



# **GERMAN: BACKGROUND LANGUAGE**

## **ATAR course examination 2024**

### **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)

Drawing on what you have just heard, write an informative summary about the life of Arnold Schwarzenegger. In your summary you should:

- state what he did when he arrived in America
- describe **one** of the two career paths he has pursued
- outline **two** examples that show he has refused to slow down as he has aged.

Description	Marks
Writes an informative summary about the life of Arnold Schwarzenegger which:	
states what he did when he arrived in America:	
completed a degree/studied/did a course in economics	1
took part in body building competitions/became a professional body builder.	1
describes one of the two career paths he has pursued:	
Any one of	
Actor:	
<ul style="list-style-type: none"> <li>• athletic appearance/body type/physique/build helped</li> <li>• first leading role was Hercules</li> <li>• became famous/gained international recognition with <i>The Terminator</i>.</li> </ul>	1–3
or	
Governor of California:	
<ul style="list-style-type: none"> <li>• became a pioneer in fight</li> <li>• to reduce greenhouse gases</li> <li>• promoted renewable energies.</li> </ul>	1–3
outlines two examples that show he has refused to slow down as he has aged:	
Any two of	
<ul style="list-style-type: none"> <li>• promotes a vegan lifestyle</li> <li>• produced a documentary/<i>The Game Changers</i> (about athletes who previously ate meat and are now vegan)</li> <li>• wrote a motivational book</li> </ul>	1–2
<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
<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 can be 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. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout	3
Uses some of the key conventions of a summary. 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
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>14</b>

## Question 2

(15 marks)

Having heard the interview with Chantal Zimmermann, you are inspired to write an article for a school magazine in which you reflect on Frau Zimmermann's medical training. In your article you should:

- explain why she prefers treating newborn babies instead of older people
- state **three** key factors for health that should be included in the healthcare system and medical training
- explain why preventative work is not supported by the healthcare system.

Description	Marks
Writes a reflective article for a school magazine which:	
explains why she prefers treating newborn babies instead of older people:	
Any two of	
<ul style="list-style-type: none"> <li>• babies are treated for reasons beyond their control/not their fault</li> <li>• babies do not eat the wrong food/smoke/drink (alcohol)</li> <li>• would frustrate her when an older person/patient runs back to McDonald's/drinks beer after treatment.</li> </ul>	1–2
states three key factors for health that should be included in the healthcare system and medical training:	
<ul style="list-style-type: none"> <li>• plant-based diet</li> </ul>	1
<ul style="list-style-type: none"> <li>• daily exercise</li> </ul>	1
<ul style="list-style-type: none"> <li>• social connection.</li> </ul>	1
explains why preventative work is not supported by the healthcare system:	
<ul style="list-style-type: none"> <li>• making someone healthy sustainably/long-term (in other ways)</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not bring in money.</li> </ul>	1
<b>Subtotal</b>	<b>7</b>
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
<b>Subtotal</b>	<b>4</b>
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
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>15</b>

## Section Two: Response: Viewing and reading

30% (46 Marks)

## Question 3

(16 marks)

Drawing on the information in the article, write an informative email to your parents about the St Thomas Choir. In your email you should:

- state **three** important qualities of prospective choir members
- outline the school's commitments and expectations
- outline the career opportunities many of the St Thomas students take up after graduating.

Description	Marks
Writes an informative email which:	
states three important qualities of prospective choir members:	
• musical talent	1
• voice	1
• willingness to live in a group.	1
outlines the school's commitments and expectations:	
Any three of	
• music and singing lessons after lunch	1–3
• homework has to be done by the evening	
• performances on weekends	
• new songs/pieces of music have to be practised quickly and perfectly.	
outlines the career opportunities many of the St Thomas students take up after graduating:	
• many go on to study medicine, law, theology	1
• some stay with music.	1
<b>Subtotal</b>	<b>8</b>
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
<b>Subtotal</b>	<b>4</b>
Kind of writing, text type and sequencing	
Writes an informative 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
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>16</b>

## Question 4

(16 marks)

Drawing on the information in the blog posting, write a script for a dialogue between you and your friend in which you persuade him/her to improve the balance between family and shift work. In your dialogue you should:

- explain **one** way he/she can plan his/her working hours long-term
- describe how to manage his/her working hours with his/her partner
- describe how he/she can take care of his/her health.

Description	Marks
Writes a persuasive dialogue which:	
explains one way he/she can plan his/her working hours long-term:	
Any one of	
<ul style="list-style-type: none"> <li>• talk to person who does rosters</li> <li>• so they know their work hours</li> <li>• two months in advance.</li> </ul>	1–3
or	
<ul style="list-style-type: none"> <li>• use the shift swap centre</li> <li>• to swap an entire shift</li> <li>• or be replaced on an hourly basis.</li> </ul>	1–3
describes how to manage his/her working hours with his/her partner:	
<ul style="list-style-type: none"> <li>• a board/calendar/planner</li> </ul>	1
<ul style="list-style-type: none"> <li>• so that everything can be planned/written down.</li> </ul>	1
describes how he/she can take care of his/her health:	
<ul style="list-style-type: none"> <li>• get eight hours of sleep</li> </ul>	1
<ul style="list-style-type: none"> <li>• making sure it is quiet in the house/nobody should be making a noise</li> </ul>	1
<ul style="list-style-type: none"> <li>• take time for leisure and family (commitments).</li> </ul>	1
<b>Subtotal</b>	<b>8</b>
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
<b>Subtotal</b>	<b>4</b>
Kind of writing, text type and sequencing	
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 lack direction	2
Uses few of the key conventions suitably. Ideas are disjointed, with little attempt to organise or sequence them	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>16</b>

## Question 5

(14 marks)

Drawing on the information in the article, write a reflective blog posting on worldwide poverty. In your blog posting you should:

- state the definition of poverty without referring to money, income or earnings
- state the common cause of worldwide poverty and give **one** example
- explain how to close the gap between rich and poor so that everyone has good economic and social conditions.

Description	Marks
Write a reflective blog posting which:	
states the definition of poverty without referring to money, income or earnings:	
Any three of	
<ul style="list-style-type: none"> <li>• lack of access to schools/education</li> <li>• lack of access to doctors' surgeries/health care</li> <li>• lack of access to clean water</li> <li>• lack of access to food/nutrition.</li> </ul>	1–3
states the common cause of worldwide poverty and gives one example:	
<ul style="list-style-type: none"> <li>• based on unjust structures</li> </ul>	1
<ul style="list-style-type: none"> <li>• an example of poverty, such as: people with no access to land, water or means of production; people who are unemployed or poorly paid (women mostly/in the majority).</li> </ul>	1
explains how to close the gap between rich and poor so that everyone has good economic and social conditions:	
Any two of	
<ul style="list-style-type: none"> <li>• better regulating the international financial system</li> <li>• by preventing tax evasion or fraud</li> <li>• by taxing profits and assets more fairly/equitably.</li> </ul>	1–2
<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
<b>Subtotal</b>	<b>3</b>
<b>Kind of writing, text type and sequencing</b>	
Writes a reflective blog posting. Uses all the key conventions of a blog posting 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 lack direction	2
Uses few of the key conventions suitably. Ideas are disjointed, with little attempt to organise or sequence them	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>14</b>

## Section Three: Written communication

40% (16 Marks)

## Question 6

(16 marks)

You have read an article about alternatives to university as a post-school pathway. Write the script of a speech to a group of school students, in which you persuade them to consider emerging career opportunities that do not require a university degree.

Description	Marks
<b>Content</b>	
Writes about emerging career opportunities that do not require a university degree while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content	7–8
Writes about emerging career opportunities that do not require a university degree. Shows some synthesis of ideas, relevance and originality, and depth of content	5–6
Writes about emerging career opportunities that do not require a university degree. Shows partial synthesis of ideas, relevance and depth of content	3–4
Writes about emerging career opportunities that do not require a university degree. Summarises ideas, showing relevance and some depth of content	2
The speech shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task	1
<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
<b>Subtotal</b>	<b>4</b>
<b>Kind of writing, text type and sequencing</b>	
Writes a persuasive 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
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>16</b>

## Question 7

(16 marks)

You have read an article which calls for greater involvement from young people in environmental initiatives. Write the script of a speech to a group of school students, in which you persuade them to consider ways to reduce plastic waste on land and in water.

Description	Marks
<b>Content</b>	
Writes about ways of reducing plastic waste on land and in water while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content	7–8
Writes about ways of reducing plastic waste on land and in water. Shows some synthesis of ideas, relevance and originality, and depth of content	5–6
Writes about ways of reducing plastic waste on land and in water. Shows partial synthesis of ideas, relevance and depth of content	3–4
Writes about ways of reducing plastic waste on land and in water. Summarises ideas, showing relevance and some depth of content	2
The speech shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task	1
<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
<b>Subtotal</b>	<b>4</b>
<b>Kind of writing, text type and sequencing</b>	
Writes a persuasive 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
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>16</b>



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