



# **GERMAN: SECOND LANGUAGE**

## **ATAR course examination 2023**

### **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% (35 Marks)**

**Text 1: *Arbeiten in Deutschland***

**Part (i)**

**Question 1** **(2 marks)**

List the **two** advantages of studying and working in Germany.

Description	Marks
<ul style="list-style-type: none"> <li>• studying is free at (most) universities</li> <li>• (working in Germany is an interesting) way/option/possibility/opportunity to get started in your career</li> </ul>	1–2
<b>Total</b>	<b>2</b>

**Question 2** **(2 marks)**

Describe what companies in Germany are known for.

Description	Marks
<ul style="list-style-type: none"> <li>• (offer) innovative and modern products</li> <li>• in many (kinds of) areas/(job) sectors</li> </ul>	1–2
<b>Total</b>	<b>2</b>

**Question 3** **(2 marks)**

Outline how employees benefit from working in a company like this.

Description	Marks
Any two of (2 x 1 mark)	
<ul style="list-style-type: none"> <li>• gain a lot of experience</li> <li>• take on a lot of responsibility (very quickly)</li> <li>• gain good qualifications</li> </ul>	1–2
<b>Total</b>	<b>2</b>

## Part (ii)

## Question 4

(3 marks)

List **three** reasons why people come to Germany to work.

Description	Marks
<ul style="list-style-type: none"> <li>• good infrastructure</li> <li>• don't need a car if you live in the city</li> <li>• convenient/practical if you want to travel to other European countries</li> </ul>	1-3
<b>Total</b>	<b>3</b>

## Question 5

(4 marks)

(a) Identify **two** negative aspects of living in a big city.

(2 marks)

Description	Marks
<ul style="list-style-type: none"> <li>• high rents/rents have become more expensive</li> <li>• high cost of living</li> </ul>	1-2
<b>Total</b>	<b>2</b>

(b) State the **two** pieces of advice given to overcome this.

(2 marks)

Description	Marks
<ul style="list-style-type: none"> <li>• start looking for a place to live/accommodation early</li> <li>• ask friends if they know someone who can rent out a room/apartment/place to live</li> </ul>	1-2
<b>Total</b>	<b>2</b>

## Question 6

(2 marks)

Identify **two** negative aspects of travelling in a bigger city.

Description	Marks
<ul style="list-style-type: none"> <li>• overcrowded trains</li> <li>• busy freeways</li> </ul>	1-2
<b>Total</b>	<b>2</b>

**Text 2: Was tun nach der Schule?****Question 7****(2 marks)**

What does the speaker suggest school leavers do once they finish school?

Description	Marks
<ul style="list-style-type: none"> <li>work as a barn/stable hand/helper</li> <li>for a year</li> </ul>	1-2
<b>Total</b>	<b>2</b>

**Question 8****(2 marks)**

Identify **two** things involved in the job.

Description	Marks
Any two of (2 x 1 mark)	
<ul style="list-style-type: none"> <li>feeding the animals</li> <li>cleaning the barn/stable</li> <li>caring for the animals</li> </ul>	1-2
<b>Total</b>	<b>2</b>

**Question 9****(3 marks)**

State what is said about the following.

Statement	Description	Marks
Payment	enough pocket money to live well (won't be rich)	1 1
Living arrangements	live with the farmers	1
<b>Total</b>		<b>3</b>

**Question 10****(3 marks)**

Describe the details about the application process.

Description	Marks
<ul style="list-style-type: none"> <li>all information and links on the website</li> <li>apply from now on</li> <li>to start in September</li> </ul>	1-3
<b>Total</b>	<b>3</b>

**Text 3: Rückgabe für Elektrogeräte****Question 11****(2 marks)**

According to new legislation, what can German citizens now do?

Description	Marks
<ul style="list-style-type: none"> <li>return old electrical appliances/devices</li> <li>to stores/shops</li> </ul>	1–2
<b>Total</b>	<b>2</b>

**Question 12****(2 marks)**

Explain why the German government has introduced the new legislation.

Description	Marks
<ul style="list-style-type: none"> <li>to improve/increase</li> <li>the low recycling rate (of 44% for electrical appliances)</li> </ul>	1–2
<b>Total</b>	<b>2</b>

**Question 13****(1 mark)**

State what happens if the new rule is **not** implemented.

Description	Marks
<ul style="list-style-type: none"> <li>shops can be fined</li> </ul>	1
<b>Total</b>	<b>1</b>

**Question 14****(3 marks)**

Describe the behaviour of consumers when buying goods online before the new law was introduced.

Description	Marks
<ul style="list-style-type: none"> <li>did not need to think/consider</li> <li>how and where</li> <li>to dispose/get rid of old appliances</li> </ul>	1–3
<b>Total</b>	<b>3</b>

**Question 15****(3 marks)**

Tick (✓) the statements you hear in the news article.

Description	Marks
Statement	
Stores are obliged to recycle the electrical waste correctly.	✓
The customers play a role in helping the online retailers avoid waste.	
The old appliances can be returned when customers buy a new appliance.	✓
The new legislation also applies to online retailers.	✓
The law helps the circulation of raw materials.	
<b>Total</b>	<b>3</b>
Note: if more than three statements selected, accept the first three only.	

## Section Two

## Response: Viewing and reading

30% (46 Marks)

**Text 4: *Heraufsetzung des Mindestalters für Alkoholkonsum?*****Question 16****(2 marks)**

According to the article, what are more and more people in favour of?

Description	Marks
<ul style="list-style-type: none"> <li>raising/increasing the age</li> <li>for drinking/consuming alcohol legally</li> </ul>	1–2
<b>Total</b>	<b>2</b>

**Question 17****(4 marks)**Explain **one** reason given in the article to justify the current law.

Description	Marks
<ul style="list-style-type: none"> <li>it was thought/believed</li> <li>because of the young age</li> <li>youth/young people could be introduced to alcohol</li> <li>in a gentle/responsible way</li> </ul> or <ul style="list-style-type: none"> <li>young people should first gain experience</li> <li>with low percentage alcohol</li> <li>later they would be able to responsibly handle</li> <li>high percentage alcohol drinks</li> </ul>	1–4
<b>Total</b>	<b>4</b>

**Question 18****(3 marks)**List the **three** steps that critics of the current law demand.

Description	Marks
<ul style="list-style-type: none"> <li>raise (legal) minimum drinking age (from 16) to 18</li> <li>restrict/limit opportunities to obtain alcohol</li> <li>strengthen controls to protect minors</li> </ul>	1–3
<b>Total</b>	<b>3</b>

**Question 19****(4 marks)**

Explain the medical reasons given in the article that support changing the law.

Description	Marks
<ul style="list-style-type: none"> <li>the brain of adolescents is very vulnerable</li> <li>as it is completely rebuilt during puberty</li> <li>alcohol poisoning</li> <li>causes brain cells to die/not function properly</li> </ul>	1–4
<b>Total</b>	<b>4</b>

## Question 20

(2 marks)

State the **two** pieces of advice given to parents in the article.

Description	Marks
• pay (more) attention to what drinks guests bring to their teenagers' parties	1-2
• pay (more) attention to what their children drink at family gatherings	
<b>Total</b>	<b>2</b>

**Text 5: Eltern, die „Freunde“ ihrer Kinder sein wollen****Question 21****(4 marks)**Name **four** behaviours of parents who want to be their children's friends.

Description	Marks
Any four of (4 x 1 mark)	
<ul style="list-style-type: none"> <li>• everyone wants to be nice to each other</li> <li>• and have total understanding/tolerance/acceptance for everything</li> <li>• Dad working out with son</li> <li>• Mum wearing their teenager's clothes</li> <li>• same musical taste</li> <li>• friends/follow each other on social media</li> </ul>	1–4
<b>Total</b>	<b>4</b>

**Question 22****(4 marks)**

- (a) According to the author, what characterised the relationship between parents and their children in the past? (2 marks)

Description	Marks
<ul style="list-style-type: none"> <li>• clear boundaries/limits</li> <li>• distance</li> </ul>	1–2
<b>Total</b>	<b>2</b>

- (b) According to the author, what did **not** exist in the relationship between parents and children in the past? (2 marks)

Description	Marks
<ul style="list-style-type: none"> <li>• a fusion/mix/blend between</li> <li>• role of parents and being equals/peers</li> </ul>	1–2
<b>Total</b>	<b>2</b>

**Question 23****(4 marks)**

Explain the author's opinion of today's trend.

Description	Marks
<ul style="list-style-type: none"> <li>• leads to problems</li> <li>• parents often just act in a tolerant manner</li> <li>• out of convenience</li> <li>• or out of laziness</li> </ul>	1–4
<b>Total</b>	<b>4</b>



**Question 24****(4 marks)**

How does this trend affect teenagers growing up?

Description	Marks
<ul style="list-style-type: none"><li>• need to develop their identity</li><li>• need to test (boundaries)</li><li>• challenge boundaries/break boundaries</li><li>• these boundaries need to exist/be there in the first place</li></ul>	1-4
<b>Total</b>	<b>4</b>

**Question 25****(2 marks)**

Describe the wider impact of this trend on society.

Description	Marks
<ul style="list-style-type: none"><li>• no societal change is possible</li><li>• without/if there is no pressure and counter pressure</li></ul>	1-2
<b>Total</b>	<b>2</b>

**Text 6: Ghosting****Question 26****(3 marks)**

Describe how the author is ghosted by her friend Hanna.

Description	Marks
Any three of (3 x 1 mark)	
<ul style="list-style-type: none"> <li>• doesn't contact her</li> <li>• doesn't react to texts/messages</li> <li>• is offline everywhere/completely</li> <li>• put settings on invisible/is invisible</li> </ul>	1-3
<b>Total</b>	<b>3</b>

**Question 27****(3 marks)**

Tick (✓) the online advice statements below as true or false.

Description			Marks
Statement	True	False	
Apologise when you think you did something wrong.	✓		1
People with poor mental health may find it harder to stay in contact.	✓		1
You should definitely check on your friend in person when they don't contact you.		✓	1
<b>Total</b>			<b>3</b>

**Question 28****(4 marks)**

(a) The author decides she should let Hanna go. How will this affect her, and why? (2 marks)

Description	Marks
<ul style="list-style-type: none"> <li>• difficult/hard at first/in the beginning</li> <li>• because they are good friends</li> </ul>	1-2
<b>Total</b>	<b>2</b>

(b) Explain why the author thinks this is the best action to take.

**(2 marks)**

Description	Marks
<ul style="list-style-type: none"> <li>• revenge and confrontations</li> <li>• can lead to (more) conflict/argument</li> </ul>	1-2
<b>Total</b>	<b>2</b>

**Question 29****(3 marks)**

According to the author, what is this the 'perfect time' for, and why?

Description	Marks
<ul style="list-style-type: none"> <li>• try a new hobby</li> <li>• to distract you/keep your mind off it/think about other things</li> <li>• helps you to find like-minded people</li> </ul>	1-3
<b>Total</b>	<b>3</b>

## Section Three: Written communication

40% (40 Marks)

## Part A: Stimulus response

20% (20 Marks)

## Question 30

(20 marks)

Using this excerpt from a news article as a stimulus, write an informative email to a friend outlining the **three** reasons why you would like to work in Germany.

Description	Marks
<b>Content and relevance of response to the stimulus text</b>	
Provides detailed content that relates to the information in the stimulus text. Engages the audience and provides supporting information with well-developed examples	6
Includes most of the content required and relates it to the stimulus text. Uses examples to elaborate, but may be superficial with treatment of some information	5
Uses content which is generally relevant and covers a range of aspects in the stimulus text with some elaboration	4
Uses familiar content which is generally relevant to the stimulus text. Attempts to clarify information	3
Includes some content that superficially addresses some of the information in the stimulus text	2
Provides content which has little relevance to the stimulus text	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Uses a range of grammar and complex sentence structures effectively	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required	3
Shows an adequate command of vocabulary and selects words appropriate to the question	2
Relies on the repetitive use of basic vocabulary	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow	3
Uses language that is mostly accurate, however, errors interfere with the flow of a phrase or sentence	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>

## Question 30 (continued)

<b>Conventions of text type</b>	
Uses all the key conventions of the text type, including appropriate register to address the purpose of writing and the audience. Writes an informative email; informal register, responding to the stimulus topic	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>2</b>
<b>Organisation</b>	
Sequences information coherently and cohesively. Provides context for writing, including a clear introduction and conclusion where applicable	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections	2
Shows limited organisation of ideas which impedes flow and understanding	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Question 31

(20 marks)

Using this graph as a stimulus, write a persuasive blog posting in which you encourage families to establish meaningful family time. Describe **three** ways they could achieve this.

Description	Marks
<b>Content and relevance of response to the stimulus text</b>	
Provides detailed content that relates to the information in the stimulus text. Engages the audience and provides supporting information with well-developed examples	6
Includes most of the content required and relates it to the stimulus text. Uses examples to elaborate, but may be superficial with treatment of some information	5
Uses content which is generally relevant and covers a range of aspects in the stimulus text with some elaboration	4
Uses familiar content which is generally relevant to the stimulus text. Attempts to clarify information	3
Includes some content that superficially addresses some of the information in the stimulus text	2
Provides content which has little relevance to the stimulus text	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Uses a range of grammar and complex sentence structures effectively	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required	3
Shows an adequate command of vocabulary and selects words appropriate to the question	2
Relies on the repetitive use of basic vocabulary	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow	3
Uses language that is mostly accurate, however, errors interfere with the flow of a phrase or sentence	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Conventions of text type</b>	
Uses all the key conventions of the text type, including appropriate register to address the purpose of writing and the audience. Writes a persuasive blog posting, including an informal register to respond to the stimulus topic	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>2</b>

## Question 31 (continued)

Organisation	
Sequences information coherently and cohesively. Provides context for writing, including a clear introduction and conclusion where applicable	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections	2
Shows limited organisation of ideas which impedes flow and understanding	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Part B: Extended response

20% (20 Marks)

## Question 32

(20 marks)

Smartphones have become an unavoidable part of our daily life. What can you do when your friend is constantly on their phone? Write an informative article for the school newspaper in which you provide the readers with **three** tips to overcome this situation.

Description	Marks
<b>Content and relevance</b>	
Provides detailed information. Engages the audience and provides supporting information with well-developed examples	6
Includes most of the information required by the question. Uses examples to elaborate, but may be superficial with treatment of some information	5
Uses content which is generally relevant and covers a range of aspects with some elaboration	4
Uses familiar content which is generally relevant. Attempts to clarify information	3
Includes some information that is irrelevant to the question and highly repetitive	2
Provides content which has little relevance to the question	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Uses a range of grammar and complex sentence structures effectively	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required	3
Shows an adequate command of vocabulary and selects words appropriate to the question	2
Relies on the repetitive use of basic vocabulary	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow	3
Uses language that is mostly accurate, however, errors interfere with the flow of a phrase or sentence	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Conventions of text type</b>	
Uses all the key conventions of the text type, including appropriate register to address the purpose of writing and the audience. Writes an informative article; a title to indicate the content, formal register, and descriptive and factual language	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>2</b>

## Question 32 (continued)

Organisation	
Sequences information coherently and cohesively. Provides context for writing, including a clear introduction and conclusion where applicable	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections	2
Shows limited organisation of ideas which impedes flow and understanding	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>



## Question 33

(20 marks)

The food in the school canteen is very unhealthy. Write the script of a speech to the school administration, in which you try to convince them to sell organic food. In your script, provide **three** reasons why organic food is a better option.

Description	Marks
<b>Content and relevance</b>	
Provides detailed information. Engages the audience and provides supporting information with well-developed examples	6
Includes most of the information required by the question. Uses examples to elaborate, but may be superficial with treatment of some information	5
Uses content which is generally relevant and covers a range of aspects with some elaboration	4
Uses familiar content which is generally relevant. Attempts to clarify information	3
Includes some information that is irrelevant to the question and highly repetitive	2
Provides content which has little relevance to the question	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Uses a range of grammar and complex sentence structures effectively	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required	3
Shows an adequate command of vocabulary and selects words appropriate to the question	2
Relies on the repetitive use of basic vocabulary	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow	3
Uses language that is mostly accurate, however, errors interfere with the flow of a phrase or sentence	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Conventions of text type</b>	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes a persuasive speech, including a formal register to present ideas and opinions	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>2</b>

## Question 33 (continued)

Organisation	
Sequences information coherently and cohesively. Provides context for writing, including a clear introduction and conclusion where applicable	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections	2
Shows limited organisation of ideas which impedes flow and understanding	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Question 34

(20 marks)

Today's youth face increasing pressures at home, school and work. Write a reflective journal entry in which you describe **two** ways in which young people cope with stress and **one** way in which others can help them.

Description	Marks
<b>Content and relevance</b>	
Provides detailed information. Engages the audience and provides supporting information with well-developed examples	6
Includes most of the information required by the question. Uses examples to elaborate, but may be superficial with treatment of some information	5
Uses content which is generally relevant and covers a range of aspects with some elaboration	4
Uses familiar content which is generally relevant. Attempts to clarify information	3
Includes some information that is irrelevant to the question and highly repetitive	2
Provides content which has little relevance to the question	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Uses a range of grammar and complex sentence structures effectively	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required	3
Shows an adequate command of vocabulary and selects words appropriate to the question	2
Relies on the repetitive use of basic vocabulary	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow	3
Uses language that is mostly accurate, however, errors interfere with the flow of a phrase or sentence	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Conventions of text type</b>	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes a reflective journal entry using informal register	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>2</b>

## Question 34 (continued)

Organisation	
Sequences information coherently and cohesively. Provides context for writing, including a clear introduction and conclusion where applicable	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections	2
Shows limited organisation of ideas which impedes flow and understanding	1
Does not meet any of the above performance levels for this criterion	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

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