

# German subject report

2025 cohort

January 2026





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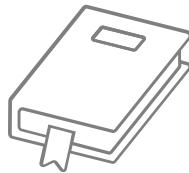
Queensland Curriculum & Assessment Authority  
PO Box 307 Spring Hill QLD 4004 Australia

Phone: (07) 3864 0299  
Email: [office@qcaa.qld.edu.au](mailto:office@qcaa.qld.edu.au)  
Website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

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# Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2025 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 General and General (Extension) subjects. 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 2026.

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
- important considerations to note related to the revised 2025 syllabus (where relevant).

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.

## Subject highlights

**27**  
schools offered  
German



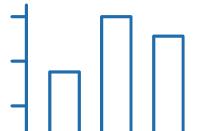
**89.22%**  
of students  
completed  
4 units



**29.96%**  
increase in enrolment  
since 2024



# Subject data summary



## Unit completion

The following data shows students who completed the General subject.

**Note:** All data is correct as at January 2026. 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.

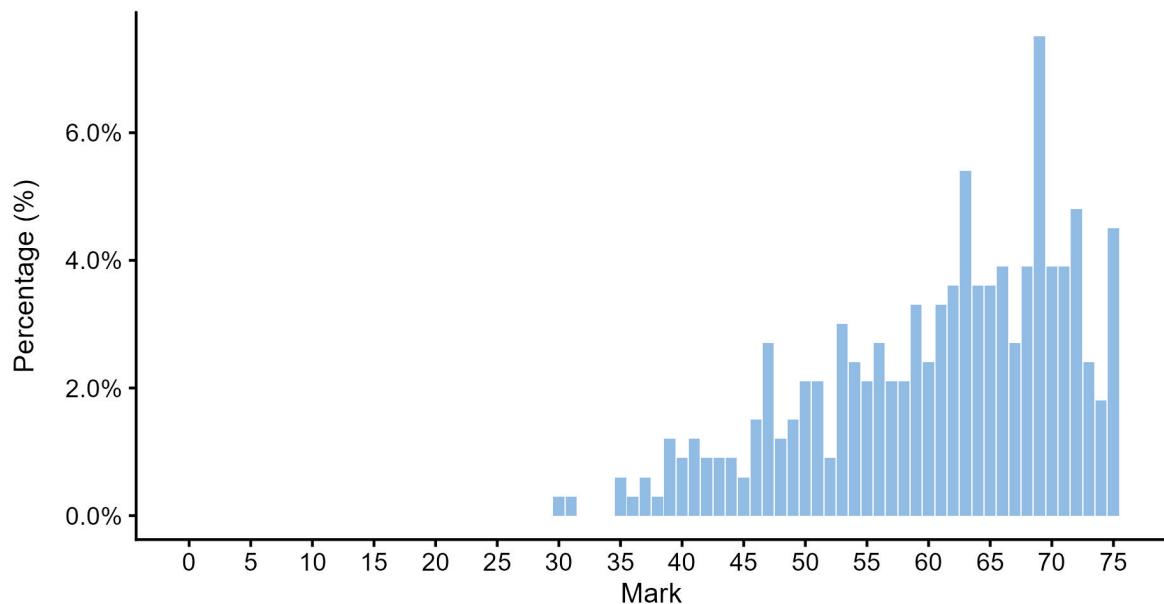
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	371	359	331

## Units 1 and 2 results

Number of students	Unit 1	Unit 2
Satisfactory	363	351
Unsatisfactory	8	8

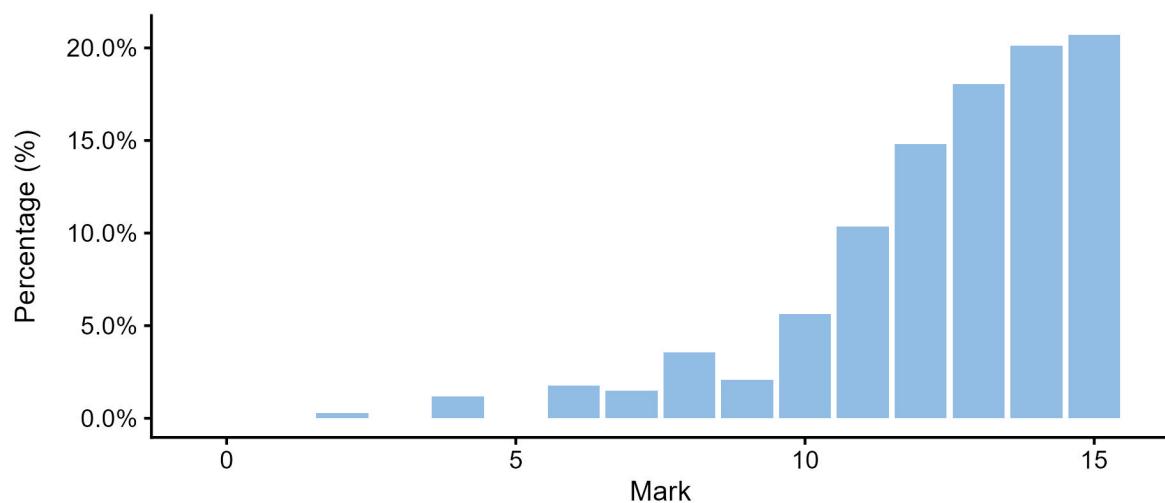
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

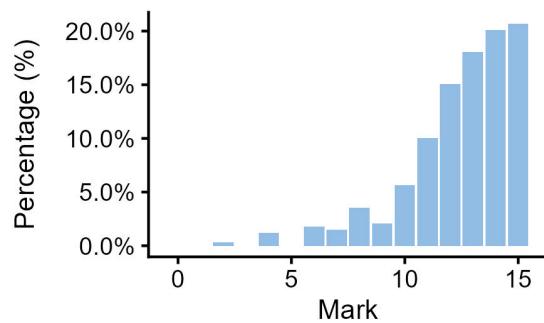


## IA1 marks

### IA1 total

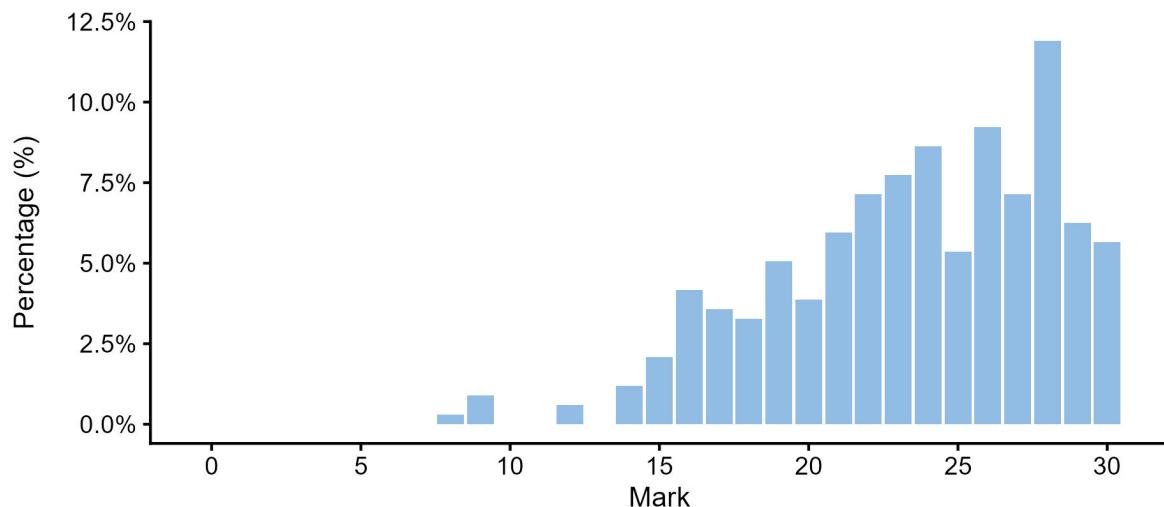


### IA1 Criterion: Analysing German texts in English

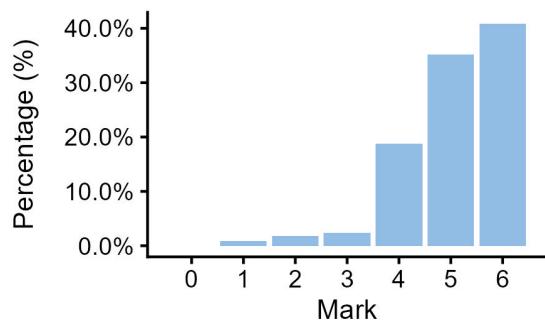


## IA2 marks

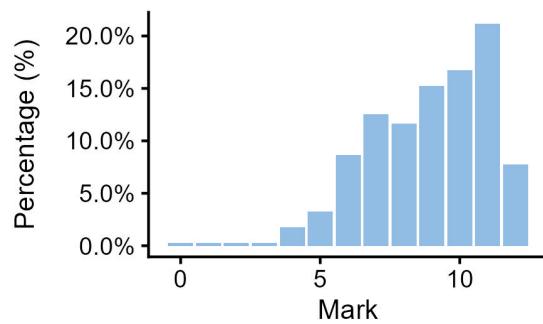
### IA2 total



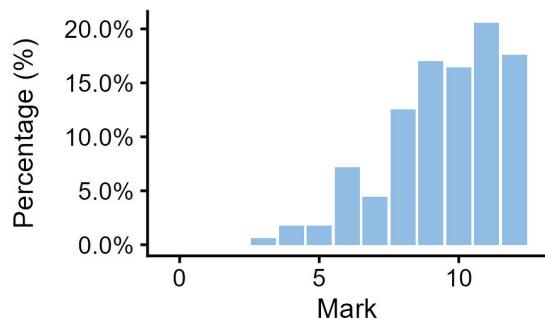
### IA2 Criterion: Analysing German texts in English



### IA2 Criterion: Creating German texts with German stimulus

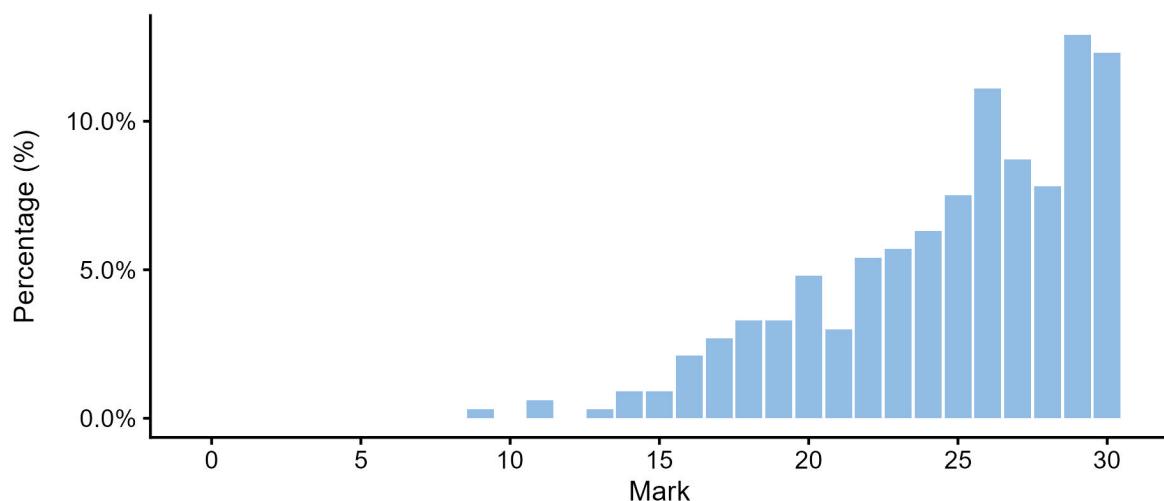


### IA2 Criterion: Exchanging information and ideas in German

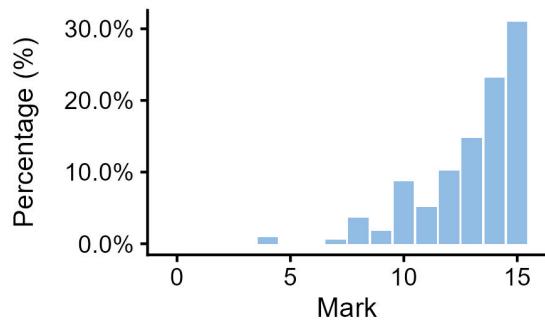


## IA3 marks

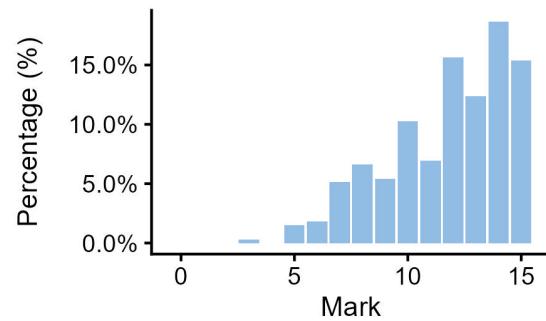
### IA3 total



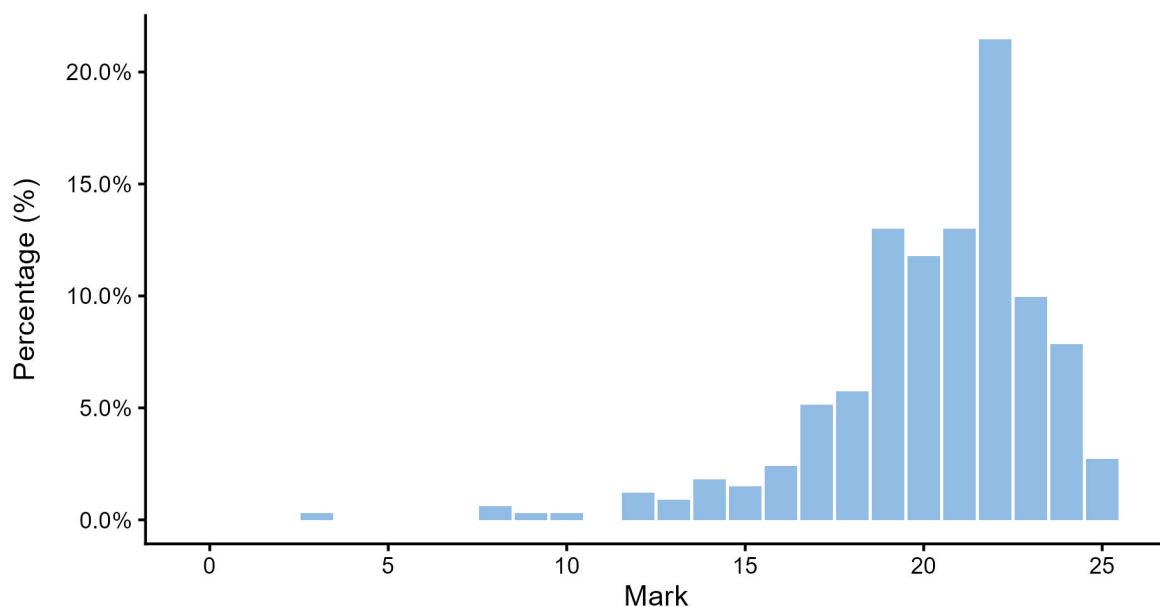
### IA3 Criterion: Analysing German texts in German



### IA3 Criterion: Exchanging information and ideas in German

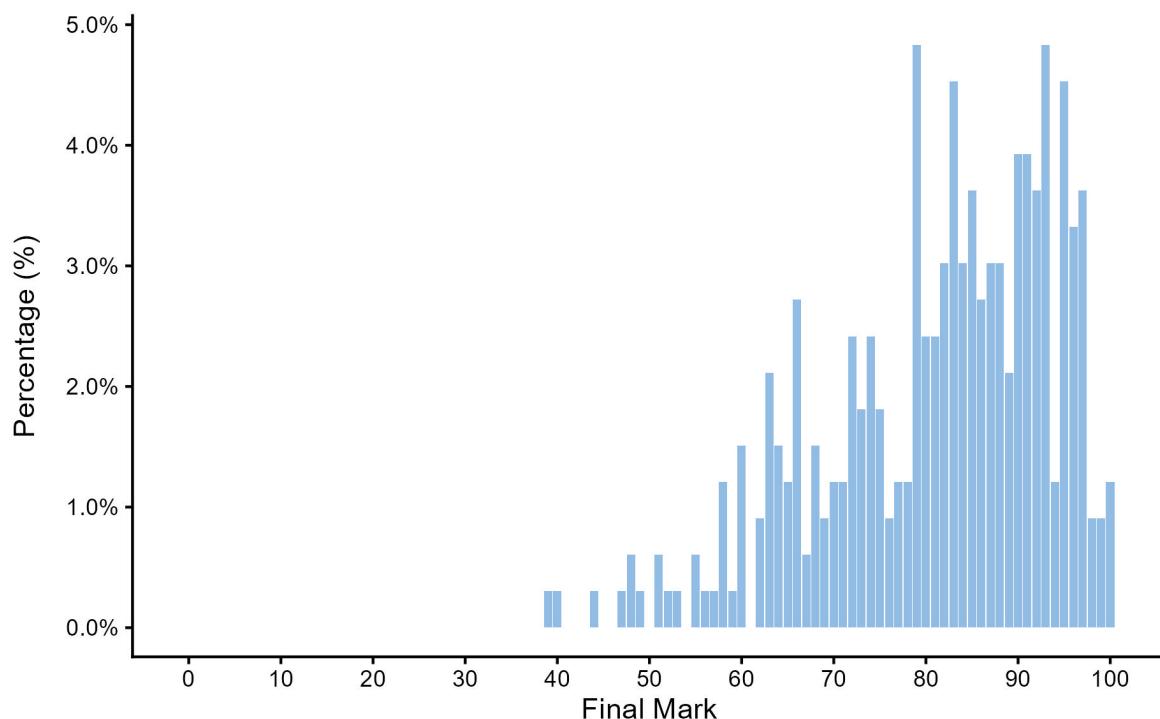


## External assessment (EA) marks



## 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	100–85	84–66	65–46	45–19	18–0

## Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	154	133	41	3	0
Percentage of students	46.53	40.18	12.39	0.91	0.00

# Internal assessment



This 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 assessment. 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 v7.0*, Section 9.5.

### Percentage of instruments endorsed in Application 1

Internal assessment	IA1	IA2	IA3
Number of instruments	27	27	27
Percentage endorsed in Application 1	67	44	67

## 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 v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	164	0	100.00
2	27	166	0	92.59
3	27	165	0	88.89

# 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	5
Authentication	0
Authenticity	1
Item construction	1
Scope and scale	3

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided stimulus texts with sufficient scope and subject matter for students to identify tone
- included transparent questions to enable students to analyse and evaluate stimulus texts to draw valid and well-substantiated conclusions.

### Practices to strengthen

It is recommended that assessment instruments:

- align questions to stimulus texts, so students can meet the highest performance levels in the ISMG
- pose questions ensuring students can justify their response/s with details paraphrased from stimulus texts.

### 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	0
Layout	1
Transparency	0

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- instructed students to respond to questions in full sentences in English
- labelled and numbered stimulus texts consistently and provided clear instructions on how students should use them.

## Practices to strengthen

It is recommended that assessment instruments:

- include stimulus texts using Unit 3 language elements that are appropriate for students in their final year of learning
- provide audio stimulus with clear, distinct voices when featuring more than one speaker.

## Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The stimulus specifications (p. 19) have been revised. Assessment instruments must include unseen stimulus texts that are authentic, relate to Unit 3 Topic 1 subject matter and are not drawn from materials previously used in class.
- The syllabus now requires that three stimulus texts with a combined length of up to 1,000 words must be provided — one must be written and one an audio/audiovisual. They should address Topic 1 subject matter.
- The revised question specifications require students to answer Questions 1, 2 and 3 in English, and Questions 4 and 5 in German. This should be specified in the assessment instrument instructions.

Schools should also:

- provide indicative responses for each question. These responses are not endorsed. Their purpose is to support validity and reliability in the design and marking of these assessment instruments.

## Assessment decisions

### Reliability

Reliability 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	100.00	0.00	0.00	0.00

### Effective practices

Reliable judgments were made using the ISMG for this IA when:

- the audience and purpose were clearly addressed and justified by using relevant examples throughout the response
- supporting consistent engagement with the stimulus including appropriate language choices with conclusions drawn.

### Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- The performance-level descriptors in the 2025 syllabus are more precise allowing discerning decision-making for each individual question and performance level.
- While the assessment objectives remain largely consistent, the marking guide now places greater emphasis on purpose, audience, context and tone being assessed separately. They prioritise how well students justify their ideas within the communicative language and/or context of the stimulus in short responses in English and German.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- the best-fit approach is applied correctly when awarding the final marks. To be awarded a mark of three, evidence in the response must match both characteristics in the mark range. When there is evidence of any misunderstandings or misinterpretations of the stimulus a mark of three cannot be awarded.
- context is thoroughly analysed, rather than simply identifying the text type or genre used in the stimulus text. Students should include relevant background information — historical, societal, or cultural as identified in the stimulus — as well as specific situations or locations from the stimulus where applicable. This requirement is clearly outlined in the 2019 syllabus and remains a key requirement in the 2025 syllabus, which continues to prioritise contextual understanding as essential for effective communication
- when 'to inform' is provided as the stated purpose, it should be clearly supported by evidence in the text. If 'to inform' is not the primary purpose, and a more precise purpose can be concluded, students should be guided to determine the purpose that the stimulus most strongly supports
- evidence must be detailed, relevant and paraphrased from the stimulus in both English and German responses to achieve the highest performance levels of the ISMG.

## Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The syllabus conditions no longer include word length for examinations. The *QCE and QCIA policy and procedures handbook v7.0* (Section 8.2.6) provides guidance about managing response length. This guidance applies to more open-ended assessment techniques, such as essays, reports and presentations. By specifying a maximum length for student generated work for these techniques, the expected scope of the task is appropriately limited. Managing response length does not apply to examinations. For examinations, the syllabus assessment conditions specify the time allocated, including any perusal or planning time. Schools should design examinations with an appropriate number of questions, and provide suitable space or lines for responses, to guide students in completing the examination within the allowed time. A required or recommended word length must not appear on IA1 instruments.
- The endorsed assessment instrument must be printed (including comparable assessment) directly from the QCAA Endorsement app with lines provided for students to write their responses under each question. This practice supports clarity and accessibility and is applicable under both the 2019 and 2025 syllabuses as part of consistent assessment delivery.
- Teachers should refer to QCAA resources and participate in professional development to ensure consistent understanding and application of key terms when making judgments.

## Samples

The following excerpt illustrates a very detailed and insightful analysis of the context, demonstrating a deep understanding of societal changes. This is effectively supported through specific, relevant examples drawn from the stimulus texts. The interpretation of the underlying message of the stimulus is thoughtful and well-articulated, showing a strong connection between textual evidence and broader social themes.

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

stimulus 1 is a radio <sup>segment</sup> from April, 1968, ~~was giving~~ giving tips on how women can be the best housewife for their husbands. ~~there were rigid~~ in 1968 ~~the~~ gender roles ~~in which~~ men worked and made money; ~~while~~ women stayed home and cared for the ~~kids~~ ~~each~~ household. This is shown when she says that as soon as husbands come home from work, wives should have dinner finished on the table. This is also clear when she says that wives should make their husbands comfortable at home (e.g. let them sit back/ ~~lay~~ down before their husbands come home. to have value, or make them a drink). This shows how women were expected to take care of ~~the work around~~ the house/ and everyone in the family. (2)

# 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	16
Authentication	0
Authenticity	0
Item construction	2
Scope and scale	3

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included a range of open-ended sample questions that allowed students to achieve at the highest performance level of the ISMG
- selected a visual stimulus for Session 2 that provided opportunities for students to express their own perspective/s during the conversation.

### Practices to strengthen

There were no significant issues identified for improvement.

## 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	2
Transparency	4

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided transparent instructions stating the language elements required for responses
- included a stimulus text for Session 2 with a different perspective from Session 1.

### Practices to strengthen

It is recommended that assessment instruments:

- provide transparent instructions clearly aligned with syllabus specifications and conditions
- select age-appropriate stimulus texts that clearly align to questions.

### Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The questions specifications have been revised. The written extended response question/stem in English must include three focus areas in German.
- The stimulus specifications have been revised and now require that
  - the unseen topic-related questions used during the conversation must provide opportunities for students to construct spontaneous and unrehearsed responses
  - the unseen stimulus for the conversation section must contain different or varied subject matter from Unit 3 Topic 2 and/or Topic 3, and different perspectives from the written extended response focus areas
  - either one unseen visual stimulus (up to 60 words in German) or a short written stimulus (up to 80 words in German) must be selected as stimulus for the conversation. Open ended sample questions referring to the stimulus should be included. Questions should provide students opportunities to exchange meaning and communicate spontaneously.

## Assessment decisions

### Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Creating German texts with German stimulus	92.59	7.41	0.00	0.00
3	Exchanging information and ideas in German	96.30	3.70	0.00	0.00

## Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for Part 1 (short response), students addressed the requirements of purpose, audience, context, and tone perceptively. They demonstrated clear awareness of the task by choosing language appropriate to the situation, maintaining a suitable register, and linking ideas logically. This made their responses both accurate and communicative
- conversing in German, students were able to maintain the conversation. This was achieved not only by asking the teacher direct questions, but also by reacting to what the teacher says so that the flow feels natural. Building on ideas, adding detail, or engaging personally are equally important for sustaining the conversation.

## Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- In the 2019 syllabus, the IA2 extended response required students to engage directly with stimulus texts provided. Students were expected to refer to, analyse, and respond to ideas from those texts while constructing their own extended response, showing comprehension of the stimulus content and integrating it appropriately into their writing. In contrast, in the 2025 syllabus, the IA2 does not refer to stimulus texts. The task focuses instead on students developing and justifying their own ideas in response to the task.
- In the 2025 syllabus, in the IA2 extended response students are required to produce a specified text type (e.g. an article, a speech, a blog post) in German, guided by three bullet points that must be addressed directly. They must elaborate, provide specific examples and justify their perspectives and opinions. The assessment places a stronger emphasis on accuracy and sophistication of grammar and structures, as well as using appropriate tone and register for the nominated audience.
- In both the 2019 and 2025 syllabuses, the Speaking assessment requires students to refer to a stimulus, which may be a visual or a short-written text of approximately 60 words. While the stimulus provides a starting point, students are expected to engage in a spontaneous conversation. They must respond to questions, elaborate on their ideas, and justify their answers with specific examples. Responses should demonstrate a high level of control of grammar and sentence structures, as well as appropriate register, clear pronunciation and fluency.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- For the 2025 syllabus, the IA2 conversation places emphasis on
  - spontaneity and interaction. In both the 2019 and 2025 syllabuses, students are expected not only to respond to questions but also to maintain and develop the conversation. This requires extending ideas naturally, building on the examiner's prompts, and moving beyond rehearsed or memorised answers
  - depth of elaboration. Students must expand on ideas with details, examples and reasons, not just short statements
  - accuracy and fluency. Students must aim for a balance of fluency and accuracy — speaking naturally while minimising errors that affect meaning. Pronunciation should be clear and consistent with German phonological patterns
  - register. Responses should maintain a consistent register appropriate for the conversational context.

## Additional advice

It is essential to consider the following key differences between in the 2019 and 2025 syllabuses:

- The syllabus conditions no longer include word length for examinations. The *QCE and QCIA policy and procedures handbook v7.0* (Section 8.2.6) provides guidance about managing response length. This guidance applies to more open-ended assessment techniques, such as essays, reports and presentations. By specifying a maximum length for student generated work for these techniques, the expected scope of the task is appropriately limited. Managing response length does not apply to examinations. For examinations, the syllabus assessment conditions specify the time allocated, including any perusal or planning time. Schools should design examinations with an appropriate number of questions, and provide suitable space or lines for responses, to guide students in completing the examination within the allowed time. A required or recommended word length must not appear on IA2 instruments.
- When marking, the 2025 syllabus requires that the overall result for the criteria referring to language elements to be determined based on the balance and majority of the criterion met.
- The conversation must remain student centred with teachers keeping their own contributions brief and facilitative. This ensures students have maximum opportunity to demonstrate their communicative proficiency and spontaneity in German, consistent with the requirements of the Exchanging information and ideas in German — Communication criterion.
- Teachers must actively encourage students to engage in spontaneous, unrehearsed conversations rather than delivering prepared monologues. Marking of the assessment should reflect students' ability to respond naturally in real-time interactions.

## Samples

The following excerpt illustrates the creation of an extended response in proficient and complex German, showcasing effective use of a wide range of grammatical structures and the discerning selection, sequencing, and synthesis of details from the stimulus text(s), well justified by personal opinion.

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

## Excerpt 1

Liebes Tagebuch,

Montag, den 17. März

Heute war ein schlechter Tag, und ich bin müde. ✓

Ich hatte meine Englisch-Prüfung in der Schule. ✓

Es war TOTAL stressig! Ich hasse, HASSE, HASSE ENGLISCH!!!

Aber ich bin auch wütend über das, was gestern passiert ist. ✓

Etwas Furchtbares ist ~~Jasmine~~ Jasmine passiert.Sie war einkaufen, aber an der Kasse ~~die~~ haben alle sie angestarrt. Ein ~~er~~ Man hat ~~er~~ bösen angesehen - nur wegen ihres Kopftuchs! WAS??

Jasmine fühlte sich sehr unwohl und diskriminiert.

Es macht mich traurig.

Warum ~~die~~ urteilen Menschen wegen des Aussehen oder Religion?

Mensche erleben nie Rassismus, aber für andere ist es Alltag.

Das ist unfair... ich hoffe Jasmine geht es morgen besser.

Ich werde sie auf Insta schreiben.

\* MERKEN - SCHOKOLADE FÜR JASMINE KAUFEN \*

Ich schreibe morgen wieder. Tschüs!

Liebes Tagebuch,

Dienstag, den 18. März

OMG !! Heute war ein mega cooler Tag! (Und nicht nur, weil ich nach der Schule Freizeit hatte ☺).

In der ganzen Schule wurde über #MeTwo gesprochen.

Ich hatte schon ein paar TIKTOKS dazu gesehen, aber keine Ahnung gehabt, worum wirklich geht.

Es ist echt interessant und wichtig. ✓

Die ~~die~~ #MeTwo Kampagne gibt Menschen eine Stimme.

Viele sich zwischen zwei Kulturen - auch ich und Mesut Özil.

Ich weiß, dass Jasmine das auch kennt.

Wie viele erleben Menschen Rassismus und schweigen?

#MeTwo hilft, darüber zu sprechen. Ich liebe #MeTwo!

Ich hoffe, mehr Menschen hören zu und das Rassismus endlich aufhört.

Ich sollte besser meiner Familie über #MeTwo sprechen,

sie ~~merken~~ werden  lieben!

Bis Bald!

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# 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	10
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	1

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided stimulus texts aligned with Unit 4 Topic 1 and 2 subject matter that offered a range of perspectives, allowing students to create an individual response
- included two unseen stimulus texts — one written and one audio, audiovisual or a series of visuals
- included a seen stimulus aligned with syllabus-defined text types (Syllabus section 5.5.1) that was clearly labelled.

## Practices to strengthen

It is recommended that assessment instruments:

- provide clear and precise instructions that students engage in a student-centred interview
- include sample questions for Part 2 using either the formal *Sie* or the informal *du*, not a combination of the two
- ensure audio or audiovisual stimulus contains no written text, and a series of visual stimulus contains at least two visual images with up to 60 words in German in each image.

## 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	4
Layout	0
Transparency	1

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided open-ended sample questions for Part 2, which prompted students to discuss their response from Part 1 and allowed them to achieve at the highest performance level of the ISMG
- provided instructions that were clear and consistent across sections and individual questions.

## Practices to strengthen

There were no significant issues identified for improvement.

## Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The identification of purpose, audience, context and tone is no longer a requirement of the multimodal presentation.
- The stimulus specifications have been revised. When selecting stimulus texts
  - if selecting a series of visual texts as an option for one of the two unseen stimulus texts, it must consist of at least three visual images with up to 60 words in German for each image
  - audiovisual stimulus materials must not include any subtitles or written words in either German or English.
- The assessment conditions have been revised. Students should receive both the seen and unseen stimulus for study at the beginning of the five-week assessment period.

- The response requirements now include a spoken interview component. Teachers should include and practice interview strategies to sustain communication and exchange meaning within this genre.

## Assessment decisions

### Reliability

Reliability 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	96.30	3.70	0.00	0.00
2	Exchanging information and ideas in German	88.89	11.11	0.00	0.00

### Effective practices

Reliable judgments were made using the ISMG for this IA when:

- in Part 1, students referred thoroughly to the stimulus texts and successfully addressed purpose, tone, audience, and context, demonstrating strong comprehension and engagement with the stimulus texts
- in Part 2, students maintained the conversation in German by both asking questions and responding thoughtfully to the teacher's prompts, demonstrating active engagement and effective interaction.

### Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- Objectives 2 and 3 are no longer assessed in the 2025 syllabus, and the presentation is based on the information and ideas from the stimulus texts. However, register and appropriateness to context are still embedded within the ISMG descriptors, so students must show that their response is relevant, coherent, and suited to the task type.
- The 2019 syllabus IA3 Part 2 was a conversation, while in the 2025 syllabus it is defined as an interview. Students must answer all questions the teacher poses and may ask their own, although this is not a requirement. The emphasis is on providing specific examples, making clear references to their presentations, and offering well-supported justifications.
- In the 2025 syllabus, IA3 places a strong emphasis on proficiency and spontaneity, requiring students to respond in a way that demonstrates language control and thoughtful engagement with the questions. Students are expected to provide well-developed answers, with clear reasoning, specific examples, and references to stimulus texts — short or one-sentence responses will not meet the criteria.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- teachers provide clear guidance to students on the requirements of each part, including the use of specific examples, references to presentation, and justification of responses.

## Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The required length for the presentation has changed from 8 minutes in the 2019 syllabus to 7 minutes in the 2025 syllabus. If a presentation exceeds the specified time, schools must annotate the point the time limit is reached and cease listening beyond the prescribed duration, in line with *QCE and QCIA policies and procedures handbook v7.0* (section 8.2.6)

## Samples

The following excerpt illustrates insightfully identification of tone to draw accurate conclusions and interpretations about meaning and values, supported by examples from the stimulus texts and personal opinion.

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

# German IA3: Excerpt 1

Video content: (2 mins, 27 secs)

<https://youtu.be/9LPk3tjQDmk>



# 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. The external assessment papers and the external assessment marking guide (EAMG) are published in the year after they are administered.

## Examination — combination response (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 with seven short response questions and one extended response question:

- Section 1 consisted of short response questions (14 marks)
- Section 2 consisted of short response questions (15 marks)
- Section 3 consisted of an extended response question (21 marks).

The assessment required students to analyse three stimulus texts in both English and German.

The stimulus for Section 1 short response in German was an audio text in German with two associated questions.

The stimulus texts for the Section 2 short response in English consisted of two written texts in German with four associated questions.

### Assessment decisions

Assessment decisions are made by markers by matching student responses to the EAMG.

### Effective practices

Overall, students responded well to:

- Question 4
- Question 5
- Question 6

### Practices to strengthen

When preparing students for external assessment, it is recommended that teachers:

- remind students to read the questions carefully and provide all relevant information in short response answers to ensure the questions have been clearly answered. It is also important to remind students that marks for evidence will not be awarded if the answer contains misinterpretations
- discuss the importance of students not only identifying the text type when answering context questions but expanding their answers to include the situation where the text exists. This ensures students are demonstrating thorough understanding of the text

- practise structuring extended response tasks with students so texts are organised into paragraphs to demonstrate proficient communication and logical sequencing of ideas. It is also recommended that students try to include an introductory and concluding paragraph in addition to their three body paragraphs responding to each bullet point
- clarify that higher marks can only be achieved within the language elements criteria if students use a wide range of vocabulary, grammar and tenses. At the Year 12 level, students should be attempting complex grammar, including relative clauses, subjunctive mood and imperative mood, and should be incorporating use of perfect, imperfect, present and future tenses. Accurate responses using simple German cannot achieve high marks.

## Additional advice

- Teachers should assist students practice how to respond to short response questions in German using clear familiar language. Short response answers are judged on accuracy more than complexity.
- Students should be able to read a question and identify where the marks will be awarded in the response. Teachers should practice breaking these questions down in class with the assistance of past EAMGs. This will help students to respond fully to the question and justification requirements.
- It is recommended that students create a plan for the extended response during the examination so that they can ensure they have fulfilled all aspects of the task. This plan may also include what complex grammar structures they are going to use so that they can mark them off as they incorporate them. Teaching students explicitly how to write a plan under time constraints is highly recommended.
- Teacher should practise writing in different registers with their students and remind them which registers are appropriate in which contexts. This includes revision of how each register changes within the different cases.

## Samples

### Short response in German

#### Question 1

This question required students to identify the intended audience of Stimulus 1 and provide two examples as justification in German.

Effective student responses:

- identified the audience as passengers of the train with a qualifier of either night train, train DZ125, or the train from Berlin to Munich
- included examples such as 'Liebe Passagiere, Vielen Dank für Ihr Verständnis', 'Wir bitten um Entschuldigung für die Unannehmlichkeiten' or 'Wir wünschen Ihnen eine gute Reise'.

This excerpt has been included:

- as the student clearly identified the audience and justified it with two relevant examples
- as the use of German contained five or less errors.

**QUESTION 1 (7 marks)**

Who is the intended audience for Stimulus 1? Justify your response with two examples from the stimulus.

Die Zielgruppe ist Passagiere für den Nachtzug 125 von Berlin nach München. Ihr Abfahrt war um 20 Uhr, ~~vor~~ aber später jetzt kommt es ein 30 Minuten Verspätung. Später, <sup>noch</sup> war die Abfahrt um 21:35 Uhr. Der Zug kommt am Ende nicht, und mussten die Passagiere mit dem Bus fahren. Die Sprecherin den erzählt <sup>die</sup> Passagiere dieses <sup>die</sup> Information, und sagt, wir bitten um Entschuldigung für <sup>die</sup> Unannehmlichkeiten und wünschen Ihnen eine gute Reise.

## Question 2

This question required students to identify the purpose of Stimulus 1 and provide two examples as justification in German.

Effective student responses:

- identified the purpose as informing passengers of the delays or problems with the train
- included examples such as, 'Wegen einem technischen Fehler kommt es zu 30 Minuten Verspätung', 'Es kommt leider zu weiteren Verzögerungen', 'Die neue Abfahrt ist jetzt um 21:35 von Bahnsteig 2' or 'Wegen längeren Störungen wird der Zug DZ125 durch einen Bus ersetzt'.

**Short response in English**

## Question 3

This question required students to identify the context of Stimulus 2 and provide two examples as justification in English.

Effective student responses:

- identified the context as an online article/article/blog post/notice about a teacher at the school winning an award/an outstanding teacher at the school
- included examples such as the title 'Our Top Teacher', 'We congratulate our German teacher, Ms Anna Schneider', 'who received an international pedagogy prize on World Teachers Day' or 'How inspiring for us and our small school'.

## Question 4

This question required students to analyse how the writer feels about their teacher in Stimulus 2 and provide three examples as justification in English.

Effective student responses:

- concluded that the writer felt proud/positive/grateful about their teacher
- included examples such as 'She is a role model/model teacher', 'She always supports her students with her heart and soul', 'She helps you with life questions if you are unsure about anything' or 'She offers her support to everyone in senior years'.

Question 5

This question required students to identify the writer's change in tone in Stimulus 3 and provide an example for each tone as justification in English.

Effective student responses:

- stated that the writer's tone was initially unsure/worried/nervous but it changed to thankful/excited/happy
- used examples such as 'What do we do about this? or 'How would it be if you went on a graduation trip to Germany with your graduating teens?' and then 'Thank you for the good advice' or 'Now we want to convince our child that Germany is the best option'.

Question 6

This question required students to evaluate why a local holiday may still be an attractive option in Stimulus 3 and provide three examples as justification in English.

Effective student responses:

- made a statement that a local holiday may still be an attractive option for many reasons.
- included examples such as 'For us it was important to have a last family holiday together', 'We lack the finances for a trip overseas', 'We also think that a holiday in your own area can offer more' or 'It's important for the kids to celebrate with their classmates'.

### Extended response in German

Question 7

This question required students to write a letter to a friend about how they have balanced their commitments in their senior year. In their letter, they needed to include the following:

- why they need to consider balance and how they can achieve this
- how this decision will shape their immediate future
- why their friend should make a similar decision.

Effective student responses:

- addressed all three bullet points and elaborated on their ideas. High-performing students were able to interpret the language in their response to the first bullet point using the English explanation of the task and were then able to track these ideas throughout their response to the next two bullet points
- although some students misinterpreted the first bullet point, those students who spoke clearly about a decision in the next two points were effective in this part of the response
- were clearly structured into paragraphs, used varied language and linking devices, and selected and sequenced their ideas logically. They also used ideas that were original and thoughtful

- attempted to use a wide range of vocabulary, grammar and tenses. To distinguish between a range and a wide range of grammar, students were awarded higher marks for using relative clauses, subjunctive mood and imperative mood, and writing in perfect, imperfect, present and future tenses
- included an informal greeting and goodbye.

This excerpt has been included:

- to illustrate the elaboration of the three bullet points
- to demonstrate a response with a clear structure including paragraphs and ideas that were well selected, sequenced and synthesised
- to demonstrate a wide range of vocabulary, grammar and tenses with few errors and their register was consistent for the context.

Liebe Kate,

Mittwoch, der 5. November

Danke für deinen Brief. Ich hoffe, dass du die Ferien genossen hast! In diesem Brief möchte ich ein bisschen darüber beschreiben, wie ich mein letztes Schuljahr gefunden habe.

Dieses Jahr war ich immer beschäftigt, und ich hatte keine gute Balance zwischen Freizeit, Schulzeit, ~~Projekten~~ und AGs. Ich fühlte mich ~~immer~~ immer unter Druck, gute Noten zu bekommen, weil ~~ich~~ ich gern ein Stipendium ~~bekommen~~ <sup>zu bekommen</sup> hätte. Jedoch war dieses Jahr

(continued)

ein großartiges Erfahrung. Ich habe im Schulmusical „Legally Blonde“ gesungen - das hat ~~mir~~ viel Spaß gemacht! Außerdem war ich Mitglied einer Wohltätigkeitsorganisation, die sich um Obdachlosen kümmerte. Ich habe auch ein Nebenjob bei einer ~~Kleinen~~ ~~deut~~ Obwohl ich immer beschäftigt war, musste ich <sup>noch</sup> für meine Abschlussprüfungen lernen. Das war nicht immer leicht, insbesondere nach einem ~~der~~ beschäftigten Tag. Ich glaube, man kann eine gute Balance zwischen Schulzeit und Freizeit erzielen, wenn man ~~sehr~~ gut vorbereitet ist. Mein Rat wäre es: Gute Vorbereitung ist alles!

Während meiner ~~der~~ letzten Schuljahres wurde mir bewusst, wie wichtig es ist, anderen in der Gesellschaft zu helfen. Dank meiner Zeit als Mitglied einer Wohltätigkeitsorganisation habe ich mich <sup>in der Zukunft</sup> entscheiden, dass ich ~~ein~~ ein Job ~~hätte~~ hätte, dadurch ich anderen Leuten helfen könnte. Ich will Physiotherapeutin werden, um das zu tun. ~~Obwohl~~ Einerseits ist es wichtig, für Prüfungen

zu lernen, andererseits ist es auch sehr wichtig, Lebenserfahrung zu sammeln. Deshalb ist es eine gute Idee, in AGs zu teilnehmen.

~~Meiner Meinung nach~~ Deshalb glaube ich, das ~~u~~ du guter Zeitmanagement lernen sollte, damit sie in verschiedene Aktivitäten teilnehmen könnte. ~~Meiner Meinung nach~~ solltest du auch ~~u~~ Mitglied einer Wohltätigkeitsorganisation werden. Es lohnt sich!