

German marking guide and response

External assessment 2021

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 secondary school, future plans and responsibilities.

Note: Objective 6 is not assessed in this instrument.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

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.

Marking guide

Short response in English

Q	Sample response	The response:
1a)	An intended audience for Stimulus 1 is likely to be young people interested in environmental issues. For example, the report praises young people engaging positively with the environment.	<ul style="list-style-type: none">• identifies an intended audience [1 mark]• provides an example to justify this conclusion [1 mark]
1b)	The context for Stimulus 1 is likely to be a radio program. At the beginning of the stimulus, the presenter begins by saying, 'It has been comforting to know that every Tuesday at 8 pm a loyal band of listeners tune in.'	<ul style="list-style-type: none">• states a valid context [1 mark]• provides an example to justify this conclusion [1 mark]

Q	Sample response	The response:
2	<p>The activity is a pilgrimage to Hambach Forest. Young people may wish to travel there because their journey to the forest shows their desire to be environmentally proactive. The stimulus suggests that this initiative is bigger than Earth Hour and similar initiatives, which may interest young people hoping to make a positive change. It also states that young people are participating in order to make others aware of the environmental issues we are facing and they feel compelled to get involved immediately after finishing school.</p>	<ul style="list-style-type: none"> • identifies the activity in Stimulus 1 [1 mark] • evaluates why young people might want to participate [1 mark] • provides an example to justify this conclusion [1 mark] • provides a second example to justify this conclusion [1 mark] • provides a third example to justify this conclusion [1 mark]
3	<p>Sabina is the better applicant. The family is large and noisy and Sabina is from a big family, which makes her suitable. Hilde on the other hand is an only child and has no experience with children. Sabina shares the family's love of the outdoors, biking and nature.</p> <p>Sabina is also available to look after the children at any time, which would suit the family as they have commitments both after school and on Saturdays.</p>	<ul style="list-style-type: none"> • states an opinion about the better applicant [1 mark] • provides one example to justify this conclusion [1 mark] • provides a second example to justify this conclusion [1 mark] • provides a third example to justify this conclusion [1 mark] • provides a fourth example to justify this conclusion [1 mark]

Short response in German

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
4	Dieser Text hat einen positiven Ton, da es ein Artikel über Schulabgänger ist, die der Autor bewundert. Zum Beispiel, der Autor bezieht sich auf die wichtigen Fähigkeiten, die die Studenten für ihr Erwachsenenleben haben. Es werden auch viele unterstützende Statistiken benutzt um die Sicht und die Meinung des Autors, daß junge Menschen erfindungsreich und verantwortungsvoll sind, zu unterstützen. Zum Beispiel, 70% der Befragten ziehen Wasser als Getränk vor und 66% ziehen Aktivitäten im Freien den digitalen Geräten vor.	<ul style="list-style-type: none"> identifies the tone [1 mark] provides one example to support this identification [1 mark] provides a second example to support this identification [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy of the descriptors above. 	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	Der Zweck dieses textes ist es den Leser über eine neue Generation zu informieren, die zum Vorschein kommt und die die Welt auf eigene Art und Weise beeinflussen wird. Sie stehen morgend früh auf und haben ain Mittagsschläfchen am Wochenende. Sie trinken nicht viele Energiegetränke, vielleicht eins am Samstag Abend.	<ul style="list-style-type: none"> states a valid purpose [1 mark] provides one example to justify this conclusion [1 mark] provides a second example to justify this conclusion [1 mark] provides a third example to justify this conclusion [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0

Extended response in German — Question 6

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> what end-of-school traditions they would like to see introduced at their school how their family will celebrate the end of school how they will celebrate the end of school with their friends 	6	<ul style="list-style-type: none"> conveys meaning relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully uses a wide range of grammar purposefully uses a wide range of tenses purposefully uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> title concluding remark/s 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> what end-of-school traditions they would like to see introduced at their school how their family will celebrate the end of school how they will celebrate the end of school with their friends elaborates on 2 of these 	5	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary accurately uses a wide range of grammar accurately uses a wide range of tenses accurately uses consistent register for context 	7	<ul style="list-style-type: none"> uses 1 of the following <ul style="list-style-type: none"> title concluding remark/s 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following <ul style="list-style-type: none"> what end-of-school traditions they would like to see introduced at their school how their family will celebrate the end of school how they will celebrate the end of school with their friends 	4	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with few errors uses a wide range of grammar with few errors uses a wide range of tenses with few errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0

Information	M	Meaning	M	Language elements	M	Textual conventions	M
<ul style="list-style-type: none"> addresses 2 of the following <ul style="list-style-type: none"> what end-of-school traditions they would like to see introduced at their school how their family will celebrate the end of school how they will celebrate the end of school with their friends elaborates on 1 of these 	3	<ul style="list-style-type: none"> conveys some meaning relevant to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary with few errors uses a range of grammar with few errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses and elaborates on 1 of the following <ul style="list-style-type: none"> what end-of-school traditions they would like to see introduced at their school how their family will celebrate the end of school how they will celebrate the end of school with their friends 	2	<ul style="list-style-type: none"> attempts to convey meaning 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with some errors 	4		
<ul style="list-style-type: none"> mentions words and/or phrases that could be used in a relevant response 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors above 	0	<ul style="list-style-type: none"> uses repetitive vocabulary and grammar with some errors 	3		
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> is in English. 		<ul style="list-style-type: none"> uses repetitive vocabulary and grammar with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated words and phrases 	1		
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0		



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