

German Extension subject report

2024 cohort

January 2025



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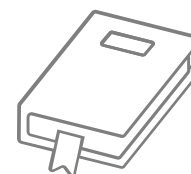
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Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2024 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 General and General (Extension) subjects. 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 2025.

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



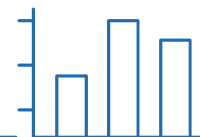
100%
agreement with
provisional marks
for IA3



97.78%
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 2025. 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	45

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

Final marks for IA and EA

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	80–63	62–44	43–19	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 assessment. 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 v6.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Instruments submitted	IA1	IA2	IA3
Total number of instruments	2	2	2
Percentage endorsed in Application 1	50	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 v6.0*, 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	2	15	0	100
2	2	15	0	100
3	2	15	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	1
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided stimulus texts that aligned with an area of study and interest of the students to enhance their learning
- provided stimulus texts that facilitated deep analysis and opportunities for the perceptive identification of how meaning, attitudes, perspectives and/or values influence audiences
- offered stimulus texts that allowed students to connect to the audience and/or cultural conventions while providing for an expansion into fresh but relevant perspectives.

Practices to strengthen

It is recommended that assessment instruments:

- contain clear instructions and questions that meet syllabus specifications.

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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- allowed students to engage with sufficiently complex German language that challenged them at an appropriate level for an Extension syllabus
- were free from errors and modelled accurate spelling, grammar, punctuation and other textual features.

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:

- evidence was matched to performance-level descriptors based on how effectively student responses demonstrated thorough and critical analysis of relevant information and ideas in German texts related to the chosen areas of study, leading to well-constructed, valid conclusions and fully substantiated justifications for viewpoints and arguments

- marks were allocated where student responses
 - demonstrated a keen application of language elements, structures and textual conventions to convey meaning
 - included the thoughtful integration of context, purpose, audience, and cultural conventions to produce cohesive and fluent texts.

Practices to strengthen

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

- to achieve the highest mark range in the spoken section, students must demonstrate the correct use of a wide range of language elements, structures and textual conventions to convey meaning in the chosen areas of study
- if some of the basic grammatical structures are often incorrect, students should receive a mark within the effective mark range or lower.

Samples

The following excerpts demonstrate well-justified analysis and evaluation of relevant information from the stimulus text and a wide range of vocabulary and grammatical structures.

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

Excerpt 1

Laut einer kurzen Reportage, in der vier Deutsche, ~~mit~~ unter denen ~~z~~ manche einen Migrationshintergrund haben, ist es ~~deutlich~~ ^{gemischt, aber eher} dass Deutschland zu Ausländern ~~eine~~ eine ~~the~~ positive Einstellung hat, ~~aber dass manche~~ ~~fließt~~ auch ~~da~~ Person I ist ein junger Deutscher, der ~~er~~ von seinen Wohnachbarn aus dem Iran und Afghanistan erzählt, dass ~~er~~ "wir uns ~~sehr~~ sehr gut verstehen". Diese Toleranz zeigt auch Person III; eine Deutsche, ~~meint dass es~~ ^{ist} wichtig ~~ist~~ anderen gegenüber tolerant zu sein, egal welche kulturelle und religiöse glauben sie haben. Personen II und IV erkennen sowohl positives als auch negatives. ~~und der~~ "Man erlebt Situationen in denen Deutsche dich in eine Schublade stecken, eben weil du öfters anders bist" meint Person II. Person IV erlebt auch Vorurteile und findet

das ~~die~~ "zu viel Medien glauben" verhindert, dass die Leute ihre eigenen Meinungen bilden. Allerdings findet er, dass es "von Jahr zu Jahr besser wird". Zum Schluss zeigt Stimulus 1, dass obwohl es noch negative Einstellungen zu Flüchtlingen gibt, sind die meisten positiv.

Excerpt 2



Audio content: (1 min, 41 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_german_ext_ia1_e2.mp3

The following excerpt has been included as it is fluently delivered through the integration of context and cultural conventions from the stimulus text/s.

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



Audio content: (2 min, 57 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_german_ext_ia1_e1.mp3

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

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- posed an open-ended task that allowed for student analysis and evaluation
- provided stimulus texts with authentic German language
- provided stimulus texts 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

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, the thorough integration of context, purpose, audience and cultural conventions contributed to the production of proficient and complex texts in German
- for Creating German texts, discerning analysis and evaluation of relevant information and ideas within German stimulus texts related to the chosen areas of study. This led to insightful and well-constructed conclusions which were supported by open questions when conversing in German. This critical engagement reflected a deep understanding of the material and provided well-substantiated justifications for various points of view and arguments.

Practices to strengthen

There were no significant issues identified for improvement.

Samples

The following excerpts demonstrate thoughtful and skilful application of language elements, structures and textual conventions to effectively create meaning in advanced and complex German texts related to the chosen areas of study. This includes demonstrating a deep understanding of the language and using its nuances to convey ideas clearly and accurately. The excerpts also demonstrate the careful synthesis of relevant information to ensure the response is cohesively and coherently structured, allowing for the effective development and articulation of ideas throughout the text.

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

Excerpt 1

"Willkommen bei den Hartmanns" ist ein Familien Film der zeigt eine gedeutete Realität über wie es ist für Flüchtlinge in Deutschland. "Willkommen bei den Hartmanns" präsentiert die Realität durch das Genre, Komödie, um das Publikum zu fesseln. Dieser Film ist eine von dem Filmen aus Stimulus 1. Stimulus 1 sagt, "Die Welt der Realität hat ihre Grenzen, die Welt der Phantasie ist grenzenlos". Die Filme in diesen stimulus präsentieren eine erweiterte Realität, aber es wird lustig dargestellt damit ^{Menschen} ~~Menschen~~ es schauen möchten. Reine Realität in dem Film, macht den Film nicht erfolgreich. Sie braucht Komödie und Übertreibung um das Publikum zu engagieren. Ein Beispiel für das, ist das Zebra in "Willkommen bei den Hartmanns". In der Wirklichkeit, gibt es kein Zebra im Hinterhof, aber es macht für einen sehr lustigen Film. Ein anderes Beispiel ist, wenn das Militär in ihr Heim einbricht. Menschen wissen, dass das eine Übertreibung der Realität ist, aber es steigt die Herzfrequenz um ein ^{emotionales Gefühl} ~~emotionalen~~ ~~is~~ ~~erant~~ zu erreichen. Also, durch Komödie und Übertreibung wird die ~~die~~ Realität der Menschen in deutschen Filmen präsentiert.

Excerpt 2

Filme die auf wahren Ereignissen begründet sind, machen es leicht für Zuschauer in den ~~Elter~~ Film einzutauchen, denn sie können sich mit dem Thema identifizieren. Stimulus 2 definiert Eskapismus als "Hang zur Flucht vor der Wirklichkeit und den realen Anforderungen in eine imaginäre Scheinwirklichkeit. In Stimulus 2 werden von Kulturtheoretikern, dem Kino vorgeworfen "seine Zuschauer von der Wirklichkeit abzulenken", und sie fordern Realismus und verdammen Eskapismus. Filme mit realen Hintergrund, sind eine gute Möglichkeit, Realität und Eskapismus zu verbinden, weil sie dem Zuschauer ermöglichen, in eine Zeit zu fliehen, die passiert ist, aber sich

Realität ~~abzu~~ abgelenkt, und es ist für möglicherweise leichter, sich in Filme mit wahren Ereignisse zu flüchten, weil sie die Handlung einfacher folgen können. Der ^{Thriller} Film 'Ballou' von Michael Herbig, ist auf das historische Ereignis der Flucht zweier ^{der} Familien ~~aus~~ Familien aus die DDR über die Grenze, zwischen Ost- und Westdeutschland, in einem selbstgenähten Heißluftballon basiert. * Stimulus 3, ein Interview mit Michael Herbig, zeigt ~~das~~ zeigen was Herbig ^{hat} haben wollte "alles so authentisch wie möglich" und dass er "lange Gespräche mit den Familien" gehabt hat, um ihre Fluchterfahrung zu verstehen. Diese Idee der Genauigkeit ermöglicht ~~den~~ ^{den} Zuschauer, die Zeit zu erleben und ~~werden~~ ^{werden} willig in diese Geschichte, einzutauchen.

Diese Film ermöglicht dem Publikum in das alltäglichen Leben der DDR in 1979 einzutauchen, um ein besseres Verständnis der gesellschaftlichen Probleme dieser Zeit zu bekommen.

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
Item construction	0
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- highlighted the importance of students engaging with, and reflecting on, the investigative process throughout the preparation of their response
- ensured students would be able to design their own investigation that challenged their linguistic development in German.

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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues that aligned with the assessment specifications, objectives, conditions and ISMG for the investigative folio project
- included appropriate checkpoints to support students as they worked through the investigative folio project.

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 Part 1, Analysing German texts, marks were allocated where
 - the presentation demonstrated a comprehensive understanding of language elements, structures and text conventions to identify main ideas and detailed information in all provided texts
 - the conveyed ideas demonstrated a strong awareness of how meaning, attitudes, perspectives and values shape texts and impact audiences
 - student responses demonstrated thoughtful analysis and evaluation of relevant information and ideas in German texts, resulting in well-developed and well-supported conclusions and arguments
- for Part 2, Creating German texts, marks were allocated where
 - student responses used language elements, structures and text conventions effectively to create meaning in advanced German
 - responses adapted context, purpose, audience and cultural conventions to create fluent texts in German
 - relevant information and ideas were organised clearly to build a well-structured response and develop ideas.

Practices to strengthen

There were no significant issues identified for improvement.

Samples

The following excerpt illustrates a careful and insightful analysis and evaluation of relevant information and ideas in German texts, using an investigative approach, to develop well-formed and valid conclusions. These conclusions are supported by strong and clear justifications of viewpoints and arguments, demonstrating a deep understanding of the material and an ability to thoughtfully interpret and assess the content.

The conversation (Part 2) demonstrates skilful use of language elements, structures, and text conventions to create meaning in advanced German and thoughtful combination of relevant information to organise the response clearly and develop ideas effectively.

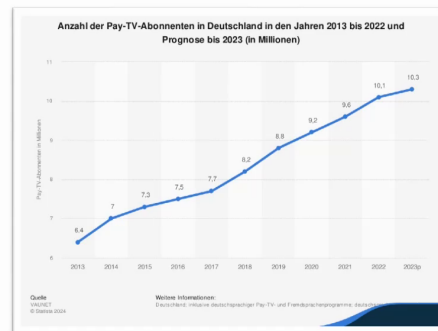
Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Part 1

Einleitung

- Die Anzahl an Pay-TV-Abonnenten steigt jährlich mit ungefähr 400.000 Personen in Deutschland.
- Im Jahr 2022 gab es 10,1 Millionen Pay-TV-Abonnenten
- Pay-TV bedeutet ‚Bezahlfernsehen‘

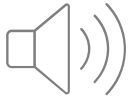
Der ansteigende Bedarf von Pay-TV-Sendern, heißt dass die Rechte für viele Sportarten, wie Fußball, von diesen Sendern, aufgekauft werden. Deswegen gibt es weniger Möglichkeiten für Zuschauer ihre Lieblingssportarten zu schauen und die verschiedenen Sportmeisterschaften werden für die Mannschaften, die am meisten verdienen, einfacher zu gewinnen.



Video content: (1 min, 24 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_german_ext_ia1_e1_p2.mp4

Part 2



Audio content: (1 min, 2 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_german_ext_ia1_e1_p1.mp3

The following excerpt demonstrates skilful use of language elements, structures and text conventions to create meaning in advanced German, and thoughtful combination of relevant information to organise the response clearly and develop ideas effectively.

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



Audio content: (2 min, 3 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_german_ext_ia3_e1.mp3

Additional advice

- For Part 1, Analysing German texts, if the presentation exceeds the length specified in the syllabus, it must be annotated on the ISMG. The presentation should be assessed up to the 10-minute mark, based on what the student presented within the required time limit, and the spontaneous conversation should be assessed up to 12 minutes. Refer to the *QCE and QCIA policy and procedures handbook v6.0* (Section 8.2.6) for further guidance about managing response lengths and redacting continuous responses.

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 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 an extended response using stimulus from a range of different text types on topics from the area of study.

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 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. Students were asked to discuss how a selected stimulus related to their own focus/topic from Unit 4: Independent investigation *or* their own ideas.

The question was derived from the context of Unit 4: Independent investigation. Students were required to identify, analyse and evaluate a perspective presented in their chosen stimulus and justify their conclusions using evidence and insights from the stimulus, their independent investigation and/or their own ideas.

The stimulus materials were three written texts, which discussed:

- building new communities and connections through the outsourcing of housework
- the effects of humour on the health and wellbeing of senior citizens
- a reality television show that puts the process of creative writing under pressure.

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 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 requirement to demonstrate understanding of one perspective in the chosen stimulus and to provide an interpretation of this perspective.

Effective student responses:

- used a wide range of cohesive devices purposefully (cohesion)
- used proficient and complex German to create fluent sentences (meaning)

- used a consistent register, and a wide range of vocabulary, grammar, and tenses accurately (language elements)
- included an introduction, at least two body paragraphs and a conclusion (textual conventions)
- demonstrated thorough understanding of one perspective in the chosen stimulus and included references from the stimulus that were relevant to the argument (understanding)
- provided an authoritative interpretation of a relevant perspective in the stimulus (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)
- clearly stated a thesis and developed a personal, critical or creative argument to support the thesis across the response (argument).

Practices to strengthen

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

- to achieve the highest marks, students need to use a greater range of complex sentences proficiently and demonstrate fluency
- students should avoid direct translations from English, as this impacts proficiency and fluency
- students need to demonstrate accuracy in a wide range of vocabulary, grammar and tenses, including spelling and capitalisation, declension and word order in varying types of clauses
- a wide range of purposefully used cohesive devices is required for full marks
- students need to clearly state a thesis in the introduction and develop a personal, critical or creative argument to support the thesis across the response
- students need to make a judgment about a perspective in their chosen stimulus and ensure that they draw relevant conclusions, as opposed to simple links about this judgment using both the chosen stimulus and their investigation or their own ideas.

Samples

These excerpts have been included as they demonstrate a clear statement of thesis.

Excerpt 1

Viele Studien zeigen allerdings, dass der Kontakt zu anderen sehr wichtig für unsere geistige Gesundheit, sowie die Gesellschaft, ist. Dies ist deutlich in dem Erfolg von Outsourcing zu erkennen, sowie in ~~den~~ den Beziehungen zwischen Kindergartenkindern und Menschen im Altersheim. Auch die negativen Effekte der sozialen Medien, ^{die das persönliche Treffen ersetzen,} weisen ~~deutlich~~ darauf hin, dass ~~die~~ persönlichen Kontakte äußerst wichtig ^{sind.} ~~ist.~~

Excerpt 2

schreiben. Aber, ist eine 'Fernseh-Reality-Show' über Schreiben und
 Literatur, besser für Kinder geeignet als ^{die} altmodische Grimm-Märchen? 5n.

These excerpts have been included as they demonstrate interpretation of a perspective in the stimulus and influence on audiences.

Excerpt 1

Der Autor stellt diese Beziehungen als sehr positiv und
 wichtig da: Beteiligte "freuten sich, dass sie anderen helfen konnten".
~~Das~~ Positives Engagement ^{auch} ~~sehr~~ hoch, schreibt der Autor.
~~(...)~~, somit ~~wird das~~ werden Leser und Leserinnen
 dazu animiert, selber an Outsourcing teilzunehmen, um einerseits
 komplizierte oder langweilige Aufgaben nicht machen zu müssen,
 aber auch um dazu ~~beit~~ beizutragen, dass die Community-
 Verbindungen ^{und gestärkt} aufgebaut werden. Der Autor schreibt ausdrücklich

Excerpt 2

festem Zeitplan. Der Autor ist völlig von dieser Idee überzeugt, und
 versucht der Leser auch zu überzeugen. Das ist demonstriert durch
 seinen positiven, ^{informativen} ~~aber~~ auch informativen Ton. Er benutzt Wörter
 wie "Spannung" und "großartiges Fernsehen" um die Lesern zu ~~engagieren~~
 engagieren. Er erzählt der Leser auch glücklich über die sicherliche
 "Rezept für Konflikt!". Die Zielgruppe des Textes ^{ist} ~~ist~~ bestimmt

These excerpts have been included as they demonstrate judgment about a perspective in stimulus and a well-substantiated conclusion using the stimulus and the student's own ideas.

Excerpt 1

Aus der Analyse von Studien lässt sich schließen, dass ~~persönliche~~ Beziehungen zwischen Menschen sehr wichtig für unsere Gesundheit und Gesellschaft sind. Forschung über Outsourcing stellte fest, dass dies ~~es~~ bedeutend für Community-Verbindungen sei, da es zu Freundschaften und Unterstützung führte. Studien, die die ~~Verhältnisse~~ Verhältnisse zwischen Kindern und älteren Menschen untersuchten, stellten fest, dass die Verbindung zwischen Menschen von verschiedenen Generationen sehr wichtig sei für die geistige Gesundheit. Schließlich weisen die negativen Effekte von sozialen

Excerpt 2

Zusammenfassend kann man sagen dass diese ~~moderne~~ moderne 'Fernseh-Reality-Show' viel besser für Kinder geeignet ist, als altmodischen Grimm-Märchen. Es hat viel bessere und moderne Momente, inspiriert Kinder ~~sich selbst~~ zu machen was sie gerne machen, zeigt ~~die~~ die ~~Bedeutung~~ Wichtigkeit von Dienst und wie man Konflikt handelt, und auch wie man unter Druck ~~handelt~~