

2001 HSC Notes from
the Examination Centre
German

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2001 HSC NOTES FROM THE EXAMINATION CENTRE GERMAN

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in German. It provides comments with regard to responses to the 2001 Higher School Certificate Examinations, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of German.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination, follow the report from the Examination Centre.

General Comments

Most candidates were well prepared for the German examinations and were able to approach all sections of the paper with confidence. It is important for candidates to realise that sound preparation is the key to success in these examinations.

In the Continuers Oral examination, candidates who had carefully considered the many aspects of their ‘personal world’ were able to converse for 10 minutes with their examiner. Candidates achieved a high standard which reflected the effort they had made throughout the course. Candidates in German Extension, who had read widely on the related issues and had practised expressing an opinion on these topics, were able to give a well-constructed argument to support their responses. In the Beginners Course candidates demonstrated a good understanding of the material covered and those who were well prepared gained sound results.

The responses across all sections of the papers showed that candidates had a good understanding of the course concerned and knew what to expect in the paper. Candidates are reminded to use their reading time wisely to avoid overlooking the last questions in the comprehension section or answering the wrong combination of writing tasks.

Beginners

Speaking Skills Examination

General Comments

The overall standard of the candidature was impressive. Many candidates were obviously well prepared for this examination and their responses were confident and fluent. Candidates who achieved marks in the top range showed some control of complex German structures, such as correct word order, verb inversion and subordinate clauses. These candidates were also able to use the past tense and gave interesting responses without a heavy reliance on the listing of individual items of vocabulary.

While pauses of up to 15 seconds between items are allowed, teachers are reminded that pauses may not exceed this. Long pauses between the cues should also be avoided, as this can give the impression that the candidate is unable to respond. For some candidates it may also unnecessarily prolong a stressful situation.

Candidates should allocate their time evenly during the 10 minute preparation time. Candidates should also focus on the exact meaning of each question in order to respond to the cues appropriately. While candidates are expected to expand their responses in Section 1, it would not be natural in normal conversation to speak to excessive length. Doing this can lead to unnecessary errors and the inclusion of irrelevant and/or inappropriate material.

Those candidates who used their preparation time wisely gave well-thought-out responses which they were able to link to the cues that followed, so that the conversation flowed.

eg Cue 1 Answer: ‘... *und dann frühstücke ich.*’

Cue 2 Question: ‘*Was essen Sie gewöhnlich zum Frühstück?*’

In Section II the best results were achieved by those candidates who responded succinctly and were able to use some complex structures. Many candidates were able to achieve marks in the upper range by responding with only two or three sentences. Candidates are not expected to give as much detail in Section II as in Section I. Candidates need to be aware of using the correct register (du, ihr, Sie), as forms of address vary from Situation to Situation, particularly in Section II.

Specific Comments

Question 1

Wo wohnen Sie? – This was well answered by the majority of candidates. Those achieving high marks were able to expand, saying for example where the area is situated, describing the area where they live or telling how long they have lived there.

Was gibt es in Ihrer Gegend zu tun? – This question presented problems for some candidates, who did not appear to understand the words *Gegend* or *tun*.

Wo kann man dort gut einkaufen? – Well-prepared candidates were able to give more than one example or were able to expand in some way. Some candidates misunderstood the interrogative *Wo?*

Question 2

Wann haben Sie Geburtstag? – This was generally understood by most candidates, although a number were unable to express the date accurately. The pronunciation of *Geburtstag* was a problem for some candidates.

Wie feiern Sie Ihren Geburtstag? – The more able candidates answered this question accurately, although a significant number attempted to answer the question in the past tense. This often led to mistakes, particularly with the use of auxiliaries and word order. Candidates are reminded to pay particular attention to the tense of the question being asked.

Beschreiben Sie das schönste Geschenk, das Sie bekommen haben – A number of candidates did not recognise the use of the superlative and simply listed a number of presents which they had received. The better candidates were able to name their best present and expand on this in some way, for example by describing it, saying who gave it to them or when they received it.

Question 3

Was machen Sie morgens, wenn Sie aufstehen? – This question was generally well answered, as many candidates were able to expand with a variety of activities.

Was essen Sie gewöhnlich zum Frühstück? – The majority of candidates understood this question and attempted to answer it. Candidates who successfully expanded their responses achieved marks in the top range. The best answers included eg

Wenn das Wetter kalt ist, esse ich ...

Wenn ich viel Zeit habe, koche ich ...

Wie sind Sie heute zur Schule gekommen? – Although the majority of candidates appeared to understand the question, some found it difficult to answer using the past tense.

Warum sind Sie heute zu spät gekommen? – The most impressive responses gave a reason for arriving late, often using the past tense and a subordinate clause.

Question 4: Situations

The majority of candidates attempted to respond to all situations. Many expanded in detail in every situation, although such detail was not necessary.

Listening Skills Examination

General Comments

The majority of candidates handled this section well, although the multiple choice questions were generally poorly answered.

As with Reading Skills, candidates should take note of the mark value of questions in order to ensure they give an appropriate response. Candidates can disadvantage themselves by not answering in enough detail or depth when this is clearly required.

Candidates should read each question carefully to ensure their answer is relevant. Simple translation of the whole passage does not always show a correct overall understanding in the light of the question.

Many candidates had difficulty spelling the person's name in Question 4. Other items of vocabulary which proved difficult included:

Zahnbürste

Zahnpasta

müde

Kleid (often confused with *Kleider / Kleidung*)

Written Examination

Section I – Reading Skills

General Comments

Most candidates handled each text well, although some did not always relate the mark value of a question to the amount of detail or quality of response required. Specific difficulties related mostly to the misunderstanding of certain items of vocabulary, such as *preiswert*, *teuer*, *Verkehr*, *eine*, *Lehre*, *aufpassen auf*.

Candidates must ensure they provide as much relevant detail as possible for all questions. Since the mark allocation provides an indication of the quality and depth of the response required, rather than just translating slabs of the passage, candidates must ensure they accurately address the question as it is asked and show from their answer that they have understood the meaning of the question.

Candidates should carefully consider the English questions. For example, in Question 8(d) candidates had to comment on the 'outgoing' nature of the residents of Buenos Aires. Some candidates mistakenly thought this referred only to the fact that they liked to 'go out'. Care needs to be taken in such circumstances.

Section II – Writing Skills

General Comments

The majority of candidates handled the topics well and wrote full answers. Candidates must ensure, however, that their responses remain relevant to the cue line or letter topic. A significant number of candidates wrote lengthy responses unrelated to the topic, which were marked accordingly. Candidates should not construct their own question; they must adhere to the question given in the paper.

Word order often proved a challenge for some candidates, especially when subordinate clauses were required. Specific difficulties which were common to the responses included:

- *ich bin gut* – used by many candidates
- introducing the letter with *deine* rather than *Liebe*
- *ich habe Spaß* – used by many candidates

Continuers

Oral Examination

General Comments

The majority of candidates showed competence in conversing in German across a wide range of topics and could sustain a conversation for the 10 minutes required. The style of questioning gave all candidates an opportunity to show what they had learned and there were few poor performances.

The following advice should be kept in mind when preparing for this examination:

- Pre-learnt material – if candidates have some memorised material at their disposal they should develop a technique for using this during the examination. They should practise incorporating pre-learnt material in a conversational way, ensuring that it sounds natural and always remains relevant to the question.
- Candidates should practise answering questions in the third person singular and plural. While most candidates were competent with talking about themselves, some had difficulty when the conversation shifted to talking about other people.
- It is very important that candidates listen carefully to questions to ensure their answers are relevant.
- Candidates should practise developing their answers. While the first question in a group might be very straightforward, the examiner will often pick up on a candidate's response and pose further questions, which may require a more developed answer.
- Candidates should avoid giving minimal responses and should practise answering at a more sophisticated level, even if the question is very straightforward. It is important to display a level of language appropriate to a Year 12 candidate.

- Candidates are advised to record themselves on tape throughout the year. By doing this, they might be able to identify and eliminate any distracting habits, such as continually saying ‘um’, ‘also’ or even giggling.
- Candidates should avoid heavy reliance on listing. For example, if asked what subjects they are studying they should avoid simply listing the subjects, but rather give an answer which requires a wider range of vocabulary and language structures.
- Although candidates are encouraged to expand their answers, they should avoid speaking for too long in response to a question. They need to practise finding a balance between saying too much or too little, to ensure their conversation remains as natural as possible.
- If clarification is required, candidates should ask for this in German.
- If candidates request to be addressed as ‘Sie’ they should have familiarised themselves with questions using this form of address, including the various cases and the possessive adjectives.

The following vocabulary items were not used correctly:

- professions
- *Ferien* and *Urlaub*
- *gern*
- *auskommen mit*
- *kein*
- *gefallen*
- *bekommen* versus *werden*
- *beruflich*
- *ich möchte* versus *ich mag*
- countries versus languages eg *Frankreich* and *Französisch*
- *bleiben* versus *wohnen*.

Structures not used correctly included:

- plural nouns and verbs, eg *Meine Lieblingsfächer ist ...* (my favourite subjects are), *mein Lehrerin* (my teachers)
- pronouns
- omission of articles with professions.

Other comments:

- Candidates should avoid overusing the same items of vocabulary, such as *gut*, *interessant* and *langweilig*.
- Many candidates lacked the vocabulary required for describing things such as films and books and are therefore unable to discuss this aspect of their personal world.
- The expression *Was würdest du ändern?* was often not understood.
- Candidates should be confident in using the perfect tense in a variety of contexts.
- The use of correct auxiliary verb and past participles is important, especially with common verbs such as *fahren* and *gehen*.
- It is important to use the correct word order (eg with *weil* and *daß*). Varying word order can also make responses more interesting.
- Modal verbs should be practised in both present and past tenses.

Section I – Listening and Responding

General Comments

Most candidates were well prepared for this examination and showed a good understanding of the items. It is, however, important that candidates carefully consider the question before responding, as global understanding of the whole item may be required, rather than a simple list of details. Candidates who rely solely on identification of isolated items of vocabulary are unlikely to show an understanding of the whole item where this is required. The Candidate's Notes column is provided for the recording of information. The line and mark allocations are a guide to the length of response required.

It is important that schools provide a suitable venue and adequate audio equipment for this examination, to ensure that the candidates' comprehension is not hampered by external factors.

The following proved difficult for some candidates: direct translation was not always necessary and the meaning could often be ascertained from the context.

Question 2: *200 nach Christus* (200 BC, not 200 years ago)

Question 3: *Betreuung*
Mahlzeiten (meals, not painting times)

Question 5: *Kneipe* (not a restaurant)

Question 6: *versetzt* (not injured)

Question 7: *Roman* (not romance)
Zauber (not clean, cranky)

Question 8: *Stifte*
ersetzen

Question 9: *entlassen*
Firma (not films).

Section II – Reading and Responding

Part A

General Comments

Most candidates were well prepared for this section, with many showing a good understanding of both passages.

Candidates are advised to read each question carefully to ensure that they give the appropriate response. Candidates who rely on translating directly from the text are unlikely to show an overall understanding and may overlook the point. An example of this is Question 11(c), where candidates needed to make it clear that Svenja went along with whatever was in fashion. Simply stating directly from the text that she wore platform shoes and had green hair did not adequately describe her development.

Candidates should be careful when using dictionaries to ensure that the meaning they choose fits the context of the passage. The first word given in the dictionary is not necessarily the most appropriate one. Careless translation of cognates can also affect meaning. In Question 11(e) books were always a topic or point of discussion in the home. ‘Theme’ may have been an obvious translation here, but was not the best choice. Candidates must also ensure that each English answer makes sense and should not persist in writing something which is disjointed and meaningless, simply because they have found the translation of component words in the dictionary.

Mark allocations given beside each question indicate the depth of answer required. Candidates should be reminded, however, that the number of marks does not necessarily indicate the number of details required. Candidates are advised to give a complete answer and provide all the necessary information.

Where an answer requires reference to the text, candidates must be sure to give this in English. Quotations given in German are not appropriate for this part of the examination unless the candidate has explained their significance.

Question 11(f) required candidates to provide possible resolutions to the stand-off between Svenja and her parents. This was not a general knowledge response and required candidates to clearly link their suggestions clearly to information from the text. There was a wide variety of possible scenarios but all had to show a direct understanding of Svenja and/or her parents and also indicate that Svenja needed her parents’ permission. Answers could have included the following ideas:

- Svenja’s parents are likely to back down and give their permission because they have always given in to her in the past and don’t want to lose their good relationship with their daughter.
- Svenja has shown she is very wilful and headstrong. She can’t get her tongue pierced legally without her parents’ permission, so she might pierce her tongue herself. Or her parents might allow her to have her nose pierced only in order to keep their good relationship.
- Svenja’s friend has already had it done, presumably with her parents’ permission. Svenja’s parents could talk to them about it and see if it had any bad outcomes health-wise. They may also consider that Svenja only wants it because of peer pressure. If they persist in refusing their permission, as they say they will, Svenja might lose interest once the trend passes. She will probably be onto the next trend before long, as is shown in the text when she dyed her hair green.

In an evaluative answer the best candidates link their statements directly to evidence from the text, making the connection clear and unambiguous.

Some candidates answered this question in general terms, relying solely on their own experience of body piercing. This did not adequately address the question, as evidence from the text was crucial to the answer. Candidates are also advised to avoid repeating information already given in previous answers, as credit would already have been awarded for this.

Careful consideration of linguistic features (eg conditional) can also be important to an answer. In 11(b) candidates needed to say that Svenja’s parents hoped she would come to recognise what suited her and what didn’t. Candidates who answered that the parents weren’t worried because Svenja had already worked this out for herself did not show a correct understanding of the text.

Part B

The majority of candidates demonstrated a good understanding of most of the stimulus material, although the word *Vorstellungsgespräch* was often misunderstood. Better candidates addressed all the questions and comments adequately, and dealt in depth with some of them. It should be remembered that this is a reading and responding task, and candidates needed to demonstrate that they understood the printed text.

There was a range in the quality of responses in terms of grammatical structures and vocabulary used. Better candidates demonstrated the ability to manipulate the language authentically and were proficient in the use of a variety of tenses, subordinate clauses, correct word order etc.

Candidates need to be aware of the pitfalls of word-for-word translation. Candidates who are well-prepared in the syllabus topics will only need to use their dictionaries to check details, eg spelling, gender, plural forms. Candidates should use their dictionaries effectively.

Candidates can best prepare for this section of the paper by:

- ensuring that they respond adequately to all questions and comments contained in their practice material
- becoming proficient in the manipulation of verb forms, word order and verb tenses
- expanding their vocabulary so they can use synonyms and thus avoid repetition
- learning to use dictionaries effectively.

Section III – Writing in German

General Comments

This section of the examination was handled well, with more than half the candidature electing to answer Question 13(a). Many interesting locations were imaginatively described. Marks in the top mark range were awarded to responses which included a variety of complex sentence structures and a range of ideas, which were relevant to the topic. Candidates are reminded that full marks can be achieved within the word limit.

Candidates need to be able to distinguish between verbs, nouns and adjectives, if proper communication is to be established. Examples of misuse included:

Ich Besuch meinen Freund

Unser gleichförmig ist nicht bequem (our uniform isn't comfortable)

Verbs were often used in the infinitive form without correct conjugation, presumably because this was the way they had been found in the dictionary. Candidates should be advised against the literal translation of idiomatic expressions, which often alters the meaning. For example:

Ich suche nach vorn dich kennen (I'm looking forward to meeting you)

In preparing for this question, candidates are encouraged to practise their writing skills across the topic areas, to ensure they can use a wide range of structures and vocabulary in an authentic manner. They should be able to write in a variety of tenses and should be aware of the particular requirements of strong verbs.

Most candidates were able to produce a reasonably competent piece of writing, but did not always meet the requirements of the task. The writing tasks required students to demonstrate an ability to persuade 14(a) or reflect 14(b) and not merely describe their own sporting experiences or new home. The text type was also specified and it had to be clear to the examiners that 14(a) was a speech or a diary entry 14(b) and not simply an essay. In Question 14(a) many candidates experienced difficulty in sustaining the use of 'ihr' to address their classmates. In Question 14(b) candidates needed to use a variety of structures to express their feelings.

In the better responses there was a variety of ideas and information, which were sequenced logically and developed in some depth.

Candidates are encouraged to use familiar structures and vocabulary in their writing, instead of relying heavily on unknown expressions.

Vocabulary, syntax and grammar should reflect the level of German required by the syllabus and care should be taken to avoid basic errors in spelling, verb agreement and word order. Particular attention should be paid to the perfect tense – auxiliary verbs and strong past participles.

Extension

Oral Examination

General Comments

A number of candidates demonstrated a sound ability to handle the spoken monologues in this section. They were well prepared on the issues raised by the questions and were able to express a relevant opinion, including interesting points which were easily followed and drew to a logical conclusion.

Some candidates, however, had difficulty presenting a coherent, well-structured argument. Their opinions sometimes lacked logic and merely consisted of a random selection of unlinked ideas. Many of the weaker candidates were unable to discuss the topic in general and could only talk about specific personal incidents.

The time indication of about two minutes was generally well adhered to. Candidates who exceeded the suggested time lost clarity of their argument and accuracy of their language.

This question is a discursive monologue and candidates are required to support their argument with ideas drawn from wide reading on the specified issues. Responses should be structured to include a suitable introduction and a logical conclusion. Candidates are reminded that reference to the literature is not necessary and should only be included to support the line of argument. It is inadvisable to use valuable time retelling part of one or more of the short stories in an attempt to support a point of view.

Candidates should read the questions carefully to ensure their response is relevant. Rote learning of prepared material is not advised and it is highly unlikely that candidates who rely on this will adequately address the question. Candidates who formulate their ideas as they speak, with the assistance of notes, may do so in reasonable time. Pauses for thought are certainly acceptable, as long as they do not disrupt communication. Judicious use of the notes as a memory prompt can be of great assistance and candidates are encouraged to be practised in this. It is important for candidates to remember, however, that they are not permitted to read their responses directly from their notes.

Section I – Response to Prescribed Text

Part A

Question 1

General Comments

The majority of candidates showed a thorough understanding of the short story *Masken* and were able to analyse the story in response to the questions asked. Candidates are reminded that a perceptive understanding of the text is required to place their answers in the top mark range. Candidates are encouraged to read the questions carefully to ensure that their responses address the questions asked and do not merely give a basic description of events or a simple retelling of the plot. A good response will show an analytical understanding of the literature and a sound knowledge of how the meaning is conveyed.

Where reference to the whole story is required, candidates must be mindful to move beyond the extract given. They should also take care to address the significance of statements or events to all characters involved, where this is required.

Question 1(b) required not only an understanding of the meaning of the word *Bombenstellung* but also comment on the use of this word. This could have included its impact on both the characters and the reader, eg that this word is not spoken but used in private thoughts to show that each character is in awe of the other, and how its placement at the end of the story emphasises that this is the key element, which will keep them apart and prevent their reconciliation.

Question 1(d) asked for comment on the interplay of all three elements (direct speech, characters' thoughts and accompanying actions) and their part in contributing to an understanding of the text. A number of candidates limited their comment to the direct speech and characters' thoughts only and therefore gave an incomplete response. The answer required an understanding of each of the three elements, with textual reference where relevant, and the effect their interplay has on the understanding of the story. Some candidates answered only in very general terms, giving a summary of the story and its impact on the reader.

Part B

General Comments

The majority of candidates demonstrated considerable linguistic competence in their responses. The better candidates exhibited excellent control of grammar, had an extensive vocabulary and used a wide range of structures. In their responses candidates were able to write for a specific context and to demonstrate an understanding of the prescribed text, while maintaining independence from the extract.

In answering this task candidates are advised to:

- read the question carefully and be aware of the rubric, which requires an understanding of the prescribed text
- familiarise themselves with the marking guidelines, which are available on the Board of Studies website
- respond within the parameters set by the story, keeping true to its theme and message
- show that they have a good understanding of the story and its characters.

Section II – Writing in German

General Comments

The majority of candidates responded well to this question. They showed competence in their handling of the language and also had a wide variety of vocabulary and expressions at their disposal.

Some candidates, however, had difficulty in interpreting the keywords of the questions, although these were also given in English. An alternative reason for this apparent misunderstanding could also be that some candidates were limited to a small range of practised topics, and therefore deliberately interpreted the questions to fit in with their prepared ideas. For example, in Question 3 a number of candidates wrote about being different because of their race or cultural background, rather than about the difficulties and challenges of being an individual. Candidates are reminded that their responses must be relevant to the given topic.

In their responses to the questions, candidates are expected to adopt a stance on the statement given and develop a clear, well-structured argument in support of their opinion. Their response may either totally support the given premise or disagree with it, or they may present a balanced response, which shows the pros and cons of both sides of the argument.

Regardless of the stance taken, it is important for candidates to begin with a clearly stated introduction which leads them to the body of the text, where they expand their ideas and present a consistent and convincing argument. The text should always end with a logical conclusion. The responses of weaker candidates often lacked structure, with arguments which were difficult to follow and which had no clear links to the question.

The indicated word length of 300 words is an important guide for candidates. Responses which were obviously short of the required length, were generally lacking in depth and breadth in their treatment of the points made.

Some candidates relied heavily on the material in the short stories to support their arguments. While the prescribed texts are a vehicle for exploring the prescribed issues, reference to the stories is not a requirement of this part. The more capable candidates were able to answer in greater depth, drawing on material derived from wider reading on the issues, which is a requirement of the syllabus.

Candidates are reminded to take great care with spelling, punctuation and handwriting, as carelessness in these areas can interfere with effective communication.

German Beginners

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Speaking Skills Examination			
1	4	Cities, Towns & Villages	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
2	5	Personal Details	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
3	6	Daily Life –	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	Living, Health, Natural Surroundings, Eating & Drinking, Personal Details	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	1	Personal Details	H3.1, H3.3
2	1	Health	H3.1, H3.3
3	1	Personal Details	H3.1, H3.3
4	1	Daily Life	H3.1, H3.3
5	1	Daily Life	H3.1, H3.3
6	1	Natural Surroundings	H3.1, H3.3
7	1	Daily Life	H3.1, H3.3
8	1	Living	H3.1, H3.3
9	1	Living	H3.1, H3.3
10	1	Health	H3.1, H3.3
11	2	Health	H3.1, H3.3
12	2	Daily Life	H3.1, H3.3
13	1	Living	H3.1, H3.3
14	2	Living	H3.1, H3.3
15	2	Natural Surroundings	H3.1, H3.3
16	2	Eating & Drinking	H3.1, H3.3
17	2	Eating & Drinking	H3.1, H3.3
18	3	Personal Details	H3.1, H3.2, H3.3
19	1	Eating & Drinking	H3.1, H3.3
20	3	Natural Surroundings	H3.1, H3.2, H3.3
Written Examination			
1(a)	1	Advertisement – Personal Identity	H3.1, H3.3
1(b)	1	Advertisement – Personal Identity	H3.1, H3.3
2(a)	1	Diary – Personal Identity	H3.1, H3.3
2(b)	1	Diary – Personal Identity	H3.1, H3.3
2(c)	1	Diary – Personal Identity	H3.1, H3.3
3(a)	1	Letter/Note – Health	H3.1, H3.3
3(b)	1	Letter/Note – Health	H3.1, H3.3
3(c)	1	Letter/Note – Health	H3.1, H3.3
4(a)	1	Advertisement – Living	H3.1, H3.3
4(b)	1	Advertisement – Living	H3.1, H3.3
5(a)	1	Advertisement – Eating & Drinking	H3.1, H3.3
5(b)	2	Advertisement – Eating & Drinking	H3.1, H3.3
5(c)	2	Advertisement – Eating & Drinking	H3.1, H3.3

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
6(a)	1	Daily Life – Article	H3.1, H3.3
6(b)	1	Daily Life – Article	H3.1, H3.3
6(c)	2	Daily Life – Article	H3.1, H3.3
6(d)	3	Daily Life – Article	H3.1, H3.2, H3.3
7(a)	1	Personal Details/Interview	H3.1, H3.3
7(b)	2	Personal Details/Interview	H3.1, H3.3
7(c)	2	Personal Details/Interview	H3.1, H3.3
7(d)	3	Personal Details/Interview	H3.1, H3.3
8(a)	2	Cities, Towns & Villages (Article)	H3.1, H3.3
8(b)	1	Cities, Towns & Villages (Article)	H3.1, H3.3
8(c)	2	Cities, Towns & Villages (Article)	H3.1, H3.3
8(d)	2	Cities, Towns & Villages (Article)	H3.1, H3.3
8(e)	3	Cities, Towns & Villages (Article)	H3.1, H3.3
9(a)	5	Health	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9(b)	5	Natural Surroundings	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9(c)	5	Living	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9(d)	5	Daily Life	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9(e)	5	Daily Life	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
10(a)	10	Personal Details	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
10(b)	10	Cities, Towns & Villages	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

2001 HSC German Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the reason she cannot go sailing	1

Question 2

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the reason for Anna's concern	1

Question 3

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies reason for announcement	1

Question 4*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• VEITSCH	1

Question 5*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies both ingredients that need to be bought	1

Question 6*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 7*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies reason for needing a new desk	1

Question 8*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reason for the advice	1

Question 9*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the article and the occasion	1

Question 10*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies details of the special offer	1

Question 11*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies who is in hospital • Explains both reasons for his taking the books	2
• Identifies who is in hospital • Explains one reason	1

Question 12*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies both reasons for her happiness	2
• Identifies one reason	1

Question 13*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 14*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies both reasons	2
• Identifies one reason	1

Question 15*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies reason (panda) with detail OR • Identifies panda and picnic	2
• Identifies one reason without detail	1

Question 16*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Explains the sentimental value of the decorations • Identifies that decorations are edible	2
• Provides either response	1

Question 17*Outcomes assessed: H3.1 H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies both types of potential buyers	2
• Identifies one type of potential buyer	1

Question 18*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of Franziska's reasons for going on the radio program• Provides relevant detailed references	3
<ul style="list-style-type: none">• Demonstrates some understanding of Franziska's reasons• Provides some relevant detailed references	2
<ul style="list-style-type: none">• Identifies one relevant aspect	1

Question 19*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

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

Question 20 (3 marks)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of why Dieter and Julia are not well suited• Identifies different attitudes to money, interests and holiday destinations• Provides relevant details	3
<ul style="list-style-type: none">• Demonstrates some understanding of why Dieter and Julia are not well suited• Provides some relevant details	2
<ul style="list-style-type: none">• Identifies one relevant aspect	1

2001 HSC German Beginners Marking Guidelines — Speaking Skills

Section I — Guided Conversation (15 marks)

Question 1 (4 marks)

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"> • Uses German appropriately to convey the meaning of the cues • Demonstrates some control of complex German structures 	4
<ul style="list-style-type: none"> • Uses German satisfactorily to convey the meaning of the cues • Demonstrates an appropriate range of language and structures 	3
<ul style="list-style-type: none"> • Uses German adequately to convey the meaning 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 (5 marks)*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">• Uses German accurately to convey the meaning of the cues• Demonstrates control of complex German structures (within the context of the Beginners course)	5
<ul style="list-style-type: none">• Uses German appropriately to convey the meaning of the cues• Demonstrates some control of complex German structures	4
<ul style="list-style-type: none">• Uses German satisfactorily to convey the meaning of the cues• Demonstrates an appropriate range of language and structures	3
<ul style="list-style-type: none">• Uses basic German to convey the meaning 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 (6 marks)*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">• Uses German accurately to convey the meaning of the cues• Demonstrates control of complex German structures (within the context of the Beginners course)	5 – 6
<ul style="list-style-type: none">• Uses German appropriately to convey the meaning of the cues• Demonstrates some control of complex German structures	4
<ul style="list-style-type: none">• Uses German satisfactorily to convey the meaning of the cues• Demonstrates an appropriate range of language and structures	3
<ul style="list-style-type: none">• Uses basic German to convey the meaning 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

Section II — Situations (5 marks)

Question 4 (5 marks)

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

2001 HSC German Beginners Marking Guidelines — Written Examination

Section I — Reading Skills Part A

Question 1 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 1 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 2 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 2 (c)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• (D)	1

Question 4 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 4 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Section I — Reading Skills

Part B

Question 5 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies potential customers	1

Question 5 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

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

Question 5 (c)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the recommendation • Provides one reason	2
• Identifies the recommendation OR • Provides one reason	1

Question 6 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies reason Günther feels lucky	1

Question 6 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides relevant information from the text	1

Question 6 (c)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the problems Günther faces with other parents and with his own approach to coaching his son	2
• Identifies one problem Günther faces, either in relation to other parents or his own approach to coaching his son	1

Question 6 (d)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the demanding nature of the life of a professional soccer player	3
• Provides and explains relevant references to the text	
• Demonstrates an understanding of the demanding nature of the lifestyle by providing at least two relevant references to the text	2
• Identifies one relevant aspect	1

Question 7 (a)
Outcomes assessed: H3.1, H3.3
MARKING GUIDELINES

Criteria	Marks
• Identifies time	1

Question 7 (b)
Outcomes assessed: H3.1, H3.3
MARKING GUIDELINES

Criteria	Marks
• Identifies three reasons	2
• Identifies two reasons	1

Question 7 (c)
Outcomes assessed: H3.1, H3.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies that Karim has a friend (and no longer feels alone) • Provides two details of what Karim and his friend do together 	2
<ul style="list-style-type: none"> • Identifies that Karim has a friend OR <ul style="list-style-type: none"> • Identifies that Karim no longer feels alone OR <ul style="list-style-type: none"> • Provides one detail of what Karim and his friend do together 	1

Question 7 (d)
Outcomes assessed: H3.1, H3.2, H3.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies the differences between the parents' aspirations for their son and Karim's future plans • Supports answer with relevant detailed references to the text 	3
<ul style="list-style-type: none"> • Identifies the differences between Karim's and his parents' aspirations • Supports answer with some detailed reference to the text 	2
<ul style="list-style-type: none"> • Identifies one relevant aspect 	1

Question 8 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies significance of summer nights	1

Question 8 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Describes the scene in detail	2
• Provides details of one aspect	1

Question 8 (c)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies both roles of the café	2
• Identifies one role of the café	1

Question 8 (d)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Describes in detail what attracts people to the harbour district	2
• Provides limited description	1

Question 8 (e)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the way in which the residents' outgoing nature is portrayed• Supports answer with relevant detailed references to the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of the portrayal of the residents' outgoing nature• Provides some relevant detailed references	2
<ul style="list-style-type: none">• Identifies one relevant aspect	1

Section II — Writing Skills

Question 9

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 10

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 • 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

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Oral Examination			
	20	Conversation –student’s personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Section I: Listening and Responding			
1	1	Personal Identity/Dialogue	H3.1
2(a)	1	Personal Identity/News Item	H3.1
2(b)	2	Personal Identity/News Item	H3.1
3(a)	2	Tourism/Advertisement	H3.1
3(b)	1	Tourism/Advertisement	H3.1
4	1	Tourism	H3.1
5	2	Leisure & Lifestyle/Dialogue	H3.1
6(a)	2	Education & Aspirations/Dialogue	H3.1
6(b)	2	Personal Identity	H3.1
7(a)	1	Personal Identity/Interview	H3.1
7(b)	3	Art & Entertainment/Interview/Dialogue	H3.1, 3.2
8	3	Education & Aspiration/News Item	H3.2
9	4	Personal Identity/Education/Dialogue	H3.1, H3.2
Section II: Reading and Responding			
10(a)	1	Leisure & Lifestyles	H3.1
10(b)	2	Leisure & Lifestyles	H3.1
10(c)	2	Leisure & Lifestyles	H3.1
10(d)	2	Leisure & Lifestyles	H3.1, H3.2
10(e)	3	Leisure & Lifestyles	H3.1
11(a)	1	Youth Issues	H3.1
11(b)	2	Youth Issues	H3.1
11(c)	2	Youth Issues	H3.1
11(d)	3	Youth Issues	H3.1, H3.2
11(e)	3	Youth Issues	H3.1, H3.2
11(f)	4	Youth Issues	H3.1, H3.2
12	15	World of Work/Letter	H1.2, H1.3, H1.4, H3.1, H3.2
Section III: Writing in German			
13(a)	6	Tourism & Hospitality/Postcard	H2.1, H2.2, H2.3
13(b)	6	Education & Aspiration/E-mail	H2.1, H2.2, H2.3
14(a)	9	Leisure & Lifestyle/Speech	H2.1, H2.2, H2.3
14(b)	9	Personal Identity/Diary	H2.1, H2.2, H2.3

2001 HSC German Continuers Marking Guidelines — Oral Examination

Conversation (20 marks)

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

MARKING GUIDELINES

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

2001 HSC German Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies correct date	1

Question 2 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Explains the popularity of Bishop Valentine	2
• Identifies ONE relevant reason for his popularity	1

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

Criteria	Marks
• Identifies both of the services referred to	2
• Either of the services with qualifying information OR	1
• both services without all relevant detail	

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

Criteria	Marks
• Identifies correct phone number	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Correctly identifies one piece of relevant information in both boxes	2
• Correctly identifies one piece of relevant information in one box	1

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

Criteria	Marks
<ul style="list-style-type: none">Indicates that Martin's results have improvedProvides relevant supporting information	2
<ul style="list-style-type: none">Indicates that Martin's results have improved	1

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

Criteria	Marks
<ul style="list-style-type: none">Fully explains the home situation	2
<ul style="list-style-type: none">Identifies one relevant aspect of the home situation	1

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

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE relevant reason for the interview	1

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

Criteria	Marks
<ul style="list-style-type: none">Identifies the TWO main reasons for her absence (research, being abroad) with some relevant detail	3
<ul style="list-style-type: none">Identifies the two main reasons	2
OR	
<ul style="list-style-type: none">Identifies ONE reason and provides relevant detail	
<ul style="list-style-type: none">Identifies ONE relevant aspect of the answer	1

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

Criteria	Marks
<ul style="list-style-type: none">• Explains a need for balance• Identifies the three elements necessary to give children a good start (computer skills, experience in their real world, contact with other children, adults, opportunities for creativity)	3
<ul style="list-style-type: none">• Indicates in some way the need for balance• Identifies at least one of the elements necessary to give children a good start	2
<ul style="list-style-type: none">• Provides one relevant example of what parents can do	1

Question 9*Outcomes assessed: H3.1 and H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies the recent event• Describes the effects on the father• Describes the effects on Markus and the whole family	4
<ul style="list-style-type: none">• Identifies the recent event• Describes some of the effects on the father• Describes the effects on either Markus or the whole family	2-3
<ul style="list-style-type: none">• Describes at least one relevant impact on Markus' family life	1

Section II — Reading and Responding

Part A

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies reasons	2
• Identifies ONE reason	1

Question 10 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies both reasons	2
• Identifies ONE reason	1

Question 10 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO reasons	2
• Identifies ONE reason	1

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

Criteria	Marks
• Identifies all relevant responses	3
• Identifies TWO relevant responses	2
• Identifies ONE relevant response	1

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

Criteria	Marks
• Identifies that her outfits were unco-ordinated OR provides the example	1

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

Criteria	Marks
• Explains the reasons for the lack of concern	2
• Identifies one relevant reason	1

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

Criteria	Marks
• Explains fully the nature of the development and how this differed from parents' expectations	2
• Identifies ONE relevant aspect of the development OR the parents' expectations	1

Question 11 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Details the parents' reactions giving at least three examples from the text	3
• Identifies some aspects of the parents' reactions	2
• Identifies one relevant reaction	1

Question 11 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Details the evidence, providing at least FOUR examples from the text	3
• Provides some supporting evidence	2
• Identifies at least ONE piece of evidence	1

Question 11 (f)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the issue/s and the relationship between the daughter and her parents. • Refers specifically to the text (including the legal aspects of the situation)	4
• Demonstrates some understanding of the issues and the relationship between the daughter and her parents • Refers specifically to the text	2-3
• Describes a feasible resolution of the situation	1

Section II — Reading and Responding

Part B

Question 12 (15 marks)

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 13 (6 marks)

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 14 (9 marks)

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

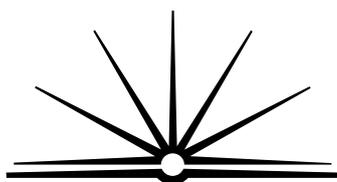
MARKING GUIDELINES

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

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Oral Examination			
	10	Generation Gap	H1.1, H1.2
	10	Peer Group Pressure	H1.1, H1.2
	10	Acceptance of others	H1.1, H1.2
Section I: Written Examination			
Part A			
1(a)	3	<i>Masken</i>	H2.1, H2.2, H2.3
1(b)	3	<i>Masken</i>	H2.1, H2.2, H2.3
1(c)	4	<i>Masken</i>	H2.1, H2.2, H2.3
1(d)	5	<i>Masken</i>	H2.1, H2.2, H2.3
Part B			
2	10	Diary Entry – Role of Character	H2.1
Section II: Writing in German			
3	15	Being Different – Speech	H1.1, H1.2
4	15	Social Pressures – Article	H1.1, H1.2



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

2001 HSC German Extension Marking Guidelines — Oral Examination

Monologue (10 marks)

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

2001 HSC German Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a) (3 marks)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the links between the description of the encounter and the life experiences of both characters	3
• Links the description of the encounter to the life experiences of both characters	2
• Links the encounter to one aspect of the life experience of either character	1

Question 1 (b) (3 marks)

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

MARKING GUIDELINES

Criteria	Marks
• Identifies and explains the significance of the term <i>Bombenstellung</i>	3
• Analyses the effect of its recurrence and its placement in the text	
• Identifies the significance of the term <i>Bombenstellung</i>	2
• Refers to the effect of its recurrence or placement	
• Identifies one relevant aspect of its significance	1

Question 1 (c) (4 marks)

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

Criteria	Marks
<ul style="list-style-type: none"> • Clearly identifies the significance of the statement in the context in which it is made • Relates the statement perceptively to both Renate's situation and that of other women • Supports the response with relevant detailed references to the text 	4
<ul style="list-style-type: none"> • Identifies the significance of the statement in context • Links the statement to both Renate's situation and to that of other women • Supports the response with some relevant references to the text 	3
<ul style="list-style-type: none"> • Relates the statement to an understanding of Renate's situation and to that of other women • Provides some supporting evidence 	2
<ul style="list-style-type: none"> • Relates the statement to an understanding of either Renate's situation or to that of other women 	1

Question 1 (d) (5 marks)

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

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the interplay of the three elements • Analyses how meaning is created through the interplay • Supports an argument with relevant textual evidence 	5
<ul style="list-style-type: none"> • Demonstrates an understanding of the interplay of the three elements • Explains the effects of the interplay on meaning • Supports response with textual evidence 	3 – 4
<ul style="list-style-type: none"> • Cites examples with some explanation of their effects 	1 – 2

Section I (continued)
Part B**Question 2** (10 marks)*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

Question 3 and Question 4 (15 marks each)

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