



GERMAN: SECOND 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% (46 Marks)

Text 1: Zukunftspläne**Question 1 (2 marks)**List **two** questions posed in the advertisement.

Description	Marks
Any two of:	
I have no idea what the future will bring, is it the same for you?	1–2
Do you know (at least) what you will do when school is over?	
Are you panicking/in crisis that the next stage/period of study is starting/beginning straight away at Uni?	
No desire to start/begin an apprenticeship?	
Total	2

Question 2 (4 marks)

Complete the table below.

Description		Marks
Location	Work opportunity	
Africa	Aid/help/volunteer projects	1
New Zealand	Working holiday/work and travel	1
Australia	(Worker) on organic farm	1
Couch	Bitcoin business/buy/earn/trade/sell	1
Total		4

Question 3 (3 marks)

What would you achieve by appearing to prepare for life after school?

Description	Marks
calm/appease/satisfy/make happy	1
parents	1
teachers (teaching staff at school)	1
Total	3

Question 4 (4 marks)

Give specific details as to when and where the Expo is taking place.

Description	Marks
When:	
next week on Tuesday	1
from 4–7pm (1600–1900)	1
Subtotal	2
Where:	
conference centre	1
next to/near (health/rehabilitation) clinic	1
Subtotal	2
Total	4

Text 2: Lass mal chatten**Question 5****(2 marks)**

What are the **two** major things that have changed as a result of everything going online and digital?

Description	Marks
the world of work	1
social life	1
Total	2

Question 6**(3 marks)**

To whom does the text specifically refer?

Description	Marks
(the) many people in industrialised countries (who)	1
spend an average of six hours a day	1
actively in front of a screen/online	1
Total	3

Question 7**(3 marks)**

What do the following numbers refer to regarding a person's typical social media use?

Description	Marks
549 people following them on Instagram	1
719 their friends on Facebook	1
611 the people they are following on Instagram	1
Total	3

Question 8**(3 marks)**

What does the television program say about internet friendships?

Description	Marks
they can last/survive	1
the highs and lows of life/ups and downs of life	1
without meetings in real life	1
Total	3

Question 9**(4 marks)**

Describe the advantages of social network friendships.

Description	Marks
be part of (lots of) your friends' lives	1
at the same time/simultaneously	1
without having to share	1
too much of yourself/show your true self/your private life	1
Total	4

Question 10

(1 mark)

What do older generations now have to do?

Description	Marks
come to terms with an online life for themselves (get to grips with social networking)/have to adapt	1
Total	1

Text 3: Deine Freundin mag deine Freunde nicht**Part (i)****Question 11****(2 marks)**

According to Dr Bravo, what does Christian's problem relate to?

Description	Marks
jealousy or	1
competition	1
or	or
his girlfriend doesn't like	1
his friends	1
Total	2

Question 12**(3 marks)**

Tick (✓) the pieces of advice you hear given by Dr Bravo.

Description	Marks
Statement	
Accept she doesn't like your friends.	✓ 1
Try to change her mind about your friends.	
If you are annoyed by her behaviour, talk to four friends.	
If you are annoyed by her behaviour, talk to her.	✓ 1
If you don't get an answer about her behaviour, be persistent.	✓ 1
If you don't get an answer about her behaviour, give up.	
Total	3

Part (ii)**Question 13****(2 marks)**

What annoys Christian's girlfriend?

Description	Marks
(that he wants to) meet them (his friends)	1
without her (sometimes)	1
Total	2

Question 14**(4 marks)**

What does Christian's girlfriend think about his friends?

Description	Marks
• silly/stupid/dumb	1
• childish	1
• arrogant	1
• naive	1
Total	4

Question 15

(6 marks)

Give a detailed description of what Dr Bravo says about being a couple.

Description	Marks
you are (still) allowed to meet (people)	1
independently	1
of/from your partner	1
people who your partner/the other one doesn't like (very much)	1
it is important	1
that you feel comfortable	1
Total	6

Section Two

Response: Viewing and reading

30% (62 Marks)

Text 4: *Weiterbildung oder mein asoziales Jahr*

Question 16

(6 marks)

- (a) Describe in detail how Ben has been spending his days since completing his final exams. (3 marks)

Description	Marks
sitting in front of the supermarket	1
their/his two dogs (lying) next to him	1
has a (small) container/cup/mug (in front of him)	1
Total	3

- (b) What do people give him? (3 marks)

Description	Marks
• peach	1
• can/tin of dog food	1
• coins	1
Total	3

Question 17

(4 marks)

Explain why Ben thinks he is working.

Description	Marks
he's observing people	1
thinking/considering things/having his own thoughts	1
giving them (in return)	1
a smile or compliment	1
Total	4

Question 18

(3 marks)

- (a) What training did Ben complete recently? (1 mark)

Description	Marks
gardener and landscaper	1
Total	1

- (b) What skills did he acquire? (2 marks)

Description	Marks
to climb trees	1
to drive a truck/obtain a truck licence	1
Total	2

Question 19

(5 marks)

- (a) What does Ben say about those people who earn the most money? (1 mark)

Description	Marks
they do/achieve the least/put in the least effort	1
Total	1

- (b) How does he feel about this? (1 mark)

Description	Marks
he isn't interested in it/no desire for that/doesn't aspire to be one of those people	1
Total	1

- (c) What is the result of his decision? (3 marks)

Description	Marks
he is out/wants out of the system	1
he wants nothing from the state	1
the state gets nothing from him	1
Total	3

Question 20

(6 marks)

Refer to the text. Tick (✓) the statements below as true or false for Ben.

Description Statement			Marks
	True	False	
it took him a lot of effort the first day	✓		1
he asks people to wish him luck		✓	1
self-awareness is very important for what he does		✓	1
he sees what he does as a form of training	✓		1
he thinks he will do this for the next few years		✓	1
he says he is indulging himself	✓		1
Total			6

Text 5: Nachhaltige Ernährung und Bio boomen**Question 21****(4 marks)**

According to the blog posting, what has happened since 2015?

Description	Marks
the turnover of organic groceries	1
in Germany	1
has increased	1
and is close to/almost/nearly 9 billion euros	1
Total	4

Question 22**(11 marks)**

Describe the benefits of organic products on each of the following areas.

Description	Marks	
Health	• A tasty/varied, vitamin-rich diet/nutrition	1
	• is the best precaution against illnesses of our civilisation i.e. lifestyle diseases.	1
Environment	• Healthy pollutant-free/non-toxic groceries/food are important	1
	• for health and well being.	1
	• Transport routes are short	1
	• which protects the climate.	1
Animals	• Earth/soil/ground and water stay clean	1
	• because of fewer fertilisers/when fewer fertilisers are used.	1
	• Animals are raised as they should be/appropriate for the species.	1
	• They get feed/food with no added	1
	• animal meal (products/parts), hormones or antibiotics.	1
Total	11	

Question 23**(4 marks)**

List **four** examples of how organic products differ from those that are cultivated conventionally.

Description	Marks
Any four of:	1–4
contain less harmful substances/pollutants	
as a rule/generally have a higher nutrition content/are more nutritious	
guaranteed free of genetic engineering/modification	
not radioactive	
don't need flavour enhancers, colour or artificial aromas	
Total	4

Text 6: Im Teufelskreis**Question 24****(6 marks)**

Explain how addiction to chemical stimulants begins and develops.

Description	Marks
The first time many students get chemical stimulants is from a good friend	1
who has always taken it during times of stress.	1
Many had until then no experience with drugs	1
and are very sceptical.	1
Then many are flabbergasted/stunned how it works.	1
You are suddenly totally focused on work.	1
Total	6

Question 25**(4 marks)**

(a) How did Lukas B convince his doctor to prescribe sleeping tablets?

(2 marks)

Description	Marks
he searched on the internet	1
for the symptoms of insomnia	1
Total	2

(b) Explain why people like Lukas B hoard their daily tablets.

(2 marks)

Description	Marks
because they need more during stressful situations/times of stress	1
sometimes 4–5 tablets a day	1
Total	2

Question 26**(4 marks)**

Describe the vicious cycle of addiction.

Description	Marks
when the effect wears off	1
you feel exhausted	1
even more lacking in concentration	1
so you have an urgent need/wish to take another tablet	1
Total	4

Question 27

(4 marks)

List **four** of the effects that chemical stimulants have on people.

Description	Marks
Any four of:	
Supresses/conceals negative feelings	1-4
stage fright/jitters disappears	
stress is supressed	
you feel superior to others	
increased ego	
Total	4

Question 28

(1 mark)

What is the effect of combining chemical stimulants and alcohol?

Description	Marks
it can (totally) erase the memory/you can lose your memory	1
Total	1

Section Three: Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 marks)

Question 29

(20 marks)

Using the blog posting as a stimulus, write an email to your cousin in which you outline your concerns about his circle of friends and the negative impact they could have on his life.

Description	Marks
Content and relevance of response to the stimulus text	
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
Subtotal	6
Grammar	
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
Subtotal	3
Vocabulary	
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
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 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
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 email; informal register, personal experience, 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
Subtotal	2
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
Subtotal	3
Total	20

Question 30

(20 marks)

Using this poster as a stimulus, write a letter to your grandparents explaining why you have decided to study in Germany. Give **three** reasons to support your decision.

Description	Marks
Content and relevance of response to the stimulus text	
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
Subtotal	6
Grammar	
Uses a range of grammar and complex sentence structures effectively.	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
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Vocabulary	
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
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 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
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 letter; 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
Subtotal	2
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
Subtotal	3
Total	20

Part B: Extended response

20% (20 marks)

Question 31

(20 marks)

Write a blog posting in which you evaluate the current recycling practices of your Swiss neighbours and compare this with your own approach to recycling.

Description	Marks
Content and relevance	
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
Subtotal	6
Grammar	
Uses a range of grammar and complex sentence structures effectively.	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
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Vocabulary	
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
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 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
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 evaluative blog posting; 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
Subtotal	2
Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows some evidence of 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
Subtotal	3
Total	20

Question 32

(20 marks)

Write a speech to your classmates encouraging them to take a gap year before starting university or work. Inform them of the possible activities and benefits of working abroad.

Description	Marks
Content and relevance	
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
Subtotal	6
Grammar	
Uses a range of grammar and complex sentence structures effectively.	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
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Vocabulary	
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
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 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
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 speech; informal register, presenting 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
Subtotal	2
Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows some evidence of 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
Subtotal	3
Total	20

Question 33

(20 marks)

Write an article for a student magazine in which you reflect on how technology has changed the way people communicate and socialise with each other.

Description	Marks
Content and relevance	
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
Subtotal	6
Grammar	
Uses a range of grammar and complex sentence structures effectively.	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
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Vocabulary	
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
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 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
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; formal register, reflective.	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
Subtotal	2
Organisation	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows some evidence of 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
Subtotal	3
Total	20

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