocabulary if necessary.

Question 13 (9 marks)

General Comments

Candidates were generally well prepared for this question, although some found it difficult to address the reflective or persuasive elements.

Better responses were written in a tone and style appropriate to the required text type (school magazine report / speech) rather than as a narrative. Extension candidates are reminded that the answer to this question should not be written in the form of an Extension monologue, focusing on issues. Answers in the top ranges were very impressive, with a high degree of relevance and imagination. Poorer answers tended to be stereotypical and were often written as simple narratives.

Some candidates failed to read the question carefully and this affected the relevance of their responses. The insertion of irrelevant pre-learned slabs of material did not enhance answers. Candidates who were prepared to take the risk to create a genuine response tended to fare better than those who tried to make the question fit pre-learned segments.

Some candidates made good use of dictionaries to enhance their responses. However, those who relied too heavily on the dictionary and were ill-prepared for this task, often disadvantaged themselves by writing incomprehensible German. (eg *Sie gerecht linke Australien* – They just left Australia.)

Specific Comments

Question 13(a)

Some candidates gave very limited responses, seeing this as an opportunity to list all the activities they had undertaken with exchange students, and neglecting to reflect on the visit and/or to give their visitors' impressions of Australia.

The question was sometimes misinterpreted and resulted in answers focusing on the candidate's own visit to Germany or to one German visitor. Some candidates turned the answer into a comparison between the Australian and German school systems and therefore gave narrow responses, which were not entirely relevant.

Verbs were often a decisive factor in the quality of the responses. Many candidates struggled with the perfect tense, especially of strong verbs.

It should be noted that it is not always necessary to translate national tourist attractions and place names (The Blue Mountains, Centrepoint Tower), unless they are commonly used in German (*das Opernhaus, die Hafенbrücke*).

Question 13(b)

Candidates generally found this question more difficult and it was less popular than 13 (a). Some candidates relied on a narrative style, re-telling the plot of a play and failing to make any real attempt to persuade their audience.

The question was sometimes misinterpreted and resulted in responses including persuading others to join the drama club, do drama as a school subject, go to the movies or see a commercial production. Several responses were written in the form of a dialogue rather than a speech.

Responses in the top ranges were creative and imaginative, with a high degree of persuasion.

A significant number of candidates had difficulty manipulating the *ihr* form, and the associated personal and possessive pronouns *du, ihr* and *Sie* were often used interchangeably.

Some common vocabulary errors included:
school play – *Schultheaterstück* (not *Schulspiel*)
script – *Text* (not *Schrift*)
to rehearse – *proben* (not *üben*)

Advice to candidates

In preparing for this part of the examination, candidates should:

- learn an extensive range of vocabulary, rather than relying solely on a dictionary
- have a sound understanding of key points of grammar, especially verb forms and personal and possessive pronouns
- be aware that the ability to persuade and evaluate is critical to this question
- practise writing responses, which are specifically tailored to the question, rather than relying on large pre-learned slabs
- have a range of appropriate phrases at their disposal
- practise writing in the style and tone appropriate for the required text type
- be well trained in the use of the dictionary so it can be used judiciously during the examination.

Oral Examination

General Comments

The majority of candidates gave a sound performance in this part of the paper and were well-prepared and practised in interview skills. They demonstrated a good understanding of the syllabus topics and were able to respond with spontaneity to a wide range of questions, including those which were asked from a different perspective.

The better responses reflected the ability to manipulate the language authentically and used a range of vocabulary and structures. Throughout the interview many candidates were able to express their individual personality and engage the examiner, using good conversational style.

Weaker responses often relied too heavily on slabs of rote-learned material, which were irrelevant to the question and detracted from the authenticity of the response. The inability to use tenses appropriately and lack of familiarity with commonly used vocabulary also typified these interviews, which the candidate often found difficult to sustain for the full ten minutes.

Vocabulary and structures which posed problems for some candidates included:

auskommen

keine Ahnung

im Ausland / ins Ausland

Mal versus Zeit

Sendung versus Programm

ändern (often confused with *enden*)

lernen versus studieren

Sport treiben

wenn / wann / als

gefallen + dative

omission of article with professions

Advice to candidates

In preparing for this examination candidates are advised to:

- prepare topic areas thoroughly but avoid learning everything by rote
- aim for relevance and authenticity in the response
- ensure familiarity with vocabulary which is likely to be needed eg father's / mother's profession, your future profession, the course of study you intend to pursue etc
- practise speaking in the past and present as well as the future
- practise speaking about others, not just about themselves
eg *Also, deine Mutter ist Ärztin. Gefällt ihr ihre Arbeit?*
- pay attention to pronunciation and intonation
- practise sustaining a conversation for the full ten minutes.

Extension

Written Examination

Section I – Response to Prescribed Text

Part A (15 marks)

General Comments

This question was well handled by many candidates, who not only demonstrated a good understanding of the story but also showed they had reflected on its message and the way this was conveyed to the reader. The ability to give an interpretative answer when this is required, rather than simply to re-tell the story, is important at Extension level and many candidates showed they had developed this skill during their study of the course.

Specific Comments

In Question (a) the better candidates were able to link the man's reaction to his attitude towards the car's occupants. This attitude could be interpreted in a variety of ways, provided they were firmly based in the text and were not just general assumptions.

An accurate understanding of the text is important, as incorrect details can have a negative impact on responses. Some candidates misunderstood *das hat mir gerade noch gefehlt* and this affected their answer, as they incorrectly thought the man had been glad the accident had not happened to him. Other candidates misunderstood *er gab vorsichtig Gas* and thought the man had sped away from the accident. Candidates who had not correctly read the question focused solely on the man's fear of being caught, rather than his attitude towards the car's occupants.

In Question (b) many candidates showed a sound understanding of language features and were able to comment on their significance. This required not only identifying the features but also commenting on their effect or why they had been used. While some candidates were able to use correct English terminology, this was not essential and reference, for example, to broken sentences and the use of the '.....' was enough to show that this indicated the driver's confusion or feelings of guilt. Candidates should ensure they understand the distinction between language features and items of vocabulary. While a colloquial expression such as *sind ja sowieso übern Jordan* can have significance as a language feature for a variety of reasons, this is usually not true of random items of vocabulary such as *hoffentlich*.

Question (c) offered candidates a wide range of possibilities and the better responses identified a variety of ways in which cars played a significant role in the story. Some of the ideas were interesting and original, and were completely acceptable if relevant to the text. A number of candidates felt it necessary to support their answer with an example from the text. While this may help to elucidate a response, candidates should ensure that their answer, however lengthy, does not in fact contain only one very well-supported point, eg the significance of the colour, followed by a description of the colour of every car which passed the accident.

In Question (d) the majority of candidates had a good understanding of the significance of the title and were able to link this with the style and structure of the story. This question was well answered and reflected a sound knowledge of the methods used by the author to convey his message.

Question (e) allowed candidates to explore the concept of this story as a modern day parable and either support or disagree with it. Candidates who showed they had reflected on a variety of issues such as the moral message, its wide application, its impact on the reader and the way in which this was conveyed, were able to answer this question well. A wide range of interesting answers reflected a variety of approaches to this story. Weaker responses tended to rely on a re-telling of the story or a long list of examples, which did not adequately address the question. Some candidates misunderstood the concept of ‘moral’ and thought this referred to the dubious morals of some of the characters.

Advice to candidates

In preparing for this part of the examination, candidates should:

- be completely familiar with the details of the story to ensure unfortunate mistakes are not made in the response. Contradictions and vaguely remembered facts have the potential to spoil an otherwise good answer.
- ensure they have reflected on the message conveyed by the story and their own personal reaction to this. Candidates who can only re-tell the story and rely on a regurgitation of events are unlikely to answer adequately at Extension level.
- consider the question carefully before beginning the response. Some candidates highlight the key words of the questions to help focus on its elements. This is particularly important when there is more than one aspect to the question – eg reaction and attitude.
- plan responses to ensure they remain relevant and appropriate. This can be time well spent. Bullet point answers are acceptable and can assist in preventing unnecessary ‘waffle’. Candidates should be aware that continually elaborating the same point may not be adding anything to the response. It should be remembered that a well thought-out, succinct answer, which fits onto the lines provided, can achieve full marks. Some candidates disadvantage themselves by giving unnecessarily long responses and leaving themselves inadequate time for the rest of the paper.
- ensure they are familiar with the language features of the text, not just items of vocabulary. A good understanding of the genre of the short story and all its implications is an important part of literature study.

Part B (10 marks)

Question 2

General Comments

This question was compulsory and required a response in German to a question based on the short story *Masken*. The standard of responses was commendable, with responses in the top ranges demonstrating a perceptive and sensitive understanding of the short story and its characters.

Specific Comments

The majority of responses showed a sound understanding of the story, conveyed with flair and thought. Candidates should be aware that it is not enough simply to re-tell the story in the words of the author to gain a good mark. A perceptive answer should convey a genuine understanding of the story and its characters. Writing a letter to Erich through the eyes of Renate offered candidates a

wide range of possibilities to show him her true feelings and the majority of candidates did this very well. Planning is advisable, as a good response will be well thought through to ensure a logical progression of linked ideas.

Difficulties were experienced by some candidates in the use of the imperfect and subjunctive forms of modal verbs, especially *konnte / könnte*. In some cases verb endings were poorly handled, especially in subordinate and relative clauses.

Candidates should be well trained in the effective use of dictionaries. Some had difficulty in correctly translating vocabulary items and choosing correct parts of speech. Communication was affected when an adjective was chosen, for example, instead of a noun and vice versa. Dictionaries could also be used effectively to check past participles (eg *lügen – gelogen*) where there is uncertainty.

Section II – Writing in German

Questions 3 and 4

General Comments

This section allowed candidates the choice of two topics, one written as an essay and the other as the script of a talk. It was well handled by the majority of candidates, most of whom seemed to have taken the time to consider their choice of question carefully. Very few candidates misread the topic or failed to adhere to the question and virtually all candidates allocated enough time to complete this part of the examination paper.

The majority of candidates presented clear and logically developed ideas and arguments. The best responses were well-structured, with a brief introduction that led to the body of the text and was completed by a convincing conclusion.

Specific Comments

Question 4 was chosen by the majority of candidates. Responses to this question were of an overall higher standard than for Question 3 and displayed more sophisticated ideas and a greater range of vocabulary and structures. Responses to this question reflected the influence of wide reading on the prescribed issues.

Weaker responses often presented a collection of disconnected thoughts or were unsuccessfully based on pre-learned material. These responses also tended to be repetitive, re-stating the same point in a variety of ways. Candidates are reminded that this does not fulfil the requirement of a well-rounded argument. A recycling of ideas and vocabulary can be prevented by briefly planning the outline of the response before writing is commenced. In general, a tight, coherent response is preferable to one which is lengthy, but contains many inaccuracies and re-stated thoughts. On the other hand, it is important that candidates aim to fulfil the suggested word limit. Responses which fell short of the direction (approximately 300 words) were more likely to lack breadth and depth and/ or did not include material to support their arguments.

Candidates are advised that text types and the intended audience will have an effect on the most appropriate language to be used. While relatively informal language may be suitable when giving a

speech to classmates (Question 4), a more formal approach was needed in response to Question 3. Responses which adopted an anecdotal style, arguing from first-hand experience only, tended to have a more limited range of vocabulary and less sophisticated ideas than those which were able to move away from a personalised response. The better responses were written from the perspective of *man* (or *alle, viele, junge Leute heutzutage ...etc*). This was particularly evident in Question 3. The majority of candidates had a solid command of all aspects of language expected at this level. Many moved with relative ease between voices and tenses. Conjunctions and complex sentence structure were used well. Deleted words and phrases often indicated that the better candidates had allowed time to check their work for errors and had taken care to correct mistakes (eg in sentence structure, verb agreements, cases and adjectival endings). Weaker responses reflected problems with genders, plural forms and modal verb conjugations. Some candidates were not careful enough when using pronouns, confusing *sie* and *Sie* ; or even using *ihr* and *Sie* in the same sentence to address their audience.

Candidates are reminded that incorrect spelling and punctuation not only indicate carelessness but also interfere with clear communication. Some of the most common spelling errors were: *das* instead of *dass/daß*; *mussen* or *mußen* instead of *müssen*; *mann* instead of *man*. Other words were spelt phonetically eg *volgende* instead of *folgende*. The conjugation of the verb *wissen* sometimes caused problems and this verb was also confused with *kennen*. The capitalisation of nouns was frequently ignored. On the other hand the correct use of the imperative (particularly in Question 4) was impressive.

Better candidates made excellent use of their dictionaries to enhance and correct their work. Their responses tended to sound more authentic, as they included correct idiomatic expressions, whereas weaker responses contained a number of lexical errors and anglicisms. It is advisable that candidates acquaint themselves thoroughly with their dictionaries so that they can employ them efficiently in the limited time available during the examination.

Advice to candidates

In preparing for this examination candidates should:

- carefully consider which question to answer, choosing the one for which a range of ideas and a well-supported argument can be provided
- write a brief plan
- provide a relevant introduction and a convincing conclusion
- avoid repetition and rephrasing
- give a response that has breadth and depth
- write accurately, aiming for variety in the language used
- approach the topic in more general terms, rather than giving an entirely anecdotal response
- avoid writing less than the indicated number of words
- use language and structures appropriate to the text type and audience
- use the dictionary appropriately
- allow time to review and revise work.

Oral Examination

General Comments

Most candidates were well prepared for this examination and approached the task with confidence. Markers were impressed with the arguments developed for all questions and responses in the top ranges reflected a good knowledge of the issues. The majority of candidates were able to draw their monologues to a suitable conclusion, which was relevant and appropriate. Several candidates wasted time by preparing all three questions instead of selecting two. Most used their preparation time wisely and were well practised in the judicious use of the space provided for notes. The majority gave a response which fell into the indicated time of roughly two minutes and avoided the urge to speak at unnecessary length. Candidates seemed to be aware of the value of giving a well-constructed two minute response, rather than a long and rambling collection of unconnected thoughts and ideas.

It is important that candidates and teachers are aware that marks in the top range can be achieved by all candidates and are not the exclusive domain of native speakers or candidates who have spent time in Germany. A candidate who is well prepared and gives a thoughtful, well-balanced response in well expressed German will be awarded high marks. The top mark range is designed to award non-native speakers who can fulfil these criteria.

Candidates should avoid the temptation to overload their responses with pre-prepared structures, which are more suited to a written response. This is not necessary and can sound artificial and contrived. Ending with a powerful but irrelevant conclusion is also counter-productive.

Specific Comments

Question 1

In this question the better candidates spoke about equality, clearly linking it to a class system. Some candidates presented arguments which focused on differences in race or gender, but failed to tie these in with the concept of a class system. Where a question has two aspects, it is important that both are addressed.

Question 2

Candidates were generally well prepared for this question and were able to develop a coherent argument, using a range of vocabulary and structures to support their arguments.

Despite the provision of the English translation, some candidates still misinterpreted Question 2, assuming that it proposed that advertising was the greatest influence on young people's lives (compared with other influences such as parents etc). Other candidates devoted their answer to the importance of advertising in today's market-driven economy, without linking it to its influence on young people. While both approaches still contained material that was relevant, neither completely addressed the question.

Question 3

This question was well handled, with candidates giving clear and well supported arguments.

Advice to candidates

In preparing for this examination candidates should:

- consider the choice of questions carefully and be sure they understand exactly what each question involves. The best two choices will be the ones for which they can give a well-supported argument, with a range of vocabulary and sentence structures.
- focus on directly answering the question and avoid trying to adapt a pre-learned response in the hope that it will loosely fit the topic.
- avoid deliberate reference to a range of other issues if this introduces irrelevancies into the answer and sounds contrived.
- be aware that direct reference to the short stories is not required in this question and is usually irrelevant.

Candidates should use their ten minute preparation time wisely and are reminded that no study notes may be taken into the examination room during this time. Notes may be made on the examination paper. These notes are not corrected as part of the examination, but are made available to the examiners along with the cassettes as an assurance that they have been used appropriately. As is stated on the front page, candidates should not write beyond the space provided, nor should they read directly from the notes. This is a speaking examination, not a written task.

The notes should act as a memory prompt and are not intended to allow candidates to read off whole sentences or extracts. Judicious use of the space can be of great assistance to candidates. Personal preference will dictate how candidates use the space provided, and this should be practised throughout the course. Different methods used by candidates this year included:

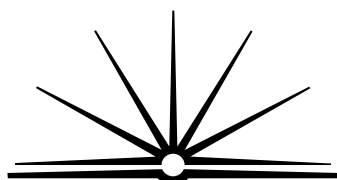
- dividing the space into columns
- writing notes in different coloured pens (to indicate sides of the argument)
- drawing two columns headed ‘+’ and ‘-’ to indicate the different aspects of an argument, if a two-sided approach is adopted
- constructing a mind-map
- writing key words, with associated words or ideas as bullet points
- numbering points to assist in a sequential, logical response.

German Beginners

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Speaking			
1	3	School	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	5	Keeping fit and healthy	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	7	Holidays	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	Party, Pocket money, being tired. Going out, missing bus	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
Listening			
1	1	Holidays—message	H3.1
2	1	Redecorating room—dialogue	H3.1
3	1	Energy drink—advertisement	H3.1
4	1	Name spelling—dialogue	H3.1
5	1	Schoolies week in Byron—advertisement	H3.1
6	1	Organising party—dialogue	H3.1
7	1	Working in the garden—dialogue	H3.1
8	1	Sick child—message	H3.1
9	1	Opening hours—conversation	H3.1
10	1	Not doing homework—dialogue	H3.1
11	1	Organising band for formal—dialogue	H3.1
12	1	Buying a rat—conversation	H3.1
13	1	Telephone number—dialogue	H3.1
14	1	Driving test—conversation	H3.1
15	2	Interview for exchange—dialogue	H3.1
16	2	Discussing food—conversation	H3.1
17	2	Discussing daily activities—conversation	H3.1
18	3	Advantages and disadvantages of living alone—conversation	H3.1
19	3	Choosing uni courses conversation	H3.1
20	4	Father unhappy about daughter's party—conversation	H3.1
Written Paper – Reading			
1	1	Looking for a babysitting job – advertisement	H3.1
2	1	Finding a part-time job – note	H3.1
3 (a)	1	Mother going to airport – note	H3.1
3 (b)	1	Making own lunch – note	H3.1

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
4 (a)	1	Argument with sister—diary entry	H3.1
4 (b)	1	Discussing lazy sister—diary entry	H3.1
5 (a)	1	Car accident—report	H3.1
5 (b)	1	Car accident—report	H3.1
6 (a)	1	Part-time work—note	H3.1
6 (b)	1	Wanting a mobile—note	H3.1
7 (a)	1	Advertisement for youth hostel—advertisement	H3.1
7 (b)	2	Advertisement for youth hostel—advertisement	H3.1
8 (a)	1	Advantages and problems of public transport—interview	H3.1
8 (b)	2	Advantages and problems of public transport—interview	H3.1
8 (c)	3	Advantages and problems of public transport—interview	H3.1
9 (a)	2	Benefits and dangers of energy drinks for children—article	H3.1
9 (b)	1	Benefits and dangers of energy drinks for children—article	H3.1
9 (c)	3	Benefits and dangers of energy drinks for children—article	H3.1
9 (d)	4	Benefits and dangers of energy drinks for children—article	H3.1
10 (a)	1	Changing environment—article	H3.1
10 (b)	2	Changing environment—article	H3.1
10 (c)	3	Changing environment—article	H3.1
10 (d)	5	Changing environment—article	H3.1
Writing			
11 (a)	5	Junk food—dialogue or monologue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
11 (b)	5	Personal appearance—dialogue or monologue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
11 (c)	5	Wanting a car—dialogue or monologue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
11 (d)	5	Helping someone—dialogue or monologue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
11 (e)	5	Problems with parents—dialogue or monologue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
12 (a)	10	Birthday celebrations and birthday presents—letter or postcard	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
12 (b)	10	School excursion—letter or postcard	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



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

2002 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 appropriately to convey the meaning 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 most 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	7
<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	5–6
<ul style="list-style-type: none">• Uses basic German to convey the meaning of some of the cues	3–4
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate German	1–2

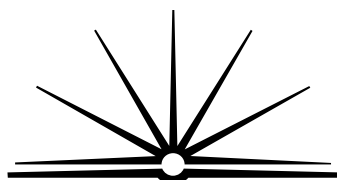
Section II — Situation

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 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



BOARD OF STUDIES
NEW SOUTH WALES

2002 HSC German Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies why Tina's holiday was disappointing	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

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

Criteria	Marks
• VOGLER	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Identifies the closing time of the gallery tomorrow	1

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

Criteria	Marks
• Identifies the reason for Steffi not doing her homework	1

Question 11*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Identifies the phone number	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Identifies both reasons for the boy wanting to go to Germany	2
• Identifies one reason	1

Question 16*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reasons why Peter does not want to go to the café with Ute	2
• Identifies one reason	1

Question 17*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies two things Katrin will do during the day with some detail	2
• Identifies one activity	1

Question 18*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of why Peter likes living with his sister	3
• Demonstrates some understanding of why Peter likes living with his sister	2
• Identifies one reason why Peter likes living with his sister	1

Question 19*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of why Alex suggests they swap parents, providing some relevant detail	3
• Demonstrates some understanding of why Alex suggests they swap parents	2
• Identifies one relevant reason	1

Question 20*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of why they are arguing• Provides some relevant detail	4
<ul style="list-style-type: none">• Demonstrates some understanding of why they are arguing	2–3
<ul style="list-style-type: none">• Identifies one relevant aspect of the argument	1

2002 HSC German Beginners Marking Guidelines — Written Examination

Section I — Reading Skills Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• (D)	1

Section I — Reading Skills

Part B

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies who would be interested in this advertisement	1

Question 7 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies two features that would appeal to potential customers	2
• Identifies one feature that would appeal to potential customers	1

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies when Martina uses public transport	1

Question 8 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the problems Lydia faces using public transport, providing some relevant detail	2
• Identifies one problem	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of what the three young people agree on	3
• Demonstrates some understanding of what the three young people agree on	2
• Identifies one relevant point of agreement	1

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

Criteria	Marks
• Identifies all the reasons why children shouldn't drink coffee	2
• Identifies two reasons why children shouldn't drink coffee	1

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

Criteria	Marks
• Identifies the two places where children can buy energy drinks	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of what parents and teachers are concerned about	3
• Demonstrates some understanding of what parents and teachers are concerned about	2
• Identifies one relevant concern	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the advice given, providing relevant details from the text	4
• Demonstrates some understanding of the advice given	2–3
• Identifies one relevant piece of advice	1

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

Criteria	Marks
• Identifies what the boy does most Sundays	1

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

Criteria	Marks
• Identifies what the boy and his grandfather see, providing relevant detail from the text	2
• Gives one example of what they see	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of what the grandfather tells the boy, providing relevant details from the text	3
• Demonstrates some understanding of what the grandfather tells the boy	2
• Provides at least two details from the text	
• Identifies one relevant detail	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the boy's mixed feelings including relevant details from the text	5
• Demonstrates a good understanding of the boy's mixed feelings including relevant details from the text	3–4
• Demonstrates some understanding of the boy's mixed feelings	1–2

Section II — Writing Skills

Question 11

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

Section II (continued)

Question 12

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

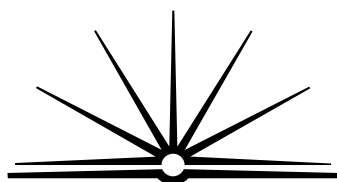
MARKING GUIDELINES

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 	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

German Continuers

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
	20	Conversation Covering student's personal world	H1.1, H1.2, H1.3, H1.4
Written Examination			
Section I — Listening and Responding			
1	1	Leisure and lifestyle – announcement	H3.1
2	2	Education and aspirations – interview	H3.1
3 (a)	1	Work – dialogue	H3.1
3 (b)	2	Work – dialogue	H3.2
4	3	Youth issues – monologue	H3.1
5	3	Tourism – interview	H3.1
6	3	Leisure – talk	H3.1, H3.2
7	4	Personal identity – dialogue	H3.1, H3.2
8 (a)	1	Youth issues – news item	H3.1
8 (b)	5	Youth issues – news item	H3.1, H3.2
Written Examination			
Section II — Reading and Responding Part A			
9 (a)	1	Past & Present – diary entry	H3.1
9 (b)	2	Past & Present – diary entry	H3.1
9 (c)	2	Past & Present – diary entry	H3.1
9 (d)	3	Past & Present – diary entry	H3.1, H3.2
10 (a)	1	Youth Issues – article	H3.1
10 (b)	2	Youth Issues – article	H3.1
10 (c)	2	Youth Issues – article	H3.1
10 (d)	3	Youth Issues – article	H3.1
10 (e)	3	Youth Issues – article	H3.1, H3.2
10 (f)	5	Youth Issues – article	H3.1, H3.2
Written Examination			
Section II — Reading and Responding Part B			
11	15	World of Work – e-mail	H1.2, H1.3, H1.4, H3.1, H3.2
Written Examination			
Section III — Writing in German			
12 (a)	6	Leisure & Lifestyle – advertisement/email	H2.1, H2.2, H2.3
12 (b)	6	Leisure & Lifestyle – message	H2.1, H2.2, H2.3
13 (a)	9	Leisure & Lifestyle – report	H2.1, H2.2, H2.3
13 (b)	9	Leisure & Lifestyle – speech	H2.1, H2.2, H2.3



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

2002 HSC German Continuers Marking Guidelines — Oral Examination

Conversation

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 the 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

2002 HSC German Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies how Jan feels about the future with all relevant detail	2
• Identifies ONE idea about how Jan feels about the future	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
• Identifies both messages correctly	2
• Identifies one message correctly	1

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

Criteria	Marks
• Demonstrates a good understanding of why he finds it difficult with some relevant detail	3
• Demonstrates some understanding of why he finds it difficult with some relevant detail	2
• Identifies some relevant detail	1

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

Criteria	Marks
• Demonstrates a good understanding of why Gabi enjoyed her trip to Australia with some relevant detail	3
• Demonstrates some understanding of why Gabi enjoyed her trip to Australia	2
• Identifies some relevant detail	
• Correctly identifies ONE reason why Gabi enjoyed her trip to Australia	1

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

Criteria	Marks
• Demonstrates a good understanding of how she interests her audience	3
• Demonstrates some understanding of how she interests her audience	2
• Gives one valid way in which she interests her audience	1

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

Criteria	Marks
• Completes the forms with relevant detail for both applicants	4
• Provides some information for both applicants	3
• Identifies some information for either applicant	2
• Identifies one valid reason for either applicant	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Demonstrates a detailed understanding of the way in which Anton and his workmates are different	5
• Demonstrates a good understanding of the way in which Anton and his workmates are different	3–4
• Demonstrates an understanding of the way in which Anton and his workmates are different	1–2

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what she finds difficult	2
• Demonstrates some understanding of what she finds difficult	1

Question 9 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Shows a comprehensive understanding of how they feed themselves	2
• Shows some understanding of how they feed themselves	1

Question 9 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Shows a comprehensive understanding of her attitude towards her parents	3
• Shows a good understanding of her attitude towards her parents	2
• Shows some understanding of her attitude towards her parents	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Shows a comprehensive understanding of his feelings	2
• Shows some understanding of his feelings	1

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

Criteria	Marks
• Shows a comprehensive understanding of why the EU should do more for young unemployed	2
• Shows some understanding of why the EU should do more for young unemployed	1

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

Criteria	Marks
• Shows a comprehensive understanding of Michael and Beate's situation	3
• Shows a good understanding of Michael and Beate's situation	2
• Shows some understanding of Michael and Beate's situation	1

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

Criteria	Marks
• Shows a good understanding of the language features or the language features and ideas used	2–3
• Shows some understanding of the ideas and/or language features used	1

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

Criteria	Marks
• Shows a comprehensive understanding of Beate's attitude OR • Beate's attitude compared with Michael's	4–5
• Shows a good understanding of Beate's attitude OR • Beate's attitude compared with Michael's	3–2
• Shows some understanding of Beate's attitude	1

Section II — Reading and Responding

Part B

Question 11

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

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 (includes points) • 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

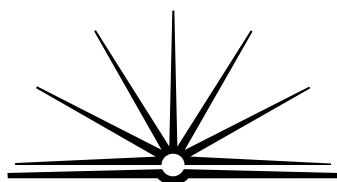
MARKING GUIDELINES

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 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 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

German Extension

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
1	5	Divisions in Society—monologue	H1.1, H1.2
2	5	Pressures on the Individual—monologue	H1.1, H1.2
3	5	Overcoming Adversity—monologue	H1.1, H1.2
Written Examination			
Section I: Response to Prescribed Text			
Part A			
1 (a)	1	Das Stenogramm	H2.1
1 (b)	2	Das Stenogramm	H2.2
1 (c)	3	Das Stenogramm	H2.1, H2.2, H2.3
1 (d)	3	Das Stenogramm	H2.1, H2.2, H2.3
1 (e)	6	Das Stenogramm	H2.1, H2.2, H2.3
Written Examination			
Section I: Response to Prescribed Text			
Part B			
2	10	Masken—letter	H2.1
Written Examination			
Section II: Writing in German			
3	15	Divisions in Society—essay	H1.1, H1.2
4	15	Pressures on the Individual—script	H1.1, H1.2



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

2002 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

2002 HSC German Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Links the man's attitude and subsequent behaviour with the occupants of the demolished vehicle	1

Question 1 (b)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies the significance of language features in the last paragraph of the extract, providing examples	2
<ul style="list-style-type: none">Identifies relevant examples of language features in the extract	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of the significance of cars in this extract and elsewhere in the story• Supports the response with some relevant references to the story	3
<ul style="list-style-type: none">• Demonstrates some understanding of cars in this extract and elsewhere in the story• Provides some supporting evidence	2
<ul style="list-style-type: none">• Provides some information about the description of the driver's car	1

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

Criteria	Marks
<ul style="list-style-type: none">• Analyses the link between the style and structure and the title of the short story, giving a full and reflective response	3
<ul style="list-style-type: none">• Links some elements of the style and structure of the short story with the title	2
<ul style="list-style-type: none">• Links one element of the style or structure of the short story with the title OR <ul style="list-style-type: none">• Identifies some elements of the style and/or structure of the short story	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 effectiveness of the story as a modern day parable	6
<ul style="list-style-type: none">• Demonstrates a good understanding of the effectiveness of the story as a modern day parable	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the effectiveness of the story as a modern day parable	3–4
<ul style="list-style-type: none">• Provides some detail to show the effectiveness of this story	1–2

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 3–4

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