German subject report

2023 cohort

January 2024

Contents

Introduction

Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes 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 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 internal and 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 senior 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 highlights

27
schools offered German

89.58%
of students completed 4 units

99.34%
of students received a C or higher

Subject data summary
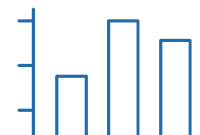
Subject completion

The following data includes students who completed the General subject.

Note: All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered German: 27.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	336	321	301

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	328	8
Unit 2	317	4

Units 3 and 4 internal assessment (IA) results

Total marks for IA
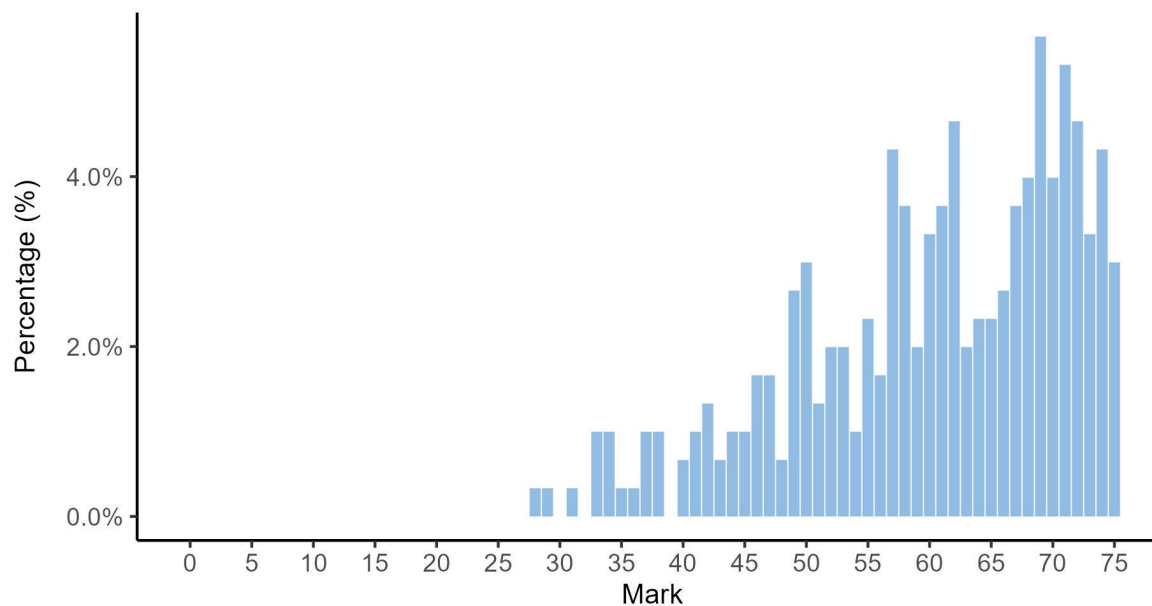
IA1 marks

IA1 total
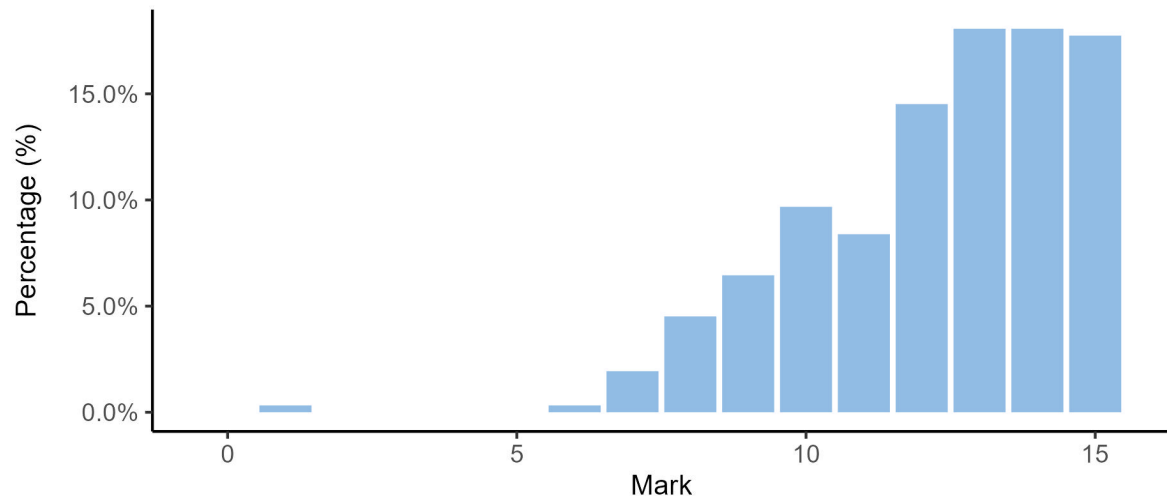
IA1 Criterion: Analysing German texts in English
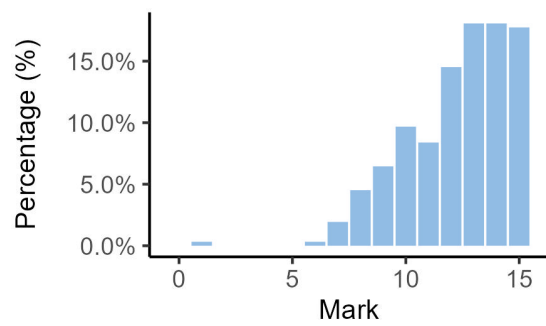
IA2 marks

IA2 total
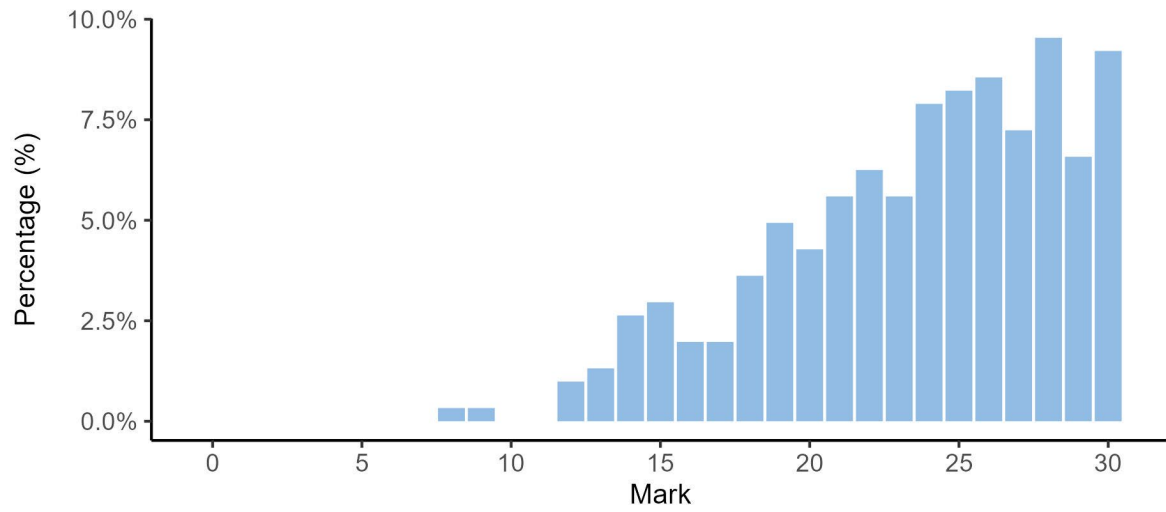
IA2 Criterion: Analysing German texts in English
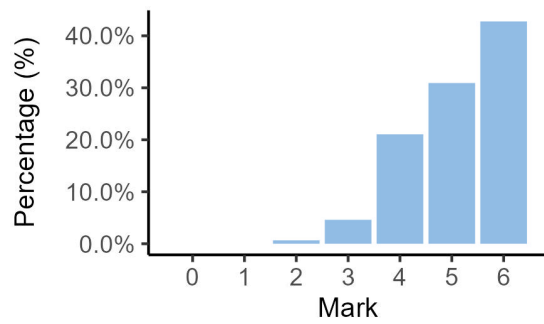
IA2 Criterion: Creating German texts with German stimulus
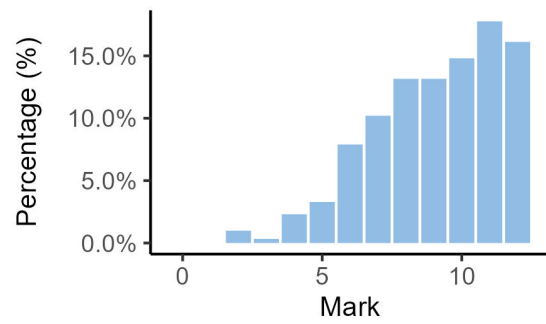
IA2 Criterion: Exchanging information and ideas in German
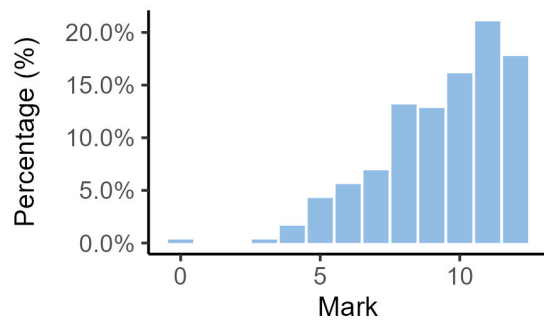
IA3 marks

IA3 total
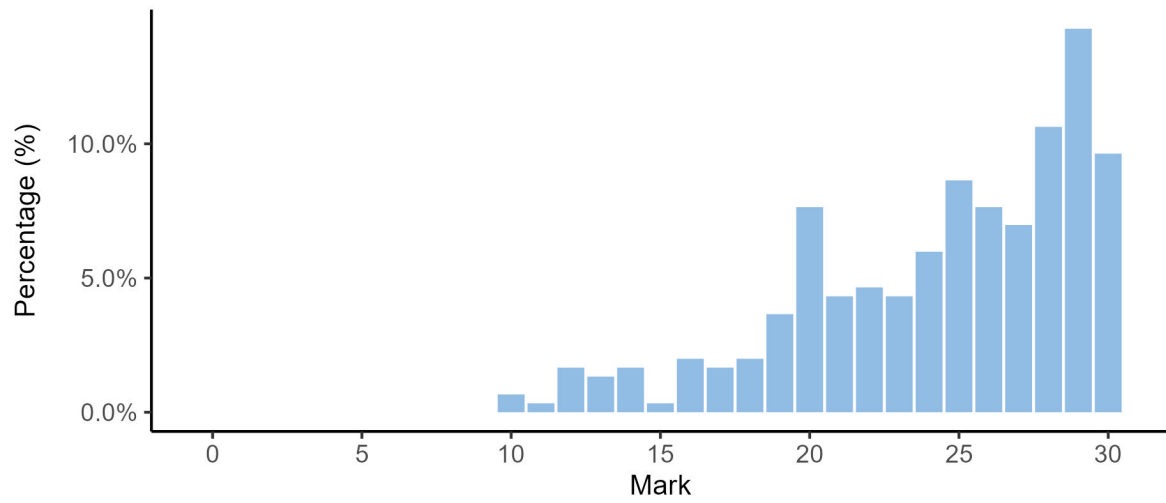
IA3 Criterion: Analysing German texts in German
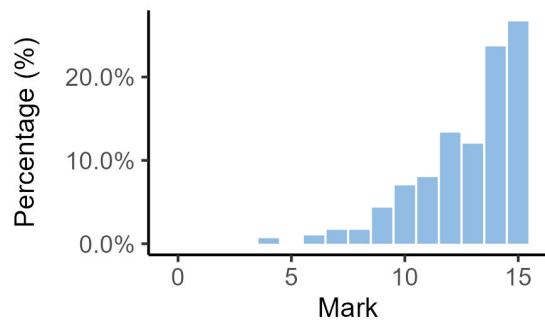
IA3 Criterion: Exchanging information and ideas in German
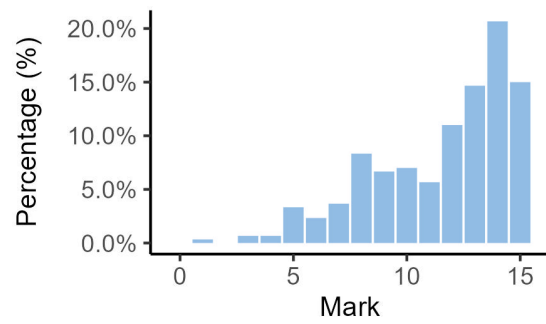
External assessment (EA) marks
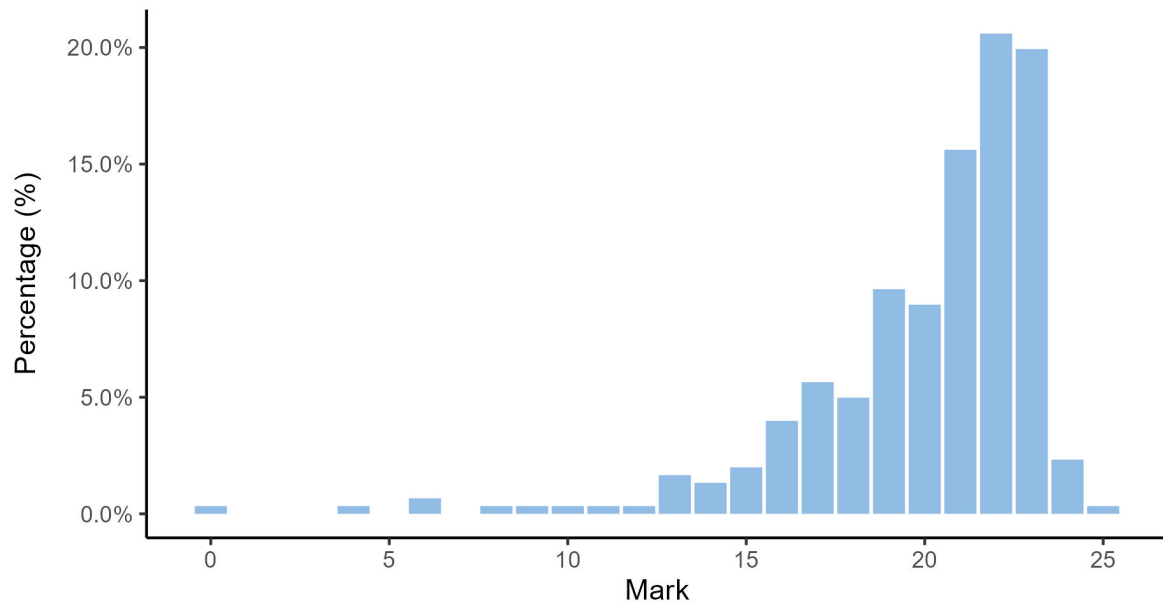
Final subject results

Final marks for IA and EA
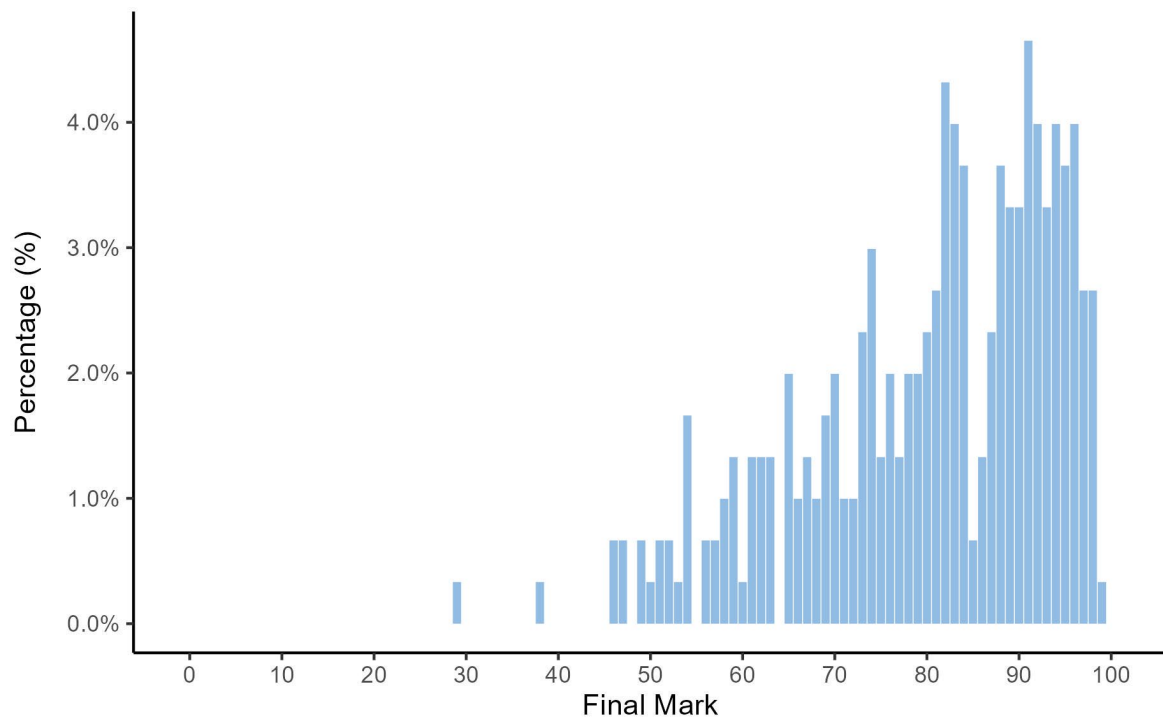
Grade boundaries

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	100–84	83–65	64–46	45–18	17–0

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	143	115	41	2	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 *QCE and QCIA policy and procedures handbook v5.0*, Section 9.6.

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	44%	17%	27%

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 v5.0*, Section 9.7.

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	27	165	14	85.19%
2	27	165	0	85.19%
3	27	161	0	81.48%

Internal assessment 1 (IA1)

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	10
Authentication	0
Authenticity	0
Item construction	3
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:

- facilitated student identification of tone by providing stimulus material with tangible and specific evidence of adjectives to describe feelings, emotions and/or expressions

- included questions where PACT (purpose, audience, context and tone) elements could be thoughtfully elicited from specific stimulus texts.

Practices to strengthen

It is recommended that assessment instruments:

- include audiovisual stimulus without subtitles or captions to ensure the integrity of the listening skill is not compromised

- ensure that questions about audio or audiovisual stimulus are clear, e.g. when there is more than one speaker in the stimulus, identify which speaker the question refers to.

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	0
Transparency	2

*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:

- numbered stimulus clearly so that students matched the correct stimulus with the relevant questions

- modelled accurate spelling and grammar in the German stimulus, the English questions and the examination instructions.

Practices to strengthen

It is recommended that assessment instruments:

- instruct students to respond to the short response questions in English

- indicate in the instructions section which question/s require references to more than one stimulus

- ensure stimulus contains age-appropriate material for senior students as outlined in the *QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.2: Appropriate learning experiences and materials.

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	85.19%	11.11%	3.7%	0%

Effective practices

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

- responses that were matched to the upper performance-level descriptors of 14–15 contained all the information required, and the ideas were well-constructed and synthesised

- responses specifically identified audience as the recipients of the stimulus texts addressed by the writer/speaker, and identified purpose as the description of the intention, message, or goal of the stimulus.

Samples of effective practices

The following excerpt demonstrates a perceptive identification of tone and historical and social context (including specific wording and examples from the stimulus to support it). This is from a 14–15 mark range response.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

The following excerpt illustrates discerning evaluation of relevant information from the stimulus to identify context and purpose. This is from a 14–15 mark range response.

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

Stimulus 2 is a magazine article about the stress felt by teenaged students. The title "Youth: lot's of pressure, little support" immediately shows the purpose of the article. Alongside magazine-style subtitles like "the stress factor of school", the article uses statistics from 400 young people aged 14 to 18 to determine that "87.8% find their family lives to be 'very stressful', or 'rather stressful'". With these statistics and quotes from people who have studied the issue, it is very clear that this magazine article is informing the audience of the stress felt by teenaged students.

The following excerpt illustrates thorough comprehension, discerning analysis and evaluation of relevant information from stimulus texts about roles of women in the contemporary world to justify perspectives.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

> While stimulus 2 encourages the independence of women, Stimulus 1 enforces the importance of a submissive wife who is bound by her husband. While the 1st stimulus advises women to be quiet and cook/clean for the husband, stimulus 2 acknowledges that many women are not happy in this role. *which shows progressive mood.* Stimulus 2 repeats that women are now financially independent and recognise that "many men" are misogynistic with out-dated views. Whilst these perspectives contrast from conservative to progressive, they both agree that the traditional financial ~~role of a husband~~ role of a husband was important for women financially and socially at that time.

Practices to strengthen

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

- responses
  - demonstrate teacher and student understanding that context relates to the scenario in which the text exists, and can be the social/cultural or historical situation that the text is created for or responds to
  - demonstrate teacher and student understanding that tone relates to the language used to convey the text's message (e.g. adjectives and emotive words) and that words such as 'informative', 'informational', 'formal', 'informal' or 'professional' are not considered tones as they do not convey feelings or an emotion
  - demonstrate thorough comprehension of information, ideas and/ or opinions of all stimulus for the upper mark range of the performance-level descriptors to be awarded. Responses that contain misinterpretations or misunderstandings of the stimulus (or parts of it) cannot be described as thorough and cannot be awarded a mark in the top performance level for the first descriptor

- show evidence of a judgment about ideas, and determine the value or significance of something when making decisions for evaluation.

Additional advice

- Teachers should encourage students to understand that analysing requires them to draw valid conclusions about the stimulus, not to simply translate the stimulus.

- Responses

  - should draw valid conclusions and provide evidence from the stimulus text, not evidence that is outside of the stimulus or taken from general knowledge

  - must identify each element of purpose, audience, context, and tone (PACT) perceptively to achieve the highest performance level for that descriptor on the ISMG, i.e. if one element identified is matched to effective, the second descriptor for the response overall is effective rather than perceptive

  - must have the lower mark in the middle mark range awarded if they demonstrate descriptors across three different mark ranges. For further information and guidance, see

    - *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1

    - *Making judgments* webinar resource, in the Syllabuses application (app) via the QCAA Portal

    - *Module 3 — Making reliable judgments*, in the Assessment Literacy app.

- Schools

  - are encouraged to upload indicative sample responses to assist with the confirmation process

  - are responsible for ensuring the quality, accuracy and accessibility of required files before submitting files for confirmation (*QCE & QCIA policy and procedures handbook,* Section 9.7.3) and should refer to the *Confirmation submission information* for each subject (available in the Syllabuses app) to check the submission requirements.

Internal assessment 2 (IA2)

Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from both:

- 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	18
Authentication	0
Authenticity	0
Item construction	2
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:

- cued analysis by instructing students to compare/contrast varying perspectives in the stimulus

- instructed students to reference more than one stimulus in the Session 1 Part 2 extended response

- framed open-ended Session 2 sample questions allowing students to demonstrate achievement at the highest performance levels of the ISMG.

Practices to strengthen

It is recommended that assessment instruments:

- include age-appropriate audio or audiovisual stimulus that is clear, audible and recorded at an appropriate pace for students, using judicious pausing where relevant

- ensure the visual stimulus contains up to 60 words in German. When calculating word length for a visual stimulus, all words need to be counted. However, numbers written in numeral form do not form part of the word count.

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	2
Layout	0
Transparency	17

*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:

- included questions that could be answered within the syllabus response length conditions by limiting the number of cognitions students were asked to respond to within the one question

- ensured the integrity of the listening component of the assessment instrument was retained by avoiding the use of audiovisual stimulus containing any written text (i.e. subtitles) which might enable reading of information rather than understanding of the stimulus aurally.

Practices to strengthen

It is recommended that assessment instruments:

- ensure that references to stimulus in the examination questions match the numbering of the stimulus headings

- ensure the language required for responding to Part A and Part B in Session 1 is clearly stated in the instructions

- avoid sensitive material that may cause distress to students (see Section 8.2.2 of the *QCE and QCIA policy and procedures handbook v5.0*)

- instruct students to refer to at least one of the stimulus from Session 1 and the new stimulus in Session 2 for the student-centred conversation (Session 2).

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	96.3%	0%	3.7%	0%
2	Creating German texts with German stimulus	96.3%	3.7%	0%	0%
3	Exchanging information and ideas in German	88.89%	7.41%	0%	3.7%

Effective practices

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

- in Creating German texts with German stimulus
  - students referred to stimulus texts and elaborated on the details by providing well-justified and cohesive personal opinions
  - students demonstrated a wide range of complex grammar structures (e.g. subordinate clauses, a variety of tenses) and vocabulary. In the extended response, student samples were logically organised, including an introduction, paragraphing and conclusions to address the text type (e.g. blog, letter, email) required in the teacher-created task
- in Exchanging information and ideas in German
  - students maintained and generated conversation when conversing in German
    - in response to open-ended questions posed by their teacher
    - by asking their teacher unprompted question/s and/or moving the conversation in a new direction.

Samples of effective practices

The following excerpt demonstrates a response that was logically organised and addressed the text type as indicated in the task, e.g. blog, letter, email. The personal justification and examples to support the argument were clear and the response was well synthesised. This is a high-level response at the 11–12 mark range.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Australien ist sehr multikulturell. Viele Leute hier sind nicht in Australien geboren. Persönlich bin ich auch nicht in Australien geboren. Ich bin in Japan geboren, aber ich habe seit 2006 in Australien gewohnt und mein Vater ist Australier. Ich sprecke Japanisch zu Hause, aber ich spreche Englisch und manchmal Deutsch in der Schule. Ich fühle mich wie die Autorin des Stimulus 1. Ich weiß nicht, wohin ich gehöre.

Als Kind, habe ich mich nicht wohl in Australien gefühlt. Ich war wie der Vogel in Stimulus 3. Ich sehe nicht wie die anderen in meiner Klasse aus, Für eine lange Zeit hätte ich keine australische Freunde

. Ich hätte keine Gesellschaft, jedoch habe ich eine wirklich gewollt. Deshalb gefällt Stimulus 2 mir. Fußballvereine können der Leute eine Gesellschaft geben. Sie können auch Integration hilfen. Meiner Meinung nach können sie auch Rassismus kämpfen.

Immigration ist nicht einfach, besonders für Geflüchtete und Asylsuchende. Es ist sehr schwer, eine neue Sprache zu lernen und auch Freunde zu finden. Es kann sehr einsam sein. Deshalb brauchen wir Programmen wie Fußball für die Integration. Wir müssen zeigen, dass Leute von unterschiedlicher Herkunft sich einander gut verstehen können, um Rassismus zu kämpfen.

> Gerade habe ich eine Gesellschaft in
> Australien. Ich liebe meine Freunde und
> fühle mich australisch. Meine Identität ist mir
> ~~sie ist jetzt klar.~~ und sie ist jetzt klar.
> sehr wichtig× Ich bin Australierin und Japanerin
> auch. ~~Wir sollen alle~~ Alle ~~Immigrar~~ Einwanderern
> sollen ∨auch eine Gesellschaft in Australien haben× und
> wir müssen Rassismus kämpfen. Australien soll
> ein Platz sein , wo alle Menschen ~~wohl~~ fühlen
> akzeptiert
> können .

Practices to strengthen

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

- in Exchanging information and ideas in German

  – teacher questions guide students to refer to the stimulus texts from both Session 1 and 2. When teachers reference stimulus texts from only one of the sessions, the highest mark in the upper performance level cannot be awarded for the first descriptor

  – teachers provide a clean copy of one of the stimulus items from Session 1 to students during planning time in Session 2 to support student access to Session 1 stimulus

  – students maintain and generate the conversation without asking unnecessary clarifying questions, either through a well-developed elaboration or by proactively steering the conversation into new directions, such as introducing different topics or offering alternative viewpoints on the subject matter

  – teachers diversify the conversation questions posed to each individual student to foster genuine, authentic conversations and avoid asking exactly the same questions in the same order to all students. This ensures the conversation is spontaneous and does not become predictable, showing evidence of pre-preparation and rehearsed structures with highly similar responses produced by a number of students.

Additional advice

- Teachers

  – should avoid using memorised texts that are similar in the Creating German texts with German stimulus (Session 1 Part 2) and the Exchanging information and ideas in German (Session 2) as it will be flagged as a scaffolding concern. The use of memorised texts leads to the presentation of similar ideas and possible use of pre-written and memorised language/structures, which prevents independent achievement of the top performance levels. Spoken conversations with rehearsed responses or students reading from written responses cannot be considered a spontaneous conversation.

  – should avoid using closed questions as they do not provide students with opportunities to sustain communication and limit a spontaneous personal response. Sample questions should not be provided before administering the assessment instrument.

- Schools

    – must annotate any comparable assessment instrument to identify it as such or create it in the Endorsement app, otherwise it will be flagged as a 'non-endorsed assessment instrument'. The ISMG and the assessment instrument should be printed from the Endorsement app and should not be retyped or use a different format.

    – should annotate ISMG marks accurately, using highlighting/circling etc., and award using the best-fit approach. If the response has descriptor from across three different performance levels, the response must be awarded the lower mark of the middle performance level, e.g. if descriptors are 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. For further information and guidance, see

        ▪ QCE and QCIA policy and procedures handbook, Section 9.7.1

        ▪ *Making judgments* webinar resource, in the Syllabuses app

        ▪ *Module 3 — Making reliable judgments*, in the Assessment Literacy app

    – should annotate responses that exceed syllabus length conditions (e.g. include a short note, such as 'the school's assessment policy has been applied; marking stopped at 7 minutes')

    – should check uploaded files to avoid the incorrect student sample being submitted, e.g. uploading an IA3 file instead of IA2 Session 2. Schools are responsible for ensuring the quality, accuracy and accessibility of required files before submitting files for confirmation (*QCE & QCIA policy and procedures handbook v9.0,* Section 9.7.3) and should refer to the information contained in the *Confirmation submission information* for each subject (available in the Syllabuses app) to check the submission requirements.

Internal assessment 3 (IA3)

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	16
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:

- offered cognitively stimulating texts relevant to the students' lives and/or experiences and their level of proficiency in German
- included stimulus offering a range of perspectives, thereby enabling students to access them as a starting point for the development of their individual response
- included Part 2 sample questions prompting students to talk about the information contained in their Part 1 multimodal.

Practices to strengthen

It is recommended that assessment instruments:

- include an in-class stimulus selected from the defined list of syllabus-specified text types (Syllabus section 5.5.1) and ensure that it is labelled as the in-class stimulus when submitted for endorsement

- when choosing to include 'series of visual stimulus', the series must consist of at least two visual stimulus each of which must include up to 60 words in German

- include instructions for both Parts 1 and 2 within the assessment instructions section to cue students to identify purpose, audience, context, and tone (PACT) in their response, and to analyse and evaluate so that Assessment objectives 2 and 3 can be met.

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	0
Transparency	4

*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:

- included audio or audiovisual stimulus that is clear, audible and recorded at an appropriate pace for students, using judicious pausing where relevant

- used appropriate language and avoided unnecessary jargon, specialist language and colloquial language, particularly instruments that used a series of visual stimulus, which contained German language only.

Practices to strengthen

It is recommended that assessment instruments:

- mirror accurate spelling and grammar in all German stimulus

- offer instructions to students that are clear and consistent across the whole instrument.

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	92.59%	0%	3.7%	3.7%
2	Exchanging information and ideas in German	81.48%	18.52%	0%	0%

Effective practices

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

- in Part 1 Analysing German texts in German

    – the multimodal presentation demonstrated explicit analysis and evaluation of relevant information and ideas in the stimulus texts (not simply a translation of some parts of the stimulus text/s) and were supported by clear and well-justified conclusions

    – responses demonstrated an effective understanding of the assessment requirements for the multimodal presentation by addressing the task outline, providing a logical and well-organised flow (introduction, development and interpretation of ideas and arguments from the stimulus texts, formal conclusion) and included personal perspectives and justifications

    – responses addressed purpose, audience, context and tone (PACT) for the second descriptor, at least once for each element across the three stimulus texts in order to meet the mid performance-level descriptor requirements or above

    – evidence of the response in the mode of assessment was matched appropriately to the performance-level descriptors for responses that could not be easily understood due to pronunciation. Transcripts were not used as a tool to match multimodal presentation responses to the ISMG at the higher levels.

Samples of effective practices

The following excerpts demonstrate authentic personal responses which meet all the assessable objectives and descriptors in the ISMG (including specific details, such as pronunciation and a wide variety of grammar and vocabulary), while also demonstrating very good references to examples from the student's multimodal presentation and stimulus texts. This is a high-level response from the 14–15 mark range.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1
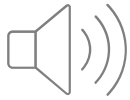
Audio content: (1 min, 35 secs) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_german_IA3_e1.mp3

Excerpt 2

Audio content: (1 min, 14 secs) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_german_IA3_e2.mp3

Practices to strengthen

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

- in Exchanging information and ideas in German
  - teachers
    - award marks in the upper performance levels when responses generate opinions, ideas, information, and perspectives, that allow the conversation to flow naturally and without relying on pre-prepared or memorised content
    - provide specific questions related to the presentation and the stimulus texts as conversation must refer to the multimodal presentation or students will not be able to demonstrate the descriptors at the higher performance levels
  - students respond spontaneously to questions and do not try to retrofit answers to sample questions given to them before the assessment, which makes the conversation lack authenticity as responses appear rehearsed or prepared. Rehearsed responses and/or responses heavily relying on prompts and cues to communicate are matched to a 2–3 performance level for the second descriptor.

Additional advice

- Students and teachers should be encouraged to convert presentations (Part 1) to MP4, MOV or AVI file types for confirmation review purposes to allow for easier verification of timing conditions for the multimodal response.

- Teachers should avoid using the same list of questions for all students to encourage an authentic and spontaneous conversation. Generating and maintaining communication should be characterised by spontaneity and fluidity. This enables students to pose questions to the teacher or steer the conversation in a different direction and be less of a rehearsed or pre-scaffolded interview style.

- Schools
  - should ensure that multimodal presentations and audio files are verified at the point of uploading to the QCAA to ensure that they are working and there are no errors in the upload process. Schools are responsible for ensuring the quality, accuracy and

accessibility of the required files (*QCE & QCIA policy and procedures handbook,* Section 9.7.3) and should refer to the *Confirmation submission information* for each subject (available in the Syllabuses app) to check the submission requirements

– must apply school-based assessment policy clearly and consistently when making judgments about student responses. Assessment responses that exceed syllabus length conditions (Part 1 multimodal presentation: up to 8 minutes, Part 2 conversation: up to 7 minutes) should be accompanied by clear annotations to show how the school's assessment policy has been applied and which evidence was used to make a judgment. Further information about managing assessment response length is in the *QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.6

– should use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further information and guidance, see

- *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1

- *Making judgments* webinar resource, in the Syllabuses app

- *Module 3 — Making reliable judgments*, in the Assessment Literacy app.

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 in English (14 marks)

- Paper 1, Section 1 consisted of short response questions in German (15 marks)

- Paper 1, Section 2 consisted of an extended response question in German (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. (50 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 texts for the Section 1 short response in English consisted of two written texts in German with four associated questions. The stimulus text for the Section 2 short response in German was an audio text in German with two 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 when:

- demonstrating understanding of familiar language in the stimulus texts

- drawing conclusions and justifying them with relevant evidence from the stimulus

- identifying the feelings and tones of the speakers in the audio stimulus

- providing short responses in German with minimal errors in spelling and/or grammar.

Samples of effective practices

Short response in English

This section required students to respond in English to four questions related to two written stimulus texts: These constituted Questions 1, 2, 3 and 4 of the paper.

Question 1

This question required students to identify the intended audience for Stimulus 1 with two examples to justify their response from the stimulus.

Effective student responses:

- unambiguously identified the intended audience as high school graduates wondering what to do in terms of careers in the future. Although other people might be interested in reading this text, the clearly *intended* audience was high school graduates

- justified their response with two relevant examples from the stimulus, such as:

    – the direct address to new graduates in the introduction: 'Have you graduated and are not sure what you want to do? The world of work is changing. How shall you best proceed? What expectations do employers have? What jobs will there be in the future? Here are the most important trends you should be aware of'

    – where the author referred in

        ▪ the conclusion, to 'new employees' needing to be prepared to continue to train and gather new skills and experiences to remain attractive in the job market

        ▪ the section on flexibility, to 'young, new employees'

        ▪ the section on globalisation, to 'graduates'.

This excerpt has been included:

- to demonstrate clear identification of the audience supported by relevant evidence from the stimulus.

> The audience is year 12 graduates who are not sure about what to do in the future. At the start it says "You graduated, but you're not sure what you want to do now!" ① showing that it is adressing high school graduates. It also says that ~~techno~~ technology will ~~revolusionalise~~ change jobs to make thing faster, easier and cheaper, which can replace more involving hands and manual labour. This ~~it~~ is important knowledge for graduates as they can make an informed decision about their ~~future~~ ~~caree~~ career based on opportunities available in the changing labour market.
>
> ① and also asks questions that graduates would be interested in like "what jobs will there be in the future?"

Question 2

This question required students to identify the purpose of Stimulus 1 and to justify their response using evidence from the stimulus.

Effective student responses:

- clearly identified the purpose of the stimulus as trying to make high school graduates more attractive in the constantly changing job market

- justified their response with three relevant examples from the stimulus, such as:

  - people should be proficient with new technology due to the digital transformation and its revolutionising of whole career areas which will result in the loss of many sales jobs and manual work

  - people need to be flexible and willing to take personal responsibility when working independently away from an office as the internet allows people now to do

  - working from home can reduce the rental costs for office space and travel time to and from work, thereby increasing free time, but it can also make work–life balance more difficult to create and limit opportunities to meet colleagues

  - it is now possible to work for international companies without travelling, which provides graduates with increased opportunities and greater competition to win positions. It will, therefore, be increasingly important to be able to work with people from around the world, so cultural sensitivity and teamwork are desired characteristics for future employees

- focused on providing detail from the body of the text and did not repeat the same evidence they used in their answer to Question 1. Responses were not required to provide an example from each section, although that was the most logical approach to answering this question.

This excerpt has been included:

- to demonstrate clear identification of the purpose supported by relevant evidence from the stimulus.

> The purpose of stimulus 1 is to help young highschool graduates get a job and improve their employability. The text states that it is "harder for young applicants when they have fewer opportunities to meet colleagues", and gives the advice that in "flexibility" in a workplace is getting even more important. The text gives ~~the advice that~~ young people looking for a job the advice that to improve their chances at getting a job, they must be prepared to "gain further qualifications" and gain "new experiences and skills". The purpose of this text is therefore to help young people get jobs in a changing workforce.

Question 3

This question required students to draw a conclusion about why homestay was being promoted in Stimulus 2 and justified their response with evidence from the stimulus.

Effective student responses:

- understood that homestay was being promoted as a cost-effective means for young people with little money to travel

- provided relevant examples, such as

  - staying with a host family is a well-known option to travel cost-effectively and be accommodated as cheaply as possible while getting to know the country and people at the same time. Travel can be expensive, especially when one is young and does not have much money

  - through homestays, young people can see the world and experience new cultures without spending all of their money on accommodation. They can also get a more authentic picture of the place they are visiting by living with the people of the country.

This excerpt has been included:

- to show a clear conclusion supported by relevance evidence from the stimulus.

> Homestay is being promoted in stimulus 2, because it is cheaper than travelling alone, and that people can really get to know the area they are visiting. Someone who used homestay said they used it when they travelled to Berlin because they didn't have much money to spend on accommodation and said a benefit of staying with a family was that the food "was cheaper than going to an expensive restaurant" and that they had "so much fun" experiencing the area with their host family.

Question 4

This question required the student to draw a conclusion about how young people would respond to Travelwarrior's views and justify this with supporting evidence from the text.

Effective student responses:

- concluded that young people would respond positively to Travelwarrior's views
- justified their conclusion with three examples from the stimulus, such as
    - Travelwarrior preferred to travel alone because they were fairly shy and found contact with people challenging
    - they had little money for accommodation when he travelled to Berlin, and so stayed with a host family and found many benefits
    - their host showed them the most beautiful cafes and restaurants in Kreuzberg, and they walked along the Spree River together
    - they enjoyed sharing this experience with another person and this gave them the self-confidence to visit other sights alone
    - they also cooked with their host, which brought them closer. Although Travelwarrior was not used to German food, it was interesting to eat the local cuisine, and it meant they did not need to go to an expensive restaurant to taste the local food
    - Travelwarrior found it difficult not having their own space, but said it was worth it because the travel was good value for money
- used the material from Travelwarrior's commentary and did not repeat information already provided when responding to Question 3.

This excerpt has been included:

- to show a clear conclusion supported by relevance evidence from the stimulus.

> Young people would like the idea of staying with a host ~~guest~~ family because Travelwarrior said that it was a fun experience and cheaper than paying for your own
> accommodation
> ~~accommodation~~. Travelwarrior states that they "sometimes find it challenging to connect with other people", but even so, they had "a lot of fun" experiences with their host ~~guest~~ family. ~~This~~ Young people would think that staying with a guest-family would be a good experience because even a shy person enjoyed it. Travelwarrior also says that they cooked food at home a lot, which is better than eating at an "expensive restaurant". The reason this person chose to stay with a host ~~guest~~ family was to save money on
> accommodation
> ~~accommodation~~, which would also appeal to young people who want to travel and may not have much money.

Short response in German

This section required students to respond in German to two questions relating to an audio text. Students received a separate mark for reception and production for each question.

Question 5

This question required students to identify the context of a conversation heard in German and to respond to this question in German.

Effective student responses:

- clearly identified the context as a phone call between Tom, who is about to graduate, and his mother who wants to know if Tom will come with her and the father to pick up his Uncle Wolfgang from the airport. The uncle is coming from Austria to Australia to celebrate Tom's high school graduation

- justified their response with two pieces of relevant evidence from the stimulus, such as

  - the opening words 'Hello Tom. Here is Mum' which clearly indicates their relationship and that this is a phone call rather than a face-to-face conversation

  - Tom is clearly not at home and they are speaking on the phone because he says he will not be able to make it to the airport in time but will come home as soon as possible to greet his uncle and they will see each other that evening

- conveyed meaning relevant to the question in German with few errors.

This excerpt has been included:

- to show clear identification of the context supported by relevance evidence from the stimulus.

> Es ist ein Telefongespräch zwischen Tom und seiner Mutter, ~~wir~~ über die Ankunft seines Onkels, Wolfgang, um das Ende Toms Schulzeit zu feiern, weil am Anfang seine Mutter "hier ist Mama" sagt, und danach fragt sie, ob Tom zur Flughafen mitkommen würde, ~~uma~~ ~~Er sagt auch, dass~~ Tom sagt, ~~a~~ dass er ~~so~~ schnell wie möglich nach Hause kommen wird, aber er will zur Flughafen nicht gehen. Tom beschwert sich auch, ~~dass~~ über ~~auf d~~ Schlafen auf der Couch, aber er ~~freu~~ freut sich auf Onkel Wolfgangs Besuch.

Question 6

This question required students to identify the feelings of the two speakers and to respond to this question in German.

Effective student responses:

- identified one of the feelings of each speaker during the conversation based on their tones. Tom is happy about the uncle's visit but annoyed about having to give up his room. The mother is happy about the impending visit and looking forward to the next two weeks, but is disappointed by her son's selfishness

- justified each of the feelings identified with one example of relevant evidence from the stimulus, such as

  – Tom is glad his uncle is coming from Austria to celebrate his graduation — he says it is nice and he values it — but Tom is annoyed that his uncle is going to sleep in his bed and that Tom will, therefore, have to sleep on the couch for two weeks. He says it is annoying and stupid

  – the mother says it would be unfair to make Uncle Wolfgang stay in a hotel after the expensive flight. The mother is very happy about the uncle coming to visit, but unhappy by what she saw as her son's selfishness and ingratitude. She tells Tom to not be so egotistical and that he should be grateful his uncle is proud of Tom and wants to celebrate with him. She says she is disappointed Tom is only thinking about himself

- conveyed meaning relevant to the question in German with few errors.

This excerpt has been included:

- to show clear identification of two speakers' feelings supported by valid evidence drawn from the stimulus

> Tom klingt genervt, weil er sagt, dass er jetzt auf der Couch schlafen muss. Er sagt auch, dass er sich freut ~~den Abschluss~~, den Abschluss mit Wolfgang zu feiern, aber es doof ist, dass Onkel Wolfgang in seinem Schlafzimmer ~~slaf~~ schlafen muss. Im Gegensatz zu Tom klingt seine Mutter glücklich, weil sie sagt, dass sie sich aufgeregt fühlt, dass Wolfgang kommen will. Außerdem klingt sie ein bisschen enttäuscht, weil sie sagt, dass Tom dankbar sein sollte. Insgesamt ist es klar, dass Tom ein bisschen unzufrieden wegen Schlafen auf der Couch ist, aber seine ~~Moo~~ Mutter ist sehr glücklicher ~~und enttäuscht~~, ~~dass Tom~~ über die nächste Wochen.

Extended response

Question 7 required students to write a blog entry for German students, which responded to three questions:

- what advantages are there to staying at home or moving out

- which opportunities is the blog writer was most looking forward to

- what would be a challenge for them?

Effective student responses:

- addressed and elaborated on all three questions (information — 6 marks)

- developed an astute response relevant to the task, which was proficiently communicated through the logical sequencing and synthesis of relevant ideas (meaning — 5 marks)

- used a wide range of vocabulary, grammar and tenses and consistent register (language elements — 8 marks)

- provided a title, date and author or an invitation to comment (textual conventions — 2 marks).

This excerpt has been included:

- to illustrate a response which addressed and elaborated on all three questions: 6/6 marks

- to demonstrate an astute response relevant to the task, which was proficiently communicated through the logical sequencing and synthesis of relevant ideas: 5/5 marks

- to show how a student may achieve the textual conventions requirements of the EAMG: 2/2 marks.

Please note this response did not receive the maximum of 8 marks for language elements.

27/10/2023

Abitur, und dann?

von Annika Kinder

Ich bin in der zwölften Klasse. Ich muss nur noch mein Abitur machen, und dann bin ich mit der Schule fertig. Ich kann kaum erwarten, auf wenn ich viele Zeit für mich selbst haben werde. Nächstes Jahr, möchte ich ein halbes Lückenjahr machen. Ich möchte Europa bereisen. Ich werde mit meiner Freundin Bianca durch Kroatien, Schottland, England und Irland reisen. Ich werde auch meine Oma in Deutschland besuchen. Dort, kann ich meine Deutsch Kenntnisse verbessern. Ich freu mich auf diesem Abendteuer! Ich werde mehr über mich selbst andere Kulturen und mich selbst lernen. Ich werde auch bestimmt viele neuen Leute kennen lernen. Wenn ich aus Europa zurückkomme, werde ich nach Brisbane ziehen. Dort werde ich mit meiner Schwester zusammen wohnen, und mein Studium anfangen. Ich möchte ein Doppelstudium mit Wirtschaft und Wissenschaft studieren, weil diese Bereiche interessieren mich am meisten. Es wird komisch sein, nicht mehr mit meinen Eltern zu wohnen. Jetzt, muss ich für Lebensmittel, Termine, und Klamotten nicht bezahlen. Dass, bin ich unglaublich dankbar für. Jetzt muss ich Abendessen nicht kochen,

> und meine Wäsche m nicht waschen. Das wird eine Herausforderung für mich sein, wenn ich alles alleine machen muss. Ein Vorteil von ~~zuhause~~ ausziehen ist, dass ich mehr selbstbewusster und unabhängiger ~~sein~~ werde. Ich werde machen was ich ~~möchte~~ will, und niemand kann etwas dazu sagen. Am meisten, freue ich mich auf den Freiheit, dass mit der Schulabschluss kommt. Ich werde die schwierigen Schularbeit auf kein Fall vermissen. Ich freu mich auf meinen schulaschluss!

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 (PACT) and provide specific answers for each with justification from the text in short response questions

- making students aware that if they do not identify the correct purpose, audience, context or tone (PACT), they cannot receive credit for the examples they provide.

- teaching students to discriminately identify tone. Tone cannot be described as 'informal/formal', 'informative' or "professional". This should be reinforced through internal assessment tasks

- emphasising the necessity of not using the same information as evidence to answer more than one short response question

- reminding students they should not waste words writing about things not relevant to the short response or extended response questions

- advising students to not copy from the stimulus texts of the examination to create their extended response

- revising the language that students are likely to need to know for the unit. Many students were confused by 'Herausforderung' and confused it with 'Zukunft'. Several students confused 'ausziehen' with 'reisen', while others did not realise that 'Gelegenheit' was a synonym for 'Möglichkeit'. Interestingly, much of this vocabulary was used in context in the short response question stimulus texts

- encouraging students to read the extended response prompts carefully and to answer all components of the questions with more than one specific detail to elaborate on them, e.g. in the extended response, students were asked what opportunities (more than one) they were looking forward to *most of all*, and what *will be* a challenge, not what had been a challenge for them

- advising students to use the questions or prompts to form their body paragraphs. Without paragraphs, students cannot receive top marks for meaning

- emphasising the need for grammatical accuracy, including capitals for nouns, commas before subordinate conjunctions and not after time phrases, and dropping articles before occupations.

Errors in vocabulary (including spelling, capitalisation of nouns and use of umlauts), grammar (including punctuation) and tenses are individually counted by markers. Students need to be making fewer than ten errors in each category to receive a mark greater than 4, and less than five errors in total to receive the highest result for language elements

- reinforcing with students that they do not need to reference the stimulus texts from Sections 1 and 2 in the Section 3 extended response

- 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.

Additional advice

- Remind students to preserve their anonymity by not providing their real name or school name in their responses.

- Explicitly teach students generic patterns and conventions for different text types.

- Advise 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.

- Teach students how to use viel/viele.