

# German marking guide and response

External assessment 2024

## Combination response (49 marks)

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend German to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing school, future plans and responsibilities.

**Note:** Objective 6 is not assessed in this instrument.

## Purpose

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

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

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

## Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

# Marking guide

## Section 1: Short response in German

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	Das Publikum besteht höchstwahrscheinlich aus jungen Leuten, die nicht wirklich wissen, was sie nach der Schule machen sollen. Die Podcast heisst: was nun? Was tun? JJ gibt am Ende der Podcast Ratschläge was man tun soll, wenn man nicht weiss was man nach der Schule machen will. Er sagt auch am Anfang der Podcast, dass er keinen Plan für die Zukunft hatte.	<ul style="list-style-type: none"> <li>identifies a valid intended audience <b>[1 mark]</b></li> <li>provides a relevant example to justify the response <b>[1 mark]</b></li> <li>provides a second relevant example to justify the response <b>[1 mark]</b></li> </ul>	conveys meaning relevant to the question with few errors	4
			conveys meaning relevant to the question with some errors	3
			conveys meaning relevant to the question using some words and isolated phrases	2
			conveys fragmented meaning	1
			does not satisfy any of the descriptors above.	0
2	<p>JJ will betonen, wie wichtig es ist, deiner Leidenschaft zu folgen statt etwas zu machen, was man nicht mag.</p> <p>JJ sagt in der Podcast, dass nachdem er die Reife abgeschlossen hat, hatte er keinen Plan für die Zukunft. Er sagte, dass er mal 'was Ungewöhnliches machen wollte.</p> <p>Deswegen reiste er durch Europa, um einen Plan für seine Zukunft zu finden.</p> <p>Er jobbte hier und da als er durch Europa reiste und deswegen traf er Violet.</p>	<ul style="list-style-type: none"> <li>identifies a valid purpose <b>[1 mark]</b></li> <li>provides a relevant example to justify the response <b>[1 mark]</b></li> <li>provides a second relevant example to justify the response <b>[1 mark]</b></li> </ul>	conveys meaning relevant to the question with few errors	4
			conveys meaning relevant to the question with some errors	3
			conveys meaning relevant to the question using some words and isolated phrases	2
			conveys fragmented meaning	1
			does not satisfy any of the descriptors above.	0

## Section 2: Short response in English

Q	Sample response	The response:
3	The article explores the significance of the car manufacturing industry to the German economy. This significance is shown through statistics quoted in the article. For example, the article states that approximately 10% of the German gross domestic product is from car manufacturers. Additionally, the article claims that 70% of the luxury car market is manufactured in Germany. This suggests that the car manufacturing industry is very significant to the German economy.	<ul style="list-style-type: none"> <li>• draws a valid conclusion about the significance of the context of Stimulus 2 <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>
4	The article establishes the industry of car manufacturing as Germany's future. This provides many work opportunities for young people. The money generated from this industry is put back into the community and many apprenticeships can be then offered for young people. As one previous German student, points out, 'students are always looking for apprenticeships after finishing school'. The student goes on further to state that by working with a car company, they have achieved so much, and without the company's input into their education as a mechanic, they would not have been able to achieve the same results.	<ul style="list-style-type: none"> <li>• draws a valid conclusion about how the German car manufacturing industry provides opportunities for young people <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>
5	The author feels fantastic about their year travelling around Switzerland, describing it as 'the best!' They use nouns to describe themselves as both a 'morning grouch' and 'gym hater' who has turned into a cyclist. Additionally, they use adjectives such as 'beautiful' and 'amazing' to describe the sights, which emphasises that they feel happy about their year and really enjoyed it.	<ul style="list-style-type: none"> <li>• draws a valid conclusion about how the author feels about their year of travelling <b>[1 mark]</b></li> <li>• provides a relevant example of a language choice to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example of a language choice to justify the conclusion <b>[1 mark]</b></li> </ul>
6	The author effectively encourages their audience to take their own cycling holiday through Switzerland. The author tells the audience that they 'wouldn't get the same experience [of travelling through Switzerland] in a car'. The author explains why this is the case by mentioning the 'cool bicycle things that Switzerland has to offer', such as specific bridges and crosswalks exclusively for cyclists. Furthermore, the author highly recommends the experience to the audience, saying 'it was the best!'	<ul style="list-style-type: none"> <li>• draws a valid conclusion about the extent of the author's encouragement <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>

### Section 3: Extended response in German — Question 7

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses and elaborates on all of the following               <ul style="list-style-type: none"> <li>an occurrence in the student’s last year of school that influenced them to plan the trip</li> <li>the cities and places the student wants to visit and why</li> <li>how this trip will help the student make decisions about their future</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>develops an astute response relevant to the task</li> <li>proficiently communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	5	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully and with a high level of accuracy</li> <li>uses a wide range of grammar purposefully and with a high level of accuracy</li> <li>uses a wide range of tenses purposefully and with a high level of accuracy</li> <li>uses consistent register for context</li> </ul>	8	<ul style="list-style-type: none"> <li>uses all of the following               <ul style="list-style-type: none"> <li>email address and subject line</li> <li>informal greeting</li> <li>informal farewell</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>an occurrence in the student’s last year of school that influenced them to plan the trip</li> <li>the cities and places the student wants to visit and why</li> <li>how this trip will help the student make decisions about their future</li> </ul> </li> <li>elaborates on two of these</li> </ul>	5	<ul style="list-style-type: none"> <li>develops an effective response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully with few errors</li> <li>uses a wide range of grammar purposefully with few errors</li> <li>uses a wide range of tenses purposefully with few errors</li> <li>uses consistent register for context</li> </ul>	7	<ul style="list-style-type: none"> <li>uses at least one of the following               <ul style="list-style-type: none"> <li>email address and subject line</li> <li>informal greeting</li> <li>informal farewell</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses and elaborates on two of the following               <ul style="list-style-type: none"> <li>an occurrence in the student’s last year of school that influenced them to plan the trip</li> <li>the cities and places the student wants to visit and why</li> <li>how this trip will help the student make decisions about their future</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>develops some parts of the response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with some errors</li> <li>uses a wide range of grammar with some errors</li> <li>uses a wide range of tenses with some errors</li> <li>uses consistent register for context</li> </ul>	6	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses two of the following               <ul style="list-style-type: none"> <li>an occurrence in the student's last year of school that influenced them to plan the trip</li> <li>the cities and places the student wants to visit and why</li> <li>how this trip will help the student make decisions about their future</li> </ul> </li> <li>elaborates on one of these</li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates some relevance to the task through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>uses a range of vocabulary with some errors</li> <li>uses a range of grammar with some errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register for context</li> </ul>	5		
<ul style="list-style-type: none"> <li>addresses and elaborates on one of the following               <ul style="list-style-type: none"> <li>an occurrence in the student's last year of school that influenced them to plan the trip</li> <li>the cities and places the student wants to visit and why</li> <li>how this trip will help the student make decisions about their future</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey relevance to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of vocabulary and grammar with errors</li> </ul>	4		
				<ul style="list-style-type: none"> <li>uses simple sentences with frequent errors</li> </ul>	3		
<ul style="list-style-type: none"> <li>uses words and/or phrases relevant to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0	<ul style="list-style-type: none"> <li>uses fragmented sentences with frequent errors</li> </ul>	2		
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0			<ul style="list-style-type: none"> <li>uses isolated words and phrases with accuracy</li> </ul>	1		
				<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0		



© State of Queensland (QCAA) 2024

Licence: <https://creativecommons.org/licenses/by/4.0> | Copyright notice: [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. |

Attribution: © State of Queensland (QCAA) 2024