German General Senior Syllabus 2019 v1.2

Subject report 2020

February 2021

210022

Contents

Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

- Number of schools offering the subject: 32.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	309	316	320

*Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	309	4	0
Unit 2	316	2	0

Units 3 and 4 internal assessment results

2020 COVID-19 adjustments

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.

In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment
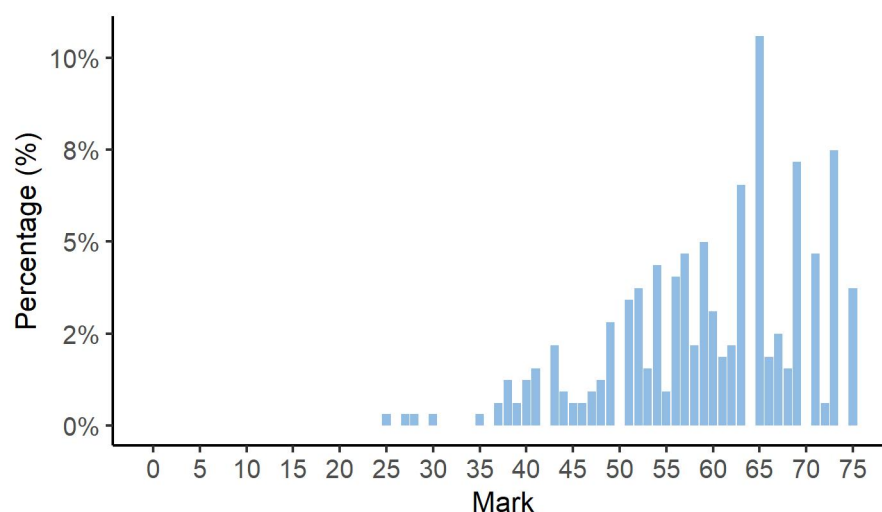
IA1 results

IA1 total
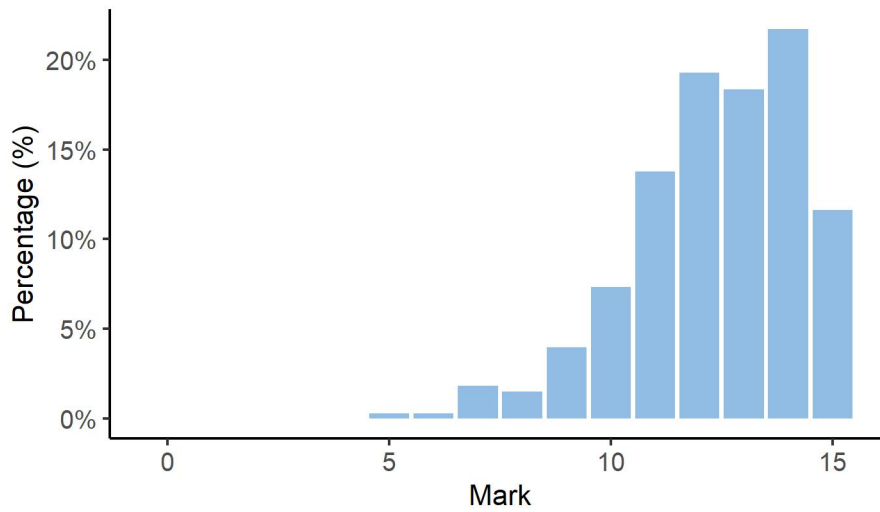
IA1 Criterion 1
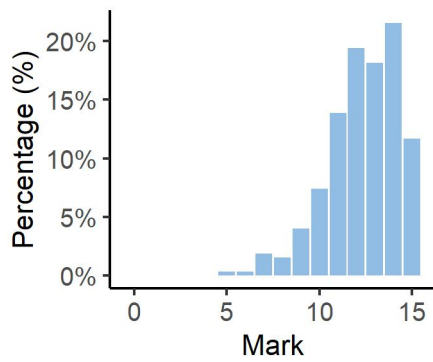
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IA2 total
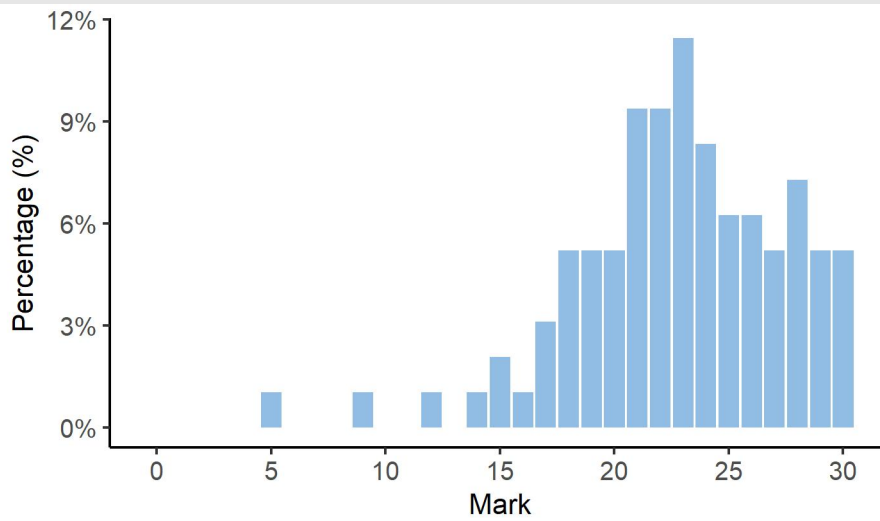
IA2 Criterion 1
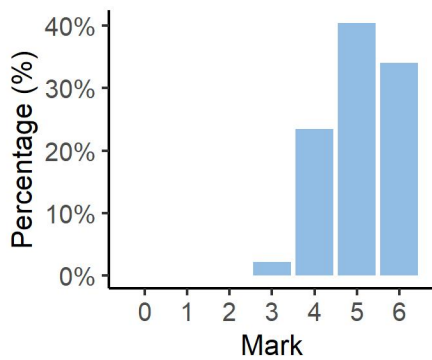
IA2 Criterion 2
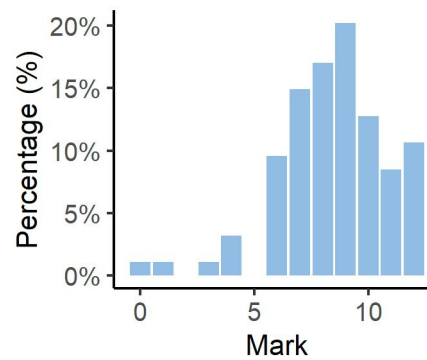
IA2 Criterion 3
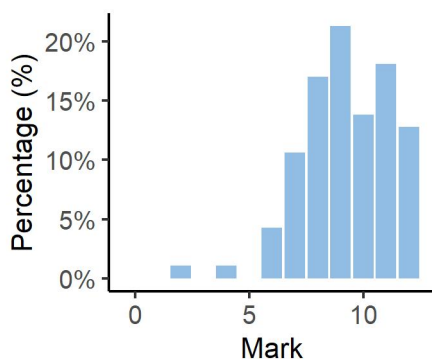
IA3 results

IA3 total
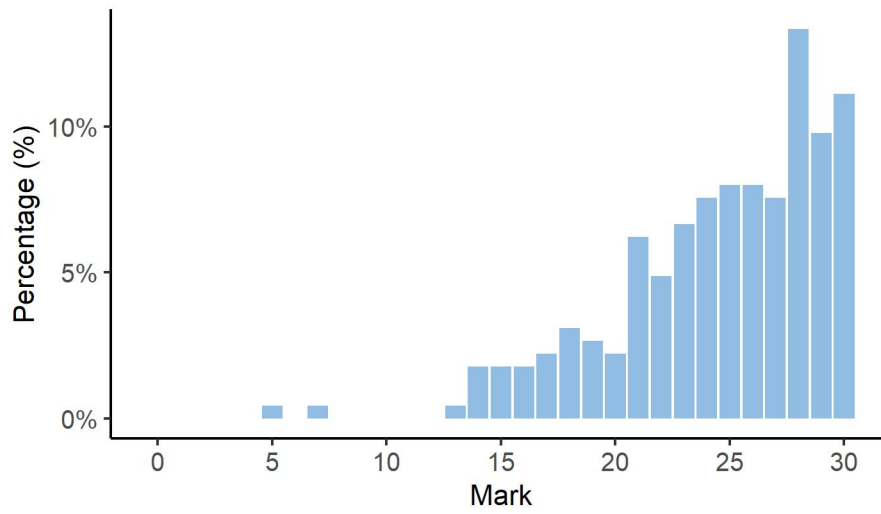
IA3 Criterion 1
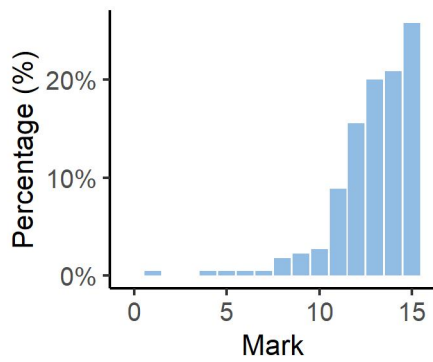
IA3 Criterion 2
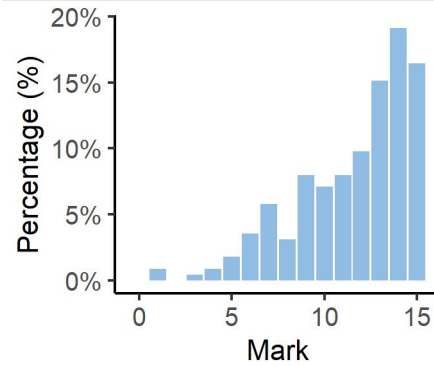
External assessment results
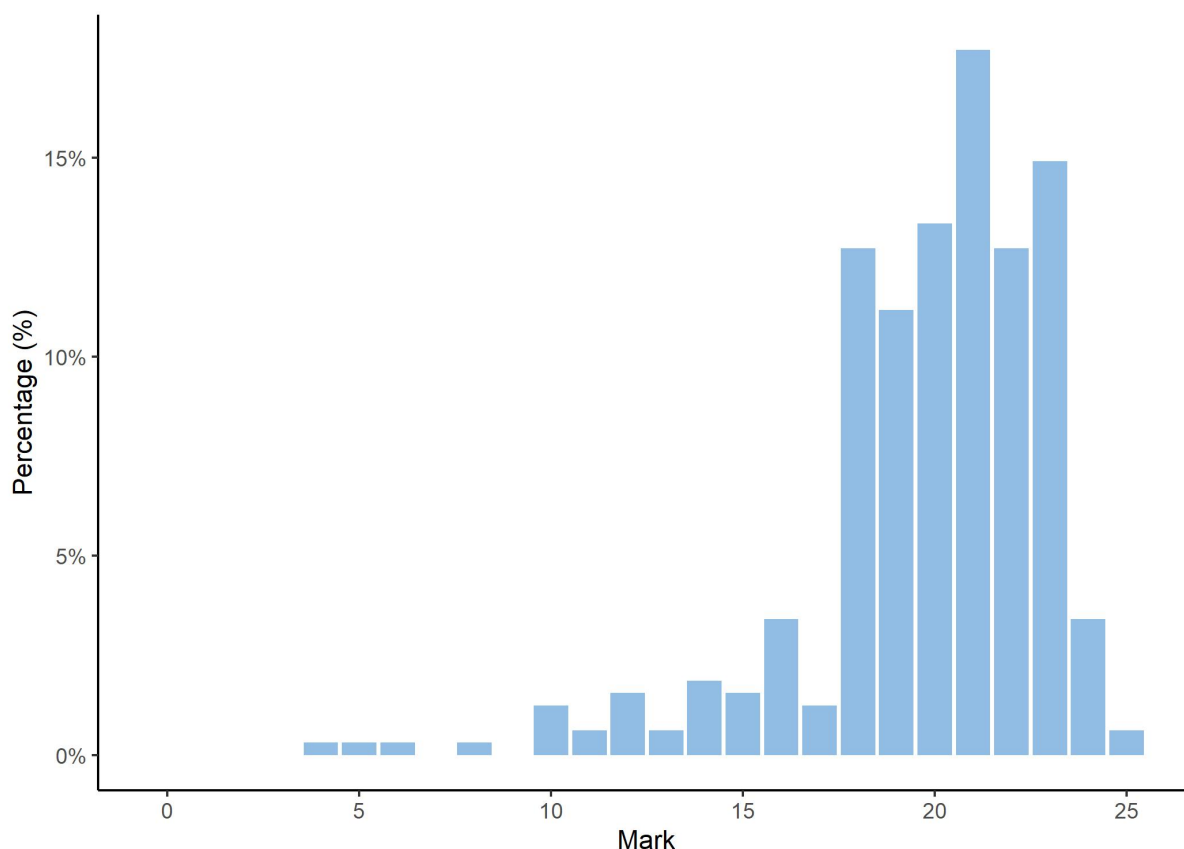
Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	142	145	33	1	0

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–84	83–63	62–41	40–15	14–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	32	32	32
Percentage endorsed in Application 1	41	34	66

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	32	146	7	0	2	99.07
2	9	47	19	0	1	78.72
3	23	105	15	0	3	92.67

Internal assessment 1 (IA1)

Examination — short response (15%)

Internal assessment 1 (IA1) is a short response examination where students analyse German texts in English. Stimulus is varied: visual, written, and audio or audiovisual (Syllabus section 4.6.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	16
Authentication	0
Authenticity	1
Item construction	11
Scope and scale	2

*Total number of submissions: 32. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- opportunities to cover all assessable objectives

- 4–6 short response questions requiring responses of up to 100 words each with one question relying on the use of more than one stimulus text

- 3–5 stimulus texts, including one written, one visual (up to 60 words) and one audiovisual text requiring responses with a combined word length of 500-800 words

- questions which allow for unique student responses and an authentic engagement with stimulus

- questions which can be answered within the word limit.

Practices to strengthen

It is recommended that assessment instruments:

- provide opportunities for analysis, evaluation and the identification of context, audience, tone and/or purpose

- avoid leading questions which provide details about the stimulus, e.g. instead of asking students to 'evaluate the conflict between the speakers' ask students to 'evaluate the way the speakers interact with each other'

- include multiple questions for assessing the four assessable elements of objective two (tone, purpose, audience, context) rather than one single question, as asking students to write about

four of these within the 100-word limit will not allow them to demonstrate the higher performance levels.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	2
Language	1
Layout	0
Bias avoidance	2

*Total number of submissions: 32. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- accurate grammar, spelling and punctuation in the instructions, questions, tasks and speaking questions.

Practices to strengthen

It is recommended that assessment instruments:

- use bold, italics or other formatting features only when relevant and appropriate to the genre, e.g. to indicate an introduction to a feature article

- contain the correct audio/audiovisual files for the question/s and use file types as directed by the QCAA

- are appropriately scaffolded, i.e. it is not necessary to include 'the inference of meaning, values and attitudes' in questions (e.g. 'Identify the context of Stimulus 1 to infer meaning, values and attitudes'). The examples chosen in the response will show whether inference of meaning has occurred

- contain concise questions constructed using precise language and explicit cues to enable students to demonstrate what they know and can do.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing German texts in English	99.06	0.63	0.31

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- responses demonstrated comprehension of 'information, ideas and/or opinions' in *all* stimulus texts.

Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criterion at the performance level indicated. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Analysing German texts in English	**Excerpt 1**
This response demonstrates thorough comprehension of ideas and/or opinions in all the stimulus texts.	~~Each of the~~ Both cartoons ~~(a Stimulus 2)~~ are show the types of family that exist outside the 'traditional' model and people's reactions to this. The first cartoon highlights the idea that 'Patchwerk' families are difficult for all involved which is supported by tension between parents in the background. This may intend to show a negative view of 'unusual' family types. The second cartoon demonstrates how ~~young~~ young children in modern society are growing up with more complex families. The ~~older~~ teacher (older generation) appears pleased to hear talk of simple 'mother & child' family compared to her shocked expression when new boyfriends, ex-husbands and 'getting the kids every second weekend' are mentioned. This demonstrates the difference in belief of what family looks/sounds like between demographics. ✓ → effective analysis to draw valid conclusion
	Excerpt 2
This response demonstrates perceptive identification of tone to draw a valid interpretation of interferences about meaning, values and attitudes.	The tone of Stimulus 2 appears to be "an overall content yet understanding. Dimitri discusses the difficulties of working as an au-pair involves as it isn't considered a 'manly job'. However, he recognises that, although rare, working in Berlin is occupation has come to be acceptable. Though acceptable, Dmitri mentions that 'some men laugh at it.' He understands that, living in Georgia, some wouldn't choose to work as an au-pair, however, he then ends the audio text by saying that, for him, it was the best decision he could have made.

This response demonstrates 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.	**Excerpt 3**

draw valid + justifiable conclusions about meaning, values + attitudes

Stimulus 2 reflects a more progressive attitude generally with discussion *(a caring, more 'female' role)* about how men as au-pairs' is rare but still acceptable, though people laugh at or question his choices. On the other hand, Stimulus 3 depicts reflects quite a traditional attitudes/values *in society.* *A 'typical'* towards men and woman. Men are 'Man' is said to 'come home tired, flip through channels and not say a word. women love to talks. However, when men do speak, careers, sports & women are 'good themes' but never their feelings because that isn't 'manly.'

'Good things' about a man in Stimulus 3 are listed as physical *(e.g. building shelves)* things and earning money. Furthermore, women are depicted as materialistic with focus on a love for shopping and not things one to say what she thinks. Thus, Stimulus Stimulus 3 depicts men as the 'breadwinners' of society who are more capable of physical labour. Thus, Stimulus 2 reflects a more modern perspective as it shows a man in a caring, more 'femine' role compared to the a labour intensive one.

well-constructed and valid conclusions with well substantiated justification of opinions

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- responses which analyse and evaluate need to demonstrate evidence based on the stimulus and not include general knowledge or information outside the stimulus

- when marking objective two (the second characteristic in each performance level of the ISMG), evidence in student responses is marked according to how well students identify tone, purpose, context and audience

- when evidence in the student response is matched to the ISMG, the response needs to show all of the characteristic for the response to be matched at a particular performance level — if it does not, then the match should be made to a lower performance level where the characteristic is met

- school policies on word/time limits must be implemented when responses exceed the word limit

- teachers work questions prior to submitting assessment instruments for endorsement to ensure that high performance levels can be achieved within 100 words. Additionally, although not a requirement, providing indicative responses will assist endorsement decision-making.

Internal assessment 2 (IA2)

Examination — combination response (30%)

Internal assessment 2 (IA2) is a combination response examination held in two sessions. In Session 1, students analyse German stimulus in English and create German texts using German stimulus. Session 2 incorporates a student-centred conversation (3–7 minutes) where students exchange information and ideas in German with reference to stimulus and unseen questions. Stimulus is varied: visual, written, and audio or audiovisual (Syllabus section 4.6.2).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	19
Authentication	0
Authenticity	2
Item construction	4
Scope and scale	3

*Total number of submissions: 32. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- questions which enabled students to demonstrate all assessible objectives

- for Session 1

    - 3–5 short response questions of up to 100 words each, including one question requiring students to refer to more than one stimulus in Session 1, Part 1

- for Session 2

    - an unseen visual stimulus with up to 60 words in German and/or English

    - a written stimulus that offers a different perspective to Session 1 stimulus

    - open-ended questions that allow students to exchange information and ideas in German in a conversation.

Practices to strengthen

It is recommended that assessment instruments:

- for Session 1

    - clearly direct students to respond in English using full sentences (where appropriate) in Part 1

- clearly direct students to respond in German using a recognisable genre in Part 2

- for Session 2

  - avoid limiting student interaction through the use of closed questions that prevent students from communicating their ideas during the German conversation.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	1
Language	1
Layout	0
Transparency	3

*Total number of submissions: 32. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- stimulus items with minimal distractors that were accessible to all students

- an adequate response space reflecting the length of expected responses

- stimulus items and ISMGs that were legible and fitted on the page (the print preview function in the endorsement application allows this to be checked before uploading)

- legible and clear images, diagrams and other visual elements

- clear, audible audio and audiovisual stimulus.

Practices to strengthen

It is recommended that assessment instruments:

- are proofread to ensure they are free of errors and that they model accurate spelling, grammar, punctuation and other textual features in German — errors in German may lead to misunderstandings and limit student responses

- clearly direct students where to respond to questions and provide sufficient space for required response lengths

- include stimulus that do not contain inappropriate content or unnecessary pictures, which may provide significant visual cues.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing German texts in English	96.81	0	3.19
2	Creating German texts with German stimulus	73.4	24.47	2.13
3	Exchanging information and ideas in German	65.96	31.91	2.13

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- responses for the Analysing German texts in English criterion showed comprehension of all the stimulus

- responses made plausible judgments which were drawn from the stimulus and not prior knowledge

- responses demonstrated inference of purpose, audience, context and tone rather than straight comprehension of the stimulus.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criterion at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Creating German texts with German stimulus This response demonstrates discerning application of conventions and use of language elements to write a comprehensive response.	

Exchanging information and ideas in German This response demonstrates synthesis of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions.	IA2 Session 2 audio sample (MP3; 52 secs) **Transcript** ‚Also treffe ich viele Kinder.Ich glaube dass Sport ein guter Weg ist um andere kennenzulernen. Jetzt habe ich viele Freunde in verschiedenen Klassen. Ich glaube auch, dass Musik ein guter Weg ist um andere kennenzulernen. Ich spiele kein Instrument aber Leute die Instrumente spielen können Bands machen.'

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- for the Creating German texts with German stimulus criterion

  – the match to characteristics should not be made in the higher performance level if students do not use language elements discerningly. It is expected that this would include grammatical and lexical features which are reflective of the final year of senior German

- for the Exchanging information and ideas in German criterion

  – all questions must remain unseen until the conversation with the student occurs. A wide range of formative opportunities to engage in speaking activities on a range of topics should be provided. The style of question to be asked can be modelled in formative activities. However, the endorsed questions used in the summative assessment must not be provided to students prior to the assessment

- responses are a two-way conversation. Responses need to include strategies to generate and maintain communication with spontaneity. However, students should not be rescued or prompted by the teacher

- the conversation should include little scaffolding by the teacher to ensure the student response is able to be develop fully within the expected timeframe

- marks awarded at the highest performance level must have evidence of 'generating conversation'

- student responses must include a response to stimulus used in Session 1

- rehearsed responses should not be rewarded at the higher performance levels — this is not a speech or a prepared response; the emphasis is on spontaneous conversation

- uploaded audios be checked to ensure that they are the correct ones, and that there is no missing evidence

- the quality of the audio recording be checked for clarity prior to uploading to confirmation

- schools implement their policies on word and time limits to ensure these reflect the specifications of the syllabus. Marks are awarded accordingly in terms of discerning and perceptive responses for those which exceed the time/word limit

- strategies for managing response length according to each school's assessment policy must be consistently applied to all responses

- teachers work questions by writing responses to questions prior to endorsement to ensure that high performance levels can be achieved within the word/time limit. Additionally, although not a requirement, providing indicative responses will assist endorsement decision-making

- student files are checked for completeness after they have been uploaded to the QCAA Portal.

Internal assessment 3 (IA3)

Extended response (30%)

Internal assessment 3 (IA3) is an extended response completed as two parts. Part 1 requires students to analyse German stimulus in German over a period that includes class time and home time (2–3 weeks). Stimulus is varied: visual, written, and audio or audiovisual. The student analysis is delivered in German in a multimodal presentation (4–8 minutes). Part 2 is a student-centred conversation in German (5–7 minutes) using unseen questions (Syllabus section 5.5.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	8
Authentication	0
Authenticity	0
Item construction	1
Scope and scale	1

*Total number of submissions: 32. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- a range of stimulus texts which are current and of student interest, and related to Unit 4 subject matter

- one seen stimulus text and two unseen stimulus texts

- clearly labelled stimulus texts, e.g. the studied-in-class stimulus

- questions which allow for a personal individual perspective

- instructions which clearly state a credible context, purpose and audience for the multimodal presentation.

Practices to strengthen

It is recommended that assessment instruments:

- contain open-ended questions, appropriate in scope and scale, so students can respond fully within syllabus-required word limits

- include only studied texts that conform to the genres listed in the syllabus (section 5.5.1)

- provide a credible context, purpose and audience across all questions and stimulus

- include instructions that direct students to reference the three required stimulus texts, so that students can achieve results in high performance levels.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	0
Language	0
Layout	1
Bias avoidance	3

*Total number of submissions: 32. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- content that was appropriate and accessible for all students, so that all students could demonstrate what they know and can do

- questions and stimulus that complemented each other, so that direct correlations between them allowed students to respond effectively to the question

- stimulus where images, diagrams and other visual elements were legible, clear and relevant

- audio and audiovisual elements that were correctly uploaded.

Practices to strengthen

It is recommended that assessment instruments:

- use only stimulus texts and language that allows all students to respond successfully

- use bolding, italics or other formatting features only when relevant and appropriate to the genre — distractors such as unnecessary colours and pictures should be removed from written texts

- include appropriate audio/audiovisual files for the instrument, use QCAA-directed file types, and are not paced so slowly that there is a risk of impeding student understanding

- include audio stimulus texts which reflect the appropriate level for Unit 4

- for Part 1

  - guide students to their presentations in the correct format from the outset, e.g. MP4

  - the task requires students to respond to three stimulus texts — direct students to respond to all three stimulus texts so that they can achieve the highest performance levels of the ISMG

  - the student presentation must be a multimodal presentation, i.e. a presentation that contains at least two different modes, e.g. spoken and visual images in a PowerPoint presentation

  - the student presentation must be 4–8 minutes in length — monitor students during the draft stage to ensure that they are adhering to the time limit

- for Part 2

    - the student presentation must be 5–7 minutes in length — it is the teacher's responsibility to monitor the length of the conversation so that no student is disadvantaged.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

| Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing German Texts in German	95.11	4.89	0
2	Exchanging information and ideas in German	90.22	9.78	0

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- responses showed clear and explicit analysis and evaluation of the stimulus.

Samples of effective practices

Assessment objective: Analysing German texts in German

The following is an excerpt from a response that illustrates the characteristics for the criterion at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Analysing German texts in German This response demonstrates comprehensive understanding of information, ideas and/or opinions in the stimulus texts.	**Optionen nach der Schule** Redacted for copyright Redacted for copyright Redacted for copyright IA3 Part 1 multimodal sample (MP4; 24 secs) **Transcript** Beide Mädchen zeigen eine positive und zugleich praktische Einstellung und stehen beispielhaft für Unabhängigkeit, Selbstvertrauen und

	Vorausdenken nach dem Abschluss. Das Ziel von Paula und Leo ist es, uns dazu zu inspirieren ein Gap Year zu machen, indem sie Außenstehenden ihre persönlichen Plänen erläuten.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when awarding marks for each characteristic, the student work must demonstrate the whole of the characteristic. If the work does not, then the mark awarded must reflect this by matching to a lower performance-level characteristic

- schools implement their policies on word and time limits to ensure these reflect the specifications of the syllabus

- in Part 1, responses which exceed the word/time limit are marked accordingly in terms of perceptive and discerning responses

- in Part 2, the student response should include strategies to generate and maintain communication, e.g. by

  – seeking clarification about questions, unfamiliar words or ideas

  – requesting repetition or slower speed

  – asking a question of the teacher.

External assessment

External examination — combination response (25%)

Assessment design

Assessment specifications and conditions

The examination was a combination of extended and short responses in English and German related to three unseen German stimulus. The stimulus texts were written text/s and transcripts of 500–800 words in length when combined (Syllabus section 5.5.2).

Criterion: Analysing German texts in English and German

The criterion requires students to:

- respond to three to six German stimulus texts, of which at least one is written, and one is audio, audiovisual, which are authentic related to the Unit 4 subject matter written text/s and transcripts of 500–800 words in length, when combined

- respond in English and German to unseen questions, scenarios and/or problems, e.g. interpreting graphs, tables or diagrams completing items requiring short and/or extended responses responding to unseen stimulus texts interpreting ideas and information in German texts

- analyse, synthesise and evaluate questions, scenarios and/or problems in response to German text/s

- write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.

Criterion: Creating German texts

Students respond in German to unseen questions, scenarios, problems and/or German stimulus.

Conditions

- Time: 120 minutes plus 5 minutes perusal.

- Length:

    – responses in English

        ▪ written short answer responses, up to 100 words per item

        ▪ total response of 300–400 words

    – responses in German

        ▪ written short answer responses up to 100 words per item

        ▪ written extended answer responses of 200–300 words

        ▪ total response of 400–600 words

- Resources: notes and reference materials are not permitted.

The 2020 assessment instrument consisted of three sections. Questions were derived from the context of Unit 4 Topic 1 (Finishing secondary school, plans and reflections) and Topic 2 (Responsibilities and moving on). This assessment was used to determine student achievement in the following 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 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 relate 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.

Note: Objective 6 is not assessed in this instrument.

Section 1 provided an audio stimulus in which a granddaughter left a voicemail message for her German grandmother inviting her to her valedictory dinner in Australia. There were two questions which required students to identify and justify purpose, context and audience in German.

Section 2 consisted of two written stimulus texts:

- a letter from an Australian student thanking his German host family and the organisation who arranged his exchange to Germany. One question was asked. It required students to identify and justify the feelings of the writer in English

- a diary entry in which a student reflected on the beginning and end of his school career. Two questions were asked. They required students to identify and justify the purpose of the text and the feelings of the writer in English.

Section 3 was an extended response in German of 200–300 words. It required students to write a personal statement in relation to a potential job opportunity.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- questions which addressed Assessment objectives 1, 3, 4 and 5.

Effective practices

The following samples were selected to illustrate highly effective student responses in some of the assessment objectives of the syllabus.

Short response

Assessment objectives: 1, 2, 3, 4 and 5

Item: 2

This question required students to identify the context and audience of the stimulus and to answer in German.

Effective student responses:

- identified the audience (grandmother) and context (answering machine message / voicemail) with appropriate justifications (she called her 'Oma' and said she was her favourite granddaughter; she asked the grandmother to call her back so she could book a flight) and did not repeat the information from Question 1

- made meaning in German with few errors.

Student sample of effective responses

| **Analysing German texts in German**
This excerpt has been included because:
• it identifies the audience as the grandmother
• it includes an example from the text as justification. | **QUESTION 2 (8 marks)**
Identify who Elsa is hoping to speak to and determine the context of Stimulus 1. Justify your response with one example for intended audience and one example for context.

Elsa hofft mit ihrer Oma zu sprechen. Sie sagt, dass sie liebt ihre Oma und, dass sie ein Flug für ihre Oma ~~kaufen~~ kaufen müsst. |

Assessment objectives: 1 and 3

Item: 3

This question required students to evaluate whether the experience had been a positive one for Michael and to justify this by providing five examples from the stimulus.

Effective student responses:

- identified that the experience had been a positive one and provided five examples from the text to support this. Examples could include such information as

  – Michael misses everyone

  – he had fun

  – he saw lots of Germany

  – the friendship he made meant more to him than anything else

  – he wants to go back again.

Analysing German texts in English

This excerpt has been included because:
- it evaluates the experience as a positive one
- it provides five examples from the stimulus.

QUESTION 3 (6 marks)

To what extent has the experience in Stimulus 2 in the stimulus book been a positive one for Michael? Justify your response by providing <u>five</u> examples from the stimulus.

Michael's exchange to Germany was "a great experience" that he already misses a lot. He says that he "had lots of fun," and "saw lots of Germany." ~~Frederick and~~ His host family, especially his host brother Frederick, were "super" - they showed him around Berlin and took him skiing in Austria. ~~He~~ Michael also made many new friendships - and he claims they mean more to him than any other friendships. ~~He~~ Michael is also thankful for the amazing experience as his knowledge of German has improved. Michael only uses positive language to describe his experience and often expresses his sincerest thanks to Margaret, his exchange group and his host family, thus indicating that the experience was ~~a~~ positive and unforgettable. He claims that he already wants to go back to see everyone.

Extended response

Assessment objectives: 1, 4 and 5

Item: 6

This question required students to write a personal statement in German in relation to a potential job opportunity.

Effective student responses:

- addressed and elaborated on all elements of the three points listed in the examination question. Points 1 and 3 had two elements; both were required for full marks

- showed perceptive ability to identify suggested weaknesses and turn them into potential strengths in a letter of application

- distinguished between strengths (character traits) and abilities (skills such as computer or language skills)

- provided more than simply listing qualities or abilities — examples of those qualities or abilities in use were included in top level responses

- were paragraphed in accordance with the three required points from the examination question and ideally also contained an introductory paragraph and conclusion

- included no irrelevant information (e.g. hobbies)

- synthesised information using a wide range of cohesive devices and conjunctions, e.g. *einerseits, andererseits, danach, deswegen, daher, darüber hinaus, entweder … oder, nicht nur … sondern auch, zusammenfassend, Im Großen und Ganzen, vor allem*

- used a wide range of vocabulary, grammar, tenses and consistent formal register. Vocabulary was sophisticated, appropriate to the context and spelled accurately. Sentences included complex sentences, use of subordinate conjunctions and *um… zu* constructions, inversion, etc. Tenses included use of past, present and future (with *werden*) as well as use of the subjunctive (*möchte, wäre, hätte, würde, könnte, sollte*). For a full 8 marks, student work was expected to be error-free

- for the letter response — included a formal salutation (e.g. *Sehr geehrte Damen und Herren*) and valediction (e.g. *Mit freundlichen Grüßen*). Both elements were needed for the full two marks. Some students made up names for companies and/or employers, but this was not necessary

- for the personal statement — provided a title and concluding remarks which summarised the reasons why the candidate should be employed and thanked the employer for their consideration. Both elements were needed for the full two marks. Most students were able to achieve at least one mark.

Student samples of effective responses

| Creating German texts
These excerpts have been included because the student:
• addressed and elaborated on all elements of the three points listed in the examination question
• turned identified weaknesses in the application into potential strengths
• distinguished between strengths (character traits) and abilities (skills such as computer or language skills). | **Excerpt 1**

Excerpt 2
 |

This excerpt has been included because: • it includes a formal salutation (*Sehr geehrte Damen und Herren*) • a valediction (*Mit freundlichen Grüßen*). Both elements were needed for the full two marks.	Sehr geehrte Frau Erdelyi, ich freue mich darauf, Ihnen heute ein E-mail ^zu schicken, um für Ihnen Job zu bewerben. ich glaube dass, es eine ~~tv~~ großartige Möglichkeit ist. Ich hoffe dass, ihr mein Bewerbung in Betracht zeichnen. Ich danke Ihnen, dass ø Ihr die Zeit genommen haben, meine Beuerbung zu lesen. Mit ~~frendl~~ freundlichen Grüßen, Kaitlin Topalov **END OF PAPER**

These excerpts have been included because: • they addressed all necessary parts of the question, i.e. plans for after the gap year and how the candidate will use German in the future • they synthesised substantial information using a wide range of sentence and grammatical structures.	**Excerpt 1** Nach meinem freiwilligen Jahr, ~~werde~~ gehe ich zu der Universität von Queensland, um Internationale Beziehungen zu studieren. ~~Man musst eine Sprache für~~ Ein Häuptfach musst eine Sprache sein, und ich habe Deutsch gewählt. Mein Traumberuf ist für die Vereinten Nationen zu arbeiten, in der politischen, friedens und humanitären Abteilung. Da sich zwei die Hauptbüros in Genf und Wien befinden, ~~wer~~ wird Deutsch eine bedeutender Gewinn für mein tägliches Leben sein. Zusätzlich ist Deutsch eine der drei Amtssprache auf der

Excerpt 2

Europäische Kommission, was ~~macht~~ es für die Wirtschaft und die Diplomatie ~~gebietet~~ sehr nützlich macht. Darüber hinaus ist Deutsch für mir sehr wichtig aufgrund meine Verbindung mit der Land. ~~Ich habe~~ Ich habe viele Freunden in Deutschland, zum Beispiel meine Gastfamilie (aus meine Studenten-austausch) und die "Backpackers", die bei uns auf unseren Bauernhof unterbracht haben. ~~Es~~ Mein Hauptinteresse ist moderne Geschichte, ^(besonderes der kalte Krieg und der zweite Welt krieg) und ~~weil~~ ~~die Geschich~~ es gibt viele Sehenswürdigkeiten in Deutschland, zum Beispiel Checkpoint Charlie und Auschwitz. Es macht Reisen so viel besser, wann ~~man~~ ich die Geschichte hinter die Museen und Sehenswürdigkeiten verstehen kann. Daher, ~~glaube ich~~ ist es für mir sehr wichtig, mein Deutsch zu verbessern.

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- the difference between purpose and context, so that if these occur in separate questions students are able to respond appropriately

- that the same information should not be repeated across questions in short responses

- student responses must appropriately justify their identification of a context

- when asked to *evaluate,* students need to provide a justified judgment, that is, they must prove how a conclusion is reasonable

- that quotations from the text need to be explained in terms of their relevance, whether the response language is German or English

- that all questions and cues need to be read carefully. Question 6 asked for students to write a personal statement addressing their suitability for gap-year work with an Austrian firm. Many students ignored the genre and country specified by the task

- it is important to respond to all aspects of the task. If a question or component of a question has two parts joined by an 'and', both must be answered to receive credit, e.g. strengths *and* weaknesses

- where asked to *elaborate* they need to provide examples, not just a list of attributes. Students should also be reminded to differentiate between 'strengths' and 'skills'

- they need to use of a range of tenses (past, present and future) as well as mood (subjunctive) to demonstrate capabilities in the extended response. Make sure students don't avoid the use of *werden* by using present tense, or only using *ich möchte*

- the use of the correct register and consistency throughout the extended response is important, e.g. using *man* instead of *du* in formal texts

- the difference between formal and informal salutations and valedictions

- that written responses need to be paragraphed to introduce separate ideas, and to use a range of cohesive devices to promote cohesion throughout the text. Question 6 responses should have included at least three paragraphs for the three points specified.