



GERMAN: SECOND 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% (57 Marks)

Text 1: Bewerbung**Question 1****(4 marks)**

What **two** questions does Justus ask about the advertised position?

Description	Marks
One: whether the position as tour guide is still available	1 1
Two: what he should write/mention/include in his application	1 1
Total	4

Question 2**(8 marks)**

Give **three** examples that Justus uses to demonstrate his suitability for this type of work.

Description	Marks
One: he organised city sightseeing/tours used to speaking loudly and clearly	1 1 1
Two: he speaks English and (a bit of) Japanese	1 1
Three he worked at information counter in youth hostel where he improved his foreign language skills	1 1 1
Total	8

Question 3**(4 marks)**

Explain why Justus is advised to include a photograph in his application.

Description	Marks
to show his pleasant appearance/that he is a likeable/nice person	1
and physical fitness/that he is physically fit	1
as the job requires him to walk and carry a lot (of brochures/materials)	1 1
Total	4

Text 2: „Den bringst du nicht heim“ - Wenn Eltern den neuen Freund nicht mögen**Question 4****(3 marks)**

Complete the following sentence.

As their children grow up, parents are confronted with ...

Description	Marks
(their) children's	1
first great	1
love	1
Total	3

Question 5**(4 marks)**

Tick (✓) which of the following are examples of what parents want for their children.

Description		Marks
good looks		
a great school education	✓	1
a lot of money		
a successful qualification	✓	1
a big house	✓	1
a perfect partner	✓	1
Total		4

Question 6**(6 marks)**

Complete the following statement.

Parents are concerned if a new boyfriend ...

Description	Marks
is somewhat	1
older (than their child)	1
doesn't go to school	1
or have a job	1
hangs around	1
in dubious circles	1
Total	6

Question 7**(3 marks)**

What advice is given to parents regarding their children's relationships?

Description	Marks
speak openly	1
with their/your children	1
voice their/your thoughts/express feelings/opinions	1
Total	3

Text 3: Legalisierung von weichen Drogen**Part (i)****Question 8****(2 marks)**

What survey was conducted by the radio station a week ago?

Description	Marks
how the listeners/audience best liked to relax	1
	1
Total	2

Question 9**(4 marks)**

Complete the following table with the results of the survey.

Description		Marks
Survey results		
Percentage of listeners	Feedback	
46%	sleep	1
33%	play easy/not too demanding/light sport	1
	go for a walk	1
21%	use recreational drugs	1
Total		4

Part (ii)**Question 10****(3 marks)**

Why did Felix approve of legalisation at first?

Description	Marks
(he thought) recreational/soft drugs are no more dangerous than cigarettes and alcohol	1
and help (people) to reduce stress	1
	1
Total	3

Question 11**(3 marks)**

Explain why Felix had changed his mind.

Description	Marks
(he realised that) if you/people start with soft drugs	1
you/they often go/move on	1
to use hard drugs	1
Total	3

Question 12

(4 marks)

Identify **four** points Jana makes about the legalisation issue.

Description	Marks
Any four of the following:	
<ul style="list-style-type: none"> • soft drugs should only be used for therapeutic reasons • under medical supervision • for pain management/to reduce pain • epilepsy relief • not for fun/pleasure 	1–4
Total	4

Part (iii)

Question 13

(3 marks)

List **three** risks that Felix thinks could result from the drug being legalised.

Description	Marks
Any three of the following:	
• they could be contaminated/not suitable for medical/therapeutic use	1
• used to become drugged/intoxicated	1
• under-aged could become addicted	1
• freely available on every street corner	
Total	3

Question 14

(5 marks)

How does Felix conclude the issue of legalisation on today's program?

Description	Marks
(by saying) soft drugs should be available	1
only with a prescription	1
from a doctor	1
and only from a chemist	1
even if that takes extra time and money/cost	1
Total	5

Question 15

(1 mark)

Identify the type of program that is about to follow. Tick (✓) the correct answer.

Description	Marks
music show	
quiz	
talkback radio	
news	✓ 1
current affairs	
Total	1

Section Two

Response: Viewing and reading

30% (70 Marks)

Text 4: *Prüfungsangst: Wenn der Kopf wie leer ist*

Question 16

(4 marks)

List **four** symptoms of examination anxiety.

Description	Marks
One: nervousness	1
Two: shaking/trembling hands	1
Three: nausea	1
Four: diarrhoea	1
Total	4

Question 17

(4 marks)

Describe the symptoms exhibited in extreme cases.

Description	Marks
fear that can paralyse every thought and action (so that)	1
(it is) hardly possible to form coherent sentence	1
	1
Total	4

Question 18

(2 marks)

State the advice that is given about the last day of study before examinations.

Description	Marks
(the last day) should not be used for/do not tackle new topics rather/use it for revision	1
	1
Total	2

Question 19

(5 marks)

Explain the strategy that is suggested to reduce the fear of examinations.

Description	Marks
simulate/imagine/reproduce the examination situation	1
find a parent to ask (various) questions about (learning) content/material	1
(this will) convey a feeling of security/confidence so that it doesn't appear unknown anymore	1
	1
Total	5

Question 20**(4 marks)**

Identify the relaxation technique suggested and explain why it is suitable in an examination situation.

Description	Marks
breathing exercises	1
(because they) can be applied	1
Directly/immediately before	1
the beginning of the examination/the exam starts	1
Total	4

Text 5: Gegen den klassischen Bildungsweg**Question 21****(4 marks)**

What did Robert's year in Chile reveal to him?

Description	Marks
(that) after finishing Abi (leaving examinations)	1
he wanted to spend	1
a year	1
overseas	1
Total	4

Question 22**(4 marks)**

Provide details about the time Robert spent in Canada.

Description	Marks
he spent 2 years	1
travelling through the country	1
financed with jobs/earned money	1
organised it himself	1
Total	4

Question 23**(12 marks)**

Robert studied for two degrees but did not complete them. Describe his feelings and experiences of each course of study undertaken by completing the table below.

Description		Marks
International Tourism Management	Ecological Agriculture and Foreign Aid	
<ul style="list-style-type: none"> got good grades (2) without much effort nothing/much relevant (2) to/that he could take away (get out of it) the boredom was great/very bored (1) 	<ul style="list-style-type: none"> didn't fascinate him (1) too much theory (1) not relevant (2) or contemporary studied tables (1) looked at propaganda/advertising from fertiliser companies/compost firms (2) 	2+1 1 2+2 1+1 2
Total		12

Question 24**(3 marks)**

How does Robert describe his career path now?

Description	Marks
he wants to slowly	1
work his way up	1
to management	1
Total	3

Question 25**(6 marks)**

What does Robert say about fear?

Description	Marks
of course/although he is scared	1
that his plans will fail	1
he thinks that is normal	1
(so his) fear won't stop him	1
from pursuing	1
his goals	1
Total	6

Text 6: Ist Bio wirklich besser?**Question 26****(4 marks)**

When does a product qualify to be labelled 'organic'?

Description	Marks
(when it has)	
no chemical pesticides	1
no artificial/chemical fertilisers	1
no genetic engineering/gene technology	1
only 50 (maximum) approved additives	1
Total	4

Question 27**(4 marks)**

What comparison is made about the use of food additives?

Description	Marks
only 50 (additives) are approved	1
for processed organic foods/products	1
compared to more than 300 (additives)	1
for conventional foods/products	1
Total	4

Question 28**(4 marks)**

What was revealed when a test was carried out on organic apples and carrots?

Description	Marks
When compared to conventional apples and carrots had the same nutrients but different additives	1
	1
	1
	1
Total	4

Question 29**(6 marks)**

Apart from their environmental impact, compare organic and conventional farming methods by completing the table below.

Description		Marks
Conventional farming methods	Organic farming methods	
<ul style="list-style-type: none"> • monoculture • synthetic pesticides • mineral/nitrogen fertiliser 	<ul style="list-style-type: none"> • mixed/multiple crops • natural pesticides/plant protection • compost 	1+1
		1+1
		1+1
Total		6

Question 30**(4 marks)**

(a) Identify the perceived advantage of organic farming.

(2 marks)

Description	Marks
environmental damage to the cultivated area is smaller	1
	1
Total	2

(b) Explain how this perceived advantage is a disadvantage at the same time.

(2 marks)

Description	Marks
a much larger cultivated area is needed for the same yield	1
	1
Total	2

End of Section Two

Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 marks)

Question 31

(20 marks)

Criteria	Marks
Content and relevance of response to the stimulus text	
Provides detailed content that relates to the information in the stimulus text by writing: an email, addressing in response to the stimulus, your friend's concerns about their lack of preparedness for life after school Engages the audience and effectively supports 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
Content 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
Response is unclear and content has little relevance to the stimulus text.	1
Heavy reliance on content that has no relevance to the stimulus text or insufficient content.	0
Subtotal	6
Grammar	
Effectively uses a range of grammar and complex sentence structure.	3
Uses a range of grammar and sentence structure 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
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
Subtotal	3
Vocabulary	
Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Adequate command of vocabulary and word choice appropriate to question.	2
Relies on the repetitive use of basic vocabulary.	1
Insufficient command of basic vocabulary.	0
Subtotal	3
Accuracy (grammar, syntax and spelling)	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language mostly accurately however errors interfere with the flow of a phrase or sentence.	2
Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward.	1
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
Subtotal	3
Conventions of text type	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes: (Q33) a talk, formal register, responding to the stimulus topic. (Q34) an email, informal register, personal experience.	2
Uses some of the conventions of the text type. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
Subtotal	2
Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Some sequencing and paragraphing is evident. Connections are simple and straight-forward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
No evidence of sequencing ideas.	0
Subtotal	3
Total	20

Question 32

(20 marks)

Criteria	Marks
Content and relevance of response to the stimulus text	
Provides detailed content that relates to the information in the stimulus text by writing: a speech, addressing in response to the stimulus, the environmental, health and financial benefits of cycling to work. Engages the audience and effectively supports 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
Content 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
Response is unclear and content has little relevance to the stimulus text.	1
Heavy reliance on content that has no relevance to the stimulus text or insufficient content.	0
Subtotal	6
Grammar	
Effectively uses a range of grammar and complex sentence structure.	3
Uses a range of grammar and sentence structure 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
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
Subtotal	3
Vocabulary	
Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Adequate command of vocabulary and word choice appropriate to question.	2
Relies on the repetitive use of basic vocabulary.	1
Insufficient command of basic vocabulary.	0
Subtotal	3
Accuracy (grammar, syntax and spelling)	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language mostly accurately however errors interfere with the flow of a phrase or sentence.	2
Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward.	1
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
Subtotal	3
Conventions of text type	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes: (Q33) a talk, formal register, responding to the stimulus topic. (Q34) an email, informal register, personal experience.	2
Uses some of the conventions of the text type. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
Subtotal	2
Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Some sequencing and paragraphing is evident. Connections are simple and straight-forward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
No evidence of sequencing ideas.	0
Subtotal	3
Total	20

Part B: Extended response

20% (20 marks)

Question 33

(20 marks)

Criteria	Marks
Content and relevance	
Provides detailed information. Engages the audience and effectively supports information with well-developed examples by writing: a blog advising teenagers how to maintain good relationships with parents	6
Includes most of the information required by the question. Uses examples to elaborate but may be superficial with treatment of some information.	5
Content 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
Response is unclear and content has little relevance to the question.	1
Heavy reliance on content that has no relevance to the question or insufficient content.	0
Subtotal	6
Grammar	
Effectively uses a range of grammar and complex sentence structure.	3
Uses a range of grammar and sentence structure 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
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
Subtotal	3
Vocabulary	
Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Adequate command of vocabulary and word choice appropriate to question.	2
Relies on the repetitive use of basic vocabulary.	1
Insufficient command of basic vocabulary.	0
Subtotal	3
Accuracy (grammar, syntax and spelling)	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language mostly accurately however errors interfere with the flow of a phrase or sentence.	2
Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward.	1
No application of rules. Evidence of literal translations from English.	0
Subtotal	3
Conventions of text type	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes: a blog, informal register, giving opinion.	2
Uses some of the conventions of the text type. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
Subtotal	2
Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Some sequencing and paragraphing is evident. Connections are simple and straight-forward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
No evidence of sequencing ideas.	0
Subtotal	3
Total	20

Question 34

(20 marks)

Criteria	Marks
Content and relevance	
Provides detailed information. Engages the audience and effectively supports information with well-developed examples by writing: a magazine article discussing technology addiction among teenagers	6
Includes most of the information required by the question. Uses examples to elaborate but may be superficial with treatment of some information.	5
Content 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
Response is unclear and content has little relevance to the question.	1
Heavy reliance on content that has no relevance to the question or insufficient content.	0
Subtotal	6
Grammar	
Effectively uses a range of grammar and complex sentence structure.	3
Uses a range of grammar and sentence structure 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
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
Subtotal	3
Vocabulary	
Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Adequate command of vocabulary and word choice appropriate to question.	2
Relies on the repetitive use of basic vocabulary.	1
Insufficient command of basic vocabulary.	0
Subtotal	3
Accuracy (grammar, syntax and spelling)	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language mostly accurately however errors interfere with the flow of a phrase or sentence.	2
Inaccuracies and incorrect choice of language impede meaning and flow.	1
Inconsistent application of rules of grammar makes some parts of writing awkward.	0
No application of rules. Evidence of literal translations from English.	0
Subtotal	3
Conventions of text type	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes: an account, formal register, personal.	2
Uses some of the conventions of the text type. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
Subtotal	2
Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Some sequencing and paragraphing is evident. Connections are simple and straight-forward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
No evidence of sequencing ideas.	0
Subtotal	3
Total	20

Question 35

(20 marks)

Criteria	Marks
Content and relevance	
Provides detailed information. Engages the audience and effectively supports information with well-developed examples by writing: a diary entry discussing university experience abroad and the effect on career and relationships	6
Includes most of the information required by the question. Uses examples to elaborate but may be superficial with treatment of some information.	5
Content 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
Response is unclear and content has little relevance to the question.	1
Heavy reliance on content that has no relevance to the question or insufficient content.	0
Subtotal	6
Grammar	
Effectively uses a range of grammar and complex sentence structure.	3
Uses a range of grammar and sentence structure 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
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
Subtotal	3
Vocabulary	
Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Adequate command of vocabulary and word choice appropriate to question.	2
Relies on the repetitive use of basic vocabulary.	1
Insufficient command of basic vocabulary.	0
Subtotal	3
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Uses language mostly accurately however errors interfere with the flow of a phrase or sentence.	2
Inaccuracies and incorrect choice of language impede meaning and flow.	1
Inconsistent application of rules of grammar makes some parts of writing awkward.	1
No application of rules. Evidence of literal translations from English.	0
Subtotal	3
Conventions of text type	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes: a magazine article, informal register, presenting ideas and examples.	2
Uses some of the conventions of the text type. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
Subtotal	2
Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Some sequencing and paragraphing is evident. Connections are simple and straight-forward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
No evidence of sequencing ideas.	0
Subtotal	3
Total	20

ACKNOWLEDGEMENTS

- Text 2:** Questions 4–7 information adapted from: „Den bringst du nicht heim“ – Wenn Eltern den neuen Freund nicht mögen. (n.d.). Retrieved August, 2017, from <http://www.kinder.de/themen/jugendliche/pubertaet/artikel/den-bringst-du-nicht-heim-wenn-eltern-den-neuen-freund-nicht-moegen.html>
- Text 4:** Questions 16–20 information adapted from: *Prüfungsangst: wenn der Kopf wie leer ist.* (n.d.). Retrieved June, 2017, from <http://www.kinder.de/ratgeber/schule-lernen/artikel/pruefungsangst-wenn-der-kopf-wie-leer-ist.html>
- Text 5:** Questions 21–25 information adapted from: Henkel, P. (2014, May 25). Gegen den klassischen Bildungsweg. *Fluter*. Retrieved June, 2017, from <http://www.fluter.de/wozu-eigentlich-studieren>
- Text 6:** Questions 26–30 information adapted from: Roth, D. (2017, January). *Ist Bio wirklich besser?* [Blog post]. Retrieved June, 2017, from <https://www.bevegt.de/bio-lebensmittel/>

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