

German subject report

2021 cohort

February 2022

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Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing 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
- assist in assessment design practice
- assist in making assessment decisions
- help prepare 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 (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes 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 completion

The following data includes students who completed the General subject or AS.

For the purposes of this report, while the 2021 summative units for the AS are AS units 1 and 2, this information will be included with the General summative Units 3 and 4.

Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 31.

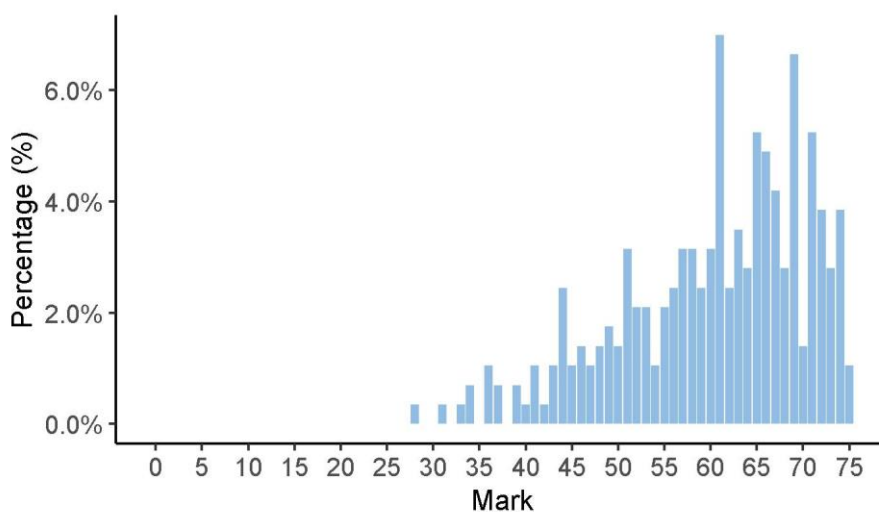
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	328	311	286

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	317	11
Unit 2	304	7

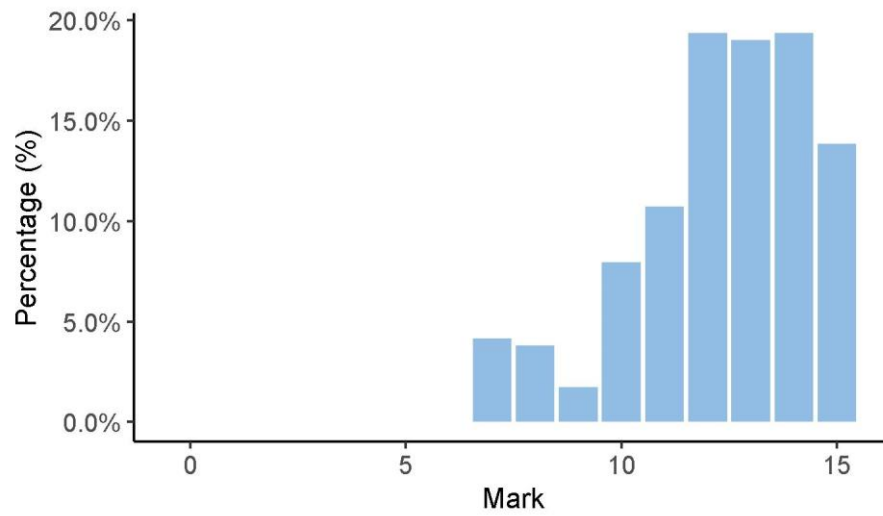
Units 3 and 4 internal assessment (IA) results

Total marks for IA

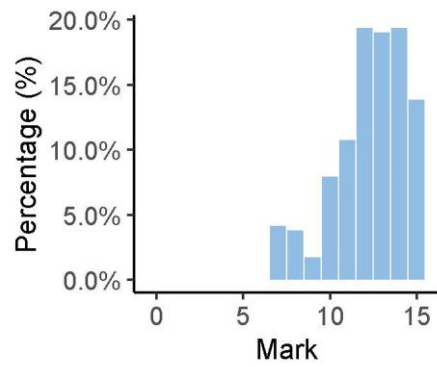


IA1 marks

IA1 total

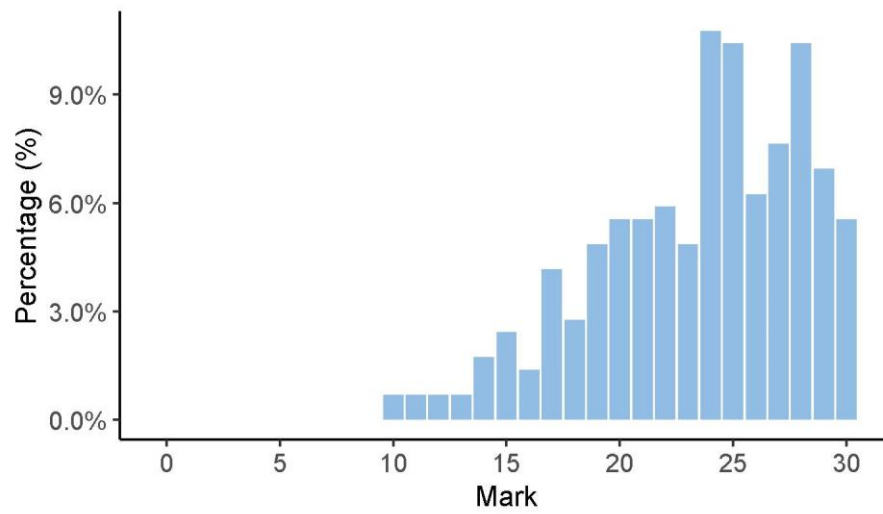


IA1 Criterion: Analysing texts in English

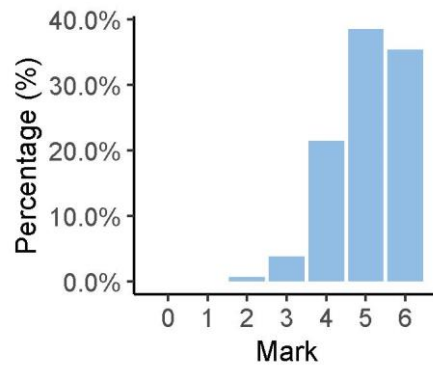


IA2 marks

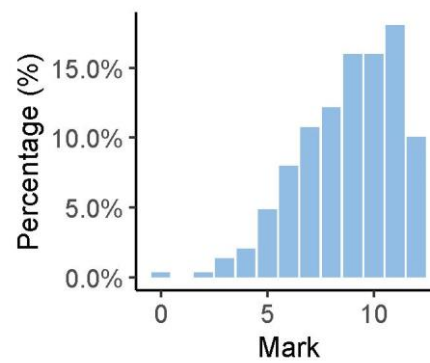
IA2 total



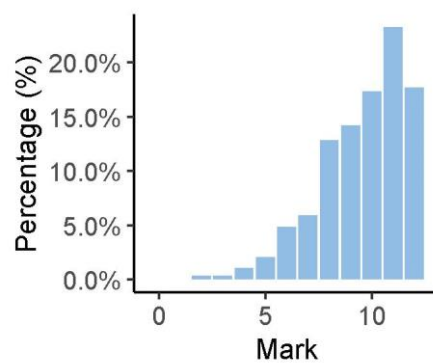
IA2 Criterion: Analysing German texts in English



IA2 Criterion: Creating German texts with German stimulus

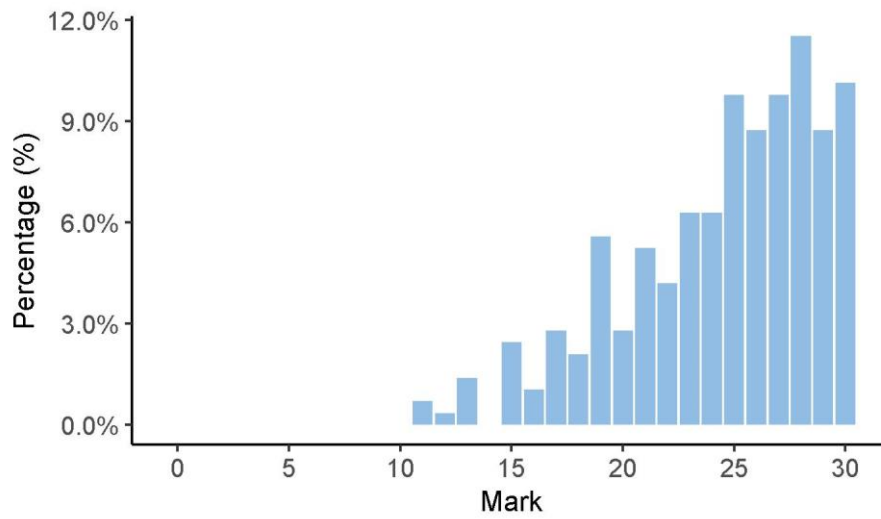


IA2 Criterion: Exchanging information and ideas in German

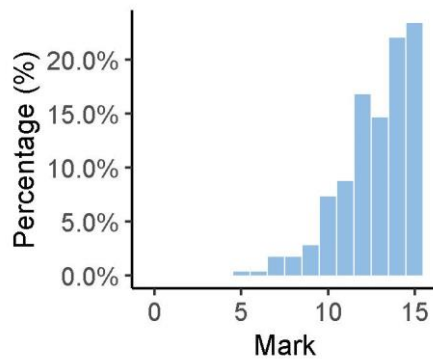


IA3 marks

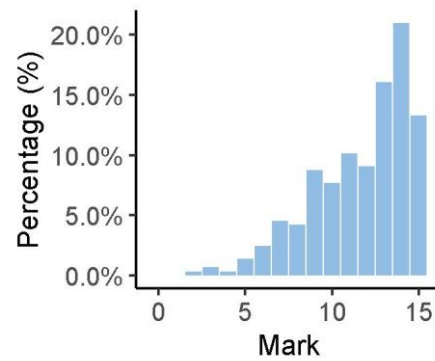
IA3 total



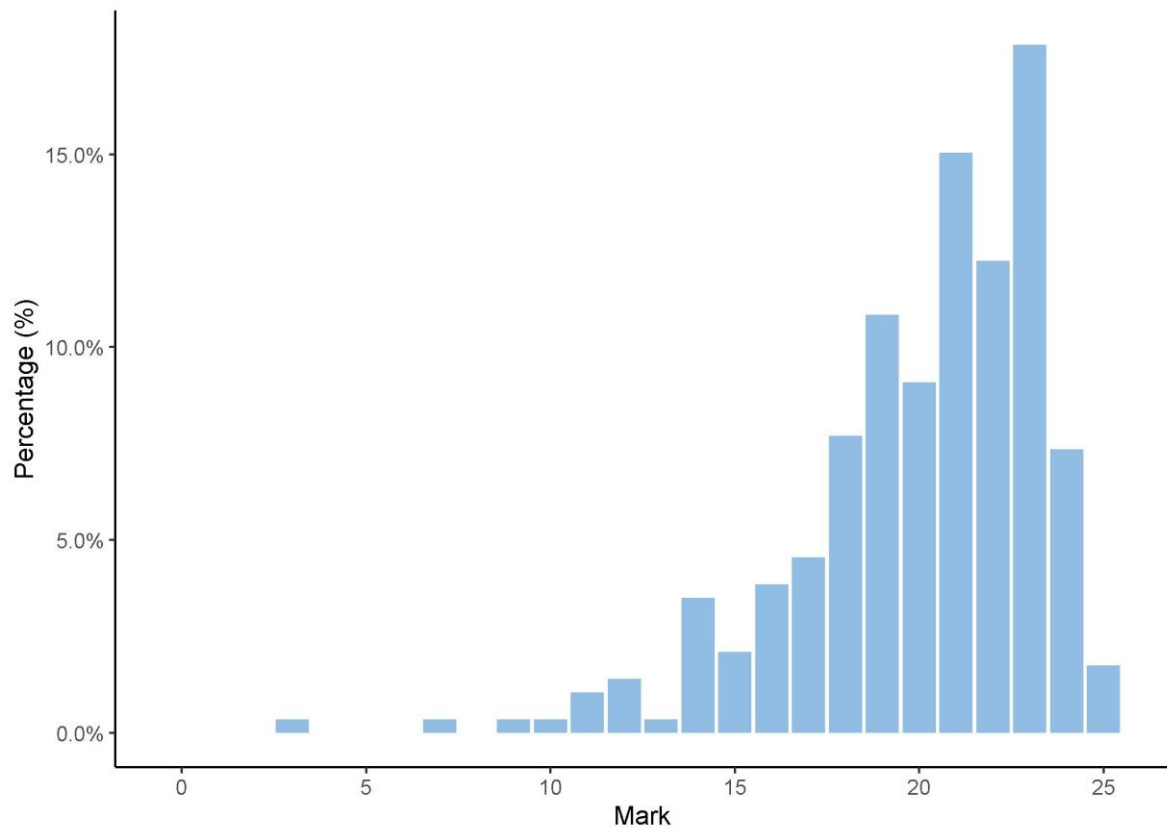
IA3 Criterion: Analysing German texts in German



IA3 Criterion: Exchanging information and ideas in German

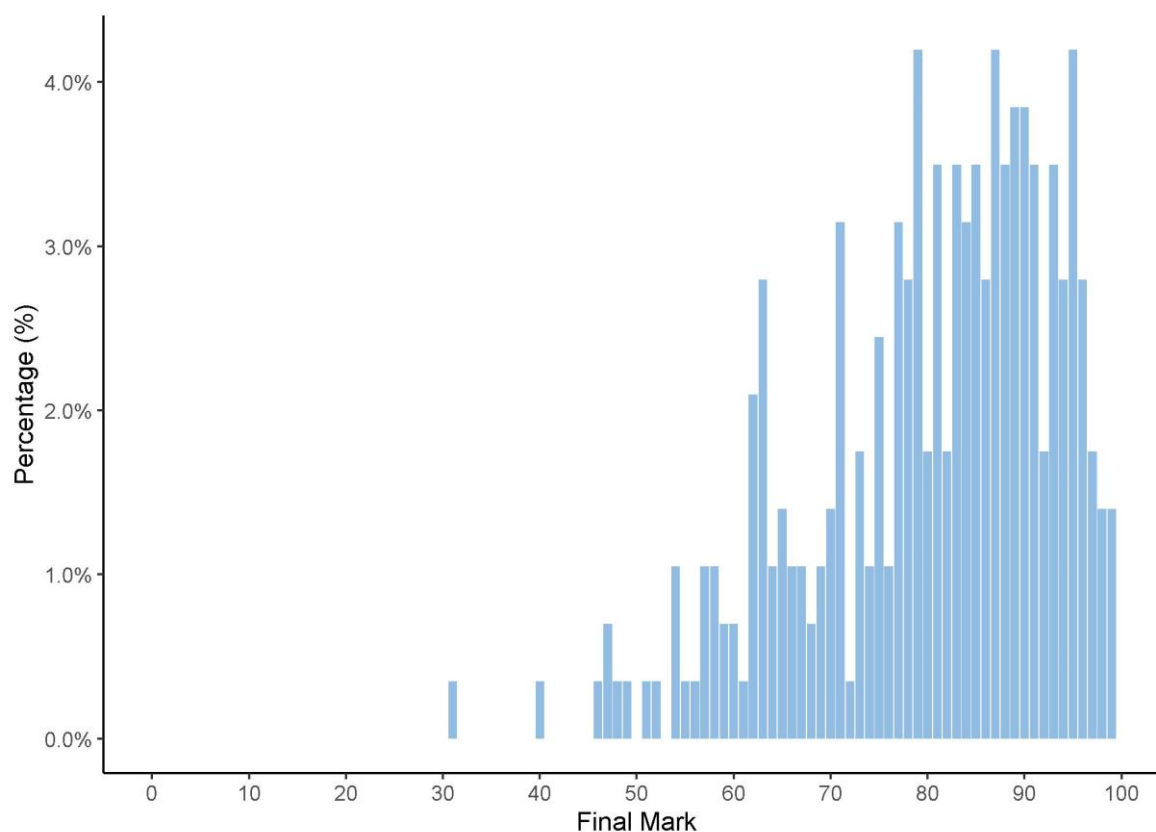


External assessment (EA) marks



Final subject results

Final marks for IA and EA



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	83–64	63–44	43–16	15–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	138	109	36	3	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 section 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 the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	31	31	31
Percentage endorsed in Application 1	61%	32%	35%

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	31	152	47	45.16%
2	31	166	44	54.84%
3	31	158	35	67.74%



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 includes visual, written and audio/audiovisual stimulus (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 priority	Number of times priority was identified in decisions*
Alignment	11
Authentication	0
Authenticity	1
Item construction	2
Scope and scale	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 31.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- used stimulus with varied subject matter related to Unit 3 Topic 1: Roles and relationships
- provided multiple opportunities across the 4–6 questions for students to cover the assessable objectives without being prescriptive, e.g. specifying an exact number of audiences to include in an answer
- used stimulus with multiple speakers/authors to allow students to compare differences or changes in tone
- contained questions that allowed students to demonstrate the range of performance levels in responses of up to 100 words for each question.

Practices to strengthen

It is recommended that assessment instruments:

- provide opportunities for students to demonstrate their understanding of all assessable objectives, particularly in relation to identifying the purpose of a stimulus

- provide opportunities for students to demonstrate discernment in their analysis, particularly of purpose, audience, context and tone, e.g.
 - a text’s purpose should be more than ‘to inform’, as all texts inform
 - an audience should be more than a generalised group, such as ‘adults’)
 - context should be more than ‘an article’, as an article can appear in a wide variety of publications
 - tone should go beyond descriptions such as ‘positive’, ‘negative’ or ‘factual’ to be judged as discerning
- allow students to demonstrate their understanding and respond fully to a question within the word limit by not including too many cognitions in a single question, e.g. purpose, audience, context and tone should not be assessed in one question
- are worded so that they focus on students’ understanding of the stimulus and not their background knowledge or personal experiences and feelings.

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

*Each priority might contain up to four assessment practices.

Total number of submissions: 31.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions to write in full sentences, where appropriate, and construct responses of up to 100 words in English so that ideas are maintained, developed and justified
- used clear, concise questions that did not provide clues about information within the texts and allowed students to fully demonstrate their ability to comprehend, analyse and evaluate
- formulated questions using the wording of the assessable objectives and ISMGs — identify, analyse and evaluate
- used appropriate language while avoiding unnecessary jargon, specialist language and colloquial language and modelled accurate spelling, grammar, punctuation and other textual features.

Practices to strengthen

It is recommended that assessment instruments:

- use reformatted stimulus texts where necessary to remove unnecessary highlighting, bolding, underlining or unusual word spacing that could cause distraction and either impede or aid comprehension
- ensure audio/audiovisual texts are spoken at an appropriate pace for non-background speakers; recordings that are too slow, hesitant or too fast have the potential to impede comprehension.

Additional advice

- The visual stimulus must not contain more than a maximum of 60 words in German.
- The audiovisual stimulus must not contain any subtitles, words and/or other cues that would lead students to the expected response.
- Schools must apply a word limit policy for responses that exceed 100 words.
- The stimulus must be aligned with the subject matter of Unit 3.
- The assessment instrument and stimulus distributed to students must be downloaded from the QCAA Endorsement application to ensure the correct versions of the endorsed instrument and stimulus are administered.
- Indicative responses are highly recommended. These should be written in full sentences and model expected responses at the highest performance levels. By preparing indicative responses at the time of assessment design, teachers can ensure questions are clear and provide sufficient opportunity for students to achieve at the highest standards within the assessment conditions and specifications.
- Indicative responses will also assist endorsers to confirm that the responses are achievable.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing German texts in English	45.16%	38.71%	0%	16.13%

Effective practices

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

- schools applied the glossary definitions of *audience*, *context* and *tone* appropriately
- comprehension of German language was appropriately applied
- student responses were marked according to the requirements of the question
- student responses requiring evaluation and analysis were clearly stated and justified using evidence found in the stimulus.

Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criterion at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- to showcase a perceptive identification of tone and context, which is achieved within the syllabus word limit
- to demonstrate discerning analysis and evaluation of relevant information and ideas in stimulus.

Analysing German texts in English (15/15 marks)

- perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society

Excerpt 1

Stimulus 1 has an **instructive tone**, ^{as} ~~it~~ provides ten instructions on how to be the perfect housewife ~~and~~ and uses the imperative mood ("clean the house", "make a drink for him"). The **historical context** would be the **20th century**, ^{an era when} ~~where~~ women were confined to the roles of "taking care of the children", "cleaning" and being subservient to their husbands. A wife's appearance The prevailing attitude was ^{that the} ~~that the~~ husband ^{was} ~~was~~ more important than the wife, ^{when the speaker states that "what the husband has to say is more important than what you (the wife) have to say"} Appearance The wife's appearance, preparedness, cleanliness and respect towards the husband was valued ("Be fresh... pretty", "prepare food beforehand", "The wife's appearance The values were the wife's appearance ("Be fresh pretty"), preparedness ("food should be ready"), cleanliness (children's hair and face should be washed") and respect towards the husband ("a good wife knows her place").

Analysing German texts in English (15/15 marks)

- thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society

Excerpt 2

Frau Schröder is a single mother with one child called Lara. She mentions that after she divorced, the largest problems have come from finances. Even though the father pays ^{for} child support, Frau Schröder says it's nothing like enough ^{to fix the problem}. She also complains about having to deal with every small 'every day problem'. Herr Massmann is part of a patchwork family. He has two kids from his first marriage living with him, one child from Maria, his new wife, as well as they are having a new kid. Herr Massmann says naturally there are conflicts, but with so many people there is always something happening, thus it is never boring.

Practices to strengthen

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

- only the language evidence from the stimulus is used to support answers to questions
- student responses cannot be considered beyond 100 words
- when identifying audience, a specific group must be identified relevant to stimulus. It is not acceptable to make generalisations, e.g. 'Germans' is not acceptable as an audience
- context must be descriptive enough and identified clearly, including justification, such as description of an environment in which an event occurs/context of the situation and its specific features
- adjectives to describe tone need to be more descriptive and replaced by more specific words. 'Informative' or 'formal/informal' are not acceptable as tones. The language should indicate or convey emotion, feeling or attitude to subject matter and/or audience
- when awarding marks for comprehension, the responses must include a wide range of information from the stimulus
- when awarding marks for the justification of opinions, ideas and perspectives, student responses need to include explanations for how the evidence provided supports the answer given
- quoting whole sentences from the text/s should be avoided as it does not indicate comprehension of the information and/or ideas. Students should paraphrase and be encouraged to formulate their own unique answers
- if student responses include incorrect information from the stimulus, then comprehension cannot be considered as thorough.

Additional advice

- Schools should continue to instruct students to provide justification from the text in English rather than German.
- Schools should apply their school assessment policy to responses which exceed the 100-word limit, and provide clear annotations on the student response and ISMG to describe how the policy has been applied.
- Strategies for managing response length according to each school's assessment policy must be consistently applied to all responses across the entire cohort, e.g. apply the school assessment policy to only mark the first 100 words of the answer. It cannot be adjusted for an individual student response.
- Teachers should be familiar with the ISMGs to understand the performance-level descriptors and how marks are awarded at each level.
- When student work is matched to all three descriptors in the same performance-level descriptor, the higher mark of the performance-level descriptor must be awarded.
- When marks are awarded for identification of purpose, audience, context and tone, responses must be checked carefully to ensure the evidence is from the stimulus and not from general knowledge.
- Marks are awarded for appropriate identification of context. The evidence inferred from the stimulus can include information such as where the text can be found or the environment (place and time) in which it was created, including any relevant general social, historical and cultural conditions inferred from the stimulus.
- Marks are not awarded when a student provides a response to a different question or refers to an incorrect stimulus, e.g. the identification of tone when the question requires the identification of audience.



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 includes visual, written and audio/audiovisual stimulus (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 priority	Number of times priority was identified in decisions*
Alignment	17
Authentication	0
Authenticity	0
Item construction	1
Scope and scale	10

*Each priority might contain up to four assessment practices.

Total number of submissions: 31.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- allowed for unique student responses, particularly in Session 1 Part 2 and Session 2, which required students to provide a personal perspective
- contained stimulus items relevant to the task and Unit 3 topics of Socialising and connecting with my peers and Groups in society, and were of sufficient complexity to allow students to fully demonstrate the assessable objectives
- followed the conventions for item construction by using open-ended questions that did not lead students to a particular response.

Practices to strengthen

It is recommended that assessment instruments:

- contain instructions for Session 1 Part 2 that direct students to clearly relate and refer to the stimulus items in their responses as well as provide a personal perspective
- provide a realistic context and genre for Session 1 Part 2 to enable students to meet all assessable objectives for the Creating German texts with German stimulus criterion
- align with syllabus requirements to provide an unseen visual or written text for Session 2 that provides a different perspective from the stimulus items offered in Session 1. Note that a different perspective does not necessarily mean new subject matter
- contain clear instructions that direct students to use the stimulus items from Session 1 Part 1 in conjunction with the Session 2 stimulus to provide a personal perspective
- consider scope and scale, particularly in relation to purpose, audience, context and tone in Session 1 Part 1, and avoid using too many cognitions in a single question.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	2
Language	1
Layout	1
Transparency	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 31.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used appropriate language while avoiding unnecessary jargon, specialist language and colloquial language and modelled accurate spelling, grammar, punctuation and other textual features
- used written stimulus texts without unnecessary highlighting, bolding, underlining, unusual word spacing or other distractors (e.g. pictures) that could unduly impede or aid comprehension.

Practices to strengthen

It is recommended that assessment instruments:

- contain clearly worded examination specifications, particularly to clarify when students need to respond in English (Session 1 Part 1) and when they need to respond in German (Session 1 Part 2 and Session 2)

- provide clear instructions for both Session 1 and Session 2 tasks, and ensure the conditions and instructions do not contain conflicting information
- use audiovisual stimulus with no written language whatsoever, including captions, and no visual cues that would unduly aid comprehension.

Additional advice

- The visual stimulus should not contain more than 60 words.
- The audio or audiovisual stimulus must not include subtitles, words or cues that would compromise students' ability to listen to and engage with the stimulus as an audio or audiovisual stimulus.
- Session 2 instructions must include a comment that in addition to Stimulus 4, students are also required to refer to Stimulus text/s from Session 1 in their response.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing German texts in English	83.87%	9.68%	3.23%	3.23%
2	Creating German texts with German stimulus	67.74%	22.58%	0%	9.68%
3	Exchanging information and ideas in German	80.65%	9.68%	0.00%	9.68%

Effective practices

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

- responses included relevant ideas that were analysed, evaluated and developed, and well-justified with examples from the stimulus text/s rather than prior knowledge
- responses explicitly used and/or referred to the terminology of the syllabus, e.g. 'The tone of Stimulus 1 is ...'
- responses not only addressed tone, purpose, context and audience, but also demonstrated justified interpretation of values and attitudes through provision of appropriate evidence from the text/s

- responses for the Analysing German texts in English criterion demonstrated comprehension of information, ideas and/or opinions in all the stimulus texts.
- responses in Session 2 were student-centred and had minimal teacher intervention.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- to demonstrate perceptive identification of tone and audience within the syllabus word limits
- to demonstrate discerning application of conventions and use of language elements to write a comprehensive response to stimulus (Excerpt 2).

Analysing German texts in English (6/6 marks)

- perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas

Excerpt 1

Stimulus 1, which is aimed at teenagers and young adults, has a negative tone towards peer group pressure. It is clearly aimed at teens and young adults, as the interviewer talks about teens and the interviewee is twenty years old. The stimulus talks about how Alex's friends make fun of him for not being in a relationship or ever had a girlfriend. He explains that, even though he isn't, his friends often call him gay. Teenagers and young adults today face a lot of peer group pressure about relationships, which is explained through Alex's experiences in Stimulus 1.

98 words

Creating German texts with German stimulus (12/12 marks)

- discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task with sufficient proficiency to convey meaning related to socialising and societal issues and/or ideas

Excerpt 2

Es gibt viele verschiedene Probleme in der Leben Jugendlichen heutzutage, manche gut, manche schlecht, wie Gruppendruck, Schule ^{Freunde} und Freude.

Ich habe gute Freundschaftsgruppen, die positive Einflüsse meines Lebens sind. Sie ermutigen mich besser zu sein, und neue Dinge zu machen. Meine Familie ist auch sehr gut. Aber das stimmt nicht für alle Menschen. Wenn die Freunde einen negativen anstatt guten Einfluss haben, ist es möglich schlechte Aktivitäten zu machen. Das stimmt mit Stimulus 2. Es stellt, dass viele Jugendliche nicht genug Mut haben, um etwas alleine oder gegen der Gruppe zu machen. Aber, wenn ~~man~~ ^{du} echte Freunde hätte, würden sie ~~nicht~~ ^{nicht zu weit gehen, um} dich ~~negativen~~ ^{negativen} Dingen, zu ~~probieren~~ ^{probieren}.

So wie Rauchen, Drogen und Alkohol.

These student response excerpts have been included:

- to demonstrate perceptive identification of purpose and audience within the syllabus word limits (Excerpt 1)
- to demonstrate discerning selection of, sequencing and synthesis of details from German stimulus texts to support the personal response (Excerpt 2).

Analysing German texts in English (6/6 marks)

- perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas

Excerpt 1

The purpose is to educate about the dangers of legal and illegal drug consumption amongst youth, this ~~is~~ is shown when it warns that drugs ~~are~~ ^{properly} broken down by youths and their brains are not ^{fully} developed, meaning there are dangerous consequences for consumption. It also mentions that it isn't exclusive to illegal drugs, and alcohol and cigarettes cause 74 and 110 thousand deaths a year ^{in Germany}, respectively.

The target audience is youth who are susceptible to drug addiction. This is shown as it discusses the dangers and risks of drugs for youth, as well as the major places of exchange for drugs amongst youth, being youth clubs and discos. It also warns of the crimes and police involvement associated with this.

Creating German texts with German stimulus (12/12 marks)

- discerning selection of, sequencing and synthesis of details from German stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas

Excerpt 2

Heranwachsende ^{kämpfen} ~~kämpfen~~ viele wesentliche ~~Proff~~ Probleme. Ihre Probleme sind nicht Witze. Es steht im Stimulus 1, dass Drogenkonsumenten immer jünger würden, und 72 Prozent der Jugendliche ^{von 12 bis 16} hätten Drogen ^{schon} ausprobiert. Drogen wie Alkohol sind zwar beliebt, aber ^{sie} werden nicht von ~~ihnen~~ ^{ihnen} gut abgebrochen. ^{Wahr ist die} ~~die~~ Beeinflussung der Gesellschaft an Heranwachsenden, und wir müssen ihnen helfen, ~~das~~ das Problem zu lösen. Wir sollen Himmel und Hölle in Bewegung ^{Sür ihr} setzen. Der 1. Stimulus erklärt auch, dass ~~22,000~~ ^{deutsche} Heranwachsende jährlich mit Alkoholvergiftung ins Krankenhaus einliefern werden. Diese Zahl wird nur in der Zukunft schlimmer werden. Alkohol soll nicht nur nicht von Jugendliche getrunken werden, sondern auch nicht zu ~~ihnen~~ ^{ihnen} verkauft werden.

Practices to strengthen

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

- context must be descriptive enough and identified clearly, including justification, such as a description of an environment in which an event occurs/context of the situation and its specific features (Session 1 Part 1)
- adjectives to describe tone need to be more descriptive and replaced by more specific words, e.g. 'informative' or 'formal/informal' is not acceptable as a tone. The language should indicate or convey emotion, feeling or attitude to subject matter and/or audience (Session 1 Part 1)
- adequate referencing to the stimulus texts is required to meet the assessment criteria (Session 1 Part 2)
- synthesis of ideas needs to demonstrate efficient justification of arguments, as it impacts the flow and the body of the text. The response needs to be cohesive, with a logical transition from one point to another, and be supported by personal opinion/s and/or perspective/s (Session 1 Part 2)
- teachers develop students' ability to manipulate the language spontaneously, rather than preparing rehearsed responses (Session 1 Part 2)
- for a response to be considered discerning, language elements should display complexity and a wide variety of grammatical and lexical features that reflect a student's final year of senior German (Session 1 Part 2)
- responses are a two-way conversation. If the teacher asks all the questions, the third characteristic cannot be marked in the highest band because the 'generating and maintaining conversation' requirement will not be met (Session 2)

- hesitant responses that require prompting and do not have enough reference to the stimulus text/s cannot be described as spontaneous (Session 2)
- students must be asked open-ended questions to give them sufficient opportunity to demonstrate their knowledge and understanding of the criterion or criteria and provide an authentic/sufficient response (Session 2)
- responses should be unrehearsed and not overlap with the written response form Session 1. Rehearsed or verbatim responses are not considered to be a conversation, and they should be assessed at a low level for 'provision of an adequate response' (Session 2).

Additional advice

- Teachers need to understand how to apply the ISMG, e.g. three ticks for all characteristics in the band for the 9–10 mark range must be awarded a mark of 10.
- Teachers need to indicate clearly the characteristics on the ISMG they have awarded.
- When there are ticks across three different bands, the final mark awarded should be the lower mark in the middle band, e.g. where there is one tick in the band for the 11–12 mark range, a second tick in the band for the 9–10 mark range and a third tick in the band for the 7–8 mark range, the final mark awarded should be 9.
- Schools need to implement their policies on word and/or time limits to reflect the syllabus specifications.
- Strategies for managing response length according to each school's assessment policy must be consistently applied to all responses across the cohort, e.g. apply the school assessment policy to mark the first 100 words of the answer. It cannot be adjusted for an individual student's response.
- The quality of the audio recording must be checked for clarity before it is uploaded to the Confirmation application in 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 including holiday time). Stimulus includes visual, written and audio/audiovisual stimulus. 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 priority	Number of times priority was identified in decisions*
Alignment	15
Authentication	0
Authenticity	0
Item construction	4
Scope and scale	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 31.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- allowed for unique, personal student responses, including their own perspectives on the ideas and information offered in the stimulus texts
- provided a clear overview and framework for the assessment task for Part 1, which related to the subject matter for Unit 4 Topic 1 and/or Unit 4 Topic 2 and included a suitable context and audience
- contained authentication strategies to reflect QCAA guidelines for assuring student authorship
- were appropriate in the scope and scale of the task requirements and stimulus provided.

Practices to strengthen

It is recommended that assessment instruments:

- direct students in the instructions to identify purpose, audience, context and tone in Part 1 to ensure they cover all assessable objectives
- include sample questions in Part 2 that explicitly direct students to refer to the multimodal presentation and the stimulus items used in Part 1 to ensure they are meeting syllabus specifications
- use, and clearly identify as the stimulus that has been studied in class, an appropriate stimulus selected from the list prescribed in the syllabus: German film, documentary, television series episode, extended interview, newspaper, magazine article, journal, short story, novella, website or printed materials
- select two additional unseen stimulus items that meet the combined word limit (400–700 words) and syllabus type requirements of one written text, which is a different text type to that studied, to ensure a range of text types, and one audio/audiovisual text or a series of visual texts with target language of up to 60 words per text.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	4
Language	1
Layout	2
Transparency	4

*Each priority might contain up to four assessment practices.

Total number of submissions: 31.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions, using cues that aligned with the syllabus specifications, objectives and ISMG
- used appropriate language while avoiding unnecessary jargon, specialist language and colloquial language, and modelled accurate spelling, grammar, punctuation and other textual features
- used bold, italics and other formatting features only where relevant, and in a way that was accessible to all students
- ensured any images, diagrams or other visual elements were legible, clear, relevant and accessible.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions for Part 2 (the conversation), which explicitly direct students to refer to the multimodal presentation and the stimulus items used in Part 1 to ensure all syllabus specifications are met
- make use of audio and audiovisual texts that are clear and audible, particularly where there are multiple speakers, and appropriately paced to ensure comprehension is neither disadvantaged nor advantaged.

Additional advice

- The audio/audiovisual stimulus must not include subtitles, words or cues that would compromise students' ability to listen to and engage with the stimulus as per syllabus requirements.
- Teachers should provide clear scaffolding of the task, e.g. context statements and instructions should enable students to understand what is required — in both Part 1 and Part 2 — to demonstrate the ISMG's full range of performance-level descriptors.
- Provide open-ended questions for Session 2 that centre around information and ideas related to Unit 4 subject matter, which allow students to communicate their ideas and exchange information (including a personal opinion).

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing German texts in German	80.65%	12.90%	3.23%	3.23%
2	Exchanging information and ideas in German	77.42%	9.68%	9.68%	3.23%

Effective practices

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

- Part 1 responses showed clear and explicit analysis and evaluation of the stimulus with the student's clear personal justification and conclusions
- the presentation included both a formal and personal conclusion
- in Part 2, students were given the opportunity to sustain unprepared/spontaneous communication and exchange meaning in German

- schools applied their school assessment policy to address response length issues.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- because the student's response shows perceptive identification of purpose and the use of proficient and complex German (Excerpt 1)
- because the student's answer demonstrates discerning analysis and evaluation of relevant information and ideas in stimulus text/s to justify a personal opinion (Excerpt 2).

<p>Analysing German texts in German (15/15 marks)</p> <ul style="list-style-type: none"> 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 <p>Analysing German texts in German (15/15 marks)</p> <ul style="list-style-type: none"> discerning analysis and evaluation of relevant information and ideas to draw well-constructed and valid conclusions with well-substantiated justification 	<p>Excerpt 1 Excerpt 1 content (audio, 18 sec) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_german_19_ia3_sr_snip3.mp3</p> <p>Excerpt 2 Excerpt 2 content (audio, 30 sec) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_german_19_ia3_sr_snip4.mp3</p>
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These student response excerpts have been included:

- because the student's response demonstrates perceptive identification of purpose and comprehensive understanding of information from the stimulus text/s (Excerpt 1)
- because the student's answer represents a perceptive and justified personal response (Excerpt 2).

Analysing German texts in German (15/15 marks)

- comprehensive understanding of information, ideas and/or opinions in all the stimulus texts
- 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

Excerpt 1**Transcript**

Der Zweck der Statistik in Stimulus 2 ist auch zu zeigen, was eigentlich Abiturienten nach der Schule vorhaben und welche Einflüsse dabei eine grosse Rolle spielen. Warum sich viele für eine Reise entscheiden ist die Abenteuerlust, die Freiheit und der Wunsch eine neue Kultur oder Sprache zu erlernen.

Reisen ist ideal um sich als Person weiter zu entwickeln, weil man in andere Kulturen eintauchen kann.

Reisen

Stimulus 2

Redacted
for
copyright

Redacted
for
copyright

Reisen ist ideal um sich als Person weiter zu entwickeln, weil man in andere Kulturen eintauchen kann

- Hat die Chancen neue Sprachen zu lernen
- Kann viele interessante Menschen treffen
- Erfahrungen in den verschiedensten Lebensbereichen erleben

Excerpt 1 content (video, 29 sec)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_german_19_ia3_sr_snips1-2.mp4

Excerpt 2**Transcript**

Ich glaube..., dass dieses Jahr richtig ein tolles Jahr war, einfach nur mehr auf mich selbst zu fokussieren und ... einfach nur als eine Person zu wachsen. ... Ich bin echt dankbar dafür...

Keine Ahnung.... Ich möchte Dinge machen, die ich liebe ... Dieses Jahr habe ich auch gelernt, dass die Zufriedenheit, dass... die von Drinnen kommt, nicht von Geld oder anderen Leuten...

Practices to strengthen

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

- student responses need to address purpose, audience, context and tone across all three stimulus and each at least once to satisfy Characteristic 2 of the Analysing German texts in German criterion (Part 1)
- pronunciation and proficiency of the multimodal presentation must be evaluated within Characteristic 2 of the Analysing German texts in German criterion (Part 1)
- responses refer explicitly to each of the IA3 stimulus texts in the extended response (Part 1)
- transcripts are not to be considered or relied on unless used to support the low file quality (Part 1)
- analysis and evaluation need to address opinions, ideas and perspectives in stimulus texts with the student's personal justifications and conclusions: Characteristic 3, Analysing German texts in German criterion (Part 1)
- marks are not to be awarded in the higher performance level if students do not use language elements discerningly, e.g. use of grammatical and lexical futures that reflect the level of a student's final year of senior German study (Part 1)
- students must exchange and produce information and ideas to maintain and generate the conversation (Part 2)
- rehearsed or verbatim responses are not considered to be a conversation (Part 2)
- the student should not read the script word-for-word in the conversation to answer the teacher's questions (Part 2)
- the teacher's conversation questions should not allow the student to follow the information prepared in the student's script (Part 2).

Additional advice

- Files need to be checked before the upload to avoid file error, e.g. file for IA2 submitted instead of file for IA3 Part 2, file does not open, file is inaudible, file is of very low quality.
- Teachers should ensure students understand that they need to identify purpose, audience, context and tone at least once across the three stimulus in their multimodal presentation.
- Characteristic 2 should be marked when assessing pronunciation, while Characteristic 3 refers to grammar and grammatical complexity for the Analysing German texts in German criterion.
- When awarding marks for each characteristic, the student work must demonstrate the whole characteristic. Where the whole characteristic is not demonstrated, the lower mark in the range must be awarded.
- Schools must implement their policies on word and time limits to ensure these reflect the specifications of the syllabus. Without the implementation of a school assessment policy, responses that exceed the word/time length cannot be considered perceptive and discerning.
- PowerPoint files should not be used to submit multimodal presentations for IA3 Part 1. Any PowerPoint files should be converted to MP4 before they are uploaded.
- The text to be studied in class should be clearly labelled for submission for QCAA processes.



External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

Examination — combination response (25%)

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

- Paper 1, Section 1 consisted of short response questions (14 marks)
- Paper 1, Section 2 consisted of short response questions (15 marks)
- Paper 1, Section 3 consisted of an extended response task (21 marks)

The examination assessed subject matter from Unit 4. Questions were derived from the context of Topic 1: Finishing secondary school, plans and reflections and Topic 2: Responsibilities and moving on.

The assessment required students to analyse German stimulus texts in both English and German, and to create a written extended response in German.

The stimulus for the Section 1 short response in English included an audio stimulus in German with two associated questions — the first of which was divided into two parts — and one written stimulus in German with one associated question. The stimulus for the Section 2 short response in German consisted of one written stimulus in German with two associated questions.

The AS assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the AS. The AS examination consisted of one paper:

- Paper 1, Section 1 consisted of short response questions (14 marks)
- Paper 1, Section 2 consisted of short response questions (16 marks)
- Paper 1, Section 3 consisted of an extended response task (21 marks)

The AS examination assessed subject matter from AS unit 2. Questions were derived from the context of Topic 1: Roles and relationships, Topic 2: Socialising and connecting with my peers and Topic 3: Groups in society.

The AS assessment required students to analyse German stimulus texts in both English and German, and to create a written extended response in German.

The AS stimulus texts for the Section 1 short response in English included an audio stimulus in German of a conversation between two friends with two associated questions, and an advertisement for a fitness programme written in German with two associated questions. The stimulus for the Section 2 short response in German consisted of a diary entry and daily schedule written in German with two associated questions. The extended response required students to write a speech in German for a youth forum in which they introduced their club and an important

event they experienced during their time in the club, and explained what advantages they had being a member of the club.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

Effective practices

Overall, students responded well to:

- questions on audience and context.

Samples of effective practices

Short response

Question 1

This question required students to identify a) the intended audience and b) likely context for the stimulus and justify each with one example from the stimulus.

Effective student responses:

- identified that the intended audience was school leavers interested in helping the environment because the speaker talked about doing something different after school
- identified that this was a radio show or podcast because the speaker talked about having a faithful band of weekly listeners.

Short response

Question 3

This question required students to decide which of the two candidates would be the better applicant for the position and to justify their decision using four examples from the stimulus.

Effective student responses:

- clearly identified Sabrina as the better applicant
- provided four or more details to support the response, e.g. Sabrina had more experience with children and the associated noise as she came from a big family, while Hilde, as an only child, had no previous experience with children. Sabrina also shared the family's love of hiking, mountain-biking and nature. Sabrina was available to look after the children at any time, which was important as the family had commitments after school and on Saturdays, whereas Hilde wanted every second Saturday off to meet her friends, which was not convenient for the family.

Question 4

This question required students to identify the tone of the stimulus text and provide two examples to support the identification in German with few errors.

Effective student responses:

- identified the tone as positive, optimistic or admiring of school leavers

- provided two or more details to support the response, e.g. the author used positive adjectives to describe young people as having the necessary skills for adult life such as being sensible, thoughtful, balanced, inventive and responsible. Supportive statistics were also used to promote the author's positive view of youth, e.g. 70% say water is their favourite drink, showing young people are health conscious.

Question 5

This question required students to state a valid purpose for the stimulus text and provide three examples to justify this conclusion in German with few errors.

Effective student responses:

- identified that the purpose was to reassure readers that the next generation is well-prepared with the necessary skills for the challenges of adult life; they are above all happy and ready to take their place in the world and influence it in their own way
- provided three or more details, different to those provided in Question 4, to support the response, e.g. young people value opportunities, know it is important to plan and prepare, and support each other through digital platforms. They only drink energy drinks on a Saturday evening. They typically get up early (at 6:30 am) and 44% help with washing up and cleaning. On average, they spend more than two hours a day in the fresh air, with 66% preferring outdoor activities to electronic devices and game consoles.

Extended response

Question 6

This question required students to write an article for their sister school in Germany about Australian end-of-school traditions and celebrations. In the article, students had to address the following questions:

- Which end-of-year celebrations would you like to introduce in your Australian school?
- How will you and your family celebrate the end of school?
- What are you (you and your friends) doing when the exams are finally over?

Effective student responses:

- addressed and elaborated on all three of the questions posed in the task
- conveyed meaning relevant to the task and communicated proficiently through selection, logical sequencing and synthesis of ideas
- used a wide range of vocabulary, grammar and tenses (including past, present, future and subjunctive) purposefully, while using register consistent for the context
- used appropriate textual conventions for the task type, i.e. a title and concluding remarks.

These student response excerpts have been included:

- to demonstrate the coverage of each question posed, as well as elaboration of each question
- to demonstrate purposeful meaning, logical sequencing of information into paragraphs, and synthesis of ideas using cohesive devices
- to illustrate the appropriate inclusion of a title (Excerpt 1 — the first paragraph of a student response)
- to show an appropriately included conclusion (Excerpt 2 — the fifth paragraph of the same response)

- to demonstrate the use of a wide range of vocabulary, grammar and tenses with few errors (Excerpt 3 — the third paragraph of another student response).

Provides a title for the article.
(2/2 marks)

Excerpt 1

Abschlussfeier aus Australien - von Meghan Reed
Abschlussfeier sind sehr wichtig für Schüler/^{Schülerinnen.} ~~Schülerinnen~~
und zeigt das ~~ende~~ das Schulleben. Sie helfen man
zu ihre Schulleben feiern, und macht viel Spaß
für alle. Diese ~~to~~ Traditionen sind sehr interessant,
und es gibt so viel in Australien, aber nicht alle
Schulen machen sie.

Provides concluding remarks for the article.
(2/2 marks)

Excerpt 2

~~Abschluss~~ Abschlussfeier sind sehr wichtig für alle
Schüler/ Schülerinnen, weil sie ~~helfen~~ Schüler/ /
Schülerinnen zu entspannen vor und nach ihre
große Prüfungen helfen. ~~Alle Schulen machen diese~~
~~Ich habe über die australischen Schule Traditionen~~
~~geschrieben in diesem Artikel geschrieben, aber was macht~~
~~macht man für Abschlussfeier auf Deutschland?~~ Diese
Tradition ändern in andere Länder, ^{aber} ~~und~~ werden immer
wichtig sein. - man muss anstimmen.

Uses a wide range of vocabulary, grammar and tenses with few errors.
(6/8 marks)

Excerpt 3

In Australien ist es oft der Fall, dass
Schulabgänger zu 'Schoolies' gehen, wodurch
man die Gelegenheit kriegt, mit seinen Freunden
besoffen zu werden. Ich glaube ich hätte es
bereit, wenn ich zu Schoolies gegangen wäre.
Es scheint mir ganz gefährlich zu sein!
Stattdessen tue ich was mit ~~meiner~~ ^{meiner} Familie.
Wir reisen zusammen nach Port Douglas,
wo wir uns am Strand legen können, um
uns zu bräunen. Ich freue mich sehr, Zeit
mit meiner Oma zu verbringen, und gemeinsam
am Tisch abendzuessen. ~~Es kann~~ Es ist mir

Practices to strengthen

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

- that the word ‘context’ in external assessment can refer to text type/genre, and students need to be taught the conventions of a range of different text types so they can recognise them for justification in short response questions and utilise them to create an effective extended response. Internal assessments should mirror this expectation so that students are not confused in the external assessment and do not lose marks repeating their responses to questions relating to purpose and audience
- building students’ confidence to decode and decipher when faced with words they do not recognise. Resilience and flexibility needs to be further strengthened
- reinforcing that ‘formal’ and ‘informal’ refer to register, not tone, and that describing a tone as ‘informative’ will not be awarded marks
- questions that require decision-making and/or a conclusion to be reached need a single definitive choice to be stated and justified thoroughly with evidence from the stimulus
- reinforcing to students that they need to read the instructions for the extended response carefully and respond to all aspects of the task using the required register. They should be reminded to use a range of tenses and moods (past, present, future, subjunctive), to always write in paragraphs (preferably using the task components as a guide for organising), and to use transitional words and phrases to build a synthesised and cohesive response
- continuing to teach explicitly the formal and informal textual conventions associated with different text types, plus the selection of verb forms appropriate to the register for the task context
- reinforcing the value of accuracy in the application of language elements for both short response in German and extended response in German
- reminding students that extended responses that copy directly sentences and paragraphs from the EA stimulus will not be awarded marks for the plagiarised sections
- encouraging students to paraphrase the excerpts from the stimulus they wish to use as evidence when responding in German by using their own words (synonyms and phrasing), rather than including direct quotations from the provided texts. Direct quotes written in German were not awarded marks
- consolidating students’ application of grammar rules for writing in German with accurate gender and number agreement, and use of pronouns, possessive adjectives and prepositions/prepositional phrases
- revising the uses of formal and informal language structures, including in singular and plural forms, particularly relating to register and regional norms
- developing students’ capacity to create an extended response in German that adheres to the prescribed word length of between 200 and 300 words
- instructing students not to include personal information (e.g. given name, family name, school name) within their responses to examination questions
- reinforcing the tools of textual analysis as keys to evaluating and making evidence-based judgments on stimulus texts. Students should have vocabulary in both languages to accurately describe and explain how purpose, audience, context and tone are achieved. Responses that identified ‘informal/formal’ or ‘informative’ as a tone were not awarded marks. The analysis of language choices in a text to reveal tone was challenging for many students

- providing more opportunities for students to learn to write topic statements and qualifying sentences that elaborate the topic in German, e.g. teaching students to set up the topic sentence in the German style of posing a question, and then answer it in the elaboration. This would improve the structure and cohesion in student writing in target language
- providing more opportunities for students to learn writing techniques in target language that employ synonyms and antonyms. This would permit students to demonstrate knowledge of German language elements and afford them the opportunity to sequence and synthesise information in the stimulus, without copying and/or plagiarising sentences
- continuing to teach students to 'error hunt' and proofread for basic orthographical accuracy (spelling, accents, articulated prepositions) as well as agreement in gender and number. Basic inaccuracy in written German was a significant weakness across responses in the Creating German texts criterion.