German Extension 2020 v1.2

IA3 sample assessment instrument

November 2018

Project — investigative folio (30%)

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

Assessment objectives

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

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts through an investigative process

2. apply knowledge of language elements, structures and textual conventions to create meaning in texts through an investigative process

3. identify how meaning, attitudes, perspectives and values underpin texts and influence audiences through an investigative process

4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments through an investigative process

5. create texts that convey information and ideas in German for context, purpose and audience and cultural conventions

6. structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

Subject	German Extension	Instrument no.	IA3
Technique	Project — investigative folio		
Unit	Unit 4: Independent investigation		
Topic	Selected by the student		

Part 1: Multimodal presentation

Conditions

Duration	• 4 weeks preparation (in-class and out-of-class time) (Parts 1 and 2)		
Mode	• multimodal presentation	Length	• prepared multimodal presentation in German or equivalent digital media production – 8–10 minutes
Individual/ group	• individual	Other	• the collection of student-selected German texts must cover a range of text types
Resources available	• a collection of student-selected authentic German texts related to your personal focus and/or topic of interest • access to the internet		

Context

For this assessment instrument, you will investigate an area of special interest that is different from those you previously studied in Unit 3. You should choose the focus of your investigation to give you the opportunity to demonstrate your linguistic development. Your topic must not be an extension of a learning experience undertaken in the subject matter of Unit 3.

Task

Investigate a topic of your choosing by selecting a range of authentic texts to analyse and evaluate in a multimodal presentation.

To complete this task, you must:

- Determine a topic for investigation — choose a topic you are interested in and negotiate with your teacher to research it.
- Identify a range of suitable texts related to your topic.
- Analyse and evaluate your chosen texts to assess their validity and determine the author's reliability in consultation with your teacher — this will include
  - analysing the meaning, attitudes, perspectives or values that underpin those texts
  - considering how these aspects could influence audiences.
- Synthesise the information you have found and justify your conclusions, i.e. develop a point of view based on the range of texts and justify it.
- Create a multimodal presentation in German based on your conclusions to outline the results of your investigation.

Stimulus

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Checkpoints
☐ Week 1: Determine a topic for investigation.
☐ Week 2: Identify suitable texts and assess the validity of the texts in consultation with your teacher.
☐ Week 3: Present a draft of your multimodal presentation to your teacher.
☐ Week 4: Present a second draft of your multimodal presentation to your teacher.

Criterion	Marks allocated	Result
Analysing German texts Assessment objectives 1, 3, 4	15	
Total	**15**	

Authentication strategies
• The teacher will provide class time for task completion.
• Students will provide documentation of their progress at indicated checkpoints.
• The teacher will conduct interviews or consultations with each student as they develop the response.

Part 2: Individual spoken conversation			
Conditions			
Duration	• 4 weeks preparation (in-class and out-of-class time) (Parts 1 and 2)		
Mode	• student-centred conversation	**Length**	• spontaneous discussion in German – 10–12 minutes of student-centred conversation
Individual/ group	• individual	**Other**	• the spoken conversation must be recorded as an audio or audiovisual file as evidence of the quality of the student response and be available for confirming and ratifying grades
Resources available	• multimodal presentation developed by the student for Part 1 of this assessment instrument		
Context			
You have presented a multimodal presentation to your teacher. Now, your teacher will ask you questions about your presentation.			
Task			
Participate in a spoken conversation with your teacher, in German, to support your investigation and multimodal presentation.			
To complete this task, you must:			
• Respond to unseen, open-ended questions in German. • Discuss your topic and the content you chose to present. • Justify your text choices.			
Stimulus			
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Criterion	Marks allocated	Result
Creating German texts Assessment objectives 2, 5, 6	15	
Total	**15**	
Authentication strategies		
• The teacher will provide class time for task completion.		

Instrument-specific marking guide (ISMG)

Criterion: Analysing German texts

Assessment objectives

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts through an investigative process

3. identify how meaning, attitudes, perspectives and values underpin texts and influence audiences through an investigative process

4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments through an investigative process

The student work has the following characteristics:	Marks
• thorough comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in all the stimulus texts through an investigative process • perceptive identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process • discerning analysis and evaluation of relevant information and ideas in German texts through an investigative process to draw well-constructed and valid conclusions with well-substantiated justification of points of view and arguments.	14–15
• effective comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in the stimulus texts through an investigative process • effective identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process • effective analysis and evaluation of relevant information and ideas in German texts through an investigative process to draw well-constructed and valid conclusions with justification of points of view and arguments.	12–13
• comprehension of language elements, structures and/or textual conventions to identify gist and details in the stimulus texts through an investigative process • considered identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process • analysis or evaluation of relevant information and ideas in German texts through an investigative process to draw considered conclusions with justification of points of view and arguments.	10–11
• comprehension of language elements, structures and/or textual conventions to identify some gist and obvious details in some of the stimulus texts • identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences • analysis and evaluation of information and ideas in German texts to draw conclusions with justification of points of view and arguments.	8–9
• comprehension of language elements, structures and/or textual conventions to identify some details in some of the stimulus texts • superficial identification of how meaning influences audiences • superficial analysis of some information and ideas in German texts to draw conclusions.	6–7
• comprehension of parts of the stimulus texts • partial identification of how meaning influences audiences • analysis of some information.	4–5

The student work has the following characteristics:	Marks
• fragmented identification of attitudes, perspectives and/or values • comprehension of some words and phrases.	2–3
• comprehension of some words.	1
• does not satisfy any of the descriptors above.	0

Criterion: Creating German texts

Assessment objectives

2. apply knowledge of language elements, structures and textual conventions to create meaning in texts through an investigative process

5. create texts that convey information and ideas in German for context, purpose and audience and cultural conventions

6. structure, sequence and synthesise information to respond to texts personally, critically and/or creatively

The student work has the following characteristics:	Marks
• discerning application of language elements, structures and/or textual conventions to create meaning in proficient and complex German through an investigative process • discerning integration of context, purpose, audience and/or cultural conventions to create fluent texts in German • discerning synthesis of relevant information to cohesively and coherently structure the response and develop ideas.	14–15
• effective application of language elements, structures and/or textual conventions to create meaning in mostly proficient and complex German through an investigative process • effective integration of context, purpose, audience and/or cultural conventions to create generally fluent texts in German • effective synthesis of relevant information to cohesively and coherently structure the response and develop ideas.	12–13
• considered application of language elements, structures and/or textual conventions to create meaning in mostly proficient or complex German through an investigative process • considered integration of context, purpose, audience and/or cultural conventions to create generally fluent texts in German • considered synthesis of relevant information to structure the response and develop ideas.	10–11
• application of language elements, structures and/or textual conventions to create meaning in German texts with sufficient proficiency to convey meaning • integration of context, purpose, audience and/or cultural conventions to create texts in German • synthesis of some information to structure the response and/or develop ideas.	8–9
• application of some language elements, structures or textual conventions to create meaning in German texts, in which the overall response can be understood • inconsistent integration of context, purpose, audience or cultural conventions to create texts in German • synthesis of information to structure the response and/or develop ideas.	6–7

The student work has the following characteristics:	Marks
• application of some language elements, structures or textual conventions to create fragmented meaning in German • integration of some aspects of context, purpose, audience or cultural conventions to create fragmented texts in German • uneven synthesis of information to structure the response and/or develop ideas.	4–5
• inaccurate application of language elements to create a response • isolated integration of context, purpose, audience or cultural conventions to create texts in German.	2–3
• incoherent response.	1
• does not satisfy any of the descriptors above.	0