



# **GERMAN: BACKGROUND LANGUAGE**

## **ATAR course examination 2021**

### **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% (31 Marks)****Question 1****(14 marks)**

Write an informative summary of this article for your fellow students. In your summary, you should:

- comment on what has been observed in recent times around the world
- provide **two** examples of why working on a beach is not a good idea
- list **three** requirements when working as a digital nomad.

Description	Marks
<b>Response to text</b>	
Writes an informative summary which:	
comments on what has been observed in recent times around the world	
Acceleration/quickening in digitalisation	1
Increase in/rising/growing trend to work from home	1
	<b>2</b>
provides <b>two</b> examples of why working on a beach isn't a good idea	
Any <b>two</b> of the following:	
<ul style="list-style-type: none"> <li>• a sandy beach and a laptop isn't a good combination</li> <li>• salty air that causes rust</li> <li>• strong winds that reduce quality of videoconferences</li> <li>• background noises from leisure activities (children, teenagers, boats, seagulls)</li> <li>• (even if quiet) can be distracted by dolphins, whales or sharks</li> </ul>	1–2
	<b>2</b>
lists <b>three</b> requirements when working as a digital nomad	
Any <b>three</b> of the following:	
<ul style="list-style-type: none"> <li>• (sitting inside at) a table and chair</li> <li>• a power outlet</li> <li>• fast internet connection</li> <li>• self-discipline</li> <li>• income</li> </ul>	1–3
	<b>3</b>
<b>Subtotal</b>	<b>7</b>
<b>Response in English</b>	
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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>3</b>
<b>Kind of writing, text type and sequencing</b>	
Writes an informative summary. Uses all the key conventions of a summary accurately, including: the essential points and all 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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>14</b>

**Question 2****(17 marks)**

Drawing on what you have just heard, write an article for a parenting newsletter in which you reflect on Stefan's experience as a stay-at-home dad. In your article you should:

- describe the **two** reasons why he took extended parental leave
- explain why he is enjoying the time that he spends with his daughter
- outline his future work plans.

Description	Marks
<b>Response to text</b>	
Writes an article which:	
describes the <b>two</b> reasons why he took extended parental leave	
early days are important	1
most exciting time/phase (when they learn to walk and talk)	1
only experience it once	1
wanted to experience it intensely	1
	<b>4</b>
explains why he is enjoying the time that he spends with his daughter	
Any <b>three</b> of the following:	
<ul style="list-style-type: none"> <li>• wonderful moments</li> <li>• when she smiles</li> <li>• when she plays, (lost in herself)</li> <li>• the first time she pulled herself up on a chair/stood up</li> </ul>	1–3
	<b>3</b>
outlines his future work plans	
work 80% or less	1
wants to spend a lot of time with his daughter/family	1
	<b>2</b>
<b>Subtotal</b>	<b>9</b>
<b>Linguistic resources (accuracy and range)</b>	
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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Kind of writing, text type and sequencing</b>	
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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>17</b>

## Section Two: Response: Viewing and reading

30% (46 Marks)

## Question 3

(16 marks)

You have decided to take a gap year. Drawing on the information in Markus' blog posting, write the script of a dialogue between you and your parents in which you persuade them that a gap year is a good idea. In the dialogue you should:

- explain why Markus was successful in the job interview
- describe what led him to this career path
- provide examples to outline what assisted him in his job search.

Description	Marks
<b>Response to text</b>	
Writes the script of a dialogue which:	
explains why he was successful in the job interview	
provide personal and current/recent examples	1
of skills (in the areas of communication, creativity, conflict resolution, teamwork and motivation)	1
	<b>2</b>
describes what led him to this career path	
father had worked for Greenpeace	1
friend and sister had done their voluntary environmental year	1
knew WWF from calendars and requests for donations	1
	<b>3</b>
outlines what assisted him in his job search	
practical lectures from business	1
the group environmental project	1
which made contacts in business and industry possible	1
	<b>3</b>
<b>Subtotal</b>	<b>8</b>
<b>Linguistic resources (accuracy and range)</b>	
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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Kind of writing, text type and sequencing</b>	
Writes a persuasive 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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>16</b>

**Question 4****(15 marks)**

Drawing on the information in the review, write a reflective email to a friend considering Haiyti's creative journey so far. In your email you should:

- describe how and when she started her career
- outline the way in which her album „Influencer“ expresses the opinions of the majority of young people
- describe Haiyti's musical style.

Description	Marks
<b>Response to text</b>	
Writes an email which:	
describes how and when she started her journey	
creative talent recognised by the careers advisor at school	1
studied art	1
would rap and rhyme Fontane poetry after reading it	1
	<b>3</b>
outlines the way in which her album „Influencer“ expresses the opinions of the majority of young people	
addresses the uncertainty of what the future brings/no optimism about the future/pessimism about the future	1
	<b>1</b>
describes Haiyti's musical style	
rhymes crooked	1
melodies not always harmonious	1
irregular beat	1
	<b>3</b>
<b>Subtotal</b>	<b>7</b>
<b>Linguistic resources (accuracy and range)</b>	
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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Kind of writing, text type and sequencing</b>	
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 effectively sequenced 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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>15</b>

**Question 5****(15 marks)**

Drawing on the information in the text, write an evaluative blog posting about the wellbeing of children in rich countries. In your posting you should:

- explain **one** example of the mental health issues and **one** example of the physical health issues as evaluated by the scientists
- outline the findings related to current internet usage by young people.

Description	Marks
<b>Response to text</b>	
Writes a blog posting which:	
provides <b>one</b> example of the mental health issues and <b>one</b> example of the physical health issues as evaluated by the scientists	
Mental health issue:	
<ul style="list-style-type: none"> <li>• in Turkey only half of teens are satisfied with their life (followed by Japan and Great Britain)</li> <li>• in Germany three quarters of young people have a high level of satisfaction</li> <li>• in the Netherlands nearly all young people have a high level of satisfaction</li> </ul>	1–3
<b>or</b>	
<ul style="list-style-type: none"> <li>• bullying remains a serious problem</li> <li>• has lasting negative effects on relationships and emotional wellbeing</li> <li>• number of young people seeking professional help has dramatically increased</li> </ul>	1–3
Physical health issue:	
<ul style="list-style-type: none"> <li>• proportion of children who are overweight or obese has increased</li> <li>• in 10 of the countries studied more than a third are overweight or obese</li> </ul>	1–2
<b>or</b>	
<ul style="list-style-type: none"> <li>• trips into nature and memberships of sporting clubs have become rarer in many countries</li> <li>• most teenagers don't even take half of the recommended 10000 steps daily</li> </ul>	1–2
	<b>5</b>
outlines the findings related to current internet usage of young people	
time spent on the internet is increasing rapidly	1
in the USA almost half are almost always on the internet (compared to 25% three years ago)	1
in 11 European countries young people are using the internet almost twice as much (as they did 9 years ago)/3 hours per day (in 2018/2019)	1
	<b>3</b>
<b>Subtotal</b>	<b>8</b>
<b>Response in English</b>	
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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>3</b>
<b>Kind of writing, text type and sequencing</b>	
Writes an evaluative 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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>15</b>

## Section Three: Written communication

40% (16 Marks)

## Question 6

(16 marks)

A magazine published in your hometown in Germany has requested an interview with you for its feature article, 'German speakers abroad'. Write the script of the interview, in which you inform the audience of your family's migration experience to Australia.

Description	Marks
<b>Content</b>	
Writes about a personal migration experience to Australia while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes about a personal migration experience to Australia showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes about a personal migration experience to Australia showing partial synthesis of ideas, relevance and depth of content.	3–4
Writes about a personal migration experience to Australia. Summarises ideas, showing relevance and some depth of content.	2
The script of the interview shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>8</b>
<b>Linguistic resources (accuracy and range)</b>	
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 sentence structures, 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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Kind of writing, text type and sequencing</b>	
Writes an informative script of an interview. Uses all the key conventions of an interview 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 an interview accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an interview 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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>16</b>

## Question 7

(16 marks)

A magazine published in your hometown in Germany has requested an interview with you for its feature article, 'The agony of choice'. Write the script of the interview, in which you inform the audience of your struggle to decide between study, work or travel.

Description	Marks
<b>Content</b>	
Writes about the struggle to decide between study, work or travel while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes about the struggle to decide between study, work or travel showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes about the struggle to decide between study, work or travel showing partial synthesis of ideas, relevance and depth of content.	3–4
Writes about the struggle to decide between study, work or travel. Summarises ideas, showing relevance and some depth of content.	2
The script of the interview shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>8</b>
<b>Linguistic resources (accuracy and range)</b>	
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 sentence structures, 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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Kind of writing, text type and sequencing</b>	
Writes an informative script of an interview. Uses all the key conventions of an interview 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 an interview accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an interview 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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>16</b>



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303 Sevenoaks Street  
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