



GERMAN: BACKGROUND LANGUAGE

ATAR course examination 2017

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% (30 Marks)

Question 1**(16 marks)**

Criteria	Marks
Response to text	
<p>The following points need to be addressed when responding to this text:</p> <ul style="list-style-type: none"> • a description of Maren Ade (4) <ul style="list-style-type: none"> ○ 40 ○ reserved, self-confident, reflective ○ director ○ Oscar nominee • her attitude towards fame (2) <ul style="list-style-type: none"> ○ doesn't aspire to the limelight ○ uncomfortable with the fuss around her • examples to exemplify her attitude towards fame (2) <ul style="list-style-type: none"> ○ doesn't put herself forward, ensuring actors and team receive attention and recognition ○ decreed a lengthy break from interviews. 	8
Provides at least 7 pieces of information from the text in their summary.	7
Provides at least 6 pieces of information from the text in their summary.	6
Provides at least 5 pieces of information from the text in their summary.	5
Provides at least 4 pieces of information from the text in their summary.	4
Provides at least 3 pieces of information from the text in their summary.	3
Provides at least 2 pieces of information from the text in their summary.	2
Provides at least 1 piece of information from the text in their summary.	1
No evidence of this criterion.	0
Subtotal	8
Response in English	
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
No evidence of this criterion.	0
Subtotal	4
Text type and sequencing	
Writes an informative summary. Uses all the key conventions accurately for the audience, context, purpose and text type. Content is very well organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes a summary. Uses all the key conventions accurately for the audience, context, purpose and text type. Content is well organised and sequenced logically, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	3
Writes a summary. 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 suitable for the audience, context, purpose and text type. Ideas are disjointed, with little attempt to organise or sequence them.	1
No evidence of this criterion.	0
Subtotal	4
Total	16

Question 2

(14 marks)

Criteria	Marks
Response to text	
The following points need to be addressed: <ul style="list-style-type: none"> the proposed tax and what the revenue will be used for (2) <ul style="list-style-type: none"> tax for companies who produce or import soft drinks containing sugar promotion/facilitation of primary school sport additional measures the experts believe should be taken (4) <ul style="list-style-type: none"> advertising ban for sweets aimed at children development of healthier ready to go products one hour of daily sport no soft drinks or chocolate bars should be offered at school. 	6
Presents five pieces of information from the text.	5
Presents four pieces of information from the text.	4
Presents three pieces of information from the text.	3
Presents two pieces of information from the text.	2
Presents one piece of information from the text.	1
No evidence of this criterion.	0
Subtotal	6
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
No evidence of this criterion.	0
Subtotal	4
Text type and sequencing	
Writes a persuasive 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 all 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
No evidence of this criterion.	0
Subtotal	4
Total	14

Section Two

Response: Viewing and reading

30% (57 Marks)

Question 3

(14 marks)

Criteria	Marks
Response to text	
The following points need to be addressed: <ul style="list-style-type: none"> • any three things that Vanessa says (3) <ul style="list-style-type: none"> ○ daily planning only takes place in collaboration with the partner ○ the impression from magazines that one must have a partner ○ relationship status divides whole circles of friends ○ one can only further develop oneself, broaden one's horizons, get to know oneself when alone • the candidate's point of view on the three things above (3). 	6
Presents at least three pieces of information from the text and provides a personal point of view.	5
Presents two pieces of information from the text and provides a personal point of view.	4
Presents two pieces of information from the text and provides a limited personal point of view.	3
Presents one piece of information from the text and provides a limited personal point of view.	2
Presents one piece of information from the text or provides a limited personal point of view.	1
No evidence of this criterion.	0
Subtotal	6
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
No evidence of this criterion.	0
Subtotal	4
Text type and sequencing	
Writes an informative dialogue 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 dialogue using all 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 dialogue 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
No evidence of this criterion.	0
Subtotal	4
Total	14

Question 4

(16 marks)

Criteria	Marks
Response to text	
The following points need to be addressed: <ul style="list-style-type: none"> • why the candidate became involved in the environmental initiative (2) • what the initiative entails (4) <ul style="list-style-type: none"> ○ discount voucher for every bag of clothing returned ○ clothes sent to a processing plant ○ raw materials used again ○ clothing in good condition passed on as second hand • the limits or conditions placed on participation (2) <ul style="list-style-type: none"> ○ minimum age is 18 ○ maximum of 2 discount vouchers per day. 	8
Presents at least five pieces of information from the text and provides an explanation of their actions	7
Presents four pieces of information from the text and provides an explanation of their actions	6
Presents three pieces of information from the text and provides an explanation of their actions	5
Presents two pieces of information from the text and provides an explanation of their actions	4
Presents two pieces of information from the text and provides a limited explanation of their actions	3
Presents one piece of information from the text and provides a limited explanation of their actions	2
Presents one piece of information from the text or provides a limited explanation of their actions	1
No evidence of this criterion.	0
Subtotal	8
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
No evidence of this criterion.	0
Subtotal	4
Text type and sequencing	
Writes a reflective email 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 reflective email using all 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 an email 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
No evidence of this criterion.	0
Subtotal	4
Total	16

Question 5

(13 marks)

Criteria	Marks
Response to text	
The following points need to be addressed <ul style="list-style-type: none"> • advice on how to best prepare for the world of work (2) <ul style="list-style-type: none"> ○ ability to problem solve ○ production and digital knowledge • any three examples from the text to describe future workplaces (3) <ul style="list-style-type: none"> ○ more workplaces will be increased through rationalisation ○ routine work in offices will no longer exist ○ future workplaces will be more challenging (and demand a better education) ○ robots will take over the dirty and taxing work ○ weekend, evening/night work will be more widespread 	5
Provides at least 4 pieces of information from the text in their article.	4
Provides at least 3 pieces of information from the text in their article.	3
Provides at least 2 pieces of information from the text in their article.	2
Provides at least 1 piece of information from the text in their article.	1
No evidence of this criterion.	0
Subtotal	5
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
No evidence of this criterion.	0
Subtotal	4
Text type and sequencing	
Writes an informative article. Uses all the key conventions accurately for the audience, context, purpose and text type. Information can be presented in an objective or subjective way. Content is very well organised and effectively sequenced throughout; for example, within or 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. Content is well organised and sequenced logically, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	3
Writes an article. 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 suitable for the audience, context, purpose and text type. Ideas are disjointed, with little attempt to organise or sequence them.	1
No evidence of this criterion.	0
Subtotal	4
Total	13

Question 6

(14 marks)

Criteria	Marks
Response to text	
The following points need to be addressed: <ul style="list-style-type: none"> • why the Germans left their homeland (1) <ul style="list-style-type: none"> ○ the Lutherans didn't want to be forced into state church by Friedrich Wilhelm III • their interaction with British settlers (2) <ul style="list-style-type: none"> ○ limited as they lived some distance away ○ sold vegetables to them • any three things indicating the German imprint on the villages in the Barossa valley (3) <ul style="list-style-type: none"> ○ villages received German names ○ annual fair featuring shooting matches ○ gravestones with German inscription ○ comical dialect ○ food (Mettwurst, red fruit jelly, ring cake, Winzerwein) 	6
Provides at least 5 pieces of information from the text in their speech.	5
Provides at least 4 pieces of information from the text in their speech.	4
Provides at least 3 pieces of information from the text in their speech.	3
Provides at least 2 pieces of information from the text in their speech.	2
Provides at least 1 piece of information from the text in their speech.	1
No evidence of this criterion.	0
Subtotal	6
Response in English	
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
No evidence of this criterion.	0
Subtotal	4
Text type and sequencing	
Writes an informative script of a speech. Uses all the key conventions accurately for the audience, context, purpose and text type. Content is very well organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Writes the script of a speech. Uses all the key conventions accurately for the audience, context, purpose and text type. Content is well organised and sequenced logically, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	3
Writes the script of a speech. 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 suitable for the audience, context, purpose and text type. Ideas are disjointed, with little attempt to organise or sequence them.	1
No evidence of this criterion.	0
Subtotal	4
Total	14

Section Three
Written communication

40% (16 Marks)

Question 7**(16 marks)**

Criteria	Marks
Content	
Produces a sophisticated, persuasive letter that provides a point of view on whether a year of social service should be compulsory for all school leavers 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 letter, 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 persuasive letter, showing partial synthesis of ideas, relevance and depth of content. Discusses topics, justifying viewpoint through some logical arguments.	3–4
Produces letter which summarises ideas, showing relevance and some depth of content. Discusses topics showing some ability to support viewpoints.	1–2
Response shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	0
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. 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
Uses language, including vocabulary, grammar and stylistic techniques that is usually suitable, with some accuracy.	1
Ability to use language, including vocabulary and grammar, with limited accuracy.	0
Subtotal	4
Text type and sequencing	
Writes a persuasive letter. Uses all the key conventions accurately for the audience, context, purpose and text type, describing events and experiences in a logical manner. Language is in the first person and is either formal or informal, with time words used to connect ideas, and action words used to describe events. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses the key conventions appropriately for the audience, context, purpose and text type, describing events and experiences in a logical manner. Language is in the first person, and is either formal or informal, with time words used to connect ideas, and action words used to describe events. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses the key conventions suitably for the audience, context, purpose and text type, describing events and experiences in a logical manner. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably for the audience, context, purpose and text type. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Subtotal	4
Total	16

Question 8

(16 marks)

Criteria	Marks
Content	
Produces a sophisticated, evaluative review of the success and sustainability of a government initiative to ration electricity usage to four hours per day while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content. Frequently elaborates on ideas, justifying viewpoints through well-structured logical arguments.	7–8
Produces a detailed, evaluative review, 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 evaluative review, showing partial synthesis of ideas, relevance and depth of content. Discusses topics, justifying viewpoint through some logical arguments.	3–4
Produces a review which summarises ideas, showing relevance and some depth of content. Discusses topics showing some ability to support viewpoints.	1–2
Review shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	0
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. 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
Uses language, including vocabulary, grammar and stylistic techniques that is usually suitable, with some accuracy.	1
Ability to use language, including vocabulary and grammar, with limited accuracy.	0
Subtotal	4
Text type and sequencing	
Writes an evaluative review. Uses all the key conventions accurately for the audience, context, purpose and text type, describing events and experiences in a logical manner. Language is in the first person and is either formal or informal, with time words used to connect ideas, and action words used to describe events. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses the key conventions appropriately for the audience, context, purpose and text type, describing events and experiences in a logical manner. Language is in the first person, and is either formal or informal, with time words used to connect ideas, and action words used to describe events. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses the key conventions suitably for the audience, context, purpose and text type, describing events and experiences in a logical manner. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably for the audience, context, purpose and text type. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
Subtotal	4
Total	16

ACKNOWLEDGEMENTS

Question 6

Information from: Sprothen, V. (2007, November 24). Das deutsche Australien. *Welt*. Retrieved June, 2017, from https://www.welt.de/welt_print/article1395564/Das-deutsche-Australien.html

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*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
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