German Extension subject report

2021 cohort

February 2022

Contents

Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments

- patterns of student achievement.

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 of best practice where relevant, possible and appropriate.

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 external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

![chart icon] **Subject data summary**

Subject completion

The following data includes students who completed the General subject or AS.

For the purposes of this report, while the 2021 summative units for the AS are AS units 1 and 2, this information will be included with the General summative Units 3 and 4.

Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 4.

Completion of units	Units 3 and 4
Number of students completed	67

Units 3 and 4 internal assessment (IA) results

Total marks for IA
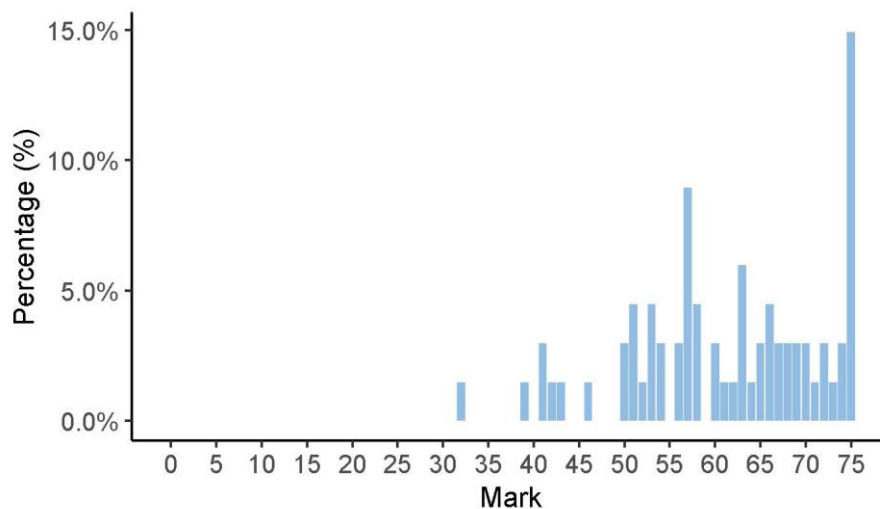
IA1 marks

IA1 total
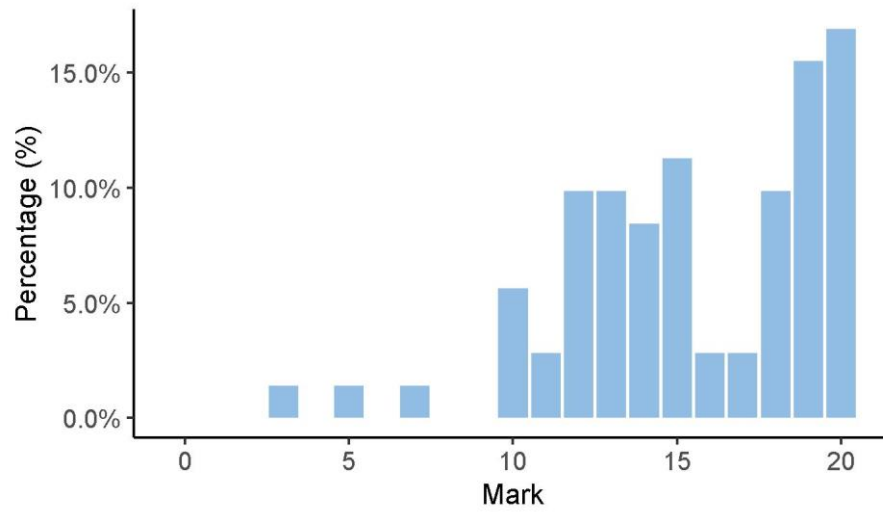
IA1 Criterion: Analysing German texts
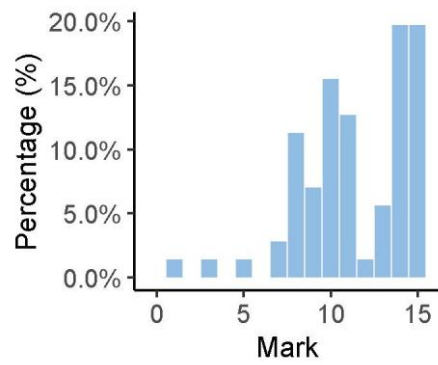
IA1 Criterion: Creating German texts
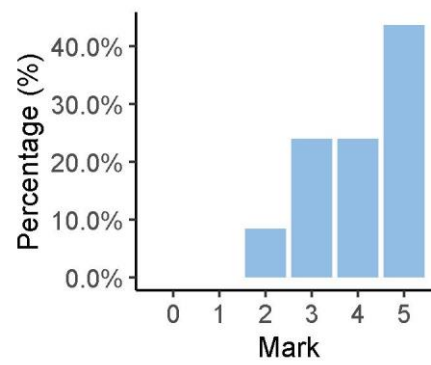
IA2 marks

IA2 total
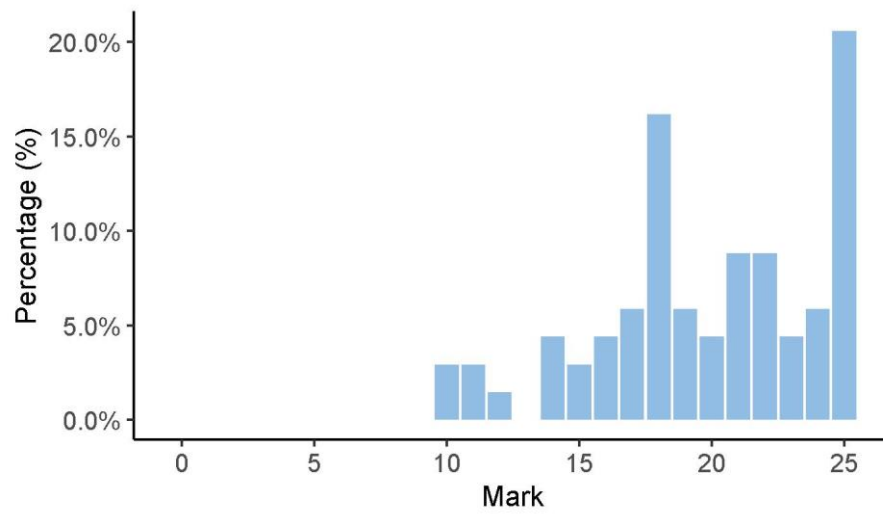
IA2 Criterion: Analysing German texts
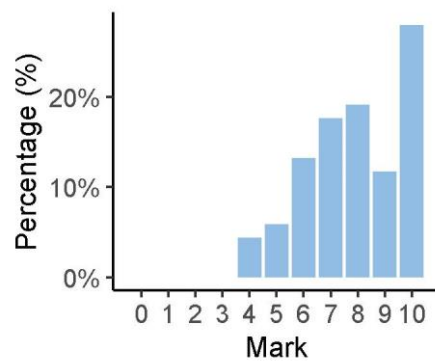
IA2 Criterion: Creating German texts
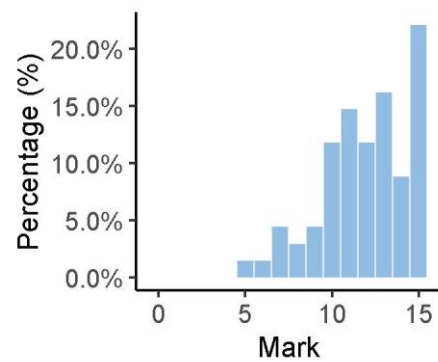
IA3 marks

IA3 total
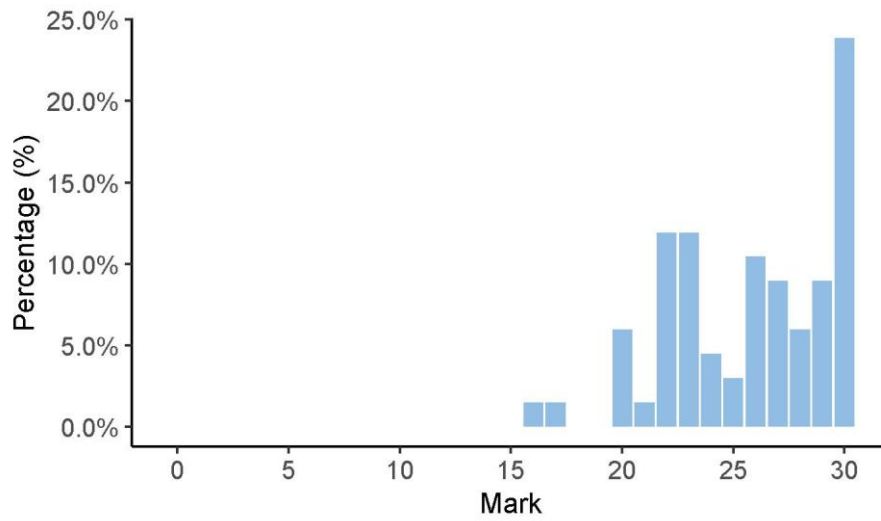
IA3 Criterion: Analysing German texts
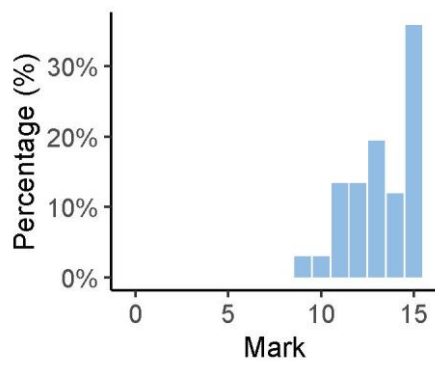
IA3 Criterion: Creating German texts
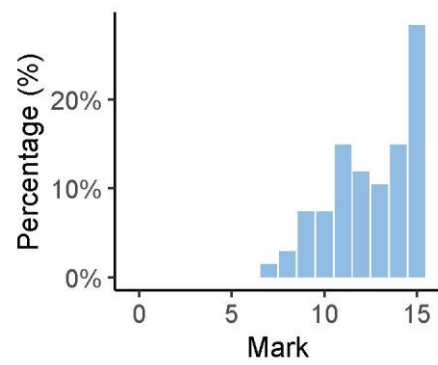
External assessment (EA) marks
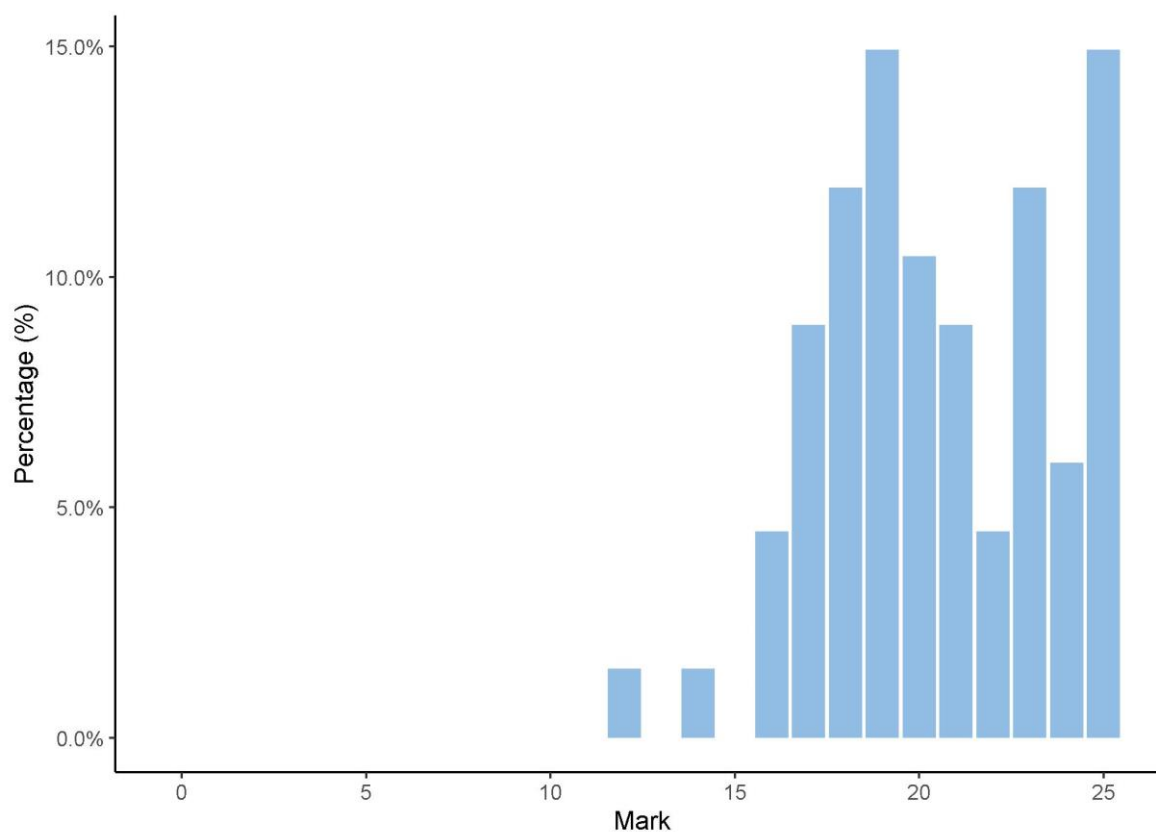
Final subject results

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	100–80	79–62	61–41	40–19	18–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	38	23	6	0	0

Internal assessment

The following information and advice pertain 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 assessments. 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 the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	4	4	4
Percentage endorsed in Application 1	0%	50%	75%

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 ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report 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	4	21	8	75%
2	4	21	8	75%
3	4	21	0	75%

Internal assessment 1 (IA1)

Examination — combination response (20%)

Internal assessment 1 requires students to analyse German texts and create German texts, and relates to one area of study that has been covered in Unit 3. It is used to determine student achievement in Assessment objectives 1–5 through questions related to unseen audio, audiovisual or visual German stimulus texts. Student responses must be completed individually, under supervised conditions, and within set timeframes. The IA1 is comprised of a short response and an extended response. Both components of the examination must be completed within five school days.

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	3
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- selected stimulus texts that were of suitable scope and scale, aligned with the subject matter for Unit 3, and allowed students to demonstrate their understanding and ability across the assessable objectives

- contained questions that clearly related to the assessable objectives, particularly context, purpose, audience and cultural conventions, and allowed for unique student responses by avoiding leading questions or incorporating details from the text in their wording.

Practices to strengthen

It is recommended that assessment instruments:

- align with syllabus requirements for number of stimulus texts and text type: 2–3 unseen authentic audio, audiovisual or visual texts

- align with syllabus requirements for visual text length of a maximum of 60 words and combined text length of a maximum of 800 words

- include audio and audiovisual files in the Endorsement application; transcripts are not sufficient for endorsement.

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	0
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured bold, italics and other formatting features only where they were relevant

- contained clear instructions using cues that aligned to the syllabus specifications, assessable objectives and ISMG.

Practices to strengthen

There were no significant issues identified for improvement.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It 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	75%	25%	0%	0%
2	Creating German texts	100%	0%	0%	0%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- student responses articulated clearly — in German or English — how audiences were influenced by meaning, attitudes, perspectives, values in the analysed texts

- student responses requiring analysis in German demonstrated the choice of analytical techniques and showed a range of text analysis.

Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criterion at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- because Excerpt 1 demonstrates thorough comprehension of language elements, structures and/or textual conventions and discerning analysis and evaluation of relevant information and ideas in German texts

- because Excerpt 1 demonstrates discerning analysis and evaluation of relevant information and ideas

- because Excerpt 2 demonstrates how perspectives underpinning texts influence audiences.

Analysing German texts
(15/15 marks)

- thorough comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in the stimulus text/s
- discerning analysis and evaluation of relevant information and ideas in German texts to draw well-constructed and valid conclusions with well-substantiated justification

Excerpt 1

Es ist klar in Stimulus 1 dass Immigranten sehr willkommen in Deutschland sind. Die Deutsche ~~haben~~ haben eine sehr positive und inklusiv Einstellung gegenüber Ausländern und sie zeigen dass ~~das~~ durch die Integrierungs kurse das die Immigranten machen können ~~kann~~. Stimulus 1 beschreibt verschiedene Integrierungs kurse wie zum ~~die Immigranten machen kann~~, ~~um deutsch~~ ~~Deutschland besser zu kennenlernen~~. ~~Es gibt~~ ein Sprachkurs das nimmt 600 Stunden, ein Orientierungs kurs das nimmt 100 Stunden und auch spezielle kursen für Frauen, Eltern und junge erwachsene. Diese Kurse helfen Immigranten ein teil der Deutsche Gesellschaft zu fühlen, weil sie es verstehen und, die Geschichte mitteilen können. Daher, kann man schon dass die Deutsche Regierung ~~s~~ sehr positive Wertschätzungen gegenüber Immigranten, hat. Sie möchten die Ausländern ~~zu~~ helfen mit der Deutsche Sprache und wie alltägliches Leben in Deutschland fühlen. Stimulus 1 zeigt das die Regierung erfolgreich ist, weil ~~die~~ nach ~~der~~ 3 Jahren die Frau ein Teil der Gesellschaft fühlt. ~~Er~~ sie sagten " ich fühle mich integriert". Die Regierung hilft die Immigranten zu integrieren, dann sie ~~können~~ können zu Hause fühlen, und ~~sie~~ mit ihrem neuen Leben ~~anfangen~~ können.

Analysing German texts
(15/15 marks)

- perceptive identification of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences

Excerpt 2

~~It is clea~~ It is evident ~~that~~ ~~Germany~~ ~~has~~ given the stimulus that Germany has mixed responses to multiculturalism. Whilst Stimulus 1 is accepting of ~~for~~ immigrants and helps them to integrate more easily into ~~it~~ society, they fail to embrace the culture of each individual, and rather attempt to assimilate them into the German culture. However, in stimulus 2, the hosts are very open to the idea and ~~try to~~ educate themselves in Turkey's culture by learning a dance. The same cannot be said of the attitude in Stimulus 3, in which the community disregards the foreigner entirely and suggests ~~that~~ they ~~just~~ don't fit in. Therefore, ~~due to difference that~~ there is still a long way to go until Germany can be considered ~~as~~ open to multiculturalism, based off the stimulus provided.

These student response excerpts have been included:

- because Excerpt 3 reveals thorough comprehension of language elements, structures and/or textual conventions and discerning analysis and evaluation of relevant information and ideas in German texts

- because Excerpt 3 demonstrates discerning analysis and evaluation of relevant information and ideas

- because Excerpt 4 demonstrates discerning application of language elements to integrate context, purpose and audience.

| **Analysing German texts**
(15 marks)
- discerning analysis and evaluation of relevant information and ideas in German texts to draw well-constructed and valid conclusions with well-substantiated justification
- thorough comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in the stimulus text/s | **Excerpt 3**

Die deutschen Einwanderer hatten sehr vielen Einfluß in Australien in den letzten 200 Jahren. Sie spielten eine wichtige Role in Australien, weil sie die ersten nicht Brittischer Einwanderer war. Zum Beispiel, Stimulus 1 sagt dass in 1838 eine große Zahl von deutschen Einwanderer gründen die Lutheran Kirche in Adelaide. Die Stimulus sagt auch dass SBS hat jetzt viele verschiedene Sprachen wegen die deutschen Einwanderer keine Englisch Kenntnisse hatten. Die Stimulus sagt dass berühmte deutsche Botaniker und Wissenschafter trogt zu Australien Flora und Fauna bei. Viele deutschen Einwanderer kommten von verschiedene Deutsche Staaten, wie Bayern und Baden, also Australien hat sehr viel Landarbeiter mit andere Kenntnisse bekommen. |

Creating German texts (5 marks)	**Excerpt 4**
• discerning application of language elements, structures and/or textual conventions to create meaning related to the chosen area of study • discerning integration of context, purpose, audience and/or cultural conventions to create fluent texts	**Audio 0:09–0:36 and 0:43–1:20** Excerpt 4 — part 1, content (audio, 27 sec) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_german_ext_20_ia1_sr_snip4_part1.mp3 Excerpt 4 — part 2, content (audio, 38 sec) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_german_ext_20_ia1_sr_snip4_part2.mp3 … Das Bild ist ein Restaurant in Deutschland... Der Stimulus sagt, dass es ist eine kulinarische Weltreise... Also gibt es das Essen von rund um die Welt.. Unser Thema ist über Migranten, Ausländer und multikulturelle Länder also... der Stimulus zeigt, wie Deutschland ein multikulturelles Land ist und zeigt die Vorteile von Einwanderer... ... Ich kann Australien ohne Ausländer nicht vorstellen... Es gibt viele Vorteile von Einwanderer in Australien. Man kann neue Sprachen lernen, neues Essen probieren, z.B. arbeite ich in einem chinesischen Restaurant... Man kann auch neue Freundschaften machen. Es gibt auch manchmal Nachteile von Einwanderer,... zum Beispiel die Konflikte zwischen anderen Kulturen aber Australien würde sehr langweilig ohne Ausländer sein.... Ausländer bringen Bräuche und Feste und tragen zur Vielfalt ins Land bei.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

• school assessment policies should be applied to responses exceeding the assessment conditions specified by the syllabus — up to 100 words for a response in English, 150 words for a response in German or 5 minutes for a spoken response in German

• schools should provide clear annotations — on the student response and ISMG — to describe how school word/time limit policies have been applied.

Examination — extended response (25%)

Internal assessment 2 requires students to analyse German texts and create German texts, and is used to determine student achievement in Assessment objectives 2–6. It requires students to analyse and evaluate stimulus and to respond in German in the form of a 600–1000-word analytical essay, addressing a particular task or question for an area of study not examined in IA1. Students have a set preparation time of four weeks and may use class time to engage with the two stimulus texts provided by the teacher, one of which must be an authentic visual German stimulus text and one of which must be an authentic written stimulus of 400–600 words in German. Students must also select and consider an additional text approved by the teacher in their response. The response must be written in 120 minutes 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	1
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured stimulus texts relating to the topics and subject matter relevant to the unit

- provided appropriate scaffolding to allow for successful completion of the task and encourage unique student responses

- ensured tasks and texts were of an appropriate scope and scale to allow students to fully demonstrate their ability across the assessment objectives within the mandatory syllabus conditions.

Practices to strengthen

It is recommended that assessment instruments:

- utilise stimulus texts that meet the syllabus specifications for one authentic visual text.

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	0
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- demonstrated no bias
- contained no inappropriate content
- featured images, diagrams and other visual elements that were legible, clear and relevant
- included audio/audiovisual texts that were clear and audible
- used appropriate language and avoided unnecessary jargon, specialist language or colloquial language in assessment wording.

Practices to strengthen

There were no significant issues identified for improvement.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It 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	75%	0%	25%	0%
2	Creating German texts	100%	0%	0%	0%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- student responses showed the use of both textual conventions and language features to infer meaning

- student responses analysed the relevant information in the stimulus and drew substantiated conclusions related to the stimulus.

The following are excerpts from a response that illustrates the characteristics for the criterion at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- to show discerning application of language elements, structures and/or textual conventions in proficient and complex German (Excerpt 1)

- to show discerning synthesis of relevant information from the stimulus text/s (Excerpt 1)

- to demonstrate discerning integration of purpose and audience (Excerpt 2).

Creating German texts (15 marks) • discerning application of language elements, structures and/or textual conventions to create meaning in proficient and complex German texts related to the chosen areas of study • discerning synthesis of relevant information to cohesively and coherently structure the response and develop ideas	**Excerpt 1** Filme spielen eine große Rolle in der Kindheit von Jugendliche und ermuntern sie, kreativ zu sein und etwas über die Welt zu lernen. Doch Filme können auch eine negative ": Auswirkung auf Kinder und kann ihre Entwicklung beeinflussen. haben, die nicht reif genug, um bestimmte Inhalt zu sehen". Das ist der Fall mit dem Film „Fack ju Göthe" der ab 12 Jahre freigegeben in Deutschland ist, im Vergleich zu Australien, der ab 15. Jahre freigegeben ist. Die Freiwillige Selbstkontrolle der Filmwirtschaft (FSK) ist die deutsche Organisation, die prüft im Schwerpunkt die Altersfreigabe von Filmen und entscheiden, ob sie geeignet sind. Jedoch ist die Altersfreigabe der deutschen Filme anders als die australische Filme zu einem erheblichen Maß, weil sie unangemessen für die Altersgruppe sind. Das liegt vor allem daran, dass sie Themen wie negative Stereotypen, Drogen und Alkohol und unangebrachte Verhalten enthalten und bestärkt.
Creating German texts (15 marks) • discerning integration of context, purpose, audience and/or cultural conventions to create fluent texts in German	**Excerpt 2** Schauspieler sind Selbstmorde Unternehmen versuchen. Für eine Jünger Publikum könnte das konfrontieren. Die FSK sagt (stimulus I), dass „ein freigegebener Film, Kinder der entsprechende Altersgruppe nicht nachhaltig belasten, beeinträchtigen und verängstigen darf." Außerdem, der Begriff eine Selbstmorde würde emotionale Entwicklung auswirken, zum Beispiel Angst, Verstörung oder Emotionaler Shock, besonders für Zuschauer, die noch 12 Jahren alt sind. Jedoch in Australien, die Alterskennzeichnung für „Fack ju Göthe" ist ab 15 Jahren freigegeben und Zuschauer sind alter und reifer und können den Begriff verstehen mit weniger negative Wirkung auf ihre emotionale Entwicklung.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

• short analysis and evaluation of relevant information and ideas does not provide enough details to be considered discerning. The syllabus requirement for length is 600–1000 words

• errors in the application of language elements impact on more than one characteristic of the criterion, as they impede on the creation of meaning and the cohesive and coherent structure of the response

• the student-chosen stimulus should be a different text type from the teacher-selected stimulus

- the stimulus should first be analysed individually by the student; however, a common theme and/or question should be found across all stimulus.

Additional advice

- The application of the ISMG should be similar when assessing the performance of German background speakers and non-German background speakers. German background speakers should not be expected to make fewer errors in languages on the basis of their language heritage.

Project — investigative folio (30%)

The summative internal assessment 3 focuses on a student-led investigation that requires the application of cognitive, technical and creative skills and theoretical understandings in relation to an area of interest not studied in Unit 3. The IA3 requires students to analyse German texts and create German texts, and assesses objectives 1–6. Part 1 is an 8–10-minute multimodal presentation or equivalent digital media production in German on a personal focus and/or topic of interest which provides an analysis and evaluation of a collection of student-selected authentic German texts not previously studied in German or German Extension and covering a range of text types. Part 2 is a 10–12-minute individual spontaneous student-centred conversation about the presentation from Part 1.

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

*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included appropriate scaffolding that allowed students to provide unique responses

- applied strategies to ensure the authenticity of student work

- were of appropriate scope and scale to allow students to demonstrate the assessment objectives to the best of their ability within the mandatory syllabus conditions

- encouraged students to draw their own conclusions.

Practices to strengthen

It is recommended that assessment instruments:

- ensure alignment to assessment specifications for the spoken conversation by providing clear instructions and scaffolding for that component of the assessment instrument.

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	0
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured appropriate content without bias

- used appropriate language and avoided unnecessary jargon, specialist language and colloquial language in assessment wording

- modelled accurate spelling, grammar, punctuation and other textual features

- used bold, italics and other formatting features only where relevant

- provided instructions using cues that aligned clearly to the syllabus specifications, assessable objectives and ISMG.

Practices to strengthen

There were no significant issues identified for improvement.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It 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	75%	25%	0%	0%
2	Creating German texts	100%	0%	0%	0%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- in the Analysing German texts criterion, the student response had a strong and logical structure

- the student response addressed the assessment objectives systematically

- the student response included both a formal and personal conclusion

- in the Creating German texts criterion, the student response demonstrated a logical and structured multimodal presentation with reference to authentic and personal experience.

Samples of effective practices

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- students must provide clear referencing of all sources

- responses should demonstrate a wide variety of complex grammatical structures and vocabulary

- students are required to demonstrate a complete investigative process by identifying the meaning, attitudes, perspectives and values conveyed through the range of text types and analysing how those elements influenced the audience

- students must develop a point of view and demonstrate their conclusions by outlining the results of their investigation.

Additional advice

- Teachers ensure their questions in the conversation are not leading and that they enable students to express a personal opinion.

- Teachers should ensure the spoken conversation is not rehearsed and that the student is presented with questions or reactions that are somewhat unexpected.

- Investigative folios that enable students to compare and contrast Australian and German perspectives on a given question offer the opportunity for richer spoken conversations.

- Investigative folios that extend beyond current trends and fashions, and that rely on a variety of text types, offer students the opportunity to present more engaging multimodal presentations.

- Multimodal presentations that film the student presenting provide for more engaging presentations and encourage students to not read from the script.

- Length has to be within the syllabus specifications (8–10 minutes for Part 1 and 10–12 minutes for Part 2).

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2021 cohort February 2022

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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.

Examination (25%)

Assessment design

The summative external examination is an extended response using stimulus from a range of different text types and on topics from the areas of study. Students were asked to select one stimulus from the choice of provided materials. They responded in the form of an analytical essay, by providing perspectives on the ideas in the stimulus material and relating them to the topics studied in Units 3 and 4.

Criterion: Analysing German texts

This criterion requires students to:

- analyse and evaluate ideas in German texts
- draw conclusions and justify their points of view.

Criterion: Creating German texts

This criterion requires students to:

- provide a personal, critical and/or creative response to stimulus
- adhere to the conventions of the text types.

Conditions

- Time: 2 hours plus 20 minutes planning time.
- Length: an extended response of 500–700 words.
  - Other: German dictionaries are not allowed.
  - Notes are not allowed.

Extended response

The assessment required students to write an extended response to one of three stimulus materials related to each area of study identified in Unit 3. Students were asked to discuss how a selected stimulus related to their own focus/topic from Unit 4: Independent investigation. The question was derived from the context of Unit 4: Independent investigation. Students were required to identify how meaning, attitudes, perspectives and values underpin the provided stimulus materials, and how they influence audiences.

The stimulus material was three written texts. The texts were designed to elicit an extended response that analysed one of the texts and also related to the student's own investigative response.

The stimulus discussed the following:

- new innovation in body implants to improve quality of life

- the benefits and challenges of audio books

- the influence of social media in today's society.

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.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

The question required students to:

- identify, analyse and evaluate a perspective presented in the chosen stimulus

- justify their conclusions using evidence and insights from the stimulus, their independent investigation and/or their own ideas.

Effective practices

Overall, students responded well to:

- state a clear thesis in the opening paragraph of their essay

- use a consistent register and a wide range of vocabulary, grammar and tenses.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Samples of effective practices

Extended response

Effective student responses:

- included an introduction, at least two body paragraphs and a conclusion (structure)

- used a consistent register, and a wide range of vocabulary, grammar and tenses (language elements)

- used proficient and complex German to create fluent sentences (meaning)

- used a wide range of cohesive devices purposefully (cohesion)

- demonstrated thorough understanding of one perspective in the chosen stimulus; they included references from the stimulus that were relevant to the argument (understanding)

- identified a relevant perspective in the chosen stimulus, and provided an authoritative interpretation of how this perspective influenced audiences (analysis)

- clearly stated a judgment about a perspective in the chosen stimulus, and drew well-substantiated conclusions about this judgment using both the chosen stimulus and their own ideas (evaluation).

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These student response excerpts have been included:

- to demonstrate a clearly stated thesis

- to show the use of an introduction, at least two body paragraphs and a conclusion

- to show a discriminating personal argument

- because they reveal a thorough understanding of one perspective in the chosen stimulus

- to demonstrate a clearly stated judgment about a perspective

- to show well-substantiated conclusions that use both the chosen stimulus and the student's own investigation.

| Argument: Clearly states a thesis and develops a discriminating personal argument. (4/4 marks) | **Excerpt 1**

Für manche Leute sind soziale Medien einen Pest. Selfies, Memes, Fotos von Essen – ohne alle diese würde die Welt verbessert sein. Aber in Wirklichkeit braucht die Welt soziale Medien, weil sie eine einzigartige Macht halten. Durch soziale Medien können wir die Welt verändern, miteinander kommunizieren, und so weiter. Man kann Geld sammeln, Menschen inspirieren, Aufmerksamkeit steigen, und mehr – und man braucht keinen Präsident zu sein. Doch braucht

Excerpt 2

Zuerst, ist es klar, dass der popularität von Hörbücher in den letzten paar Jahren haben viel gesteigt. Studenten werden Hörbücher mehr für ihren klassenarbeit als Bücher nützen. Aber, der Artikel "Hör zu!" zeigt, dass die Verständnis und Erinnerungsvermögen der Information in einem Stimulus besser ist, wenn man ein gedrucktes Buch liest, anstelle einem Hörbuch zuzuhören. Eine Studie von 2010 (Stimulus 2) zeigt auch, dass "Studenten schlechtere Ergebnisse in einem Test erzielt haben, wenn sie dem Text in einem Podcast zugehört haben, anstelle ihn zu lesen". Der Autor des Artikels hat starke positive Einstellungen für Bücher. Sie glaubt, dass Bücher eine bessere Medium für lernen ist. Diese Einstellungen haben eine große Einfluss auf der Leser, und können Sie beeinflussen, um |

Evaluation: Clearly states a judgment about a perspective and draws well-substantiated conclusions using both the chosen stimulus and their own investigation. (5/5 marks)	**Excerpt 3** Daniel Schulz, der der Autor des Textes „Titanium, rein Biologisch-abbaubar, ja!' ist, ist sicherlich der Meinung, dass neue Innovationen wie Implantate wichtig bei der Entwicklung moderne Wissenschaft sind. Der Autor betrachtet diese Perspektive durch die Nutzung von Sprache. Starke Wörter wie zum Beispiel „Vorteile' und „Verbessern' geben dem Text eine positive Wirkung. Das Wort „revolutionären' ist auch sehr wichtig, weil es die Perspektive betont, dass orthopädischen Implantate die Welt verbessert haben. Das wird im Text ~~dadurch~~ dadurch wirklich, dass Implantate die ~~py~~ psychichen Einstellung des Patienten verbessert haben. Zum Beispiel sind diese Implantate eine ~~teleata~~ ideale Kombination aus ~~b~~ abbaubaren Eigenschaften ~~und~~, Stabilität und Elastizität und alle diese Faktoren tragen zu einer kürzerer Erholungszeit für die Patienten
Textual conventions: A conclusion (3/3 marks)	**Excerpt 4** Heute kriegen die meisten Jugendlichen von ~~Instagram~~ soziale Medien ihrer Nachrichten. Alle Informationen die man braucht, um sich gut zu informieren kann man z.B. auf YouTube Videos finden. Um die Jugend das Publikum zu informieren und um Wandel ~~es~~ zu verursachen müssen wir zu Facebook, Instagram oder Tik Tok drehen. Von Stimulus 3 ~~und~~ sehen wir wie effektiv online Initiativen sein können und in „Konzentrationslager in Xinjiang" sehen wir wieso diese Initiativen so wichtig sind. ~~Dooch~~ Vielleicht durch soziale Medien können wir endlich ~~segierige~~ regierige Veränderungen fordern und einem Ende zu ~~bringen die~~ die ethnische Säuberung der Uiguren ~~verursachen.~~ verursachen.

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- the importance of students indicating the area of study and the title of their independent investigation

- that it is not appropriate to use 'du' or 'ihr' in a formal essay and to be consistent in their application of this. Use of 'man' should be encouraged

- that in order to achieve the highest marks, students need to use a greater range of complex sentences correctly, including use of subordinate and relative clauses with correct word order and punctuation, especially the correct use of commas

- encouraging students to use a range of tenses (past, present and future) as well as mood, e.g. present and past subjunctive

- that errors in language elements can also impact on meaning

- that a wide range of cohesive devices are required for full marks. Use of simplistic and repetitive words and phrases, rather than a variety, will not be awarded the higher marks

- encouraging students to clearly state a thesis in the introduction and develop a personal, critical or creative argument to support the thesis across the response

- reminding students to clearly indicate their chosen stimulus on the examination paper.