GERMAN: BACKGROUND LANGUAGE

ATAR course examination 2020

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 (15 marks)

Write an informative summary of this account for your fellow students. In your summary, you should:
- provide **four** examples of Ben's pursuits since leaving school
- mention what his parents would have accepted
- explain why Ben's parents struggle with his lifestyle choice for now and in the future.

Description	Marks
Response to text	
Writes an informative summary which:	
provides **four** examples of Ben's pursuits since leaving school	
• sleeps a lot • walks dog (often) • (sometimes) empties dishwasher • vacuumed (once) • watches films (on computer) • surfs net	1–4
	4
mentions what his parents would have accepted	
green hair	1
nose ring	1
	2
explains why Ben's parents struggle with his lifestyle choice for now and in the future	
can't bear him doing nothing	1
worry that it will be a permanent condition/normality for next few years	1
	2
Subtotal	**8**
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 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	**15**

Question 2 (15 marks)

Drawing on what you have just heard, write an article for your school magazine in which you reflect on Sabine's migration experience. In your article you should:
- list **two** things that fascinated Sabine about Australia
- outline her working situation
- give **two** tips for people who are considering moving to Australia.

Description	Marks
Response to text	
Writes an article which:	
lists **two** things that fascinated Sabine about Australia	
Any **two** of the following:	
• the climate • the vastness/space • the fact that only 25 million people live in an area that is 10 times larger than Germany	1–2
	2
outlines her working situation	
Any **three** of the following:	
works as programmer for a Saudi-Arabian engineering company	1–3
(just requires) fast internet connection	
(due to the time difference) can hike/walk or swim until 2 pm/is free until 2 pm	
works from 2 pm until midnight (due to the time difference)	
	3
gives **two** tips for people who are considering moving to Australia	
Any **two** of the following:	
• scout out/check out everything on holiday (in Australia) • consider where to live • consider the cost • consider the labour market • bring lots of money (as starting capital) • consider the speed limit.	1–2
	2
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 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 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	**15**

Section Two: Response: Viewing and reading   30% (42 Marks)

Question 3   (14 marks)

You have decided to enter a German speech contest. Drawing on the information in the article, write a speech for the audience in which you reflect on the influence of popular culture in Germany. In your speech you should:
- comment on the concept of bars
- explain the role of jeans
- reflect on how popular culture came to Germany.

Description	Marks
Response to text	
Writes a speech which:	
comments on the concept of bars	
Any **two** of the following:	
new type of furniture (counter) new type of drinks (cocktails) new form of socialising	1–2
	2
explains the role of jeans	
icon/symbol/worn by of rebels/youth	1
trousers for the whole family	1
	2
reflect on how popular culture came to Germany	
popular culture comes via different paths into Germany	1
not exclusively from America	1
	2
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
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	**14**

Question 4 (14 marks)

Drawing on the information in your blog posting, write an informative letter to your grandparents, telling them about how you would like to make a difference. In your letter you should:
- describe what your new job entails
- explain why supermarkets have excessive supplies
- justify why customers must pay 2 euros each time they shop.

Description	Marks
Response to text	
Writes an informative letter which:	
describes what your new job entails	
load empty crates into trucks	1
scour/go to supermarkets to fill crates	1
	2
explains why supermarkets have excessive supplies	
so there are no gaps in their range	1
	1
justifies why customers pay 2 euros each time they shop	
(psychologically important) so not seen as charity	1
pays for the petrol for the cars	1
pays for the heating in shops and warehouse	1
	3
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
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 letter. Uses all the key conventions of a letter accurately, including: a date, address, a greeting and phrase of farewell. Language can be informal and colloquial and content can be simple and casual. 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 letter accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout.	3
Uses some of the key conventions of a letter 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	**14**

Question 5 (14 marks)

Drawing on the information in the text, write a persuasive dialogue between you and your mother. In the dialogue you should:
- provide **four** examples of climate change
- discuss **one** way you could make a difference when shopping.

Description	Marks
Response to text	
Writes a persuasive dialogue which:	
provides **four** examples of climate change	
rising CO_2 levels melting polar caps dried out/drought-affected areas of land in Africa scorched/bushfire-affected/burnt earth in Australia	1–4
	4
discuss **one** way you could make a difference when shopping	
Any **one** of the following:	
• sustainable meat consumption • transport of feed has environmental impact • look out for EU label (animals and feed from region)	1–3
or	
• buy local **or** don't buy imported • transport of food has environmental impact • grow own vegies	1–3
or	
• throw away less • refrain from (unnecessary/excessive) shopping • don't throw away things not 100% used or broken	1–3
	3
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 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 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	**14**

Section Three: Written communication 40% (16 Marks)

Question 6 (16 marks)

As part of a class project, you are to write a blog posting on the topic 'the changing role of men and women at work'. In it, inform the audience of your opinion as a high school student.

Description	Marks
Content	
Writes about the changing role of men and women at work while showing a high level of synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes about the changing role of men and women at work showing synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes about the changing role of men and women at work showing some synthesis of ideas, relevance and depth of content.	3–4
Writes about the changing role of men and women at work. 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 informative 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 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 7 (16 marks)

As part of a class project, you are to write a blog posting on the topic 'over-population and poverty'. In it, inform the audience of your opinion as a high school student.

Description	Marks
Content	
Writes about over-population and poverty while showing a high level of synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes about over-population and poverty showing synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes about over-population and poverty showing some synthesis of ideas, relevance and depth of content.	3–4
Writes about over-population and poverty. 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 informative 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 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**