



GERMAN: BACKGROUND LANGUAGE

ATAR course examination 2016

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% (36 Marks)

Question 1**(17 marks)**

Schreiben Sie eine informative Zusammenfassung von der Radiomeldung in etwa 120 Worten auf **englisch**. Bitte erwähnen Sie die folgenden Punkte:

- das Ziel des Projekts
- das Auswahlverfahren
- die Beteiligung Deutschlands.

Write an informative summary about this radio announcement in approximately 120 words in **English**. You should address the following points:

- the aim of the project
- the selection process
- Germany's involvement.

| Criteria | Marks |
|---|----------|
| Response to text | 9 |
| The following nine pieces of information must be addressed when responding to the text: <ul style="list-style-type: none"> • the aim of the project (4) <ul style="list-style-type: none"> ○ getting to know one another ○ harmonisation ○ intercultural dialogue between Europeans ○ preservation of cultural assets of Europe • the selection process (3) <ul style="list-style-type: none"> ○ the European parliament and the Council determine a list with the order of member states ○ each of the member states, on the list, selects a city ○ a jury is appointed which reports on the submitted nomination • Germany's involvement (2) <ul style="list-style-type: none"> ○ next German candidates are up for selection in 2025 ○ Dresden, Magdeburg and metropolitan region of Nuremberg. | 9 |
| Presents eight pieces of information on the aim of the project, the selection process and Germany's involvement. | 8 |
| Presents seven pieces of information on the aim of the project, the selection process and Germany's involvement. | 7 |
| Presents six pieces of information on the aim of the project, the selection process and Germany's involvement. | 6 |
| Presents five pieces of information on the aim of the project, the selection process and Germany's involvement. | 5 |
| Presents four pieces of information on the aim of the project, the selection process and Germany's involvement. | 4 |
| Presents three pieces of information on the aim of the project, the selection process and Germany's involvement. | 3 |
| Presents two pieces of information on the aim of the project, the selection process and Germany's involvement. | 2 |
| Presents one piece of information on the aim of the project, the selection process and Germany's involvement. | 1 |
| Response in English | 4 |
| Shows an excellent command of the English language. Uses a broad range of context relevant vocabulary, grammar and sentence structures, and stylistic techniques to engage the reader's interest. | 4 |
| Shows a good command of the English language. Uses a range of mostly context relevant vocabulary, grammar and sentence structures, and some stylistic techniques to engage the reader's interest. | 3 |
| Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques. | 2 |
| Uses a limited range of language, including vocabulary, grammar and sentence structures. | 1 |

| Text type and sequencing | 4 |
|---|-----------|
| Writes an informative summary of the radio announcement. Uses all the key conventions accurately for the audience, context, purpose and text type, including a title, an introduction, content and a conclusion. The summary may contain reported speech and the language used may either be formal or informal. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole. | 4 |
| Writes a summary of the radio announcement. Uses all the key conventions accurately for the audience, context, purpose and text type, including a title, an introduction, content and a conclusion. The summary may contain reported speech and the language used may either be formal or informal. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole. | 3 |
| Uses the key conventions suitably for the audience, context, purpose and text type. Content shows some degree of organisation and logical sequencing. | 2 |
| Limited use of a few of the key conventions suitably for the audience, context, purpose and text type. Ideas are disjointed, with little attempt to organise or sequence them. | 1 |
| Total | 17 |

Question 2

(19 marks)

Beschreiben Sie die **drei** Sozialleistungen, die in der Werbung erwähnt werden.

Welche von diesen Sozialleistungen würde Ihnen am besten passen und warum? Schreiben Sie etwa 120 Worte auf **deutsch**.

Describe the **three** social service options mentioned in the advertisement.

Which of these social services would you be most suited to and why? Write approximately 120 words in **German**.

| Criteria | Marks |
|---|-----------|
| Response to text | 11 |
| <p>Describes the three social service options listing at least two pieces of information for each option:</p> <ul style="list-style-type: none"> • working in old age homes, institutions and for children and youth (2) <ul style="list-style-type: none"> ○ read to seniors ○ take them for walks ○ play games with seniors ○ homework supervision ○ daily entertainment program ○ manual work • working with the society for prevention of cruelty to animals (2) <ul style="list-style-type: none"> ○ hanging up posters for missing animals ○ advertising for registration and chips ○ take dogs for walks ○ fostering animals ○ donation of food • long-term volunteer work in developing countries (2) <ul style="list-style-type: none"> ○ English teacher in Ethiopia ○ environmental protection project work in Argentina ○ working with disabled children in Vietnam ○ development aid worker <p>Candidates must choose one option and explain why they are most suited to this option. (5) A proportion of this 5 mark allocation is to be added to the marks below.</p> | 11 |
| Describes three social service options in this advertisement drawing on at least 5 pieces of information from the list above. Chooses one option and explains why they are most suited to this option. | 8 |
| Describes three social service options in this advertisement drawing on at least 4 pieces of information from the list above. Chooses one option and explains why they are most suited to this option. | 7 |
| Describes three social service options in this advertisement drawing on at least 3 pieces of information from the list above. Chooses one option and explains why they are most suited to this option. | 6 |
| Describes three social service options in this advertisement drawing on at least 2 pieces of information from the list above. Chooses one option and explains why they are most suited to this option. | 5 |
| Describes three social service options in this advertisement drawing on at least 1 piece of information from the list above. Chooses one option and explains why they are most suited to this option. | 4 |
| Describes three social service options in this advertisement drawing on at least 1 piece of information from the list above. Chooses one option and/or explains why they are most suited to this option. (2) | 3 |
| Describes three social service options in this advertisement drawing on at least 1 piece of information from the list above. Chooses one option or explains why they are most suited to this option. | 2 |
| Describes three social service options in this advertisement drawing on at least one piece of information from the list above or Chooses one option or explains why they are most suited to this option | 1 |
| Linguistic resources (accuracy and range) | 4 |
| 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 |

| Text type and sequencing | 4 |
|---|-----------|
| Writes a detailed description of the three social services. Uses all the key conventions accurately for the audience, context, purpose and text type. Information can be presented in an objective or subjective way. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole. | 4 |
| Writes a description of the three social services. Uses all the key conventions accurately for the audience, context, purpose and text type. Information can be presented in an objective or subjective way. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole. | 3 |
| Writes a general description of the three social services. Uses the key conventions suitably for the audience, context, purpose and text type. Content shows some degree of organisation and logical sequencing. | 2 |
| States the names of the three social services. Limited use of a few of the key conventions suitably for the audience, context, purpose and text type. Ideas are disjointed, with little attempt to organise or sequence them. | 1 |
| Total | 19 |

Section Two
Response: Viewing and reading

30% (66 Marks)

Question 3

(19 marks)

- (a) Why are the following numbers mentioned in the text? (6 marks)

1992 _____

20 000 _____

| Description | | Marks |
|--------------|--|----------|
| 1992 | • year IBM staff lost their fixed place of work | 1 |
| | • company became a pioneer for telecommuting | 1 |
| | • external workplaces | 1 |
| 20 000 | • number of IBM staff who can work from home | 1 |
| | • ability to work from home regardless of position | 1 |
| | • work from home at any time | 1 |
| Total | | 6 |

- (b) List **three** facts about what tomorrow’s employee, when working on projects, will do or know. (3 marks)

| Description | Marks |
|---|----------|
| • constantly change projects | 1 |
| • work together with different teams from different nations | 1 |
| • know many colleagues through electronic means | 1 |
| Total | 3 |

- (c) In what **three** ways does the new way of working affect employees’ holiday arrangements? (3 marks)

| Description | Marks |
|---|----------|
| • employees have to be constantly contactable | 1 |
| • holiday destinations chosen not according to the most beautiful beach | 1 |
| • rather the most stable wireless connection/Wi-Fi | 1 |
| Total | 3 |

- (d) List **four** reasons why some employers have introduced email-free days. (4 marks)

| Description | Marks |
|--|----------|
| • reduces sick days/working days lost to illness | 1 |
| • reduces stress or stress-related absences | 1 |
| • reduces treatment for conduct disorders | 1 |
| • reduces depression | 1 |
| Total | 4 |

(e) Find the equivalent words and phrases in the text for the German phrases below. Write your answers in **German**.

(i) Die Berufswelt wird sich drastisch ändern. (1 mark)

| Description | Marks |
|--|----------|
| Die Arbeitswelt steht vor einem gewaltigen Wandel. | 1 |
| Total | 1 |

(ii) Die Firma wurde zum Vorreiter für Heimarbeit am Computer. (1 mark)

| Description | Marks |
|---|----------|
| Das Unternehmen wurde zum Pionier für Telearbeit. | 1 |
| Total | 1 |

(ii) Veraltet sind die Ideen von dem obligatorischen physischen Anwesendsein und Bürozeiten. (1 mark)

| Description | Marks |
|---|----------|
| Anwesenheitspflicht und Arbeitszeiten sind überholte Modelle. | 1 |
| Total | 1 |

Question 4

(15 marks)

Schreiben Sie – mit Bezug auf die Informationen im Text – einen Blog für Deutsche, die überlegen, nach Australien auszuwandern.

Teilen Sie ihnen mit:

- wie man mit den Einheimischen in Kontakt kommt
- zwei Sachen aus Deutschland, die sie in Australien vermissen werden
- wie die Auswanderung ihren Lebensstil verändern wird
- bezüglich der Unterkunft, was typisch australisch ist.

Schreiben Sie etwa 120 Worte auf **deutsch**.

Drawing on the information in the text, write a blog for Germans who are considering immigrating to Australia.

Advise them of:

- how one gets to know the locals
- two things in Germany that they may miss in Australia
- how the move may change their lifestyle
- what is typically Australian in terms of housing.

Write approximately 120 words in **German**.

| Criteria | Marks |
|---|----------|
| Response to text | 7 |
| The following points need to be addressed: <ul style="list-style-type: none"> • how one gets to know the locals (1) <ul style="list-style-type: none"> ○ showing interest and curiosity and candidness • any two things from Germany that they may miss in Australia (2) <ul style="list-style-type: none"> ○ security that one has among family and friends ○ the diversity in Europe ○ closeness to other countries and the coast • how the move may change their lifestyle (2) <ul style="list-style-type: none"> ○ being able to walk to the beach ○ outback on one weekend and hiking in the rainforest on the next weekend • what is typically Australian in terms of housing (2) <ul style="list-style-type: none"> ○ urge to have your own home ○ suburbs that stretch to the horizon | 7 |
| Provides advice, presenting six pieces of information from the text in their blog. | 6 |
| Presents five pieces of information from the text in their blog. | 5 |
| Presents four pieces of information from the text in their blog. | 4 |
| Presents three pieces of information from the text in their blog. | 3 |
| Presents two pieces of information from the text in their blog. | 2 |
| Presents one piece of information from the text in their blog. | 1 |
| Linguistic resources (accuracy and range) | 4 |
| 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 |

| Text type and sequencing | 4 |
|---|-----------|
| Writes a blog using all the key conventions accurately for the audience, context, purpose and text type, including informal or colloquial register and language which is descriptive, factual, judgemental, emotive or persuasive. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole. | 4 |
| Writes a blog using the key conventions appropriately for the audience, context, purpose and text type, including informal or colloquial register and language which is descriptive, factual, judgemental, emotive or persuasive. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole. | 3 |
| Writes a blog using the key conventions suitably for the audience, context, purpose and text type. Content shows some degree of organisation and logical sequencing. | 2 |
| Limited use of a few of the key conventions suitably for the audience, context, purpose and text type. Ideas are disjointed, with little attempt to organise or sequence them. | 1 |
| Total | 15 |

Question 5

(18 marks)

In diesem Artikel haben sich drei Personen entschieden, nicht direkt nach der Schule in die Uni zu gehen.

*Was waren ihre Gründe dafür, eine Alternative zu wählen? Welche Alternative würden Sie wählen und warum? Schreiben Sie einen informativen Aufsatz in etwa 120 Worten auf **deutsch**.*

In this article, three people have opted not to go to university straight after school.

What were their reasons for choosing an alternative? Which option would you choose and why? Write an informative account in approximately 120 words in **German**.

| Criteria | Marks |
|---|-----------|
| Response to text | 10 |
| Gives reasons why the three people in the text have opted not to go to university straight after school, listing seven possible pieces of information: Carolin (2) <ul style="list-style-type: none"> to switch off see something else after the stress of the final exam e.g. working as a wait staff in the Alps Franka (any 3) <ul style="list-style-type: none"> increase general knowledge voluntary additional lessons work without receiving certificates experience working with severely handicapped people can always study and work later Johannes (2) <ul style="list-style-type: none"> to experience a different life with unusual daily routines to try out as much as possible e.g. voluntarily joining the German Armed Forces Candidates must choose one option and explain why they are most suited to this option. (3) | 10 |
| Presents at least six pieces of information on the choices of Carolin, Franka and Johannes as evidenced in the text and provides a personal point of view. | 9 |
| Presents five pieces of information on the choices of Carolin, Franka and Johannes as evidenced in the text and provides a personal point of view. | 8 |
| Presents four pieces of information on the choices of Carolin, Franka and Johannes as evidenced in the text and provides a personal point of view. | 7 |
| Presents three pieces of information on the choices of Carolin, Franka and Johannes as evidenced in the text and provides a personal point of view. | 6 |
| Presents two pieces of information on the choices of Carolin, Franka and Johannes as evidenced in the text and provides a personal point of view. | 5 |
| Presents two pieces of information on the choices of Carolin, Franka and Johannes as evidenced in the text and provides a limited personal point of view. | 4 |
| Presents one piece of information on the choices of Carolin, Franka and Johannes as evidenced in the text and provides a personal point of view. | 3 |
| Presents one piece of information on the choices of Carolin, Franka and Johannes as evidenced in the text and provides a limited personal point of view. | 2 |
| Presents one piece of information or limited personal point of view. | 1 |
| Linguistic resources (accuracy and range) | 4 |
| 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 |

| | |
|--|-----------|
| Text type and sequencing | 4 |
| Writes an informative account describing a series of events or experiences. Uses all the key conventions accurately for the audience, context, purpose and text type, including formal or informal register, discussion of ideas and presentation of a point of view that includes comparison and contrast words, linking words and language that indicates judgements. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole. | 4 |
| Writes an account describing a series of events or experiences. Uses all the key conventions accurately for the audience, context, purpose and text type, including formal or informal register, discussion of ideas and presentation of a point of view that includes comparison and contrast words, linking words and language that indicates judgements. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole. | 3 |
| Uses the key conventions suitably for the audience, context, purpose and text type, including formal register, discussion of ideas and presentation of a point of view. Content shows some degree of organisation and logical sequencing. | 2 |
| Limits use of a few of the key conventions suitably for the audience, context, purpose and text type. Ideas are disjointed, with little attempt to organise or sequence them. | 1 |
| Total | 18 |

Question 6

(14 marks)

Benutzen Sie **drei** Beispiele im Text, um zu erklären, warum das Risiko und die Angst eines Terroranschlags auf deutschem Boden wächst. Schreiben Sie einen informativen Artikel in etwa 120 Worten auf **englisch**.

Use **three** examples from the text to explain why the risk and fear of a terrorist attack on German soil is increasing. Write an informative article in approximately 120 words in **English**.

| Criteria | Marks |
|--|-----------|
| Response to text | 6 |
| Includes three detailed examples from the text to comprehensively explain why the risk and the fear of a terrorist attack on German soil is increasing. Possible examples may include any three of the following: <ul style="list-style-type: none"> • attack on the satirical magazine 'Charlie Hebdo' in Paris where Germany was specifically mentioned in the letter claiming responsibility (2) • after the Paris attacks, the cancellation of the international soccer match between Germany and the Netherlands in Hannover (2) • results of a survey whereby two thirds of citizens anticipate a terror attack in Germany in 2016 (2) • examples of aggressive violence towards refugees (2) • passing of laws to combat international terrorism (2) • widening the scope of education about terrorist coalitions. (2) | 6 |
| Uses three examples to explain why the risk and fear of a terrorist attack on German soil is increasing. | 5 |
| Uses two detailed examples to explain why the risk and fear of a terrorist attack on German soil is increasing. | 4 |
| Uses two examples to explain why the risk and fear of a terrorist attack on German soil is increasing. | 3 |
| Uses one detailed example to explain why the risk and fear of a terrorist attack on German soil is increasing. | 2 |
| Uses one example to explain with evidence from the text. | 1 |
| Response in English | 4 |
| Shows an excellent command of the English language. Uses a broad range of context relevant vocabulary, grammar and sentence structures, and stylistic techniques to engage the reader's interest. | 4 |
| Shows a good command of the English language. Uses a range of mostly context relevant vocabulary, grammar and sentence structures, and some stylistic techniques to engage the reader's interest. | 3 |
| Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques. | 2 |
| Uses a limited range of language, including vocabulary, grammar and sentence structures. | 1 |
| Text type and sequencing | 4 |
| Writes an informative article. Uses all the key conventions accurately for the audience, context, purpose and text type, including formal register, discussion of ideas and presentation of a point of view that includes comparison and contrast words, linking words and language that indicates judgements and values. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole. | 4 |
| Writes an article. Uses all the key conventions accurately for the audience, context, purpose and text type, including formal register, discussion of ideas and presentation of a point of view that includes comparison and contrast words, linking words and language that indicates judgements and values. Content is very well organised and sequenced logically; for example, within and between paragraphs, and throughout the writing as a whole. | 3 |
| Uses the key conventions suitably for the audience, context, purpose and text type, including formal register, discussion of ideas and presentation of a point of view. Content shows some degree of organisation and logical sequencing. | 2 |
| Limited use of a few of the key conventions suitably for the audience, context, purpose and text type. Ideas are disjointed, with little attempt to organise or sequence them. | 1 |
| Total | 14 |

Section Three

40% (16 Marks)

Question 7

(16 marks)

Verliebt, verlobt, verheiratet... oder doch Single! Man könnte sagen, dass Heirat nicht so wichtig ist, wie es in früheren Zeiten gesehen wurde. Es ist jedoch auch heute noch ein Zeichen von Schwäche, wenn man Single in der heutigen Gesellschaft ist. Schreiben Sie einen Aufsatz, in dem Sie Ihre Meinung zu diesem Thema erörtern und überlegen Sie, wie Sie sich Ihr Leben in zehn Jahren vorstellen.

In love, engaged, married... or single after all! It could be said that marriage is not viewed as being as important as in earlier times. However, there is still a stigma attached to being single in today's society. Write an account in which you discuss your opinion on this topic and reflect on how you imagine your life will be in ten years.

| Criteria | Marks |
|---|-----------|
| Content | 8 |
| Produces a sophisticated, reflective account that provides a point of view on being single in today's society and a picture of life in ten years' time while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content. Frequently elaborates on topics, justifying viewpoints through well-structured arguments. | 7–8 |
| Produces an informative and reflective account showing some synthesis of ideas, relevance and originality, and depth of content. Elaborates on topics, justifying viewpoint through structured logical arguments. | 5–6 |
| Produces a coherent informative and reflective account, showing partial synthesis of ideas, relevance and depth of content. Discusses topics, justifying viewpoint through some logical arguments. | 3–4 |
| Produces an informative account which summarises ideas, showing relevance and some depth of content. Discusses topics showing some ability to support viewpoints. | 2 |
| Account shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task. | 1 |
| Linguistic resources (accuracy and range) | 4 |
| Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Stylistic techniques are successfully used 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. Simple stylistic techniques are used to engage the reader's interest. | 3 |
| Uses language, including vocabulary, expressions, grammar and stylistic techniques, that is suitable, with some accuracy. Some simple stylistic techniques appropriate to the task may be attempted. | 2 |
| Ability to use language, including vocabulary and grammar, with limited accuracy. | 1 |
| Text type and sequencing | 4 |
| Writes a sophisticated, reflective account. Uses all the key conventions accurately for the audience, context, purpose and text type. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole. | 4 |
| Writes a reflective account. Uses the key conventions appropriately for the audience, context, purpose and text type. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout. | 3 |
| Writes an account. Uses the key conventions suitably for the audience, context, purpose and text type. Ideas are organised, follow a logical sequence, but may lack direction. | 2 |
| Writing shows limited use of the key conventions. Ideas may be disjointed, with little attempt to organise or sequence them. | 1 |
| Total | 16 |

Question 8

(16 marks)

Es gibt viele Herausforderungen für Flüchtlinge in Deutschland, und sie verdienen Verständnis und Unterstützung. Schreiben Sie den Entwurf für eine Rede, mit der Sie eine deutschsprachige Gemeinschaft zu diesem Thema überzeugen wollen.

Refugees in Germany face many challenges and deserve consideration and support. Write the script of a persuasive speech to a German-speaking community on this topic.

| Criteria | Marks |
|--|-----------|
| Content | 8 |
| Produces a sophisticated persuasive script of a speech to a German-speaking community that discusses the challenges faced by refugees and why they deserve consideration and support, while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content. Frequently elaborates on topics, justifying viewpoints through well-structured logical arguments. | 7–8 |
| Produces a detailed persuasive script of a speech to a German-speaking community that discusses some challenges faced by refugees and why they deserve consideration and support, while showing some synthesis of ideas, relevance and originality, in line with depth of content. Elaborates on topics, justifying viewpoint through structured logical arguments. | 5–6 |
| Produces a coherent persuasive script of a speech to a German-speaking community that addresses some challenges faced by refugees, showing partial synthesis of ideas, relevance and depth of content. Discusses topics, justifying viewpoint through some logical arguments. | 3–4 |
| Produces an informative script that summarises ideas, showing relevance and some depth of content. Discusses topics showing some ability to support viewpoints. | 2 |
| Script shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task. | 1 |
| Linguistic resources (accuracy and range) | 4 |
| Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Stylistic techniques are successfully used 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. Simple stylistic techniques are used to engage the reader's interest. | 3 |
| Uses language, including vocabulary, expressions, grammar and stylistic techniques, that is suitable, with some accuracy. Some simple stylistic techniques appropriate to the task may be attempted. | 2 |
| Ability to use language, including vocabulary and grammar, with limited accuracy. | 1 |
| Text type and sequencing | 4 |
| Writes a sophisticated script of a speech to a German-speaking community. Uses all the key conventions accurately for the audience, context, purpose and text type. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole. | 4 |
| Writes a detailed persuasive script of a speech to a German-speaking community. Uses the key conventions appropriately for the audience, context, purpose and text type. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout. | 3 |
| Writes a coherent persuasive script of a speech to a German-speaking community. Uses the key conventions suitably for the audience, context, purpose and text type. Ideas are organised, follow a logical sequence, but may lack direction. | 2 |
| The script of a speech writing shows limited use of the key conventions. Ideas may be disjointed, with little attempt to organise or sequence them. | 1 |
| Total | 16 |

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