

German subject report

2022 cohort

May 2023



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Introduction

Throughout 2022, schools and the QCAA worked together to further consolidate the new Queensland Certificate of Education (QCE) system. The familiar challenges of flood disruption and pandemic restrictions were managed, and the system continued to mature regardless.

We have now accumulated three years of assessment information, and our growing experience of the new system is helping us to deliver more authentic learning experiences for students. An independent evaluation will commence in 2023 so that we can better understand how well the system is achieving its goals and, as required, make strategic improvements. The subject reports are a good example of what is available for the evaluators to use in their research.

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

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of 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, including those that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

Audience and use

This report should be read by school leaders, subject leaders and teachers to:

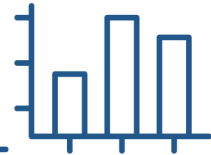
- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to 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.

Note: All data is correct as at 31 January 2023. 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: 29.

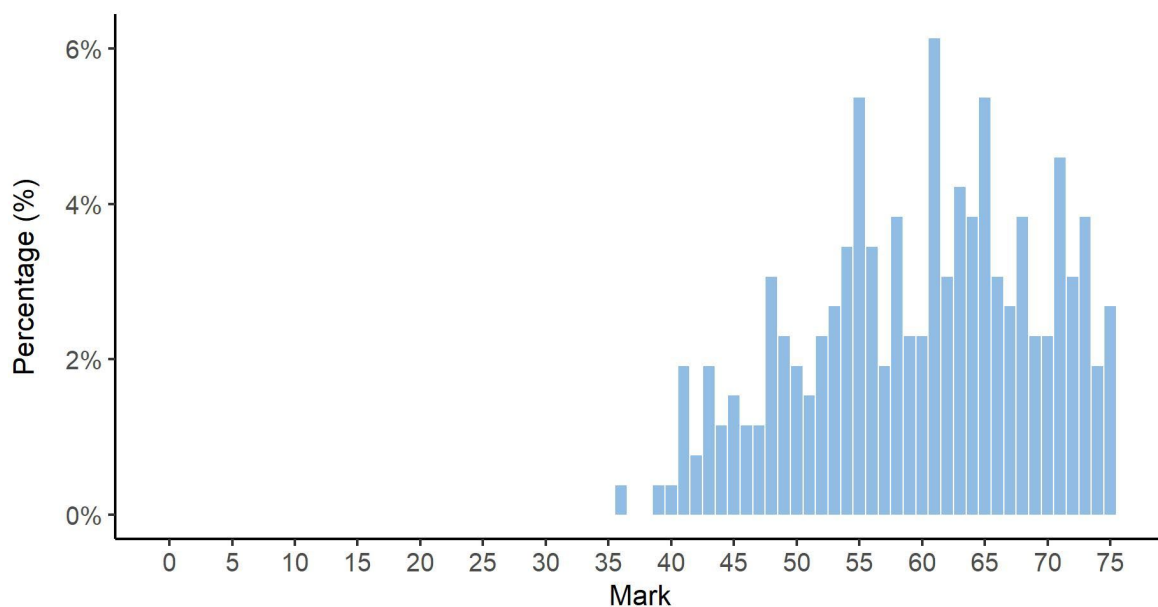
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	301	289	261

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	295	6
Unit 2	285	4

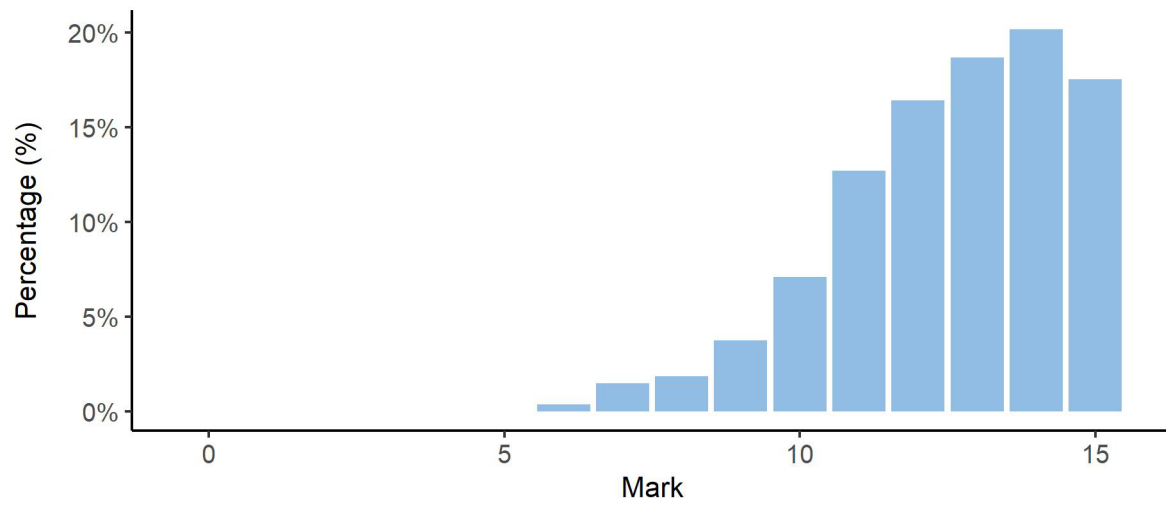
Units 3 and 4 internal assessment (IA) results

Total marks for IA

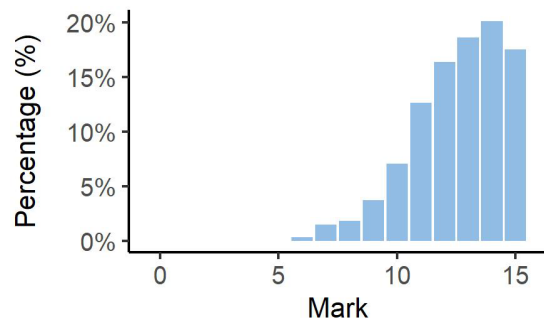


IA1 marks

IA1 total

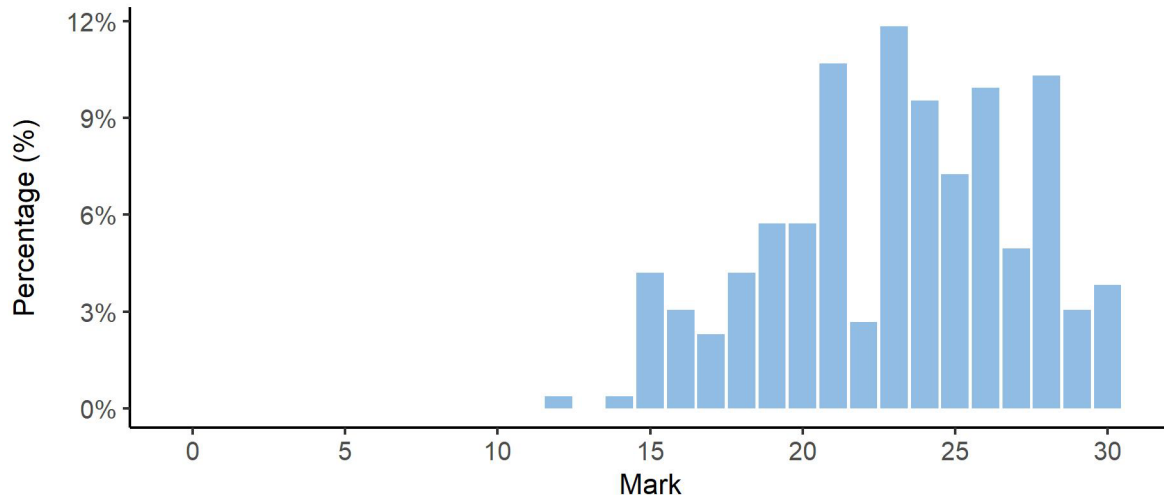


IA1 Criterion: Analysing German texts in English

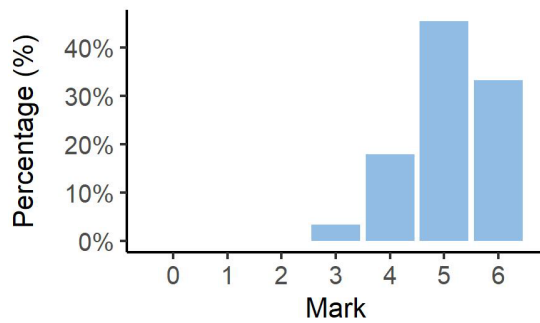


IA2 marks

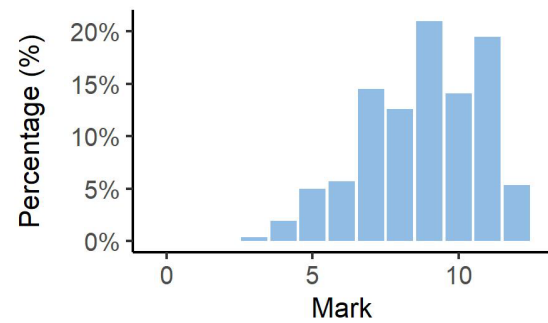
IA2 total



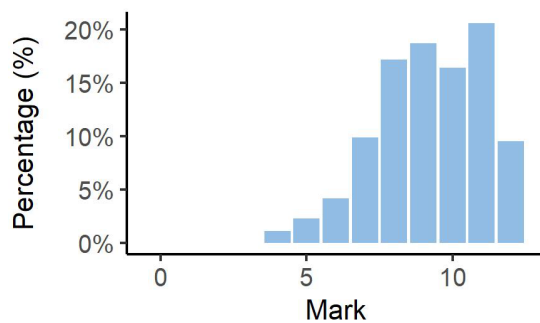
IA2 Criterion: Analysing German texts in English



IA2 Criterion: Creating German texts with German stimulus

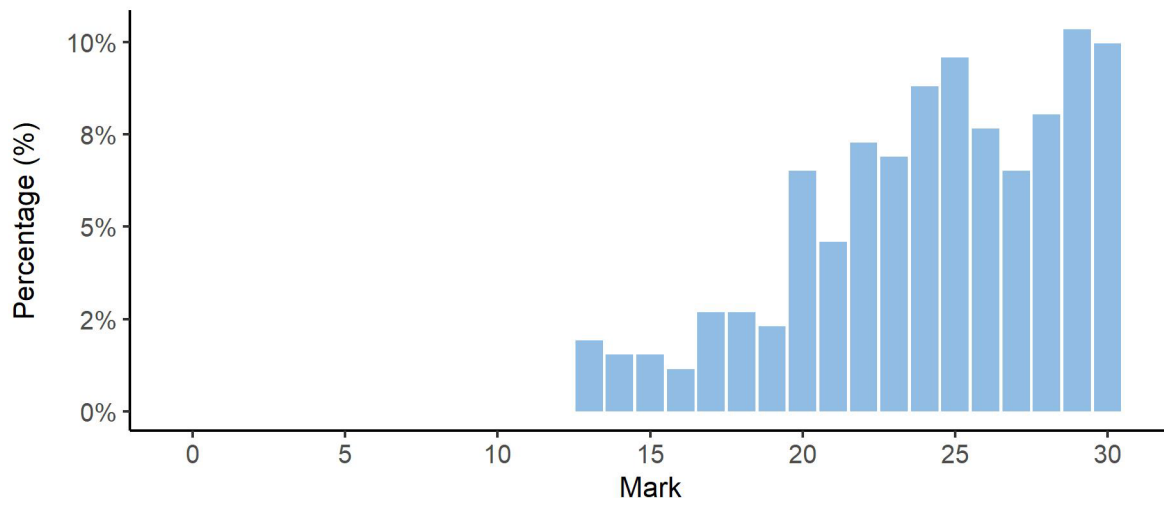


IA2 Criterion: Exchanging information and ideas in German

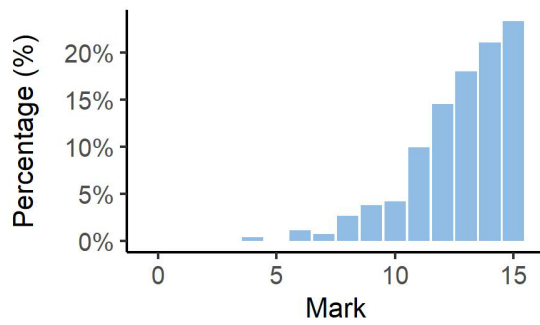


IA3 marks

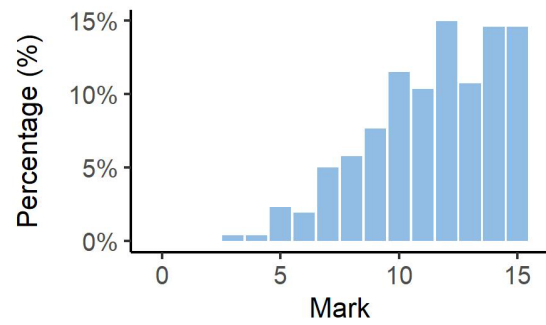
IA3 total



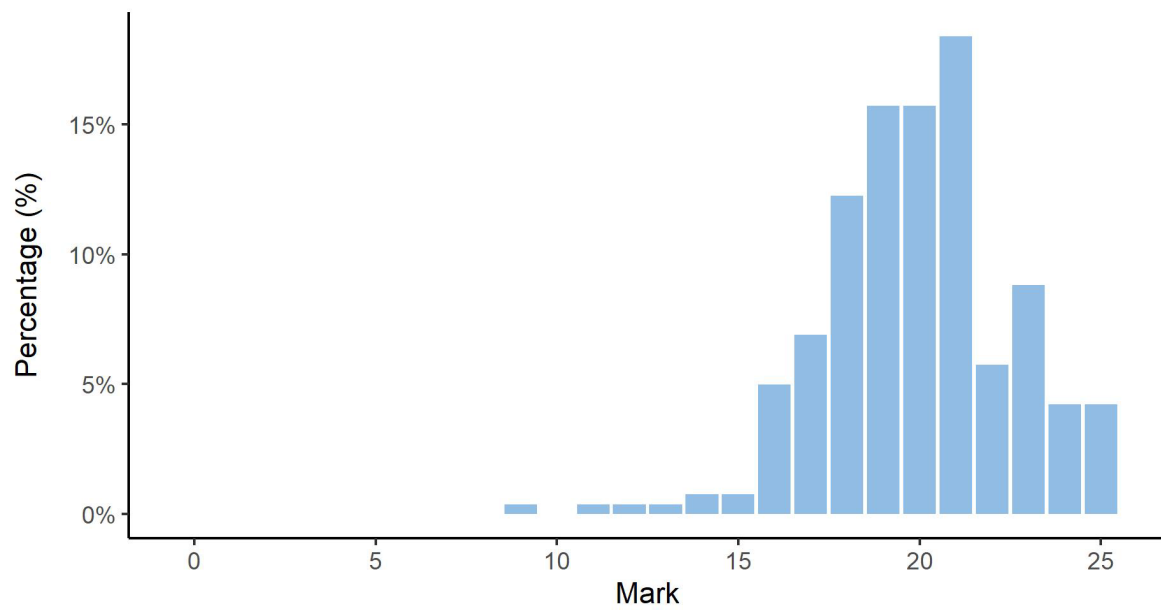
IA3 Criterion: Analysing German texts in German



IA3 Criterion: Exchanging information and ideas in German

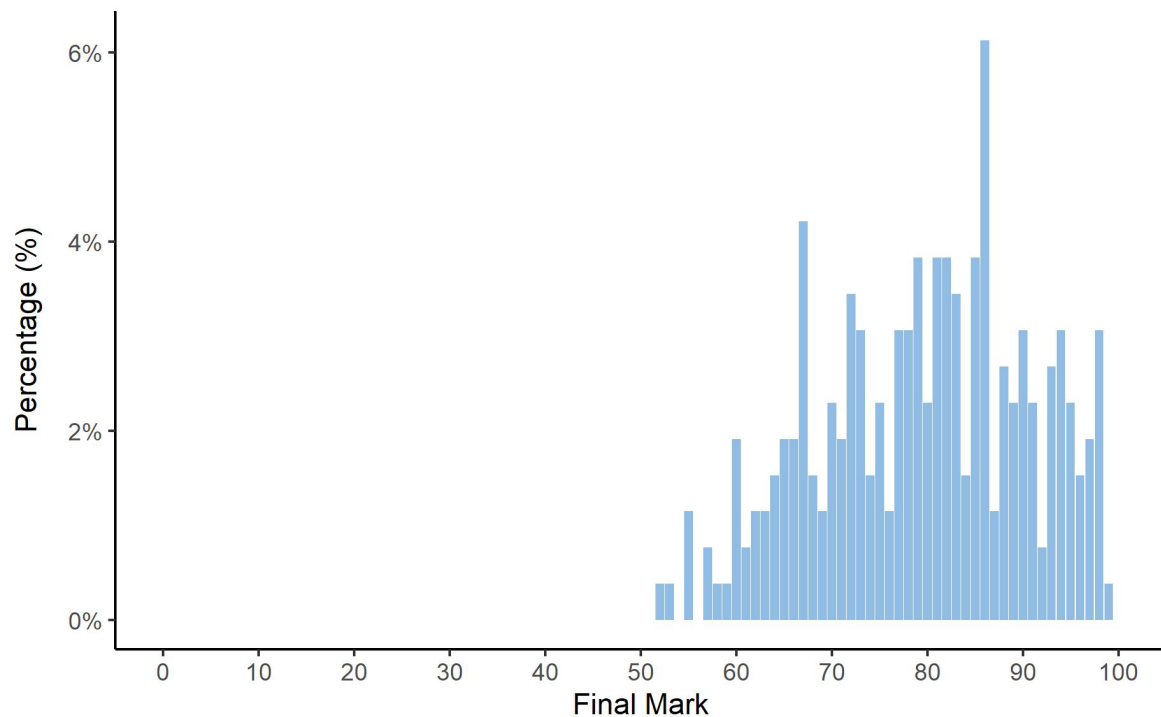


External assessment (EA) marks



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	100–83	82–65	64–45	44–17	16–0

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	114	121	26	0	0

Internal assessment



The following information and advice relate 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	29	29	29
Percentage endorsed in Application 1	41%	37%	20%

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 instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v4.0*, Section 9.6.

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	29	142	13	72.41%
2	29	142	22	58.62%
3	29	155	2	58.62%



Examination — short response (15%)

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen German stimulus texts.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

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	0
Item construction	1
Scope and scale	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 29.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- used stimulus material with
 - varied subject matter related to Unit 3 Topic 1: Roles and relationships
 - multiple speakers/authors to allow students to distinguish different speakers or identify changes in tone
- provided opportunities across the 4–6 questions for students to cover all the assessable objectives.

Practices to strengthen

It is recommended that assessment instruments:

- provide students with the opportunity to demonstrate Assessment objective 3, particularly with respect to evaluation, e.g. questions which require students to both analyse and evaluate need to ensure that there is scope to do both
- ensure students are able to differentiate the context from the purpose in their expected responses and to provide different information for each. Refer to the syllabus glossary for definitions
- ensure questions avoid providing students with part or all of the answer, e.g. avoid a lead-in to a radio report such as ‘ein Bericht von ...’
- ensure texts chosen to elicit the identification of tone have a clearly identifiable tone or tones and allow for discerning responses, such as ‘ambivalent’ or ‘despondent’ rather than general comments such as ‘informative’, ‘neutral’ and ‘objective’. It should be possible to derive tone from viewpoint and language choices
- ensure that information required for discerning comprehension is not included within the item wording, e.g. avoid questions such as ‘In what sort of magazine would this interview be published?’
- avoid audiovisual stimulus texts which contain written text that would allow reading for information or contain images that match the audio so perfectly that students are able to respond to the question without necessarily comprehending the aural component
- ensure conformity to syllabus specifications regarding individual word length for the visual stimulus text of 60 words in German and the combined stimulus text length of 500–800 words. When calculating word length for a visual text, all words need to be counted. Numbers written in numeral form are not part of the word count (Syllabus section 6.0).

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	0
Transparency	5

*Each priority might contain up to four assessment practices.

Total number of submissions: 29.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- 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 and cognitions of the assessable objectives and ISMGs.

Practices to strengthen

It is recommended that assessment instruments:

- ensure that references to stimulus items match the numbering provided in the labels of uploaded files and stimulus text headings for transparency
- state the response language (English) and word length (within 100 words) clearly in the instructions
- provide clear directions regarding which text/s are needed for inclusion in student responses
- use audio and audiovisual elements whose rate of speech is not so slow that it impedes comprehension. The speed for audio and audiovisual texts should be approximately 100 words per minute
- select age-appropriate content for stimulus texts
- do not contain question wording that is repetitive and/or ambiguous.

Additional advice

- Allow students to demonstrate their understanding and respond fully to a question within the word limit by not asking students to respond to multiple objectives in the one question e.g. purpose, audience, context and tone should not all be assessed in one question.
- Ensure that question wording follows the conventions for item construction by not providing unnecessary content or cues for responses and focus on students' understanding of the stimulus. The question should not rely on background knowledge or personal experiences and feelings.
- Avoid combining several visual stimulus texts into one stimulus, e.g. a cartoon is a single visual text, but two graphs from two different sources should be labelled as two different stimulus texts.
- Students should either be asked to compare ('look for similarities and differences', Syllabus section 6.0), or contrast ('look for differences', Syllabus section 6.0). To ask students to do both in a single question is confusing and out of scope.
- Note that analysis does not automatically require evaluation. *Evaluation* requires students to 'make judgements ... and determine the merit, value or significance of something' (Syllabus section 6.0). Students must be given opportunities to demonstrate both cognitions at least once.
- Indicative responses should provide exact information. Simply stating that a variety of responses are possible does not demonstrate what students are expected to achieve at a discerning level. For example, a personal letter is not the same as a business letter or an email.

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	72.41%	20.69%	0%	6.9%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA when awarding marks in the upper mark range was most effective when:

- the answers were clear and demonstrated a thorough comprehension of the stimulus using a wide range of cognitive verbs and/or descriptive words well justified by the examples drawn from the stimulus rather than prior knowledge
- the glossary definitions of audience, context and tone were appropriately applied.

Samples of effective practices

Excerpt 1 shows perceptive identification of context and audience.

Extract 2 illustrates perceptive identification of purpose and audience. Both also include relevant details from the Stimulus to support the response.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 1

Stimulus 2 would ~~most~~ likely be an online ~~thing~~ news article, as the text shows a headline, by-line, and paragraph structure typical of news articles, and the banner shows ~~to~~ hyperlinks to other topics, ~~as well as~~ a comments link, and ~~the audience would~~ links to social media. The audience would be ^{employed} adults with families or planning to have families, as the language is too complex for children, and the text discusses a ~~balance~~ balance between family and work. The text shows an attitude supportive of men and women finding a balance, as it states that women would like to work, and men would like more time at home.

Excerpt 2

The purpose of stimulus 1 is to combat the traditional stereotypes ~~mentioned~~^{mentioned}, ~~that~~ the father goes to work while the mother stays home to look after the children. This is done through a 'role-reversal' anecdote, and ~~it is mentioned that the father finds~~ ~~and~~ colleagues were initially very sceptical, and found it strange that the mother was financially independent. A possible audience would be families expecting a child, so they ~~can~~ better understand their options and ~~that~~ ~~are~~^{aren't} restricted ~~to~~^{by} stereotypes. For example, this father wakes early ~~in the mornings~~ and does traditional 'female' roles, like the shopping, laundry, and cleaning, while the children are at school, rather than being ~~away~~^{away} at work all day.

Practices to strengthen

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

- the response length must be within 100 words. For consistency and equity in assessment policies, teachers are advised to annotate on any answers that are over this length, where marking stops, noting that the response up to this point must reflect the quality of the response in the ISMG
- the context must be accurately identified with clear descriptive explanations, particularly highlighting environments where events occur or will occur, e.g. the context of the situation and its specific futures
- adjectives to describe tone should be descriptive and more specific than 'informative' or 'formal/informal'. The language should indicate or convey emotion, feeling or attitude to subject matter and/or audience. In the learning phase, expanding the bank of words or vocabulary that can be used to describe or express tone would help students find the appropriate word/s
- teachers should understand that responses that are incorrect cannot be considered as displaying thorough comprehension and awarded marks at the 14-15 mark range
- students should be reminded that legible work is an essential part of effective communication.

Additional advice

- Teachers should become familiar with the ISMGs to understand the performance-level descriptors and how marks are awarded at each level, e.g. *discerning* means that a response is astute or thoughtful in meeting the purpose of the question, shows an excellent response based on the stimulus, and is supported by relevant examples.
- 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.
- Uploaded provisional marks must match the mark from the uploaded ISMG.



Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from:

- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Groups in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen German stimulus texts, i.e. written, audio, audiovisual or visual.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

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	5
Scope and scale	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 29.

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

- used stimulus materials:
 - relevant to the task
 - relevant to Unit 3 Topic 2, Socialising and connecting with my peers, and Topic 3, Groups in society
 - 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 prescribed response
- aligned with syllabus requirements to provide an unseen visual or written text for Session 2 that provided a different perspective from the stimulus items offered in Session 1. Note that a different perspective does not necessarily mean an opposing perspective.

Practices to strengthen

It is recommended that assessment instruments:

- should be of appropriate 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
- contain stimulus texts that do not provide unnecessary cues that interfere with students' abilities to demonstrate discerning identification of purpose, audience, context or tone, e.g. avoid an overt radio station introduction
- provide a realistic context for learners as high school students to be using German, and a genre with identifiable conventions for Session 1 Part 2 to enable students to meet all assessable objectives for the Creating German texts with German stimulus criterion. Students who are asked to simply write a response cannot be assessed as demonstrating *discerning* application of conventions
- include sample questions related to the Session 1 stimulus as well Session 2 sample questions. The visual stimulus for Session 2 should contain some words, but no more than 60 in German or English.

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	0
Language	1
Layout	0
Transparency	13

*Each priority might contain up to four assessment practices.

Total number of submissions: 29.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used stimulus texts with accurate spelling, grammar, punctuation and other textual features while avoiding unnecessary jargon, specialist language and colloquial language
- featured written stimulus texts without unnecessary textual features, such as highlighting, bolding, underlining, and unusual word spacing, or other distractors (e.g. pictures) that could unduly impede or aid comprehension
- utilised authentic audio stimulus texts with appropriate clarity and pace so that they would not unduly impede or aid comprehension
- made use of authentic audiovisual stimulus with no written language whatsoever, including captions, and no visual cues that would unduly aid comprehension.

Practices to strengthen

It is recommended that assessment instruments:

- be of suitable scope and scale to allow students to demonstrate cognitions to a discerning level (Syllabus section 4.6.2). Stimulus materials must have sufficient breadth and depth to allow students to fully demonstrate their ability across each of the assessment objectives. There must be questions that elicit analysis, evaluation and identification of purpose, audience, context and tone
- provide clear instructions with respect to word length and language required in student responses for Part 1 and 2 of Session 1, and the time condition and language for Session 2
- provide clear directions to students to overtly reference the Part 1 stimulus texts, as well as to provide a personal perspective in their Part 2 responses
- provide clear instructions for Session 2 using cues that align to the specifications, objectives and ISMG to indicate that students need to refer to one of the stimulus texts from Session 1 in addition to the unseen stimulus in their response to the Session 2 conversation. This is necessary to fulfill the requirements of the ISMG, which refers to stimulus *texts* in the plural (Syllabus section 4.6.2)
- clearly match questions and the relevant stimulus texts by ensuring that the numbering of questions and labelling of uploaded files match
- utilise authentic audio of appropriate clarity and pace, and audiovisual stimulus with no written language and no visual cues that would unduly aid or hinder comprehension.

Additional advice

- Schools must apply their assessment policy when managing response length concerns, and this should be indicated on the assessment instrument.
- By preparing indicative responses at the time of assessment design, teachers can ensure questions are clear and provide sufficient opportunity for students to achieve a range of performance levels within the assessment conditions and specifications.
- Indicative responses should provide exact information. Simply stating that a variety of responses are possible does not demonstrate what students are expected to achieve at a discerning level.

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	75.86%	20.69%	0%	3.45%
2	Creating German texts with German stimulus	68.97%	13.79%	6.9%	10.34%
3	Exchanging information and ideas in German	65.52%	20.69%	3.45%	10.34%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA when awarding marks at the upper performance levels was most effective when:

- responses addressed the questions explicitly by using the terminology of the syllabus, e.g. 'The purpose/context/tone/ of the stimulus is ...' or 'the intended or possible audience is ...'
- the conversation in Session 2 was spontaneous and unique rather than rehearsed
- students referred to stimulus material/s from both Sessions 1 and 2 while conversing in German.

Samples of effective practices

The following excerpt illustrates a very well-written text demonstrating a range of complex sentences and vocabulary. The student refers to the stimulus materials with purpose and provides a well-justified opinions, elaborating on the pros and cons of issues in social media. The text is cohesive and very well structured.

Ich bin der Meinung ~~aber~~, dass der Gesellschaft
^{auch} dieses Druck kreieren kann. Wenn man nicht
 arbeitet, sollten sie in der Schule sein – den Idee
 dass wir nur erfolgreich sind, wenn wir ~~off~~ sehr
 intelligent ^{und gut} in der Schule sind. ~~oder, muss oder, dass~~
~~Die für~~ ~~haben~~ ^{die} Darstellungen dem Medien und Erwartungen
 der Gesellschaft kann ziemlich viel Druck ^{für} ~~schaffen~~
 Jugendlichen schaffen und ~~es~~ soziale Medien und
 das Internet ~~haben~~ bedeutet, dass wir in Berührung
 mit diesen Ideen sehr oft kommen. ✓

~~Darum~~ ~~glaube~~ ~~ich~~, ~~dass~~ ~~uns~~ ~~deutlich~~ ~~zeigt~~,
 Ich glaube, ~~das~~ ^{ist} hinter die Einflüsse in unseren
 Leben sind Menschen – Freunde, Familie, die
 Gesellschaft. Wir arbeiten mit ein ander und sind
 immer noch mit jemandem. Aber davon heraufbeschwoien
~~können~~ ^{haben} ~~um~~ negativen Auswirkung. Ich hatte ~~aber~~ ^{meistens}
 über der Schule besprecht, ~~aber~~ ^{aber} wie in Stimulus
 1 könnten Freunde dir zwingen, um Dingen gegen
 deinen Willen zu machen ~~ist~~ wie Rauchen oder Drogen ✓

Ich glaube, dass ~~in~~ ⁱⁿ Australien ist es nicht
 sehr beliebt um zu rauchen, obwohl es passiert aber
 wir haben ähnlichen Problemen mit Gruppendruck, wie jede
 Land. ~~Das~~ ^{Ich} bin sehr glücklich, dass meine Freunde ähnlich
 als der Beschreibung in Stimulus 3; sie unterstützen mich und wir verstehen
 ein ander ~~aptessegen~~

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Ich habe ~~sehr~~ ^{gutes} Glück, ✓

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA when awarding marks at the upper levels of the performance levels, it is recommended that:

- in Session 1 Part 2, the extended response in German should
 - be logical, and include elements such as introduction, conclusion, etc.

- be correctly paragraphed (linking words are recommended)
- address the text type as indicated in the task (letter, blog, speech, etc.).
- avoid quoting long passages from the stimulus materials
- in Session 1 Part 2, the complexity and variety of sentence structures and vocabulary should reflect the level of final year of senior German
- in Session 2, strategies to generate conversation include the student's spontaneous questions. However, 'And you?' type questions are not considered suitable to generate conversation
- in Session 2, reference to the stimulus material/s from Part 1 is a requirement of the syllabus and must be addressed in the conversation.

Additional advice

- In Session 1 Part 2, students should be encouraged to elaborate and reference examples from two stimulus texts from Part 1 in their extended response. This referencing can be of the ideas and concepts evident in the stimulus.
- Schools should apply their assessment policies when responses exceed the assessment conditions in regard to both length and time. Annotations should be reflected on the ISMG.
- In Session 2, a variety of open questions is recommended to allow students to demonstrate their knowledge and provide an authentic personal response. Asking the same questions in the same order to all students in the cohort should be avoided. The questions should be unrehearsed, and unseen, as specified by the syllabus.
- In Session 2, even though students can write their notes during the 10-minute preparation time and use them in the conversation as a support, they should be made aware that the notes should not be read out, as the resulting conversation will not be spontaneous and will sound rehearsed. Rehearsed responses are not considered discerning or effective.
- The quality of the audio recording must be checked for clarity prior to uploading to Confirmation to avoid issues with low quality files and/or files not opening.



Extended response (30%)

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three German stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may be conducted under supervised conditions to ensure authenticity.

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	22
Authentication	0
Authenticity	0
Item construction	1
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 29.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- enabled students to analyse the stimulus texts in a cohesive manner while providing unique, personal responses, including their own perspectives

- incorporated authentication strategies for verifying student authorship and academic integrity (refer to *QCE and QCIA policies and procedures handbook v4.0*)
- were suitable in the scope and scale of the task requirements and stimulus provided.

Practices to strengthen

It is recommended that assessment instruments:

- provide a clear overview and framework for the assessment task for Part 1, which is related to the subject matter for Unit 4 Topic 1 and/or Unit 4 Topic 2, and include an appropriate context and audience, such as a Zoom call to a German sister school or presentation at a German language showcase event
- give students the opportunity to cover all the assessable objectives and performance level descriptors of the ISMG (Syllabus section 5.5.1). Opportunities to identify purpose, audience, context and tone are required and should be included in task instructions. Students are not required to identify purpose, audience, context and tone for each stimulus text, but must identify each of these at least once across the three texts provided
- ensure that stimulus items clearly conform to syllabus specifications in terms of word length and genre requirements. File names should clearly indicate whether the stimulus was studied in class or is unseen, and match the numbering provided in the student questions. To meet syllabus requirements, it is necessary that
 - the studied text is chosen from a German film, documentary, television series episode, extended interview, newspaper, magazine article, journal, short story, novella, website or printed materials (Syllabus section 5.5.1)
 - the unseen stimulus texts include one that is written and one that is audio, audiovisual or a series of visual texts (two or more). Visual and written texts must not be combined, and each visual text in the series must contain German language with no English, and must not exceed 60 words. Combined, the length of the unseen stimulus materials must be 400–700 words (Syllabus section 5.5.1)
- clearly address all assessment specifications by providing instructions for Part 2 of the assessment item with clear directions for students to refer to the multimodal presentation in the spontaneous conversation and Unit 4 subject matter (Syllabus section 5.5.1).

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	3
Language	2
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 29.

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
- 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
- included images, diagrams or other visual elements that were legible, clear, relevant and accessible.

Practices to strengthen

It is recommended that assessment instruments:

- use audio and audiovisual elements that are clear and audible. Rate of speech, pausing and background sound should not impede a student's ability to understand the content of the text. The expected speed for audio and audiovisual texts is approximately 100 words per minute
- use appropriate language and avoid unnecessary jargon, specialist language and colloquial language. If using a series of visual texts, the texts must contain German language, and no English.

Additional advice

- Audiovisual stimulus items must conform to syllabus specifications. The syllabus states that audiovisual texts are viewed and listened to, not read (Syllabus section 6.0). Subtitles, captions and any other forms of writing should be removed from audiovisual texts, or the text should be converted to an audio (MP3) format.
- One of the two unseen texts may be a 'series of visual texts' (Syllabus section 5.5.1). When choosing 'a series of visual stimulus' as an option, the series must include at least two visual texts each with German language. Each individual visual text must contain no more than 60 words in German.
- Files should also be uploaded to the appropriate section — Part 1 for the three stimulus texts analysed in the multimodal presentation, and Part 2 for the possible open-ended questions which may be used in the spontaneous conversation.

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	75.86%	17.24%	3.45%	3.45%
3	Exchanging information and ideas in German	68.97%	20.69%	3.45%	6.9%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA when awarding marks at the upper performance levels was most effective when:

- PACT elements were addressed and elaborated on (Part 1)
- students identified and developed their own well-justified perspectives by analysis and synthesis of the stimulus texts
- students used strategies to sustain communication and exchange meaning in German by responding to teacher's questions as well as by initiating their own questions and/or responses (Part 2).

Samples of effective practices

The following excerpt illustrates how PACT elements can be addressed and elaborated on, in a response which is well-justified by analysis and synthesis of the stimulus texts.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 1

2:45 mins

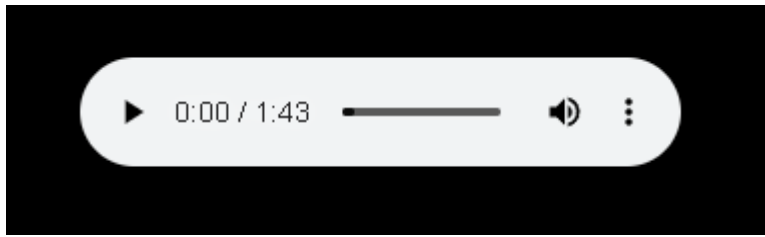


Video content: https://www.youtube.com/watch?v=-o_H2C52d8A

The following excerpt illustrates a response that used strategies to sustain communication and exchange meaning in German by responding to the teacher's questions.

Excerpt 2

0:38–2:10 mins



Audio content: https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_german_22_subj_rpt_ia3.mp3

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA when awarding marks at the upper performance levels, it is recommended that:

- the multimodal presentation should refer explicitly to each of the IA3 stimulus texts in the extended response rather than having an extended focus on student's personal experience and own examples with no reference to the stimulus (Part 1).

Additional advice

- Students should exchange and produce information and ideas to maintain and generate the conversation. This can be done by expressing their opinions and ideas or by asking a meaningful question. Tag questions are not considered to generate conversation (Part 2).
- The student should not read the script from Part 1 in the conversation as this is not considered to be a spontaneous response as per glossary (Part 2).
- Teachers should ensure that the student has met the ISMG criteria and the syllabus specification. It is important that any missing elements (e.g. addressing the PACT elements or analysis of stimulus text/s) should be picked up at the draft stage (Part 1).
- Teachers should advise students that it is sufficient to refer to their presentation and/or what they learnt from it in the conversation rather than elaborating on the stimulus materials from Part 1 in detail in Part 2.
- Students should be advised to identify purpose, audience, context and tone at least once across the three stimulus texts in their multimodal presentation (Session 1).
- Teacher questions should encourage students to discuss the content of, or what they have learned from, their presentation (Session 2).
- Teacher questions should not allow the student to follow the information prepared in the student's script (Session 2).
- Ensure the ISMG marks are accurately awarded using the best-fit approach.
 - For criteria with two-mark range performance levels, if all characteristics of the performance level descriptor fit the response, award the higher mark, otherwise award the lower mark of that performance level, e.g. if all characteristics within the 11–12 mark performance level have been matched to the student response, it must be awarded a mark of 12.

- If the response has characteristics from across three different performance levels, the response must be awarded the lower mark of the middle performance level, e.g. if there are characteristics identified across the 11–12 mark performance level, the 9–10 mark performance level, and the 7–8 mark performance level, the best fit is the 9–10 mark performance level, and the lower mark (9) must be awarded for this criterion.
- The quality of audio recording should be checked before uploading to ensure that the files open correctly and that there are no sound issues.

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 (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 (17 marks)
- Paper 1, Section 2 consisted of short response questions (23 marks)
- Paper 1, Section 3 consisted of an extended response question (21 marks).

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 with seven short response questions and one extended response question (61 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 show comprehension and analysis of stimulus texts and to create an extended written response in German to a set task.

The stimulus for the Section 1 short response in English was an audio text and a written text in German with four associated questions. The stimulus texts for the Section 2 short response in German consisted of an additional written text in German with three associated questions.

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:

- the information and textual convention requirements of the extended response.

Samples of effective practices

Short response in English: Question 1

This question required students to identify the context of the stimulus and provide two examples from the text as justification.

Effective student responses:

- identified the context clearly and unambiguously as a face-to-face conversation between two friends who were graduating from school and discussing their future plans
- were justified with two relevant examples as specified in the exam question e.g. Peter asked Anne what she was reading so they could obviously see each other; they addressed each other by first names and promised to keep in contact in the future; they talk about what they will do after their exams so they are still at school and have not yet completed their final exams
- did not repeat the same information as justifications in Question 2.

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Short response in English: Question 2

This question required students to draw conclusions about the values of each speaker and provide two examples from the text for each speaker as justification.

Effective student responses:

- identified the different values of both speakers clearly: Anne values family, quiet and sameness, while Peter values independence and adventure. Both Anne and Peter wish to help people although in different ways: Anne through education and Peter through medicine
- were justified with two relevant examples per speaker as specified in the exam question, e.g. Peter 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 friends. Anne is not interested in big changes and wants to stay with her parents in her hometown during her university studies. She enjoys the peace and quiet in the small city and the natural environment where she can go hiking and take photos.

This excerpt has been included:

- to demonstrate effective conclusions about values with detailed justification.

Anne and Peter have contrasting values. Anne states that she ~~will~~ wants to study at a small university and will stay in parents house. ~~Anne~~ This displays how Anne values the peace and quiet and existing relationships. She says studying in a small university will make her comfortable and ~~show~~ that she wants to stay in her town ~~but~~ because she explicitly states that she loves the quiet. She also values the outdoors and the Arts as she wants to become a German or English teacher and in her free time she likes hiking and taking photographs of the beautiful landscapes. Whereas Peter values socialising and as he wants to move to Berlin to ~~met~~ meet new people and live in a dormitory. He also wants to see the film ~~culture~~ and music culture ~~to which~~ displays clearly illustrating that he wants values ~~socialism~~ socialising, whereas Anne values the peace and quiet, outdoors and Arts and existing relationships.

Short response in English: Question 3

This question required students to identify the tone of the writer and provide three examples from the text as justification.

Effective student responses:

- identified the tone clearly as positive overall, although the writer initially found her job difficult
- were justified with three relevant examples as specified in the exam question, e.g. Mia uses expressions such as 'I enjoy' working at the cafe. This is because she has met some amazing people she has fun working with and she likewise hopes to give positive experiences to new workers. 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 time management skills she has gained
- did not use the same information for the justification as was used for Question 4.

This excerpt has been included:

- to demonstrate effective identification and justification of tone.

The writer has a content satisfied tone. She explains initially how it was really busy at the place she worked and how she came home late. However, she explains that she is able to make some money and gain some independence from her parents ~~which~~ displaying her satisfaction even though she initially was complaining. She also found that she was able to concentrate better on her schoolwork even though she had little time to study. She explicitly states that she always liked the work in the cafe more than her schoolwork, additionally displaying her satisfied tone. She even says that she claims her time management ^{became} ~~increased~~ after better when after she got a job. She even says that she is thankful for her cafe job as choosing the other job would not have allowed her to meet ~~these~~ her lovely coworkers.

Short response in English: Question 4

This question required students to identify and analyse which experience was most important to the writer, providing three examples from the text as justification.

Effective student responses:

- identified the most important experience as being the writer's job in the cafe
- were justified with three relevant examples as specified in the exam question, e.g. The job has helped her become more financially independent and mature. Initially, she felt shy when engaging with the customers, because she had a narrow circle of family and friends. But she has become more confident and open-minded since she started working, which has been noted by her friends. She has learned to be more effective and concentrated with her study, and was confident enough to negotiate her schedule with her boss so she can have Saturdays to focus on study

- did not use the same information for the justification as was used for Question 3.

This excerpt has been included:

- to demonstrate effective analysis with thorough justification.

Working in the cafe was p. a particularly important experience for Mia as it has shaped who she is now. ^{Firstly,} through working at the cafe she has develop^d is able to be independent from her parents and earn money. Secondly, her friend thinks that she has become more grown up and independent as she was initially shy. ^{Thirdly,} she has developed a good communication style with customers as she initially did not have experience with people. Overall, Mia enjoys working at the cafe with her colleagues and always has fun.

Short response in German: Question 5

This question required students to identify a plausible audience and provide two examples from the text as justification in German.

Effective student responses:

- identified the audience specifically as being Year 10 students choosing subjects for senior
- were justified with two relevant examples as specified in the exam question, e.g. 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?“

This excerpt has been included:

- to demonstrate effective identification of audience with justification.

Die Zielgruppe vom Stimulus 3 ist Schüler in der zehnten Klasse, die ihre Fächer für die Oberstufe wählen müssen. Das erkennt man im Stimulus als Julia die Schüler direkt mit 'du' anspricht, und ihnen Ratschläge für Deutsch in der Oberstufe gibt. Die Zielgruppe erkennt man ~~noch~~ auch als der Text die Entscheidung von der Zielgruppe beschreibt als 'Soll ich weiter Deutsch lernen oder ein anderes Fach für die elfte und zwölfte Klasse wählen?' Das zeigt das die Zielgruppe aus Zehnt-klasslern besteht.

Short response in German: Question 6

This question required students to identify the purpose of the text and provide three examples from the text as justification in German.

Effective student responses:

- identified the purpose as persuading Year 10 students to choose German as a subject for Years 11 and 12
- were justified with three relevant examples as specified in the exam question, e.g. 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
- conveyed meaning relevant to the question with few errors
- did not simply repeat evidence provided in Questions 5 or 7.

This excerpt has been included:

- to demonstrate effective identification of purpose with justification.

Der Text würde geschrieben, um Leute, die
 in der ~~zweiten~~ ^{zehnten} Klasse, zu überzeugen, warum
 es wichtig ist, Deutsch in die elfte und
 zwölfte Klasse zu lernen. Es steht, dass
 Deutsch die ~~zweite~~ ^{zweitwichtigste} ~~wichtigste~~ Sprache
 in den Naturwissenschaften ist, ~~Man~~ man
 muss ~~den~~ Deutsch sprechen, um Berufschancen
 zu erweitern, ~~Deutschkenntnisse verbessern~~
^{Der Text steht, dass} deine Berufschancen weltweit verbessern,
 sowohl bei deutschen Firmen in Australien
 als auch in deutschsprachigen Ländern.
 Mit Deutschkenntnissen kann man auch
 kulturelle Aktivitäten ~~war~~ besuchen. Freuen.
 Die letzte Satz steht, dass Sprachkenntnisse
 deinen ^{Horizont} ~~Horizont~~ erweitern und andere
 Menschen beeindrucken.

Short response in German: Question 7

This question required students to consider in German to what extent George and Julia's comments influenced the audience, justified with three examples from the text.

Effective student responses:

- identified that George and Julia encouraged Year 10 students to choose German in senior because they were happy they had done so and their first-hand experiences would be more convincing to teenagers than the information from the teacher alone
- were justified with two relevant examples as specified in the exam question, e.g. 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. Er hat die deutsche Kultur und deutsches Essen genossen und will eines Tages Weihnachten in Deutschland feiern. 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

- conveyed meaning relevant to the question with few errors
- did not simply repeat evidence provided in Questions 5 or 6.

This excerpt has been included:

- to demonstrate effective analysis and conclusions with thorough justification.

~~George und Julia~~ Ich denke, dass George und Julia eine große einfluss ~~man~~ an Jüngere ~~und~~ Schülern hätten, Julia und George sind Abiturienten. Deshalb sind sie vertrauenswürdig, weil ~~und~~ sie ~~haben~~ viele ~~an~~ Erfahrungen mit Deutsch ~~in die Oberst~~ haben. George erzählt ~~wann~~ ~~an~~ wie ~~an~~ seine kleine Klasse toll war, ~~an~~ Er hat ~~soviel~~ über die deutsche Kultur und deutsches Essen gelernt. Diese Dinge ~~klings~~ ~~interesses~~ interessant. Julia ~~erz~~ erzählt ~~schre~~ ist der meining, dass ~~Sprache~~ Sprachenlernen ein bisschen schwierig ist, ~~aber das ist~~ ~~an~~ ~~das macht~~ es ist nicht wichtig, weil Frau Schmidt sehr hilfsbereit ist. ~~Ich~~ Ich denke, dass ~~Andere~~ ~~Leute~~ ~~sich~~ ~~Deshalb~~ gibt es ~~andere~~ keine probleme, ~~Deshalb~~ ~~an~~ Julia ~~an~~ hat

Extended response in German: Question 8

This question required students to create a text in German that responded to the task. The task included three components posed in German.

Effective student responses:

- focused on a valedictory speech addressing the three points of content outlined in the question and elaborated on all of these by providing details with respect to: their plans after graduation, a memorable moment from schooling, and one piece of advice to the current Grade 11 students
- included relevant information to include in the response, organising it logically (including in paragraphs), and linking ideas with transition words and phrases to synthesise the text overall
- demonstrated accuracy in German by incorporating a wide range of language elements and appropriate application of vocabulary, grammar (including sentence structures), tenses, and moods throughout the response

- included the contextual information outlined in the question and applied an appropriate register in their creation of the text
- utilised textual conventions that aligned with the contextual information outlined by the task.

These excerpts have been included:

- to exemplify proficient communication of information through the selection of relevant content, sequencing and synthesis of ideas
- to illustrate a response that provided evidence of a wide range of vocabulary, grammar, verb tenses and register with some errors
- to demonstrate adherence to text type as directed by the task description.

Excerpt 1

Guten Abend! Ich kann viele meiner Freunden
sehen. Es war ein langes Jahr. ~~Was sind meine~~
Was sind meine Pläne für die Zukunft?
Ich möchte auf die Universität gehen. Ich möchte
Jura studieren, weil ich Anwalt werden möchte. Ich
~~mag~~ mag Debatten und öffentliches reden. Deshalb
denke ich, dass ~~der~~ Anwalt ~~der~~ ^{der} beste Beruf für
mich ist. Ich werde wahrscheinlich mit meinen Eltern
wohnen, weil die Kosten der Universität sehr teuer
sind. ~~Es~~ Es ist einfach, jeden Tag von meinem
Haus ~~zur~~ zur Universität zu fahren. Nach meinem
^{Studium}
~~Universität~~ würde ich gern Amerika besuchen.
Es gibt so viele sehenswürdigkeiten, und ich

Excerpt 2

glaube, dass ich eine Pause brauchen werde! ~~Ich~~
 Ich hatte, dass die Universität spannend sein wird. ~~Ich~~
 Ich habe Angst, dass ich zu wenig Zeit für Universität
 und meinen Nebenjob haben werde.

Wenn ich ~~mich~~ ^{meine Schulzeit} ~~an die~~ ~~Zeit~~ erinnern, gibt es ein
 unvergessliches Ereignis. ~~Ich habe~~ ~~es~~ ~~nie~~ ~~vergessen~~. ^{Der Abiball-}
 Der Abiball war eine meiner besten Nächte. ~~Ich~~
~~habe~~ ~~es~~ ~~nie~~ ~~vergessen~~, wie ~~viel~~ ~~ich~~ ~~mit~~ ~~den~~ ~~Leuten~~
~~habe~~ ~~gefeiert~~. Alle meine Freunde waren dort, und sie
 sahen großartig aus. Es war sehr spannend, weil
 es die erste Abifeier war. Außerdem konnte ich
 Zeit mit meiner Freundin verbringen. Es war unsere
 erste Nacht zusammen, und wir haben alle genossen.
 Ich werde nie diese Nacht vergessen. Ich ^{während des Abiballs} habe neue
 Leute ~~kennengelernt~~ ^{kennengelernt} und ich ^{habe} meine Beziehungen
~~verfestert~~ ^{verfestert}. Obwohl wir viele andere Abifeiern hatten,
~~gibt es~~ ^{gibt es} keine Feier, die ~~so~~ ^{spannender} ~~spannender~~ ^{als} ~~der~~
 Abiball ~~ist~~ ^{sein} könnte.

Wenn ich einen Ratschlag für die Schüler in der elften

Excerpt 3

Klasse ~~h~~ hätte, würde ich sagen, dass es kein
 wichtiger als ~~die Freunde~~ ^{die Freunde} gibt. ~~Als~~ Als ich mit
 meinem Studium gekämpft habe, haben immer
 meine Freunde ^{mir} geholfen. Ich hätte schlechte
 geistige Gesundheit, wenn meine Freunde mich
~~n~~ nicht unterstützen. Es kann einfach sein,
 nur Zeit für ~~dein~~ Studium ^{zu} verbringen. ~~aber das macht~~
 Aber man bessere Noten bekommen wird, wenn man
 Zeit für studieren und Zeit für seine Freunde.
~~Jeden~~ Jeden Tag danke ich meine Freunde, weil
 ich ~~hier~~ ^{ohne meine Freunde} nicht wäre.

Danke für hören. Viel Glück! ~~Zukunft~~
~~Wir~~ Wir sind die Zukunft.

Practices to strengthen

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

- ensuring students can distinguish between purpose, audience, context and tone
- encouraging students to provide evidence from the stimulus and not general answers or listing a range of possible answers. Responses that identified 'informal/formal' or 'informative' as a tone cannot be awarded marks
- encouraging students not to use the same information as evidence to justify more than one question in short responses
- explicitly teaching students conventions for different text types
- reinforcing the need to not only address all of the components of the extended response task but provide more than one specific detail to elaborate on answers
- ensuring students are discerning in their interpretation and use of word choices, particularly with respect to the difference between 'Schüler*innen' and 'Student*innen'
- advising students to use a range of tenses (past, present, future) and moods (subjunctive 1 and 2) as well as complex grammatical structures (subordinate clauses, um...zu constructions) in the extended response

- continuing to teach students to 'error hunt' and proofread for basic accuracy (spelling, capitals for nouns, use of commas) 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
- encouraging students to use paragraphs and a wide range of cohesive ties to organise and synthesise the extended responses
- emphasising the necessity of maintaining appropriate register throughout the extended response. Students need to be familiar with the correct use of informal (singular and plural forms) and formal register, particularly with imperatives.

Additional advice

- Ensure students understand and are able to meet the response length requirement of 200–300 words.
- Encourage students not to include personal information (e.g. given name, family name, school name) within their responses to extended response question.