German marking guide and response

External assessment 2022

Combination response (61 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.

Short response in English

Q	Sample response	The response:
1	It is a conversation between two friends about their future plans after they graduate from high school. Peter wants to go to Berlin to study medicine and Anne wants to stay in Bavaria to study education. They talk about where they want to live and what they would like to do in the future and share their reasons for their decisions.	• identifies the context **[1 mark]** • provides an example to justify the response **[1 mark]** • provides a second example to justify the response **[1 mark]**
2	It is important for Peter to be an independent person. He is prepared to move to a big city like Berlin where he can study medicine, meet new people, go to concerts and multicultural film festivals. He has a plan to share an apartment with his friends. Anne values her family. She is not interested in big changes and wants to stay with her parents during her university studies in her hometown. She enjoys the peace and quiet in the small city and the natural environment where she can go hiking.	• draws a valid conclusion about one speaker's values **[1 mark]** • provides an example to justify the conclusion **[1 mark]** • provides a second example to justify the conclusion **[1 mark]** • draws a valid conclusion about the other speaker's values **[1 mark]** • provides an example to justify the conclusion **[1 mark]** • provides a second example to justify the conclusion **[1 mark]**

Q	Sample response	The response:
3	The tone in the text is positive. Mia uses expressions such as 'I enjoy' working at the cafe. It is because she can earn money and she has met some amazing people at work. Mia also knows it is not always going to be easy to balance school, job and friendship but she is positive that she will be able to do this well with the new skills she gained in terms of time management.	• identifies an appropriate tone **[1 mark]** • provides an example to justify the response **[1 mark]** • provides a second example to justify the response **[1 mark]** • provides a third example to justify the response **[1 mark]**
4	Mia's work experience at the cafe is particularly important to her, because it has helped her become more mature. Initially, she felt shy when dealing with the customers, but she has become more confident and open-minded since she started working. She learned to prioritise her study and was confident enough to negotiate her schedule with her boss so she can focus on study. She is now showing some leadership and is willing to share her positive experiences with new colleagues as well as the followers of her blog.	• states a valid conclusion about an experience important to Mia **[1 mark]** • provides an example to justify the conclusion **[1 mark]** • provides a second example to justify the conclusion **[1 mark]** • provides a third example to justify the conclusion **[1 mark]**

Short response in German

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	Die Leser dieses Artikels sind Schüler der zehnten Klasse weil die Schüler gerade dabei sind, zu überlegen, welches Wahlfach sie in der elften und zwölften Klasse nehmen werden. George spricht über ,,Deutsch in der Oberstufe“ und im zweiten Absatz spricht man über ,,die Entscheidung...Soll ich weiter Deutsch lernen oder ein anderes Fach für die elfte und zwölfte Klasse wählen?“	• identifies a plausible audience **[1 mark]** • provides an example to justify the response **[1 mark]** • provides a second example to justify the response **[1 mark]**	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
6	Ziel dieser Aufgabe ist es, die Schüler der 10. Klasse davon zu überzeugen, dass sie Deutsch in der elften und zwölften Klasse machen sollten. Dies wird klar, indem man im Text eine Reihe Gründe findet, warum das Deutschlernen Vorteile bringt. Ein Beispiel: Wenn man Deutsch kann, sind die Chancen dann besser, dass man eine Arbeit bei einer deutschen Firma findet. Ein anderes Beispiel: Das Studium an einer deutschen Universität ist kostenlos; als letztes Beispiel: ein Jahr in Deutschland sieht in deinem Lebenslauf gut aus.	• states the intended purpose **[1 mark]** • provides an example to justify the response **[1 mark]** • provides a second example to justify the response **[1 mark]** • provides a third example to justify the response **[1 mark]**	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
7	Die Aussagen von Georg und Julia helfen den SchülerInnen der 10. Klasse dabei, Entscheidungen bei der Wahl ihrer Fächer in den beiden letzten Schuljahren zu treffen. George sagt, dass seine Deutschklasse ihm viel Spaß gemacht habe, weil das eben ein kleine Gruppe sei und weil sie in der Klasse meistens Deutsch gesprochen haben, was für ihre Deutschkenntnisse nur vorteilhaft sei. Julia meint, dass das Deutschlernen mit „Herausforderungen“ verbunden sei, sagt aber auch, dass ihr Lehrer immer bereit sei, ihr Hilfe zu geben und ihr mit Rat und Tat beizustehen, auch wenn das Lernen manchmal schwierig sei. Das habe sie dazu ermutigt, mit Deutsch weiterzumachen.	• draws a valid conclusion about the extent to which George and Julia’s comments influence the audience **[1 mark]** • provides an example to justify the conclusion **[1 mark]** • provides a second example to justify the conclusion **[1 mark]** • provides a third example to justify the conclusion **[1 mark]**	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	0

Extended response in German — Question 8

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
• addresses and elaborates on all of the following – plans after graduation – a memorable moment from schooling – one piece of advice to the current Grade 11 students	6	• develops an astute response relevant to the task • proficiently communicates through – selection of ideas – logical sequencing of ideas – synthesis of ideas	5	• uses a wide range of vocabulary purposefully and with a high level of accuracy • uses a wide range of grammar purposefully and with a high level of accuracy • uses a wide range of tenses purposefully and with a high level of accuracy • uses consistent register for context	8	• uses all of the following – a greeting – a statement of conclusion	2
• addresses all of the following: – plans after graduation – a memorable moment from schooling – one piece of advice to the current Grade 11 students • elaborates on 2 of these	5	• develops an effective response relevant to the task • communicates through – selection of ideas – logical sequencing of ideas – synthesis of ideas	4	• uses a wide range of vocabulary purposefully with few errors • uses a wide range of grammar purposefully with few errors • uses a wide range of tenses purposefully with few errors • uses consistent register for context	7	• uses 1 of the following – a greeting – a statement of conclusion	1
• addresses and elaborates on 2 of the following – plans after graduation – a memorable moment from schooling – one piece of advice to the current Grade 11 students	4	• develops some parts of the response relevant to the task • communicates through – selection of ideas – sequencing of ideas	3	• uses a wide range of vocabulary with some errors • uses a wide range of grammar with some errors • uses a wide range of tenses with some errors • uses consistent register for context	6	• does not satisfy any of the descriptors above **OR** • is in English.	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
• addresses two of the following: – plans after graduation – a memorable moment from schooling – one piece of advice to the current Grade 11 students • elaborates on 1 of these	3	• demonstrates some relevance to the task through – selection of ideas – sequencing of ideas	2	• uses a range of vocabulary with some errors • uses a range of grammar with some errors • attempts to use a range of tenses • mostly uses consistent register for context	5		
• addresses 1 of the following: – plans after graduation – a memorable moment from schooling – one piece of advice to the current Grade 11 students	2	• attempts to convey relevance to the task	1	• uses a range of vocabulary and grammar with errors	4		
• uses words and/or phrases relevant to the task	1	• does not satisfy any of the descriptors above **OR** • is in English.	0	• uses cohesive, simple sentences with frequent errors	3		
• does not satisfy any of the descriptors above **OR** • is in English.	0			• uses fragmented sentences with frequent errors	2		
				• uses isolated words and phrases with accuracy	1		
				• does not satisfy any of the descriptors above **OR** • is in English	0		

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