

# German 2019 v1.2

IA1 high-level annotated sample response

June 2018

## Examination — short response (15%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend German to understand information, ideas, opinions and experiences related to relationships and roles in society
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships and roles in society
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships and roles in society.

**Note:** Objectives 4, 5 and 6 are not assessed in this instrument.

# Instrument-specific marking guide (ISMG)

## Criterion: Analysing German texts in English

### Assessment objectives

1. comprehend German to understand information, ideas, opinions and experiences related to relationships and roles in society
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships and roles in society
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships and roles in society.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society</li> <li>• perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society</li> <li>• discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society.</li> </ul>	14–15
<ul style="list-style-type: none"> <li>• effective comprehension of information, ideas and/or opinions in most of the stimulus texts related to relationships and roles in society</li> <li>• effective identification of tone, purpose, context and audience to draw a valid interpretation of inferences about meaning, values and attitudes related to relationships and roles in society</li> <li>• effective analysis and evaluation of most relevant information and ideas in stimulus texts to draw valid conclusions with justification of opinions, ideas and perspectives related to relationships and roles in society.</li> </ul>	12–13
<ul style="list-style-type: none"> <li>• comprehension of information and ideas in some of the stimulus texts related to relationships and roles in society</li> <li>• identification of purpose, context and audience to infer some meaning, values and attitudes related to relationships and roles in society</li> <li>• analysis and evaluation of some relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to relationships and roles in society.</li> </ul>	10–11
<ul style="list-style-type: none"> <li>• comprehension of the gist and obvious information from some of the stimulus texts related to relationships and roles in society</li> <li>• identification of purpose, context and audience related to relationships and roles in society</li> <li>• analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to relationships and roles in society.</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• comprehension of parts of the stimulus texts related to relationships and roles in society</li> <li>• identification of context and/or audience related to relationships and roles in society</li> <li>• analysis of some information and ideas in stimulus texts to draw conclusions related to relationships and roles in society.</li> </ul>	6–7

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• comprehension of some parts of the stimulus texts related to relationships and roles in society</li> <li>• partial identification of context and/or audience related to relationships and roles in society</li> <li>• analysis of some information related to relationships and roles in society.</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• comprehension of some words and phrases related to relationships and roles in society</li> <li>• cursory identification of context and/or audience.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• comprehension of some words related to relationships and roles in society.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

# Task

See the sample assessment instrument for IA1: Examination — short response (15%) (available on the QCAA Portal).

## Sample response

Criterion	Marks allocated	Result
<b>Analysing German texts in English</b> Assessment objectives 1, 2 and 3	15	15
<b>Total</b>	<b>15</b>	<b>15</b>

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

<p><b>Analysing German texts in English [14-15]</b> thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society.</p> <p><b>Analysing German texts in English [14-15]</b> discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society</p> <p><b>Analysing German texts in English [14-15]</b> perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society</p> <p><b>Analysing German texts in English [14-15]</b> perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society</p>	<p><b>Question 1</b></p> <p>The two graphs show the trend of women going to university. It is clear from graph 1 that more and more women are attending university. There has been an increase from 20% in 1957 to 53% in 2012. Graph 2, on the other hand, illustrates the number of women per subject. It is evident that women now make up more than half of the university population in all subjects.</p> <p>The two graphs in Stimulus 1 are of social significance as they represent the trend throughout the years of women moving into professional areas traditionally regarded as masculine. (97 words)</p> <p><b>Question 2</b></p> <p>I believe that these graphs could be found in a magazine, government publication or news article that promotes and campaigns for women's equal rights. The data focuses only on women in Germany and does not mention men at all. It shows a clear trend of more women going to university over the second half of last century and into this one. Hence, I believe the audience for this stimulus is young women, as it encourages them to follow their interests and not be defined by gendered professions. (87 words)</p> <p><b>Question 3</b></p> <p>The journalist's aim is to highlight the psychological damage that social media can cause young people, by pointing out that reactions to profiles on social networking sites are predominantly negative, which creates pressure to be perfect — an unachievable goal. Indeed, teenagers do not want to be tagged in unattractive photos and they doubt themselves and their worth if photos they post are ignored. However, the writer also wants to give hope to parents that social media can be used as a tool to improve self-esteem, evident when teenagers challenge negative feedback or even post pictures they know to be imperfect, without caring about the response. (105 words)</p>
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**Analysing German texts in English [14-15]**

perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society

**Analysing German texts in English [14-15]**

discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society.

**Analysing German texts in English [14-15]**

discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society.

**Analysing German texts in English [14-15]**

thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society

**Question 4**

It is evident that the conflict between the two speakers stems from a generational gap in terms of gender-defined roles. Marco uses quite a sarcastic tone and devalues Johannes's choice by suggesting he should consider another sport like rugby or soccer. Johannes, on the other hand, dismisses Marco's suggestion and it is clear he does not value his opinion. This is evident in the text when Johannes tells Marco that he would rather not hear his opinion about his chosen career.

It appears that Marco has very defined ideas of women and male roles in society which are at odds with the younger, more socially progressive Johannes.

(107 words)

**Question 5**

The stimulus texts illustrate how traditional gender roles have been, and are being, challenged nowadays.

The graphs in Stimulus 1 show that, in modern society, women can study any subject regardless of its traditional gendered association.

The conversation in Stimulus 3 shows us that men can, and are choosing to, participate in activities and professions which have traditionally been considered feminine.

In summary, the stimulus texts illustrate and exemplify how gendered roles in our society are being broken down and challenged.

(81 words)