

**2008 HSC Notes from
the Marking Centre
German**

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2008 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 contains comments on candidate responses to the 2008 Higher School Certificate examinations, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2008 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

Oral examination

General comments

Many candidates approached the examination with confidence and communicated effectively, demonstrating a good knowledge of vocabulary and language structures.

Better performances in the oral examination communicated relevant information on a variety of topics, using a variety of sentence structures, tenses, adjectives with correct endings and subordinal clauses. Well-prepared candidates answered spontaneously the questions asked by the examiner and justified their answers with several explanatory points.

Most candidates displayed a good level of pronunciation and intonation.

Candidates should understand that it is perfectly acceptable to correct oneself if a pronunciation or grammatical mistake is made.

Candidates are reminded that it is not acceptable to speak in English or give an English commentary such as 'I've forgotten the word'. It is advisable to learn some phrases such as *Können Sie das bitte wiederholen?* or *Wie bitte?* or *Es tut mir Leid, ich verstehe das nicht* or *Ich weiß es nicht*.

It is important to keep answers relevant to the question asked by the examiner. Candidates should be familiar with common topics such as school, hobbies, family and friends etc so that a spontaneous answer can be given. Long pauses and hesitations should be avoided. Candidates should also try to give full sentence answers. *Nein, ich habe keine Geschwister* is better than simply saying *nein*.

Most candidates spoke confidently, using the first person with common regular verbs conjugated correctly. Candidates must also ensure that they can answer questions using the third person singular

and plural when speaking about other people. Better responses also displayed an ability to use irregular verbs correctly.

Candidates should try to use a variety of sentences structures. Better speakers correctly used modals verbs, eg *können*, *wollen*, *dürfen* etc; subject/verb inversion after time phrases, eg *Nach dem HSC fahre ich nach Deutschlan'* and subordinate clauses, eg *weil*, *dass*, *obwohl* etc. It is also important for candidates to practise using the perfect tense correctly when talking about events that happened in the past.

Wer and *wo* were often misunderstood by candidates, resulting in irrelevant responses.

Written examination

Section I – Listening

Advice to candidates

Candidates should:

- read all questions in English before reading the item 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 column is not considered as part of the answer
- realise that the number of lines indicates the required length of the answer
- use the time given at the end of the paper to read over their answers to ensure they are meaningful and not contradictory.

Specific comments

Question 3

Many candidates did not make reference to contrast between the home-cooked German meal and eating out in hotels and restaurants.

Question 4

In the weaker responses, candidates did not understand the singular form of *ein Kätzchen* and referred to kittens.

Question 5

A significant number of candidates did not recognise *Frankreich*. Many did not make the connection between Otto having to work on the family house because his father was sick and the fact that he would earn money doing the repairs.

Question 6

Many candidates did not realise that the daughter wanted a driving lesson. Most candidates did not recognise the importance of the weather.

Question 7

Many candidates did not understand *schreien* and that Stefan's tiredness was linked to the new baby crying. The word *Geschäftsreise* was often misunderstood with candidates believing the father was a 'chef'.

Question 8

This question was well-handled, although *Klassensprecherin* was often mistranslated as 'school captain'.

Question 10

Many candidates did not understand the word *organisieren* and wrongly said that Liesl played in a football team. Some candidates did not recognise *Erste-Hilfe-Kurs* as a first-aid course.

Question 11

In the best responses, candidates took the whole text into consideration.

Section II – Reading

General comments

The best responses for the questions showed a global understanding of the entire text and translated necessary detail accurately. It should be stressed that a mere translation of the entire text is not required. Quoting in German is also not necessary. Candidates should express their ideas in their own words. It is important for candidates to use their dictionaries effectively. When looking for an English equivalent in the dictionary, candidates must ensure that they chose the most appropriate meaning.

Specific comments

Question 12

In the weaker responses, candidates did not realise that Inge needed her mother to get the ingredients for her so that she could make Gabi a birthday cake.

Question 13

The word *sitzenbleiben* was not recognised by a number of candidates.

Question 14

- (a) *etwas ganz Anderes* was not understood by many candidates.
- (b) Candidates could begin by answering 'yes' or 'no' to this question. Most candidates gave comprehensive answers as to why they would or would not enjoy this type of holiday and supported their answers with appropriate evidence from the text.

Question 15

Many candidates found this question challenging and some weak responses were given when attempting to explain how Brigitte's attitude towards her situation changed. Weaker candidates did not realise that Brigitte's attitude changed from the negative to the positive. In the better responses, candidates extracted appropriate information from the three emails and gave a global response to Question 15 (b).

Question 16

Parts (a) and (b) were well-handled by most candidates. Part (c) was more challenging. In the better responses, candidates deduced aspects of Manfred's character, provided appropriate adjectives and gave supporting evidence from the text.

Section III – Writing in German

Question 17

Most candidates wrote at least 50 words in German. In the better responses, candidates not only gave a physical description of their friend but also wrote about their relationship with one another.

Question 18

The better responses included the use of the perfect tense.

Question 19

In the better responses, candidates wrote well-constructed responses, using a variety of language and sentence structures. Many candidates tended to misunderstand register and confused the use of *du*, *ihr*, *Sie* and *man*. Candidates should not merely 'list' words or phrases. It is also important to comply with the word length. Very brief responses cannot demonstrate the range of vocabulary and sentence structures required to answer the question fully.

Continuers

Oral examination

General comments

Most candidates communicated authentically and fluently. The great majority of candidates displayed familiarity with a wide range of topic areas and moved from one area to another with the ease of a natural conversational style. There were only a few candidates who tried to dominate the conversation with long, irrelevant answers. This practice is highly discouraged. Better performances communicated relevant opinions, ideas and information in greater depth, using appropriate and sophisticated vocabulary and grammatical structures.

Better candidates interacted confidently, authentically and fluently with the examiner across the range of syllabus topics. These candidates developed new directions taken by the examiner in order to develop and expand upon their original response. Candidates should make use of every

opportunity to add breadth and depth to a topic and justify and expand upon ideas and comments, as long as they are relevant to the questions asked.

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 is unlikely that all questions will be phrased solely in the *du* form. This can be illustrated by the following example:

The question *Hast du Geschwister?* may be developed further with a follow-up question such as:

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

The above questions require responses in a different form.

Candidates are also reminded that the course of the conversation will vary. Since it is impossible for a candidate to memorise a prepared response for every conceivable question, the best preparation for this examination is to become familiar with:

- the range of vocabulary covering the syllabus topics, especially essential areas of their personal world, such as school, future plans, free-time activities/holidays, or parents’ professions. Struggling to find the right word for a planned course of study or intended future profession mars his/her performance at the examination and detracts from the overall impression of their linguistic competence
- essential grammatical structures including, but not limited to, correct verb forms, perfect tense, and word order. Particular attention should be paid to the verbs *werden* and *bekommen*, the correct use of *sich interessieren für* and the fact that no indefinite article is used with professions or the playing of musical instruments
- the contextual nature of language. For instance, the expression *nach der Schule*, may mean ‘in the afternoon after school’ or ‘on completion of your schooling’ depending on the context.
- the verb *ändern*, which is a source of confusion for some candidates.

Candidates are also encouraged to:

- elaborate beyond a simple, single-sentence response, without going to the other extreme of presenting a rote-learnt monologue
- bear in mind that German intonation typically requires that the voice drop at the end of the sentence
- address the question asked. Do not just answer in the general topic area
- pay attention to the logic of their sentences
- reply to a question with only relevant information
- ask for a question to be repeated or rephrased if it has not been understood
- speak at an even pace.

Better speakers demonstrated not only control of grammatical structures, but also authenticity and sophistication in their responses. They generally displayed a wide range of vocabulary and offered in-depth responses, yet maintained relevance to the question. These speakers manipulated language and did not merely deliver pre-learnt speeches.

While there is no prescription for achieving control, authenticity and sophistication, students should consider the following:

- authentic and idiomatic use of a range of vocabulary
- consistently accurate use of tenses
- consistently accurate verb forms and word order
- comfortable and natural use of subordination
- correct use of modals
- use of the conditional
- authentic phraseology
- good pronunciation and intonation.

Written examination

Section I – Listening and Responding: Questions 1–8

Specific comments

Question 1

Candidates need to translate German expressions into acceptable English; *die Nase voll* was often incorrectly translated as ‘has his nose full’.

Question 2

Candidates needed to be precise about the difference between playing football (soccer) and going to football (soccer). The fact that Thomas was *der Mannschaftskapitän* combined with *ich muss mitspielen* meant he was playing on the day of the wedding. *Seit Jahren* was poorly handled.

Question 3

This was generally well done. Some had difficulty with colours. Rosa was confused with *rot* and *schwarz/grün* was confused with *dunkelgrün*.

Question 4

Candidates found this a challenging question and misinterpreted the purpose of the announcement. *Wasserdicht* was not generally understood.

Question 5

Candidates need to be familiar with vocabulary such as *Schülerausweis*, *Ausstellung*, *Eintritt*, *BMW* and *Überraschung*.

Question 6

Candidates were confused by the perfect tense of *weh tun* (*wehgetan*) and many incorrectly assumed that the boots were broken; *geputzt* means they were cleaned (as opposed to clean).

Question 7

Candidates needed to be familiar with:

Weihnachten

Zugesagt

Komplett (mistranslated as complex)

Eine Freundin.

Question 8

General statements need to be backed up by evidence from the text. Candidates are encouraged to summarise the information given, rather than just retell the whole speech in detail.

Section II – Reading and Responding

Part A – Questions 9 and 10

General comments

Candidates are advised to read the questions before reading the passage. Candidates should not repeat the same information in more than one question.

A question worth 4 or 5 marks will most likely require some analysis, interpretation or evaluation and not simply a translation of lines of text. Candidates are therefore 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.

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

Specific comments

Question 9

- (a) Candidates needed to acknowledge that Stefan had truanted school for the third time that week.
- (b) For a comprehensive response candidates needed to recognise that Stefan had told a lie about Rosa (ie that she could vouch for him (b). However, she was actually living in North Germany). This helped to account for the father's reaction.

Question 10

- (c) Candidates needed to make the connection between the fact that Angelika expected to find well-paid jobs. However, the reality was that she had to work as cheap/unskilled labour.

Martin expected a relaxed and stress-free work environment. However, the reality was quite the opposite as it was all about competition and careers, and long working hours.

- (d) For a comprehensive response candidates were required to link the characters and attitudes of Angelika and Martin with evidence from the text. For example, Angelika was adaptable and this is demonstrated by the fact that she was homesick but was easily in contact with her family through the internet and cheap flights.

Items of vocabulary that caused some difficulty:

- *Reisefieber* (travel bug)
- *Dasein*
- *Geschichte* (myth, not story or history)
- *Feierabend*.

Part B – Question 11

General comments

In the best responses, candidates addressed the main points raised in the text creatively and developed the necessary depth. The more convincing responses were comprehensive, well organised and well structured. They reflected a balance between sophistication and the clear conveyance of their message. In short, it was clear what they were trying to say.

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. They should also remember that this is both a reading and a responding task. The response needs to demonstrate an understanding of the stimulus material provided.

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.
- candidates write clearly and on alternate lines
- responses are relevant to the issues at hand, are plausible and address audience, purpose and context
- candidates not copy sentences from the text
- candidates not try to be too humorous or ironic, as it rarely has the desired effect
- candidates be sure not to use inappropriate language such as swear words
- candidates use the dictionary with care and cross-reference vocabulary in both sections to ensure that the appropriate meaning of the word is selected
- candidates practise the text types outlined in the syllabus as much as possible and look at similar tasks in past HSC examinations in other languages so as to be prepared as well as possible
- candidates leave enough time to complete the task and to check it carefully for the basics such as subject/verb agreement, past participles and word order.

Specific comments

Candidates were required, as the class representative, to write a report to the principal in response to a report written by a teacher. In order to respond appropriately, the candidates needed to read the initial report carefully so that their reply to the principal could address all of the issues raised.

Most candidates demonstrated their understanding of the text by responding with the necessary relevant information from the text in the correct report format, but some did not respond to all the matters raised, or did not use the required format. Others outlined their experiences on camping trips without relating them to the issues in the text. Some misunderstood the concept that the candidates had stayed in huts and not tents, while others misunderstood Herr Vogel's ironic statement about *Luxus* hotels. Some candidates did not address the final point about whether the group should be allowed to go on another trip.

Candidates are advised not to incorporate irrelevant, rote-learned material into their responses.

A report to the principal should be more formal than an email or letter to a friend. Ideally, it should use the *Sie* form and should start with *Sehr geehrte(r) Herr/Frau ...*

The person writing the report should identify themselves clearly: *Ich heiÙe Angelika Schmidt und ich bin die Klassenvertreterin für den 13. Jahrgang.* There should be a clear conclusion, such as *Vielen Dank für Ihre Aufmerksamkeit/Hilfe/Interesse/Unterstützung.* Candidates must note that it is not correct to say *Vielen Dank für Ihre Zeit* in German.

Candidates need 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*, *ihr* and *Sie* and their related forms. Similarly, candidates need to be careful to use the correct forms of verbs with subjects in the present tense as well as past participles with the correct auxiliary verbs in the perfect tense.

The cases, particularly with pronouns, need further attention. Candidates need to be careful to copy the gender of the words used in the set text correctly. Spelling, punctuation and the use of paragraphs are important in creating a positive overall impression.

Common vocabulary and grammatical errors:

- To discuss the concept of being late in German, candidates must use the expression *zu spät kommen*. You cannot be *late* in German, you are always *too late*.
- Some candidates confused *konnten* 'was able to' with *könnten* 'would be able to'.
- Many candidates wrote *Das war nicht ein Problem* instead of *Das war kein Problem*.
- Candidates need to be mindful of the differences between *SpaÙ haben* and *SpaÙ machen* and that *Es ist SpaÙ* is incorrect German.
- To say that something sounds good, candidates are advised to use the expression *Das hört sich gut an* or *Das klingt gut*. Similarly, to say that you had a good time, you need to use an expression like *Wir haben uns gut amüsiert*. You cannot say *Ich habe eine gute Zeit gehabt* in German.
- There were problems with basic adjectives.
- *Hilfsbereit* means helpful in relation to a person. An object or thing cannot be *hilfsbereit*. They need to be *hilfreich* or *nützlich*.
- Candidates need to avoid translating English idioms and sayings directly into German. In most cases, direct translation will not work.

Section III – Writing in German: Questions 12 and 13

Question 12

General comments

This section of the examination was well handled by most candidates. More attempted Part (a) than Part (b). The question required candidates to have a good command of the perfect tense, past tense of modals, subject verb agreements, prepositions and subordinate clauses in order to answer Part (a). Candidates answering (b) needed a good command of the word order, modals, prepositions, the perfect tense and verb auxiliaries.

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

Specific comments

- (a) In the most effective responses, candidates described why they had to return home earlier than planned from their holiday. They used the perfect and imperfect tenses and varied the word order by, for example, manipulating subordinate clauses, and avoided simply listing the catastrophes or merely describing the holiday itself. Length was generally well observed by candidates, most of whom addressed the question well with relevant information.

Common vocabulary errors included confusion between *zu Hause* and *nach Hause* as well as poor expression of ‘being well’, using variations on the construction *Es geht mir gut*. Common grammatical errors included wrong genders, no capitalisation of nouns, word order in subordinate clauses, verb agreements, past participles and verb auxiliaries, and accusative and dative after prepositions.

- (b) The most effective responses described why the grocery shopping has not been done and what the 50 euros have been spent on instead, giving a creative response and demonstrating a good command of the perfect tense and subordinate clauses where appropriate. Length was well observed by candidates in general. Most candidates addressed the question well with relevant information.

Common vocabulary errors included difficulties using *ihr/euch/euer* to address the parents, as well as difficulties expressing the concept of fun *Es hat mir Spaß gemacht*. Common grammatical errors also included careless errors with subject–verb agreements, word order in subordinate clauses, the correct use of the accusative and dative with prepositions, and auxiliaries and past participles with the perfect tense.

Advice to candidates

Candidates should take time to identify the key issues and ensure they have correctly understood the intent of the question so that they can plan their answer accordingly. This will ensure their response is relevant. Candidates who have a good vocabulary and who have practised grammatical structures on a regular basis should be able to use language effectively to create an interesting and appropriate response.

Regular practice on a wide range of topics, using a variety of text types, will ensure that candidates are able to create an interesting and flexible response. Candidates are encouraged to attempt more complex language structures in their answers (eg *um ... zu*, *dass* / *wenn* / *weil* / *obwohl* clauses, a range of tenses) and to avoid providing a safe but ultimately simplistic response. The use of a dictionary will only assist if this skill has been practised throughout the course; the insertion of unfamiliar vocabulary may detract from the overall quality of the response.

Candidates are reminded that rote-learned material rarely fits neatly into a response. Lengthy, irrelevant introductions and conclusions which have been pre-learned make no contribution to the piece of writing. Candidates are also reminded to take note of the required word count for their response. A well-thought-out answer which meets the word count is preferable to a lengthier drawn-out response.

Question 13

General comments

Candidates are reminded to read the question(s) and rubric carefully to identify the requirements of the task. In this question candidates were required to write either a reflective or persuasive response. Responses which were only informative or descriptive did not answer the question fully.

Developing a plan before writing is advised. Candidates should attempt to map the questions to the syllabus topics so they can draw on relevant and topic-specific vocabulary and phrases.

Candidates are reminded to avoid relying on rote-learned material, as this can lead to irrelevance. Ideas should be structured and sequenced logically.

Better responses demonstrated a variety of grammatical structures and a wide range of appropriate vocabulary, with a high level of accuracy in spelling. In these responses candidates also demonstrated breadth and depth in the treatment of the task and manipulated language authentically and creatively. It should be noted that this is achievable within the word limit. Lengthy responses often lack structure and can result in less than effective sequencing. At the same time candidates should endeavour to elaborate (ie provide depth) on some of the points they make, rather than resorting to simple lists.

Candidates who use a dictionary should be familiar with its use and distinguish between nouns, verbs and adjectives. Selections should be cross-referenced in both sections of the dictionary to ensure that the meaning of the selected word is appropriate to the context.

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

Specific comments

- (a) Candidates were required to write an email to persuade a friend to do volunteer work before going to university. Better responses identified the volunteer work in some detail and developed several persuasive ideas as to why their friend should do the same.
- (b) Candidates were required to write a diary entry reflecting on how they spent New Year's Eve and why they will do things differently next year. Some candidates wrote descriptively about New Year's Eve and next year without reflecting. Others focused on one element of the question only. These responses did not meet the requirements of the task. Many candidates

demonstrated extensive knowledge of future tense while a number of candidates who attempted to use the perfect tense demonstrated lack of control of common past participles (*gesehen, gegangen, getrunken*).

Common errors:

- Writing the date – *den 1. Januar*
- *bekommen* (*statt werden*)
- *verbringen*.

Extension

Oral examination

General comments

In general, the responses to the questions were of a high standard. Candidates used a range of vocabulary and sentence structures to illustrate their points of view. Very few candidates resorted to monologues based on prepared topics.

Candidates need to read the questions carefully to ensure they give a relevant response, with special care given to key words. They are advised against repeating the task several times in their response, especially as errors in pronunciation tend to distract them unnecessarily from their flow of argument. Candidates are advised against reproducing pre-learnt material which may be on the general topic but which does not directly address the question asked.

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 information. Candidates should consider the option of presenting both sides of the argument before presenting their own point of view, to ensure that the topic is treated in depth. They are also reminded to answer the questions from a broader perspective allowing for a more sophisticated response (eg use of '*man*') rather than solely basing their answer on their personal experiences, which results in depth of argument limited to their personal world. Candidates are also strongly encouraged to read widely in order to develop their own opinions on topics related to the prescribed issues.

The importance of using the preparation time to write a structured plan cannot be emphasised enough. This would also help prevent unnecessary repetition. While a variety of responses are accepted they must be relevant to the task. Candidates are advised to write key words/notes in the boxes provided to help them organise their ideas and arguments and are reminded to stay within the borders of these boxes. Candidates are strongly advised to read the questions in German and English carefully to ensure that they understand the question fully.

Specific comments

Question 1

Many candidates addressed the issue of the pressure of work, the pressure to succeed and consumerism etc in a most convincing manner. However, several candidates made only brief mention of the issue of *Freizeit* (which was expressed as *Freiheit* by some candidates). In the better monologues, candidates discussed the difficulties of having a balance in life between *Arbeit* and

Freizeit and continued by outlining some of the benefits both for the individual and for society as a whole.

Question 2

Poorer responses interpreted *Angst vor dem Unbekannten* as fear of unknown people (foreigners/strangers) rather than fear of the unknown in general. In these responses, candidates felt that only by getting to know people/others/foreigners does one develop a better understanding of others and therefore prejudices are broken down. Better responses explained the origins and reasons for prejudice and then suggested how best to overcome or avoid prejudices.

Question 3

In the weaker monologues, candidates did not address the *immer noch wichti*' (still important) aspect of the question. Candidates explored the issues of role models (good and bad). However, better responses referred to inspirational world figures from the past and present, thereby lifting the quality of their response.

Written examination

Section I – Response to prescribed text

Question 1

General comments

In the weaker responses, candidates made sweeping generalisations or retold the story rather than addressing the question asked.

Responses that recount a wealth of interesting but irrelevant information cannot meet the requirements of the question. Candidates need to ensure that their answers are relevant to the questions rather than providing pre-learnt chunks of irrelevant information.

Candidates are required to answer the questions in English. They are reminded that if they wish to refer to quotes from the story they should at least paraphrase them in English as part of their answers. Lengthy quotes in German add little to the quality of a response.

Candidates are reminded that the number of lines printed on the paper is expected to be sufficient for a complete response. Lengthy responses reflected a lack of understanding of the requirements of each question regarding both the length of the response and efficient use of the time available in the examination.

The wording of each question is the key to its intention; candidates should be careful to address the key points without giving extensive recounts of everything they know about the story. When considering a question the following points may be of assistance. Does the question:

- focus on the extract or the whole story?
- ask for comment on a particular part of the story? For example, Emma's life before the train trip, the train journey home etc
- require comment on a given quote? (If so, an understanding of the meaning of the quote should be included in the response)

- require a number of points to be addressed? (If so, comment on each point needs to be included. For example, the themes of violence, and of advance and retreat etc. This will ensure the response directly engages with the question, instead of providing a vague overview, which is not specific to the question).

Candidates are further reminded to:

- take the time to read over their responses to make sure that their English makes sense
- use quotations to support a relevant answer only if necessary. The significance of the quote must be explained/paraphrased within the context of the requirements of the question
- be aware that the number of marks allocated to a question is an indication of the depth of response required
- avoid repeating the same concepts from question to question
- refer to the text as a whole, if required, and not simply focus on the printed excerpt in the examination paper
- ensure that their ideas are clearly expressed rather than filling their responses with unsubstantiated jargon
- not rewrite the question in their responses.

Specific comments

- (a) Most candidates paraphrased the quotation well into their responses and provided a context. Some, however, did not acknowledge that ‘at this point in the story’ Emma had not only been mistreated by those who considered themselves her superior, but also those of her own social standing.
- (b) Some candidates did not acknowledge correctly that it was Emma who had almost been thrown out of the train and thought Emma had thrown the young man from the train out of frustration and despair. The force of the imagery of Emma nearly being thrown out of the train was central to the responses.
- (c) This part of the question established the fact that Emma was self-reliant and used to coping with life. Therefore answers which simply stated that she was not helpless but could look after herself, without providing any evidence from the story, only restated the question itself. Candidates were required to comment on the quote and provide evidence to show she had been self-reliant in her life before the train trip. However, reference to events which happened during and after the train trip were not relevant to this part of the question.
- (d) Better responses provided a balanced argument from the question to support ‘to what extent’. Some candidates did not respond with examples from ‘on the journey home’, as stated in this part of the question. Comprehensive responses included an understanding of the quote – that Emma did not let herself be pushed around without saying a word – and provided good examples of the extent to which this was true on the journey home.
- (e) Better responses provided a perceptive understanding of the underlying themes of violence, of advance and retreat, and related this to a message of acceptance and tolerance. Some candidates did not understand that the message is for the reader rather than for Emma. Responses that were purely descriptive or simply retold the story did not respond critically to the story and were often narrow in their treatment of the themes and the message as stated. This part of the question addressed a number of aspects, and sound responses included reference to each of these.

Responses to Part (e) which gave only a general reflection and answered in generalisations without specifically addressing each aspect of the question, did not come to terms with the parameters of the question. A thorough knowledge of the text should enable candidates to engage with the question as asked, and provide an insightful response that directly addresses each of the points raised.

Note: Supporting responses with quotes in German is not a requirement of this section of the paper, unless specified in the question.

Part B – Question 2

General comments

The overall standard of responses was good, with the best demonstrating a perceptive and sensitive understanding of the story *Das Stenogramm*, and of the requirements of the task: to show a thorough understanding of the relevant parts of the story and its global message, through a conversation between father and son.

Candidates should ensure that they are thoroughly familiar with the 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.

The best responses to this task demonstrated:

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

Specific comments

Evidence of knowledge of the story beyond the extract had to be shown and applied to answer the question at hand. That is, candidates were required to demonstrate knowledge of the chain of events through *examples* from the entire story and *analysis* of these examples: the guilt the son feels, due to his petty reasons for ignoring his conscience and obligation to notify the authorities of the accident (with examples from the story as illustrations or evidence). Candidates needed to show how both father and son reacted to and were affected by the accident.

Some problematic language points:

- *zu Hause* versus *nach Hause*.
- Subject–verb agreement.
- correct order and conjugation of three verbs coming together at the end of a clause or sentence: auxiliary verb, main verb, modal verb!
- 2nd subjunctive lends itself well to a task like this. Candidates should ensure they can use this correctly.

Section II – Writing in German

Questions 3 and 4

General comments

The best responses were well-structured, convincing arguments that were well suited to the text types of a magazine article or a speech.

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

- carefully consider which question to answer, choosing the one for which they can provide a range of ideas and well supported arguments
- write a brief plan
- provide a relevant introduction and a convincing conclusion in keeping with the text type
- avoid repetition of structures, eg *Viele Leute sagen, dass ...*, or repeated rephrasing (sometimes inaccurately) of the question
- give a response that has breadth and depth
- write accurately, aiming for a variety in the structures, tenses and vocabulary used
- 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 listener to a speech or of the reader of a magazine article (eg by using a rhetorical question or imperative form)
- use the dictionary appropriately and cross-reference where necessary.

Candidates should also allow time to review their responses, especially regarding:

- verb–subject agreement
- correct tense
- word order
- spelling
- punctuation, particularly commas
- modal verb forms
- correct use of *man*, particularly in cases other than the nominative.

Specific comments

Question 3

Some candidates did not explore the idea of language learning being an effective tool in better understanding another culture, but instead based their responses on the general benefits of learning a foreign language.

Most candidates agreed with the topic statement, but sometimes had difficulty tying their responses directly to the question. Candidates should not feel compelled to agree with the topic statement. They are being assessed on their ability to present and support a point of view.

A recycling of ideas and vocabulary can be prevented by planning the outline of the response before writing is commenced. In the better responses, candidates presented a coherent response within the word limit. Responses which fell short of the indicated length (approximately 300 words) were more likely to lack breadth and depth.

Most candidates had a solid command of all aspects of language expected at this level. Weaker responses reflected problems with genders, subject–verb agreement, modal verb conjugation and relative clauses.

The better responses tended to sound more authentic, as they included correct idiomatic expressions, whereas weaker responses contained a number of lexical errors and anglicisms.

Question 4

Generally candidates handled the text type well, capturing the interest of the magazine reader and structuring their article logically and coherently.

There was a wide range of responses to this question, as candidates in general drew on their own personal experiences and/or observations. Most candidates addressed both halves of the question, that is, technology assisting communication and the question of possible loneliness and isolation. Candidates showed that they understood the question well and there was less evidence this year of pre-learnt or prepared irrelevant material. However, candidates should be reminded to make judicious use of the dictionary. Errors in word choice (eg *Wir brauchen eine Waage* – We need a balance) were still too frequent.

The best responses showed evidence of careful planning, consideration of the target audience, well-thought-out arguments and the accurate use of a wide variety of vocabulary and structures.

German Beginners

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3
Written Examination			
Section I — Listening			
1	2	Recreation and pastimes – news item	H2.1
2	1	Education – announcement	H2.2
3	2	Family life – conversation	H2.2
4	2	Home and neighbourhood – conversation	H2.2
5	3	Future plans – conversation	H2.2
6	3	Family life – conversation	H2.2
7	3	Home and neighbourhood – conversation	H2.2
8	4	People and places/education – monologue	H2.4
9	1	Recreation and pastimes – phone message	H2.5
10	4	Work/aspirations – interview	H2.4
11	5	Friends and recreation – conversation	H2.1, H2.4
Section II — Reading			
12	2	Family life – SMS message	H2.5
13 (a)	2	Education – notice	H2.2
13 (a)	2	Education – notice	H2.2
14 (a)	2	Travel – brochure	H2.5
14 (b)	4	Travel – brochure	H2.4
15 (a)	3	Future plans – emails	H2.2
15 (b)	5	Future plans – emails	H2.1, H2.4
16 (a)	2	People – magazine article	H2.2
16 (b)	3	People – magazine article	H2.2
16 (c)	5	People – magazine article	H2.1, H2.4
Section III — Writing in German			
Part A			
17	4	Holiday/travel/tourism – postcard	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
18	6	Friends, recreation pastimes – email	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
Section III — Writing in German			
Part B			
19 (a)	10	Education and work – article	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
19 (b)	10	Family life and neighbourhood – article	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3

German Continuers

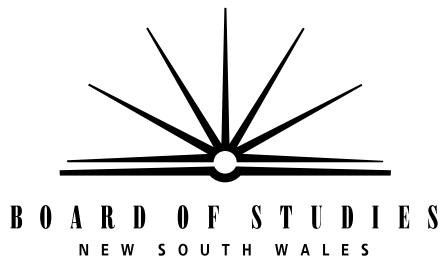
2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	2	Arts and entertainment – dialogue	H3.1
2	2	Personal identity – dialogue	H3.1
3	3	Leisure and lifestyles – dialogue	H3.1
4	3	Leisure and lifestyles – news item	H3.1
5	3	Tourism and hospitality – message	H3.1
6	3	People and places – dialogue	H3.1
7	4	Personal identity – dialogue	H3.1, H3.2
8	5	Education and aspirations – speech	H3.1, H3.2
Section II — Reading and Responding			
Part A			
9 (a)	1	Personal identity – script of a TV play	H3.1
9 (b)	2	Personal identity – script of a TV play	H3.1
9 (c)	3	Personal identity – script of a TV play	H3.1
9 (d)	4	Personal identity – script of a TV play	H3.1, H3.2
9 (e)	1	Personal identity – script of a TV play	H3.1
10 (a)	2	Past and present – article	H3.1
10 (b)	3	Past and present – article	H3.1
10 (c)	4	Past and present – article	H3.1
10 (d)	5	Past and present – article	H3.1, H3.2
Section II — Reading and Responding			
Part B			
11	15	Education and aspirations – report/report	H1.2, H1.3, H2.1, H2.3, H3.1
Section III — Writing in German			
12 (a)	6	Tourism and hospitality – postcard	H2.1, H2.2, H2.3
12 (b)	6	People and places – message	H2.1, H2.2, H2.3
13 (a)	9	Education and aspirations – email	H2.1, H2.2, H2.3
13 (b)	9	Arts and entertainment – diary entry	H2.1, H2.2, H2.3

German Extension

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
1	5	Pressures on the individual — monologue	H1.1, H1.2
2	5	Divisions in society — monologue	H1.1, H1.2
3	5	Overcoming adversity — monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	<i>Business Class</i>	H2.1
1 (b)	2	<i>Business Class</i>	H2.1, H2.2
1 (c)	3	<i>Business Class</i>	H2.1, H2.2
1 (d)	3	<i>Business Class</i>	H2.1, H2.2
1 (e)	5	<i>Business Class</i>	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Das Stenogramm</i> — conversation	H2.1
Written Examination			
Section II — Writing in German			
3	15	Divisions in society — script of a talk	H1.1, H1.2
4	15	Pressures on the individual — magazine article	H1.1, H1.2



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Section I — Listening

Question 1

Outcome assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Understands what is happening in the park	2
• Provides some relevant detail	1

Sample answer:

There is a party with many bands playing and prizes for singing, dancing or playing an instrument.

Question 2

Outcome assessed: H2.2

MARKING GUIDELINES

Criteria	Mark
• Identifies the correct statement	1

Sample answer:

B

Question 3

Outcome assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies why the man is pleased	2
• Provides some relevant detail	1

Sample answer:

He's pleased to be home and finally eat German food after three weeks of hotel and restaurant food.

**Question 4**

Outcome assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies what Karin will do	2
• Provides some relevant detail	1

Sample answer:

She will ask her parents for permission to take home one of the kittens from school.

Question 5

Outcome assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies a good understanding of how Otto's plans have changed	3
• Identifies some understanding of how Otto's plans have changed	2
• Provides some relevant detail	1

Sample answer:

He was going away on holiday. Now he is going to earn money by repairing the house. His father is sick and can't do it.

Question 6

Outcome assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies a good understanding of what the father and daughter are discussing	3
• Identifies some understanding of what the father and daughter are discussing	2
• Provides some relevant detail	1

Sample answer:

Eva wants to have a driving lesson because she has her driving test in four weeks. Her father thinks the weather is too bad and it is too dangerous.

Question 7*Outcome assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies a good understanding of how the new situation at home has affected Stefan	3
• Identifies some understanding of how the new situation at home has affected Stefan	2
• Provides some relevant detail	1

Sample answer:

Because of the new baby who cries all night, he doesn't have the energy to go to training. He also has to cook, go shopping and clean the kitchen. His father isn't there to help.

Question 8*Outcome assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding to justify why Maria would make a good school captain	4
• Demonstrates a good understanding to justify why Maria would make a good school captain	2–3
• Provides some relevant detail	1

Sample answer:

She shows several qualities as to why she would be good school captain; she has previous experience as a class speaker. She is friendly and has made new friends easily. She is active in school activities such as sport and music. She is a good student and is willing to help others.

Question 9*Outcome assessed: H2.5***MARKING GUIDELINES**

Criteria	Mark
• Identifies the correct statement	1

Sample answer:

(A)

Question 10

Outcome assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding to justify why Liesl would be suitable for this position	4
• Demonstrates a good understanding to justify why Liesl would be suitable for this position	2–3
• Provides some relevant detail	1

Sample answer:

Liesl would be a good leader because she has a lot to do with young children in her own family and enjoys training young football players on the weekend (good in group situations). Because of her work in the supermarket, she has solved difficult situations and conflicts. She also has a first aid certificate in case of an accident.

Question 11

Outcomes assessed: H2.1, H2.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding to interpret and justify whether Mrs. Richter is likely to participate in the program	5
• Demonstrates a good understanding to interpret and justify whether Mrs. Richter is likely to participate in the program	3–4
• Demonstrates some understanding to interpret and justify whether Mrs. Richter is likely to participate in the program	2
• Provides some relevant detail	1

Sample answer:

Yes, despite the fact that there were some small problems such as Anton's unwillingness to go to school in winter because it was very cold; he inconvenienced the father by hogging the computer; he arranged an exchange student party without asking. But he was a nice guy who was helpful around the house. Mr. Schwarz's kids got to know exchange students from all over the world whom they now can visit. Overall there were more positives than negatives.



Section II — Reading

Question 12

Outcome assessed: H2.5

MARKING GUIDELINES

Criteria	Mark
• Identifies the purpose of the SMS with supporting detail	2
• Provides some relevant detail	1

Sample answer:

To ask the mother to buy the stuff for a birthday cake. She can't because she has training till 20.00.

Question 13 (a)

Outcome assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies a good understanding of why Michael has written this notice	2
• Provides some relevant detail	1

Sample answer:

He needs help in French or he will have to repeat next year.

Question 13 (b)

Outcome assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies a good understanding of what Michael offers	2
• Provides some relevant detail	1

Sample answer:

He offers help in maths. He also has his own quiet, large room in which they can work together.

**Question 14 (a)***Outcome assessed: H2.5***MARKING GUIDELINES**

Criteria	Marks
• Identifies in detail the targeted audience of the brochure	2
• Provides some relevant detail	1

Sample answer:

Families on a budget who want to do something different with their children without travelling a long way from home.

Question 14 (b)*Outcome assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding to justify why you would (or would not) enjoy this type of holiday	4
• Demonstrates a good understanding to justify why you would (or would not) enjoy this type of holiday	2–3
• Provides some relevant detail	1

Sample answer:

Yes. I would enjoy this holiday because it's on a farm and I like fresh air. I like to eat well and all of the food is home grown. I enjoy horse riding and there is opportunity for that. I think it would be fun to sleep on hay in a barn.

OR

No, I would not like this holiday. It's on a farm and I like the city. I am allergic to animals. I don't like horse riding so there would be nothing for me to do. Sleeping on hay doesn't attract me at all. Sharing a bathroom would be disgusting!

**Question 15 (a)***Outcome assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies a good understanding of why Brigitte's parents made this decision	3
• Identifies some understanding of why Brigitte's parents made this decision	2
• Provides some relevant detail	1

Sample answer:

Father is unhappy in his job. Brigitte and her mother are always arguing about clothes, friends and parties. The parents would like them to be a real family again and work together.

Question 15 (b)*Outcomes assessed: H2.1, H2.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding to interpret and justify how Brigitte's attitude toward her situation changed	5
• Demonstrates a good understanding to interpret and justify how Brigitte's attitude toward her situation changed	4
• Demonstrates some understanding to interpret or justify how Brigitte's attitude toward her situation changed	2–3
• Provides some relevant detail	1

Sample answer:

Brigitte was upset because her parents decided to sail around the world without discussing it with her and her brother. She had a very negative attitude because she didn't want to lose her friends or leave school. Her friend Karin calms her down and through Karin's advice Brigitte and her brother have a long discussion with their parents. After this discussion she sees her parents' point of view and understands why they want to do this. Her attitude becomes positive especially when the father offers a compromise – if it doesn't work out she can come back and stay with her aunt.

Question 16 (a)

Outcome assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies a good understanding of why Manfred was motivated to become a chef	2
• Provides some relevant detail	1

Sample answer:

He was always interested in food and cooking. He was inspired by his grandfather who was a chef on a cruise ship.

Question 16 (b)

Outcome assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies a good understanding of why Manfred started his own business	3
• Identifies some understanding of why Manfred started his own business	2
• Provides some relevant detail	1

Sample answer:

He didn't like his job in the hotel. He was overworked and didn't get to cook. He was given money by his grandfather and so was able to rent a restaurant.

Question 16 (c)

Outcomes assessed: H2.1, H2.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding to interpret and justify what we learn about Manfred's character	5
• Demonstrates a good understanding to interpret and justify what we learn about Manfred's character	3–4
• Demonstrates some understanding to interpret or justify what we learn about Manfred's character	2
• Provides some relevant detail	1

Sample answer:

He was focussed from a young age and knew for sure that he wanted to be a chef. He is determined and didn't give up even though things were difficult with the restaurant in the beginning. He is very modest and acknowledges his family's role in his success. He is generous and is sending his family on a winter holiday to express his gratitude.

Section III — Writing in German

Part A

Question 17

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates ideas and information appropriate to audience, purpose and contextApplies knowledge of vocabulary, language structures and features to the task	4
<ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextDemonstrates some knowledge of vocabulary, language structures and features	2–3
<ul style="list-style-type: none">Produces some comprehensible language related to the task	1

Question 18

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates relevant ideas and information appropriate to audience, purpose and contextOrganises information and ideas coherentlyApplies knowledge of a variety of vocabulary, language structures and features to the task	6
<ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextOrganises ideas and informationDemonstrates knowledge of vocabulary, language structures and features	4–5
<ul style="list-style-type: none">Demonstrates some understanding of the requirements of the taskDemonstrates limited evidence of the ability to organise ideasDemonstrates some knowledge of vocabulary, language structures and features	2–3
<ul style="list-style-type: none">Produces some comprehensible language related to the task	1

Section III — Writing in German

Part B

Question 19

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas coherently• Demonstrates knowledge of a variety of vocabulary, language structures and features	9–10
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience• Organises information and ideas• Demonstrates some knowledge of a variety of vocabulary, language structures and features	7–8
<ul style="list-style-type: none">• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas with some coherence• Demonstrates some knowledge of vocabulary, language structures and features	5–6
<ul style="list-style-type: none">• Presents some information relevant to the task• Demonstrates elementary knowledge of vocabulary, language structures and features	3–4
<ul style="list-style-type: none">• Produces some comprehensible language related to the task	1–2



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Section I — Listening and Responding

Question 1

Outcomes assessed: 3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Paul is keen to go to the movies	2
• Provides some relevant information	1

Sample answer:

He's sick of doing his homework and the film will make him laugh.

Question 2

Outcomes assessed: 3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Katje is annoyed	2
• Provides some relevant information	1

Sample answer:

Because he is a good friend of Anna's but has decided to play football instead.

Question 3

Outcomes assessed: 3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why he is unenthusiastic	3
• Demonstrates some understanding of why he is unenthusiastic	2
• Provides some relevant information	1

Sample answer:

He thinks the radio looks old-fashioned and he is not convinced that it can be repaired. He thinks the green and black colour is a bit odd.

Question 4

Outcomes assessed: 3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the purpose of this announcement	3
• Demonstrates some understanding of the purpose of this announcement	2
• Provides some relevant information	1

Sample answer:

It is a warning about the importance of being well prepared. You need to wear protective clothing and a helmet. This will ensure you have a good time/avoid accidents.

Question 5

Outcomes assessed: 3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the important details from the message	3
• Demonstrates some understanding of the important details from the message	2
• Provides some relevant information	1

Sample answer:

10:30: She will pick you up from here. Don't go to station.

2:00: Going to exhibition in BMW museum – bring student ID.

Dinner: Surprise – wear something nice.

Question 6

Outcomes assessed: 3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why the customer feels justified in returning his purchase.	3
• Demonstrates some understanding of why the customer feels justified in returning his purchase.	2
• Provides some relevant information	1

Sample answer:

He has tried the boots on a long walk but they hurt.
He has the box, has cleaned them and they look like new.

Question 7

Outcomes assessed: 3.1, 3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of Christoph's dilemma	4
• Demonstrates a good understanding of Christoph's dilemma	3
• Demonstrates some understanding of Christoph's dilemma	2
• Provides some relevant information	1

Sample answer:

His dilemma is whether to upset his mother or lose his girlfriend. He is faced with an impossible choice. He was invited to his girlfriend's for Christmas but now his mother wants him to stay at home because her brother is coming from Australia and she wants the whole family to be there. His girlfriend is very upset because she had to convince her parents to invite him. She is now threatening to end their relationship if he doesn't put her first.

Question 8

Outcomes assessed: 3.1, 3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of why he is a good choice of speaker	5
• Demonstrates a good understanding of why he is a good choice of speaker	3–4
• Demonstrates some understanding of why he is a good choice of speaker	2
• Provides some relevant information	1

Sample answer:

By sharing his own personal story, he relates to all students, not just the high achievers. He presents himself as a real person. Because of his honesty students can relate to him. He engages them from the beginning by saying he hated school. He connects with them on their level, e.g. by referring to them as "ihr" and saying "unter uns gesagt". He maintains their interest by for example using humour – "Cyber world or Shakespeare? Hard choice!" and ends on a very positive note, saying they can all be successful and happy by following their own path.

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: 3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies why the principal has rung	1

Sample answer:

Because Stefan has wagged school for the third time this week.

Question 9 (b)

Outcomes assessed: 3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how Stefan tries to justify himself	2
• Provides some relevant information	1

Sample answer:

He claims that the principal keeps mistaking him for someone else, who is also called Stefan. He says Rosa knows he was there and his father can check that.

Question 9 (c)

Outcomes assessed: 3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how we know Stefan has let his father down in the past	3
• Demonstrates some understanding of how we know Stefan has let his father down in the past	2
• Provides some relevant information	1

Sample answer:

His father says that Stefan is always making promises he never keeps. He tells him he has used up all his chances. And also says he is sick of Stefan lying to him all the time.

Question 9 (d)

Outcomes assessed: 3.1, 3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of whether Herr Gruber has over-reacted• Identifies Stefan's lie regarding Rosa as an alibi	4
<ul style="list-style-type: none">• Demonstrates a good understanding of whether Herr Gruber has over-reacted	3
<ul style="list-style-type: none">• Demonstrates some understanding of whether Herr Gruber has over-reacted	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Yes, because Stefan has his Abitur in two months and shouldn't be thrown out on the spot. His father also says he won't support him and expects him to look after himself. On the other hand, Stefan has clearly lied about Rosa. He slips up when he tells his father Rosa is living in North Germany.

Question 9 (e)

Outcomes assessed: 3.1

MARKING GUIDELINES

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

Question 10 (a)

Outcomes assessed: 3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of the reasons for Australia's popularity as an immigration destination	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Love of adventure, the travel bug and the feeling that they can discover themselves in the wide open spaces in Australia.

Question 10 (b)*Outcomes assessed: 3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why her parents would have been unhappy	3
• Demonstrates some understanding of why her parents would have been unhappy	2
• Provides some relevant information	1

Sample answer:

She had decided to take 2 years off after the Abitur. They wanted her to go straight to uni, study Medicine, and then take over their practice. Now there was no chance this would happen.

Question 10 (c)*Outcomes assessed: 3.1, 3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which the workplace met their expectations	4
• Demonstrates some understanding of the extent to which the workplace met their expectations	2-3
• Provides some relevant information	1

Sample answer:

Martin was looking forward to a challenge and he now enjoys this new job, but he had expected to have a very relaxed, stress-free existence and finds instead that his colleagues are very work-driven and the working hours are long. Angelika had expected to find well-paid work, but had a less than positive experience as an unskilled worker.

Question 10 (d)*Outcomes assessed: 3.1, 3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of Martin's and Angelika's characters and attitudes, as revealed in the text.• Justifies who is more likely to remain in Australia	5
<ul style="list-style-type: none">• Demonstrates a good understanding of Martin's and Angelika's character as revealed in the text.• Justifies who is more likely to remain in Australia	4
<ul style="list-style-type: none">• Demonstrates some understanding of Martin's and Angelika's characters and attitudes as revealed in the text.• Justifies who is more likely to remain in Australia	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Angelika: it was her choice to come in the first place– she is independent and wanted to follow her own dream and not that of her parents. Martin only came to Australia to improve his chances of promotion. His attitude is more reserved and he refers to the remoteness of Australia. Angelika is resilient and makes friends easily, where Martin remains close to his friends and family in Germany. Although Angelika is a bit homesick, she has embraced her life here and says she has had experiences she could never have had in Potsdam. On the other hand, Martin finds it harder and harder to leave his family and friends in Germany. Unlike Angelika, he finds it hard to adapt to his new circumstances. He doesn't overcome the barriers and difficulties as easily and is still very tied to Germany.

Section II — Reading and Responding

Part B

Question 11

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

MARKING GUIDELINES

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

Section III — Writing in German

Question 12

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

MARKING GUIDELINES

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

Section III (continued)

Question 14

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

MARKING GUIDELINES

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



2008 HSC German Extension Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in German Extension, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Section I — Response to Prescribed Text

Part A

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what has caused Emma to come to this conclusion	2
• Demonstrates some understanding of what has caused Emma to come to this conclusion	1

Sample answer:

She has not only been mistreated by those who consider themselves her superior, but also by those of her own social standing – including the taxi driver and the woman in the cloakroom at the opera. She didn't expect this, and so concludes that she no longer understands the world.

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the purpose of this comment	2
• Demonstrates some understanding of the purpose of this comment	1

Sample answer:

A young man has barged in ahead of Emma and nearly thrown her off the train. The author uses such exaggerated terms to indicate how ruthlessly she has been treated.

Question 1 (c)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Emma's self-reliance	3
• Demonstrates a good understanding of Emma's self-reliance	2
• Demonstrates some understanding of Emma's self-reliance	1

Sample answer:

In the quote Emma scolds herself that she must pull herself together. She does not see herself as a helpless victim. We know that Emma has worked her whole life, and when her income dropped, was not afraid to live in a rough part of town, where her friends were disinclined to visit. She has no husband and only an ineffectual son, who offers no support. Emma is used to having to look after herself.

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

Criteria	Marks
• Demonstrates a perceptive understanding of how true this statement is in light of events of the journey home	3
• Demonstrates a good understanding of how true this statement is in light of events of the journey home	2
• Demonstrates some understanding of how true this statement is in light of events of the journey home	1

Sample answer:

It is certainly true, as long as Emma is in an environment where she feels comfortable. She speaks up with authority in defence of the young people in the 2nd class carriage. She loses this confidence however when she steps out of her class. When the businessman takes her seat in the 1st class carriage, she complains meekly to the conductor, but accepts his put-down response.

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

Criteria	Marks
• Demonstrates a perceptive understanding of how successfully the themes of violence and of advance and retreat deliver a message of acceptance and tolerance	5
• Demonstrates a good understanding of how successfully the themes of violence and of advance and retreat deliver a message of acceptance and tolerance	4
• Demonstrates some understanding of how successfully the themes of violence and of advance and retreat deliver a message of acceptance and tolerance	2–3
• Identifies some relevant information	1

Question 1 (e) (continued)**Sample answer:**

When Emma enters the world of Business Class, she encounters an enemy who is faceless and nameless (die weißen Regenmäntel). This enemy stakes a claim to territory with violent movements, forcing their way onto the train ahead of her, using suitcases to push her out of the seat she has reserved, and forcing her retreat into second class. Emma is out of her league and has no means of defence. Her only option ultimately is to retreat back in to the world she knows, the world of her own class. When Emma tries once again to enter the world of the upper classes, when she takes her friend out to lunch, she finds she cannot hold her own ground and must admit defeat. But at this point, Emma too takes the more violent option. The “worm has turned”. Badly treated for too long, Emma snaps. In an act of defiance, to prove she is not down-trodden and insignificant, Emma takes a knife and slashes the white coats, leaving the reader to speculate what might happen, should Emma be mistreated again. In using the themes of violence, of advance and retreat, Milena Moser cautions us that non-acceptance and intolerance towards others can have violent repercussions, when the meek and mild recipient of intolerance snaps and expresses their pent-up frustrations in a violent deed. This is a salutary tale, delivered effectively by these themes.

**Section I — Response to Prescribed Text
Part B****Question 2**

Outcomes assessed: H2.1

MARKING GUIDELINES

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

Section II — Writing in German

Questions 3 and 4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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