



GERMAN: BACKGROUND LANGUAGE

ATAR course examination 2023

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% (28 Marks)

Question 1

(13 marks)

Drawing on what you have just heard, write an informative summary about the plans for a new Bauhaus museum. In your summary you should:

- explain in detail why the planned location of the new museum is of concern to the public
- state **three** reasons why the refectory is of social, cultural and historical significance.

Description	Marks
Response to text	
Writes an informative summary which:	
explains in detail why the planned location of the new museum has upset the public	
<ul style="list-style-type: none"> • the Refectory at the Park will have to be demolished • important testimony to late East German/German Democratic Republic modernism/architecture • the need to preserve/keep this monument's (UNESCO/World Heritage) heritage listing 	1–3
states three reasons why the refectory is of social, cultural and historical significance	
<ul style="list-style-type: none"> • one of few/last remaining buildings from this period in Weimar • only individually planned university cafeteria still in existence from the former East Germany/German Democratic Republic • important social hub of Weimar's universities 	1–3
Subtotal	6
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures	2
Uses a limited range of vocabulary, grammar and sentence structures	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	3
Kind of writing, text type and sequencing	
Writes an informative summary. Uses all the key conventions of a summary accurately, including: the essential points and all relevant details from the text, a title, introduction, content and a conclusion. The summary may contain reported speech and can be either formal or informal. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole	4
Uses most of the key conventions of a summary accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout	3
Uses some of the key conventions of a summary accurately. Ideas are organised, follow a logical sequence, but may lack direction	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Total	13

Question 2

(15 marks)

Having heard the interview with Ehfaz, you are inspired to write an article for your school magazine in which you reflect on his experience as a refugee. In your article you should:

- describe his arrival in Berlin
- describe his efforts to initially speak German and his feelings about it
- explain in detail **one** of the things that has helped him to feel integrated and why.

Description	Marks
Response to text	
Writes a reflective article which:	
describes his arrival in Berlin	
Any two of:	
<ul style="list-style-type: none"> • slept in a big hall • felt reassured that lots of Syrians were there • and that they all spoke his language 	1–2
describes his efforts to initially speak German and his feelings about it	
<ul style="list-style-type: none"> • tried to speak German even when the children he played with spoke his own language • he found it really annoying but is grateful now 	1–2
explains in detail one of the things that has helped him to feel integrated and why	
<ul style="list-style-type: none"> • making friends from around the world at school/in Berlin • some who are also refugees • they can talk about their experiences or <ul style="list-style-type: none"> • joining the soccer club • friends there come from all over • their families are friends too and help each other 	1–3
Subtotal	7
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Kind of writing, text type and sequencing	
Writes a reflective article. Uses all the key conventions of an article accurately, including: a title to indicate the content, formal register, and descriptive and factual language. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole	4
Uses most of the key conventions of an article accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout	3
Uses some of the key conventions of an article accurately. Ideas are organised, follow a logical sequence, but may lack direction	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Total	15

Section Two: Response: Viewing and reading

30% (40 Marks)

Question 3

(14 marks)

Drawing on the information in the article, write an informative email to your grandparents. In your email you should:

- explain how the Invictus Games differ from other sporting events
- describe what the national groups of the individual sport disciplines value.

Description	Marks
Response to text	
Writes an informative email which:	
explains how the Invictus Games differs from other sporting events	
<ul style="list-style-type: none"> • athletes are injured servicemen and servicewomen • absence of doping • about the joy of sport, physical performance and fairness 	1–3
describes what the national groups of the individual sport disciplines value	
<ul style="list-style-type: none"> • the overwhelming team spirit in their group • no pressure to perform • appreciation given to participants and families 	1–3
Subtotal	6
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Kind of writing, text type and sequencing	
Writes an informative email. Uses all the key conventions of an email accurately, including: a salutation and signature and informal or colloquial language. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole	4
Uses most of the key conventions of an email accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout	3
Uses some of the key conventions of an email accurately. Ideas are organised, follow a logical sequence, but may lack direction	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Total	14

Question 4

(13 marks)

Drawing on the information in the interview, write a speech for your classmates in which you persuade them to get involved in politics. In your speech you should:

- state **three** reasons why it is important to get involved in politics
- outline **two** ways you can be involved as a young person.

Description	Marks
Response to text	
Writes a persuasive speech which:	
states three reasons why it is important to get involved	
<ul style="list-style-type: none"> • to give young people a voice • to address future issues that concern young people • to counterbalance the older people in politics 	1–3
outlines two ways you can be involved as a young person	
<ul style="list-style-type: none"> • through a student council • can join political parties and/or youth organisations 	1–2
Subtotal	5
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Kind of writing, text type and sequencing	
Writes a persuasive script of a speech. Uses all the key conventions of a speech accurately, including: an opening salutation followed by a question or statement. Language is authentic, informal and conversational in style. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole	4
Uses most of the key conventions of a speech accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout	3
Uses some of the key conventions of a speech accurately. Ideas are organised, follow a logical sequence, but lack direction	2
Uses few of the key conventions suitably. Ideas are disjointed, with little attempt to organise or sequence them	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Total	13

Question 5

(13 marks)

Drawing on the information in the article, write a journal entry in which you reflect on the attempts made to prevent violence in soccer. In your journal entry, you should:

- explain how the fan project is funded
- outline the focus of the fan project
- state the positive outcome of the fan project
- describe **two** causes of violence and racism.

Description	Marks
Response to text	
Writes a reflective journal entry which:	
explains how the fan project is funded	
<ul style="list-style-type: none"> • the municipalities and German Football Association each contribute at least 60 000 euros per year 	1
outlines the focus of the fan project	
<ul style="list-style-type: none"> • outreach social work • trying to reach young soccer fans through a range of leisure activities 	1–2
states the positive outcome of the fan project	
<ul style="list-style-type: none"> • the number of physical acts of violence (in the vicinity of the games) has decreased/reduced 	1
describes two causes of violence and racism	
<ul style="list-style-type: none"> • the democratic understanding of some fans is poorly developed • the social/living environment of the fans 	1–2
Subtotal	6
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures	2
Uses a limited range of vocabulary, grammar and sentence structures	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	3
Kind of writing, text type and sequencing	
Writes a reflective journal entry. Uses all the key conventions of a journal entry accurately, including: authentic layout, sense of time and sequence, and possibly a place name. Language is subjective, informal and colloquial in style. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole	4
Uses most of the key conventions of a journal entry accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout	3
Uses some of the key conventions of a journal entry accurately. Ideas are organised, follow a logical sequence, but lack direction	2
Uses few of the key conventions suitably. Ideas are disjointed, with little attempt to organise or sequence them	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Total	13

Section Three: Written communication

40% (16 Marks)

Question 6

(16 marks)

You have read an article about the low number of men taking parental leave. Write a persuasive dialogue between you and your friend in which you argue the positive and negative aspects of the changing roles of women and men.

Description	Marks
Content	
Writes about the positive and negative aspects of the changing roles of men and women while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content	7–8
Writes about the positive and negative aspects of the changing roles of men and women. Shows some synthesis of ideas, relevance and originality, and depth of content	5–6
Writes about the positive and negative aspects of the changing roles of men and women. Shows partial synthesis of ideas, relevance and depth of content	3–4
Writes about the positive and negative aspects of the changing roles of men and women. Summarises ideas, showing relevance and some depth of content	2
The dialogue shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Uses a broad range of tenses correctly. Uses stylistic techniques to engage the reader's interest	4
Uses an appropriate range of language, including vocabulary, expressions, grammar and sentence structures, with a high level of accuracy. Uses a broad range of tenses mostly correctly. Uses simple stylistic techniques to engage the reader's interest	3
Uses language, including vocabulary, expressions, grammar and stylistic techniques, that is suitable, with some accuracy. Attempts some simple stylistic techniques appropriate to the task	2
Uses language, including vocabulary and grammar, with limited accuracy	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Kind of writing, text type and sequencing	
Writes a persuasive dialogue. Uses all the key conventions of a dialogue accurately, including: two clearly identified speakers, an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. Language is authentic and informal. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole	4
Uses most of the key conventions of a dialogue accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout	3
Uses some of the key conventions of a dialogue accurately. Ideas are organised, follow a logical sequence, but may lack direction	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Total	16

Question 7

(16 marks)

You have read an article about women and men choosing to be single. Write a persuasive dialogue between you and your friend in which you argue the positive and negative aspects of this decision.

Description	Marks
Content	
Writes about the positive and negative aspects of women and men choosing to be single while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content	7–8
Writes about the positive and negative aspects of women and men choosing to be single. Shows some synthesis of ideas, relevance and originality, and depth of content	5–6
Writes about the positive and negative aspects of women and men choosing to be single. Shows partial synthesis of ideas, relevance and depth of content	3–4
Writes about the positive and negative aspects of women and men choosing to be single. Summarises ideas, showing relevance and some depth of content	2
The dialogue shows limited originality and awareness of the kind of writing, narrative perspective or content required for the task	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Uses a broad range of tenses correctly. Uses stylistic techniques to engage the reader's interest	4
Uses an appropriate range of language, including vocabulary, expressions, grammar and sentence structures, with a high level of accuracy. Uses a broad range of tenses mostly correctly. Uses simple stylistic techniques to engage the reader's interest	3
Uses language, including vocabulary, expressions, grammar and stylistic techniques, that is suitable, with some accuracy. Attempts some simple stylistic techniques appropriate to the task	2
Uses language, including vocabulary and grammar, with limited accuracy	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Kind of writing, text type and sequencing	
Writes a persuasive dialogue. Uses all the key conventions of a dialogue accurately, including: two clearly identified speakers, an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. Language is authentic and informal. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole	4
Uses most of the key conventions of a dialogue accurately. Ideas are well organised within and between paragraphs, and follow a logical sequence throughout	3
Uses some of the key conventions of a dialogue accurately. Ideas are organised, follow a logical sequence, but may lack direction	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	4
Total	16

Copyright

© School Curriculum and Standards Authority, 2023

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 (the 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 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 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.

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