



# **GERMAN: BACKGROUND LANGUAGE**

## **ATAR course examination 2019**

### **Written marking key**

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

## Section One: Response: Listening

30% (31 Marks)

## Question 1

(15 marks)

Write an informative summary about the account for your fellow students. In your summary:

- provide **two** examples of how people end up in crisis
- explain why people volunteer their time to help them.

Description	Marks
<b>Response to text</b>	
Provide <b>two</b> examples of how people end up in crisis.	
Any <b>two</b> points for <b>two</b> of the listed people:	
Tina: <ul style="list-style-type: none"> <li>• divorce</li> <li>• unpaid electricity bill.</li> </ul> Tom: <ul style="list-style-type: none"> <li>• bad company/supposed friends</li> <li>• dependent on drugs</li> <li>• led to theft and prostitution.</li> </ul> Fred: <ul style="list-style-type: none"> <li>• work replaced by computer/lost his job</li> <li>• became an alcoholic/fell in love with alcohol</li> <li>• girlfriend fell in love with his best friend.</li> </ul>	1–4
<b>Subtotal</b>	<b>4</b>
Explain why people volunteer their time to help them.	
know people in their inner circle/closest friends	1
who couldn't keep up with technology and everyday life	1
writer himself feels close to the edge	1
has feelings of uncertainty	1
<b>Subtotal</b>	<b>4</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 may contain reported speech and can be either formal or informal. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a summary accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a summary accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>15</b>

## Question 2

(16 marks)

Drawing on what you have just heard, write an article for your school magazine in which you reflect on Germany's Love Parade. In your article:

- describe the first Love Parade
- comment on how the Love Parade changed over the years
- outline what happened at the last Love Parade.

Description	Marks
<b>Response to text</b>	
Describe the first Love Parade.	
Any <b>three</b> of the following:	
<ul style="list-style-type: none"> <li>• 150 people dancing through Berlin</li> <li>• accompanied by three decorated cars</li> <li>• a VW bus with a huge stereo system</li> <li>• celebrations continuing in a nightclub.</li> </ul>	1–3
<b>Subtotal</b>	<b>3</b>
Comment on how the Love Parade changed over the years.	
founding idea of Love Parade as a protest gathering (was lost)	1
increased commercialisation and/or marketing	1
<b>Subtotal</b>	<b>2</b>
Outline what happened at the last Love Parade.	
accident in an access tunnel	1
16 people died	1
hundreds injured	1
<b>Subtotal</b>	<b>3</b>
<b>Linguistic resources (accuracy and range)</b>	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures, and the meaning is sometimes impeded.	1
<b>Subtotal</b>	<b>4</b>
<b>Kind of writing, text type and sequencing</b>	
Writes a reflective article. Uses all the key conventions of an article accurately, including: a title to indicate the content, formal register, and descriptive and factual language. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of an article accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of an article accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>16</b>

## Section Two: Response: Viewing and reading

30% (46 Marks)

## Question 3

(15 marks)

Drawing on the information in the text, write a persuasive dialogue between you and your grandparent. In the dialogue:

- explain why changes to job titles are necessary
- provide **one** example of a modified profession.

Description	Marks
<b>Response to text</b>	
Explain why changes to job titles are necessary.	
to reflect technological and economic changes	1
changes to training content	1
to enhance status	1
to make attractive to trainees	1
<b>Subtotal</b>	<b>4</b>
Provide <b>one</b> example of a modified profession.	
Any <b>one</b> of the following:	
<ul style="list-style-type: none"> <li>• car mechanic/car mechatronic               <ul style="list-style-type: none"> <li>○ cars have complex electronics</li> <li>○ therefore more time is spent on the computer/IT knowledge required</li> </ul> </li> </ul>	1–3
<b>or</b>	
<ul style="list-style-type: none"> <li>• medical assistants/medically trained employee               <ul style="list-style-type: none"> <li>○ medical/technical communication with patients</li> <li>○ and in quality management of treatment</li> </ul> </li> </ul>	1–3
<b>Subtotal</b>	<b>3</b>
<b>Linguistic resources (accuracy and range)</b>	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures, and the meaning is sometimes impeded.	1
<b>Subtotal</b>	<b>4</b>
<b>Kind of writing, text type and sequencing</b>	
Writes a persuasive dialogue. Uses all the key conventions of a dialogue accurately, including: two clearly identified speakers, an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. Language is authentic and informal. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a dialogue accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a dialogue accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>15</b>

## Question 4

(16 marks)

Drawing on the information in the letter, write an informative blog posting for people who are interested in the environment about the Long Week of Sustainability Association. In your posting:

- explain Agenda 2030
- comment on the week of action organised by the Association
- outline the contents of the Association's website.

Description	Marks
<b>Response to text</b>	
Explain Agenda 2030.	
(193) UN member states	1
to meet 17 sustainability goals	1
<b>Subtotal</b>	<b>2</b>
Comment on the week of action organised by the Association.	
Any <b>three</b> of the following:	
<ul style="list-style-type: none"> <li>• aim is to promote sustainability for everyone</li> <li>• 31 May–7 June</li> <li>• multifaceted program</li> <li>• highlight is the market of good deeds.</li> </ul>	1–3
<b>Subtotal</b>	<b>3</b>
Outline the contents of the Association's website.	
a petition to use for action	1
a questionnaire/survey to find out what people want to achieve	1
an appeal for donations to ensure the group's independence and ability to take action	1
<b>Subtotal</b>	<b>3</b>
<b>Linguistic resources (accuracy and range)</b>	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures, and the meaning is sometimes impeded.	1
<b>Subtotal</b>	<b>4</b>
<b>Kind of writing, text type and sequencing</b>	
Writes an informative 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 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 5

(15 marks)

Drawing on the information in the interview, write a newspaper article reflecting on the current engagement of women in politics. In your article:

- outline the role of women in politics over the last century
- describe the undertakings of the Helen-Weber prize-winners
- explain why it is important for women to be involved in politics.

Description	Marks
<b>Response to text</b>	
Outline the role of women in politics over the last century.	
achieved vote 100 years ago	1
not many women in local politics due to social burdens and lack of confidence	1
now only one quarter of federal politicians are female	1
<b>Subtotal</b>	<b>3</b>
Describe the undertakings of the Helen-Weber prizewinners	
Any <b>three</b> of the following:	
<ul style="list-style-type: none"> <li>• to integrate more women into local politics</li> <li>• to assist women outside of Germany politically (Tunisia and Azerbaijan)</li> <li>• advertise for more women to take part in local politics</li> <li>• partner in project wunderbar together</li> <li>• supporting networking of female politicians in Europe.</li> </ul>	1–3
<b>Subtotal</b>	<b>3</b>
Explain why it is important for women to be involved in politics.	
half the population are women	1
so all political topics concern women as well as men	1
<b>Subtotal</b>	<b>2</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 newspaper 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 Three: Written communication

40% (16 Marks)

## Question 6

(16 marks)

You have decided to enter a German speech contest. The topic is 'How does media influence individual choice?' Write the script of your speech, informing the audience of your opinion as a student of the German: Background Language course.

Description	Marks
<b>Content</b>	
Writes about how media influences individual choice while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes about how media influences individual choice showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes about how media influences individual choice showing partial synthesis of ideas, relevance and depth of content.	3–4
Writes about how media influences individual choice. Summarises ideas, showing relevance and some depth of content.	2
The script of a 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 an informative 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 decided to enter a German speech contest. The topic is 'How can I make a difference politically?' Write the script of your speech, informing the audience of your opinion as a student of the German: Background Language course.

Description	Marks
<b>Content</b>	
Writes about how they can make a difference politically while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes about how they can make a difference politically showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes about how they can make a difference politically showing partial synthesis of ideas, relevance and depth of content.	3–4
Writes about how they can make a difference politically. Summarises ideas, showing relevance and some depth of content.	2
The script of a 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 an informative 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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