

**2006 HSC Notes from  
the Marking Centre  
German**

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# 2006 HSC NOTES FROM THE MARKING 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 2006 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.

This document should be read along with the relevant syllabus, the 2006 Higher School Certificate examinations, 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.

### Beginners

#### Speaking Skills Examination

#### General Comments

The examination was generally well handled and examiners commented on the sound performance of many candidates, who approached the examination with confidence and demonstrated a good knowledge of vocabulary and language structures. Candidates are reminded that they should give as much relevant information as possible and expand their responses wherever possible. The later questions in Section I in particular often invite a more complex response. Candidates should avoid giving a simple, limited answer, but should use these questions as an opportunity to show the breadth and depth of their knowledge.

#### Question 1

A number of candidates omitted the separable prefix when using *aufstehen* and also used *am* instead of *um* when giving the time. *Vor der Schule* was sometimes misunderstood as *für die Schule*, resulting in an irrelevant response. The better responses often used a subordinate clause when discussing the best day at school.

#### Question 2

In answer to Part 4, some candidates resorted to listing what they did in their free time with their friend. Candidates would be better advised to break up the list by eg including time phrases: *In der Freizeit schwimmen wir, oft tanzen wir auch und am Wochenende gehen wir ins Kino.*

#### Question 3

In weaker responses the focus on winter was often ignored and the answers were therefore too general. A number of candidates did not use *es schneit* and *es regnet* correctly. *Tragen* was often poorly conjugated, with many candidates saying *ich trägst* or *ich träge* instead of *ich trage*.

Overall the perfect tense was well handled. However, a significant number of candidates used *haben* instead of *sein* with verbs such as *fahren* and *gehen*. In cue line 4 candidates often repeated the same weather vocabulary they had used in their first response – *es ist kalt*, adding nothing new, and limiting their response to *Nein, das Wetter in Deutschland ist zu kalt*.

#### **Question 4**

In response to the first cue line, a significant number of candidates associated *ihr* with *Ihnen* and therefore used *Sie* when addressing their mother. Many candidates used *ich will* to express the future rather than *ich werde*.

In response to the second cue line, both elements had to be addressed. Often the link was not made between wanting to go out and the need to do homework.

A number of candidates did not develop their response beyond simply rephrasing the question.

#### **Advice to Candidates**

Candidates should take note of the English title of the question and focus on staying relevant to that topic. For example if the topic is a *School Day*, an in-depth discussion of the weekend is unlikely to be relevant, unless specifically required in the question. Candidates are advised to read all parts of each question to minimise repetition and overlap of information.

Candidates should be practised in using the present and perfect tenses of common verbs, both weak and strong. They should also pay attention to any cues given in the question, such as gender of nouns and relevant vocabulary. Candidates should aim to answer questions with fluency and confidence and try to avoid long pauses.

### **Written Examination**

#### **General Comments**

There were many comprehensive, well-considered responses in all sections of the examination. Some candidates included irrelevant or unnecessary detail in their answers. Almost all candidates made some attempt to respond in all sections.

#### **Section I – Reading Skills**

The multiple-choice section (Part A) was reasonably well handled. Most candidates were able to provide some relevant information in response to the questions in Part B. Candidates should take note of directions such as ‘Support your answer with evidence from the text’ and make appropriate reference to the text as required. Candidates should be aware that direct quotations in German from the text do not constitute supporting evidence, unless they are explained in English.

Items of vocabulary that were not well understood included *Klassenkameraden*, *Puppen*, *Heimweh*, *freiwillig*, *kostenlos* and *schützen*.

## Advice to Candidates

Candidates should:

- pay attention to their expression in English to ensure that responses make sense
- take note of the mark value of each question to ensure they provide the breadth and depth required for the number of marks allocated.

## Section II – Writing Skills

The majority of candidates chose Question 12 (cue lines). Candidates are reminded that the cue line must be included in its original form and may be used anywhere in the response. Those candidates who chose Question 13 handled the letter format very well.

In the better responses, candidates created relevant, logical pieces of writing and handled word order, tenses, linguistic expressions and spelling well. Candidates are reminded that lifting passages of text from other parts of the examination is not acceptable and is regarded as plagiarism. To facilitate the marking process candidates should indicate at the beginning of their response which question and sub-question(s) they are attempting.

## Advice to Candidates

- Plan your response(s) and keep your answer relevant to the cue line or letter topic.
- Write on alternate lines so that any correction you make will be clearly legible.
- Allow time for revision. You should re-read your work and consider whether it flows coherently.
- Be sure to use the correct register (*du, ihr, Sie*).
- Practise using the perfect tense. Learn the past participle of common verbs, eg *kommen, gehen, essen, spielen, haben, machen*.
- Aim to use a variety of vocabulary and language structures. If possible, include some subordinate clauses in your responses.
- Try to adhere as closely as possible to the word limit. Quality answers will make a better impression than lengthy, irrelevant responses.

## Listening Skills Examination

Many candidates confused *Stunde* and *Uhr* in time phrases and also had difficulty with the comparative, eg *älter, besseres Wetter, billiger*. The phrase *seit Monaten* was sometimes misunderstood. Other items of vocabulary that caused difficulties were: *Platz, Mode, schmutzig, Fabriken, die Gegend, die Klassenfahrt, wichtig, weltberühmt, Einwohner*.

## Advice to Candidates

Candidates should:

- read all the questions in English before the item is read in German
- ensure that ALL relevant information is transferred from the Candidate's Notes column to the lines provided for the response. Information in the Candidate's Notes is not considered as part of the answer.

## Continuers

### Oral Examination

#### General Comments

This section was well handled by the majority of candidates, who seemed comfortable with the conversational style of the examination. Many candidates displayed familiarity with a wide range of topic areas, and were able to move from one area to another with the relative ease of a normal conversation. Very few candidates resorted to long, irrelevant answers.

#### Specific Comments

Candidates are reminded that there are no ‘set’ questions for this examination and that the examinable topic areas (as published in the Continuers Syllabus) may be approached from a range of perspectives. Therefore it cannot be expected that all questions will be phrased in the ‘du’ form eg the question ‘*Hast du Geschwister?*’ may be followed by any one of a number of different questions, eg:

- *Kommst du gut mit deinen Geschwistern aus?*
- *Kommen deine Geschwister gut miteinander aus?*
- *Kommt ihr gut mit euren Eltern aus?*

All of these questions require different types of responses.

Candidates are also reminded that the course of the oral examination will vary.

Candidates are advised to familiarise themselves with:

- a range of vocabulary they are likely to need across the syllabus topics, including essential areas of their personal world, eg school, future plans, leisure activities/holidays, parents’ professions
- essential grammatical structures, eg verb forms, perfect tense, word order.

In better responses, candidates not only demonstrated control of grammatical structures, but also authenticity and sophistication. These candidates generally had command of a wide range of vocabulary and gave in-depth, relevant responses. The better responses usually demonstrated:

- consistently accurate use of tenses
- consistently accurate verb forms and word order
- appropriate use of subordinate clauses
- correct use of modals.

### Written Examination

#### Section I – Listening and Responding

##### General Comments

This section of the examination was well handled by the majority of candidates, although some responses included a lot of unnecessary detail.

### Question 1

Most responses demonstrated an understanding of the mother's reactions and the reasons she felt like this.

### Question 2

Most candidates understood the reasons Max should attend the course, but some did not make the point that it was to be able to take Claudia to the formal. Some candidates were unfamiliar with the term *Abschlussball*.

### Question 4

The majority of candidates understood some relevant details about this question, but some candidates did not recognise that casual manner, colloquial language and inexperience would not get her the job.

### Question 5

This question was answered well by most candidates. However, some candidates did not explain the service which was being offered, ie a radio music program which would calm and relax pets while their owners are at work. Some candidates heard the word *Babysitter* and assumed that a person would be hired to look after the pets.

### Question 6

Some candidates had difficulty with the concept of a houseboat as a place to live permanently. They needed to explain this, as well as give relevant details in order to address the question. Candidates must be careful with translations: *schwimmende Häuser* should not be translated as 'swimming houses'.

### Question 7

Many candidates provided a detailed response, and included all the reasons for Margot's changes of opinion.

### Question 8

Some responses did not demonstrate sufficient understanding of the requirement of the question. The expression *alleinerziehende Väter oder Mütter* was often misinterpreted as 'orphans'. Words such as *Obdachlose*, *Großzügigkeit*, *Verantwortlichkeit* and *Unabhängigkeit* were only understood by the better candidates. Where candidates struggled with understanding the content, analysis of the issues was often also inadequate.

### Advice to Candidates

It is important to review responses at the end of this part of the examination to ensure sentences or words are not left incomplete, or important notes and keywords overlooked. The later questions can be worth a significant proportion of the total marks, so it is unwise to rush into the next part of the examination without ensuring these questions have been fully answered.



Candidates should always be guided by the number of marks allocated to each question. A minimal, superficial response is unlikely to answer fully the later questions, which often require an interpretation or evaluation of information. A direct translation of the item will not address the question. Candidates are also advised that responses which do not make sense in English are unlikely to attract marks.

## Section II – Reading and Responding

### Part A – Questions 9 and 10 (25 marks)

#### General Comments

Candidates are reminded that they must 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. A question worth 5 marks will often require some interpretation and evaluation and not simply a translation of lines of text. Candidates are advised to read the questions before reading the passage. This will enable them to decide not only which information is required, but where it is required.

#### Specific Comments

##### Question 9

Items of vocabulary which proved challenging for some candidates included:

- *laut*
- *im Freien*
- *Leichtathletik.*

- (c) Candidates were required to make clear that the traditional form of homework needed to be combined with physical activity, and that this physical activity could include sport or housework.

##### Question 10

Candidates need to be aware that questions which require analysis, interpretation or evaluation need more than direct translation of a portion of the text.

- (b) Some candidates found the multiple-choice question challenging. It required the candidate to have read the whole passage before answering.
- (d) The better responses were not restricted to simply stating that the irony was that the parents drove them to sport and the fact that, by driving them (as opposed to cycling, walking etc), they were then contributing to their child's obesity and general ill health. They also referred to the fact that the parents were also contributing to air pollution, which causes health problems, and that they could also be seen as overprotecting their children and not preparing them for life.
- (e) This question required candidates to understand that German children were given more freedom by their parents.

- (f) Candidates are reminded that they must answer the question with reference to the text. Suggesting an alternative title for the passage was not required. Candidates were expected to realise that the situation had not changed in Germany. There were several examples in the text to indicate that the ‘good old days’ in Australia were no longer.

Items of vocabulary which caused difficulty for some included:

- *nach Sonnenuntergang*
- *das Verkehrsnetz*
- *Veranstaltungsorten*
- *Fremden*.

### **Advice to Candidates**

If candidates are unsure of a key word in a passage, they are advised to use the dictionary. When a word has more than one English meaning, they should choose the one that makes sense in the context in the passage, not simply the one that appears first in the dictionary.

Time should not be wasted quoting in German. The questions are to be answered in English. If candidates include quotations in their responses, they need to ensure that they show an understanding of the meaning.

If the multiple-choice question requires candidates to select a single response, selecting more than one will mean that no marks can be awarded, even if one of the responses is correct.

### **Part B – Question 11 (15 marks)**

#### **General Comments**

In the best responses, candidates addressed the main points raised in the text creatively and were able to develop the necessary depth in their response. Comprehensive, well organised and well structured responses were generally more convincing.

#### **Specific Comments**

This task was generally well handled. Candidates are reminded to read the English instructions given at the beginning of the task carefully to ensure that they have a clear understanding of what is required.

Most candidates demonstrated their understanding of the text by responding with relevant information, but some candidates concentrated on unnecessary detail such as lengthy explanations of the reasons for the revenge they were taking on their friend by recommending this holiday to them, rather than addressing the questions raised in the text. Others outlined their own holiday experiences without relating them back to the questions at hand. Candidates are advised not to use rote-learned material, as it generally does not fit the task well. Relevance is vital for candidates to achieve at the highest levels.

Candidates are advised to pay careful attention to different registers required in Reading and Responding tasks, especially the appropriate German forms for ‘you’. A number of candidates had difficulties with the use of *du* und *Sie*. Similarly, candidates need to be careful to use the correct

form of past participles. Spelling and the use of paragraphs are important in creating a positive overall impression.

Common vocabulary errors included *unglücklich* instead of *Pech haben*, also for *auch* and *es ist eine Schade* instead of *Schade*. Candidates need to be very careful when using the dictionary and ensure that they select the meaning that is appropriate to the content. This avoids unnecessary errors such as *Vielen Dank für deine Buchstabe*.

### Advice to Candidates

It is recommended that candidates:

- read both the instructions and the text several times and then take the time to organise their response in its entirety, before committing themselves to a particular direction
- write clearly and on alternate lines
- ensure that responses are relevant to the issues at hand
- use the dictionary with care and cross-reference key vocabulary in both sections to ensure that the meaning of the word selected is appropriate to the context.

## Section III – Writing in German

### Part A – Question 12 (6 marks)

#### General Comments

More candidates attempted Question 12(a) rather than Question 12(b). The better responses demonstrated a good command of grammar, including for 12 (a) adjectives, subject-verb agreements and subordinate clauses, and for 12 (b) the imperfect tense with modals, *sein* and *haben*, the perfect tense and verb auxiliaries.

In better responses, candidates manipulated the language in an authentic and creative way, giving a confident and original response to the question chosen. They displayed a depth of ideas and a range of vocabulary and sentence structures.

#### Specific Comments

- (a) Effective responses described the person's character and qualities, using subordinate clauses, and avoiding a simple listing of adjectives. Length was well observed by candidates in general.

Common vocabulary errors included confusion between *Leute*, *der Mensch* and *die Person*, and *wichtig* and *witzig*. Common grammatical errors included gender, word order in subordinate clauses, present tense verb endings, *helfen* and *gefallen* + the dative, and accusative and dative after prepositions and with personal pronouns.

- (b) Effective responses described the experience in an overseas hospital, giving a creative response and demonstrating a good command of the perfect and imperfect tenses where appropriate. Length was generally well observed by candidates.

Common vocabulary errors included difficulties expressing ‘overseas’, *man* and *Mann*, and *Zeit* and *seit*. Common grammatical errors also included subject-verb agreements, word order with modal verbs, and auxiliaries and past participles when using the perfect tense. Some candidates were unfamiliar with the dative reflexive, eg *Ich habe mir das Bein gebrochen*.

### Advice to Candidates

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

Candidates are encouraged to use more complex language structures in their answers (eg *um...zu*, *dass* / *wenn* / *weil* / *obwohl* clauses, a range of tenses, etc) in order to demonstrate knowledge of the language. The use of a dictionary will only assist if this skill has been practised throughout the course. Otherwise the insertion of unfamiliar vocabulary may detract from the overall quality of the response.

Candidates are reminded that rote-learned material should be avoided as it rarely meets the specific requirements of the question and often serves more to detract from the quality of the response. Candidates are also reminded that attempted humour is ill advised.

### Part B – Question 13 (9 marks)

#### General Comments

Question 13(a) was slightly more popular than 13(b).

Candidates are reminded to read the question(s) and rubric thoroughly to identify the requirements of the task. In this question candidates are required to write either a persuasive, reflective or evaluative response.

Candidates are reminded to avoid including pre-learnt material which does not address the question.

Better responses demonstrated a variety of accurate grammatical structures and a wide range of appropriate vocabulary, with a high level of accuracy in spelling. These responses also demonstrated depth and breadth in the treatment of the task and manipulated language authentically and creatively.

#### Specific Comments

- (a) Candidates were required to persuade a friend to take up a hobby. Although there is a wide range of possibilities that relate to the term ‘hobby’, candidates should bear in mind that some activities (such as smoking) are better defined as habits. Candidates also needed to establish that there was some degree of contact prior to the suggestion of the new hobby.
- (b) The majority of candidates who chose this question gave a relevant response, reflecting on their experiences and the best aspects of their school, not just describing them. Some

candidates merely described their schools, but these responses did not meet the requirements of the task.

### **Advice to Candidates**

Candidates should be aware that the two writing tasks necessitate different kinds of writing. While the 6-mark tasks are informative or descriptive, the 9-mark tasks require candidates to write a reflective, evaluative or persuasive response.

Candidates are also advised to write within the word limit. Responses of fewer than 100 words would rarely meet the requirements of this task. Conversely, lengthy responses often lack structure and cohesion and may increase the opportunities for unnecessary repetition and introduced error.

Candidates should ensure that their responses conform to the text type specified in the question.

Candidates should use dictionaries carefully and should learn how to identify nouns, verbs and adjectives. Key vocabulary should be cross-referenced in both sections of the dictionary to ensure that the meaning of the word selected is appropriate to the context.

Candidates are strongly encouraged to re-read what they have written for accuracy and coherence.

## **Extension**

### **Oral Examination**

#### **General Comments**

In general, the responses to the questions were of a high standard, and examiners were impressed by the maturity and sophistication of the responses. Candidates used a range of vocabulary and sentence structures to illustrate their points of view. However, there were still a few responses that were based purely on prepared themes. These invariably did not meet the requirements of the questions.

#### **Question 1**

This was the most popular question for candidates. A number of candidates equated 'choice' – *Auswahl* with 'freedom' – *Freiheit*, or *Möglichkeiten* – 'opportunities'. These analogies were accepted, providing the responses were adequately explored in relation to the question. Some responses explored the idea of *zu viel Auswahl* – 'too much choice' and developed their argument based on making some bad choices, while others stated that in fact young people today have very little choice if they are to fit in with their peers or if they are to fulfil the expectations of their parents/family. Weaker responses merely listed areas of choice faced by young people without sufficiently developing their ideas.

#### **Question 2**

The better responses drew on a range of examples, such as being an immigrant and learning how to come to terms with being an outsider, dealing with bereavement and illness and drawing strength

from this. The term *Schicksalsschläge* was frequently understood to mean ‘diversity’ not ‘adversity’.

### Question 3

There were some excellent responses, with candidates either basing their responses on a more global approach or limiting them to the situation in Australia. While both approaches were acceptable, candidates who based their argument on a more global view were often able to give more sophisticated and insightful responses. Some candidates did not understand the meaning of the terms *Betuchten* – ‘Haves’ and *Habenichtsen* – ‘Have-nots’ correctly, interpreting these terms as what one might have and not have. This resulted in poorer responses listing what one might have and not have and the pressure placed on people by a materialistic society.

### Advice to Candidates

Candidates need to read the questions carefully to ensure they give a relevant response. Candidates are advised against reproducing pre-learned material which may be on the general topic but which does not directly address the question asked. Candidates are advised to write key words/notes in the boxes provided to help them organise their ideas and arguments.

Candidates should practise speaking on various topics for the advised two minutes to become accustomed to the time allocated to each question. Monologues that are too long or too short can lead to either a superficial treatment of the topic or to repetition of ideas and inclusion of irrelevant points. Candidates should consider the option of presenting both sides of the argument, to ensure that the topic is treated in depth. If there is a difficult word in the question such as *Schicksalsschläge*, *Betuchten* and *Habenichtsen*, which a candidate has problems pronouncing, candidates are advised not to overuse it, as repeated mispronunciation gives a poor impression and can unsettle and frustrate candidates in their responses.

## Written Examination

### Section I – Response to Prescribed Text

#### Part A – Question 1 (15 marks)

#### General Comments

The majority of candidates showed familiarity with the text *Business Class* and its related language and stylistic features.

Better responses demonstrated a clear understanding of the requirements of the questions. Some responses, however, focused more on generalisations and retelling the text, rather than on addressing the questions asked. Responses that merely recounted the storyline, and those that included a wealth of interesting but irrelevant information, did not meet the requirements of the question.

## Specific Comments

- (a) Most candidates answered on a global level, demonstrating understanding of divisions in society. Some candidates, however, omitted to mention particular characteristics of the business world.
- (b) This question required a thorough knowledge of the text and most candidates were able to demonstrate this. Better responses not only referred to the literal weapons in the story, but also dwelt on the significance of the concept of weapons throughout the text.
- (c) Better responses specified characteristics applicable to Emma and supported their statements by reference to the text.
- (d) Candidates demonstrated an understanding of the various functions of the one-sentence paragraphs, eg to hold/direct the reader's attention, to create a sense of foreboding, etc. Better responses referred to the text as a whole as required by the question.
- (e) In the better responses, candidates analysed the text logically, and structured a comprehensive response with detailed reference not only to the members of the 'business class', but also to those serving them, and to the young people on the train. Some candidates limited their comments to a global, generalised response and overlooked significant detail.

## Advice to Candidates

Candidates are reminded:

- to read each question carefully and focus on the key words. What is the question really asking you to do?
- to take the time to read over their responses to make sure that their English makes sense
- to use quotations from the text to support their answers, but not to copy large slabs of text. The significance of the quotations must be explained within the context of the requirements of the question.
- to be aware that the number of marks awarded to each question is an indication of the **depth** required for the response
- to be aware that the lines allocated for a question reflect the anticipated **length** of the response. Candidates should aim to write perceptive and succinct answers. A longer response will not necessarily get to the heart of the matter as most commonly it will become repetitious rather than furthering the argument
- not to repeat the same concepts from question to question
- to refer to the text as a whole and not simply focus on the excerpt printed in the examination paper, when the question requires a broader focus
- not just to retell the story. At Extension level, the emphasis is on analysis and interpretation. Candidates should ensure that their ideas are clearly expressed rather than filling their responses with unsubstantiated jargon.

## Part B – Question 2 (10 marks)

### General Comments

The overall standard of responses was good, with those in the top mark ranges demonstrating a perceptive and sensitive understanding of the story, *Masken* and its characters, that was conveyed in a creative and well organised way.

## Specific Comments

Despite the fact that this is a creative writing task, candidates must keep their responses within the parameters of the required task and must reflect the story itself.

In order to achieve marks in the top range, responses needed to demonstrate a perceptive and insightful global understanding of the whole short story, including analysis of the relationship between Erich and Renate, and a description of Erich's feelings, most likely in the form of the emotional dilemma in which he finds himself at the time of writing his diary entry.

The level of language was generally good. Some candidates' use of the Subjunctive II was grammatically incorrect or inappropriate, for example *hätte* versus *hatte*, or *könnte* versus *konnte*.

## Advice to Candidates

Candidates should ensure that they are thoroughly familiar with all details of the entire story and that they have a good understanding of the characters and the motives for their behaviour. Before starting their response, candidates are advised to take time to plan its content and structure. This will ensure that they provide adequate reference to the story and demonstrate a sound knowledge and understanding of the text. It will also avoid potential contradictions in an emotional response such as this year's diary entry. Although this is a response based on Erich's feelings, candidates nevertheless should ensure that their response is not chaotic and implausible. The Marking Guidelines provide an invaluable insight into the marking criteria. The best responses demonstrate:

- a perceptive and sensitive understanding
- flair and originality
- the ability to manipulate language authentically and creatively
- the ability to organise information and ideas to meet the requirements of the task.

## Section II – Writing in German

### Questions 3 and 4

#### General Comments

Most candidates allocated enough time to complete this part of the examination paper.

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

#### Specific Comments

Question 4 was chosen by the majority of candidates. Responses to this question displayed sophisticated ideas and a wide range of vocabulary and structures. Responses to this question reflected the influence of wide reading on the prescribed issues and application of their knowledge from the course without resorting to pre-learned passages. Answers to Question 3 were overall more polarised.

Weaker responses frequently did not stay in the parameter of the question or presented a collection of disconnected thoughts, which were often unsuccessfully based on pre-learned material. These



responses also tended to be repetitive. A recycling of ideas and vocabulary can be prevented by briefly planning the outline of the response before writing is commenced. In the best responses, candidates presented a coherent response within the suggested word limit. Responses which fell short of the direction (approximately 300 words) were more likely to lack breadth and depth and/or did not include material to support their arguments.

Candidates are advised that the text type and audience dictate the most appropriate language to be used. In the best responses, candidates used the features of the appropriate text type, including the correct form of address, producing a suitable article for the student newspaper. Responses which adopted anecdotal style, arguing from first-hand experience only, tended to have a more limited range of vocabulary and less sophisticated ideas from those which were able to move away from a personalised response. The better responses were written from the perspective of *man* (or *alle, viele, junge Leute heutzutage ...* etc). This was particularly evident in Question 3. The majority of candidates had a solid command of all aspects of language expected at this level. Many moved with relative ease between voices and tenses. Conjunctions and complex sentence structure were used well. It was apparent that more able candidates had allowed time to check their work for errors and had taken care to correct mistakes (eg in sentence structure, verb agreements, cases and adjectival endings). Weaker responses reflected problems with genders, plural forms and modal verb conjugation.

Candidates are reminded that incorrect spelling and punctuation not only indicate carelessness but also detract from clear communication. The conjugation of the verb *wissen* sometimes caused problems and this verb was also confused with *kennen*. The capitalisation of nouns was frequently ignored.

In the better responses, candidates made excellent use of their dictionaries to enhance and correct their work. Their responses tended to sound more authentic, as they included correct idiomatic expressions, whereas weaker responses contained a number of lexical errors and Anglicisms.

### **Advice to Candidates**

In preparing for this examination candidates should:

- carefully consider which question to answer, choosing the one for which a range of ideas and well supported argument can be provided
- write a brief plan
- provide a relevant introduction and a convincing conclusion
- avoid repetition and rephrasing
- give a response that has breadth and depth
- write accurately, aiming for variety in the language used
- approach the topic in more general terms, rather than giving an entirely anecdotal response
- avoid writing fewer than the indicated number of words
- use the appropriate form of address eg *du, ihr, Sie* and be consistent in the chosen form of address; the use of *ihr* often causes difficulties
- engage the interest of the audience in a speech (eg by using rhetorical questions)
- use the dictionary appropriately.

Also, candidates should allow time to review and revise their responses, especially regarding:

- verb/subject agreement
- correct tense

- word order
- spelling
- punctuation, particularly commas
- modal verb forms, particularly conditional versus imperfect
- correct use of the passive voice.

In conclusion, 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

## 2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I — Guided Conversation</b>			
1	4	A School Day	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	5	Friends	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	6	Winter	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	Daily Life	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	1	Personal details – conversation	H3.1
2	2	Daily life – announcement	H3.1
3	1	Daily life – conversation	H3.1
4	2	Daily life – news item	H3.1
5	2	Natural surroundings – news item	H3.1
6	1	Living – phone message	H3.1
7	2	Living – interview	H3.1
8	3	Natural surroundings – conversation	H3.1
9	3	Health – conversation	H3.1
10	4	Daily life – conversation	H3.1
11	4	Daily life – conversation	H3.1
12	1	Living – announcement	H3.1
13	4	Daily life – speech	H3.1
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
<b>Part A</b>			
1	1	Notice – daily life	H3.1
2	1	Poster – travel	H3.1

Question	Marks	Content	Syllabus outcomes
3 (a)	1	Advertisement – health	H3.1
3 (b)	1	Advertisement – health	H3.1
4 (a)	1	Message – daily life	H3.1
4 (b)	1	Message – daily life	H3.1
5 (a)	1	Advertisement – living	H3.1
5 (b)	1	Advertisement – living	H3.1
6 (a)	1	Email – travel	H3.1
6 (b)	1	Email – travel	H3.1
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
<b>Part B</b>			
7	2	Article – natural surroundings	H3.1
8	3	Letter – travel	H3.1
9 (a)	2	Daily life – email/chatroom	H3.1
9 (b)	2	Daily life – email/chatroom	H3.1
9 (c)	3	Daily life – email/chatroom	H3.1
10 (a)	3	Daily life – email/chatroom	H3.1
10 (b)	5	Interview – daily living	H3.1
11 (a)	4	Interview – daily living	H3.1
11 (b)	6	Report – travel	H3.1
<b>Written Examination</b>			
<b>Section III — Writing in German</b>			
12	10	Daily life – dialogues	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
13 (a)	10	Daily life – letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
13 (b)	10	Daily life – letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

# German Continuers

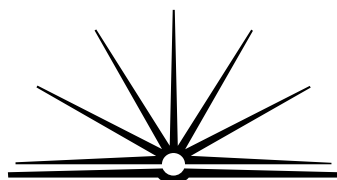
## 2006 HSC Examination Mapping Grid

Question	Marks	Content	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	2	Personal Identity – Dialogue	H3.1
2	2	Leisure and Lifestyles – Dialogue	H3.1, H3.2
3	1	Youth Issues – Advertisement	H3.1, H3.2
4	3	World of Work – Dialogue	H3.1, H3.2
5	3	Personal Identity – Advertisement	H3.1, H3.2
6	4	Leisure and Lifestyles – News Item	H3.1, H3.2
7	5	Arts and Entertainment – Dialogue	H3.1, H3.2
8	5	People and Places – Interview	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
9	10	Education and Aspirations – Speech	H3.1, H3.2
10	15	Past and Present – Article	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
11	15	Tourism and Hospitality – Advertisement/ Email	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in German</b>			
12(a)	6	Personal Identity – Article	H2.1, H2.2, H2.3
12 (b)	6	People and Places – Diary Entry	H2.1, H2.2, H2.3
13 (a)	9	Leisure and Lifestyles – Letter	H2.1, H2.2, H2.3
13 (b)	9	Education and Aspirations – Speech	H2.1, H2.2, H2.3

# German Extension

## 2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Pressures on the Individual	H1.1, H1.2
2	5	Overcoming Adversity	H1.1, H1.2
3	5	Divisions in Society	H1.1, H1.2
<b>Speaking Skills Examination</b>			
<b>Section II — Situations</b>			
4	5	Daily Life	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>Business Class</i>	H2.1, H2.2, H2.3
1 (b)	2	<i>Business Class</i>	H2.1, H2.2, H2.3
1 (c)	3	<i>Business Class</i>	H2.1, H2.2, H2.3
1 (d)	3	<i>Business Class</i>	H2.1, H2.2, H2.3
1 (e)	5	<i>Business Class</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>Masken</i> — Diary Entry	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in German</b>			
3	15	Divisions in Society — Article	H1.1, H1.2
4	15	Pressures on the Individual — Speech	H1.1, H1.2



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

## **2006 HSC German Beginners Marking Guidelines — Listening Skills**

### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the picture of Anna	1

### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how the problem is solved	2
• Provides some relevant information	1

### **Question 3**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies where the conversation takes place	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies that villagers live to an old age and provides some supporting information	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why German glider pilots come to Corowa	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies what Peter's mother would tell his father	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what the young man thinks	2
• Provides some relevant information	1



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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what has changed	3
• Demonstrates some understanding of what has changed	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the extent to which Robyn deserves sympathy	3
• Demonstrates some understanding of whether Robyn deserves sympathy	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why he changes his mind	4
• Demonstrates a good understanding of why he changes his mind	3
• Demonstrates some understanding of why he changes his mind	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why she is disappointed	4
• Demonstrates a good understanding of why she is disappointed	3
• Demonstrates some understanding of why he is disappointed	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies what passengers must do	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how he promotes lifesaving	4
• Demonstrates a good understanding of how he promotes lifesaving	3
• Demonstrates some understanding of how he promotes lifesaving	2
• Provides some relevant detail	1

## 2006 HSC German Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 3 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• (B)	1



**Question 6 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

**Question 6 (b)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

## Section I — Reading Skills

### Part B

#### Question 7

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the benefits of the activity	2
• Identifies some relevant information	1

#### Question 8

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Chris wrote this email	3
• Demonstrates some understanding of why Chris wrote this email	2
• Provides some relevant information	1

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Monika is emailing her friend	2
• Provides some relevant information	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the reasons why her room is important to her	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the changes in Monika's attitude	3
• Demonstrates some understanding of the changes in Monika's attitude	2
• Provides some relevant information	1

**Question 10 (a)***Outcomes assessed:***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Dieter's personal qualities	3
• Demonstrates some understanding of Dieter's personal qualities	2
• Identifies some relevant information	1

**Question 10 (b)***Outcomes assessed:***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why this was a positive experience for Dieter	5
• Demonstrates a good understanding of why this was a positive experience for Dieter	3–4
• Demonstrates some understanding of why this was a positive experience for Dieter	2
• Identifies some relevant information	1

**Question 11 (a)***Outcomes assessed:***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how her original plans changed	4
• Demonstrates a good understanding of how her original plans changed	3
• Demonstrates some understanding of how her career plans changed	2
• Provides some relevant information	1

**Question 11 (b)***Outcomes assessed:***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the advantages and disadvantages of this job	6
• Demonstrates a good understanding of whether Petra would agree that this job is a 'dream job'	4–5
• Demonstrates some understanding of whether Petra would agree that this is a 'dream job'	2–3
• Identifies some relevant information	1



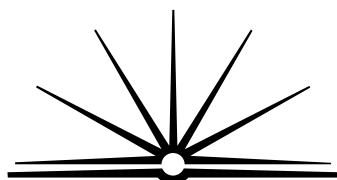
## Section II — Writing Skills

### Question 12–13

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

#### MARKING GUIDELINES

Criteria	Marks (1st question)	Marks (2nd question)
<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

## **2006 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>
<ul style="list-style-type: none"><li>• Makes a general comment about the mother not being keen on the idea</li><li>• Identifies some relevant reasons</li></ul>	2
<ul style="list-style-type: none"><li>• Makes a general comment about the mother not being keen on the idea</li></ul>	1

#### **Question 2**

*Outcomes assessed: H3.1, H3.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies that Max wants to take a girl to the formal</li><li>• Demonstrates an understanding of one other reason why he should attend the course</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies that Max wants to take a girl to his formal</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Identifies one other reason why he should attend the course</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 4***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of whether Beatrix is unlikely to be given an interview	3
• Demonstrates an adequate understanding of whether Beatrix will be given an interview	2
• Demonstrates a limited understanding of whether Beatrix will be given an interview	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an understanding of the advertised radio program • Identifies some relevant benefits for pets and their owners	3
• Demonstrates an understanding of the advertised radio program • Identifies one relevant benefit for pets and their owners	2
• Makes a general comment about the advertised radio program OR • Identifies one relevant benefit for either pets or their owners	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the type of person who would be most suited to live on a house boat</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the type of person who would be most suited to live on a house boat</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the type of person who would be most suited to live in this type of home</li><li>• Identifies ONE relevant detail</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the sort of people that would be potential owners</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Identifies one relevant detail</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of how Margot's reaction to Manfred's suggestion changes from positive to negative to positive</li><li>• Identifies most relevant details about Margot's change of heart</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how Margot's reaction to Manfred's suggestion changes from positive to negative to positive</li><li>• Identifies some relevant details about Margot's reactions</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates an adequate understanding of how Margot's reaction to Manfred's suggestion changes</li><li>• Identifies some relevant details about Margot's reactions</li></ul> OR	3
<ul style="list-style-type: none"><li>• Demonstrates an adequate understanding that Margot's reaction to Manfred's suggestion changes from positive to negative to positive</li><li>• Identifies one relevant detail about Margot's reactions</li></ul>	
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding that Margot's reaction to Manfred's suggestion changes</li><li>• Identifies one relevant detail about her reactions</li></ul> OR	2
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding that Margot's reaction to Manfred's suggestion changes from positive to negative to positive</li></ul>	
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding that Margot's reaction to Manfred's suggestion changes</li></ul> OR	1
<ul style="list-style-type: none"><li>• Identifies one relevant detail about her reactions</li></ul>	

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a perceptive analysis of the complexity of the situation</li><li>• Supports answer with detailed reference to the text</li></ul>	5
<ul style="list-style-type: none"><li>• Provides a thorough analysis of the complexity of the situation</li><li>• Supports answer with some detailed reference to the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the complexity of the situation</li><li>• Supports answer with some reference to the text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the situation</li><li>• Makes some reference to the text</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1



## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Understands the reason for the meeting</li></ul>	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Provides detailed evidence of the program's success</li></ul>	2
<ul style="list-style-type: none"><li>Provides some evidence of the program's success</li></ul>	1

#### Question 9 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Demonstrates a comprehensive understanding of the unusual aspects of the new homework program</li><li>Supports answer with detailed reference to the text</li></ul>	3
<ul style="list-style-type: none"><li>Demonstrates a good understanding of the unusual aspects of the new homework program</li><li>Supports answer with some reference to the text</li></ul>	2
<ul style="list-style-type: none"><li>Identifies some relevant information</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of benefits of this program through a thorough discussion of most of the relevant details	4
• Demonstrates a good understanding of the benefits of this program through a thorough discussion of some of the relevant details	3
• Demonstrates some understanding of the benefits of this program by identifying some of the relevant details	2
• Demonstrates some understanding of the program by identifying one relevant detail	1



## Section II — Reading and Responding

### Part B

#### Section II – Reading and Responding

##### Question 10 (a)

*Outcomes assessed:* H3.1, H3.2

#### MARKING GUIDELINES

Criteria	Marks
• Describes the target groups	1

##### Question 10 (b)

*Outcomes assessed:* H3.1, H3.2

#### MARKING GUIDELINES

Criteria	Marks
• (D)	1

##### Question 10 (c)

*Outcomes assessed:* H3.1

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Australian parents act as chauffeurs	2
• Demonstrates some understanding of why Australian parents act as chauffeurs	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains the irony of the behaviour of Australian parents with comprehensive evidence to support their answer	3
• Explains the irony of the behaviour of Australian parents with some evidence to support their answer	2
• Explains the irony of the behaviour of Australian parents with one supporting detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains that German children have more freedom	3
• Identifies most relevant detail	
• Identifies some relevant detail	2
• Identifies a relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Explains how appropriate the title is with reference to the Australian context including comprehensive detail</li><li>• Explains how inappropriate the title is with reference to the German context</li></ul>	5
<ul style="list-style-type: none"><li>• Explains how appropriate the title is with reference to the Australian context including comprehensive detail</li></ul>	4
<ul style="list-style-type: none"><li>• Explains how appropriate the title is with reference to the Australian context including some detail</li></ul>	3
<ul style="list-style-type: none"><li>• Explains how appropriate the title is to the Australian context with reference to the text</li><li>• OR</li><li>• Explains how inappropriate the title is with reference to the German context, but appropriate for the Australian context</li></ul>	2
<ul style="list-style-type: none"><li>• Explains how appropriate the title is with reference to the Australian context</li><li>• OR</li><li>• Explains how inappropriate the title is with reference to the German context</li></ul>	1

**Question 11**

*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 12

*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

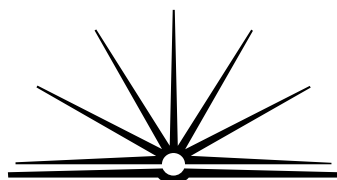
## Section III (continued)

### Question 13

*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, reflect 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, reflect 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

## **2006 HSC German Extension Marking Guidelines — Written Examination**

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

#### **Question 1 (a)**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Refers to the connotations of business class</li><li>• Refers to business men and their behaviour or characteristics of the business world</li></ul>	2
<ul style="list-style-type: none"><li>• Refers to the connotations of business class</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Refers to business men and their behaviour or characteristics of the business world</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Explains the literal nature of the weapons</li><li>Explains the significance of the weapons</li></ul>	2
<ul style="list-style-type: none"><li>Explains the literal nature of the weapons</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>Explains the significance of the weapons</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Demonstrates a perceptive understanding of Emma's character with supportive evidence</li></ul>	3
<ul style="list-style-type: none"><li>Demonstrates a good understanding of Emma's character with supportive evidence</li></ul>	2
<ul style="list-style-type: none"><li>Identifies one characteristic of Emma's character with supportive evidence</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>Identifies several descriptive words referring to Emma's traits</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Demonstrates a perceptive understanding of the reasons for the use of one-sentence paragraphs including reference to some examples</li></ul>	3
<ul style="list-style-type: none"><li>Demonstrates a good understanding of the reasons for the use of one-sentence paragraphs including reference to some examples</li></ul>	2
<ul style="list-style-type: none"><li>Demonstrates some understanding of the reasons for the use of one-sentence paragraphs including reference to one example</li></ul>	1



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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of how Emma's experiences match/don't match her expectations of people's behaviour by identifying most relevant details about different sectors of the community</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how Emma's experiences match/don't match her expectations of people's behaviour by identifying some relevant details about different sectors of the community</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how Emma's experiences match/don't match her expectations of people's behaviour by identifying some relevant details about different sectors of the community</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of how Emma's experiences match/don't match her expectations of people's behaviour by identifying some relevant details about 1 sector of the community</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of how Emma's experiences match/don't match her expectations of people's behaviour by identifying one detail about 1 sector of the community</li></ul>	1

## 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