

**2003 HSC Notes from  
the Marking Centre  
German**

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# NOTES FROM THE MARKING CENTRE GERMAN

## Beginners

### Speaking Skills Examination

#### General Comments

The majority of candidates were well prepared for this section of the examination and most attempted to answer every question. The more able candidates were able to expand their answers, with two or three additional ideas usually being adequate to respond effectively to the cues.

Some candidates had difficulty with specific items of vocabulary such as *Kleider* and *Hausaufgaben* and, although most understood the meaning of *wenn* clauses, relatively few were able to use these constructions correctly in their responses. Modal verbs and the past tense also proved challenging for many candidates.

#### Specific Comments

##### Question 1

Many candidates were able to give appropriate responses, although a large number mispronounced *ich trage* and many gave vague responses to *Beschreibe dein Lieblingskleidungsst\_ck*, describing instead clothing in general.

##### Question 2

The more capable candidates showed a sound knowledge of the past tense and were able to elaborate well in their response to each cue line. Some were unfamiliar with the word *Getr\_nke*, and spoke instead of *Trinks* or *Trinke*. Many did not know how to use the preposition *bei* when talking about where the party took place. The interrogative adverbs *wie* and *wo* also caused difficulty.

##### Question 3

Many candidates responded well to this question, although relatively few recognised the significance of the *zu* in *zu viele Hausaufgaben*. Most made a good attempt at elaborating, particularly in their response to the last cue line. *Hausaufgaben* was confused with *Hausarbeit* by a number of candidates.

## Question 4

The most able candidates responded well to all situations and were able to correctly use the *du* and *Sie* forms. Weaker candidates tended to switch between the two. Although *Friseur* was unfamiliar to a number of candidates, most were still able to ask for an appointment. In the third item many candidates referred to *eine Kopfschmerzen* and very few recognised the plural *Freunden* in the fourth item.

### Advice to Candidates

Candidates should prepare themselves for a wide variety of topics and elaborate where appropriate to show the examiners what they know. Candidates should ensure they are familiar with a range of common verbs and practise using them in both the present and past tenses. They should also have a good understanding of common question words such as *wie*, *wo*, *wer*, *wann* and *warum* and know exactly what has been asked when preparing their responses.

Candidates are advised to keep the examination paper in front of them and refer to it during the examination to ensure they are responding correctly to the question asked. They should aim for accuracy with the genders of nouns, particularly when these are already provided on the paper eg *die Party* (not *das*).

Candidates are encouraged to attempt a response, even when unsure of the meaning of the question. This will not detract from the impression given in other areas of the Speaking paper and gives the opportunity to provide at least some relevant information. Leaving a question unanswered is inadvisable.

## Listening Skills Examination

Candidates coped well with this examination and the better candidates were able to give perceptive responses. Some basic items of vocabulary such as *Badezimmer*, *Fenster*, and *Jugendherberge* caused unexpected difficulties. Question 6, which required the accurate spelling of an e-mail address, caused a problem for many. Candidates are advised to take care when reading the question to ensure this is clearly understood. It is important to avoid wasting time by translating large amounts of irrelevant material. Candidates often need to be able to identify the gist of an item. In Question 16 the better candidates understood that this concerned road safety for children, the need for parents to take their children by the hand when crossing the road and to take them to a park to play if they had no garden. Question 20 allowed for a number of ways in which Mr Müller had been able to help Heike, and the better candidates were able to show a good understanding of this item.

### Advice to Candidates

Candidates should:

- read the multiple choice items carefully before listening to the passage
- listen carefully to the second reading of the multiple choice items, even if an early choice has been made. Careful attention to detail can alter a selected answer

- identify the ‘question word’ in each question eg how, why, who, what
- support a main statement with relevant details where questions are worth several marks
- practise transcribing the alphabet and numbers
- be familiar with vocabulary for rooms and furniture eg *Badezimmer, Schrank, Fenster*
- be careful not to confuse *Küche, Kirche, Kuchen* and *Küchen*
- practise as much as possible. Past examinations are a good source of listening material.

## Written Examination

### General Comments

Many candidates were well-prepared for this year’s examination and a number were able to present answers of a high quality in a clear, comprehensive manner.

### Section I – Reading Skills

The better candidates addressed each question carefully, focusing on the information required. It is important that candidates do not rely on a simple translation of an excerpt of the passage, as this may be inadequate. In Question 11(c) some candidates simply listed what Robert did, without any reference to his character. In Question 12(c) answers sometimes focused only on the man’s business success without considering how his life had been successful. Vocabulary causing difficulties included *Gep\_ ck, einsteigen, Versicherung, Einbrecher, Anz\_ ge, R\_ cke, aufh\_ ren, zumachen, U-Bahn* (not ‘etram’) *gegen\_ ber, Dom* (not ‘edome’) *teilen, Dunkelheit, Stein, and polieren*. Candidates should also pay attention to pronouns eg *sie meinten* (‘they’, not ‘she’).

### Advice to Candidates

Candidates should ensure they:

- answer the question instead of directly translating a section of the passage
- pay attention to the mark value of each question and include all details where relevant
- support answers with specific reference to the text, especially when questions require depth of understanding
- re-read answers to ensure they make sense in English. Translating word for word from German into English can lead to clumsy expression which may not be correct (eg *Abendkleider* are not ‘nightdresses’)
- read widely for practice.

### Section II – Writing Skills

Many candidates wrote well-considered responses and were able to show their knowledge of a wide range of vocabulary and structures. Fewer candidates chose Question 13 (cue lines) this year, possibly because they were uncertain of some of the vocabulary such as *Nachricht, gef\_ hrlich* and *aufpassen*. Some candidates encountered difficulties in using the past tense in Question 14(a).

## Advice to Candidates

- Only attempt a cue line if you understand it. If you cannot clearly identify two cue lines, you would be well advised to write one of the letters.
- Your response should flow coherently. Use words which link sentences and avoid changing abruptly from idea to idea.
- Practise the use of the perfect tense. Not only do cue lines and letters often require this, but it also allows demonstration of a more difficult structure.
- Try not to be repetitive. Employ a variety of vocabulary and language structures wherever possible.
- Try different dialogue openings. It is not necessary to start a dialogue with simple, typical pleasantries such as *Wie geht's?* or *Danke, gut*. You can start the dialogue at any stage in the conversation.
- If you begin the dialogue with *du*, be sure to maintain this level of speech instead of switching to *Sie*.
- Do not be tempted to write an overly long response. A well-written fifty word response to the cue lines, for example, is adequate to gain full marks.
- Learn how to begin and conclude a letter correctly.
- Avoid lifting slabs of German text from the reading passages, as this is obvious and usually leads to irrelevancies and inconsistency in language.

## Continuers

### Oral Examination

#### General Comments

The examination was well-handled by the majority of candidates, who were well prepared and able to demonstrate an impressive standard of spoken German.

#### Specific Comments

While candidates often show a good understanding of a range of vocabulary, areas of weakness include the correct use of the perfect tense, the third person, subordinate clauses and word order. Weaker candidates are often inclined to rote-learn material without being able to adapt it to the question asked. Candidates are reminded that the interview questions are not predictable or pre-set and those seeking a mark in the top ranges need to be flexible and able to adapt learned material effectively.

It is also important that candidates do not feel the need to rush their responses, thereby completely sacrificing accuracy. Reference to the standards packages of 2001 and 2002 will assist with this.

The better candidates took advantage of the opportunity to show the depth, breadth and sophistication of their spoken German. It should be noted, however, that candidates who try to



dominate the interview with over-long responses, which go beyond the parameters of the question, are unlikely to make a good impression.

### **Advice to Candidates**

In preparing for the examination, candidates should practise expanding their responses within the limits of the question, rather than continually answering with one or two words. Limited life experience, the absence of hobbies or interests, a town where nothing much happens etc should not prevent the candidate from offering a well-developed response.

Candidates should be able to answer questions from a wide range of topics associated with their own personal world, but should also practise answering in the third person  
eg *Haben deine Freunde Teilzeitjobs? Wo arbeiten sie?*

In summary, candidates should:

- provide well-developed responses to all questions, rather than giving *Ja / Nein* responses
- display a variety and sophistication of vocabulary and grammatical structures
- be proficient in their adaptation and manipulation of learned material
- be well-practised in the use of perfect tense, future tense, subordinate clauses, modal verbs and infinitive constructions.

## **Written Examination**

### **Section I – Listening and Responding**

**Questions 1 \_ 7** (25 marks)

#### **General Comments**

This section of the paper was generally well-handled by the majority of candidates, who showed a good understanding of a range of vocabulary and were able to evaluate information, drawing relevant conclusions from the information given.

#### **Specific Comments**

Question 4(a) posed difficulty for a number of candidates, who did not consider the multiple choice options carefully and misunderstood the phrase *der siebziger Jahre*.

In Question 6(b) some candidates provided isolated details about the speakers but failed to focus on the similarities of their experiences.

In Question 7(a) a number of candidates overlooked important details *\_ einer der j \_ngsten \_* and also overlooked the importance of the time taken.

Question 7(b) required more than a simple recount of the narrative. Candidates who answered well were able to focus on a number of emotions involved. These included relief, pride, loneliness, fear, elation, enthusiasm, sense of oneness with nature and a sense of achievement – all leading to increased self-awareness.

### **Advice to Candidates**

Candidates are advised to:

- read the question carefully and identify its main focus – eg why? how? etc
- avoid the temptation of assuming that 2 marks = 2 facts. Supporting detail is often required to demonstrate a comprehensive global understanding of an item
- include all relevant detail.
- include all necessary information from the candidate's notes. Anything you wish to be marked should be written on the lines or circled and arrowed to the examination paper
- be aware of words that sound similar to others but have an entirely different meaning with/without an umlaut.

eg *Gewalt* – *gew* – *hlt*  
*Gesch* – *ft* – *geschafft*

## **Section II – Reading and Responding**

### **Part A – Questions 8 and 9 (25 marks)**

#### **General Comments**

These questions were well handled by the majority of candidates, who showed a good understanding of the vocabulary and language structures and responded clearly to the questions asked.

Candidates are reminded to answer all questions fully and take into consideration the mark value allocated to each question. This should provide a guide to the depth of response required (eg a question worth 3 marks will often require more than a superficial response).

#### **Question 8**

#### **Specific Comments**

Candidates should also ensure they have answered all questions. A number of very capable candidates overlooked the first question, which was multiple choice. If candidates leave a question with the intention of returning to it later they must be careful not to forget to do so. It was also noted that the multiple choice question was incorrectly answered by many capable candidates. This could have been because they answered in haste and did not take the necessary care. If a multiple choice question proves challenging, a process of elimination can often result in the correct response. Candidates should be aware that multiple choice questions can target the full range of performance from Band 2/3 to Band 5/6.

In preparing their responses, candidates should include all relevant information to ensure they have adequately answered the question. In Question (c) the course had been designed specifically for migrants who had already been in Germany for a number of years without having learned the language. It was not simply a course for migrants.

Question (e) required a comment on the techniques used to promote the course. A wide variety of responses was possible as long as they reflected a good understanding of the text: for example, the fact that a real life success story is being related, or reference to the beginning of the second paragraph *das alles ndert sich* which compels the audience to read on. Weaker candidates often simply supplied a list of techniques without explaining why they had been used. If candidates use linguistic terms they should be sure of their meaning – for example a question mark in the text does not automatically make it a rhetorical question.

## Question 9

### Specific Comments

This passage was also accessible to the majority of candidates; they demonstrated a sound understanding of the material covered. Question (e) proved the greatest challenge for a number of candidates, who resorted to re-stating or paraphrasing the question, instead of justifying their response. Candidates are reminded that questions which require analysis, interpretation or evaluation need more than a straight translation of a portion of the text.

The interviewer challenges Bachmann in a number of ways and the better candidates were able to cover a range of ideas (often including language techniques) in answer to this question. These included the repetition of *Glauben Sie denn wirklich, dass* his continually provocative style of questioning – keeping the interview tense, the way he doubts Bachmann's ability to succeed, his exaggerated response to some of Bachmann's ideas, his relatively abrupt termination of the interview and his wish of good luck, which could be seen as patronising or sarcastic, etc. There were numerous possible answers to this question and candidates with a clear understanding of the text were able to gain full marks in a variety of ways. Candidates who answered in vague or general terms, eg saying that the interviewer asked Bachmann personal or direct questions, or that he made comments rather than asking questions, did not adequately answer this question.

## Part B – Question 10 (15 marks)

### General Comments

In this question candidates were required to write an informal letter to a friend in Germany, commenting on the issues raised in a newspaper article on *Schoolies* week in Australia. The better candidates were able to write a personalised response, fulfilling all the criteria in their depth of treatment, organisation and use of authentic language. They showed a clear understanding of the text and were able to comment on the issues raised. These candidates had an appropriate range of vocabulary and language structures at their disposal and were able to achieve a sound degree of accuracy. Their responses remained relevant to the task and did not rely heavily on paraphrasing of the printed text.

## **Specific Comments**

Candidates are reminded that this is a Reading and Responding task and that a sound understanding of the printed text is essential in preparing a comprehensive answer. Those candidates who skim-read the text, relying heavily on their understanding of the title, often mistakenly thought it was an item about school Formals. This had a significant effect on the relevance of their response. While it was not essential to address all the issues to an equal degree, good responses addressed most of the points raised in the article. Many candidates personalised their responses, referring to the impact these issues had on their own plans for the end of the year.

Some candidates overlooked the fact that this was a personal letter to a friend and quickly found themselves out of their depth, attempting to write a formalised commentary on the article. This was not required by the question.

## **Advice to Candidates**

Candidates are encouraged to practise the range of text types given in the syllabus. They should be prepared to take adequate time to read the printed text carefully and to note down the questions raised. This will ensure their responses are appropriate and relevant. A careful consideration of the writing task required is also important. In the 2003 paper, those candidates who correctly addressed the issues through a personalised response were not tempted to write a formal piece (which was beyond the requirements of the syllabus).

Candidates who have regularly practised grammatical structures and are familiar with a range of vocabulary and language structures will be able to create an original and interesting response, without being tempted to paraphrase from the text or to use large amounts of pre-learned material. Candidates are advised to review their work, checking for accuracy, particularly with verb agreements, spelling and word order. If a dictionary is used, it is often advisable to double-check by referring to both sections to ensure the correct word has been selected.

## **Section III – Writing in German**

### **Part A \_ Question 11 (6 marks)**

#### **General Comments**

This section of the examination was well handled by the majority of candidates, with a fairly equal distribution between those opting to attempt (a) and (b). Those answering (b) needed to have a good command of the past tense in order to report effectively on an event, which had already taken place. The better candidates were able to manipulate the language in a creative and appropriate way, giving a confident and original response to the question chosen. They were able to display a depth of ideas and a range of vocabulary which adequately reflected the level of expertise they had reached.

## Specific Comments

Question (a) required candidates to write a personal profile, describing their hobbies and interests, as part of an application for a holiday job. The most effective responses addressed both aspects of this question, providing a description of the hobbies and interests within the context of a holiday job application. Candidates who saw this question as an opportunity to write a pre-learned general job application invariably missed the point. Their responses usually contained large amounts of irrelevant material, which did not directly address the question and detracted from the effectiveness of the response. Other candidates who focused entirely on their skills and interests usually produced a simplistic response which ignored the context and did not adequately answer the question.

Question (b) provided little room for misinterpretation and the majority of candidates who chose this option gave a relevant response.

## Advice to Candidates

Candidates are advised to read the question carefully before considering their response. They should take time to identify the key issues and ensure they have correctly understood the intent of the question. This will ensure their response is relevant. Candidates who have a good base of vocabulary and have practised grammatical structures on a regular basis will be able to use the language effectively to create an interesting and appropriate response.

Candidates are reminded that rote-learned material rarely fits neatly into a response and will only be effective if it is adequately adapted to the needs of the question. Lengthy, irrelevant introductions and conclusions, which have been pre-learned, usually detract from the overall impression, adding nothing to the response. Such sections should not be included by candidates in the total word count, as they do not address the points raised in the question.

Practice on a wide range of topics, using a variety of text types, will ensure candidates can create an interesting and flexible response. Candidates aiming for the higher bands are encouraged to attempt more complex language structures (eg *um .....zu* ; *dass / weil / wenn* clauses etc) and provide more than a safe but ultimately simplistic response. Effective use of a dictionary will only assist if this skill has been practised throughout the course.

## Part B \_ Question 12 (9 marks)

### General Comments

This question required candidates to write on a choice of one of two topics. Question (b) was the more popular of the two, with approximately 75% of candidates choosing this option. Question (a) was well handled by the candidates who chose to do it, although a number misinterpreted the question and wrote about their own personal achievement rather than one celebrated by the whole school. Candidates are reminded to read the question carefully to ensure their answer is relevant. It is highly inadvisable for a candidate to change a question to suit his/her own preference in the

hope that this might be acceptable. It is immediately obvious to examiners when a response bears little relevance to the question.

### **Specific Comments**

Question (a) was generally well handled and candidates showed a wide range of vocabulary and language structures in their responses. Some confusion was evident, however, with the use of the *du / ihr* and *Sie* forms of address and their associated forms. Some candidates gave a descriptive rather than a persuasive response, detailing their reasons for wanting to go to Paris without any attempt to persuade their parents to give permission.

Question (b) required reflection on the celebration of a significant school achievement. This could encompass a range of events including success in sport, a centenary or jubilee, good HSC results, a successful charity fund-raiser etc. The better candidates were able to provide a reflection, including their thoughts, feelings, opinions and conclusions, rather than a straightforward description of the achievement.

### **Advice to Candidates**

Candidates should be aware that there is a distinction between Writing A (which is descriptive) and Writing B (which is reflective, evaluative or persuasive). Even if the Writing B question lends itself to a descriptive answer, this alone would not be enough to gain marks in the higher ranges. Candidates who are well-practised in the Writing B skill and have tried a variety of approaches, will have no problem in formulating their responses during the examination. The art of persuasion is very personal and can come in a variety of forms \_ it can be subtle or forthright, demanding or apologetic, amusing or desperate \_ and this was reflected in the interesting and creative responses to this year's question. Reflecting and evaluating also require more than straightforward description and candidates should ensure they practise both skills throughout the course.

Responses in the higher mark ranges also reflect a sound grasp of grammatical structures and appropriate use of a range of vocabulary. Creativity can only be successful when supported by well written language, and candidates are well advised to practise this, paying special attention to accuracy, including spelling.

## **Extension**

### **Oral Examination**

#### **General Comments**

The majority of candidates were well-prepared and approached the examination with confidence. They gave competent, fluent responses and had mastered the use of sophisticated structures with a fair degree of accuracy. It was encouraging to note the number of candidates who had a good grasp of relevant vocabulary and had practised developing this skill. Candidates who had read

widely were able to give considered and well-balanced responses, presenting their ideas clearly without resorting to lengthy anecdotal recounts or examples.

The better candidates were able to speak concisely within the prescribed time (ie for approximately two minutes) and provided an introduction, about three main ideas well developed and a relevant conclusion. Responses which were too long tended to ramble on, often with irrelevant details. This detracted from the overall impression, due to lack of appropriate structure.

### **Specific Comments**

In Question 1 candidates sometimes overlooked or misinterpreted *bereichert*. There was also the tendency to pad this question out with irrelevancies. In some cases the question was misinterpreted, with candidates discussing how Australia has benefited immigrants instead of the reverse. Weaker candidates resorted to discussing the general problems associated with immigration instead of answering the question asked.

### **Advice to Candidates**

Relevance to the question is of key importance and candidates are well advised to read the question carefully to ensure they have understood its intention and can give an appropriate response.

Although each question is marked separately, candidates should ensure they do not cover the same material in both responses. They should keep this in mind when selecting the questions, choosing the two which enable them to demonstrate different ideas and arguments.

As stated in previous Notes from the Marking Centre, candidates should use the boxes provided for key word notes according to the directions given. The size of the box defines the amount which can be written and does not invite candidates to write over the remainder of the page: nor are candidates permitted to read directly from a written speech. Although the boxes allow for key words (not complete sentences), the space can be used very effectively and efficiently. Possible ways for using the space provided include:

- key words or phrases, numbered according to the line of the argument
- two columns for opposing ideas
- mind maps
- different coloured pens to highlight different stages of the argument

While all responses are considered in their entirety, candidates are reminded that a response of two minutes is adequate to fulfil all the requirements of the examination. It is not necessary to speak for longer and this can often detract from the quality of the response.

## Written Examination

### Section I – Response to Prescribed Text

#### Part A \_ Question 1

##### General Comments

This question was compulsory and was based on the short story *Spaghetti für zwei*. It was well handled by the majority of candidates, who demonstrated an in-depth understanding of the story and were able to articulate clearly their thoughts in response to each question.

##### Specific Comments

Before beginning their answers candidates are advised to read the questions carefully.

Question (a) required a description of Heinz's character at the beginning of the story, that is, in the opening paragraphs of *Spaghetti für zwei* when we are introduced to Heinz and gain our first impressions. A description of Heinz from the quoted extract did not address this question.

The question could have been answered in a number of ways and many candidates highlighted the fact that Heinz was very conscious of his image but was not actually as self-confident as he would like to be. He liked the blonde girl in the other class but was bothered by the fact that he had bad skin. He was waiting to get his new bike so he could impress the girls. The question did not require a simple physical description of Heinz. Candidates who thought Heinz did not care about school also missed the point. It is important that candidates carefully consider their responses and do not make hasty generalisations, which often reveal a misunderstanding of the text.

In Question (b) candidates needed to comment on the dilemma Heinz faced. This was a straightforward question but required more than a simple translation of the given quote. The better candidates focused on the aspects of the 'dilemma' and clearly described what Heinz would like to do and why, contrasted with the reasons which held him back.

Question (c) asked for a comment on the ways in which Marcel's subsequent behaviour challenged Heinz's preconceived ideas. The whole story turns on Heinz's assumptions (based on race and skin colour) and the majority of candidates were able to clearly elucidate the contrast between these ideas and Marcel's behaviour, many even drawing well expressed conclusions. Weaker candidates did not address the question, focusing only on Heinz's behaviour within the extract with no reference to his pre-conceived ideas.

An interpretation of the characters' body language in the excerpt was required in Question (d). Some candidates did not read this question carefully and answered from their general knowledge of the whole story. Those who answered well were able to comment on more than one example of Heinz's body language (several were provided in the extract) and what this revealed about him, compared with the calm control exhibited by the inscrutable character of Marcel.



Question (e) was very broad and asked for a comment on the style used by the author and its contribution to the effectiveness of the story.

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Responses to this question were very varied and examiners were presented with a wide range of interesting comments, which showed a very perceptive understanding of the style used from a variety of angles. The best candidates were able to clearly identify some of the devices used in this story and showed how the author used them to make an impact on the audience. Weaker candidates often resorted to a pre-learned list of short story features, which were generic and not clearly linked to *Spaghetti f\_r zwei*, or simply re-told large sections of the story.

### Advice to Candidates

Candidates are reminded to:

- read the question carefully to ensure they address exactly what has been asked, using the wording as a guide. A question which, for example, asks for comment on ÄHeinzÄs preconceived ideasÄf indicates that more than just one idea should be considered
- be aware that questions usually refer to the whole story unless otherwise stated
- avoid wasting time by providing unnecessary quotes unless clearly required by the question, eg in Question 1 it was unnecessary to answer that: ÄHeinz is nearly 14 (*hald vierzehn*), thinks he is cool (*er f\_hlte sich sehr cool*) and is in charge on the football field (*auf dem Fussballplatz hatte er das Sagen*)Äf. This adds nothing to the response, uses up the available space and ultimately wastes time. It is also counterproductive to provide an inaccurate quotation eg ÄHeinz thought he was very cool(*T\_ff*)Äf.
- be aware that the number of marks allocated to a question is a guide to the depth of answer required. A question worth 3 marks, for example, will require greater perception and depth than one worth 1 mark
- be aware that a perceptive answer does not usually involve the same information given in several different ways (often using a variety of examples). Candidates may sometimes feel they have answered well by giving a very lengthy response. However, if this has ultimately only made one point or has not developed an idea it is unlikely the answer has provided the depth of understanding required
- avoid re-telling large segments of the story. At Extension level, a good understanding of literature often requires interpretation or analysis, rather than a recount of the storyline
- use the number of lines as a guide to the length of response required. Answers expressed succinctly should be able to be written on the examination paper. However, it should be noted that additional material is always marked.

### Part B \_ Question 2

#### General Comments

This question required a response in German and was based on the short story *Business Class*. The overall standard of responses was very good, with those in the top mark ranges demonstrating a perceptive and sensitive understanding of the short story and its characters, conveyed with flair and thought.

Candidates should be aware that they are not required to reproduce long passages quoted directly from the text, but rather to express ideas in their own words. Candidates must, however, be mindful of the first bullet point printed on the examination paper, which states that candidates will be assessed on how well they:

- *demonstrate an understanding of the prescribed text.*

With this in mind, candidates should ensure they write within the parameters of the actual events of the story and remain true to their understanding of the characters involved.

### **Specific Comments**

Candidates who wrote a piece of pure fantasy, detailing how the two women would take revenge on the restaurant by ruining its reputation without making any reference to past incidents from the story, did not provide sufficient evidence of an understanding of the text.

Those who gave a perceptive response were able to convey a genuine understanding of the story and its characters, especially the main character, Emma. In many cases this included the reasons for Emma's hatred of the businessmen and the world they inhabit.

The majority of candidates were able to demonstrate a sound knowledge of German vocabulary and language structures and there was little evidence of incorrect use of dictionaries. Candidates who review their work are less likely to make careless errors, especially where spelling and plural forms are concerned (eg *Geschäftsmann*, *Mantel* / *Mantel*). Other common errors on this year's paper included the subjunctive forms of modal verbs (especially *konnte* / *könnte*). In some cases candidates were careless with common weak and strong past participles. Others found the correct use of the imperfect tense problematic or were inclined to switch between tenses inappropriately.

Time taken for review at the end is well spent and strongly advised.

### **Advice to Candidates**

Candidates should ensure they are well acquainted with the events of the story and have a good understanding of the characters and the motives for their actions. In considering their response, candidates are advised to take time to plan their work. This will ensure they provide adequate reference to the story and demonstrate a sound knowledge of the text.

Candidates should also use a style of language which is appropriate for the characters involved. In answering this year's question on *Business Class*, the use of very colloquial language would have been inappropriate, considering the age and status of the two women holding the conversation.

## Section II – Writing in German

### Questions 3 and 4

#### General Comments

The standard of responses in the 2003 paper was high, reflecting a sound understanding of the issues covered in the Extension course. Slightly more candidates elected to answer Question 3 rather than Question 4, although both questions were equally well answered.

The responses of the better candidates showed evidence of careful planning, and had a clear, well-developed argument. These candidates were mindful of the audience they were targeting and used the style and text type appropriate to the task. They had also read the question carefully to ensure they directly addressed the topic.

#### Specific Comments

Although relatively few candidates strayed completely from the topic, a significant number did not link their arguments to the question. In Question 3, for example, some candidates wrote about the contribution old people make to our society, the generation gap and the way others treat old people, without drawing any conclusions about what this said about the quality of our society.

Similarly in Question 4 some candidates wrote about the general dangers of television viewing without specifically focusing on the unrealistic expectations this encourages among young people. A few simple links back to the question, carefully made, would have resulted in a much more effective response. Candidates are usually well prepared for this question and most will have written a variety of practice essays throughout the year. Although this provides an excellent basis for answering the Writing question, it is nevertheless vital that candidates carefully address their response to the question given. It is much better to do this and risk making some errors than to write a pre-learned response which is not directly on the topic.

It should also be noted that this is not a Literature question and reference to the short stories is not expected.

#### Advice to Candidates

In responding to this question, candidates should:

- link their response directly to the question
- use the appropriate form of address (eg *du*, *ihr* or *Sie*)
- take time to review their response, especially regarding:
  - verb / subject agreement
  - correct tense
  - word order
  - spelling
  - punctuation.

Wide reading on the topic areas will ensure candidates are familiar with a range of appropriate vocabulary and structures. Candidates should not need to rely heavily on their dictionaries and should have practised how to use this additional support judiciously. Care should also be taken that the response is written without obvious errors, which are inappropriate at this level and interfere with effective communication.

Candidates who gained marks in the higher ranges showed evidence of background reading and consideration of the issues raised. By correctly addressing the intended audience, linking their response back to the question and communicating their ideas well, they were able to create a very good impression.

# German Beginners

## 2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I — Guided Conversation</b>			
1	4	Personal details	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	5	Personal details	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	6	Daily Life	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Speaking Skills Examination</b>			
<b>Section II — Situations</b>			
4	5	Personal details, daily life, health, daily life, personal details	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	1	Personal details — telephone conversation	H3.1
2	1	Cities, towns, villages — conversation	H3.1
3	1	Natural surroundings — radio advertisement	H3.1
4	1	Cities, towns, villages — monologue	H3.1
5	1	Health — conversation	H3.1
6	1	Daily life — conversation	H3.1
7	1	Personal details — telephone conversation	H3.1
8	1	Natural surroundings — weather forecast	H3.1
9	1	Daily life — conversation	H3.1
10	1	Personal details — advertisement	H3.1
11	2	Daily life — telephone message	H3.1
12	1	Daily life — message (rec. telephone)	H3.1
13	1	Personal details — speech	H3.1
14	3	Living — conversation	H3.1
15	1	Natural surroundings — conversation	H3.1
16	3	Daily life — advertisement	H3.1
17	1	Eating and drinking — radio announcement	H3.1

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
18	3	Natural surroundings — conversation	H3.1
19	1	Personal details — conversation	H3.1
20	4	Personal details — interview	H3.1
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
<b>Part A</b>			
1	1	Daily life — sign	H3.1
2	1	Personal details — note	H3.1
3	1	Daily life — advertisement	H3.1
4	1	Living — diary entry	H3.1
5 (a)	1	Eating and drinking — email	H3.1
5 (b)	1	Eating and drinking — email	H3.1
6 (a)	1	Daily life — email	H3.1
6 (b)	1	Daily life — email	H3.1
7 (a)	1	Daily life – news report	H3.1
7 (b)	1	Daily life – news report	H3.1

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
<b>Part B</b>			
8 (a)	1	Daily life — note	H3.1
8 (b)	2	Daily life — note	H3.1
9 (a)	1	Daily life — advertisement flyer	H3.1
9 (b)	3	Daily life — advertisement flyer	H3.1
10 (a)	2	Health — webpage	H3.1
10 (b)	3	Health — webpage	H3.1
11 (a)	1	Personal details — article	H3.1
11 (b)	3	Personal details — article	H3.1
11 (c)	4	Personal details — article	H3.1
12 (a)	2	Personal details — magazine interview	H3.1
12 (b)	3	Personal details — magazine interview	H3.1
12 (c)	5	Personal details — magazine interview	H3.1
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
13	10	Monologue — dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
14	10	Letter — postcard	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

# German Continuers

## 2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	1	Leisure and Lifestyle – radio advertisement	H3.1
2	2	Tourism – radio advertisement	H3.1
3	2	Education – news item	H3.1
4 (a)	1	Arts and Entertainment – interview	H3.1
4 (b)	2	Arts and Entertainment – interview	H3.1
5 (a)	1	Leisure and Lifestyle – dialogue	H3.1
5 (b)	3	Leisure and Lifestyle – dialogue	H3.1, H3.2
6 (a)	2	Education – dialogue	H3.1
6 (b)	4	Education – dialogue	H3.1, H3.2
7 (a)	2	Personal identity – interview	H3.1
7 (b)	5	Personal identity – interview	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
8 (a)	1	Cultural diversity – advertisement	H3.1
8 (b)	2	Cultural diversity – advertisement	H3.1
8 (c)	2	Cultural diversity – advertisement	H3.1
8 (d)	2	Cultural diversity – advertisement	H3.1, H3.2
8 (e)	3	Cultural diversity – advertisement	H3.1, H3.2
9 (a)	2	Environment – magazine interview	H3.1
9 (b)	2	Environment – magazine interview	H3.1, H3.2
9 (c)	2	Environment – magazine interview	H3.1, H3.2
9 (d)	4	Environment – magazine interview	H3.1, H3.2
9 (e)	5	Environment – magazine interview	H3.1, H3.2

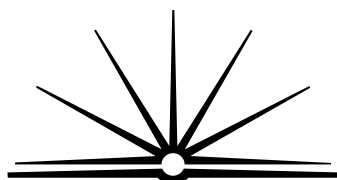


Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Written Examination</b> <b>Section II — Reading and Responding</b> <b>Part B</b>			
10	15	Topic — youth issues /news item	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b> <b>Section III — Writing in German</b>			
11 (a)	6	Work — personal profile	H2.1, H2.2, H2.3
11 (b)	6	People and Places – report	H2.1, H2.2, H2.3
12 (a)	9	Family and Friends – letter	H2.1, H2.2, H2.3
12 (b)	9	Education – diary entry	H2.1, H2.2, H2.3

# German Extension

## 2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Divisions in society — monologue	H1.1, H1.2
2	5	Pressures on individuals — monologue	H1.1, H1.2
3	5	Divisions in society — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>Spaghetti für zwei</i>	H2.1, H2.2
1 (b)	2	<i>Spaghetti für zwei</i>	H2.1, H2.2
1 (c)	3	<i>Spaghetti für zwei</i>	H2.1, H2.2, H2.3
1 (d)	3	<i>Spaghetti für zwei</i>	H2.1, H2.2, H2.3
1 (e)	5	<i>Spaghetti für zwei</i>	H2.1, H2.2, H2.3
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	<i>Business class – conversation</i>	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in German</b>			
3	15	Divisions in society – script of talk	H1.1, H1.2
4	15	Pressures on individuals – article	H1.1, H1.2



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NEW SOUTH WALES

## **2003 HSC German Beginners Marking Guidelines — Listening Skills**

### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• States the purpose of the call	1

### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C)	1

### **Question 3**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the profession of the speaker	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the hotel's e-mail address	1

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

<b>Criteria</b>	<b>Marks</b>
• (D)	1

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

<b>Criteria</b>	<b>Marks</b>
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains the reason for the message with some detail	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the telephone number	1

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

<b>Criteria</b>	<b>Marks</b>
• (D)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of Inge's activities • Provides relevant detail	3
• Demonstrates some understanding of Inge's activities • Provides some relevant detailed references	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the purpose of the announcement	3
• Demonstrates some understanding of the purpose of the announcement	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Kurt's advice to Heidi	3
• Provides most relevant detail	
• Demonstrates some understanding of the advice Kurt gives Heidi with some detail	2
• Provides some relevant information	1

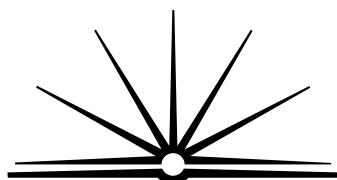
**Question 19***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how Mr Müller helps Heike with relevant detail	4
• Demonstrates some understanding of how Mr Müller helps Heike	2–3
• Provides some relevant information	1





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## **2003 HSC German Beginners** **Marking Guidelines — Written Examination**

### **Section I — Reading Skills** **Part A**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C)	1

#### **Question 3**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• (B)	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
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• (D)	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

## Section I — Reading Skills

### Part B

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies why Peter drove to the airport	1

#### Question 8 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the reason for urgency with all relevant details	2
• Provides some detail	1

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies what is happening on 31 July	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the reasons for going to the advertised event	3
• Demonstrates some understanding of the reasons for going to the advertised event	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Describes how to get to the sports centre in detail	2
• Provides a limited description	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of who would be interested in this sports centre	3
• Demonstrates some understanding of who would be interested in this sports centre	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why Robert contacted the program director • Supports answer with relevant detail	3
• Demonstrates some understanding of why Robert contacted the program director • Supports answer with some detailed references	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of Robert's character with reference to the text	4
• Demonstrates a good understanding of Robert's character with reference to the text	2–3
• Identifies some relevant information	1

**Question 12 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies how Jens began his business in Lightning Ridge with relevant details	2
• Identifies some relevant information	1

**Question 12 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the sort of day tourists can expect • Gives relevant detail	3
• Identifies the sort of day tourists can expect • Gives some detailed references	2
• Identifies isolated information	1

**Question 12 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of why Jens thinks he has made a success of his life at Lightning Ridge</li><li>• Supports answer with relevant detail</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some overall understanding of why Jens thinks he has made a success of his life at Lightning Ridge</li><li>• Supports answer with relevant detail</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies some relevant information of why Jens thinks he has made a success of his life at Lightning Ridge</li></ul>	1–2

## Section II — Writing Skills

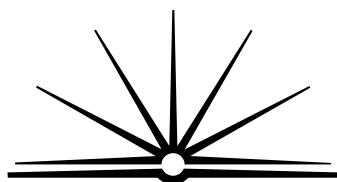
### Questions 13–14

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

#### MARKING GUIDELINES

Criteria	Marks (Question 13)	Marks (Question 14)
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates a wide range of vocabulary and language structures</li> <li>• Demonstrates a high degree of accuracy with only minor errors</li> <li>• Sequences and structures ideas and information effectively</li> <li>• Correctly observes all conventions of the discourse form</li> </ul>	5	9–10
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates some variety of vocabulary and language structures</li> <li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li> <li>• Sequences and structures ideas and information coherently</li> <li>• Observes all conventions of the discourse form</li> </ul>	4	7–8
<ul style="list-style-type: none"> <li>• Presents some relevant information, ideas and/or opinions</li> <li>• Uses only basic vocabulary and simple language structures</li> <li>• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication</li> <li>• Organises and sequences some information</li> <li>• Generally observes conventions of the discourse form</li> </ul>	3	5–6
<ul style="list-style-type: none"> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li> <li>• Demonstrates little evidence of organisation and sequencing</li> <li>• Is often repetitive</li> <li>• Rarely observes conventions of the discourse form</li> </ul>	2	3–4
<ul style="list-style-type: none"> <li>• Uses single words, set phrases in isolation and anglicisms</li> <li>• Barely addresses topic</li> <li>• Demonstrates minimal knowledge of vocabulary and language structures</li> </ul>	1	1–2





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

## **2003 HSC German Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

#### **Question 2 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the aim of the holiday camps	1

#### **Question 2 (b)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains how aim is achieved	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies relevant reasons why Meike makes a good school captain	2
• Identifies at least ONE reason why Meike makes a good school captain	1

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

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies relevant reasons why success has not spoiled Julia	2
• Identifies at least ONE reason why success has not spoiled Julia	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 5 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Sylvia's objections with some relevant detail	3
• Demonstrates some understanding of Sylvia's objections	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what happened 20 years ago	2
• Demonstrates some understanding of what happened 20 years ago	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the similarities between the speakers' experiences and provides relevant details	4
• Demonstrates some perceptive understanding of the similarities between the speakers' experiences and provides some relevant details	2–3
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Max Linder's achievement	2
• Demonstrates some understanding of Max Linder's achievement	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the journey as an emotional experience with some relevant detail	5
• Demonstrates a good understanding of the journey as an emotional experience with some relevant detail	3–4
• Demonstrates some understanding of the journey as an emotional experience with limited detail	1–2

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

#### Question 8 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the effect Hatice's inability to speak German has on her family	2
• Demonstrates some understanding of the effect Hatice's inability to speak German has on her family	1

#### Question 8 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies some relevant characteristics of students for this course	2
• Identifies at least ONE characteristic of students for this course	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the way Didem's life may change	2
• Demonstrates some understanding of the way Didem's life may change	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the techniques used	3
• Demonstrates some understanding of the techniques used	2
• Demonstrates a limited understanding of the techniques used	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the reasons why Mathias Bachmann is famous	2
• Identifies some relevant detail	1

**Question 9 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the link between Bachmann's former and present activities	2
• Identifies some relevant information	1

**Question 9 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly explains why Bachmann says ‘Ich bin ja Realist.’	2
• Identifies some relevant information	1

**Question 9 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the threat facing the Alps	4
• Demonstrates a good understanding of the impact of the threat facing the Alps	2–3
• Demonstrates some understanding of the impact of the threat facing the Alps	1

**Question 9 (e)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the language and/or ideas used by the journalist to challenge Bachmann	5
• Demonstrates a good understanding of the language and/or ideas used by the journalist to challenge Bachmann	4
• Demonstrates some understanding of the language and/or ideas used by the journalist to challenge Bachmann	3
• Demonstrates a limited understanding of the language and/or ideas used by the journalist to challenge Bachmann	1–2

## Section II — Reading and Responding

### Part B

#### Question 10

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–3



## Section III — Writing in German

### Question 11

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes descriptively with well-selected information relevant to the demands of the task</li><li>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax</li><li>• Manipulates language authentically and creatively to describe</li><li>• Sequences and structures information coherently and effectively</li></ul>	5–6
<ul style="list-style-type: none"><li>• Writes descriptively to meet the general requirements of the task</li><li>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax</li><li>• Sequences and structures information effectively</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary</li><li>• Demonstrates limited evidence of the ability to organise information</li></ul>	1–2

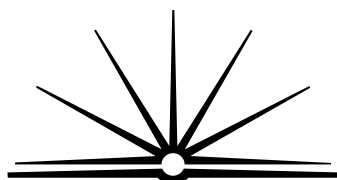
## Section III (continued)

### Question 12

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language authentically and creatively to persuade and evaluate</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions in order to persuade and evaluate</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words, set formulae and anglicisms to express information</li> </ul>	1



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

## **2003 HSC German Extension Marking Guidelines — Written Examination**

### **Section I — Response to Prescribed Text Part A**

#### **Question 1**

*Outcomes assessed: H.2.1, H2.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Describes Heinz character with some detail	2
• Identifies some relevant information	1

#### **Question 1 (b)**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly explains the dilemma	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Describes Marcel's behaviour and contrasts this with Heinz's preconceived ideas	3
• Provides some reference to the contrast between Heinz's preconceived ideas and Marcel's behaviour	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the way body language is used to reveal the two characters	4
• Demonstrates a good understanding of the way body language is used to reveal the two characters	2–3
• Demonstrates some understanding of the way body language is used to reveal the two characters	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the way in which the style of the short story contributes to the effectiveness of the story	5
• Demonstrates a good understanding of the way in which the style of the short story contributes to the effectiveness of the story	3–4
• Demonstrates some understanding of the way in which the style of the short story contributes to the effectiveness of the 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"><li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li><li>• Demonstrates flair and originality in the approach taken</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the prescribed text</li><li>• Demonstrates some flair in the approach taken</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the prescribed text</li><li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the prescribed text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Writes within the parameters of the task</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the prescribed text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li></ul>	1–2

## Section II — Writing in German

### Questions 3 and 4

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li><li>• Writes effectively and perceptively for a specific audience, purpose and context</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas</li><li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13–15
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument, discussion or explanation</li><li>• Writes effectively for a specific audience, purpose and context</li><li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li><li>• Writes accurately using a range of vocabulary and sentence structures</li></ul>	10–12
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument, discussion or explanation</li><li>• Writes with some understanding of audience, purpose and context</li><li>• Supports points with relevant material and examples</li><li>• Writes using a range of vocabulary and sentence structures</li></ul>	7–9
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Demonstrates the use of appropriate supporting materials</li><li>• Demonstrates evidence of the use of complex sentences</li></ul>	4–6
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Communicates primarily in simple sentences or set formulae</li></ul>	1–3