

German marking guide and response

External assessment 2025

Combination response (50 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.

Marking guide

Section 1: Short response in German

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	Bei der Ansage handelt es sich um eine Zugverspätung des Zuges von Berlin nach München. Demnach betrifft die Ansage alle Passagiere des Zuges DZ125. Ein Beispiel dafür ist die Ansprache „Liebe Passagiere, das ist eine Ansage für den Nachtzug DZ125 ...“ Dieses Beispiel zeigt, dass die Ansprache an die Passagiere gerichtet ist. Ein weiteres Beispiel ist „Liebe Passagiere...noch nicht eingetroffen“.	<ul style="list-style-type: none"> identifies the audience [1 mark] provides a relevant example to justify the response [1 mark] provides a second relevant example to justify the response [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	Die Ansage gibt nötige Informationen über die Zugverspätung und Serviceänderung des Nachtzuges DZ125 von Berlin nach München. Der Zug hätte um 20:00 Uhr von Bahnsteig 16 abfahren sollen. Die erste Ansage erteilt die Information, dass der Zug 30 Minuten Verspätung hat. Zum Beispiel sagt die Ansage „Wegen einem technischen Fehler kommt es zu 30 Minuten Verspätung“. In der dritten Ansage werden Passagiere zuletzt darüber informiert, dass der Zug jetzt durch Busse ersetzt wird. „Wegen längerer Störungen wird der Zug DZ125 von Berlin nach München durch einen Bus ersetzt.“	<ul style="list-style-type: none"> identifies the purpose of the stimulus is to notify passengers of the delay of the night train to Munich [1 mark] provides a relevant example to justify the response [1 mark] provides a second relevant example to justify the response [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Section 2: Short response in English

Q	Sample response	The response:
3	<p>The online article is describing how the school's German teacher, Frau Schneider, has won a teaching award on World Teachers' Day. The article's title, 'Our top teacher' shows the teacher is the best, and the opening line congratulates the teacher. The opening paragraph closes with how wonderful it is for a small school such as theirs to have such a 'talented and engaged teacher'</p>	<ul style="list-style-type: none">• identifies a valid context [1 mark]• provides a relevant example to justify the response [1 mark]• provides a second relevant example to justify the response [1 mark]

Q	Sample response	The response:
4	<p>The author feels proud of their teacher. The student explains to us what the teacher has done for many students. The writer quotes other students' views of this teacher. For example, Maddison uses expressions such as, 'Frau Schneider is a model teacher' and 'supports her students with her heart and soul'. The writer also tells us that the teacher gave up her time to help Peter when he was experiencing challenges and that Frau Schneider enabled him to look ahead to what lies beyond school.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how the writer feels about their teacher [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Q	Sample response	The response:
5	<p>The parent (@beachgermankidz) was initially worried that they could not convince their children to join them on an overseas holiday. Their children saw the Gold Coast as the only option. The children felt that they should be able to celebrate with their friends at their end-of-school celebrations, not with their parents. However, by the end of the thread it appears their kids have listened to the advice from other families and the parents are happy that their kids have agreed to go to Germany with them. The parents say that they are looking forward to the time the family will spend together. They are also excited to celebrate the end of school and beginning of adulthood with their children.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the initial tone [1 mark] • provides a relevant example to justify the conclusion [1 mark] • draws a valid conclusion about a change in tone [1 mark] • provides a relevant example to justify the conclusion [1 mark]
6	<p>A local end-of-school holiday could still be an attractive option for graduating students. As mentioned by @homesweethomeau and @mumsanddadsau, many families do not have the finances to pay for an overseas holiday, but we can infer that they would be able to provide a local holiday. Additionally, many young people would prefer to spend their graduation celebrations with their school friends. Local holidays could offer more because the children know all of the leisure activities available. The comments from other users about quality time with family can be applied in the local area too, because they apply to any holiday destination.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about why a local holiday may be an attractive option [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

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"> addresses and elaborates on all of the following <ul style="list-style-type: none"> why they need to consider balance and how they might achieve this how the decision will shape their immediate future why their friend might make a similar decision 	6	<ul style="list-style-type: none"> develops an astute response relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> salutation/opening signing off/closure 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> why they need to consider balance and how they might achieve this how the decision will shape their immediate future why their friend might make a similar decision elaborates on two of these 	5	<ul style="list-style-type: none"> develops an effective response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses at least one of the following <ul style="list-style-type: none"> salutation/opening signing off/closure 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> why they need to consider balance and how they might achieve this how the decision will shape their immediate future why their friend might make a similar decision 	4	<ul style="list-style-type: none"> develops some parts of the response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with some errors uses a wide range of grammar with some errors uses a wide range of tenses with some errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses two of the following <ul style="list-style-type: none"> why they need to consider balance and how they might achieve this how the decision will shape their immediate future why their friend might make a similar decision elaborates on one of these 	3	<ul style="list-style-type: none"> demonstrates some relevance to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary with some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses and elaborates on one of the following <ul style="list-style-type: none"> why they need to consider balance and how they might achieve this how the decision will shape their immediate future why their friend might make a similar decision 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with errors 	4		
				<ul style="list-style-type: none"> uses simple sentences with frequent errors 	3		
<ul style="list-style-type: none"> uses words and/or phrases relevant to the task 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> uses fragmented sentences with frequent errors 	2		
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0			<ul style="list-style-type: none"> uses isolated words and phrases with accuracy 	1		
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0		

Sample response

<p>Information addresses and elaborates on all of the following</p> <ul style="list-style-type: none">• why they need to consider balance and how they might achieve this• how this decision will shape their immediate future• why their friend might make a similar decision <p>Language elements uses a wide range of vocabulary purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context</p>	<p>Question 7</p> <p>Brisbane, 12.11.2024</p> <p>Tag Felix,</p> <p>Danke für die Nachricht! Mann, ich kann es fast nicht glauben, wie wenig Freizeit wir in der Oberstufe haben! Ich hätte nie gedacht, dass wir so wenig Zeit hätten! Ich lerne fast 40 Stunden jede Woche. Ich habe fast keine Zeit zum Schlafen! Mama sagte mir, dass ich etwas ändern müsste — deswegen habe ich eine wichtige Entscheidung getroffen: ich werde meine Verpflichtungen und Aktivitäten überdenken.</p> <p>Ich bin sowieso überbeschäftigt, und habe ich mich deswegen neulich entschieden, nur einmal in der Woche Volleyball zu spielen. Ich kann nicht mehr dreimal pro Woche zum Trainieren gehen und gleichzeitig all den Lernstoff vor den Prüfungen wiederholen.</p> <p>Indem ich ein paar einfache Änderungen an meinem Zeitplan vorgenommen haben, kann ich mich wirklich auf das Lernmaterial konzentrieren. Ich bin sicher, dass ich wieder mehr Volleyball spielen kann sobald die Prüfungen vorbei sind und ich weiß auch, dass ich über die Sommerferien hinweg Filme anschauen kann, die ich verpasst habe. Ich bin mir auch sicher, dass ich durch diese Anpassungen bessere Abschlussnoten haben werde, um so mein Wunschstudium zu erreichen — was mir wichtiger ist.</p> <p>Felix, du solltest etwas Ähnliches machen. Ich weiß genau, wie schwierig so eine Entscheidung sein kann, doch deine Zukunft ist am Wichtigsten. Schreibe die Vor- und Nachteile auf - das habe ich auch gemacht und das hat mir wahnsinnig geholfen. Vielleicht kannst du einfach einen neuen wöchentlichen Lernplan erstellen, um deine Zeit besser im Griff zu haben. Halt mich bitte auf dem Laufenden!</p> <p>Hey Kumpel, hast du eigentlich Ideen für unser Treffen im Dezember?</p> <p>Schreib mir bald!</p> <p>Jayden</p>	<p>Textual conventions uses all of the following:</p> <ul style="list-style-type: none">• salutation/opening• signing off/closure <p>Meaning develops an astute response relevant to the task proficiently communicates through:</p> <ul style="list-style-type: none">• selection of ideas• logical sequencing of ideas• synthesis of ideas
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