German marking guide and response

Sample external assessment 2020

Combination response (50 marks)

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.

Note: Objective 6 is not assessed in this instrument.

Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities

- aligned to the external assessment conditions and specifications in General senior syllabuses

- developed under secure conditions.

Purpose

This document consists of an EAMG and an annotated response.

The EAMG:

- provides a tool for calibrating external assessment markers to ensure reliability of results

- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range

- informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

External assessment marking guide (EAMG)

Short response in German (15 marks)

Question	The response	Mark	The response	Mark
1	• identifies the topic of discussion • provides 1 example that supports this conclusion	2	• conveys meaning relevant to the question and allowing for few errors	4
	• identifies the topic of discussion OR • provides 1 example OR • in English, identifies the topic of discussion and provides 1 example that supports this conclusion	1	• conveys meaning relevant to the question and allowing for some errors	3
	• does not satisfy any descriptors above.	0	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above. OR • is in English.	0

Question	The response	Mark	The response	Mark
2	• identifies the father's perspective • compares this perspective to his daughter's perspective • provides 3 examples that support this conclusion	5	• conveys meaning relevant to the question and allowing for few errors	4
	• identifies the father's perspective • compares this perspective to his daughter's perspective • provides 2 examples that support this conclusion	4	• conveys meaning relevant to the question and allowing for some errors	3
	• identifies the father's perspective • compares this perspective to his daughter's perspective • provides 1 example that supports this conclusion	3	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
	• identifies the father's perspective • compares this perspective to his daughter's perspective OR • identifies the father's perspective • provides 1 example that supports this conclusion	2	• conveys fragmented meaning	1
	• identifies the father's perspective OR • provides 1 relevant example OR • in English, identifies the father's perspective, compares this perspective to his daughter's perspective and provides 3 examples that support this conclusion	1	• does not satisfy of the descriptors above OR • is in English.	0
	• does not satisfy any of the descriptors above.	0		

Short response in English (14 marks)

Question	The response	Mark
3	• identifies an audience • provides 4 examples that support this conclusion	5
	• identifies an audience • provides 3 examples that support this conclusion	4
	• identifies an audience • provides 2 examples that support this conclusion	3
	• identifies an audience • provides 1 example that supports this conclusion	2
	• identifies an audience OR • provides 1 relevant example OR • in German, identifies an audience and provides 4 examples that support this conclusion	1
	• does not satisfy any of the descriptors above.	0

Question	The response	Mark
4	• states whether Penny showed initiative • provides 3 examples that support this conclusion	4
	• states whether Penny showed initiative • provides 2 examples that support this conclusion	3
	• states whether Penny showed initiative • provides 1 example that supports this conclusion	2
	• states whether Penny showed initiative OR • provides 1 relevant example OR • in German, states whether Penny showed initiative and provides 3 examples that support this conclusion	1
	• does not satisfy any of the descriptors above.	0

Question	The response	Mark
5	• states whether Penny is likely to be successful • provides a total of 4 examples from Stimulus 2 and 3 that support this conclusion	5
	• states whether Penny is likely to be successful • provides a total of 3 examples from Stimulus 2 and 3 that support this conclusion	4
	• states whether Penny is likely to be successful • provides 2 examples that support this conclusion	3
	• states whether Penny is likely to be successful • provides 1 example that supports this conclusion	2
	• states whether Penny is likely to be successful OR • provides 1 relevant example OR • in German, states whether Penny is likely to be successful and provides a total of 4 examples from Stimulus 2 and 3 that support this conclusion	1
	• does not satisfy any of the descriptors above.	0

Extended response in German — Question 6 (21 marks)

Information	Mark	Meaning	Mark	Language elements	Mark	Textual conventions	Mark
The response		**The response**		**The response**		**The response**	

• addresses all of
  – why camping is the best possibility/way to celebrate
  – what to be aware of when camping in the Australian bush
  – why it would be a good experience
• elaborates on all 3
	6	• addresses all requirements of the task
		• conveys meaning relevant to the task, allowing for few errors
		• proficiently communicates through
		  – selection of ideas
		  – logical sequencing of ideas
		  – synthesis of ideas
			5	• uses a wide range of vocabulary purposefully
				• uses a wide range of grammar
				• uses a range of tenses
				• uses consistent register for context
					8	• applies all of
						  – informal opening
						  – informal conclusion
							2

• addresses all of
  – why camping is the best possibility/way to celebrate
  – what to be aware of when camping in the Australian bush
  – why it would be a good experience
• elaborates on 2
	5	• conveys meaning relevant to the task, allowing for few errors
		• proficiently communicates through
		  – selection of ideas
		  – logical sequencing of ideas
		  – synthesis of ideas
			4	• uses a wide range of vocabulary accurately
				• uses a range of grammar
				• uses a range of tenses, allowing for infrequent errors
				• uses consistent register for context
					7	• applies 1 of
						  – informal opening
						  – informal conclusion
							1

• addresses 2 of
  – why camping is the best possibility/way to celebrate
  – what to be aware of when camping in the Australian bush
  – why it would be a good experience
• elaborates on those 2
	4	• conveys meaning relevant to the task, allowing for some errors
		• clearly communicates through
		  – selection of ideas
		  – sequencing of ideas
		  – structuring
			3	• uses a wide range of vocabulary, allowing for infrequent errors
				• uses a range of grammar, allowing for infrequent errors
				• uses a range of tenses, allowing for infrequent errors
				• uses consistent register for
					6	• doesn't apply any of the textual conventions above
						      OR
						• is in English.
							0

Information	Mark	Meaning	Mark	Language elements	Mark	Textual conventions	Mark
The response		**The response**		**The response**		**The response**	
				context			

• addresses 2 of
  – why camping is the best possibility/way to celebrate
  – what to be aware of when camping in the Australian bush
  – why it would be a good experience
• elaborates on 1 of those
	3	• conveys some meaning relevant to the task through
		  – selection of ideas
		  – sequencing
		  – structuring
			2	• uses a range of vocabulary, allowing for some errors
				• uses a range of grammar, allowing for some errors
				• attempts to use a range of tenses
				• mostly uses consistent register
					5		

• addresses 1 of
  – why camping is the best possibility/way to celebrate
  – what to be aware of when camping in the Australian bush
  – why it would be a good experience
• elaborates on 1
	2	• attempts to convey meaning although errors may impede	1	• uses a range of vocabulary and grammar, allowing for errors	4		

• mentions words and/or phrases that could be used in a relevant response	1	• is in English.	0	• uses repetitive vocabulary and grammar	3		
• is in English.	0			• uses repetitive vocabulary and grammar, allowing for errors	2		
				• uses isolated words and phrases	1		
				• is in English.	0		