



GERMAN: SECOND LANGUAGE

ATAR course examination 2021

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% (43 Marks)

Text 1: *Sprinth***Question 1 (2 marks)**

What is **one** of the questions posed at the start of the advertisement?

Description	Marks
Do you wait a week for the next bus to come/arrive?	1
or	
Do you live in the country and think you can't manage without a car?	1
Total	2

Question 2 (3 marks)

List **three** features of the *Sprinth*.

Description	Marks
Any three of:	
stylish design	1–3
petrolgreen interior decor	
USB charging stations/ports/outlets	
info(rmation) monitors	
free WiFi	
Total	3

Question 3 (3 marks)

Complete the table below about when the *Sprinth* operates.

Description		Marks
When	Times	
<i>Workdays</i>	until 8 pm/20.00 hours	1
<i>Saturdays</i>	until 6 pm/18.00 hours	1
Rush hour/peak time	<i>every seven and a half minutes</i>	1
Total		3

Question 4 (1 mark)

What does the advertisement say about the listener's car?

Description	Marks
Leave it at home/it can stay home.	1
Total	1

Text 2: Jugendliche und soziale Netzwerke**Question 5****(2 marks)**

- (a) How did Janni come into the possession of a smartphone? (1 mark)

Description	Marks
(her) parents gave it to her (as a gift)	1
Total	1

- (b) What was the occasion? (1 mark)

Description	Marks
she started/entered high school	1
Total	1

Question 6**(2 marks)**

Who does Janni follow on social media?

Description	Marks
her friends	1
influencers (e.g. Dagi Bee on Instagram)	1
Total	2

Question 7**(4 marks)**Describe how it affects Janni when she does **not** receive any likes. Give **four** examples.

Description	Marks
Any four of:	
(quickly) becomes stressed	1–4
(whole) self esteem decreases	
doesn't want/like to meet friends	
doesn't want/like to go for ice cream	
doesn't want/like to buy new clothes	
is very quiet and changed/different person	
becomes withdrawn	
Total	4

Question 8**(3 marks)**

What happens when Janni **does** receive positive feedback on social media? Tick (✓) the reactions mentioned.

Description		Marks
Statement	✓	
She makes positive comments.		
She sings.	✓	1
She dances through her room.	✓	1
She surprises her mother with her energy.		
She smiles.		
She is happy.	✓	1
Total		3

Question 9**(3 marks)**

What do psychologists consider unhealthy?

Description	Marks
The dependence	1
on the opinion	1
of virtual friends	1
Total	3

Question 10**(2 marks)**

Complete the sentence below.

For some time now, many researchers have observed a correlation between ...

Description	Marks
the use of social media, and	1
youth stress	1
Total	2

Text 3: Erfahrungen während des Studiums**Part (i)****Question 11****(2 marks)**What **two** subjects is Eva studying?

Description	Marks
German	1
English	1
Total	2

Question 12**(2 marks)**

What does Eva say has become increasingly difficult?

Description	Marks
to get a job	1
straight after your studies	1
Total	2

Question 13**(3 marks)**

(a) What does Eva plan to do during her semester break?

(2 marks)

Description	Marks
Internship/practicum/work experience	1
at a newspaper	1
Total	2

(b) What has motivated her to do this?

(1 mark)

Description	Marks
(might) want to be a journalist (maybe)	1
Total	1

Question 14**(2 marks)**

What has Eva attempted to complete during the semester?

Description	Marks
her homework/assignment/classwork	1
and exams	1
Total	2

Question 15**(3 marks)**

(a) Where does Eva need to go for this opportunity?

(1 mark)

Description	Marks
Berlin	1
Total	1

(b) What accommodation has she secured for the duration?

(2 marks)

Description	Marks
a cheap (room/place/spot)	1
in shared accommodation (house/flat/apartment)	1
Total	2

Part (ii)**Question 16****(3 marks)**

Tick (✓) the statements you hear Eva say.

Description	Marks
Statement	
I won't be paid.	✓ 1
There are many job offers.	
You learn how to interact with people.	✓ 1
My parents pay for my studies.	✓ 1
My parents cannot pay for my studies.	
I work in an auto repair shop.	
Total	3

Question 17**(3 marks)**List **three** things Eva hopes her work will involve.

Description	Marks
doing something interesting	1–3
writing articles	
editing/working on/working with/processing text(s)	
Total	3

Section Two

Response: Viewing and reading

30% (49 Marks)

Text 4: *Warum sind Freunde wichtig?*

Question 18

(4 marks)

According to the article, what **four** needs do friendships fulfil?

Description	Marks
(feeling of) belonging	1
appreciation/recognition/acknowledgement	1
emotional support	1
practical help	1
Total	4

Question 19

(1 mark)

How does the author define an acquaintance?

Description	Marks
someone with whom we have less in common/little in common/few things in common	1
Total	1

Question 20

(3 marks)

Describe in detail the circumstances in which acquaintances can develop into friendships.

Description	Marks
If they are interested/to meet again/want to meet more often.	1
If within/in 3 months (of first meeting)	1
they have spent more than 60 hours/about 1½ hours a week together.	1
Total	3

Question 21

(4 marks)

What do these percentages indicate?

Description	Marks
15%	(we are 15%) more likely to be happy if our friend is happy in their life
	1
	1
10%	(we are 10%) more likely to be happy if a friend of a friend is happy
	1
	1
Total	4

Question 22

(5 marks)

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

Description			Marks
Statement	True	False	
We should allow the other person to respect us.		✓	1
We should support our partners in a way that is appropriate for us.	✓		1
We should trust the other person because we can rely on them.	✓		1
We should learn from our experiences.		✓	1
We should play and have fun together.	✓		1
Total			5

Text 5: Nach dem Abi: Ausbildung oder Studium?**Question 23****(3 marks)**

According to the blog posting, what are the **three** choices available after completing the *Abitur*?

Description	Marks
enrol in a university course (of your choice)	1
choose the path/pursue vocational training/job training/apprenticeship	1
combine the two studies/dual study	1
Total	3

Question 24**(4 marks)**

List the **three** questions you should ask yourself when seeking information.

Description	Marks
Where do I want to go?	1
Where do I see myself in 10 years?	1
What can I (realistically) achieve/reach with my individual skills/aptitudes?	1
Total	4

Question 25**(3 marks)**

What should you discuss with your parents, teachers and friends? Give details.

Description	Marks
possible paths/ways/pathways	1
how they made their decision (back then)	1
what they might/would do better/differently	1
Total	3

Question 26**(6 marks)**

(a) Regardless of your decision, what does the text advise you to do?

(2 marks)

Description	Marks
continue to think about/always think back on your professional goals	1
Total	2

(b) Why should you do this?

(4 marks)

Description	Marks
so that the current situation in the job(s) and training market becomes more of a chance and challenge (for you) than a hurdle	1
Total	4

Text 6: Jugendliche trinken weniger Alkohol**Question 27****(4 marks)**

(a) What was the result of the recent study?

(2 marks)

Description	Marks
8.7% of young people between 12 and 17 drink alcohol once a week	1
	1
Total	2

(b) How did the scientists conduct this study?

(2 marks)

Description	Marks
asked 7000 participants between 12 and 25 about their alcohol consumption	1
	1
Total	2

Question 28**(1 mark)**

What trend in the 18 to 25 year old age group has increased over the last seven years?

Description	Marks
those who drink far too much at one time/binge drinking	1
Total	1

Question 29**(5 marks)**

What comments does Marlene Mortler make?

Description	Marks
There is a trend among young adults that needs to be slowed down.	1
To be an adult does not mean that it is suddenly OK	1
to drink too much alcohol.	1
	1
Total	5

Question 30

(6 marks)

- (a) According to Heidrun Thaiss, why is there a decline in alcohol consumption? (2 marks)

Description	Marks
due to/because of/the success of the preventative measures	1
by (the federal, state and local) governments	1
Total	2

- (b) What does she believe is still required? (4 marks)

Description	Marks
further efforts	1
to promote	1
responsible	1
consumption of alcohol	1
Total	4

Section Three: Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 marks)

Question 31

(20 marks)

Write a response to this blog posting in which you evaluate the writer's friendship. Outline your concerns for his/her wellbeing and suggest a possible solution.

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

Description	Marks
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, 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 32

(20 marks)

Your friend has decided to study at a university in Germany. Using the checklist as a stimulus, write an informative email in which you help him/her to make the best possible 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 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

Description	Marks
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 informative email; 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 33

(20 marks)

Write an article for a student magazine in which you reflect on the pressures placed on today's youth. Provide **two** examples of how stress affects their lives.

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; informal 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

Description	Marks
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 34

(20 marks)

You wish to overturn the mobile phone ban at your high school. Write the script of a speech in which you persuade the school board to allow students to use their mobile phones during school hours. Describe **two** benefits for students.

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 persuasive speech; formal 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

Description	Marks
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 35

(20 marks)

The end of your final year at school is fast approaching. Write a diary entry in which you reflect on your plans and hopes for the future. Also consider the challenges that you may face in this next stage of your life.

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 reflective diary entry; 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

Description	Marks
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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