German Extension subject report

2023 cohort

January 2024

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

240024

For all Queensland schools

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Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia

Phone: (07) 3864 0299
Email: office@qcaa.qld.edu.au
Website: www.qcaa.qld.edu.au

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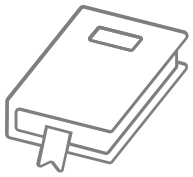
Introduction



Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes 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 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:

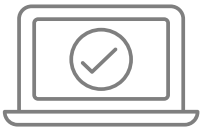
- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for internal and external assessment.

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 senior subjects.

Subject highlights

2
schools offered
German Extension

95.45%
of students
completed
2 units



100%
of students
received a C
or higher

Subject data summary

Subject completion

The following data includes students who completed the General subject.

Note: All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered German Extension: 2.

Completion of units	Units 3 and 4
Number of students completed	42

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

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	80–63	62–43	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 *QCE and QCIA policy and procedures handbook v5.0*, Section 9.6.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	2	2	2
Percentage endorsed in Application 1	0%	100%	100%

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 v5.0*, Section 9.7.

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	2	13	0	100%
2	2	13	0	100%
3	2	13	0	100%

Internal assessment 1 (IA1)

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

*Each priority might contain up to four assessment practices.

Total number of submissions: 2.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided stimulus that aligned with student interests to facilitate student engagement
- provided stimulus that facilitated rich analysis and opportunities for the perceptive identification of how meaning, attitudes, perspectives and/or values influence audiences
- provided stimulus that allowed for analysis appropriate to the extension level
- for Creating German texts, offered stimulus that allowed students to connect to audience and/or cultural conventions while providing for an expansion into fresh but relevant perspectives.

Practices to strengthen

It is recommended that assessment instruments:

- provide stimulus that conform to the syllabus requirements, particularly stimulus length, as outlined in Syllabus section 2.9.1.

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: 2.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- allowed students to engage with language that challenged them at an appropriate level for an extension language syllabus
- avoided bias and inappropriate content that would cause distress to students as outlined in the *QCE and QCIA policy and procedures handbook v5.0,* Section 8.2.2: Appropriate learning experiences and materials
- 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.

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 that were marked at higher performance levels articulated how audiences were influenced by meaning, attitudes, perspectives, and/or values in the analysed texts, in both German and English, depending on the requirement of the question
- student responses in German showed analytical technique and were justified using a range of language elements.

Samples of effective practices

The following excerpt has been included as it demonstrates discerning application of language elements to convey information and ideas for context, purpose, audience and cultural conventions.

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

Heimat ist für jeden was anderes, es kann ein Gefühl sein, es kann ein Ort sein. In der Graphik ~~Stimulus~~ gibts unterschiedliche Meinungen dazu weil alle an

wie in Stimulus - Kultur Beeinflusst die Bedeutung von Heimat sowie die Kindheit und Religion

Viele Integration / Migranten großes Thema in Deutschland. Deswegen wurde das Lied MMN erschafft um zu zeigen dass obwohl wir aus unterschiedlich Länder Stämmen ~~sollen~~ können wir zusammen arbeiten um eine Heimat zu finden. Publikum vor allem es sind Deutsche weil da viel integration

Audio content: (0 min, 58 secs) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_german_ext_ia1_e1.mp3

Practices to strengthen

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

- student responses sufficiently identify and justify the attitudes, perspectives and/or values that underpin the stimulus text/s to be awarded the higher performance level on the ISMG.

Internal assessment 2 (IA2)

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: 2.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- posed an open-ended task/question that allowed for student analysis and evaluation
- provided stimulus with authentic German language and German-speaking context
- provided stimulus that is relevant to student interest to facilitate engagement with the task

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: 2.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided students with thought-provoking topics and cognitively engaging ideas or information to analyse and evaluate while avoiding material that would be inappropriate for a student audience.

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	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:

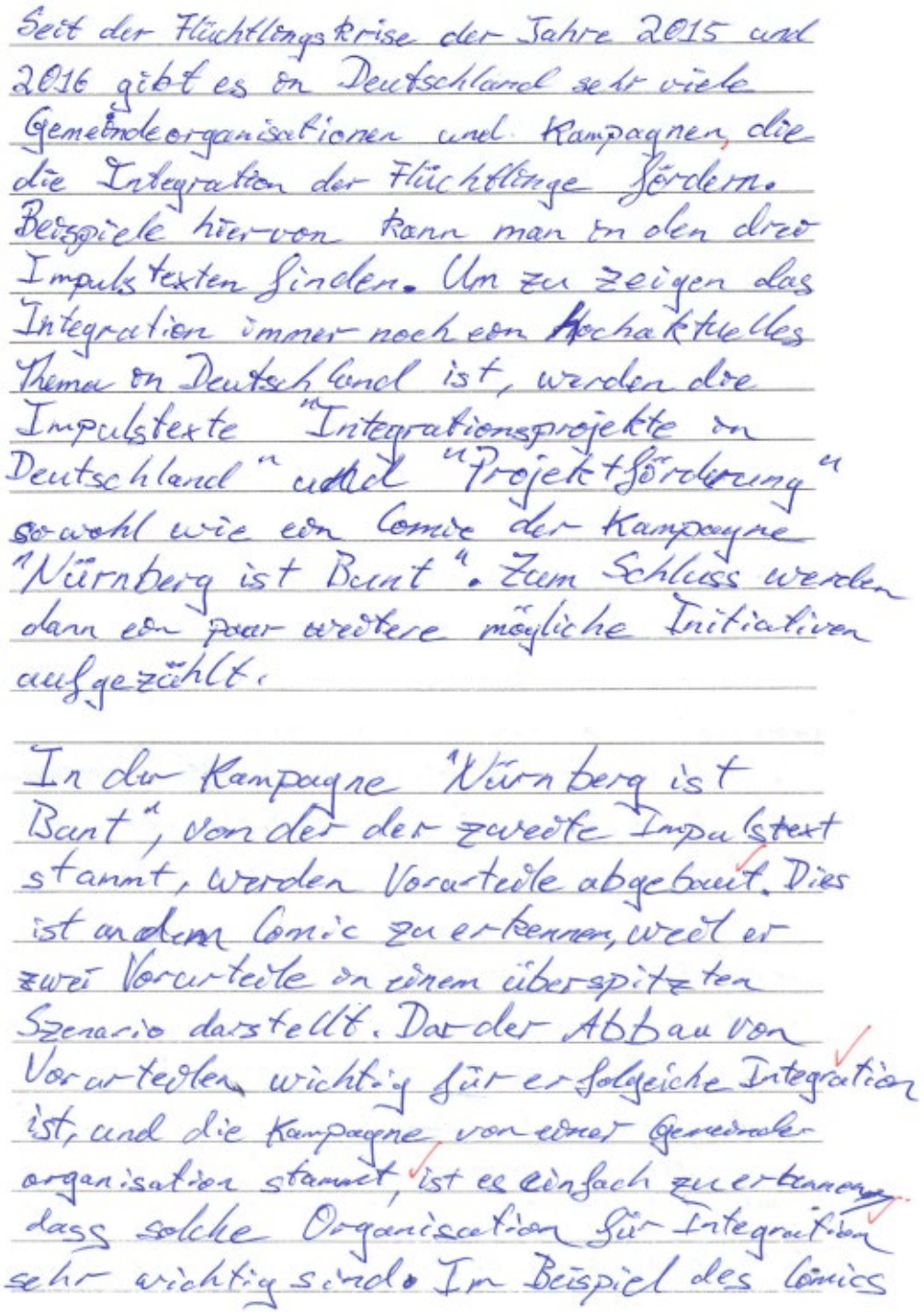
- for Analysing German texts and Creating German texts
  - ideas were developed in a structured and coherent way and demonstrated a logical flow of text/s through the use of clear paragraphing strategies, e.g. introduction to the topic, analysis of ideas and arguments supported by examples, conclusion
  - well-constructed conclusions were drawn from the stimulus texts and supported by well-substantiated justification, and students' personal perspectives
  - the elements of purpose, audience, context and tone (PACT) and were clearly identified and supported in the analysis.

Samples of effective practices

The following excerpts illustrate discerning analysis and evaluation with well-constructed conclusions and substantiated justification of points of view and arguments, and discerning application of language elements, structures and/or textual conventions to create meaning in proficient and complex German texts, including discerning integration of purpose, audience, context and tone (PACT) elements.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

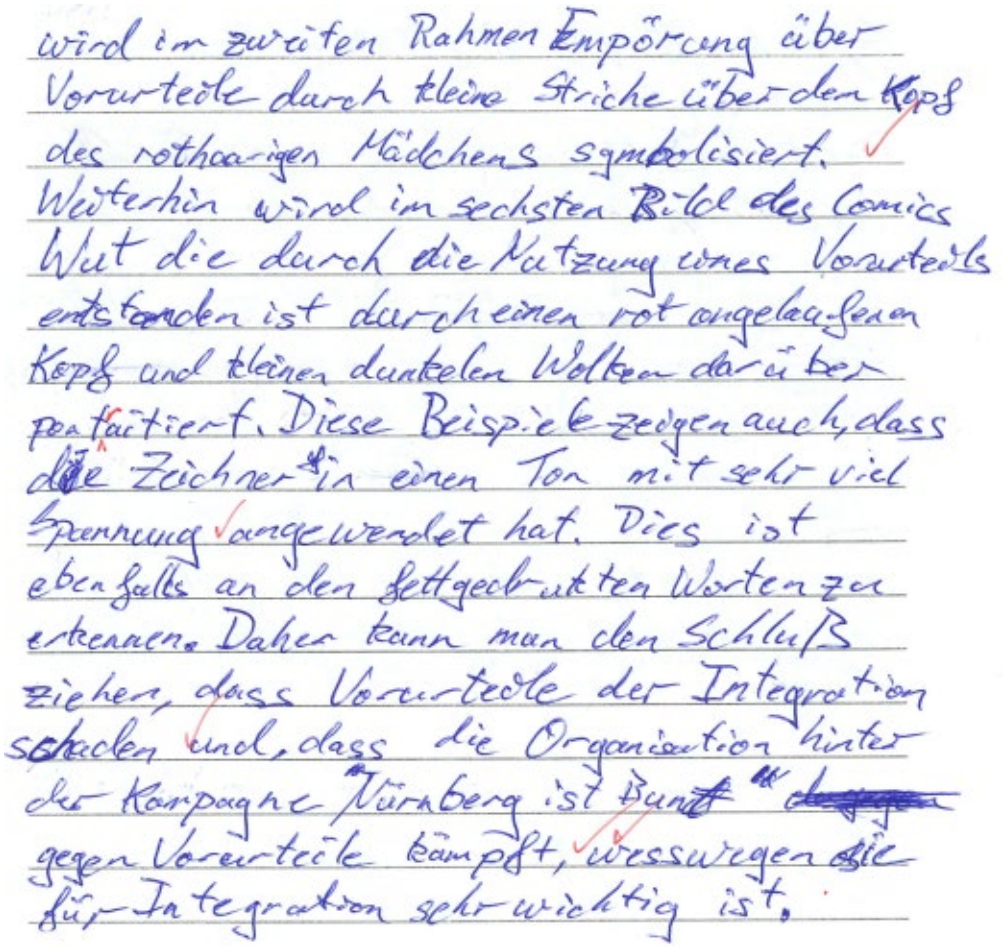
Excerpt 1



Seit der Flüchtlingskrise der Jahre 2015 und 2016 gibt es in Deutschland sehr viele Gemeindeorganisationen und Kampagnen, die die Integration der Flüchtlinge fördern. Beispiele hiervon kann man in den drei Impulstexten finden. Um zu zeigen das Integration immer noch ein hochaktuelles Thema in Deutschland ist, werden die Impulstexte "Integrationsprojekte in Deutschland" und "Projektförderung" sowohl wie ein Comic der Kampagne "Nürnberg ist Bunt". Zum Schluss werden dann ein paar weitere mögliche Initiativen aufgezählt.

In der Kampagne "Nürnberg ist Bunt", von der der zweite Impulstext stammt, werden Vorurteile abgebaut. Dies ist an dem Comic zu erkennen, weil er zwei Vorurteile in einem überspitzten Szenario darstellt. Da der Abbau von Vorurteilen wichtig für erfolgreiche Integration ist, und die Kampagne von einer Gemeinde organisation stammt, ist es einfach zu erkennen, dass solche Organisation für Integration sehr wichtig sind. Im Beispiel des Comics

Excerpt 2



wird im zweiten Rahmen Empörung über Vorurteile durch kleine Striche über dem Kopf des rothaarigen Mädchens symbolisiert. Weiterhin wird im sechsten Bild des Comics Wut die durch die Katzung eines Vorurteils entstanden ist durch einen rot angelaufenen Kopf und kleinen dunkelen Wolken darüber portätiert. Diese Beispiele zeigen auch, dass die Zeichner*in einen Ton mit sehr viel Spannung angewendet hat. Dies ist ebenfalls an den fettgedruckten Wörtern zu erkennen. Daher kann man den Schluß ziehen, dass Vorurteile der Integration schaden und, dass die Organisation hinter der Kampagne Nürnberg ist Bunt" gegen Vorurteile kämpft, weswegen sie für Integration sehr wichtig ist.

Practices to strengthen

There were no significant issues identified for improvement.

Internal assessment 3 (IA3)

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	0
Authentication	0
Authenticity	0

Validity priority	Number of times priority was identified in decisions*
Item construction	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 2.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- highlighted the importance for students to engage with and reflect on the investigative process throughout the preparation of their response
- ensured students were able to design an investigation that challenges their linguistic development.

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: 2.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- clearly outlined the conditions and requirements of the investigative folio project
- provided students with material that was age-appropriate for a student audience to engage with at an extension level and did not contain any references to an audience over 18 years
- modelled accurate German spelling and grammar.

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	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:

- for Analysing German texts
  - the upper mark range was awarded only for responses that thoroughly analysed various viewpoints in the stimulus texts and offered well-balanced arguments to substantiate their conclusions through an investigative process
- for Creating German texts
  - students used a wide range of vocabulary and a variety of complex grammatical structures.

Samples of effective practices

The following excerpt demonstrates perceptive understanding of the topic, and an ability to synthesise information and develop a personal perspective in relation to the topic.

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

Audio content: (1 min, 02 secs) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_german_ext_ia3_e1.mp3

Practices to strengthen

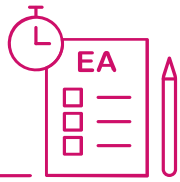
There were no significant issues identified for improvement.

Additional advice

- Students should ensure they develop a clear point of view in their multimodal presentation, and cohesively link their ideas to this contention to provide opportunity to demonstrate discerning or effective qualities across the response.

- Schools should ensure the student-selected stimulus is submitted with the student response at confirmation so that confirmers can establish whether student conclusions and justifications are well substantiated.

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 — extended response (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.

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.

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.

The stimulus material was three written texts. The first was about science fiction and its relationship to current and future innovations, the second dealt with using software applications to research family genealogies, and the third was about the rising popularity of documentary films. They were designed to elicit an extended response which analysed one of the texts and also related to the student's own investigative response.

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 were not allowed.
  - Notes were not allowed.

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.

Effective practices

Overall, students responded well when they:

- demonstrated understanding and analysis of attitudes and values in the chosen stimulus
- met the requirement to adhere to textual conventions.

Samples of effective practices

Extended response

Criteria: Analysing German texts; Creating German texts

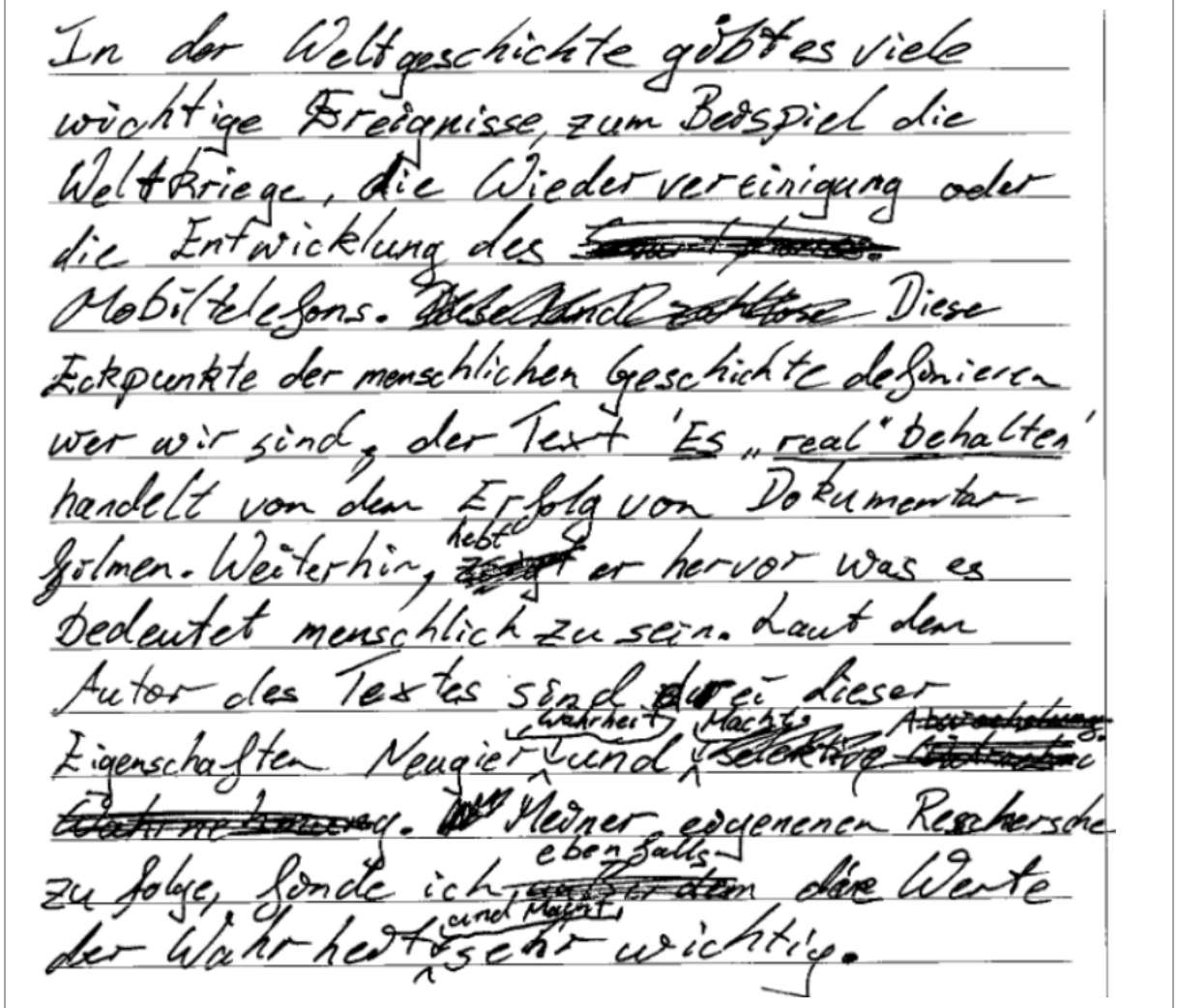
Effective student responses:

- demonstrated a thorough understanding of the attitudes and values in the chosen stimulus and selected references from the stimulus relevant to these
- identified relevant attitudes and values in the chosen stimulus and provided an authoritative interpretation of how these were used to influence audiences
- stated a clear judgment about the attitudes and values of the chosen stimulus and supported the judgment with well-substantiated conclusions using the chosen stimulus and their own ideas
- clearly stated a thesis to substantiate, and developed a discriminating personal, critical or creative argument to support the thesis across the response
- purposefully used a wide range of cohesive devices to connect ideas within and across paragraphs
- used proficient and complex German to create fluent sentences and convey relevant meaning
- purposefully and accurately employed a wide range of vocabulary, grammar and tenses with consistent register
- included an introduction, at least two body paragraphs, and a conclusion.
  .

These excerpts have been included to show how:

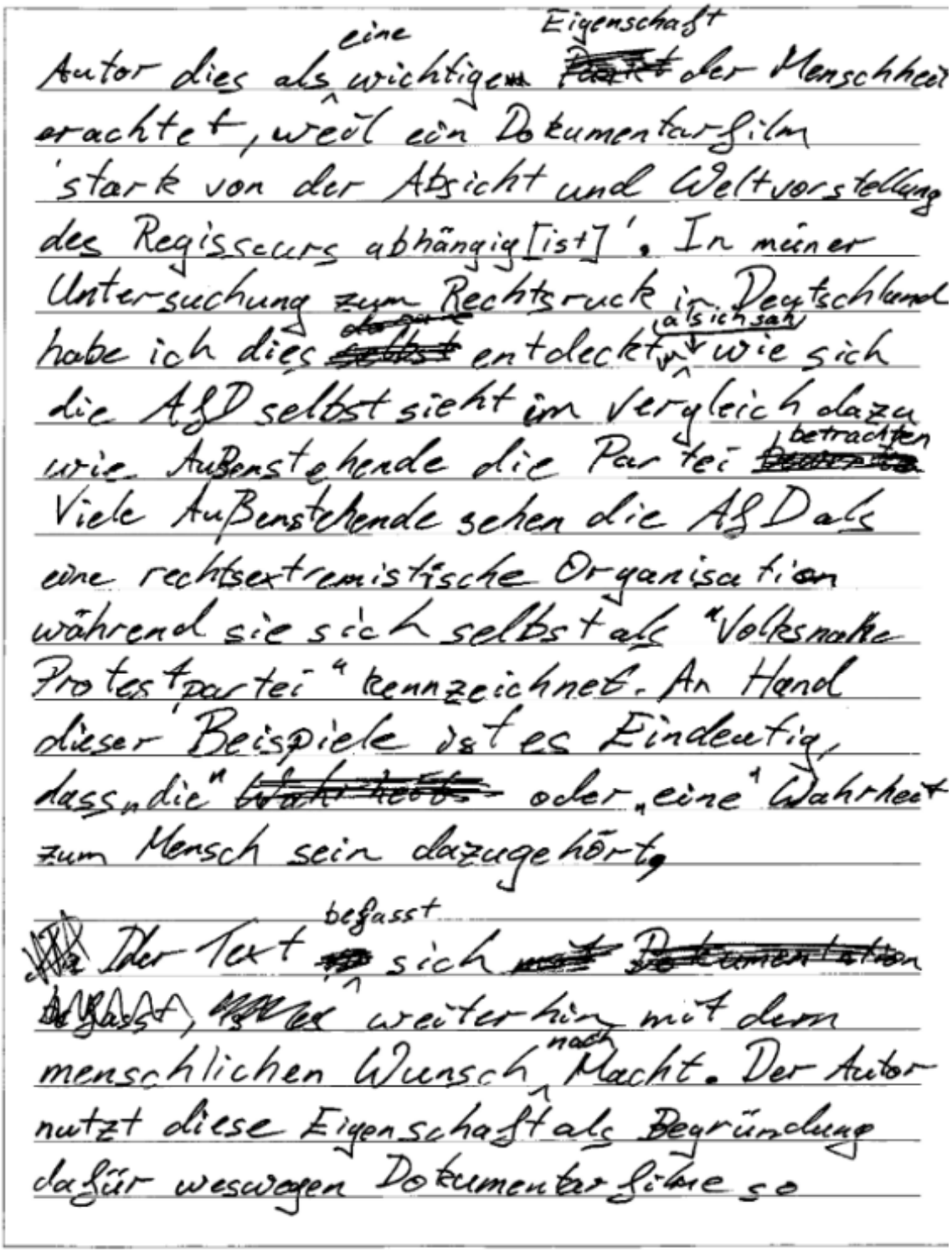
- a clear thesis statement should be provided in the introduction and developed across the response
- ideas from the independent investigation should be integrated throughout the analysis of the chosen stimulus text
- the use of discriminating cohesive devices can help to improve the flow of ideas
- references to parts of the stimulus text should be short and relevant.

Excerpt 1



In der Weltgeschichte gibt es viele wichtige Ereignisse, zum Beispiel die Weltkriege, die Wiedervereinigung oder die Entwicklung des ~~[illegible]~~ Mobiltelefons. ~~[illegible]~~ Diese Eckpunkte der menschlichen Geschichte definieren wer wir sind, der Text 'Es „real" behalten' handelt von dem Erfolg von Dokumentarfilmen. Weiterhin, ~~zeigt~~ hebt er hervor was es bedeutet menschlich zu sein. Laut dem Autor des Textes sind drei dieser Eigenschaften Neugier, Wahrheit und Macht ~~selektive Abwechslung~~ ~~[illegible]~~. Meiner eigenenen Reschersche zu folge, finde ich ~~außerdem~~ ebenfalls die Werte der Wahrheit und Macht sehr wichtig.

Excerpt 2



Autor dies als eine wichtige Eigenschaft der Menschheit erachtet, weil ein Dokumentarfilm 'stark von der Absicht und Weltvorstellung des Regisseurs abhängig [ist]'. In meiner Untersuchung zum Rechtsruck in Deutschland habe ich dies entdeckt, als ich sah wie sich die AfD selbst sieht im Vergleich dazu wie Aussenstehende die Partei betrachten. Viele Aussenstehende sehen die AfD als eine rechtsextremistische Organisation während sie sich selbst als "Volksnahe Protestpartei" kennzeichnet. An Hand dieser Beispiele ist es Eindeutig, dass die "Wahrheit" oder „eine" Wahrheit zum Mensch sein dazugehört.

Der Text befasst sich weiterhin mit dem menschlichen Wunsch nach Macht. Der Autor nutzt diese Eigenschaft als Begründung dafür weswegen Dokumentarfilme so

Practices to strengthen

When preparing students for external assessment, it is recommended that teachers consider:

- encouraging students to integrate the ideas they have developed from their independent investigation into their response to achieve the highest marks possible for evaluation and argument
- reinforcing the need for students to write with both grammatical complexity and accuracy. Errors in the capitalisation of nouns and misuse of commas were apparent again this year, with students using them after subordinate conjunctions instead of before, and using them inappropriately after time phrases
- reviewing a wider range, as well as more sophisticated cohesive devices students can use, to improve the flow of their ideas, e.g. darüber hinaus, damit
- encouraging students to avoid copying lengthy quotations from the chosen stimulus text to justify their argument. For higher marks, students need to be more discriminating in their quote choices and paraphrasing.

Additional advice

- Students
  - should be trained to proofread their work to minimise errors, particularly with capitals and commas, so they can articulate their ideas cogently. The German Extension course is designed to enhance students' communicative abilities as well as their analytical, creative and critical thinking
  - should revise the difference between 'dass' and 'das'. Some are also confused about when to use 'dass' and when to use a relative pronoun
  - should be able to distinguish between 'Mann' and 'man'
  - should understand that, although acceptable in speech, using 'aber' or any other coordinating conjunction to begin a sentence is not recommended in formal essays. This should be emphasised as part of the conventions for formal writing.