

German 2019 v1.2

IA2 high-level annotated sample response 1

July 2018

Examination — combination response (30%)

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 socialising and societal issues and/or ideas
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and ideas
4. apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas
6. use strategies to maintain communication and exchange meaning in German to discuss socialising and societal issues and/or ideas with peers and German community members.

Instrument-specific marking guide

Criterion: Analysing German texts in English

Assessment objectives

1. comprehend German to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding to German texts in English, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/or ideas • perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • 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 socialising and societal issues and/or ideas. 	6
<ul style="list-style-type: none"> • effective comprehension of information and ideas in most of the stimulus texts related to socialising and societal issues and/or ideas • effective identification of tone, purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • effective analysis and evaluation of most relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas. 	5
<ul style="list-style-type: none"> • comprehension of the gist and obvious information from some of the stimulus texts related to socialising and societal issues and/or ideas • identification of purpose, context and/or audience related to socialising and societal issues and/or ideas • analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas. 	4
<ul style="list-style-type: none"> • comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas • identification of context and/or audience related to socialising and societal issues and/or ideas • analysis of some information and ideas in stimulus texts to draw conclusions. 	3
<ul style="list-style-type: none"> • comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas • analysis of some information. 	2
<ul style="list-style-type: none"> • comprehension of some words and/or phrases related to socialising and societal issues and/or ideas. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Creating German texts with German stimulus

Assessment objectives

1. comprehend German to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
4. apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding in German to German texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex German related to socialising and societal issues and/or ideas • provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in relevant stimulus texts and the task related to socialising and societal issues and/or ideas • discerning selection, sequencing and synthesis of details from German stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas. 	11–12
<ul style="list-style-type: none"> • appropriate application of conventions and use of language elements to write a response to stimulus texts and the task in mostly proficient and complex German related to socialising and societal issues and/or ideas • provision of an effective personal response and/or opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas • effective selection, sequencing and synthesis of details from German stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas. 	9–10
<ul style="list-style-type: none"> • application of conventions and language elements to write a response to stimulus texts and the task with sufficient proficiency to convey meaning related to socialising and societal issues and/or ideas • provision of a clear personal response and/or opinion in relation to the task related to socialising and societal issues and/or ideas • purposeful selection, sequencing and synthesis of details from German stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas. 	7–8
<ul style="list-style-type: none"> • application of conventions and some language elements to write a response to some stimulus texts and/or the task, in which the overall response can be understood • explanation of the topic related to socialising and societal issues and/or ideas • adequate selection, sequencing and synthesis of some details from German stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas 	5–6
<ul style="list-style-type: none"> • application of some language elements to write a response • explanation of some aspects of the topic related to socialising and societal issues and/or ideas • fragmented selection, sequencing and synthesis of a response to German stimulus texts related to socialising and societal issues and/or ideas 	3–4
<ul style="list-style-type: none"> • isolated use of German language related to socialising and societal issues and/or ideas 	1–2

In responding in German to German texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> disjointed selection and sequencing in a response to German stimulus texts related to socialising and societal issues and/or ideas. 	
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Exchanging information and ideas in German

Assessment objectives

- comprehend German to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
- apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas
- structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas
- use strategies to maintain communication and exchange meaning in German to discuss socialising and societal issues and/or ideas with peers and German-speaking community members

In exchanging information and ideas in German, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> synthesis 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 socialising and societal issues and/or ideas discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus related to socialising and societal issues and/or ideas use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas. 	11–12
<ul style="list-style-type: none"> synthesis of most relevant information and ideas in texts to draw valid conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas proficient application of conventions and use of language features with occasional errors in a spoken conversation in German to respond to the stimulus related to socialising and societal issues and/or ideas use of strategies to maintain communication to provide a personal response related to socialising and societal issues and/or ideas. 	9–10
<ul style="list-style-type: none"> synthesis of some relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas use of suitable language features with errors that do not impede meaning in a spoken conversation related to the stimulus occasional need for prompting to maintain communication and provide a personal response related to socialising and societal issues and/or ideas. 	7–8
<ul style="list-style-type: none"> comprehension of some relevant information and ideas in stimulus texts and draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas use of language features with errors that impede meaning but overall response can be 	5–6

In exchanging information and ideas in German, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> understood frequent need for prompting to maintain communication and provide a response related to socialising and societal issues and/or ideas. 	
<ul style="list-style-type: none"> comprehension of some information in stimulus texts related to socialising and societal issues and/or ideas use of language features with frequent errors that impede meaning but some information can be understood is hesitant, relying heavily on prompts and cues to communicate related to socialising and societal issues and/or ideas. 	3–4
<ul style="list-style-type: none"> comprehension of some words and phrases in the stimulus texts isolated use of some German phrases or words related to socialising and societal issues and/or ideas. 	1–2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Task

See the sample assessment instrument for Summative internal assessment 2 — Unit 3. Available on the School portal (German).

Sample response

Criterion	Marks allocated	Result
Analysing German texts in English Assessment objective/s 1, 2, 3	6	6
Creating German texts with German stimulus Assessment objective/s 1, 4, 5	12	12
Exchanging information and ideas in German Assessment objective/s 1, 4, 5, 6	12	12
Total	30	30

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

Analysing German texts in English [6]

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

Analysing German texts in English [6]

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

Analysing German texts in English [6]

thorough comprehension of information, ideas and/or opinions in all the stimulus texts

Analysing German texts in English [6]

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

Creating German texts with German stimulus [11-12]

discerning application of conventions and use of language elements to write a comprehensive response to stimulus

Session 1

Question 1

The target audience for the radio ad is Austrian youths, aged 13–17, who are interested in playing a positive role in society or becoming part of a group. The ad mentions summer camps, ruling out younger children too young to travel away from home and adults as the target audience. The use of the familiar pronoun 'du' suggests the speaker is appealing to a younger audience. The rhetorical questions prompt listeners to consider social issues and community involvement, appealing to community-minded people. Phrases such as 'together as a group', 'feel connected to one another', 'come join in' help the speaker reach out to youths who are perhaps feeling somewhat isolated.

(110 words)

Question 2

The speaker uses interrogative and imperative moods to create a very enthusiastic and inviting tone, which helps to prompt action. The rhetorical questions allow the speaker to connect with the relevant audience, and commands like 'Come join in!', 'Be there!', and 'Learn something new!' are very encouraging and inviting. The use of the familiar form of 'you' also helps to establish a friendly tone. This achieves the desired context which is to encourage community involvement by young people.

(78 words)

Question 3

The views portrayed are quite varied. Despite all being very positive about the notion of community, speakers draw from very different experiences. Kerstin establishes that her youth group is a community because everybody knows they are there for each other no matter what. Ludger, on the other hand, thinks that people have to share the same lifestyle and ideas for them to belong to the same community. These two views are starkly different. Kerstin also says her friendship group can be quite fickle, unlike her youth group, so she doesn't get the same sense of community from it. This contrasts with Sofie, who considers community and friendship to be synonymous.

(110 words)

Question 4

The common themes that run through all three passages are groups, belonging and community. The radio ad is promoting involvement in youth clubs and focuses on the togetherness of youth club activities. The second stimulus outlines different views on the meaning and significance of community for a number of youths in direct response to the question 'What does community mean to you?' The articles discuss the positive and negative emotions that come about from being part of a clique, or from being excluded from it. Each passage emphasises the importance of belonging.

(92 words)

Extended response

Suchst du etwas mehr im Leben? Hast du Lust auf etwas Neues? Willst du neue Leute kennen lernen? Bei einer Gemeindegruppe findest du einen Platz. Es gibt viele Arten von Gemeindegruppen in der Nähe von dir. Finde eine Gruppe unter www.netzwerkgemeindegruppen.de oder organisiere deine eigene Gruppe oder Projekt!

Leute aus allen Gesellschaftsschichten treffen sich bei uns und wir laden dich ein, mit uns zusammenzukommen und in deinem Stadtteil aktiv zu



texts and the task in proficient and complex German

Creating German texts with German stimulus [11-12]

provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in stimulus texts and the task

Creating German texts with German stimulus [11-12]

discerning selection, sequencing and synthesis of details from German stimulus texts to support the personal response/justified opinions

Exchanging information and ideas in German [11-12]

synthesis of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives

Exchanging information and ideas in German [11-12]

discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus

sein. Im Netzwerk Gemeindegruppen findest du stadtwweit viele Projekte und Interessenvertretungen, die viele verschiedene Leuten ansprechen. Es gibt auf jeden Fall eine Gruppe für dich!

Neue Mitglieder treten dem Netzwerk GG aus vielen Gründen bei. Die Gemeindegruppen bieten vielseitige Möglichkeiten an. Mitgliedern gefällt es, wenn sie mit anderen zusammenarbeiten können, um einen Unterschied in der lokalen Gemeinschaft zu machen. Es lohnt sich, die Ergebnisse zu sehen. Teilnehmer finden die verschiedenen Erfahrungen erfreulich und erfüllend. Die meisten Mitglieder verbleiben bei den Gruppen im Netzwerk GG, weil sie die Interaktion mit den anderen schätzen.

Hast du ein besonderes Hobby oder Interesse? Bei uns kannst du auch ein Projekt initiieren oder eine Gruppe gründen.

Denn das Netzwerk wird von Mitgliedern geleitet, es gibt viele Gelegenheiten im Bereich Verwaltung. Wir interessieren uns für neue Ideen und Richtungen. Hast du etwas anzubieten? Alle Teilnehmer arbeiten freiwillig.

Für weitere Informationen steht Ihnen unser Team zur Verfügung. Besuche uns online unter www.netzwerkgemeindegruppen.de (224 words)

Session 2

Question 1

Das ist ein Poster mit einem Bild in der Mitte, einer Überschrift oben und einem Schlagwort unten. Die Überschrift lautet 'von innen nach außen' und beschreibt das Bild. Das Bild selbst wurde aus Worten gemacht, die die Gefühle eines isolierten Kindes zeigen. In diesem Bild kann man die inneren Gefühle des Junges sehen, weil sie nach außen getragen werden.

Obwohl man sein Gesicht nicht sehen kann, ist es deutlich, dass er traurig ist. Das ist klar, weil die Wörter (wie z.B. isoliert, einsam, unsicher usw.) alles negative Wörter sind und sie die Farbe Blau haben. Diese Farbe hat oft eine traurige Bedeutung auf Deutsch — wie in Englisch. Unten stehen die Wörter 'Bitte sei inklusiv!'.

Question 2

Ich bin mit dem Motto vom Poster völlig einverstanden und finde das Bild bewegend. Dass Isolation sich auf Kinder so auswirkt, ist für mich extrem traurig. Ich finde es toll, dass das Bild uns daran erinnert, wie stark negative Gefühle sein können. Normalerweise würden wir diese Gefühle nicht sehen aber bei diesem Bild ist das schwer zu ignorieren. Ich mag das Poster und ich glaube, dass es relevant ist. Ich würde jedoch ein besseres Schlagwort empfehlen.

Question 3

Naja, es ist normal für Leute einen Freundeskreis zu wollen. Neben Freundschaft findet man dadurch Sicherheit, Spaß, Betreuung und Beratung. Das Zugehörigkeitsgefühl ist sehr wichtig. Für mich persönlich ist die Clique wirklich wichtig. Ohne meine Freunde wäre das Leben sehr schwer. In der Clique fühle ich mich wohl. Wir können über alles sprechen — auch Themen, über die ich nicht mit den Eltern sprechen

kann.

Question 4

Wenn jemand ausgeschlossen wird, gibt es viele Konsequenzen. Wie man im Bild sieht, gibt es viele negative Gefühle verbunden mit Isolation. Man fühlt sich oft einsam, verloren und unsicher. Es kann auch zu Problemen in der Schule führen. Wenn man Angst vor Situationen mit anderen hat, erscheint 'Blamachen' plötzlich eine gute Idee. Dann befindet man sich in einem Teufelskreis.

Question 5

Das ist eine gute Frage. Ich bin mir nicht sicher. Es kommt darauf an, wie ich die Situation sehe -- und jede Situation ist anders. Aber im Großen und Ganzen glaube ich, dass jeder irgendwo hingehört. Ich würde der Person sagen, dass es normal ist Konflikte und Probleme zu haben. Ich empfehle, dass sie mit den Freunden (oder ehemaligen Freunden) spricht, um die Probleme zu diskutieren. Wenn keine Lösung gefunden wird, dann schlage ich vor, dass sie aktiv neue Freunde suchen.

Exchanging information and ideas in German [11-12]

use of strategies to generate and maintain communication to provide a personal response

Exchanging information and ideas in German [11-12]

use of strategies to generate and maintain communication to provide a personal response