# German subject report

2024 cohort

January 2025

# Contents

# Introduction

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2024 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for General and General (Extension) subjects. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2025.

The report also includes information about:

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing examples that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

## Audience and use

This report should be read by school leaders, subject leaders, and teachers to:

- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for internal and external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to learn about the assessment practices and outcomes for senior subjects.

## Subject highlights

**26**
schools offered German

**80.77%**
agreement with provisional marks for IA3

**98.43%**
of students received a C or higher

# Subject data summary
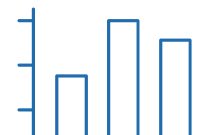
## Subject completion

The following data includes students who completed the General subject.

**Note:** All data is correct as at January 2025. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered German: 26.

| Completion of units | Unit 1 | Unit 2 | Units 3 and 4 |
|---|---|---|---|
| **Number of students completed** | 280 | 276 | 255 |

## Units 1 and 2 results

| Number of students | Satisfactory | Unsatisfactory |
|---|---|---|
| **Unit 1** | 277 | 3 |
| **Unit 2** | 275 | 1 |

## Units 3 and 4 internal assessment (IA) results

### Total marks for IA
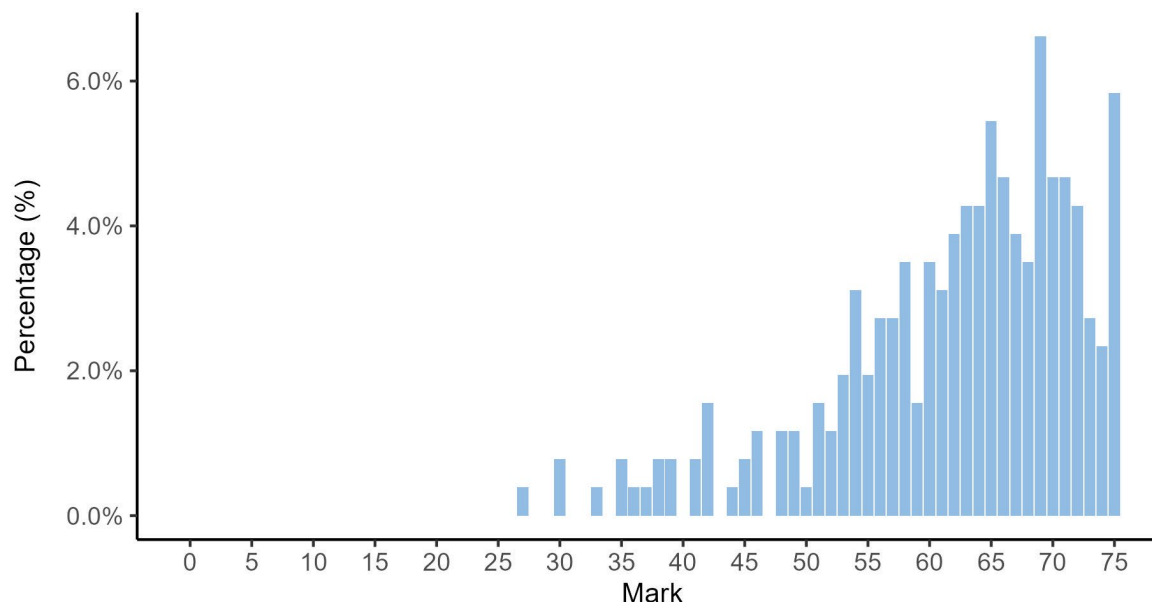
# IA1 marks

**IA1 total**
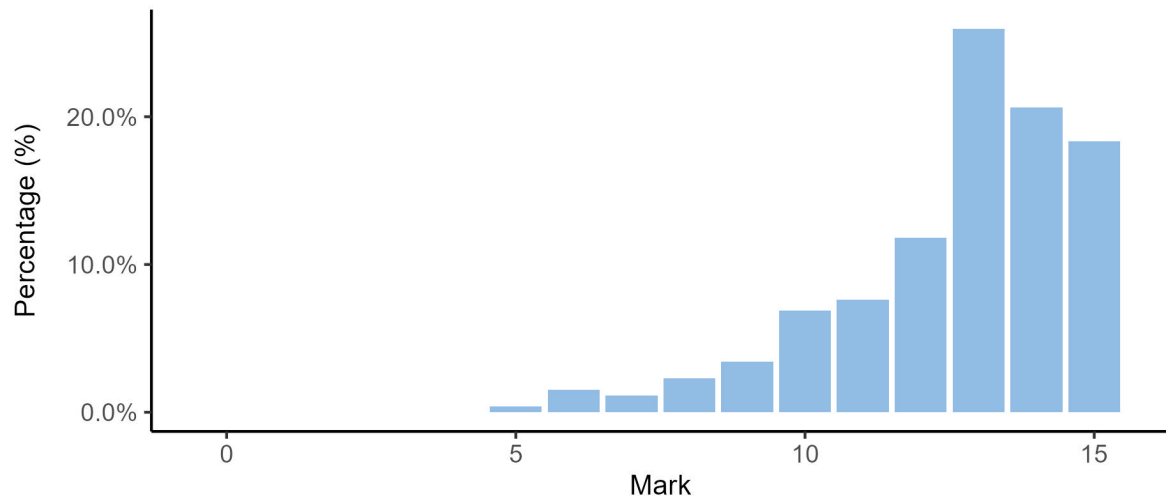


**IA1 Criterion: Analysing German texts in English**
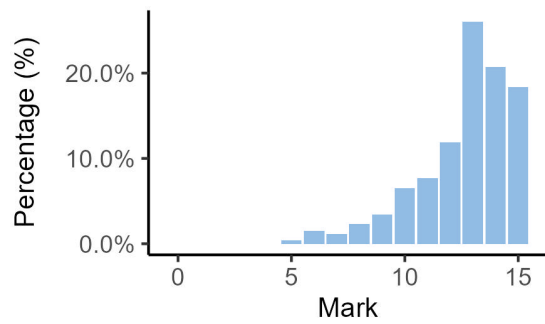
# IA2 marks

**IA2 total**
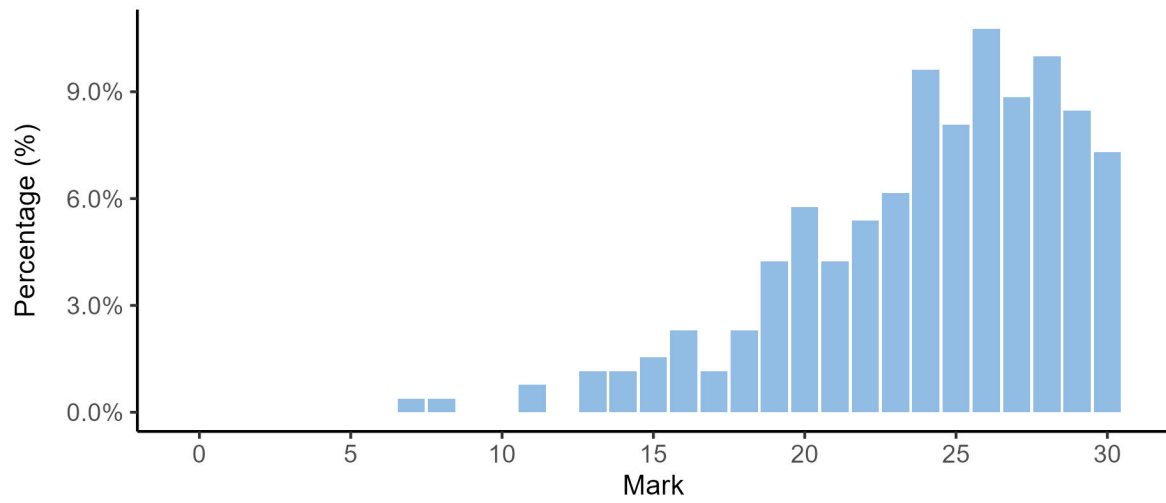


**IA2 Criterion: Analysing German texts in English**
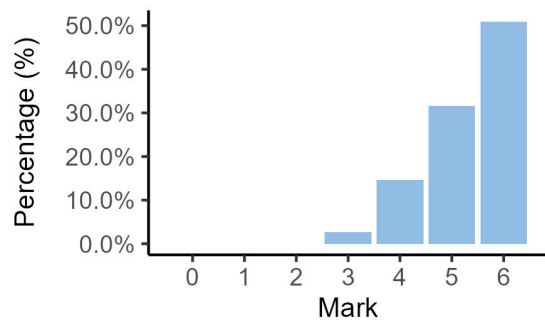


**IA2 Criterion: Creating German texts with German stimulus**
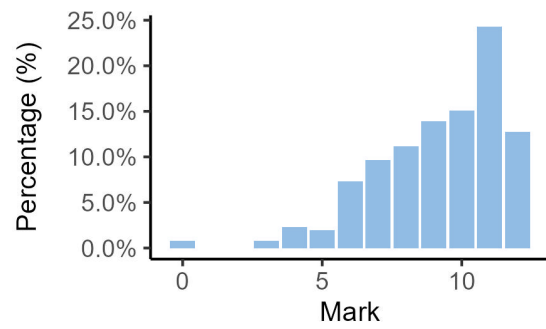


**IA2 Criterion: Exchanging information and ideas in German**
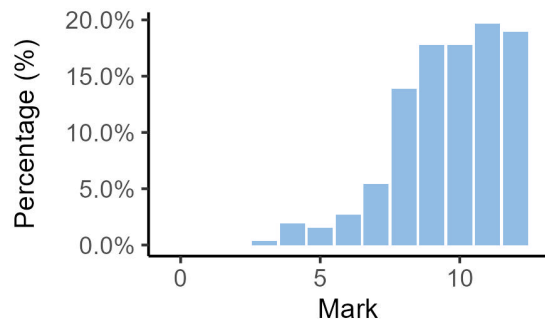
# IA3 marks

**IA3 total**
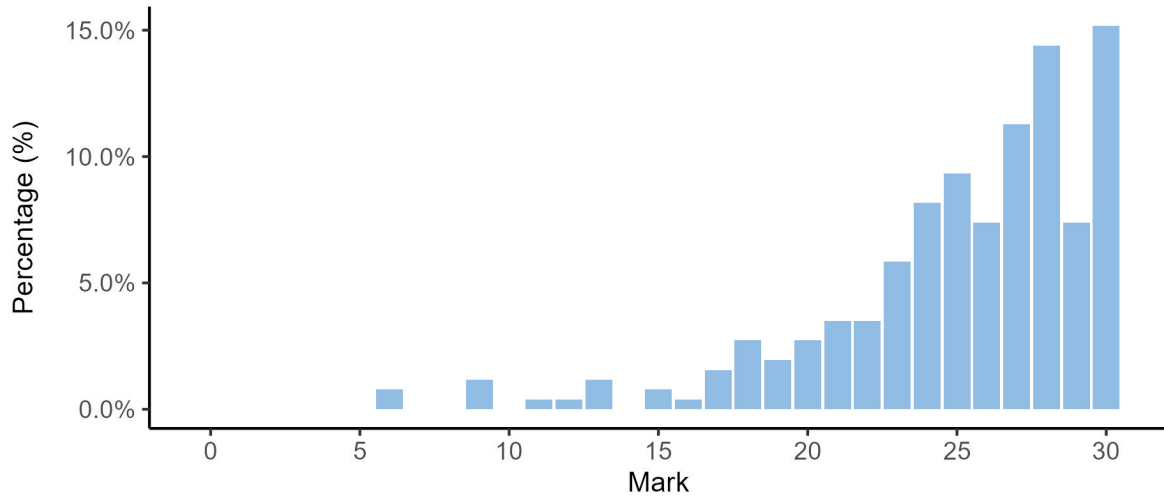


**IA3 Criterion: Analysing German texts in German**
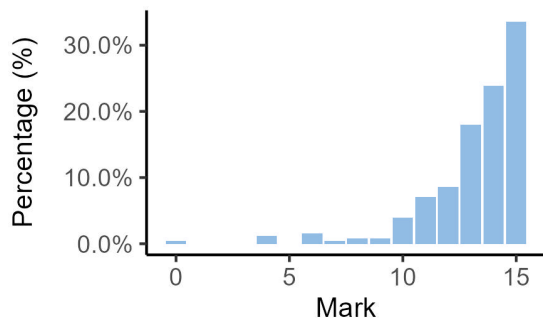


**IA3 Criterion: Exchanging information and ideas in German**
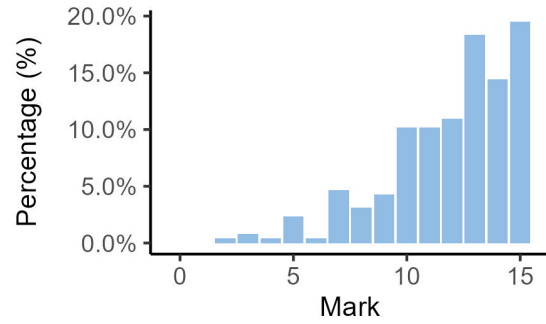
# External assessment (EA) marks
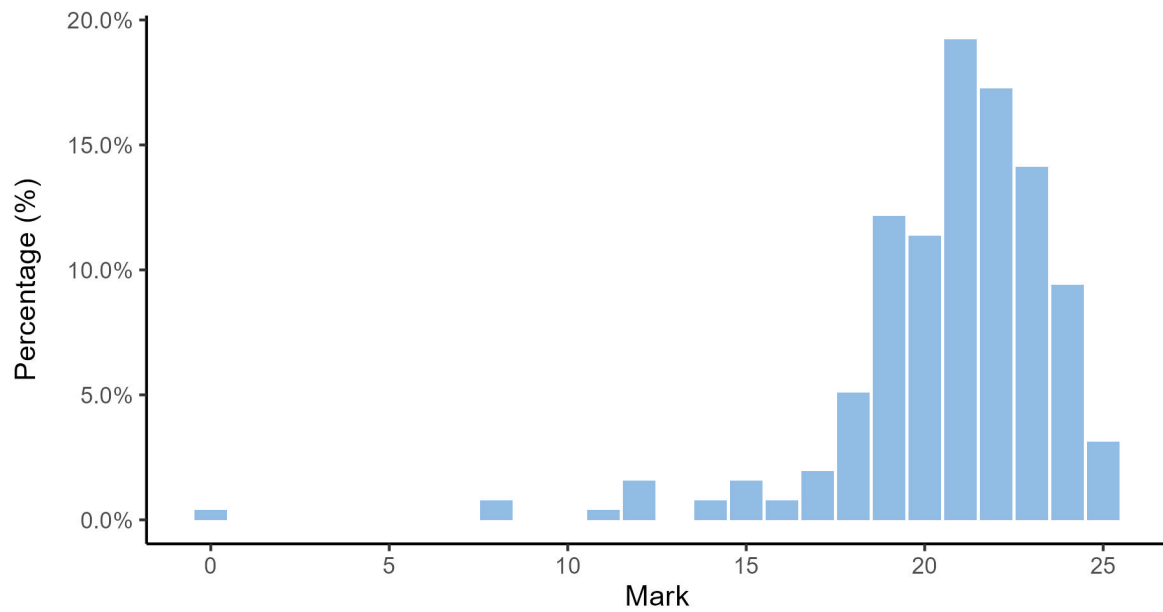


# Final subject results

## Final marks for IA and EA
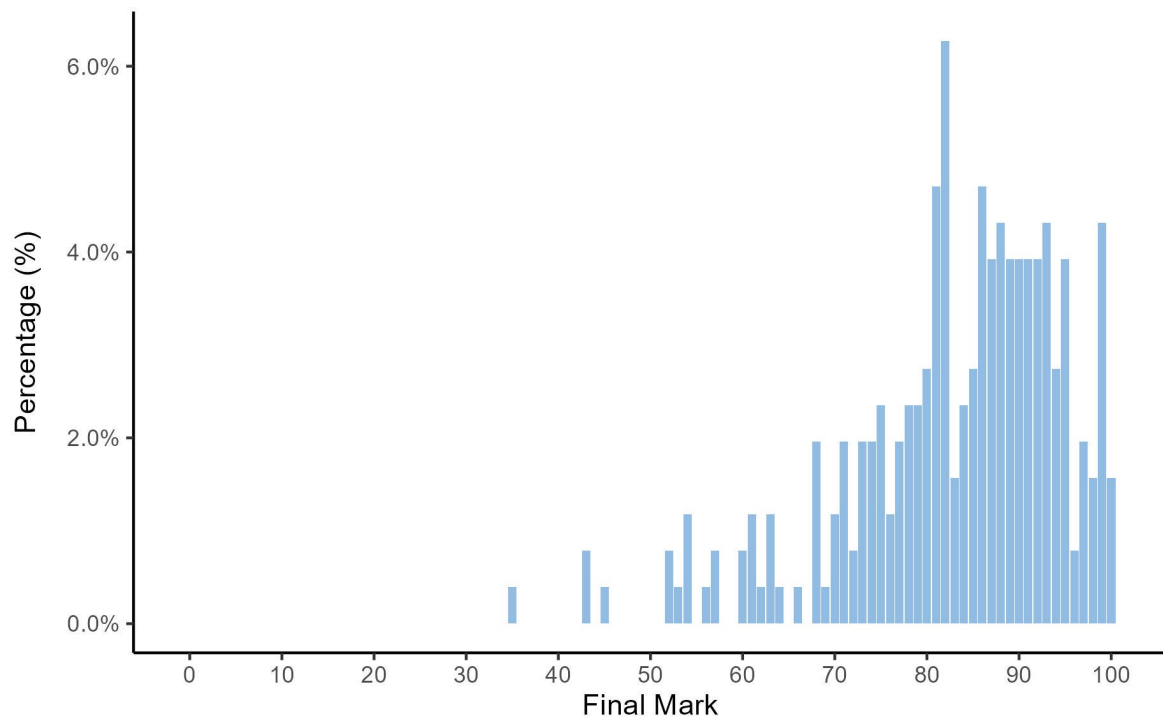
# Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

| Standard | A | B | C | D | E |
|---|---|---|---|---|---|
| **Marks achieved** | 100–84 | 83–65 | 64–46 | 45–18 | 17–0 |

# Distribution of standards

The number of students who achieved each standard across the state is as follows.

| Standard | A | B | C | D | E |
|---|---|---|---|---|---|
| **Number of students** | 140 | 92 | 19 | 4 | 0 |

# Internal assessment

The following information and advice relate to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

## Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment, and each priority can be further broken down into assessment practices.

Data presented in the Assessment design section identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessment. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both the subject matter and the assessment objective/s.

Refer to *QCE and QCIA policy and procedures handbook v6.0*, Section 9.5.

**Percentage of instruments endorsed in Application 1**

| Instruments submitted | IA1 | IA2 | IA3 |
|---|---|---|---|
| Total number of instruments | 26 | 26 | 26 |
| Percentage endorsed in Application 1 | 65 | 46 | 53 |

## Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

**Number of samples reviewed and percentage agreement**

| IA | Number of schools | Number of samples requested | Number of additional samples requested | Percentage agreement with provisional marks |
|---|---|---|---|---|
| 1 | 26 | 157 | 0 | 92.31 |
| 2 | 26 | 155 | 6 | 80.77 |
| 3 | 26 | 153 | 0 | 80.77 |

# Internal assessment 1 (IA1)

## Examination — short response (15%)

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen German stimulus texts.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

## Assessment design

### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

**Reasons for non-endorsement by priority of assessment**

| Validity priority | Number of times priority was identified in decisions |
|---|---|
| Alignment | 2 |
| Authentication | 0 |
| Authenticity | 0 |
| Item construction | 2 |
| Scope and scale | 1 |

**Effective practices**

Validity priorities were effectively demonstrated in assessment instruments that:

- included stimulus texts of an appropriate level of complexity about the subject matter from Unit 3 Topic 1

- posed questions where purpose, audience, context and tone elements could be thoroughly elicited from specific stimulus texts.

**Practices to strengthen**

It is recommended that assessment instruments:

- include three to five stimulus texts with a combined length of 500–800 words

- pose questions that ask students to justify their response with details from specific stimulus texts

- facilitate students' identification of tone by providing stimulus material with tangible and specific evidence of adjectives to describe feelings, emotions and/or expressions

- include questions where stimulus texts can be analysed and evaluated to draw conclusions.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

### Reasons for non-endorsement by priority of assessment

| Accessibility priority | Number of times priority was identified in decisions |
|---|---|
| Bias avoidance | 0 |
| Language | 4 |
| Layout | 1 |
| Transparency | 3 |

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- instructed students to respond to the short response questions in full sentences in English and free from error

- clearly numbered each stimulus, allowing students to correctly match the stimulus with the relevant questions.

### Practices to strengthen

It is recommended that assessment instruments:

- contain audio stimulus texts that are delivered more slowly than background speaker pace

- pose questions that can be answered within the syllabus conditions by limiting the number of cognitions students are asked to address within one item

- contain instructions that clearly match the content of the assessment instrument.

# Assessment decisions

## Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

### Agreement trends between provisional and confirmed marks

| Criterion number | Criterion name | Percentage agreement with provisional | Percentage less than provisional | Percentage greater than provisional | Percentage both less and greater than provisional |
|---|---|---|---|---|---|
| 1 | Analysing German texts in English | 92.31 | 7.69 | 0 | 0 |

**Effective practices**

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- evidence was matched to the third characteristic in the highest performance-level descriptors (14–15 mark range) when responses paraphrased relevant information from the stimulus text/s to demonstrate discerning analysis, interpretation and evaluation of relevant information to draw conclusions, rather than a providing a direct translation

- identification of purpose, audience, context and tone was recognised when the evidence provided valid interpretations of inferences about meaning, values and attitudes related to societal relationships and roles as reflected in the stimulus texts.

**Practices to strengthen**

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- marks are allocated where responses are concise with clear, detailed conclusions that are well-structured and supported by solid justification based on evidence from the stimulus texts rather than relying on general knowledge

- responses that demonstrate discerning analysis and/or perceptive identification of the purpose, audience, context and tone provide relevant evidence and specific examples from the stimulus text/s. This approach not only strengthens the argument but also demonstrates a deep understanding and critical engagement with the stimulus text/s

- the syllabus definitions of purpose, audience, context and tone are applied when teaching and assessing IAs. Students are encouraged to consider the following in relation to:

  – purpose, what is the goal that this text is trying to achieve?

  – audience, who is the text designed for? Who is the text targeting with its message? This should be specific to the text and not a general group

  – context, what is the scenario in which the text exists?

  – tone, what kind of language is used to convey the text's message? This should be an adjective and an emotion, not informative, informational, formal or informal.

**Samples**

The following excerpt illustrates thorough identification of the context with reference to societal changes, supported by specific examples from the texts and interpretation of the message conveyed by the stimulus text.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

C Context is 3 statistics (2 bar-graphs, and 1 pie-chart) from a ^German government report about ~~same~~ people's opinions on same-sex couples opportunities, or a website blog using these statistics to support its article on same-sex couples. In either format, these statistics demonstrate society is becoming more accepting; 66% of Germans believe homosexual couples should have the opportunity to marry. Whilst 33% of people think homosexual partners
shouldn't
~~should'st~~ be allowed to adopt kids, 61% believe the raising of children with homosexual partners is just as good as with heterosexual partners. Shows society views are changing and Germans want marriage for all.

98

The following excerpt illustrates detailed analysis and evaluation, supported by specific examples from different stimulus texts.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

17   ~~Teenagers~~ The stimuli show that teenager's perceptions of themselves ~~is~~ are influenced by their academic achievements and social media. Stimulus 2 says students ~~~~ demand top grades, resulting in ^in many putting themselves under lots of pressure. ~~to do well~~ Stimulus 3 agrees as ~~some voices~~
82
64   ~~of some of one~~ ^some of the ^persons thoughts are "learn, learn, learn" and 'not good enough'. Another thought is "time for social media", ~~this~~ showing ^its ~~the~~ ~~~~ importance ^to teens. ~~She~~ Cornelia (stimulus 1) also finds social media very important ~~by~~ as part of her image, and often uses instagram and tiktok.

17   Teenager's perceptions of themselves is greatly influenced by their school performance and their life on social media.

~~98~~ words
99

## Additional advice

- Schools should use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further information and guidance, see:

  – *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.1

  – *Making judgments* webinar resource, in the Syllabuses application (app)

  – *Module 3: Making reliable judgments*, in the Assessment Literacy app.

# Internal assessment 2 (IA2)

## Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from both:

- Unit 3 Topic 2: Socialising and connecting with my peers

- Unit 3 Topic 3: Groups in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen German stimulus texts, i.e. written, audio, audiovisual or visual.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

## Assessment design

### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

**Reasons for non-endorsement by priority of assessment**

| Validity priority | Number of times priority was identified in decisions |
|---|---|
| Alignment | 10 |
| Authentication | 0 |
| Authenticity | 0 |
| Item construction | 1 |
| Scope and scale | 0 |

**Effective practices**

Validity priorities were effectively demonstrated in assessment instruments that:

- instructed students to reference more than one stimulus in the Session 1 Part 2 extended response

- included questions where purpose, audience, context and tone elements could be thoroughly elicited from specific stimulus texts

- included open-ended sample questions for Session 2, allowing students to demonstrate characteristics at the highest performance levels in the ISMG.

**Practices to strengthen**

It is recommended that assessment instruments:

- ensure the visual stimulus contains up to 60 words in German. When calculating word length for a visual stimulus, all words must be counted. However, numbers written as numerals do not form part of the word count

- include two or three stimulus texts for Session 1 with a combined length of 500–800 words, which are relevant to the students' lives and/or experiences and their level of proficiency in German

- include Session 2 sample questions about the Session 1 stimulus texts.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

**Reasons for non-endorsement by priority of assessment**

| Accessibility priority | Number of times priority was identified in decisions |
|---|---|
| Bias avoidance | 0 |
| Language | 2 |
| Layout | 0 |
| Transparency | 4 |

**Effective practices**

Accessibility priorities were effectively demonstrated in assessment instruments that:

- clearly stated in the instructions the language required for responding to Part 1 and Part 2 in Session 1

- used the numbering from the stimulus headings when referring to a stimulus in examination questions

- provided a stimulus text for Session 2 with a different perspective from the stimulus texts in Session 1.

**Practices to strengthen**

It is recommended that assessment instruments:

- clearly number each stimulus, allowing students to correctly match the stimulus with the relevant question

- instruct students to refer to at least one of the stimulus texts from Session 1 and the new stimulus in Session 2 for the student-centred conversation

- provide clear instructions that match the requirements of the assessment.

# Assessment decisions

## Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

**Agreement trends between provisional and confirmed marks**

| Criterion number | Criterion name | Percentage agreement with provisional | Percentage less than provisional | Percentage greater than provisional | Percentage both less and greater than provisional |
|---|---|---|---|---|---|
| 1 | Analysing German texts in English | 100.00 | 0.00 | 0 | 0 |
| 2 | Creating German texts with German stimulus | 92.31 | 7.69 | 0 | 0 |
| 3 | Exchanging information and ideas in German | 88.46 | 11.54 | 0 | 0 |

## Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for Session 1 Part 1, Analysing German texts in English, marks were allocated where

  – responses demonstrated thorough comprehension of all the stimulus texts by incorporating well-justified relevant information and ideas from the texts, rather than relying on students' personal experiences or prior knowledge

  – the elements of purpose, audience, context and tone were accurately identified and thoroughly supported with specific examples from the stimulus texts, including a sound and well-supported interpretation of inferred meanings, values and attitudes

- for Session 2, Exchanging information and ideas in German, marks were allocated where relevant information and ideas were drawn from one stimulus in Part 1 and one stimulus in Part 2 when demonstrating well-justified opinions and perspectives, when conversing in German.

## Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- for Session 1 Part 2, Creating German texts with German stimulus

  – responses that are shorter than the expected response length as described in the syllabus of 200–300 words are unlikely to be discerning or effective, as it becomes challenging to include thoughtful selection, sequencing and synthesis of the details from the stimulus texts, as well as detailed personal opinions or justifications related to the topic/s. Due to the limited length, such responses tend to be clear but lack the depth and thoroughness required for cohesion and discerning selection, sequencing and synthesis of details to support the personal response

  – students should only refer to, but also elaborate on, examples when incorporating the information and ideas from the stimulus texts. To be considered discerning or effective, these examples should include the student's perspective and justification, providing a deeper analysis of the relevant content

- for Session 2, Exchanging information and ideas in German

  – students should be provided with 10 minutes of planning time to take notes using information and ideas from the stimulus texts from both Session 1 Part 1 and Session 2. Their responses should be spontaneous, directly reflecting what they observe or read from the stimulus, rather than relying on planned or rehearsed information. Students should demonstrate spontaneity in a student-centred conversation, sharing their own experiences and personal opinions, instead of focusing on a rehearsed scenario

  – if the response lacks a variety of grammatical structures and contains more than a few noticeable errors, it should not be matched to the highest performance level for Characteristic 2 for demonstrating discerning application and use of proficient and complex German.

## Samples

The following excerpt illustrates an extended response using proficient and complex German, including a wide range of grammatical structures and discerning selection, sequencing and synthesis of details from stimulus text/s.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

The following excerpt illustrates a response where important information and ideas were drawn from the given texts to form clear conclusions, supporting opinions and viewpoints with strong reasons. Appropriate language and conversation rules and strategies were used to move the conversation forward while providing a personal response.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.



Audio content: (1 min, 26 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_german_ia2_e1_p1.mp3

## Additional advice

- Teachers are encouraged to provide open-ended questions or guide students to refer to information and ideas from one stimulus from Session 1. Without this guidance, student responses cannot satisfy the range of performance levels, as students may not demonstrate the synthesis of relevant information and ideas from the stimulus texts including those from Session 1.

- Students must not receive the teacher-provided sample questions for Session 2 prior to the examination. Reading notes or prepared responses during the conversation must be avoided. Any speaking interactions involving rehearsed answers or reading from written notes cannot be regarded as spontaneous conversations.

- Teachers should ask students a variety of questions in Session 2, rather than repeat the same questions with every student. Opportunities must be provided to foster genuine, authentic and unprepared conversations. Teachers should diversify the questions posed to each student.

- While recording student–teacher conversations, the clarity and volume must be taken into consideration to avoid submitting files with low quality, as these may be flagged or escalated if the quality hinders the audibility of the conversation (*QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.3).

# Internal assessment 3 (IA3)

## Extended response (30%)

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections

- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three German stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may be conducted under supervised conditions to ensure authenticity.

## Assessment design

### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

**Reasons for non-endorsement by priority of assessment**

| Validity priority | Number of times priority was identified in decisions |
|---|---|
| Alignment | 9 |
| Authentication | 0 |
| Authenticity | 0 |
| Item construction | 0 |
| Scope and scale | 0 |

**Effective practices**

Validity priorities were effectively demonstrated in assessment instruments that:

- offered cognitively stimulating stimulus texts relevant to the students' lives and/or experiences and their level of proficiency in German

- included stimulus texts offering a range of perspectives, thereby enabling students to assess the stimulus texts as a starting point for the development of their individual response

- provided two unseen stimulus texts that included one written and one audio, audiovisual or a series of visual texts. A series of visual stimulus contained at least two visual stimulus texts, and each of the visual texts included up to 60 words in German.

**Practices to strengthen**

It is recommended that assessment instruments:

- provide a seen stimulus selected from the list of syllabus-specified text types (Syllabus section 5.5.1) and ensure it is labelled as the seen stimulus when submitted for endorsement

- include instructions for both Part 1 and Part 2 within the assessment instructions section to cue students to identify purpose, audience, context and tone in their response, and to analyse and evaluate, so Assessment objectives 2 and 3 can be demonstrated

- include Part 2 sample questions prompting students to talk about the information contained in their response to Part 1.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

**Reasons for non-endorsement by priority of assessment**

| Accessibility priority | Number of times priority was identified in decisions |
|---|---|
| Bias avoidance | 2 |
| Language | 0 |
| Layout | 0 |
| Transparency | 2 |

**Effective practices**

Accessibility priorities were effectively demonstrated in assessment instruments that:

- included audiovisual stimulus without any captions, subtitles or translations

- provided instructions to students that were clear and consistent across the whole assessment instrument.

It is recommended that assessment instruments:

- ensure voices are distinct and different when an audio or audiovisual stimulus features more than one speaker.

# Assessment decisions

## Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

**Agreement trends between provisional and confirmed marks**

| Criterion number | Criterion name | Percentage agreement with provisional | Percentage less than provisional | Percentage greater than provisional | Percentage both less and greater than provisional |
|---|---|---|---|---|---|
| 1 | Analysing German texts in German | 96.15 | 3.85 | 0 | 0 |
| 2 | Exchanging information and ideas in German | 80.77 | 19.23 | 0 | 0 |

## Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- in Part 1: Analysing German texts in German

  – the highest performance-level descriptor for Characteristic 2 was awarded for perceptive identification of purpose, audience, context and tone when the evidence clearly demonstrated an insightful understanding of each element and was supported by examples from the stimulus text/s

- in Part 2: Exchanging information and ideas in German

  – students employed a variety of strategies to generate and maintain communication, were actively engaged in the conversation by asking questions, which contributed to a more dynamic and interactive dialogue.

## Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- for Part 1, Analysing German texts in German, the allocation of marks considers the extent to which

  – students spoke clearly and effectively, using features such as the presentation mode or slide show option if using PowerPoint. Additionally, the use of a script in the visual presentation (e.g. PowerPoint slides) should be minimised, as over-reliance on text could detract from the quality of the presentation and hinder audience engagement. Instead, a few written ideas (e.g. bullet points with some key ideas and visual aids) should support the spoken content rather than replicate it verbatim

  – student responses focused on referencing information and ideas from the stimulus texts supported by personal opinion. This approach demonstrates a thorough understanding of the provided materials and allows for a more analytical response. Students should aim to analyse and synthesise the stimulus texts effectively, supporting their discussion with valid conclusions, well-justified opinions, and diverse perspectives. This will demonstrate their ability to think critically about the content and form a clear argument based on the provided material

- for Part 2, Exchanging information and ideas in German
  - teachers avoid asking closed questions, as they limit students' responses and do not encourage elaboration on the topic or subject matter or provide opportunities for students to demonstrate their language skills
  - the conversation is spontaneous, as rehearsed answers do not fulfil the requirements of Characteristic 2 (generating and maintaining conversation). Rehearsed responses can hinder the natural flow of interaction, making it difficult for students to demonstrate their ability to engage dynamically and adapt to the conversation
  - the allocation of marks considers the extent to which, during the conversation, students reference the ideas and stimulus texts from their presentation. Teachers are encouraged to ask specific questions related to these materials to ensure that this criterion is met effectively.

### Samples

The following excerpt illustrates insightfully identified tone, purpose and audience to draw accurate conclusions and interpretations about meaning and values, supported by examples from the stimulus texts and personal opinion.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.



Audio content (5 min, 41 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_german_ia3_e1_p1.mp3

The following excerpt illustrates a response that references the stimulus texts and demonstrates proficiency in German by effectively exchanging ideas and presenting a personal perspective.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.
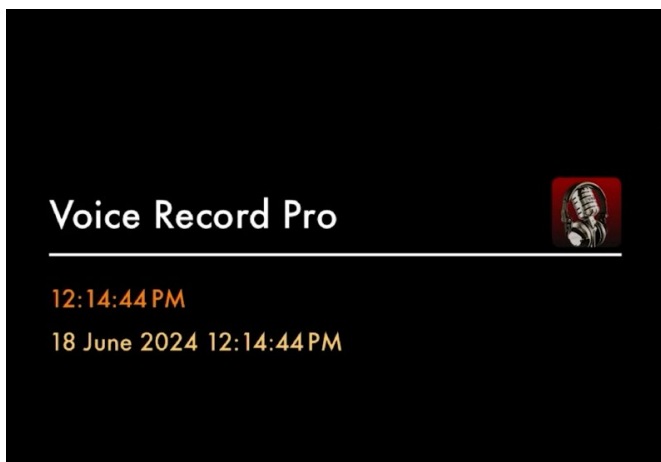


Video content: (1 min, 17 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_german_ia3_e2_p1.mp4

## Additional advice

- In Part 1, if the duration of the presentation and/or conversation exceeds the length specified in the syllabus, it must be annotated on the ISMG. The presentation should be assessed up to the 8-minute mark, based on what the student presented within this time limit, and for Part 2, the conversation should be assessed up to 7 minutes. Refer to the *QCE and QCIA policy and procedures handbook v6.0* (Section 8.2.6) for further guidance about managing response lengths and redacting continuous responses.

- In Part 1, students should avoid speeding up the recording to fit within the time limit specified by the syllabus, as this affects comprehension and may lead to a lower mark for one of the assessment criteria.

- If evidence is matched to characteristics across three different mark ranges, the lower mark from the middle mark range must be allocated.

# External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

# Examination — combination response (25%)

## Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus.
The examination consisted of one paper with six short response questions and one extended response question (49 marks):

- Section 1 consisted of short response questions in German (14 marks)
- Section 2 consisted of short response questions in English (14 marks)
- Section 3 consisted of an extended response question (21 marks).

The assessment required students to analyse three stimulus texts in both English and German and to write an extended response in German.

The stimulus for Section 1 was an audio text in German with two associated questions. The stimulus for Section 2 consisted of two written texts in German with four associated questions.

## Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

### Effective practices

Overall, students responded well to:

- Question 1
- Question 2
- Question 5
- Question 6.

### Practices to strengthen

When preparing students for external assessment, it is recommended that teachers:

- encourage students to read the short response questions carefully and respond to them fully, e.g. 'Analyse the significance of the context' as opposed to 'Identify the context'. Careful reading of this type of question should signal to students that this question requires more than identification of purpose, audience, context and tone elements. Most responses that focus on the word context and disregard the rest of the question would not be allocated any marks, as examples cannot be counted if the conclusion is incorrect

- remind students not to use the same evidence to respond to multiple questions. Two short response questions are usually paired with one text. Students should consider the order in which information is presented within the text to determine which evidence to use for each question. Marks are allocated where student responses demonstrate understanding of the details across the whole text

- emphasise the importance of responding in one's own words rather than simply using direct quotes from the text in short answer responses. English responses can include translations of the text, but not direct quotes from the German stimulus. This is insufficient to show understanding of the text. Similarly, German responses must go beyond simple repetition and demonstrate understanding of any direct quotes used

- advise students to read and respond to the extended response examination questions carefully to receive full marks for Information, e.g. this examination asked students to address and elaborate on an event in the last year of school and how it influenced them to plan the trip. For this question:
  - the last school year is not an event and therefore could not be considered as addressing the examination question
  - a connection between the event and the planned trip around Australia was required. An appropriate response might have discussed the student sightseeing with their Austrian friend in Austria in their last year of school and, now that the friend is coming to Australia, the student's plans for a similar trip for their friend
  - student responses that did not make a causal link between the event and the planning did not receive marks for addressing and elaborating on the response
  - student responses that discussed plans to travel to other countries, instead of around Australia, did not receive marks. Similarly, responses that listed a few cities and their surrounds, without explaining why they wanted to visit each place, could not be allocated marks

- ask students to use paragraphs to organise their written responses for all tasks, including emails, letters, blogs and academic essays. To receive full marks for Meaning, students must organise their work to promote easy reading and signpost structure by separating their points. Failing to use paragraphs detracted from the sequencing and synthesis of ideas, and prevented the allocation of full marks even when the response is deemed to be astute and otherwise proficiently communicated

- work with students to improve proofreading strategies. Teachers should reinforce when and how to use formal and informal register correctly and consistently throughout a response, and to avoid confusion between first and third person (*du/ihr*). Student responses with more than one error in register could not be allocated more than 5 marks for Language elements, even if they had no or few errors with a wide range of vocabulary, grammar and tenses

- remind students they cannot change the parameters of the examination paper, and actively teach students the patterns and conventions for different genre types so they are prepared for any context. The examination asked students to write an email to a friend in Austria. An email
  - must be distinguishable from a letter through the use of an email address (*An*:) and subject line (*Betreff*:)
  - should preferably use an Austrian email address with the correct extension (@post.at)
  - requires an informal or formal salutation (*Liebe(r)* or *Sehr geehrte(r)*) and valediction (*Liebe Grüße* or *Hochachtungsvoll*), depending on the context provided
  - requires the correct number of recipients. This task specified an email to a friend, not friends.

## Samples

### Short response

Question 1

The following excerpt is from Question 1. It required students to identify the intended audience and justify their response with two examples from the stimulus texts in German sentences.

Effective student responses:

- identified the intended audience as young people who did not know what they wanted to do after leaving school

- justified their response with two examples of relevant evidence from the stimulus texts

- used German sentences to convey meaning with few errors.

This excerpt has been included:

- because it clearly identifies the audience as school leavers who are unsure what they want to do in the future and provides two relevant examples of evidence from the stimulus (JJ explaining that he originally had no idea what he wanted to do and advising his listeners to take a break). Meaning relevant to the question is conveyed in German sentences with few errors.

Die Zielgruppe für Impuls 1 ist Abschlussgänger, die vor kurzem die Schule verlassen haben und unsicher von ~~ihrem~~ ihrer Zukunftspläne sind. ~~Dies ist durch JJ teilt seinen~~ Dies ist klar, weil JJ an ~~die~~ den Zuhörer spricht, die noch nicht Berufsentscheidungen ~~ni~~ nach der Schule getroffen haben und bietet Rat wie „Mach eine Pause" an. Wenn er seinen Berufsaufbahn erklärt, ~~diskutiert~~ teilt er, dass er am Anfang keine Ahnung hat, was er ~~nach der~~ machen wollte. Eine Realität, die viele ~~Abschluss~~ ~~Abschlussgänge~~ Viele Abschlussgänger stimmen zu dieser Realität.

## Question 2

Question 2 required students to identify the speaker's purpose during the interview and justify their response with two examples from the stimulus text in German sentences.

Effective student responses:

- identified the purpose of the interview as providing advice or reassurance that students should follow their interests instead of doing things they did not want to do

- justified the response with two relevant examples from the stimulus text which did not repeat evidence used in Question 1

- used German sentences to convey meaning with fewer than five errors.

### Short response in English

## Question 3

Question 3 required students to analyse the significance of the context of Stimulus 2 and justify their conclusion with two examples from the stimulus text.

Effective student responses:

- stated that the German car manufacturing industry was of immense significance to the German economy

- justified the response with two relevant examples from the stimulus text.

## Question 4

Question 4 required students to explain how the industry explored in the stimulus provides opportunities for young people in Germany and justify their conclusion with three examples from the stimulus text.

Effective student responses:

- stated that the German car manufacturing industry was of immense significance to Germany's future by providing many educational and/or job opportunities

- justified the response with three relevant examples from the stimulus text.

## Question 5

Question 5 required students to explain how the author of the stimulus felt about his year of travelling and justify their conclusion with two examples of the author's language choices from the stimulus text.

Effective student responses:

- explained that the author felt excited, fantastic or happy about his year of travel

- justified the response with two relevant examples of language choices from the stimulus text.

## Question 6

The following excerpt is from Question 6. It required students to determine to what extent the author encourages his audience to do something similar and justify their conclusion with three examples from the stimulus text.

Effective student responses:

- determined that the author encouraged this audience to a great extent to do something similar and/or that the author was convincing

- justified the response with three relevant examples from the stimulus text.

This excerpt has been included:

- because it concludes that the author encouraged readers to a significant extent to embark on a similar experience, and provides three relevant examples of evidence from the stimulus to justify the response, including

  - providing a website for more information about ways to ride around Switzerland

  - talking about the positives of the experience including health benefits (the author has never felt so good)

  - hoping to have inspired others to visit this beautiful country.

The author of Stimulus 3 encourages her audience to embark on a similar experience to a significant extent. She firstly provides readers with a website directing them to the 9 official ways to ride around Switzerland. She then continues to discuss the routes through summer and winter. For example, she began riding from Basal, then Schaffhausen and ended by going to Appenzell. She also visited other cities including Bern ~~and~~ and Zurich. In the last section, she continues talking about the positive experience, including health benefits. While she acknowledges that she would do some things differently if she were to go again, she has overall never felt so good, and she hopes her experience riding a bicycle around Switzerland has inspired others to do the same and visit the beautiful country.

## Extended response in German

Question 7

The following excerpt is from Question 7. It required students to write an email of 200–300 words in German to an Austrian friend with whom they were going to travel to Australia. Students were required to include information about:

- an event in the last year of school and how it influenced them to plan the trip

- the cities and surroundings they wanted to visit and why

- how the trip would help them to make decisions about the future.

Effective student responses:

- addressed and elaborated on each of the points listed in the examination question

- developed an effective response relevant to the task and communicated effectively through selection, sequencing and synthesis of ideas

- used a wide range of vocabulary with some errors, a wide range of grammar with some errors and a wide range of tenses with some errors while using consistent register for the context

- used appropriate textual conventions for the context including an email address and subject byline, an informal greeting and an informal farewell.

This excerpt has been included:

- because it addressed and elaborated on each of the points listed in the examination question, including a distinct event which influenced the student's planning and why they wanted to visit the destinations they listed

- to demonstrate an effective response that included selection of relevant ideas, sequencing and synthesis, but lacked paragraphing

- to illustrate the use of a wide range of vocabulary, grammar and tense with consistent register appropriate for an informal email, though it contained errors in grammar and vocabulary, particularly in relation to the commas

- to illustrate the use of all textual conventions appropriate for the stated context.

An: Freund@gmail.com  Betreff: Australien Reise

Lieber Freund

Ich hoffe dir geht es gut. Mir geht es den Umständen entsprechend. Ich freue mich sehr auf unsere geplante Reise. Vor einer Woche hatte ich meinen aller letzten richtigen Schultag. Das war ganz schön merkwürdig. Es musste erst einmal richtig einsickern, dass ich wirklich niemals einen Tag als Schüler in einer Schule verbringen werde. Dieser letzte Tag hat mich wirklich in Gedanken versätzt. Ich habe darüber nachgedacht was ich mit meinem Leben machen will, und mit ist aufgefallen, dass ich auf jedenfall während ich noch

jung bin Australien erkunden möchte. Deshalb bedeutet es mir sehr viel diese Reise mit dir zu unternehmen. Apropo, während ich schon darüber schreibe, ich finden wir sollten auf jeden Fall die großen Städte an Australien's ost Küste besuchen. Als erstes zeige ich dir natürlich Brisbane, aber nach Sydney und Melbourne müssen wir auf jedenfall, da muss man einfach mal gewesen sein. Außerdem gibts da jede Menge zu tun, viele Museen, Ereignisse, schöne Gebeude und ganz viel Anderes. Nach Cairns sollten wir definitiv auch. Da ist natürlich das Great-Barrier-Reef, das ist wirklich toll. Da sollten wir auf jedenfall tauchen gehen. Außerdem gibt es dort oben viel Regenwald der sehr schön ist und natürlich musst du auch mal ein Krokodile in echt erleben, nicht nur im Zoo. In Cairns gibt es nämlich Flüsse voll mit Krokodielen. Ich habe das Gefühl diese Reise wird uns sehr viel für die Zukunft bringen. Es wird das erste Mal sein, dass wir ohne Eltern weggefaren sind. Ich glaube wir werden viel über Organisation und

Verantwortung lernen. Ich glaube es wird uns auch helfen zukünftig zu entscheiden wann wir in den Urlaub fahren sollten und wann nicht. Außerdem wird diese Reise uns noch mehr Zeit geben um unsere Zukunft nach zu denken und noch mehr zu überlegen was wir mit unseren Leben machen wollen.
Tschüss und bis bald. Dein Freund Lars.

## Additional advice

- Practise identifying parts of speech and punctuation (e.g. nouns, verbs, adjectives, adverbs) and explaining how an author's language choices help to achieve different effects and purposes.

- Practise responding to class and homework comprehension questions in German as well as English.

- Remind students not to write outside the boxed lines on the paper and not to use correction tape or fluid.