



GERMAN: SECOND LANGUAGE

ATAR course examination 2024

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% (34 Marks)****Text 1: Ist eine Online-Freundschaft eine richtige Freundschaft?****Part (i)****Question 1 (2 marks)**

State the question posed by the interviewer.

Description	Marks
<ul style="list-style-type: none">• Are online and offline friendships• of equal value/the same?	1-2
Total	2

Question 2 (2 marks)

Outline why people might think that the internet helps with social relationships, according to Professor Weber.

Description	Marks
<ul style="list-style-type: none">• can get in contact quickly/fast• often online	1-2
Total	2

Question 3 (3 marks)

Discuss the responses to the question in the study.

Description	Marks
<ul style="list-style-type: none">• there are big differences between online and offline friendships• the quality of online friendships is worse than/not as good• as offline friendships in everyday life	1-3
Total	3

Part (ii)

Question 4

(3 marks)

Tick (✓) the statements you hear in the interview.

Description		Marks
Statement		
We already have something in common with people we know from school, university, work or the neighbourhood.	✓	1
You need fewer words to understand the context.	✓	1
You can only talk about problems if you have known each other for years.		
It is easier to talk about problems face to face.		
A hug is worth more than the anonymity behind a screen.	✓	1
	Total	3
Note: if more than three statements selected, accept the first three only.		

Question 5

(2 marks)

Describe what Professor Weber says about pure online and pure offline friendships.

Description	Marks
Any two of	
<ul style="list-style-type: none"> • pure online or pure offline friendships are rare • more common are mixed forms (of friendships) • online friendships can become great friendships • online friendships are more fragile and insecure • offline friendships can also be great 	1–2
	Total
	2

Question 6

(1 mark)

According to Professor Weber, what do online and offline friendships have in common?

Description	Marks
both can be great friendships	1
	Total
	1

Question 7

(2 marks)

Outline **one** issue with online friendships.

Description	Marks
Any one of <ul style="list-style-type: none">• need to be careful• with sensitive/personal information (such as address, passwords, account numbers, photos, videos) or <ul style="list-style-type: none">• fragile and uncertain/unsafe• there are people who only pretend to be a friend	1–2
Total	2

Text 2: Was E-Sport-Profis gegen typische Verletzungen tun können**Question 8****(1 mark)**

Identify a consequence of typical e-sport injuries for some professional gamers.

Description	Marks
<ul style="list-style-type: none"> the end of their career 	1
Total	1

Question 9**(4 marks)**State **four** common injuries in the gaming scene.

Description	Marks
<ul style="list-style-type: none"> neck pain back problems mouse arm Nintendo thumb/sore thumb 	1–4
Total	4

Question 10**(3 marks)**

Indicate (✓) whether the following tips are true or false.

Description			Marks
	Statement	True	
Take regular breaks and actively step away from the screen.	✓		1
Limit training days to less than ten hours without regeneration times.	✓		1
Point your toes, do squats and stretch.		✓	1
Total			3

Question 11**(2 marks)**

Describe what is offered by the company and how to access it.

Description	Marks
Any two of	
<ul style="list-style-type: none"> personalised advice appointment more information (on the website) 	1–2
Total	2

Text 3: Jugendliche und Alkohol**Question 12****(3 marks)**

Describe the behaviour seen on the streets, according to the text.

Description	Marks
Any three of	
<ul style="list-style-type: none"> intoxicated young people in groups/cliques singing loudly attracting negative attention 	1–3
Total	3

Question 13**(2 marks)**Identify **two** reasons why young men, in particular, drink alcohol.

Description	Marks
<ul style="list-style-type: none"> so they don't look weak subject to peer pressure/wanting to belong/to fit in with friends/influenced by others around them 	1–2
Total	2

Question 14**(2 marks)**

Explain why there is a call to ban advertising for alcoholic drinks.

Description	Marks
<ul style="list-style-type: none"> just as addictive as cigarettes 	1–2
Total	2

Question 15**(2 marks)**

State the finding of the survey.

Description	Marks
<ul style="list-style-type: none"> the majority of respondents (in Germany) is in favour (of the ban) 	1–2
Total	2

Section Two

Response: Viewing and reading

30% (38 marks)

Text 4: *Zur Arbeit pendeln: Infos und Tipps fürs Pendeln*

Question 16

(2 marks)

Identify **two** negative aspects of commuting, according to many people.

Description	Marks
• it is annoying/troublesome/tiresome	1
• can have unwanted consequences/negative effects for one's health	1
Total	2

Question 17

(3 marks)

Describe the length of the commute that relates to each of the following percentages.

Description		Marks
Percentage	Length of commute	
Approximately 50%	• need 10 to 29 minutes (to get to work/uni)	1
Almost 22%	• need 30 to 59 mins (to get to work/uni)	1
Around 5%	• need one hour or more/longer (to get to work/uni)	1
Total		3

Question 18

(3 marks)

List **three** examples of time spent wisely when commuting, as stated in the article.

Description	Marks
<ul style="list-style-type: none"> • meditating • learning something new • enjoying/listening to something entertaining/listening to music, podcasts or audiobooks 	1–3
Total	3

Question 19

(3 marks)

Summarise **one** of the tips to make commuting better.

Description	Marks
Any one of the following tips	
Tip 1 <ul style="list-style-type: none"> • use flexible working hours, such as arranging your own daylight saving plan like starting/finishing one hour earlier • so you aren't stuck in a traffic jam • at the same time as everyone else 	1–3
Tip 2 <ul style="list-style-type: none"> • form car pools to make new contacts/get to know/meet new people (which is) better/good for the environment • and organise yourself a WhatsApp group/community chat group 	
Tip 3 <ul style="list-style-type: none"> • try alternative routes • or means of transport • so it doesn't get boring 	
Total	3

Text 5: Was kommt nach dem Schulabschluss?**Question 20****(2 marks)**

Describe career possibilities nowadays, as mentioned by the writer of the blog.

Description	Marks
<ul style="list-style-type: none"> • are full of variety • are full of diversity 	1–2
Total	2

Question 21**(3 marks)**List **three** reasons why the writer does not aspire to be like their parents.

Description	Marks
Any three of	
<ul style="list-style-type: none"> • they live for their work • they are out and about all day/they spend all day working • they come home stressed • they are not a good example/role model 	1–3
Total	3

Question 22**(4 marks)**

- (a) List **three** examples of where people can get information about future career options.
(3 marks)

Description	Marks
<ul style="list-style-type: none"> • internet • career fairs • schools 	1–3
Total	3

- (b) Identify **one** additional way in which people can inform themselves about a profession.
(1 mark)

Description	Marks
Any one of	
<ul style="list-style-type: none"> • work placement training • work experience • practical training 	1
Total	1

Question 23**(2 marks)**

State what is said about starting an apprenticeship or degree.

Description	Marks
<ul style="list-style-type: none"> • (it is) a small step • not (necessarily) a final decision 	1–2
Total	2

Question 24

(2 marks)

Identify **two** questions asked by the writer at the end of the blog. Tick (✓) the correct responses.

Description Question		Marks
Do we have so much choice that we can't make a decision?		
Do we have too much choice and therefore too many decisions to make?	✓	1
What are you doing to make sure you go the right way?		
How do you go about choosing the right path after school?	✓	1
What path are you planning to take after school?		
Total		2
Note: if more than two statements selected, accept the first two only.		

Text 6: Wo wohnen Studierende? Bei den Eltern, in einer WG oder in einer eigenen Wohnung?**Question 25****(5 marks)**

Complete the table below with information relating to the survey about student living arrangements.

Description		Marks
Percentage	Student living arrangements	
Around 25%	<ul style="list-style-type: none"> in privately rented flat (or) in shared accomodation 	1–2
14.5%	<ul style="list-style-type: none"> in student accommodation/dormitory/hall of residence/student flat 	1
32.2%	<ul style="list-style-type: none"> with parents in 2023 	1
22.4%	<ul style="list-style-type: none"> with parents in 2003 	1
Total		5

Question 26**(3 marks)**

Explain Frau Bauer's example of a situation where living with parents is the preferred choice of accommodation.

Description	Marks
<ul style="list-style-type: none"> in smaller university towns with comparatively poor transport links 	1–3
Total	3

Question 27**(2 marks)**

Outline Frau Bauer's comments about living arrangements in medium-sized university towns.

Description	Marks
<ul style="list-style-type: none"> shared accomodation is especially popular a small number of/fewer students live with their parents 	1–2
Total	2

Question 28**(4 marks)**

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

Description			Marks
Statement	True	False	
Male students live with their parents more often than female students.	✓		1
Male students prefer to live at home, in a shared flat or in a private rental.		✓	1
Female students prefer to live in shared flats.		✓	1
Living at home is the third preference for female students.	✓		1
Total			4

Section Three: Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 Marks)

Question 29

(20 marks)

Young people can experience some stressful times. Using this image as a stimulus, write a blog posting in which you discuss the causes of stress and suggest ways in which young people can reduce it.

Description	Marks
Content and relevance of response to the stimulus text	
Provides detailed content that relates to the question. Engages the audience and provides supporting information with well-developed examples	6
Includes relevant content and relates it to the question. Uses examples to elaborate, but may be superficial with treatment of some information	5
Uses content which is generally relevant to the question, with some elaboration	4
Uses familiar content which is generally relevant to the question. Attempts to clarify information	3
Includes some content that superficially addresses the question	2
Provides content which has little relevance to the question	1
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
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
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
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 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
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
Subtotal	3
Total	20

Question 30

(20 marks)

Using this image as a stimulus, write a journal entry in which you reflect on the impact various childhood friendships have had on your life.

Description	Marks
Content and relevance of response to the stimulus text	
Provides detailed content that relates to the question. Engages the audience and provides supporting information with well-developed examples	6
Includes relevant content and relates it to the question. Uses examples to elaborate, but may be superficial with treatment of some information	5
Uses content which is generally relevant to the question, with some elaboration	4
Uses familiar content which is generally relevant to the question. Attempts to clarify information	3
Includes some content that superficially addresses the question	2
Provides content which has little relevance to the question	1
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
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
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
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 journal entry using 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
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
Subtotal	3
Total	20

Part B: Extended response

20% (20 Marks)

Question 31

(20 marks)

A recent study claims that people live longer when they only eat organic food. Write an article in which you state your opinion on this topic.

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
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
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
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
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 article, including 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
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
Subtotal	3
Total	20

Question 32

(20 marks)

The bedrooms of today's youth contain many electronic devices. Write the script of a speech to a group of parents, in which you provide tips on how to deal with these.

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
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
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
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
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, 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
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
Subtotal	3
Total	20

Question 33

(20 marks)

Many high school students reflect on their plans for the future. Write a dialogue between yourself and a friend in which you discuss how to best to prepare for life after school and the importance of having a back-up plan.

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
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
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
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
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 dialogue, including an informal register, an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction	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
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
Subtotal	3
Total	20

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