



German 2025 v1.2

IA2: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Exam date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Creating an extended response in German — Responding and creating	3	
Creating an extended response in German — Responding (language elements) in German	6	
Creating an extended response in German — Responding (communication)	6	
Exchanging information and ideas in German — Language elements	5	
Exchanging information and ideas in German — Communication	5	
Overall	25	

Conditions

Technique	Examination — extended response
Unit	Unit 3: Unsere Gesellschaft; Kultur und Identität — Our society; culture and identity
Topic/s	Topic 2: The arts, entertainment and sports and/or Topic 3: Groups in society
Time	Written extended response: 80 minutes + 10 minutes planning time Spoken extended response: 7 minutes + 10 minutes planning time
Seen / Unseen	Written extended response: 1 unseen question/task with three different focuses Spoken extended response: Unseen visual or a short written stimulus text and unseen open-ended questions
Other	Dictionaries are not to be used in this examination. Written extended response must be handwritten. Use the unseen stimulus text and planning time notes for the spoken extended response.

Instructions

Written extended response

- Respond to 1 question/task in **German**.
- Draw on personal perspectives and write your answer using black or blue pen.
- Respond in full sentences to a question/task and text type.
- Answer the question/task on the lined pages provided.

Spoken extended response

- Respond to the unseen stimulus text in **German**.
- Respond to unseen, open-ended questions posed during the conversation.
- Participate in a one-to-one, student-centred conversation about the stimulus text and Unit 3 Topic 2 and/or Topic 3 subject matter.

Task

Written extended response

Write a review of a famous German-speaking artist, musician or sport star for an e-magazine. In your review, you must address the following:

- Ihr Aufstieg zum Ruhm
- Ihr Auswirkungen auf Jugendlichen und der Jugendkultur
- Ihr Einfluss auf der Zukunft der Musik, der Kunst oder dem Sport.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Spoken extended response: Sample teacher questions

Question 1

Was hältst du von dem Stimulus Text?

Question 2

Wie sind die verschiedenen Gruppen der deutschen Gesellschaft in den Text repräsentiert?

Question 3

Wie ähnlich oder anders ist es hier in Australien?

Question 4

Welche berühmten Deutschen repräsentieren die Vielfalt der deutschen Gesellschaft?

Question 5

Bitte beschreibe, wie englische Musiker die Jugend in Deutschland beeinflussen.

Instrument-specific marking guide (IA2): Examination — extended response (25%)

Creating an extended response in German — Responding and creating	Marks
The student response has the following characteristics:	
• addresses the three different focuses related to the subject matter in German	3
• addresses two of the different focuses related to the subject matter in German	2
• addresses one of the different focuses related to the subject matter in German.	1
The student response does not match any of the descriptors above.	0

Creating an extended response in German — Responding (language elements) in German	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • constructs meaning by applying comprehensive and complex knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> – wide range of vocabulary – wide range of grammar – punctuation – consistent register – spelling 	6
<ul style="list-style-type: none"> • constructs meaning by applying comprehensive knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> – wide range of vocabulary – wide range of grammar – punctuation – register – spelling 	5
<ul style="list-style-type: none"> • constructs meaning by applying knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> – range of vocabulary – range of grammar – punctuation – register – spelling 	4
<ul style="list-style-type: none"> • constructs meaning by applying some knowledge of language elements with some errors in use of <ul style="list-style-type: none"> – vocabulary – grammar – punctuation – register – spelling 	3

Creating an extended response in German — Responding (language elements) in German	Marks
• repetitive use of German language elements and vocabulary	2
• fragmented use of German.	1
The student response does not match any of the descriptors above.	0

Creating an extended response in German — Responding (communication)	Marks
The student response has the following characteristics:	
• communicates with discerning selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	6
• communicates with effective selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	5
• communicates with selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	4
• communicates with some selection and sequencing of information with some justification of conclusions/ideas/perspectives appropriate to the task	3
• a written response with some selection and sequencing of information/ideas	2
• disjointed use of German.	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in German — Language elements	Marks
The student response has the following characteristics:	
• constructs meaning in response to stimulus by applying comprehensive knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> – wide range of vocabulary – wide range of grammar – pronunciation – consistent register – intonation 	5
• constructs meaning in response to stimulus by applying knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> – range of vocabulary – range of grammar – pronunciation – register – intonation 	4
• constructs meaning in response to stimulus by applying some knowledge of language elements with some errors in a conversation in the use of <ul style="list-style-type: none"> – vocabulary 	3

Exchanging information and ideas in German — Language elements	Marks
<ul style="list-style-type: none"> – grammar – pronunciation – register – intonation 	
<ul style="list-style-type: none"> • uses some German language in a conversation, including repetitive use of <ul style="list-style-type: none"> – vocabulary – grammar 	2
<ul style="list-style-type: none"> • fragmented use of German in a conversation 	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in German — Communication	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • demonstrates discerning selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity 	5
<ul style="list-style-type: none"> • demonstrates effective selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity 	4
<ul style="list-style-type: none"> • demonstrates selection and sequencing of ideas in an unprepared conversation with some proficiency 	3
<ul style="list-style-type: none"> • demonstrates fragmented selection and sequencing of ideas, or delivers a rehearsed set of responses 	2
<ul style="list-style-type: none"> • disjointed use of German 	1
The student response does not match any of the descriptors above.	0

Stimulus

Spoken extended response

Wir SIND alle Deutsch

Martina: Meine Mutter ist Türkin, ich bin Deutsche.

Georg: Meine Eltern stammen aus Afrika, aber ich bin hier geboren – ich bin Deutscher.

Saed und Nadia: Unsere Eltern waren Flüchtlingen aus Syrien, aber wir fühlen uns als Deutsche.

Edoardo: Meine Eltern sind EU-Wanderarbeiter, aber ich wohne mein ganzes Leben in Deutschland – ich fühle mich wie eine Deutscher, nicht Italiener.

Thanida: Ich war in Thailand geboren, meine Eltern haben mich nach dem Tsunami adoptiert – ich bin jetzt Deutsche.



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