



GERMAN: BACKGROUND LANGUAGE

ATAR course examination 2022

Written marking key

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

Section One: Response: Listening

30% (31 Marks)

Question 1

(13 marks)

Drawing on what you have just heard, write an informative summary of Patrick Ziegler's experiences as a German-speaking soccer player in Australia. In your summary you should:

- outline Ziegler's first experience of immigrating to Australia
- state **two** reasons why Ziegler has found it easy to adjust to living and working in Australia
- explain the purpose of the *I Speak Football* project Ziegler is involved in.

| Description | Marks |
|--|-----------|
| Response to text | |
| Writes an informative summary which: | |
| outlines Ziegler's initial immigration experience to Australia | |
| For copyright reasons this text cannot be reproduced in the online version of this document | 1 |
| | 1 |
| provides two reasons Ziegler gives as to why he has found it easy to adjust to living and working in Australia | |
| Any two of the following (2 x 1 mark) | |
| <ul style="list-style-type: none"> • For copyright reasons this text cannot be reproduced in the online version of this document | 1-2 |
| explains the purpose of the 'I Speak Football' project Ziegler is involved in | |
| For copyright reasons this text cannot be reproduced in the online version of this document | 1 |
| | 1 |
| Subtotal | 6 |
| Response in English | |
| 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 3 |
| Kind of writing, text type and sequencing | |
| 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |
| Total | 13 |

Question 2

(18 marks)

Having heard the interview with the artist Simone Berger, you are inspired to write an article for your school magazine in which you reflect on her life and art. In your article you should:

- state **three** pieces of information about her background
- state **four** reasons why Berger is attracted to using glass as a medium
- describe what she says about selling her art.

| Description | Marks |
|---|-----------|
| Response to text | |
| Writes a reflective article which: | |
| provides three pieces of information about her background | |
| Any three of the following (3 x 1 mark) | |
| <ul style="list-style-type: none"> • she is self-taught • she grew up in the Swiss countryside • she completed an apprenticeship as a carpenter • she switched from wood to glass a few years ago | 1–3 |
| gives four reasons why Berger is attracted to using glass as a medium | |
| Any four of the following (4 x 1 mark) | |
| <ul style="list-style-type: none"> • a new form of representation that hasn't existed before • something unique and new • glass is an exciting and timeless material • loves the combination of hammer and glass • she is proud she can create beauty through destruction | 1–4 |
| describes what she says about selling her art | |
| easy for her to part with her art/artworks | 1 |
| because she's always looking ahead/to the future | 1 |
| and already tackling the next project in her head | 1 |
| Subtotal | 10 |
| 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |
| 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |
| Total | 18 |

Section Two: Response: Viewing and reading

30% (45 Marks)

Question 3

(15 marks)

Drawing on the information in the article, write a persuasive dialogue between you and your friend. In the dialogue you should:

- discuss **two** advantages and **two** disadvantages of working from home
- describe **one** profession that can be done from home in detail, specifically who is suited to this work, any prerequisites and what the work entails.

| Description | Marks |
|--|----------|
| Response to text | |
| Writes a persuasive dialogue which: | |
| discusses two advantages and two disadvantages of working from home | |
| Any two of the following advantages (2 x 1 mark) | |
| <ul style="list-style-type: none"> • it saves travel time and travel costs • freedom to decide own working hours • flexible due to family commitments/provides flexibility • getting to work is difficult due to health issues | 1–2 |
| Any two of the following disadvantages (2 x 1 mark) | |
| <ul style="list-style-type: none"> • challenge of self-organisation/demand for good organisational skills • if you need personal contact with colleagues you won't be happy • dubious offers, such as pay money for material or upfront training or unrealistically high salary promised | 1–2 |
| describes one profession that can be done from home in detail, specifically who is suited to this work, any prerequisites and what the work entails | |
| Any one profession, such as | |
| Game tester: <ul style="list-style-type: none"> • ideal because they must bring experience with them/experience is required • test new games for content and technical errors before going on the market • need to contact software companies directly and check job advertisements/vacancies | 1–3 |
| or | |
| Graphic designer: <ul style="list-style-type: none"> • need special skills (acquired through apprenticeship or study/degree) • work involves design of logos, packaging or graphics for websites or printed material • (in addition to creativity) the skill to know what the customer wants is paramount/condition for this profession | 1–3 |
| Subtotal | 7 |
| 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |

| 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 may lack direction. | 2 |
| Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them. | 1 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |
| Total | 15 |

Question 4

(16 marks)

Drawing on the information in the account, write a speech for a group of high school leavers in which you inform them of their options after finishing their final exams. In your speech you should:

- outline the application process for a specific voluntary service position through FSJ Salzburg
- explain what will happen on the first day
- describe the support provided by colleagues throughout the work placement.

| Description | Marks |
|--|-----------|
| Response to text | |
| Writes an informative speech which: | |
| outlines the application process for a specific voluntary service position through FSJ Salzburg | |
| send off application, followed by an interview | 1 |
| attend presentations and complete surveys | 1 |
| then receive a job offer (to work in a creative workshop for people with disabilities) | 1 |
| explains what will happen on the first day | |
| divided into small groups to get to know each other better | 1 |
| introduced to the various professional areas | 1 |
| through self-awareness and personality development and group games | 1 |
| describes the support provided by colleagues throughout the work placement | |
| regular discussions with the boss | 1 |
| team discussions and supervision | 1 |
| 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |
| Kind of writing, text type and sequencing | |
| 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 lack direction. | 2 |
| Uses few of the key conventions suitably. Ideas are disjointed, with little attempt to organise or sequence them. | 1 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |
| Total | 16 |

Question 5

(14 marks)

Drawing on information in the blog posting, write a persuasive email to your aunt and uncle in which you encourage them to consider eating artificial meat. In your email, you should:

- outline **three** examples of environmental and/or health benefits of artificial meat
- explain how the product is made and why it is controversial
- provide **two** reasons why people may still reject genetically-modified food.

| Description | Marks |
|--|-----------|
| Response to text | |
| Writes a persuasive email which: | |
| outlines three examples of environmental and health benefits of artificial meat | |
| Any three of the following (3 x 1 mark) | |
| <ul style="list-style-type: none"> • uses ten times less water, space and energy • produces fewer greenhouse gases than traditional production • saves the lives of 56 billion animals that are slaughtered worldwide every year • contains no antibiotics and no hormone treatment • animal and eco friendly | 1–3 |
| explains how the product is made and why it is controversial | |
| the technology is expensive | 1 |
| product made from animal muscle cells grown in a lab | 1 |
| provides two reasons why people may still reject genetically modified food | |
| Any two of the following (2 x 1 mark) | |
| <ul style="list-style-type: none"> • texture • taste • ethics • the cost • on principle | 1–2 |
| Subtotal | 7 |
| Response in English | |
| 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 3 |
| Kind of writing, text type and sequencing | |
| Writes a persuasive 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |
| Total | 14 |

Section Three: Written communication

40% (16 Marks)

Question 6

(16 marks)

You have read an article about house husbands. Write a blog posting in which you evaluate **two** different opinions on career and family.

| Description | Marks |
|--|-----------|
| Content | |
| Writes about two different opinions on career and family while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content. | 7–8 |
| Writes about two different opinions on career and family showing some synthesis of ideas, relevance and originality, and depth of content. | 5–6 |
| Writes about two different opinions on career and family showing partial synthesis of ideas, relevance and depth of content. | 3–4 |
| Writes about two different opinions on career and family. Summarises ideas, showing relevance and some depth of content. | 2 |
| The blog posting shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task. | 1 |
| Does not meet any of the above specified performance levels for this criterion. | 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. 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |
| Kind of writing, text type and sequencing | |
| Writes an evaluative blog posting. Uses all the key conventions of a blog 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |
| Total | 16 |

Question 7

(16 marks)

You have read an article about community involvement in environmental initiatives. Write a blog posting in which you evaluate **two** different opinions on an individual's values and responsibilities.

| Description | Marks |
|--|-----------|
| Content | |
| Writes about two different opinions on the individual's values and responsibilities while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content. | 7–8 |
| Writes about two different opinions on the individual's values and responsibilities showing some synthesis of ideas, relevance and originality, and depth of content. | 5–6 |
| Writes about two different opinions on the individual's values and responsibilities showing partial synthesis of ideas, relevance and depth of content. | 3–4 |
| Writes about two different opinions on the individual's values and responsibilities. Summarises ideas, showing relevance and some depth of content. | 2 |
| The blog posting shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task. | 1 |
| Does not meet any of the above specified performance levels for this criterion. | 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. 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |
| Kind of writing, text type and sequencing | |
| Writes an evaluative blog posting. Uses all the key conventions of a blog 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 |
| Does not meet any of the above specified performance levels for this criterion. | 0 |
| Subtotal | 4 |
| Total | 16 |

ACKNOWLEDGEMENTS

Question 1

Text under 'Response to text' (rows with assigned marks) adapted from:
Leslie, A. (2019). *A-League Adventures: Football far From Home*.
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