



GERMAN: SECOND LANGUAGE

ATAR course examination 2016

Marking key

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

Section One
Response: Listening

30% (56 Marks)

Text 1: Eine Durchsage**Question 1 (4 marks)**

Complete the following information provided in this announcement.

Description		Marks
What has happened	power failure	1
Consequence	up to four hour	1
	delay	1
	on the (Munich-Neuschwanstein) train line	1
Total		4

Question 2 (4 marks)

State the initial recommendation given in the announcement.

Description	Marks
detour	1
via Füssen	1
by car or	1
bus	1
Total	4

Question 3 (8 marks)

There are two alternative routes to Neuschwanstein.
 Complete the tables below for each route.

(a) Announcement for Route 1. (4 marks)

Description					Marks
mode of transport	departing from	when	via	destination	
bus (23)	platform 17	every 15 minutes	Bad Tölz	the castle	1+1+1+1
Total					4

(b) Announcement for Route 2. (4 marks)

Description			Marks
mode of transport	departing from	when	
tram			1
regional train	east train station	on the hour	1+1+1
Total			4

Text 2: Beruf und Bildung**Question 4****(3 marks)**

Identify the subject of this advertisement.

Description	Marks
a fair/expo (for)	1
training/education (and)	1
career/profession	1
Total	3

Question 5**(3 marks)**Identify the **three** target audiences for this advertisement.

Description	Marks
One: pupils/high school students/students	1
Two: apprentices	1
Three: university students	1
Total	3

Question 6**(3 marks)**

Tick (✓) whether the following statements are true or false.

Description	True	False	Marks
Attendees are offered job opportunities in the jungle.		✓	1
Information on further education will be provided.	✓		1
Industry will be releasing a media statement on gastronomy.		✓	1
Total			3

Question 7**(4 marks)**

Explain the benefits claimed for attending this event.

Description	Marks
establish first contact	1
in an easygoing manner	1
get a feeling/desire	1
for a working life/career	1
Total	4

Text 3: *Mit Mama und Oma auf Facebook***Question 8****(3 marks)**

What statistic is given in the text?

Description	Marks
more than 85%	1
of people in Germany	1
communicate via social networks	1
Total	3

Question 9**(2 marks)**According to the news item, which **two** criteria are irrelevant when considering the choice of social network?

Description	Marks
One: age	1
Two: education	1
Total	2

Question 10**(2 marks)**

What could be happening at any family gathering?

Description	Marks
all generations/including grandparents	1
playing with mobiles	1
Total	2

Question 11**(3 marks)**

What warning about using social networks is implied in the final remark made in this news item?

Description	Marks
be careful	1
with regard to data protection and	1
privacy settings	1
Total	3

Text 4: Jugendstress**Question 12****(3 marks)**

According to the moderator, what are the **three** consequences of stress?

Description	Marks
One: depression	1
Two: fear of failure	1
Three: increased potential for aggression	1
Total	3

Question 13**(6 marks)**

Identify the results of Professor Lorenz's study by completing the following table.

Description			Marks
percentage	children	findings	
• (20%) (one fifth)	of children	• show clear symptoms of stress	1+1
• 30%	of children with high stress levels	• not happy with their life	1+1
• 70%	of heavily stressed children	• can't manage/finish/do homework	1+1
Total			6

Question 14**(3 marks)**

List **three** important warning signs of high stress levels in children.

Description	Marks
One: difficulty when falling asleep/hard to sleep	1
Two: frequent headaches	1
Three: stomach-aches	1
Total	3

Question 15**(5 marks)**

Identify **two** additional factors that trigger stress in children.

Description	Marks
One: parents anxiety about disappointing them	1 1
Two: fearful of not doing things well enough or doing them wrong	1 1 1
Total	5

End of Section One

Section Two

Response: Viewing and reading

30% (106 Marks)

Text 5: *Heiraten mit 22 – Mehr als nur eine Beziehung*

Question 16

(6 marks)

List **three** statistics or facts the article gives about marriage in Germany.

Description	Marks
One: every second marriage ends in divorce	1 1
Two: fewer and fewer people marry at all	1 1
Three: the average age people get married is 30 (years)	1 1
Total	6

Question 17

(5 marks)

Why does Stefanie think it is good to marry at a young age? Give **two** reasons.

Description	Marks
One: you can be together for a long time	1 1
Two: you can experience/celebrate silver or gold wedding anniversaries	1 1 1
Total	5

Question 18

(3 marks)

What does Stefanie say in relation to the following words?

Description		Marks
Word	Stefanie says	
important	to live together (with partner)	1
get to know	their quirks/special characteristics	1
accept	their weaknesses	1
Total		3

Question 19

(4 marks)

How did people react to Stefanie and Viktor's decision to get married?

Description	Marks
family and friends took it well	1 1
there were many who were surprised	1 1
Total	4

Question 20

(10 marks)

- (a) What does Viktor say about his friends in the context of marriage? (4 marks)

Description	Marks
in a relationship	1
for 8 years	1
or even having children	1
can't imagine getting married	1
Total	4

- (b) Viktor argues that the amount of time spent in a relationship prior to marriage is irrelevant. Give his reasons. (6 marks)

Description	Marks
people can be in a long-distance relationship	1
for ten years	1
then when they move in together	1
they split up	1
after 2 weeks	1
because they can't stand living together in the same house/apartment/space	1
Total	6

Text 6: Recycling-Weltmeister Deutschland**Question 21****(12 marks)**

Describe the activity at a typical 1980s rubbish dump by completing the table below.

Description		Marks
who or what	activity	
bobcats (front-end loaders)	move	1
	household rubbish	1
	together	1
	into mountains/heaps	1
	press waste delivered by trucks	1
	into the ground/earth	1
birds	large flocks of hungry birds	1
	circle above	1
people	trekk/walk over the rubbish dump	1
	with plastic bags	1
	collecting	1
	what they think is of personal value	1
Total		12

Question 22**(3 marks)**

What was the gist of the 1991 law passed in response to discussions about the scarcity of resources?

Description	Marks
every producer/manufacturer	1
should be responsible for their products	1
even after consumption/after their use	1
Total	3

Question 23**(8 marks)**

Explain the following terms:

Das Duale System: _____ (2)*Der grüne Punkt:* _____ (3)*Die gelbe Tonne:* _____ (3)

	Description	Marks
Das Duale System	the system/process of collecting rubbish and	1
	recycling it	1
Der grüne Punkt	a recycling symbol/logo	1
	printed on all products	1
	that could be part of the recycling system	1
Die gelbe Tonne	a waste bin	1
	for packaging of all kinds (of waste)	1
	except paper	1
Total		8

Question 24

(4 marks)

Describe the refund system for glass bottles, and its purpose.

Description	Marks
refund system: glass is taken to public collection points	1
or to the shop where the drinks (bottles) were bought	1
purpose: to receive a refund (on the purchase price)	1
thus providing an incentive for recycling	1
Total	4

Text 7: *Schweizer Erasmusstudenten in Deutschland*

Question 25

(3 marks)

What **three** characteristics of German people were identified by the Swiss students on exchange?

Description	Marks
One: relaxed	1
Two: disorganised	1
Three: patient (in queues)	1
Total	3

Question 26

(9 marks)

Complete the table below.

What does each of the following students identify as the differences between Switzerland and Germany?

Description		Marks
person	opinion	
Olivia	in Switzerland huge amount of thought about efficiency	1
	everything faster and more hectic	1
		1
Nina	not so much	1
	Germans flirt less	1
Corinna	in Germany somewhat bigger	1
	in certain way more disorganised	1
	people more open	1
	no decent cheese section/shelf in supermarket	1
Total		9

Question 27

(5 marks)

Explain in detail what Corinna thinks about how Germany and Switzerland view each other's reputation.

Description	Marks
she is always moved	1
when she says she is Swiss and people are enthusiastic	1
Switzerland has a good reputation in Germany	1
reverse isn't always true	1
thinks that it is a shame	1
Total	5

Question 28

(11 marks)

Complete the table below.

State each student's opinion about Switzerland joining the European Union (EU).

Description		Marks
Name	Opinion	
Nina	Switzerland feels small countries don't really have a say in the EU	1
	however lots of young people want to join it	1
	She feels optimistic	1
Corinna	sometime, when the EU improves	1
	the benefits clearly prevail	1
Olivia	Hopefully not. She wants to keep the Swiss Franc/currency	1
Matthieu	it will never happen	1
	the Swiss will always be consulted and the majority are strongly against it	1
	the economic crisis (which Switzerland faced less than the rest of Europe)	1
	has strengthened this opposition	1
	the Swiss just want to stay special/different	1
Total		11

Text 8: Komasaufen ein weiblicher Trend**Question 29****(4 marks)**

According to the article, alcohol consumption among women is increasing.

(a) In which situations does this consumption occur?

(2 marks)

Description	Marks
binge drinking	1
drinking competitions	1
Total	2

(b) State the consequence of this consumption.

(2 marks)

Description	Marks
more/increased alcohol related hospital treatments/cases	1
	1
Total	2

Question 30**(6 marks)**

What was said about alcohol consumption in the DHS study?

Description	Marks
(that) every German citizen in 2008	1
consumed on average 9.9L of pure alcohol	1
this equates to 247L of beer (or) 124L of wine	1
	1
Total	6

Question 31**(4 marks)**

Describe the relationship between **two** health risks and alcohol consumption.

Description	Marks
cancer risk increases with every glass (of alcohol)	1
risk of breast cancer already increases with 3 alcoholic drinks a day	1
	1
Total	4

Question 32

(9 marks)

According to the article, what could trigger alcohol use in the following groups?

Description		Marks
group	reason	
those who are underage	don't have strong structure/stability at home (or)	1
	have experienced alcoholism in parents	1
girls	during puberty	1
	they often suffer from	1
	higher self-doubt/lower self-esteem	1
	than boys	1
adults	depression	1
	relationship problems	1
	social anxiety and inhibitions	1
Total		9

Section Three

Written communication

40% (20 Marks)

Part A: Stimulus response

20% (20 marks)

Questions 33 and 34

Criteria	Marks
Content and relevance of response to the stimulus text	6
Provides detailed content that relates to the information in the stimulus text by writing: (Q33) a talk in response to the stimulus, addressing the challenges of online communication (Q34) an email, addressing the benefits of a gap year. 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
Grammar	3
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
Vocabulary	3
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
Accuracy (grammar, syntax and spelling)	3
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
Conventions of text type	2
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
Organisation	3
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
Total	20

Extended response

20% (20 marks)

Questions 35, 36 and 37

Criteria	Marks
Content and relevance	6
Provides detailed information. Engages the audience and effectively supports information with well-developed examples by writing: (Q35) a blog regarding difficulties entered by blended families (Q36) an account discussing their organic food trial (Q37) a magazine article discussing how best to prepare for life after school.	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
Grammar	3
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
Vocabulary	3
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
Accuracy (grammar, syntax and spelling)	3
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
Conventions of text type	2
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes: (Q35) a blog, informal register, giving opinion. (Q36) an account, formal register, personal. (Q37) 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
Organisation	3
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
Total	20

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution-NonCommercial 3.0 Australia licence.

*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*