

# German 2019 v1.2

## IA2 Sample assessment instrument

July 2018

### Examination — combination response (30%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

### 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/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
6. 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

<b>Subject</b>	German	<b>Instrument no.</b>	IA2
<b>Technique</b>	Examination — combination response		
<b>Unit</b>	Unit 3: Unsere Gesellschaft — Our society		
<b>Topic</b>	Topic 2: Socialising and connecting with my peers Topic 3: Groups in society		

### Session 1: Written response

#### Conditions

<b>Response type</b>	Examination — combination response		
<b>Time</b>	100 minutes	<b>Perusal</b>	5 minutes planning
<b>Other</b>	<p>Written:</p> <ul style="list-style-type: none"> <li>• Part 1: Short answer responses in <b>English</b> of up to 100 words per question with a minimum of three and a maximum of four questions.</li> <li>• Part 2: Extended response in <b>German</b> of 200–300 words.</li> <li>• German-English bilingual dictionary permitted.</li> <li>• German audio or audiovisual stimulus text/s may <ul style="list-style-type: none"> <li>– be heard up to three times</li> <li>– be delivered more slowly than background speaker pace</li> <li>– include judicious pausing.</li> </ul> </li> </ul>		

#### Instructions

Write your responses in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.

##### Part 1: Short response

Use Stimulus 1, 2 and 3 to answer Questions 1, 2, 3 and 4 in **English**.

##### Part 2: Extended response

Use Stimulus 1, 2 and 3 to answer Question 5 in **German**.

Criterion	Marks allocated	Result
<b>Analysing German texts in English</b> Assessment objectives 1, 2, and 3	6	
<b>Creating German texts with German stimulus</b> Assessment objectives 1, 4 and 5	12	
<b>Total</b>	<b>18</b>	

### Session 1 Part 1: Short response

#### Question 1

Identify the purpose and target audience of Stimulus 1. Justify your response with evidence from the text.

#### Question 2

Identify the tone and context of Stimulus 1. Justify your response with evidence from the text.

#### Question 3

Compare and contrast the appreciation of community by the two speakers in Stimulus 2. Justify your response using evidence from the texts.

#### Question 4

To what extent do you agree with the comments made about peers and belonging in Stimulus 1, 2 and 3? Justify your answer using evidence from the texts.

### Session 1 Part 2: Extended response

#### Question 5

You have been asked to write a blog entry for your German sister school magazine to encourage community involvement. For this publication, provide a personal perspective on the following topic: Community involvement, what's in it for me, you and all of us?

## Stimulus 1 — audio text

*Note: Students would be provided with this stimulus in an audio format, but the stimulus has been provided for this purpose as a transcript.*

Funkspot — Jugendgruppen Österreich

Bist du an sozialen Themen interessiert? Willst du dich in der Gesellschaft engagieren?

Jugendliche wie du treffen sich Österreichweit, als Teil von Jugendverbänden, um in gesellschaftliche Initiativen einzutreten. Bei uns lebst du in der Gruppe, um gemeinsam etwas zu erleben. Mitglieder fühlen sich zueinander verbunden und lernen durch Abenteuer und Aktion gemeinsam. Komm, mach mit! Entdecke etwas Neues! Die Sommerlager finden bald statt. Sei dabei!

Anmeldung und Informationen online bei Jugendverband Österreich [www.jugendjv.at](http://www.jugendjv.at)

## Stimulus 2 — written text

**Was bedeutet für dich Gemeinschaft?**

**Kerstin, 19**

Für mich bedeutet Gemeinschaft, dass wir zusammenhalten und immer für einander da sind. Ich finde es schön, wenn sich jeder auf den anderen verlassen kann. Alles wird leichter und angenehmer, wenn man mit seinen Problemen nicht alleine gelassen wird. Ich weiß schon, ich würde bei der Jugendgruppe nie ausgeschlossen werden — egal was geschieht. Stattdessen würde ich nur unterstützt werden. Und dafür bin ich für die Anderen auch immer da. Beim Freundeskreis ist das anders. Die Clique kann oft schwanken.

**Ludger, 19**

Eine Gruppe, in der sich alle wohl fühlen, zum Beispiel wenn Leute einen Lebensstil und die gleichen Ideale teilen. Für mich ist das eine Gemeinschaft. Man kann vielen Arten von Gemeinschaften angehören. Das allerwichtigste ist das Zusammengehörigkeitsgefühl. Das sorgt für ein besseres Leben. Im Kollektiv geht alles besser und Probleme erscheinen nicht so groß.

**Sascha, 17**

Gemeinschaft bedeutet mir sehr viel. Ohne sie wäre das Leben leer.

### **Marcus, 16**

Beim Fußballspielen habe ich nicht nur eine Mannschaft, sondern auch eine Gemeinschaft gefunden. Bevor ich Fußball als mein Hobby aufnahm, hatte ich es schwierig gefunden, neue Freundschaften zu schließen. Das Team-Erlebnis hat mir erlaubt, selbstsicherer zu werden. Nun bin ich ein Teil von einem großen Verein und helfe neuen Mitgliedern sich bei uns wohlfühlen. Somit muss sich niemand ausgeschlossen fühlen.

### **Matthias, 19**

Ein bedeutungsvoller Austausch zwischen Leuten.

### **Sofie, 19**

Gemeinschaft ist vielleicht gleichbedeutend mit Freundschaft. Für den Menschen ist es wichtig von anderen akzeptiert zu werden.

### **Claudia, 17**

Es gibt viele verschiedene Gemeinschaftsgruppen - wie Hilfsorganisationen, Sportvereine, kulturelle Gruppen und Hobbygruppen. Man findet Gemeinschaft auch in der Schule oder bei der Arbeit. Alle Gemeinschaften haben dasselbe Prinzip – das Beisammensein.

## **Stimulus 3 — written text**

### **In der Clique**

**Die Macht der Clique ist sehr stark. Auch wenn man sich in einem engen Freundschaftskreis befindet, können positive und negative Gefühle entstehen. Isolation von der Clique führt oft zu negativen Gefühlen, aber muss nicht immer schlecht sein.**

***Meike Trumann* berichtet über die Bedeutung der Clique.**

Es ist menschlich, nach dem Zugehörigkeitsgefühl zu suchen. Die Lust danach beeinflusst die Art und Weise, wie man sich benimmt und den Entscheidungsprozess des Individuums. Die Clique hat eigene ungeschriebene Regeln und ihre eigene Kultur. Aus diesem Grund formen Freundeskreise eine Gruppenidentität, die die einzelnen Mitglieder annehmen. Sie kleiden sich ähnlich, beschäftigen sich mit den gleichen Aktivitäten und sprechen in manchen Fällen sogar eine Geheimsprache. Auf der einen Seite fühlt man sich wohl, wenn die persönliche Identität und die Gruppenidentität moralisch ähnlich sind. Auf der anderen Seite kann es schwierig sein, nicht gut in die Gruppe zu passen. In diesem Fall kämpft man oft mit dem Gruppenzwang.

Gruppenzwang ist jedoch nicht immer schlecht. Die Gruppe übt oft positive Einflüsse aus, z.B. mehr Engagement in Projekten. Nur mit antisozialem Verhalten bzw. Drogen nehmen und übermäßigem Alkoholkonsum wird es gefährlich. Angst vor Isolation kann eine Motivation sein, mit der Gruppe konform zu gehen.

# 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 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"> <li>• thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/ or ideas</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 socialising and societal issues and/ or ideas</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 socialising and societal issues and/ or ideas.</li> </ul>	6
<ul style="list-style-type: none"> <li>• effective comprehension of information and ideas in most of the stimulus texts related to socialising and societal issues and/or ideas</li> <li>• 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</li> <li>• 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.</li> </ul>	5
<ul style="list-style-type: none"> <li>• comprehension of the gist and obvious information from some of the stimulus texts related to socialising and societal issues and/ or ideas</li> <li>• identification of purpose, context and/or audience related to socialising and societal issues and/ or ideas</li> <li>• 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.</li> </ul>	4
<ul style="list-style-type: none"> <li>• comprehension of parts of the stimulus texts related to socialising and societal issues and/ or ideas</li> <li>• identification of context and/or audience related to socialising and societal issues and/or ideas</li> <li>• analysis of some information and ideas in stimulus texts to draw conclusions related to socialising and societal issues and/or ideas.</li> </ul>	3
<ul style="list-style-type: none"> <li>• comprehension of parts of the stimulus texts related to socialising and societal issues and/ or ideas</li> <li>• analysis of some information.</li> </ul>	2
<ul style="list-style-type: none"> <li>• comprehension of some words and/or phrases related to socialising and societal issues and/or ideas</li> </ul>	1

- 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"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• 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</li> <li>• provision of a clear personal response and/or opinion in relation to the task related to socialising and societal issues and/or ideas</li> <li>• 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</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• 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</li> <li>• explanation of the topic related to socialising and societal issues and/or ideas</li> <li>• 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.</li> </ul>	5–6

<ul style="list-style-type: none"> <li>• application of some language elements to write a response</li> <li>• explanation of some aspects of the topic related to socialising and societal issues and/or ideas</li> <li>• fragmented selection, sequencing and synthesis of a response to German stimulus texts related to socialising and societal issues and/or ideas.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• isolated use of German language related to socialising and societal issues and/or ideas</li> <li>• disjointed selection and sequencing in a response to German stimulus texts related to socialising and societal issues and/or ideas.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

**Session 2: Spoken response****Conditions****Response type**

Student-centred conversation in German

**Time**

3–7 minutes

**Perusal**

10 minutes planning time

**Other**

Spoken:

- No access to materials or notes other than stimulus materials
- During 10 minutes planning, students may make notes to use as prompts.
- During the student-centred conversation, students may use notes prepared in planning time.

**Task**

Stimulus 4 will form the basis of a one-to-one conversation in **German** with your teacher about socialising and connecting with your peers.

**Criterion****Marks allocated****Result****Exchanging information and ideas in German**

Assessment objectives 1, 4, 5 and 6

12

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**Total****12****—****Session 2: Spoken unprepared response — sample teacher questions in German****Question 1**

Beschreiben Sie bitte das Bild.

**Question 2**

Wie finden Sie das Bild?

**Question 3**

Was könnte das Thema vom Bild sein?

**Question 4**

Warum hat der Künstler/die Künstlerin für diese Darstellung die Form eines Kindes gewählt?

**Question 5**

Wie wird menschlicher Kontakt in unserer Gesellschaft gewertet?



## Stimulus 4 — visual text

# Von innen nach außen!



# Bitte, sei inklusiv!

# Instrument-specific marking guide (ISMG)

## Criterion: Exchanging information and ideas in German

### 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
6. 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"> <li>• 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</li> <li>• 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</li> <li>• use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas.</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• synthesis of most relevant information and ideas in stimulus texts to draw valid conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas</li> <li>• 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</li> <li>• use of strategies to maintain communication to provide a personal response related to socialising and societal issues and/or ideas.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• 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</li> <li>• use of suitable language features with errors that do not impede meaning in a spoken conversation related to the stimulus</li> <li>• occasional need for prompting to maintain communication and provide a personal response related to socialising and societal issues and/or ideas.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• 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</li> <li>• use of language features with errors that impede meaning but overall response can be understood</li> <li>• frequent need for prompting to maintain communication and provide a response related to socialising and societal issues and/or ideas.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• comprehension of some information in stimulus texts related to socialising and societal</li> </ul>	3–4

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