



GERMAN: SECOND LANGUAGE

ATAR course examination 2022

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% (38 Marks)

Text 1: Neues Handy

Part (i)

Question 1 (3 marks)

Why does Jonas want to go to the electronics store? Give details.

Description	Marks
to buy a mobile phone/smart phone	1
super offers/great deals on	1
newest/latest generation (of mobile phones)/(smart phones)	1
Total	3

Question 2 (1 mark)

State Sonja's reaction to Jonas' suggestion.

Description	Marks
she asks if he is sure that this is necessary/responsible	1
Total	1

Question 3 (4 marks)

Identify the significance of the following figures.

Figures	Description	Marks
Over 50 million	kilos of tech/electronic waste generated/produced each year/annually (worldwide)	1
Over 1.28 billion	number of smartphones purchased/bought last year	1
Total		4

Question 4 (1 mark)

How much of the materials used during production ends up in the device?

Description	Marks
(only) 2%	1
Total	1

Part (ii)

Question 5

(4 marks)

List **four** types of waste/pollution generated in the production process.

Description	Marks
Any four of the following (4 x 1 mark)	
<ul style="list-style-type: none"> • acid • radioactive waste water/sewerage • plastic • greenhouse gases • metal waste/scrap metal • packaging 	1–4
Total	4

Question 6

(3 marks)

According to Sonja, when would a backpack weigh 85 kg?

Description	Marks
when it contains the waste	1
from producing	1
an average mobile phone/smart phone	1
Total	3

Text 2: *Warum ist mein Bruder so gemein?***Question 7****(2 marks)**

Outline how the speaker's 19-year-old brother treats him.

Description	Marks
he criticises/critiques	1
everything he does	1
Total	2

Question 8**(1 mark)**

State how the older brother treats the other two younger brothers.

Description	Marks
(almost always) really/super nice	1
Total	1

Question 9**(3 marks)**

Tick (✓) the statements below as true or false.

Description Statement			Marks
	True	False	
The speaker thinks his younger brothers don't realise how much they are hurting him.	✓		1
His eldest brother is nice to the speaker if he does him a favour.		✓	1
The speaker's eldest brother usually avoids him.	✓		1
Total			3

Question 10**(1 mark)**

How does the speaker feel about his eldest brother's behaviour?

Description	Marks
It's a mystery/puzzle/riddle (to him).	1
Total	1

Text 3: Stellenanzeige**Question 11****(4 marks)**Which **two** questions are posed at the start of the advertisement?

Description	Marks
Do you want to work in the coolest city in the world?	1
Can you speak German and two to three programming languages?	1
Total	4

Question 12**(1 mark)**

Name the position being advertised.

Description	Marks
project leader/manager (for a start up)	1
Total	1

Question 13**(3 marks)**Tick (✓) **three** things included in this employment package.

Description	Marks
software	
flights	✓ 1
housing	✓ 1
sick leave	
health insurance	✓ 1
payment of student loans	
Total	3

Question 14**(4 marks)**List **four** qualities the company is looking for in young people it employs.

Description	Marks
Any four of the following (4 x 1 mark)	
<ul style="list-style-type: none"> • motivated • work well in team and alone • excellent communication skills • flexible • open-minded • creative 	1–4
Total	4

Question 15

(3 marks)

State the **three** stages of the application process.

Description	Marks
apply with/send in/submit a two minute video	1
an online group seminar	1
an interview in Berlin	1
Total	3

Section Two

Response: Viewing and reading

30% (61 Marks)

Text 4: *Die Qual der Wahl*

Question 16

(4 marks)

- (a) Identify
- two**
- reasons Elaine gives for working at the café. (2 marks)

Description	Marks
to earn money	1
because it is around the corner (from her)/near her house	1
Total	2

- (b) What does she say she is doing in addition to working at the café? (2 marks)

Description	Marks
applying for/to	1
different/various acting schools	1
Total	2

Question 17

(5 marks)

Tick (✓) the statements below as true or false.

Description Statement	Description		Marks
	True	False	
Elaine thinks it is important to start working after being at school.	✓		1
Elaine thinks it is important to work for at least 12 years.		✓	1
Elaine does not want her parents to support her financially.	✓		1
Elaine needs both financial and emotional support from her parents.		✓	1
Elaine says she often lacks self-confidence.		✓	1
Total			5

Question 18

(7 marks)

(a) What does Elaine **not** want to do right now?

(3 marks)

Description	Marks
rush into/dive into	1
some kind of/any (old)	1
degree/study course/path of study	1
Total	3

(b) What does she want to do instead?

(2 marks)

Description	Marks
give herself (a bit of) time and	1
see what direction (she wants) to go in/take/works for her	1
Total	2

(c) Why does she want to do this?

(2 marks)

Description	Marks
so she can get to know herself and	1
understand what she could/might enjoy	1
Total	2

Question 19

(2 marks)

What kinds of people does Elaine say she sees in the café? Give details.

Description	Marks
(people) with and without	1
careers, crises, hope, money	1
Total	2

Question 20

(3 marks)

Elaine finds talking to customers exciting. List **three** reasons why.

Description	Marks
Any three of the following (3 x 1 mark)	
<ul style="list-style-type: none"> • it is like a social study for her • gets/gives her an insight into the many branches and industries (after school) • understands more about the many possibilities/options/opportunities • learns about professions she has never heard of 	1–3
Total	3

Text 5: Was tun gegen Stress?**Question 21****(6 marks)**

- (a) Identify
- four**
- things the writer says influence each other. (4 marks)

Description	Marks
thoughts	1
feelings	1
physical sensation/feeling	1
behaviour	1
Total	4

- (b) What does understanding their connections allow you to do? (2 marks)

Description	Marks
turn bad stress into good stress	1
with (a little bit of) practice	1
Total	2

Question 22**(3 marks)**List **three** questions you might ask yourself before an interview.

Description	Marks
Any three of the following (3 x 1 mark)	
<ul style="list-style-type: none"> • Is the work(ing) atmosphere/climate good? • Am I good enough? • What does the company want to know from me? • Will I manage to/can I answer the questions well? 	1–3
Total	3

Question 23**(2 marks)**

According to the text, what thoughts might someone have if their stress is bad?

Description	Marks
The company is (surely) expecting too much from me.	1
I can't live up to/fulfil the expectations.	1
Total	2

Question 24**(3 marks)**

According to the text, what thoughts might someone have if their stress is good?

Description	Marks
I'm still young.	1
I can't do everything perfectly yet.	1
I want/desire to learn and do something with my life.	1
Total	3

Question 25**(3 marks)**

Tick (✓) the statements you read in the text.

Description	Marks	
Statement		
Those who practise positive thinking will feel better immediately.		
Those who get caught in a negative vicious circle slowly become physically ill.	✓	1
Difficulty concentrating, sleeping disorders and addiction problems are uncommon.		
Positive thinking helps people make decisions.	✓	1
You should tell yourself you are a good person even if you don't succeed at something.	✓	1
Total		3

Text 6: Bist du süchtig nach sozialen Medien?

Question 26

(7 marks)

(a) Outline the findings of the study mentioned in the article.

(3 marks)

Description	Marks
teenagers spend an average	1
2.5 hours each day	1
on social media	1
Total	3

(b) According to the article, in what ways can this behaviour be harmful to health and family life? (4 marks)

Description	Marks
lack of/too little sleep	1
escapism	1
arguments with parents	1
(even) depression	1
Total	4

Question 27

(5 marks)

Tick (✓) the statements below as true or false.

Description Statement			Marks
	True	False	
The study was called 'WhatsApp, Instagram and Co. – social media use is addictive'.	✓		1
Some ten-year-olds were surveyed for the study.		✓	1
If someone answered more than five of the key questions with 'yes' they have a social media dependency.	✓		1
The study showed 2.6% of those surveyed were already addicted to social media.	✓		1
Slightly more boys than girls were found to be addicted.		✓	1
Total			5

Question 28

(11 marks)

Complete the following table, stating the survey findings relating to the percentages given.

Percentages	Description Survey findings	Marks
22%	For copyright reasons this text cannot be reproduced in the online version of this document.	1
		1
14%		1
		1
8%		1
		1
5%		1
		1
		1
		1
Total		

Section Three: Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 Marks)

Question 29

(20 marks)

Using this image as a stimulus, write a persuasive blog posting in which you argue the negative effects of social media addiction on young people. Give **three** specific examples to support your argument.

Description	Marks
Content and relevance of response to the stimulus text	
Provides detailed content that relates to the information in the stimulus text. Engages the audience and provides supporting information with well-developed examples.	6
Includes most of the content required and relates it to the stimulus text. Uses examples to elaborate but may be superficial with treatment of some information.	5
Uses content which is generally relevant and covers a range of aspects in the stimulus text with some elaboration.	4
Uses familiar content which is generally relevant to the stimulus text. Attempts to clarify information.	3
Includes some content that superficially addresses some of the information in the stimulus text.	2
Provides content which has little relevance to the stimulus text.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	6
Grammar	
Uses a range of grammar and complex sentence structures effectively.	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Vocabulary	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Shows an adequate command of vocabulary and selects words appropriate to the question.	2
Relies on the repetitive use of basic vocabulary.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Accuracy (grammar, syntax and spelling)	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language that is mostly accurate however, errors interfere with the flow of a phrase or sentence.	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3

Conventions of text type	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes a persuasive blog posting; informal register, responding to the stimulus topic.	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2
Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections.	2
Shows limited organisation of ideas which impedes flow and understanding.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Total	20

Question 30

(20 marks)

Using this advertisement as a stimulus, write an informative email to your friend in which you outline your interest in participating in this voluntary social year and give **three** reasons as to why it is a good choice for you.

Description	Marks
Content and relevance of response to the stimulus text	
Provides detailed content that relates to the information in the stimulus text. Engages the audience and provides supporting information with well-developed examples.	6
Includes most of the content required and relates it to the stimulus text. Uses examples to elaborate but may be superficial with treatment of some information.	5
Uses content which is generally relevant and covers a range of aspects in the stimulus text with some elaboration.	4
Uses familiar content which is generally relevant to the stimulus text. Attempts to clarify information.	3
Includes some content that superficially addresses some of the information in the stimulus text.	2
Provides content which has little relevance to the stimulus text.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	6
Grammar	
Uses a range of grammar and complex sentence structures effectively.	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Vocabulary	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Shows an adequate command of vocabulary and selects words appropriate to the question.	2
Relies on the repetitive use of basic vocabulary.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Accuracy (grammar, syntax and spelling)	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language that is mostly accurate however, errors interfere with the flow of a phrase or sentence.	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Conventions of text type	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes an informative email; informal register, responding to the stimulus topic.	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2

Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections.	2
Shows limited organisation of ideas which impedes flow and understanding.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Total	20

Part B: Extended response

20% (20 Marks)

Question 31

(20 marks)

Your school is implementing a positive behaviour program. Write the script of a speech to your classmates, in which you:

- reflect on the lasting impact friendships can have on one's life
- describe **two** ways in which they could treat others in a positive way.

Description	Marks
Content and relevance	
Provides detailed information. Engages the audience and provides supporting information with well-developed examples.	6
Includes most of the information required by the question. Uses examples to elaborate but may be superficial with treatment of some information.	5
Uses content which is generally relevant and covers a range of aspects with some elaboration.	4
Uses familiar content which is generally relevant. Attempts to clarify information.	3
Includes some information that is irrelevant to the question and highly repetitive.	2
Provides content which has little relevance to the question.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	6
Grammar	
Uses a range of grammar and complex sentence structures effectively.	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Vocabulary	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Shows an adequate command of vocabulary and selects words appropriate to the question.	2
Relies on the repetitive use of basic vocabulary.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Accuracy (grammar, syntax and spelling)	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language that is mostly accurate however, errors interfere with the flow of a phrase or sentence.	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Conventions of text type	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes a reflective speech; informal register, presenting ideas and opinions.	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2

Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections.	2
Shows limited organisation of ideas which impedes flow and understanding.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Total	20

Question 32

(20 marks)

A German friend is sceptical about organic food and its benefits. Write the script of the dialogue you have with your friend in which you try to persuade them that organic food is not a sham. In your script:

- provide **two** reasons why you prefer organic food
- persuade your friend that organic food is better for the environment.

Description	Marks
Content and relevance	
Provides detailed information. Engages the audience and provides supporting information with well-developed examples.	6
Includes most of the information required by the question. Uses examples to elaborate but may be superficial with treatment of some information.	5
Uses content which is generally relevant and covers a range of aspects with some elaboration.	4
Uses familiar content which is generally relevant. Attempts to clarify information.	3
Includes some information that is irrelevant to the question and highly repetitive.	2
Provides content which has little relevance to the question.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	6
Grammar	
Uses a range of grammar and complex sentence structures effectively.	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Vocabulary	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Shows an adequate command of vocabulary and selects words appropriate to the question.	2
Relies on the repetitive use of basic vocabulary.	1
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Subtotal	3
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Uses language that is mostly accurate however, errors interfere with the flow of a phrase or sentence.	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Conventions of text type	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes a persuasive dialogue; informal register, two clearly identified speakers, an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction.	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2

Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections.	2
Shows limited organisation of ideas which impedes flow and understanding.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Total	20

Question 33

(20 marks)

A local politician is launching a campaign which aims to prevent drug and alcohol dependence and is asking young people about their perspectives. Write your informative summary for the politician, including:

- **two** reasons why so many young people are tempted by alcohol and other substances
- **two** ways of helping young people protect themselves and make informed choices.

Description	Marks
Content and relevance	
Provides detailed information. Engages the audience and provides supporting information with well-developed examples.	6
Includes most of the information required by the question. Uses examples to elaborate but may be superficial with treatment of some information.	5
Uses content which is generally relevant and covers a range of aspects with some elaboration.	4
Uses familiar content which is generally relevant. Attempts to clarify information.	3
Includes some information that is irrelevant to the question and highly repetitive.	2
Provides content which has little relevance to the question.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	6
Grammar	
Uses a range of grammar and complex sentence structures effectively.	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Vocabulary	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Shows an adequate command of vocabulary and selects words appropriate to the question.	2
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Subtotal	3
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Uses language that is mostly accurate however, errors interfere with the flow of a phrase or sentence.	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Conventions of text type	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes an informative summary; title, introduction, content, conclusion and formal language.	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2

Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections.	2
Shows limited organisation of ideas which impedes flow and understanding.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Total	20

ACKNOWLEDGEMENTS

Question 28

Answers adapted from: SCHAU HIN! (n.d.). *Studie: Mehr als 100.000 Teenager süchtig nach Social Media*. Retrieved May, 2022, from <https://www.schau-hin.info/studien/studie-mehr-als-100000-teenager-suechtig-nach-social-media>

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