# German Extension marking guide and response

External assessment 2022

#### Extended response (35 marks)

#### 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 the provided stimulus materials
- 2. apply knowledge of language elements, structures and textual conventions to create meaning in texts, in relation to the provided stimulus materials
- 3. identify how meaning, attitudes, perspectives and values underpin the provided stimulus materials, and how they influence audiences
- 4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments, in relation to the provided stimulus materials
- 5. create texts that convey information and ideas in German for context, purpose and audience and cultural conventions, in relation to the provided stimulus materials
- 6. structure, sequence and synthesise information to respond personally, critically and/or creatively to the provided stimulus materials.



# **Purpose**

This document consists of a marking guide and a sample response.

The marking guide:

- · provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- · has been annotated using the marking guide.

#### Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

# Marking guide

# **Criterion: Creating German texts**

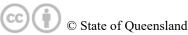
Cohesion		Meaning		Language elements Textual conventions		Textual conventions		
The response:	М	The response:	М	The response:	М	The response:	М	
uses a wide range of cohesive devices purposefully	3	uses proficient and complex German to create fluent sentences	4	<ul> <li>uses a wide range of vocabulary purposefully</li> <li>uses a wide range of grammar purposefully</li> <li>uses a wide range of tenses purposefully</li> <li>uses consistent register for context</li> </ul>	8	uses all of the following an introduction at least 2 body paragraphs a conclusion	3	
uses a range of cohesive devices	2	uses proficient German to create generally fluent sentences	3	uses a wide range of vocabulary accurately uses a wide range of grammar accurately uses a wide range of tenses accurately uses consistent register for context	7	uses 2 of the following an introduction at least 2 body paragraphs a conclusion	2	
uses repetitive or few cohesive devices	1	uses mostly proficient German to convey meaning	2	<ul> <li>uses a wide range of vocabulary with few errors</li> <li>uses a wide range of grammar with few errors</li> <li>uses a wide range of tenses with few errors</li> <li>uses consistent register for context</li> </ul>	6	uses - an introduction - at least 1 other paragraph OR  uses at least 2 body paragraphs	1	
<ul> <li>does not satisfy any of the descriptors above</li> <li>OR</li> <li>is in English.</li> </ul>	0	uses German to convey fragmented meaning	1	uses a range of vocabulary with few errors     uses a range of grammar with few errors	5	<ul> <li>does not satisfy any of the descriptors above</li> <li>OR</li> <li>is in English.</li> </ul>	0	

Cohesion	Meaning		Language elements		Textual conventions	
			<ul> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register for context</li> </ul>			
	does not satisfy any of the descriptors above.     OR     is in English.	0	<ul> <li>uses a range of vocabulary with errors</li> <li>uses a range of grammar with errors</li> <li>uses a range of tenses with errors</li> <li>mostly uses consistent register for context</li> </ul>	4		
			uses repetitive vocabulary and grammar with some errors	3		
			uses repetitive vocabulary and grammar with frequent errors	2		
			uses isolated words and phrases	1		
			does not satisfy any of the descriptors above     OR     is in English.	0		

# **Criterion: Analysing German texts**

Understanding		Analysis		Evaluation		Argument	
The response:	М	The response:	М	The response:	М	The response:	М
<ul> <li>demonstrates thorough understanding of attitudes and values in the chosen stimulus</li> <li>selects references from the stimulus that are relevant to these attitudes and values</li> </ul>	4	identifies relevant attitudes and values in the chosen stimulus     provides an authoritative interpretation of how these attitudes and values are used to influence audiences	4	states a clear judgment about the attitudes and values in the chosen stimulus and how these are used to influence audiences     supports the judgment with well-substantiated conclusions using the chosen stimulus and their own ideas	5	<ul> <li>clearly states a thesis that is to be substantiated</li> <li>develops a discriminating personal, critical or creative argument to support the thesis across the response</li> </ul>	4
<ul> <li>demonstrates         understanding of an         attitude and a value in the         chosen stimulus</li> <li>selects references from         the stimulus that are         mostly relevant to the         selected attitude and         value</li> </ul>	3	<ul> <li>identifies a relevant attitude and a relevant value in the chosen stimulus</li> <li>provides an interpretation of how the attitude and value are used to influence audiences</li> </ul>	3	states a judgment about how an attitude and a value in the chosen stimulus are used to influence audiences     supports the judgment with relevant conclusions using the chosen stimulus and their own ideas	4	states a thesis that is to be substantiated     develops a personal, critical or creative argument to support the thesis across the response	3

Understanding		Analysis		Evaluation		Argument	
<ul> <li>demonstrates         understanding of an         attitude or a value in the         chosen stimulus</li> <li>selects references from         the stimulus that are         mostly relevant to the         selected attitude or value</li> </ul>	2	identifies a relevant attitude and a relevant value in the chosen stimulus      OR     provides an interpretation of a relevant attitude or a relevant value in the stimulus	2	<ul> <li>makes a statement about an attitude and a value in the chosen stimulus</li> <li>links this statement to the chosen stimulus and their own ideas</li> </ul>	3	<ul> <li>states a thesis that is to be substantiated</li> <li>includes statements to mostly support the thesis</li> </ul>	2
demonstrates     comprehension of some     words and phrases in the     chosen stimulus	1	states their own ideas about the chosen stimulus	1	<ul> <li>makes a statement about an attitude or a value in the chosen stimulus</li> <li>links this statement to the chosen stimulus or their own ideas</li> </ul>	2	provides some statements that show an opinion	1
does not satisfy any of the descriptors above.	0	does not satisfy any of the descriptors above.	0	makes a statement about     1 attitude or 1 value in the     chosen stimulus	1	does not satisfy any of the descriptors above.	0
			does not satisfy any of the descriptors above.	0			



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