

BOARD OF STUDIES  
NEW SOUTH WALES

# 2008 HSC Specimen Examination Package

**German Beginners**

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## German Beginners

### ***Introduction***

This package contains:

- a specimen examination paper for the 2008 Higher School Certificate written examination in German Beginners (including a transcript of the Section I Listening texts);
- a mapping grid, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands;
- sample marking guidelines for questions in Sections I, II and III;
- the marking guidelines for the oral examination;
- the performance band descriptions for German Beginners, which have been modified to reflect the changes in the revised syllabus.

The HSC examination in German Beginners consists of a written paper worth 80 marks and an oral examination worth 20 marks. The oral examination is a general conversation between the candidate and an examiner, in which they discuss the candidate's personal world as it relates to the prescribed topics in the syllabus. The marking guidelines for the oral examination are also published on the Board's website at [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/).

This specimen paper has been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 1999), which is available on the Board's website at <http://www.boardofstudies.nsw.edu.au/bulletins/index.html>. Questions are closely related to the outcomes of the course, and the papers as a whole are structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The paper has been designed so that students have a clear understanding of what they are required to do in each question, and in working through the paper. Where key words such as 'discuss', 'analyse', and 'explain', appear in questions, they have been used consistently in accordance with the Board's Glossary of Key Words (available on the Board's website at [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/)).

This specimen paper is one example of the type of examination that could be prepared within the examination specifications in the revised German Beginners syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2008 and subsequent years may differ from those addressed in the specimen paper. In subsequent examinations, the style and structure of the questions may differ from those in this specimen paper. As a suite, the specimen papers for all the Beginners courses indicate a range of possible variations in terms of structure and question style.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows the full range students the opportunity to demonstrate their level of achievement.

Marking guidelines are developed at the same time as the examination questions, and show the criteria to be applied to the responses to questions, together with the marks to be awarded in line with the quality of the responses. Where appropriate, a sample answer is provided. The sample answer is one example of the type of response that would be sufficient to gain full marks, and is included as an indication of the scope and depth required. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks. Marking guidelines may require some refinement at the marking centre to take account of unanticipated responses that students may present. In many cases, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

There are a number of points to note in considering the German Beginners specimen paper:

- The German Beginners specimen paper is one of eight Beginners specimen papers. The syllabuses share a common structure, and the examination specifications are essentially the same for all eight syllabuses. The specimen examinations were developed together as a suite, so that some identical or similar items appear in a number of the specimen papers. This will not be the case for the HSC examinations. A number of the items in the papers have been sourced from recent Beginners HSC examinations, which reflects the similarities between the revised courses and the courses they replaced.
- The format of the specimen paper follows the new examination specifications. The examination specifications allow variation in a number of aspects of the examination, such as the number of listening texts in Section I and the word limits for the two writing tasks in Section III. The eight Beginners specimen papers, as a suite, reflect a range of possible examinations. These aspects of HSC examination papers in 2008 and subsequent years may differ from the specimen paper.
- Rubrics indicating general criteria for judging performance for extended response questions have been placed at the beginning of Parts A and B of Section III, to indicate the criteria that will be used to assess responses to the question(s). These criteria are in addition to criteria specific to each question.
- Sample marking guidelines are included for one short-answer question from each of Section I – Listening and Section II – Reading, as well as for the three writing tasks in Section III. An indication of the range of marking guidelines for short-answer questions can be gained by considering the sample Section I and Section II marking guidelines from across the suite of Beginners specimen papers.

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Centre Number

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Student Number

**2008**  
**HIGHER SCHOOL CERTIFICATE**  
**SPECIMEN EXAMINATION**

# German Beginners

## General Instructions

- Reading time – 10 minutes
- Working time – 2 hours and 30 minutes
- Write using black or blue pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page and pages 9 and 17

## Total marks – 80

**Section I** Pages 2–6

### 30 marks

- Attempt Questions 1–9
- This section should take approximately 40 minutes

**Section II** Pages 9–15

### 30 marks

- Attempt Questions 10–14
- Allow about 1 hour for this section

**Section III** Pages 17–20

### 20 marks

This section has two parts, Part A and Part B

- Allow about 50 minutes for this section

Part A – 10 marks

- Attempt Questions 15–16

Part B – 10 marks

- Attempt Question 17

## Section I — Listening

30 marks

Attempt Questions 1–9

This section should take approximately 40 minutes

You will hear NINE texts. Each text will be read twice. The question for each text will be read once before the first reading of the text. There will be a pause after the first reading in which you may make notes. However, you may make notes at any time. You will be given adequate time after the second reading to complete your answer. Answer the questions in ENGLISH in the spaces provided. In the case of multiple-choice questions, tick the box that corresponds to the correct response. You may proceed to Section II as soon as you have finished Question 9.

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	Marks	Candidate's Notes
<b>Question 1</b> (1 mark)		
What type of text is this?	1	
(A) A speech	<input type="checkbox"/>	
(B) A news item	<input type="checkbox"/>	
(C) An advertisement	<input type="checkbox"/>	
(D) A phone message	<input type="checkbox"/>	
<b>Question 2</b> (2 marks)		
Who would be most likely to respond to this advertisement?	2	
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<b>Question 3</b> (3 marks)		
Why does the man change his mind about the room?	3	
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**Question 4** (3 marks)

Why is David grateful for his mother's help?

**3**

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**Question 5** (4 marks)

Complete the following table about the two apartments:

**4**

	<i>Schillerstraße</i>	<i>Bahnhofstraße</i>
Bathroom		
Kitchen		
Distance to university		
Which floor is it on?		

**Question 6** (4 marks)

Why does the man recommend a museum pass to the woman?

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**Marks** | **Candidate's  
Notes**

**Question 7** (4 marks)

Do you think Erika will become a busker? Justify your answer with evidence from the text.

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**Question 8** (4 marks)

Why is Petra going to work as a volunteer for the Red Cross next year?

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**Question 9 (5 marks)**

**Marks** | **Candidate's  
Notes**

Do you think Carl and Christina are well-suited? Support your answer with evidence from the text.

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**You may now proceed to Section II**

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German Beginners

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Centre Number

Section II — Reading

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Student Number

30 marks

Attempt Questions 10–14

Allow about 1 hour for this section

Read the texts, then answer the questions in ENGLISH in the spaces provided.

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Marks

Question 10 (3 marks)

Read the text, then answer the questions that follow.

<p><b>Als Au-Pair in die USA</b></p> <p>Liebst du Donuts, amerikanischen Fußball und Straßenparaden? Dann kommt jetzt deine Chance: unsere Organisation bietet einen einjährigen Aufenthalt in den USA an. Du lebst in einer Familie, arbeitest 45 Stunden die Woche und verdienst dabei \$150. Unsere Organisation bezahlt den Flug und eine zweiwöchige Reise nach Washington. Wer so ein Jahr verbringen will, muss mindestens 18 Jahre alt sein, einen Führerschein haben und gut Englisch können.</p>
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(a) At whom is this advertisement aimed? 1

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(b) What conditions apply for this position? 2

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**Question 11** (4 marks)

Read the text, then answer the questions that follow.

**Deutsche Bundesbahn**

**Billig reisen mit der Schülerferienkarte!**

Nur 15 Euro für eine Rückreise!

Für jedes Ziel in Deutschland!

Einige Reisetipps:

- verbringt einen Tag im Schwarzwald!
- besichtigt das Schloss Neuschwanstein!
- steigt auf den historischen Kölner Dom!

\* Intercity Züge und Schlafwagen sind im Preis nicht  
inbegriffen.

\* Ihr braucht einen gültigen Schülerausweis.

(a) What is being advertised? 2

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(b) What restrictions have been placed on the offer? 2

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**Question 12** (6 marks)

Read the text, then answer the questions that follow.



Hast du vor, nach dem Abitur an der Uni Hamburg zu studieren und hast bisher nur ein Zimmer in einem Studentenheim gefunden? Dort wird es dir bestimmt zu ungemütlich sein. Du musst Bad und Küche mit vielen unordentlichen Leuten teilen, die nicht richtig sauber machen und deinen Wein oft aus dem Kühlschrank nehmen und trinken.

Wenn du deine Privatsphäre liebst, können wir dir eine bessere Alternative anbieten. Wir sind zwei Studenten und suchen einen dritten/eine dritte, der/die unsere Mietwohnung teilen will. Wir sind absolute Nichtraucher und essen kein Fleisch. Wir hätten lieber jemanden, der nicht zu oft laute Partys macht, sondern sich auf sein Studium konzentriert. Wenn du bereit bist, für uns zu kochen, bezahlst du nur ein Viertel der Miete.

Für weitere Informationen ruf uns bitte unter 92 81 66 72 an.

- (a) What are the disadvantages of living in a student hostel? 2

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- (b) Would you be prepared to share this flat? Support your answer with evidence from the text. 4

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**Question 13** (8 marks)

Read the text, then answer the questions that follow.

**Alles über GAMBA**

Bravo spricht mit Sadiki Ollus, dem Sänger der Band GAMBA.

*Bravo: Wie ist euer Leben, jetzt, wo ihr berühmt seid?*

SO: Also, wir reisen sehr viel mehr als früher und besuchen Länder, die wir sonst nie gesehen hätten. Wir finden es ganz toll, Leute aus so vielen verschiedenen Ländern kennen zu lernen. Außerdem haben wir die Chance, neues und exotisches Essen in diesen Ländern zu probieren. Natürlich vermissen wir unsere Familien sehr, aber über Email sind wir immer in Kontakt.

*Bravo: Was für Musik spielt ihr?*

SO: Du weißt ja, dass wir alle aus Afrika kommen und auf unseren traditionellen Instrumenten spielen. Wir singen nicht nur auf Deutsch und Englisch, sondern auch in unserer Muttersprache über Liebe und Freundschaft und über die Probleme in der Welt, besonders in Afrika.

*Bravo: Wie sieht die Zukunft für die Band aus?*

SO: Wir möchten in mehr Ländern in Afrika unsere Musik spielen, um den Menschen Hoffnung zu geben, so dass sie glauben, dass ihr Leben eines Tages besser wird. Nächstes Jahr wollen wir ein großes Benefiz-Konzert in Berlin halten und mit dem Geld ein Krankenhaus in Afrika aufbauen.

*Bravo: Hast du irgendwelche Tipps für junge Leute, die ihre eigene Band gründen wollen?*

SO: Ja, man muss jeden Tag üben. Es ist auch eine gute Idee, viele andere Bands anzuhören, um neue Trends zu entdecken. Wir haben unsere ersten CDs selber gebrannt und nach unseren Konzerten verkauft. Das lief gut und erst dann suchten wir eine Plattenfirma. Jetzt verkauft eine große deutsche Firma unsere CDs. Man muss Geduld haben und zeigen, dass man einen Plan für die Zukunft hat. Mit einem oder zwei tollen Songs ist das nicht gemacht. Wir haben unsere eigene Website und geben gerne Rat.

**Question 13 continues on page 13**

Question 13 (continued)

- (a) How has fame changed life for Sadiki and his band? **2**

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- (b) How do the members of GAMBA show that they value their African heritage? **2**

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- (c) Why is GAMBA a good role model for other young performers? **4**






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**End of Question 13**

**Question 14** (9 marks)

Read the text, then answer the questions that follow.

 New	 Reply	 Reply All	 Forward	 Send & Receive
<b>To:</b>	<input type="text" value="hotel.com"/>			
<b>Cc:</b>	<input type="text"/>			
<b>Subject:</b>	<input type="text"/>			
<p>Sehr geehrte Frau Piller,</p> <p>wir waren vom 4. bis 6. Januar zu Gast in Ihrem Hotel. Wir hatten über das Internet gebucht, was sehr einfach war. Das Zimmer war gemütlich, das Frühstück lecker und die Empfangsdame hat uns gute Informationen über die Sehenswürdigkeiten gegeben.</p> <p>Aber es gab ein paar Probleme und wir möchten das Geld für eine Nacht zurück bekommen. Wir hatten ein Doppelzimmer mit Blick auf den Fluss reserviert, bekamen aber eins mit Blick auf den Bahnhof. Der Aufzug war kaputt und wir mussten unser Gepäck in den dritten Stock schleppen. Außerdem war das Wasser zweimal abgestellt, so dass wir nicht duschen konnten.</p> <p>Wir hoffen, dass Sie uns helfen werden.</p> <p>Mit freundlichen Grüßen,</p> <p>Manfred Jung</p>				

 New	 Reply	 Reply All	 Forward	 Send & Receive
<b>To:</b>	<input type="text" value="Manfred Jung"/>			
<b>Cc:</b>	<input type="text"/>			
<b>Subject:</b>	<input type="text"/>			
<p>Sehr geehrter Herr Jung,</p> <p>vielen Dank für Ihre E-mail über Ihren Aufenthalt im Hotel Berlin. Es freut mich, dass Sie mit dem Zimmer, dem Frühstück und dem Personal zufrieden waren.</p> <p>Nun zu Ihren Problemen: Sie hatten bei Ihrer Buchung nicht ein bestimmtes Zimmer reserviert. Der Aufzug musste repariert werden, aber es gab Portiers, die die Koffer auf die Zimmer trugen. Sie hätten nur ein bisschen warten müssen. Das Berliner Wasserwerk hatte das Wasser zweimal – für ca. 30 Minuten abgestellt – die Information lag auf dem Nachttisch in Ihrem Zimmer – wir geben aber zu, dass das unsere Gäste gestört hat.</p> <p>Da wir natürlich lieber zufriedene als unzufriedene Gäste haben, mache ich Ihnen folgendes Angebot: Bei Ihrer nächsten Übernachtung bei uns bekommen Sie 10% Rabatt und dazu ein kostenloses Frühstück und Abendessen.</p> <p>Mit freundlichen Grüßen,</p> <p>Nadine Piller Manager</p>				

**Question 14 continues on page 15**

Question 14 (continued)

- (a) What did Herr Jung enjoy about the service provided by the hotel? **2**

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- (b) Why is Herr Jung writing this letter? **3**

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- (c) Would Herr Jung be satisfied with Frau Piller’s response? Justify your answer with evidence from the text. **4**

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**End of Question 14**

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# German Beginners

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Centre Number

## Section III — Writing in German

20 marks

Allow about 50 minutes for this section

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Student Number

### Part A – 10 marks

#### Attempt Questions 15–16

Answer the questions in the spaces provided.

In your answers you will be assessed on how well you:

- demonstrate relevance of ideas, information or opinions
- write texts appropriate to context, purpose and audience
- sequence and structure information and ideas
- demonstrate control of a range of vocabulary and language structures

Marks

#### Question 15 (4 marks)

You are an exchange student in Germany. You have selected this postcard to send to a friend in Australia. Write an appropriate text in approximately 50 words in GERMAN.

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Question 16 (6 marks)

Read the following email from Steffi/Stefan, and write an email in response as EITHER Paula OR Paul. Write approximately 75 words in GERMAN.

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 New	 Reply	 Reply All	 Forward	 Send & Receive
To:	<input type="text" value="Paula/Paul Schmidt"/>			
Cc:	<input type="text"/>			
Subject:	<input type="text" value="Zukunftspläne"/>			
<p>Liebe Paula / Lieber Paul,</p> <p>deine Abschlussprüfung ist endlich vorbei! Keine Schule mehr!</p> <p>Kannst du jetzt zu uns kommen?</p> <p>Drei Monate hier bei uns in Deutschland – eine tolle Idee, nicht wahr?</p> <p>Wir möchten dich <b>so</b> gerne sehen!</p> <p>Schreib bitte ganz schnell!</p> <p>Deine Steffi / Dein Stefan</p>				

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### Section III (continued)

#### Part B – 10 marks

#### Attempt Question 17

Answer the question in the space provided.

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In your answer you will be assessed on how well you:

- demonstrate relevance of ideas, information or opinions
  - write texts appropriate to context, purpose and audience
  - sequence and structure information and ideas
  - demonstrate control of a range of vocabulary and language structures
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#### Question 17 (10 marks)

Marks

Answer ONE of the following questions. Write approximately 125 words in GERMAN.

- (a) Du bist vor kurzem in Deutschland als Austauschstudent/in angekommen. Schreibe einen Bericht für deine deutsche Schülerzeitung über deine Schule in Australien. **10**

*You have recently arrived in Germany as an exchange student. Write an article for your German school magazine about your school in Australia.*

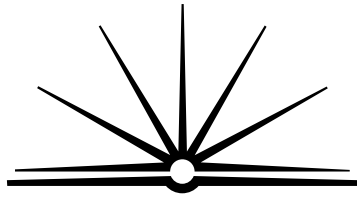
**OR**

- (b) Du bist Austauschschüler/in in Deutschland. Schreibe einen Bericht für das Nachrichtenblatt des Jugendklubs über deine Freizeitaktivitäten in Australien. **10**

*You are an exchange student in Germany. Write an article for the local youth club newsletter about how you spend your free time in Australia.*

**Question 17 continues on page 20**





**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

**2008**

**HIGHER SCHOOL CERTIFICATE  
SPECIMEN EXAMINATION**

# **German Beginners** **(Section I — Listening)**

## **Transcript**

### Question 1

Bist du Teenager und machst fast keinen Sport? Vielleicht kommst du von der Schule nach Hause und spielst stundenlang am Computer oder sitzt bis spät vor dem Fernseher. Du brauchst Hilfe! Unser Fitnessstudio hat ein neues Programm speziell für dich, das nicht viel kostet. Wenn du unter 18 bist, kostet eine Stunde nur 3 Euro. Komm zu uns und mach mit!

### Question 2

Möchten Sie etwas mehr Geld verdienen? Unser Duty-Free Laden sucht junge Leute, die spät abends und am Wochenende arbeiten können. Sie brauchen keine Erfahrung zu haben – Sie lernen bei uns. Wir suchen freundliches Personal, das mindestens eine Fremdsprache kann und gern mit Menschen aus fremden Ländern spricht. Für weitere Informationen besuchen Sie bitte unsere Webseite: [www.airportdutyfree.de](http://www.airportdutyfree.de).

### Question 3

FEMALE: Grüß Gott, Hotel Wien.

MALE: Guten Tag. Haben Sie noch ein Doppelzimmer für heute Abend frei? Wenn möglich, mit Blick auf den Fluss.

FEMALE: Ja, wir haben ein Doppelzimmer, aber vom Balkon aus können Sie nur den Parkplatz sehen. Es kostet 150 Euro.

MALE: Das ist ein bisschen teuer. Ich muss mit meiner Frau sprechen.

FEMALE: Ich kann Ihnen das Frühstück gratis anbieten.

MALE: Kann ich auch vielleicht morgen bis 2 Uhr nachmittags im Zimmer bleiben?

FEMALE: Hmm, ja das geht.

MALE: Also gut, dann nehme ich das Zimmer.

### Question 4

FEMALE: Warum bist du schon so früh am Computer, David? Es ist doch erst halb sechs!

MALE: Ich muss meine Arbeit für Englisch in 2 Tagen abgeben, aber die ist noch nicht fertig.

FEMALE: Wie gewöhnlich machst du alles in der letzten Minute!

MALE: Das ist nicht meine Schuld. Abends kann ich nicht ins Internet, weil Papa am Computer sitzt, oder weil die Verbindung so langsam ist.

FEMALE: Wie wäre es, wenn du jeden Abend eine Stunde lang den Computer nur für dich hättest?

MALE: Danke Mama, das wäre toll! Können wir heute abend damit beginnen?

### Question 5

- MALE: Guten Morgen. Ich suche eine Wohnung in der Nähe der Universität.
- FEMALE: Schauen Sie sich mal diese Wohnung in der Schillerstraße auf dem Computer an. Sie ist im Erdgeschoss und nur 10 Minuten von der Uni entfernt.
- MALE: Das Badezimmer ist ja schön und hell. Aber die Küche ist ziemlich klein. Ich koche gern und brauche Platz dazu.
- FEMALE: Wie wäre es mit dieser Wohnung in der Bahnhofstraße? Sie brauchen nur fünf Minuten zu Fuß zur Uni. Und die Küche ist schön groß, nicht wahr?
- MALE: Ja, toll. Aber das Badezimmer ist sehr altmodisch. Außerdem liegt die Wohnung im vierten Stock und es gibt keinen Aufzug.

### Question 6

- FEMALE: Entschuldigen Sie bitte, stellt man sich hier an, um Eintrittskarten für das Museum zu kaufen?
- MALE: Ja, aber es wird noch eine ganze Weile dauern, bevor Sie die Karten kaufen können. Hier stehen schon so viele Leute vor uns. Sie sind Touristen, nicht wahr?
- FEMALE: Ja, wir sind Studenten aus Australien.
- MALE: Also, wenn Sie Studenten sind, können Sie eine Drei-Tage-Touristenkarte für 20 Euro kaufen. Mit dieser Karte können Sie mehr als 70 Museen und Sehenswürdigkeiten in München besichtigen.
- FEMALE: Mensch, das ist aber billig! Und wir müssen nirgends lange warten.
- MALE: Richtig! Diese Karten können Sie im Touristeninformationsbüro kaufen. Wenn Sie jetzt dorthin gehen und sie kaufen, werden Sie sicher vor mir im Museum sein.

### Question 7

FEMALE: Hallo Stefan. Ist das dein Motorrad? Haben deine Eltern dir ein neues Motorrad geschenkt?

MALE: Nein, das habe ich mir selbst gekauft. Ich mache seit sechs Monaten Straßenmusik in der Stadtmitte und habe gut Geld verdient.

FEMALE: Was? Ich muss mir ein neues Fahrrad kaufen und habe nicht genug Geld. Vielleicht könnte ich auch Straßenmusik machen – ich spiele doch so gerne auf meiner neuen Klarinette.

MALE: So einfach ist das nicht. Man muss stundenlang stehen, egal wie kalt es ist. Außerdem sind die Geschäftsleute nicht sehr freundlich, besonders wenn man zu laut spielt.

FEMALE: Ach, das stört mich nicht und natürlich habe ich auch einen warmen Mantel.

MALE: Erika, du lernst seit vier Monaten Klarinette und kannst nur drei Musikstücke spielen. Das ist nicht genug.

FEMALE: Das macht nichts. Ich kann doch nach jedem dritten Stück zu einem anderen Geschäft gehen und dort weiter spielen.

MALE: Na, dann viel Glück.

### Question 8

MALE: Was machst du nächstes Jahr, Petra? Arbeitest du oder gehst du zur Uni?

FEMALE: Also, ich gehe auf die Uni, aber ich möchte auch freiwillig beim Roten Kreuz arbeiten. Man braucht dort Leute, die alten Menschen im täglichen Leben helfen. Sie gehen mit ihnen einkaufen oder bringen sie abends ins Bett.

MALE: So was könnte ich nie machen!

FEMALE: Ja, das verstehe ich, aber ich mag alte Leute. Meine Oma wohnt bei uns und ich helfe ihr oft. Außerdem werde ich in meinem Beruf später mit alten Menschen arbeiten.

MALE: Was willst du denn studieren?

FEMALE: Ich will Krankenschwester werden und dann in einem Altersheim arbeiten. Das ist ein sicherer Job und ich finde, dass wir mehr für die Alten in unserer Gesellschaft tun müssen.

### Question 9

FEMALE: Carl, wo warst du denn? Ich warte schon stundenlang auf dich.

MALE: Christina, siehst du nicht, dass es regnet? Mein Bus hatte Verspätung. Hast du die Karten gekauft?

FEMALE: Natürlich. Wir müssen sofort reingehen. In fünf Minuten beginnt die Vorstellung. Du kommst immer zu spät und hast immer eine dumme Entschuldigung.

MALE: Das stimmt nicht. Außerdem kommst du oft eine halbe Stunde zu früh an, und du bist meistens schlecht gelaunt. Mir ist kalt und ich bin hungrig. Ich will mir eben eine heiße Schokolade und was zu essen kaufen.

FEMALE: Kommt nicht in Frage. Die Leute gehen schon hinein.

MALE: Ok, Ok, aber das nächste Mal leihen wir ein Video aus!

# German Beginners

## 2008 HSC Specimen Examination Mapping Grid

For each item in the examination, this mapping grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. If an item is shown as targeting Bands 3–5, it indicates that candidates who demonstrate overall performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks on the item. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown could usually be expected to answer the item correctly.

Question	Marks	Content (Topic – Text Type)	Syllabus outcomes	Targeted performance bands
<b>Oral Examination</b>				
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3	2–6
<b>Written Examination</b>				
<b>Section I – Listening</b>				
1	1	Friends, recreation and pastimes – advertisement	H2.1	2–3
2	2	Education and work – advertisement	H2.1, H2.2	2–3
3	3	Holiday, travel and tourism – conversation	H2.1, H2.2	2–3
4	3	Education and work – conversation	H2.1, H2.2, H2.3	2–4
5	4	Family life, home & neighbourhood – conversation	H2.1	2–4
6	4	Holidays, travel and tourism – conversation	H2.1, H2.2, H2.3	2–5
7	4	Friends, recreation and pastimes – conversation	H2.1, H2.2, H2.3, H2.4	2–5
8	4	Future plans & aspirations – interview	H2.1, H2.2, H2.3, H2.4	2–6
9	5	Friends, recreation and pastimes – conversation	H2.1, H2.2, H2.3, H2.4	2–6
<b>Section II – Reading</b>				
10(a)	1	Future plans and aspirations – article	H2.1, H2.2	2–3
10(b)	2	Future plans and aspirations – article	H2.1, H2.2	2–3
11(a)	2	Holidays, travel and tourism – advertisement	H2.1, H2.2, H2.3	2–3
11(b)	2	Holidays, travel and tourism – advertisement	H2.1, H2.2, H2.3	2–3
12(a)	2	Family life, home and neighbourhood – email	H2.1, H2.2, H2.3	2–3
12(b)	4	Family life, home and neighbourhood – email	H2.1, H2.2, H2.3, H2.4, H2.5	2–5
13(a)	2	People, places and communities – article	H2.1, H2.2, H2.3	2–4
13(b)	2	People, places and communities – article	H2.1, H2.2, H2.3	2–4
13(c)	4	People, places and communities – article	H2.1, H2.2, H2.3, H2.4	2–6
14(a)	2	Holiday, travel and tourism – email	H2.1, H2.2, H2.3	2–4
14(b)	3	Holiday, travel and tourism – email	H2.1, H2.2, H2.3, H2.4	2–5
14(c)	4	Holiday, travel and tourism – email	H2.1, H2.2, H2.3, H2.4, H2.5	2–6
<b>Section III – Writing in German</b>				
<b>Part A</b>				
15	4	Holiday, travel and tourism – postcard	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–4
16	6	Future plans and aspirations – email	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6
<b>Part B</b>				
17(a)	10	Education and work – letter	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6
17(b)	10	Friends, recreation and pastimes – letter	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6

## 2008 HSC German Beginners Specimen Paper Marking Guidelines

### Section I — Listening

#### Question 1

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

#### Question 6

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why the man recommends the pass	4
• Demonstrates some understanding of why the man recommends the pass	2–3
• Provides some relevant information	1

#### *Sample answer:*

She won't have to wait in the queue to get into the museum. It will allow her to get into over 70 museums and sites and because she's a student it will only cost 20 Euros. She has five days to use it.

**Question 9**

*Outcomes assessed: H2.1, H2.2, H2.3, H2.4*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of whether Carl and Christina are suited</li><li>• Supports the answer with relevant evidence from the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of whether Carl and Christina are suited</li><li>• Supports the answer with relevant evidence from the text</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the relationship</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

***Sample answer:***

No, Christina is cross because she has been waiting for ages and complains that Carl is always late. She doesn't seem to believe that the bus was late and says he always has an excuse. Christina is bossy when she tells him it is out of the question when he wants to buy something to eat. Christina says Carl is unreliable and he says she is always bad-tempered. Regardless of who is right, their personalities clash.

## Section II — Reading

### Question 12 (a)

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the disadvantages	2
• Demonstrates some understanding of the disadvantages	1

#### *Sample answer:*

You would have to share a bathroom and kitchen with other people who might be very untidy and not leave things clean. They might also drink the wine you keep in the fridge.

### Question 12 (b)

*Outcomes assessed: H2.1, H2.2, H2.3, H2.4, H2.5*

#### MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive explanation of why flatting with these people would or would not be acceptable • Supports the answer with relevant evidence from the text	4
• Demonstrates a good understanding of why flatting with these people would or would not be acceptable • Supports the answer with relevant evidence from the text	2–3
• Provides some relevant information	1

#### *Sample answer 1:*

I wouldn't like to live in a room in a student hostel and I like the idea of flatting with others. I don't smoke and it doesn't bother me that they are vegetarians. I don't have a lot of money, so a reduction in rent in return for making the meals would be great. On the other hand, they sound a bit serious for me. No loud parties? I guess it would be alright if I could go out with my friends.

#### *Sample answer 2:*

I wouldn't like living with them at all. They sound so serious and could be difficult to get on with – they wouldn't be much fun. They don't have any vices – don't smoke, don't eat meat, always keep things tidy and don't like loud parties. All they do is study. I wouldn't like to cook for them – even for less rent – from the tone of this ad, I think they would be hard to please.

## Section III — Writing in German

### Part A

#### Question 15

*Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates ideas and information appropriate to audience, purpose and context</li> <li>Applies knowledge of vocabulary, language structures and features to the task</li> </ul>	4
<ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Demonstrates some knowledge of vocabulary, language structures and features</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>	1

#### Question 16

*Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates relevant ideas and information appropriate to audience, purpose and context</li> <li>Organises information and ideas coherently</li> <li>Applies knowledge of a variety of vocabulary, language structures and features to the task</li> </ul>	6
<ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Organises ideas and information</li> <li>Demonstrates knowledge of vocabulary, language structures and features</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the requirements of the task</li> <li>Demonstrates limited evidence of the ability to organise ideas</li> <li>Demonstrates some knowledge of vocabulary, language structures and features</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>	1

**Part B****Question 17***Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience</li><li>• Organises information and ideas coherently</li><li>• Demonstrates knowledge of a variety of vocabulary, language structures and features</li></ul>	9–10
<ul style="list-style-type: none"><li>• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience</li><li>• Organises information and ideas</li><li>• Demonstrates some knowledge of a variety of vocabulary, language structures and features</li></ul>	7–8
<ul style="list-style-type: none"><li>• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience</li><li>• Organises information and ideas with some coherence</li><li>• Demonstrates some knowledge of vocabulary, language structures and features</li></ul>	5–6
<ul style="list-style-type: none"><li>• Presents some information relevant to the task</li><li>• Demonstrates elementary knowledge of vocabulary, language structures and features</li></ul>	3–4
<ul style="list-style-type: none"><li>• Produces some comprehensible language related to the task</li></ul>	1–2

**Conversation**  
**20 marks**

*Outcomes assessed: HI.1, HI.2, HI.3*

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Converses effectively by exchanging relevant information, opinions and comment</li><li>• Uses acceptable intonation and pronunciation</li><li>• Demonstrates an excellent control of a variety of vocabulary and language structures</li></ul>	17 – 20
<ul style="list-style-type: none"><li>• Converses using relevant information and opinions</li><li>• Uses acceptable intonation and pronunciation in most instances</li><li>• Demonstrates a sound knowledge of vocabulary and language structures</li></ul>	13 – 16
<ul style="list-style-type: none"><li>• Expresses relevant information and opinions in response to questions</li><li>• Demonstrates some knowledge of vocabulary and language structures</li></ul>	9 – 12
<ul style="list-style-type: none"><li>• Responds to simple questions, using single words and some formulaic expressions</li><li>• Demonstrates a basic knowledge of vocabulary and language structures</li></ul>	5 – 8
<ul style="list-style-type: none"><li>• Achieves minimal communication through the use of single words and formulaic expressions</li></ul>	1 – 4

## GERMAN BEGINNERS PERFORMANCE BANDS

*The typical performance in this band:*

<b><i>Band 6</i></b>	<ul style="list-style-type: none"> <li>• Communicates effectively across a range of topics in spoken German</li> <li>• Writes cohesive, well-structured texts appropriate to a range of audiences, purposes and contexts</li> <li>• Demonstrates an excellent control of vocabulary and language structures</li> <li>• Demonstrates an excellent understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing conclusions and justifying opinions about them</li> </ul>
<b><i>Band 5</i></b>	<ul style="list-style-type: none"> <li>• Communicates across a range of topics in spoken German</li> <li>• Writes cohesive texts appropriate to audience, purpose and context</li> <li>• Demonstrates a good control of vocabulary and language structures</li> <li>• Demonstrates a good understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing some conclusions and justifying opinions about them</li> </ul>
<b><i>Band 4</i></b>	<ul style="list-style-type: none"> <li>• Communicates ideas and information in spoken German</li> <li>• Writes texts with some regard to audience, purpose and context, linking ideas and information</li> <li>• Demonstrates some control of vocabulary and language structures</li> <li>• Demonstrates a general understanding of and identifies some specific information in a range of texts</li> </ul>
<b><i>Band 3</i></b>	<ul style="list-style-type: none"> <li>• Communicates some ideas and information in familiar contexts in spoken German</li> <li>• Writes texts with some regard to purpose</li> <li>• Demonstrates a basic knowledge of German vocabulary and applies German grammar and syntax inconsistently</li> <li>• Demonstrates a general understanding of straightforward texts and identifies some specific information in more complex ones</li> </ul>
<b><i>Band 2</i></b>	<ul style="list-style-type: none"> <li>• Understands some simple questions and responds in comprehensible spoken German</li> <li>• Writes some words, phrases and sentences in comprehensible German</li> <li>• Identifies some information in texts</li> </ul>
<b><i>Band 1</i></b>	