

German 2019 v1.2

IA3 sample assessment instrument

July 2018

Extended 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 finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in German to discuss finishing secondary school, future plans and responsibilities with peers and German-speaking community members.

Subject	German	Instrument no.	IA3
Technique	Extended response		
Unit	Unit 4: Meine Zukunft — My future		
Topic	Topic 1: Finishing secondary school, plans and reflections Topic 2: Responsibilities and moving on		

Part 1: Extended response — multimodal

Conditions

Duration	3 weeks preparation (in-class and out-of-class time)		
Mode	Multimodal	Length	4–8 minutes
Individual/group	Individual	Other	—
Resources available	This is an open-ended task responding to German stimulus texts. You can access a variety of resources to support the development of your presentation.		

Context

In this unit, you have focussed on the topics of finishing secondary school, plans and reflections, responsibilities, and moving on. Your response will be to three teacher-provided stimulus texts, one of which has been explored in class. The other two you will work on individually.

Situation: You are speaking at a youth forum for German language students.

Task

Analyse Stimulus 1, 2 and 3 to develop a multimodal presentation where you establish a personal perspective in response to the following question:
To what extent do the texts reveal the challenges and possibilities of life beyond school? Your answer must make reference to all three stimulus texts.

To complete this task, you must:

- develop a detailed understanding of the information, ideas, opinions and experiences in the stimulus texts
- analyse and evaluate the language, information and ideas in the stimulus texts
- develop your own perspectives using evidence from the stimulus texts
- draw your own personal conclusions
- construct a structured, controlled and synthesised multimodal presentation.

Stimulus

Three attached stimulus texts of differing text types and modes.

Checkpoints

- Week 1: Negotiate with teacher about perspective and content before developing response and/or conducting supplementary research.
- Week 2: Develop a draft for feedback. Your teacher will provide advice but not corrections.
- Week 3: Submit a final copy of your multimodal script with your presentation.

Criterion	Marks allocated	Result
Analysing German texts in German Assessment objectives 1, 2, 3, 4, 5	15	—
Total	15	—
Authentication strategies		
<ul style="list-style-type: none"> • The teacher will provide class time for task completion. 		
<ul style="list-style-type: none"> • Students will produce sections of the final response under supervised conditions. 		
<ul style="list-style-type: none"> • Students will provide documentation of their progress at indicated checkpoints. 		
<ul style="list-style-type: none"> • The teacher will collect copies of the student response and monitor at key junctures. 		
<ul style="list-style-type: none"> • Students must acknowledge all sources. 		
<ul style="list-style-type: none"> • Students must submit a declaration of authenticity. 		
<ul style="list-style-type: none"> • The school will ensure class cross-marking occurs. 		
Scaffolding		
<ul style="list-style-type: none"> • Use a range of language elements to demonstrate your capabilities. • Use a range of vocabulary and terminology. • Read texts a few times and make notes on your thoughts. • Decide on your perspective/s. • Find the evidence in the stimulus text that supports or doesn't support your perspective/s. • Draft/plan how to link the information together. • Structure your information and insights in an organised way. • Be familiar with your technology, and allow plenty of time to check all is working. • Practise before presenting. 		

Stimulus 1 — spoken text

Abi geschafft ... was nun?

Landesweite Abiturienten aus Deutschland erzählen, was sie nach dem Schulabschluss vorhaben. Unter Schulabgängern stehen Ausland und Uni hoch im Kurs.

Andreas, 18, Bonn

Ich bin auf der Suche nach etwas Neuem im Leben. In der Schulzeit hatte ich gute Erfahrungen, aber ich kann's kaum erwarten den nächsten Schritt zu gehen. Ich ziehe in die Schweiz, um Betriebswirtschaft an der Universität Zürich zu studieren. Das Elternhaus zu verlassen wird eine Herausforderung sein, aber ich möchte endlich auf eigenen Beinen stehen. Das ist mir wichtig!

Matthias, 19, München

Nach 12 Jahren auf der Schulbank freue ich mich drauf, mir ein bisschen Auszeit zu nehmen. Also verbringe ich ein Jahr im Ausland, um etwas anderes zu entdecken und neue Erfahrungen zu sammeln. Außerdem will ich meine deutschen Sprachkenntnisse verbessern. Deshalb möchte ich gerne nach Argentina reisen. Ich habe überlegt, an einem Sprachkurs teilzunehmen, aber will nicht wieder im Klassenzimmer sein. Stattdessen wäre es toll, eine Stelle in einer Kneipe zu kriegen. Damit könnte ich nicht nur die Sprache üben, sondern dabei auch noch Kohle machen. Nach der harten Arbeit vom letzten Schuljahr, ist jetzt Spaß für mich äußerst wichtig.

Claudia, 18, Hamburg

Über meine Zukunft habe ich noch keine feste Entscheidung getroffen. Ich bin mir nicht sicher, was ich beruflich werden will. Tja, es gibt viele Möglichkeiten, aber auch viel Druck. Für mich war die Abi Zeit sehr stressig. Die Klausuren zu bestehen war meine Hauptpriorität, daher hatte ich wenig Zeit über meine Zukunft zu nachzudenken. Ich werde auf jeden Fall studieren, aber nicht sofort. Zuerst muss ich mich entscheiden, welchen Bereich ich studieren möchte. In der Zwischenzeit suche ich Freiwilligenarbeit, um einen Eindruck von verschiedenen Berufen zu bekommen und Berufserfahrungen zu sammeln.

Anna, 19, Stuttgart

Natürlich möchte ich weiter studieren und später auch Karriere machen. Aber nach dem Prüfungsstress will ich unbedingt irgendwohin mit Mitschülern reisen, wo wir alle zusammen feiern und relaxen können. Meine Freunde und ich fahren nach Berlin. Dort gibt es eine tolle Partyatmosphäre. Danach ist noch viel Zeit, die ernste Seite des Lebens anzugehen, wie z.B. das Studium und Geld verdienen.

(348 words)

Stimulus 2 — written text

Eine Abschiedsrede beim Abiball

Stolz

Wortart: *Substantiv, maskulin*

Bedeutung: *ein Ehrgefühl, gewöhnlich über eine (eigene) Leistung*

Liebe Schulleitung, liebes Kollegium, liebe Eltern und Verwandte, liebe Abiturientinnen und Abiturienten,

Stolz — so habe ich mich gefühlt, als ich gefragt wurde diese Abirede zu halten. Vor allem — stolz. Es ist mir eine Ehre vor Ihnen zu stehen. Die Leistung, worauf ich stolz bin, ist jedoch nicht nur meine eigene. Wir feiern heute Abend eine gemeinsame Leistung. Wir haben es geschafft! Das Abitur haben wir / ist jetzt hinter uns und vor uns stehen unendliche Möglichkeiten. Selten im Leben erlauben wir uns richtig stolz zu sein, aber bei dieser Gelegenheit machen wir eine Ausnahme. Ich stelle Ihnen die Frage, worauf sollten wir am stolzesten sein? Nehmen wir uns nun einen Moment Zeit, über die Schulzeit mit großem Stolz nachzudenken!

Auf den akademischen Erfolg dürfen wir ohne Zweifel stolz sein. Viel Stress, viel Druck, viel Lernen — sogar Doppelstunden Mathe — und viele Prüfungen haben wir ausgehalten. Es gibt auch die Gelegenheiten, die wir für unser zukünftiges Selbst ermöglicht haben. Wir haben fleißig gearbeitet, um diese Türen zu öffnen. Wir haben viel erreicht. Aber noch wichtiger sind die Freundschaften, die wir geschlossen haben. Das Gemeinschaftsgefühl ist etwas Besonderes. Und dann gab es auch die Krisen, die wir überlebt haben. Wie zum Beispiel einmal, als der Kaffeeautomat während der Klausurzeit kaputt gegangen ist. Trotzdem sind wir zusammen durchgekommen.

Aus vielen Gründen können wir den Kopf hoch halten. Aber worauf sollen wir am stolzesten sein? Auf die Leute, die wir geworden sind. Die Erfahrungen, die wir im Schulhof und im Klassenzimmer erlebt haben, haben uns geprägt.

Die Erinnerungen aus den Klassenfahrten, das Plaudern in der Pause, das Rennen zur S-Bahn, werden nicht vergessen werden. Die Fotos vom Abistreich werden auf Facebook bleiben. Weder die Freundschaften, noch die Erinnerungen müssen an den Schultüren enden. Sie bleiben als Teil von uns.

Wir gehen bald verschiedene Wege. Viele suchen Abenteuer im Ausland. Andere suchen Erfolg beim Studium. Vielleicht gehen Sie direkt in die Arbeitswelt oder freiwillig in den sozialen Bereich. Was auch immer Sie tun, ich wünsche Ihnen viel Erfolg!

Aber bevor unsere Zukunft beginnt frage ich nochmal: Worauf werden Sie stolz sein, während Sie für das letzte Mal durch die Schultüren gehen?

Und damit wünsche ich allen Mitschülern eine gute Zukunft und bedanke mich für Ihre Aufmerksamkeit!

(386 words)

Stimulus 3 — written text

EIN JAHR IM AUSLAND

DAS FÜR UND WIDER

Überlegst du noch, ob ein Jahr nach dem Abi im Ausland etwas für dich ist? Hier kannst du die Vor und Nachteile abwägen.

PRO	KONTRA
<ul style="list-style-type: none">• Ein unvergessliches, interkulturelles Erlebnis• Beim Jahr im Ausland gewinnt man Selbstständigkeit und Selbstbewusstsein• Man lernt nicht nur eine Sprache, sondern entwickelt ein Sprachgefühl• Es erfüllt den Abenteuergeist• Reisende bauen ein weltweites Netzwerk an Freunden auf• Die Welt aus einer neuen Perspektive sehen	<ul style="list-style-type: none">• Ein Zwischenjahr kann viel Geld kosten (Lebenshaltungskosten, Gebühren, usw.)• Die bürokratischen Prozesse können überwältigend sein (Bewerbung, Visum)• Verständnisbarrieren wegen der Sprache oder kultureller Unterschiede• Die Erfahrung bei der Gastfamilie kann eine Hürde sein (zu wenig Freiheit oder zu oft alleine)• Herausfordernde Situationen können zu negativen Gefühlen führen• Re-integration in der Heimat kann schwer sein (später mit dem Studium beginnen und Einkommen erhalten, ohne Freunde die Uni beginnen)

(142 words)

Note: This stimulus has been part of a broader study in class, prior to the distribution of the other two stimulus.

Instrument-specific marking guide (ISMG)

Criterion: Analysing German texts in German

Assessment objectives

1. comprehend German to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw the conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.

In responding in German to German texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities • perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes in proficient and complex German related to finishing secondary school, future plans and responsibilities • discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing school, future plans and responsibilities. 	14–15
<ul style="list-style-type: none"> • effective understanding of information, ideas and/or opinions in the stimulus texts related to finishing secondary school, future plans and responsibilities • effective identification of tone, purpose, context and audience to draw a valid interpretation or inferences about meaning, values and attitudes in mostly proficient and complex German related to finishing secondary school, future plans and perspectives related to finishing secondary school, future plans and responsibilities • effective analysis and evaluation of most relevant information and ideas in the stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities. 	12–13
<ul style="list-style-type: none"> • understanding of information and ideas in most of the stimulus texts related to finishing secondary school, future plans and responsibilities • identification of purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes in mostly proficient German related to finishing secondary school, future plans and responsibilities. • analysis and evaluation of some relevant information and ideas in the stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities. 	10–11
<ul style="list-style-type: none"> • understanding of gist and obvious information from some of the stimulus texts related to finishing secondary school, future plans and responsibilities • identification of purpose, context and/or audience with sufficient proficiency in German 	8–9

<ul style="list-style-type: none"> related to finishing secondary school, future plans and responsibilities analysis of some relevant information and ideas in the stimulus texts to draw conclusions with some justification from the text/s related to finishing secondary school, future plans and responsibilities. 	
<ul style="list-style-type: none"> understanding of gist and obvious information from parts of the stimulus texts related to finishing secondary school, future plans and responsibilities identification of context and/or audience in which the overall response can be understood related to finishing secondary school, future plans and responsibilities analysis of some information and ideas in the stimulus text/s to draw conclusions related to finishing secondary school, future plans and responsibilities. 	6–7
<ul style="list-style-type: none"> understanding of parts of the stimulus text/s related to finishing secondary school, future plans and responsibilities some aspects of context and/or audience identified in fragmented German analysis of some information related to finishing secondary school, future plans and responsibilities. 	4–5
<ul style="list-style-type: none"> understanding of some words and phrases related to finishing secondary school, future plans and responsibilities fragmented information identified related to finishing secondary school, future plans and responsibilities. 	2–3
<ul style="list-style-type: none"> understanding of some words related to finishing secondary school, future plans and responsibilities. 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Part 2: Extended response — spoken conversation

Conditions			
Duration	5–7 minutes		
Mode	Student-centred conversation		
Individual/group	Individual	Other	—
Resources available	<ul style="list-style-type: none"> • Stimulus texts from Part 1. • The script you have developed from Part 1 		
Context			
In Part 1, you developed a multimodal presentation on the topics of finishing secondary school, plans and reflections, responsibilities, and moving on. Part 2 of this assessment draws upon Part 1.			
Task			
Answer a series of unseen, open-ended questions asked by your teacher in relation to your presentation, the three stimulus texts and/or the subject matter of Unit 4 Topic 1 and/or 2.			
Stimulus			
Same as for Part 1. See attached.			
Criterion	Marks allocated	Result	
Exchanging information and ideas in German Assessment objective/s 1, 4, 5, 6	15	—	
Total	15	—	

Part 2: Extended response — spoken conversation (sample teacher questions in German)

These are not to be viewed by the student: Open-ended questions will be developed by the teacher as they listen to the presentation. These would be individual.

Question 1

Wie war das letzte Schuljahr für Sie?

Question 2

Wie hat die Schulzeit Sie beeinflusst?

Question 3

Welchen Rat würdest du einem Schüler der 11. Klasse geben? Hast du Tipps für das letzte Schuljahr?

Question 4

Wie unterschiedlich ist das Erlebnis für die deutschen und australischen Schulabgänger?

Question 5

Was haben Sie über die deutschen Traditionen und ihr letztes Jahr an der Schule gelernt?

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 finishing secondary school, future plans and responsibilities
4. apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in German to discuss finishing secondary school, future plans and responsibilities 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"> • discerning application of conventions and use of language features in a spoken conversation in German to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner • provision of a perspective and justified personal response using relevant information related to finishing secondary school, future plans and responsibilities. 	14–15
<ul style="list-style-type: none"> • effective and proficient application of conventions and use of language features in a spoken conversation in German to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in an effective manner • provision of an effective personal response using relevant information related to finishing secondary school, future plans and responsibilities. 	12–13
<ul style="list-style-type: none"> • proficient application of conventions and use of language features in a spoken conversation in German to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a purposeful manner • provision of a clear personal response related to finishing secondary school, future plans and responsibilities. 	10–11
<ul style="list-style-type: none"> • use of suitable language features with errors that do not impede meaning in a spoken conversation in German to exchange information and ideas related to finishing secondary school, future plans and responsibilities • can maintain conversation in a structured and sequenced manner • provision of an appropriate personal response related to finishing secondary school, future plans and responsibilities. 	8–9
<ul style="list-style-type: none"> • use of German language features with some errors that impede meaning at times related to finishing secondary school, future plans and responsibilities • occasional need for prompting to maintain communication in a structured manner • provision of an adequate response related to finishing secondary school, future plans and 	6–7

responsibilities.	
<ul style="list-style-type: none"> • use of German language with errors that impede meaning but can be understood related to finishing secondary school, future plans and responsibilities • frequent need for prompting to maintain communication • fragmented response to finishing school, future plans and responsibilities. 	4–5
<ul style="list-style-type: none"> • use of German language with frequent errors but some information can be understood related to finishing secondary school, future plans and responsibilities • is hesitant, relying heavily on prompts and cues to communicate • disjointed response to finishing school, future plans and responsibilities. 	2–3
<ul style="list-style-type: none"> • isolated use of German phrases or words related to finishing secondary school, future plans and responsibilities. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0