

German Extension subject report

2022 cohort

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Introduction

Throughout 2022, schools and the QCAA worked together to further consolidate the new Queensland Certificate of Education (QCE) system. The familiar challenges of flood disruption and pandemic restrictions were managed, and the system continued to mature regardless.

We have now accumulated three years of assessment information, and our growing experience of the new system is helping us to deliver more authentic learning experiences for students. An independent evaluation will commence in 2023 so that we can better understand how well the system is achieving its goals and, as required, make strategic improvements. The subject reports are a good example of what is available for the evaluators to use in their research.

This report analyses the summative assessment cycle for the past year — from endorsing internal assessment instruments to confirming internal assessment marks, and marking external assessment. It also gives readers 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.

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, including those 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:

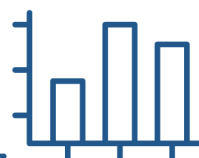
- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for external assessment.

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 General subjects (including alternative sequences (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary



Subject completion

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

Note: All data is correct as at 31 January 2023. 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: 3.

Completion of units	Units 3 and 4
Number of students completed	37

Units 3 and 4 internal assessment (IA) results

There were insufficient student enrolments in this subject to provide useful analytics.

External assessment (EA) marks

There were insufficient student enrolments in this subject to provide useful analytics.

Final subject results

There were insufficient student enrolments in this subject to provide useful analytics.

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	100–81	80–62	61–43	42–19	18–0

Distribution of standards

There were insufficient student enrolments in this subject to provide useful analytics.

Internal assessment



The following 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 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	3	3	3
Percentage endorsed in Application 1	66%	100%	33%

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 v4.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	3	20	0	100%
2	3	15	0	66.67%
3	3	15	0	66.67%



Examination — combination response (20%)

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen audio, audiovisual or visual German stimulus texts.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

The examination relates to one area of study, chosen by the school, that has been covered in Unit 3.

Schools may deliver this instrument over consecutive sessions but must ensure that the integrity of the examination is not compromised. Examination specifications describe the relationship of the components to each other. Both components should 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	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: 3.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned closely with the subject matter of the unit and topic
- included questions that
 - allowed students to demonstrate the assessable objectives and performance level descriptors of the ISMG
 - invited unique student responses, by avoiding leading questions or including too much detail from the text
- used short response stimulus items that conformed to assessment specifications

- used extended response stimulus items that conformed to assessment specifications, i.e.
 - up to two unseen authentic visual stimulus texts related to the short response stimulus (but which did not compromise complexity by providing cues to understanding of other stimulus materials, and did not exceed a combined total length of 60 words)
 - stimulus and questions were provided 15 minutes prior to the student response, during which time students were permitted to make notes
- provided a clear context for the assessment task
- provided stimulus items relevant to the subject matter, and of suitable scope and scale.

Practices to strengthen

It is recommended that assessment instruments:

- ensure that the complexity of audiovisual texts is not compromised by providing written text in the form of captions or subtitles
- conform to syllabus specifications regarding total word length of the stimulus texts. This must be 500–800 words when combined
- ensure that each visual stimulus text contains German language.

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: 3.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided bias and inappropriate content
- used images, diagrams or other visual elements that were legible, clear, relevant and accessible
- used clear and audible audio and audiovisual elements with no written cues or visuals that would assist comprehension
- provided clear instructions using cues that aligned to the specifications, objectives and ISMG
- used appropriate language and avoided unnecessary jargon, specialist language and colloquial language

- were free of errors and modelled accurate spelling, grammar, punctuation and other textual features
- used appropriate formatting features with minimal distractions to ensure accessibility by all students.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

- Ensure that no more than two visual texts are used for Part 2.
- Change stimulus texts from one year to another to maintain academic integrity.

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	100%	0%	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 marked at higher performance levels articulated clearly how audiences were influenced by meaning, attitudes, perspectives, and values in the analysed texts
- student responses requiring analysis in German were marked according to the extent to which the choice of analytical techniques was clearly articulated in German and justified using a range of language elements.

Samples of effective practices

The following excerpt illustrates:

- 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.

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

Excerpt 1

Deutschland hat ein positives Einstellung über Flüchtlingen.
 Stimulus 7 sagt, dass Deutschland sind zu Immigranten und
 Flüchtlingen sehr tolerant, und viele Flüchtlingen und
 Immigranten kommt ~~zu~~ zu Deutschland um ^(zum Beispiel von Iraq und Afganistan) zu wohnen ^{sicher} und Teil
 der Gesellschaft sein.
 Die Frau in der stimulus sagt, dass die Ausländer sind sehr
 schön in Deutschland integriert ^{und einladend} egal welche
 Glaubensrichtungen oder Anderen die die Ausländer
 haben. Es gibt viele Deutsche Menschen, die glaubt dass
 Flüchtlingen sehr wichtig zu Deutschland sind, und es
 gibt viele Vorurteilen ^{über Flüchtlingen} trotzdem, durch Medien, die
 Meinungen ^{über Flüchtlingen} von viele Menschen können beeinflusst sein -
 in positives und negatives Wegen. sondern, alle Menschen
 in der stimulus sagt positives Meinungen über Ausländer/
 Flüchtlingen, die zeigt die positives Einstellung. Die Menge
 von Flüchtlingen in Deutschland zeigt wie einladend sie sind,
 und unterstützt die Aussage mit Bezug zu ein positives Einstellung.

The following excerpt illustrates discerning analysis and evaluation of relevant information and ideas, including:

- well-constructed and well-justified conclusions
- thorough comprehension of language elements to identify gist and extensive details in the stimulus text/s.

Excerpt 2

⊕ identification of meaning Stimulus eins ist ein Podcast, ^{mit der ein} die Absicht des Textes ~~ist~~ die Zielgruppe zu informieren.

⊕ comprehension of details Es gibt eine tolle Möglichkeit, ^{für InfluencerInnen für ökologischen Wandel} und das Podcast hat die Informationen. Die Zielgruppe ist

⊕ identification of values/attitudes Jugendliche, die ^{sind} am Kampf gegen den Klimawandel interessiert, weil Jugendliche soziale und digitale Medien sehr oft nutzen. Eine Schlager Beispiel ist die Rolle von InfluencerInnen im Text. Es gibt viele InfluencerInnen auf sozialen Medien aber nur Jugendliche sind interessant, weil

⊕ justification of analysis alte Leute weniger interessant in soziale Medien interessant sind. Infolge ist es klar, dass Jugendliche die Zielgruppe ^{sind} ist. Dies ist

⊕ identification of purpose and meaning auch wahr für die Absicht des Text, weil es Jugendliche ermutigen ^{soll} um ein ^{en} nachhaltig ^{en} Lebensstil zu leben.

Practices to strengthen

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

- students' knowledge of structures and language elements must show a wide variety and only the occasional error to match the description of 'effective'. Responses where the meaning can be understood but there are frequent inaccuracies in the use of language match the description of 'considered'.

Additional advice

- The school's provisional marks in the marks tab must match the uploaded marked ISMG.
- A best-fit approach should be used to avoid marking scheme errors, e.g. where the response matches two of three characteristics in a two-mark range performance level, and one characteristic in a performance level below, the appropriate mark is the lower mark in the two-mark range.



Examination — extended response (25%)

This assessment focuses on the analysis and evaluation of ideas and information. It is a stimulus response to a particular task or question, for an area of study not examined in the summative internal instrument 1 (IA1). While students may undertake some research in the writing of the extended response, it is not the focus of this technique. Students may use class time to engage with the stimulus provided by the teacher.

The response will 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	0
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 3.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided students the opportunity to cover the required assessable objectives and performance-level descriptors of the instrument-specific marking guide
- allowed students to apply knowledge of language elements, structures and textual conventions to create meaning in texts related to the chosen areas of study
- cued students to analyse and evaluate information and ideas from selected texts related to the chosen area of study to draw conclusions and justify points of view and arguments
- provided students the opportunity to create texts that conveyed information and ideas in German for context, purpose and audience, and cultural conventions
- cued students to structure, sequence and synthesise information to respond to selected texts personally, critically and/or creatively

- addressed all assessment specifications by utilising three authentic stimulus texts of appropriate scope and scale, relevant to the topics and subject matter for Unit 3 and which had not been selected for IA1, and ensured they conformed to syllabus specifications (Syllabus section 2.9.2), i.e.
 - one authentic visual German stimulus text that
 - did not compromise complexity by providing cues to understanding other stimulus materials
 - contained no more than 60 words in German
 - one authentic written stimulus of 400–600 words in German related to the same area of study as the visual stimulus
 - one additional authentic stimulus text, visual or written and approved by the teacher, selected by the student that fitted the above description
- provided clear instructions using cues that aligned to the syllabus specifications, assessment objectives and ISMG
- provided meaningful scaffolding and appropriate checkpoints for task completion.

Practices to strengthen

It is recommended that assessment instruments:

- ensure that visual stimulus texts contain German language and are not simply pictorial.

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: 3.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- contained no bias or inappropriate content
- contained no inappropriate language use, and avoided unnecessary jargon, specialist language or colloquial language
- modelled accurate spelling, grammar, punctuation and other textual features
- used bold, italics and other formatting features only where relevant.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

- Use an appropriate German concept to help students frame their analysis, e.g. *Willkommenskultur*.
- Ensure scaffolding describes specific processes that must be used, or expectations for the presentation of the student response, e.g. information about the essay format to be used, expected referencing or citation conventions, etc. and that it avoids mere repetition of task instructions.

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	100%	0%	0%	0%
2	Creating German texts	66.67%	33.33%	0%	0%

Effective practices

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

- responses showed the use of both textual conventions and language features to infer meaning
- responses analysed the relevant information in the stimulus and drew substantiated conclusions related to the stimulus
- context, purpose, audience and/or cultural conventions were well integrated to create fluent texts in German.

Samples of effective practices

The following excerpt illustrates:

- discerning analysis and evaluation of relevant information and ideas in German stimulus texts related to the chosen areas of study
- well-constructed and discerning conclusions
- well-substantiated justification of points of view and arguments.

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

Excerpt 1

Alle haben Probleme und Kämpfe die sie jeden Tag behandeln. Die meisten sind mit ihrem Leben unzufrieden. Aber, deshalb haben wir Filme. Filme zeigen alternative Realitäten, wo wir die Schwierigkeiten und Eintönigkeit unserer Lebens ~~vergessen können~~ ^{vergessen können}. Aber es ist wichtig Erfindung und Unterhaltung, und Realität auszubalancieren: ohne Erfindung und Überhöhung sind Filme ~~langweilig~~ ^{langweilig}, aber ohne Realität, sind Filme nicht bezieher. überall, obwohl ~~deutsche~~ ^{deutsche} Filme und Fernsehshows in der Realität gegründet sind, um bezieher zu sein, überheben sie und versüßen sie Pille von echten Welt Probleme, um zu unterhalten, als Fluchtweg vor der Realität. Diese Überhebungen können positive Einflüsse haben, weil sie uns von echten, schlechten Leben entfernen. Aber, Überhebung kann auch negative Einflüsse haben, in dem es unrealistischen Erwartungen für das wirkliches Leben schafft. Überall, müssen wir das perfekte Gleichgewicht zwischen Erfindung und Realität in deutsche Filmen finden.

Practices to strengthen

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

- teachers take into account that errors in the application of language elements have an impact on more than one characteristic of the criterion, Creating German texts, as they impede the creation of meaning and the cohesive and coherent structure of the response.

Additional advice

- The stimulus texts to which students refer need to be uploaded in order to allow the analysis to be reviewed and confirmed.



Project — investigative folio (30%)

This assessment focuses on an investigative process that requires the application of a range of cognitive, technical and creative skills and theoretical understandings. Students document the iterative process undertaken to investigate a topic. The response is a coherent work that includes a multimodal presentation in German, followed by a discussion. This assessment occurs over an extended and defined period of time.

Students design their own investigation, in negotiation with their teacher, for an additional area of study. The unit ensures that students can pursue areas of special interest different from those previously studied in Unit 3. The focus of the project should present a challenge to the student in terms of linguistic development and must be negotiated and agreed on in advance with their teacher. It must not be an extension of a learning experience undertaken in the subject matter of Unit 3.

The student's progress in their special interest study should be monitored regularly and culminate in a multimodal presentation.

In their independent special interest investigation, students will:

- determine a topic for investigation, i.e. choose a topic that they are interested in and negotiate with the teacher to research it
- conduct an investigation to identify suitable texts, e.g. research various appropriate texts on their selected topic
- analyse and evaluate chosen texts to determine the suitability of a range of text types
- assess the validity of selected texts in consultation with the teacher to determine the author's authority on their selected topic
- synthesise information and justify their conclusions in German, i.e. develop a point of view based on the range of text types and justify it
- create a multimodal presentation in German based on their conclusions to outline the results of their investigation
- discuss their conclusions in German to explain how they reached their findings.

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	2
Authentication	1
Authenticity	0
Item construction	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 3.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues that aligned to the syllabus specifications, assessment objectives and ISMG
- provided meaningful scaffolding and appropriately sequenced checkpoints for task completion.

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	0
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 3.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- contained no bias or inappropriate content
- contained no inappropriate language use, and avoided unnecessary jargon, specialist language or colloquial language

- modelled accurate spelling, grammar, punctuation and other textual features
- used bold, italics and other formatting features only where relevant.

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	66.67%	0%	33.33%	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:

- the investigations presented a strong logical analysis, comparison, and contrast in the research of the chosen topic and developed well-justified perspectives in a creative and critical way
- in the individual conversations with the teacher, students used a wide range of grammatical structures and a variety of lexical items and provided a well-developed personal perspective or point of view on the information provided in their selected texts.

The following excerpt illustrates a coherently and cohesively structured response demonstrating discerning application of language elements and/or textual conventions and integration of context, purpose, audience.

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

Excerpt 1

Audio content: (1 min, 13 secs) https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_german_ext_21_subj_rpt_ia3.mp3

Practices to strengthen

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

- based on the results of their independent interest investigation, students develop in their presentations a more personal point of view, e.g., present their findings on a topic from the selected areas of study and explain how they came to these conclusions, rather than present a factual response which does not analyse or evaluate information in greater detail
- while conversing in German, English interference should be avoided as the integration will mean the response is more appropriately described as considered than effective.

Additional advice

- The student chosen stimulus should be uploaded along with the student response at confirmation so that confirmers can confirm that student conclusions and justifications are well-substantiated.
- Schools should check audio files for the quality of sound.

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 assessment is an extended response using stimulus from a range of different text types and on topics from the area 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 required students to:

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

Criterion: Creating German texts

This criterion required students to:

- provide a personal, critical and/or creative response to the 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 were not allowed.
 - Notes were not allowed.

Extended response

The assessment required students to write an extended response to one of the 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:

- how a group of Australian and German writers uses cartoons to help counter prejudice in society
- how using technology is being used to encourage German society to read again
- the new phenomenon of social media apps.

The assessment instrument was designed using 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:

- the requirement to adhere to textual conventions
- the need to use a consistent register and a wide range of vocabulary, grammar, and tenses
- the need to state a clear thesis in the opening paragraph.

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.

Effective student responses:

- included an introduction, at least two body paragraphs and a conclusion (textual conventions)
- 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 and 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).

Practices to strengthen

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

- 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
- that errors in language elements can also have an impact on meaning
- that a wide range of cohesive devices is required for full 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.