



GERMAN: BACKGROUND LANGUAGE

ATAR course examination 2018

Written marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Response: Listening

30% (29 Marks)

Question 1

(14 marks)

Write an informative summary about the radio account for school leavers. In your summary:

- explain why the speaker decided to accept the job offer
- provide **three** examples of her duties
- explain what she found challenging and why.

Description	Marks
Response to text	
Explain why the speaker decided to accept the job offer.	
a small apartment was included	1
Subtotal	1
Provide three examples of her duties.	
Any three of:	
<ul style="list-style-type: none"> • accompanying residents on walks • accompanying residents on doctor appointments • responsible for organising games afternoons • helping prepare celebrations and cultural events • discussing menu options with residents who couldn't/wouldn't go to restaurant. 	1–3
Subtotal	3
Explain what she found challenging and why.	
Any three of:	
<ul style="list-style-type: none"> • working in nursing • was not familiar with this kind of work • it was exhausting/demanding • the handling of patients with dementia. 	1–3
Subtotal	3
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures.	1
Subtotal	3
Kind of writing, text type and sequencing	
Writes an informative summary. Uses all the key conventions of a summary accurately, including: the essential points and relevant details from the text, a title, introduction, content and a conclusion. The summary may contain reported speech and can be either formal or informal. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a summary accurately. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a summary accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Subtotal	4
Total	14

Question 2

(15 marks)

Drawing on what you have just heard, write a blog posting for women who are planning to start a family but want to keep working. In your posting:

- persuade them to have a discussion with their employer regarding how the company can support them during and after maternity leave
- provide **two** additional tips with regard to child care.

Description	Marks
Response to text	
Persuade them to have a discussion with their employer regarding how the company can support them during and after maternity leave.	
Any three of:	
<ul style="list-style-type: none"> • allow them to keep company laptop and mobile • in order to stay in contact with replacement and colleagues • arrangement to return to same position. 	1–3
Subtotal	3
Provide two additional tips with regard to child care.	
<ul style="list-style-type: none"> • be as flexible as possible • have child looked after a bit longer when needed 	1–2
<ul style="list-style-type: none"> • possibility of working from home • more flexible workhours. 	1–2
Subtotal	4
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Subtotal	4
Kind of writing, text type and sequencing	
Writes a persuasive blog posting. Uses all the key conventions of a blog accurately, including: informal or colloquial register and descriptive, factual, judgemental or emotive language. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a blog posting accurately. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a blog posting accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Subtotal	4
Total	15

Section Two: Response: Viewing and reading

30% (58 Marks)

Question 3

(15 marks)

Drawing on the information in the article, write a reflective email to your best friend. In your email:

- outline how a hobby became a business for two young men
- comment on the role that communication technologies played in growing the business
- explain how advances in technology have affected the entrepreneurs' future study plans.

Description	Marks
Response to text	
Outline how a hobby became a business for two young men.	
other skiers saw their crocheted beanies and wanted to buy them	1
decided to sell them on internet	1
Subtotal	2
Comment on the role that communication technologies played in growing the business.	
applied business knowledge to the online environment	1
invested in professional homepage	1
were able to respond promptly to customer feedback (online) and adapt product	1
Subtotal	3
Explain how advances in technology have affected the entrepreneurs' future study plans.	
no intention to return to university	1
course content was no longer relevant	1
Subtotal	2
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Subtotal	4
Kind of writing, text type and sequencing	
Writes a reflective email. Uses all the key conventions of an email accurately, including: a salutation and signature and informal or colloquial language. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of an email accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an email accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Subtotal	4
Total	15

Question 4

(14 marks)

Drawing on the information in the text, write an informative dialogue between you and your friend, describing **three** similarities and **three** differences between Blumenau and a town in Germany.

Description	Marks
Response to text	
Describe three similarities between Blumenau and a town in Germany.	
Any three of:	
<ul style="list-style-type: none"> • streets have German names • houses are in truss style and built with bricks • lots of blondes with European faces • buffet in hotel was a German experience. 	1–3
Subtotal	3
Describe three differences between Blumenau and a town in Germany.	
Any three of:	
<ul style="list-style-type: none"> • subtropical vegetation • ‘juicy’ green landscape, palms grow there • high humidity in summer • Portuguese language. 	
Subtotal	3
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Subtotal	4
Kind of writing, text type and sequencing	
Writes an informative dialogue. Uses all the key conventions of a dialogue accurately, including: two clearly identified speakers, an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. Language is authentic and informal. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a dialogue accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a dialogue accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Subtotal	4
Total	14

Question 5

(14 marks)

Drawing on the information in the text, write an article for a student magazine reflecting on the cultural scene in Germany. Make specific reference to **two** German festivals and compare **one** of them to a festival in your homeland.

Description	Marks
Response to text	
Make specific reference to two German festivals.	
Any two of:	
<ul style="list-style-type: none"> Frankfurt book fair Any one of: <ul style="list-style-type: none"> largest book fair in the world held after the Oktoberfest has a different host country each year offers the chance to meet well-known people in the business. 	1–2
<ul style="list-style-type: none"> Richard Wagner Festival Any one of: <ul style="list-style-type: none"> opera festival in July and August 30 performances in Bayreuth wait years for tickets as number of ticket applications from all over world exceeds quota of available tickets many times over. 	1–2
<ul style="list-style-type: none"> Rock am Ring Any one of: <ul style="list-style-type: none"> one of largest music festivals lasting several days in June held at formula one race track, Nürburgring traditional as well as German bands and international golden oldies play. 	1–2
Subtotal	4
Compare one of them (German festivals) to a festival in your homeland.	
Provides details about the similarities and differences between the selected German festival and a festival in their homeland.	3
Makes some relevant comments about the similarities and/or differences between the selected German festival and a festival in their homeland.	2
Makes superficial comments about the selected German festival and a festival in their homeland.	1
Subtotal	3
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures.	1
Subtotal	3
Kind of writing, text type and sequencing	
Writes a reflective article. Uses all the key conventions of an article accurately, including: a title to indicate the content, formal register, and descriptive and factual language. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of an article accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an article accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Subtotal	4
Total	14

Question 6

(15 marks)

Drawing on the information in the text, write the script of a speech informing your classmates about the challenges of providing an education in developing countries.

In your script:

- outline UNESCO's vision for education
- describe the reality in developing countries
- describe the challenges faced in Germany and Austria.

Description	Marks
Response to text	
Outline UNESCO's vision for education.	
For copyright reasons this text cannot be reproduced in the online version of this document.	1
For copyright reasons this text cannot be reproduced in the online version of this document.	1
Subtotal	2
Describe the reality in developing countries.	
For copyright reasons this text cannot be reproduced in the online version of this document.	1
For copyright reasons this text cannot be reproduced in the online version of this document.	1
Subtotal	2
Describe the challenges faced in Germany and Austria.	
lacking male teachers, particularly in primary schools	1
large number of refugee children across all age groups pose challenges for teaching staff in German lessons	1
birth rates in last 5 years have risen rapidly due to immigration	1
leading to lack of kindergarten places and shortage of space in primary and high schools.	1
Subtotal	4
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures.	1
Subtotal	3
Kind of writing, text type and sequencing	
Writes an informative script of a speech. Uses all the key conventions of a speech accurately, including: an opening salutation followed by a question or statement. Language is authentic, informal and conversational in style. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a speech accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a speech accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Subtotal	4
Total	15

Section Three: Written communication

40% (14 Marks)

Question 7

(14 marks)

A year ago, you migrated from Germany to a remote location in Western Australia. Write a letter to your grandparents in Germany reflecting on your new life. Explain what surprised you about the experience and some of the challenges you faced.

Description	Marks
Content	
Writes about what surprised them about their experience migrating from Germany to Australia and some of the challenges they have faced. Shows a synthesis of ideas, a high degree of relevance, originality and engagement with the question.	6
Writes about what surprised them about their experience migrating from Germany to Australia and some of the challenges they have faced. Shows some synthesis of ideas, relevance, originality and engagement with the question.	5
Writes about what surprised them about their experience migrating from Germany to Australia and some of the challenges they have faced. Shows partial synthesis of ideas, relevance and some engagement with the question.	4
Writes about what surprised them about their experience migrating from Germany to Australia and some of the challenges they have faced. Summarises ideas, showing some relevance and some engagement with the question.	3
Provides some relevant ideas about what surprised them about their experience migrating from Germany to Australia and some of the challenges they have faced.	2
Writes in a superficial manner about their experience migrating from Germany to Australia and/or some of the challenges they have faced.	1
Subtotal	6
Linguistic resources (accuracy and range)	
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Uses a broad range of tenses correctly. Uses stylistic techniques to engage the reader's interest.	4
Uses an appropriate range of language, including vocabulary, expressions, grammar, and stylistic techniques, with a high level of accuracy. Uses a broad range of tenses mostly correctly. Uses simple stylistic techniques to engage the reader's interest.	3
Uses language, including vocabulary, expressions, grammar, and stylistic techniques, that is suitable, with some accuracy. Attempts some simple stylistic techniques appropriate to the task.	2
Uses language, including vocabulary and grammar, with limited accuracy.	1
Subtotal	4
Kind of writing, text type and sequencing	
Writes a reflective letter. Uses all the key conventions of a letter accurately, including: a date, address, a greeting and phrase of farewell. Language can be informal and colloquial and content can be simple and casual. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a letter accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a letter accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Subtotal	4
Total	14

Question 8

(14 marks)

Write an evaluative review for a student magazine in which you discuss how advances in communication technologies have affected unemployment.

Description	Marks
Content	
Writes about how advances in communication technologies have affected unemployment. Shows a synthesis of ideas, a high degree of relevance, originality and engagement with the question.	6
Writes about how advances in communication technologies have affected unemployment. Shows some synthesis of ideas, relevance, originality and engagement with the question.	5
Writes about how advances in communication technologies have affected unemployment. Shows partial synthesis of ideas, relevance and some engagement with the question.	4
Writes about how advances in communication technologies have affected unemployment. Summarises ideas, showing some relevance and some engagement with the question.	3
Provides some relevant ideas about advances in communication technologies and unemployment.	2
Writes in a superficial manner about advances in communication technologies and/or unemployment.	1
Subtotal	6
Linguistic resources (accuracy and range)	
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Uses a broad range of tenses correctly. Uses stylistic techniques to engage the reader's interest.	4
Uses an appropriate range of language, including vocabulary, expressions, grammar, and stylistic techniques, with a high level of accuracy. Uses a broad range of tenses mostly correctly. Uses simple stylistic techniques to engage the reader's interest.	3
Uses language, including vocabulary, expressions, grammar, and stylistic techniques, that is suitable, with some accuracy. Attempts some simple stylistic techniques appropriate to the task.	2
Uses language, including vocabulary and grammar, with limited accuracy.	1
Subtotal	4
Kind of writing, text type and sequencing	
Writes an evaluative review. Uses all the key conventions of a review accurately, including: a title, formal language and structure, and personal comments. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a review accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a review accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Subtotal	4
Total	14

ACKNOWLEDGEMENTS

- Question 1** Text under 'Response to text' information from: AUBI-plus GmbH. (2016). *Interview: Mein Freiwilliges Soziales Jahr als Alltagsbegleiter*. Retrieved May, 2018, from <https://www.aubi-plus.de/blog/interview-mein-freiwilliges-soziales-jahr-als-alltagsbegleiter-2537/>
- Question 2** Text under 'Response to text' information from: Heydemann, I. (2017). *Familie oder Karriere? Ich nehme einfach beides!*. Retrieved May, 2018, from <https://karriere-blog.lappgroup.com/lapp-arbeitgeber/familie-oder-karriere-ich-nehme-einfach-beides/>
- Question 3** Text under 'Response to text' information from: Goethe Institut. (2016). *Eine Erfolgsgeschichte*. Retrieved May, 2018, from <http://www.goethe.de/resources/files/pdf102/start-up-texte.pdf>
- Question 4** Text under 'Response to text' information from: Machu Picchu Travel. (2015). *Deutsche Kolonien in Südamerika: Blumenau in Brasilien*. Retrieved May, 2018, from <https://blog.mpt-reisen.de/deutsche-kolonien-in-suedamerika-blumenau-in-brasilien/>
- Question 5** Text under 'Response to text' information from: Make it in Germany. (n.d.). *Kultur*. Retrieved May, 2018, from <http://www.make-it-in-germany.com/de/fuer-fachkraefte/deutschland-kennenlernen/deutschland-im-portraet/kultur>
- Question 6** Text under 'Outline UNESCO's vision for education' and 'Describe the reality in third world countries' adapted from: Kinder.de. (n.d.). *UNESCO verfehlt Bildungsziel: Kaum Grundschulangebote in Entwicklungsländern*. Retrieved May, 2018, from <https://www.kinder.de/themen/aktuelles/unesco-verfehlt-bildungsziel-kaum-grundschulangebote-in-entwicklungslaendern/>

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