

German Extension subject report

2025 cohort

January 2026





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Contents

Introduction	1
Audience and use.....	1
Subject highlights.....	1
Subject data summary	2
Unit completion	2
Units 3 and 4 internal assessment (IA) results	2
Total marks for IA	2
IA1 marks.....	3
IA2 marks.....	4
IA3 marks.....	5
External assessment (EA) marks	6
Final subject results	6
Final marks for IA and EA.....	6
Grade boundaries	7
Distribution of standards.....	7
Internal assessment	8
Endorsement	8
Confirmation	8
Internal assessment 1 (IA1)	9
Examination — combination response (20%).....	9
Assessment design	9
Assessment decisions	10
Internal assessment 2 (IA2)	13
Examination — extended response (25%)	13
Assessment design	13
Assessment decisions	14
Internal assessment 3 (IA3)	18
Project — investigative folio (30%).....	18
Assessment design	18
Assessment decisions	20
External assessment	22
Examination — extended response (25%)	22
Assessment design	22
Assessment decisions	22

Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2025 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 2026.

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
- important considerations to note related to the revised 2026 syllabus (where relevant).

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



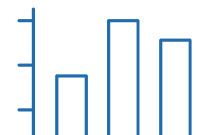
96.30%
of students
completed
4 units



15.56%
increase in enrolment
since 2024



Subject data summary



Unit completion

The following data shows students who completed the General subject.

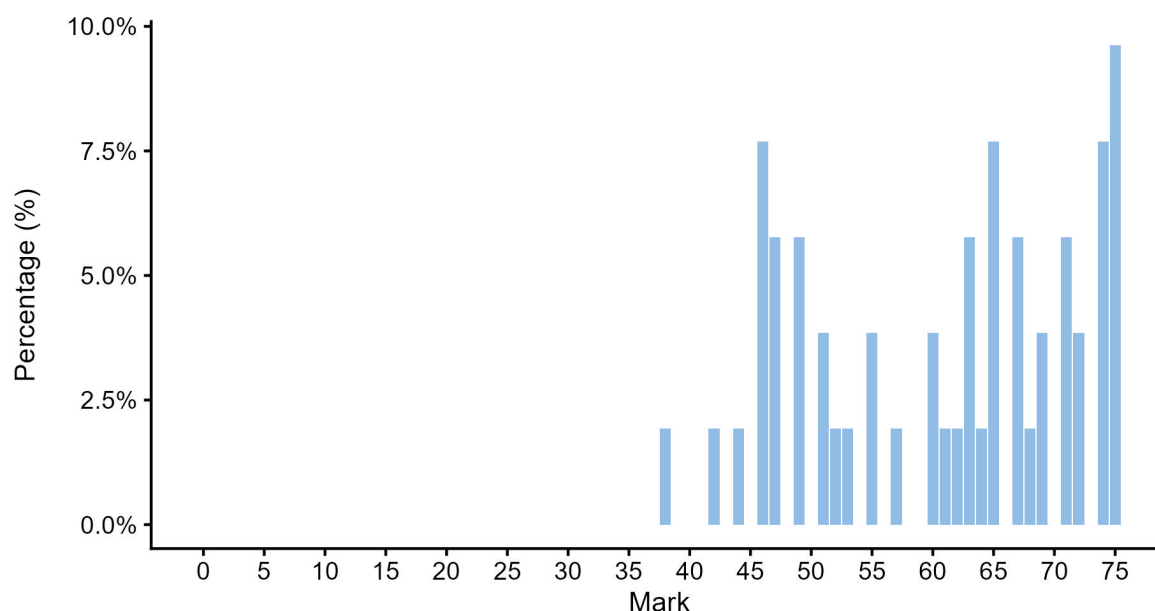
Note: All data is correct as at January 2026. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered German Extension: 2.

Completion of units	Units 3 and 4
Number of students completed	52

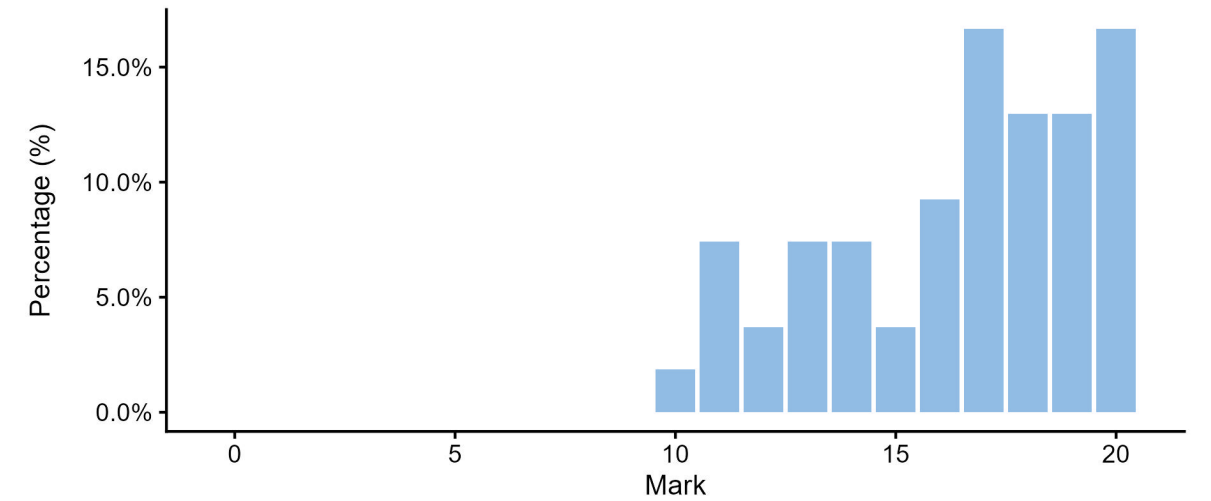
Units 3 and 4 internal assessment (IA) results

Total marks for IA

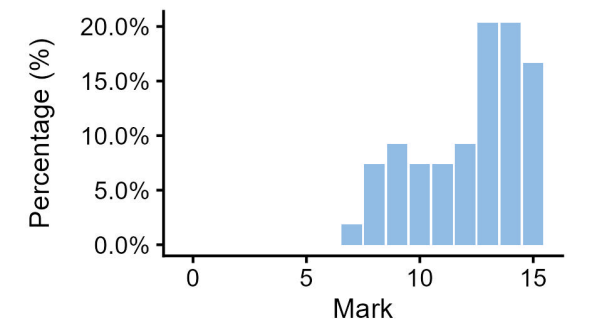


IA1 marks

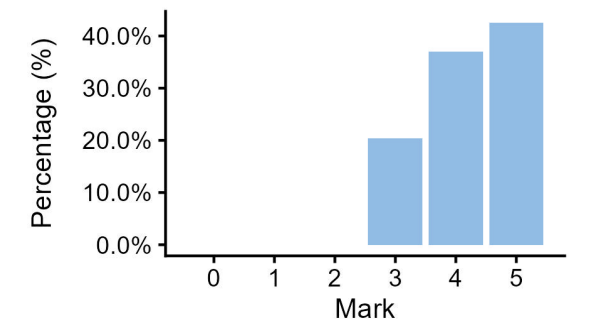
IA1 total



IA1 Criterion: Analysing German texts

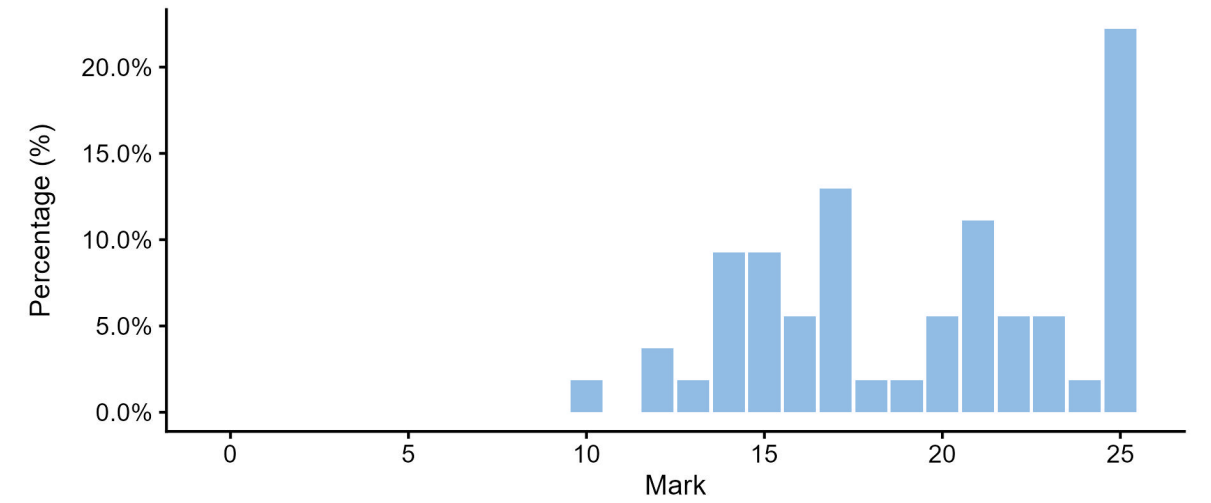


IA1 Criterion: Creating German texts

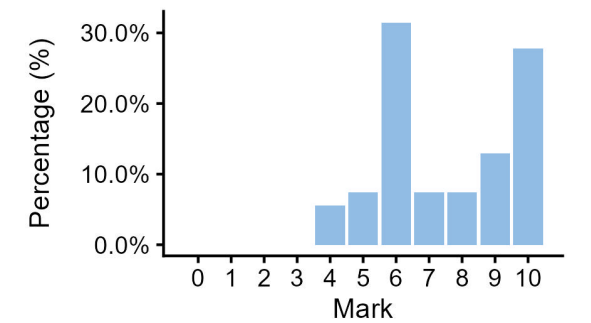


IA2 marks

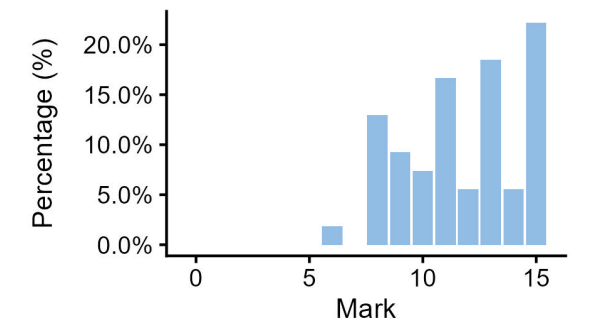
IA2 total



IA2 Criterion: Analysing German texts

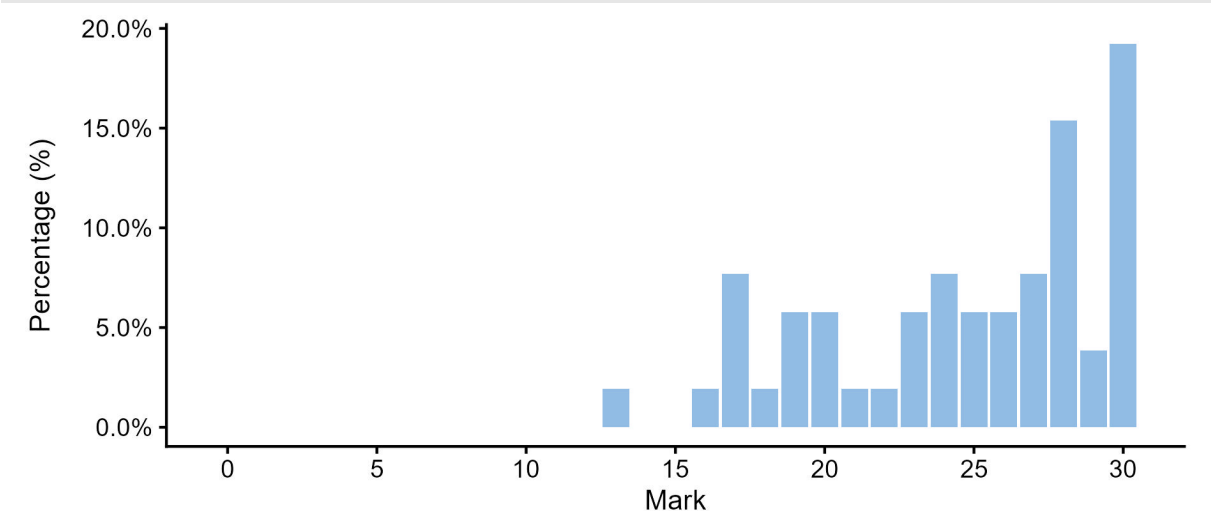


IA2 Criterion: Creating German texts

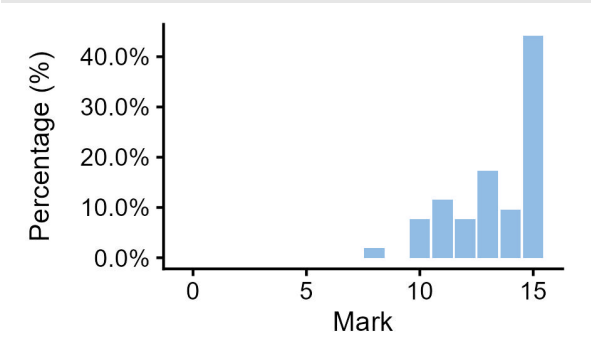


IA3 marks

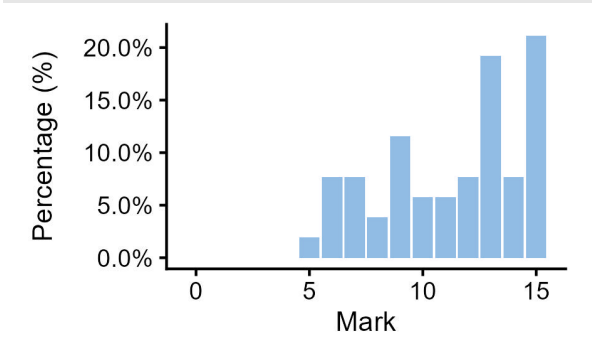
IA3 total



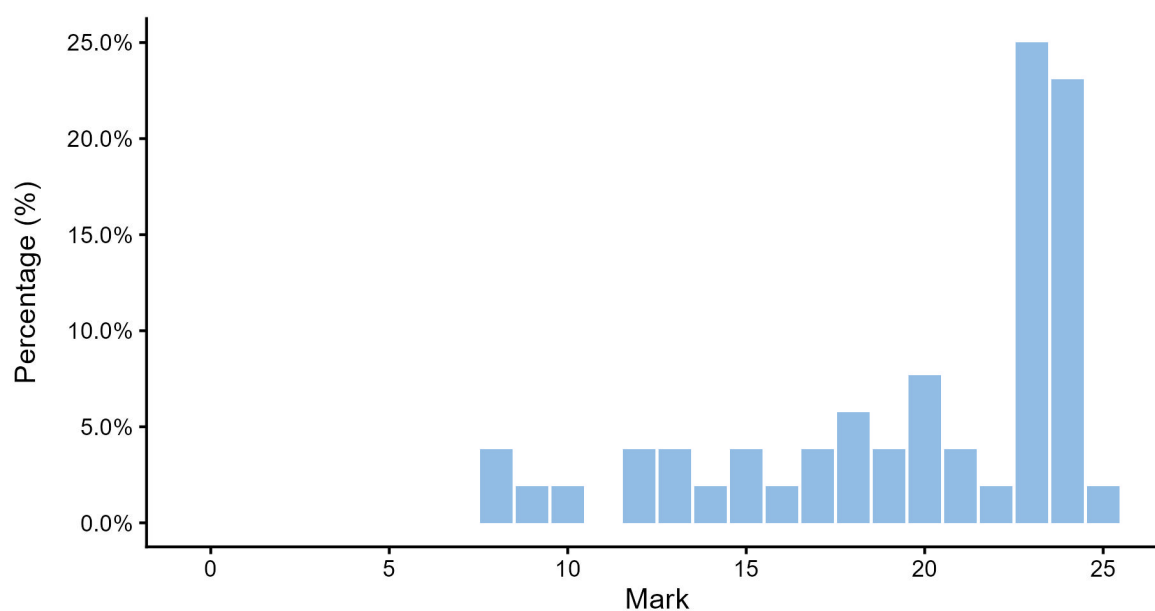
IA3 Criterion: Analysing German texts



IA3 Criterion: Creating German texts

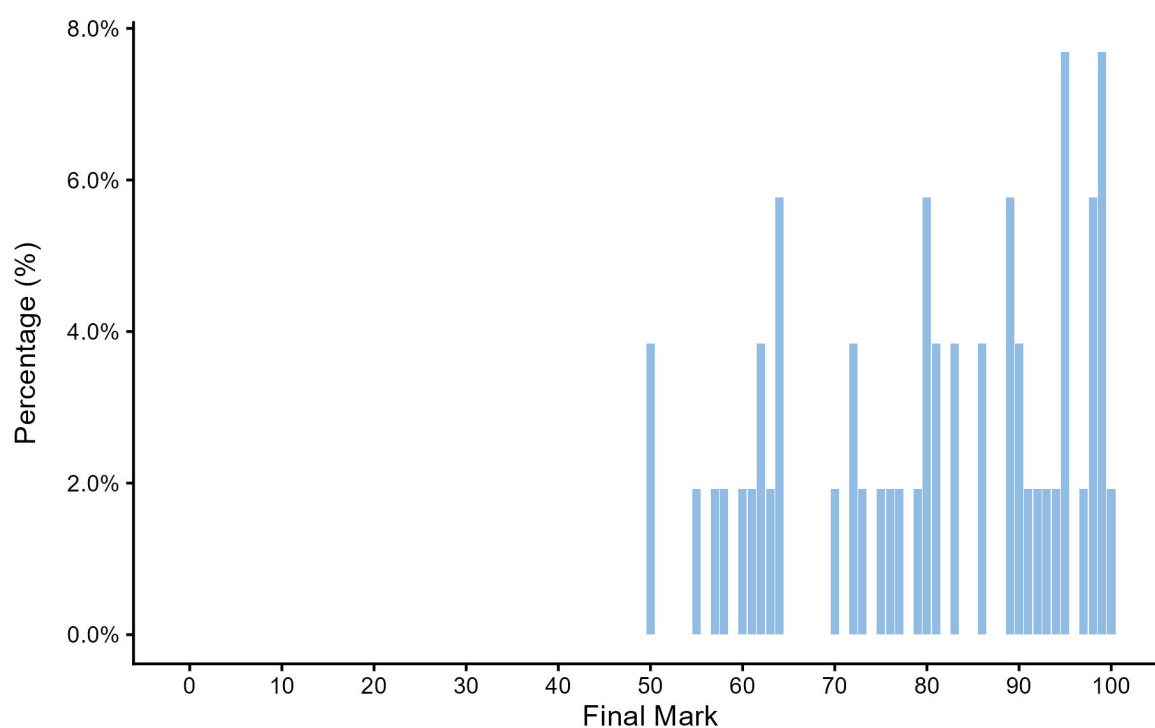


External assessment (EA) marks



Final subject results

Final marks for IA and EA



Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–81	80–63	62–44	43–19	18–0

Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	28	15	9	0	0
Percentage of students	53.85	28.85	17.31	0.00	0.00

Internal assessment



This 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 v7.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Internal assessment	IA1	IA2	IA3
Number of instruments	3	3	3
Percentage endorsed in Application 1	33	67	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 v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	100.00
2	2	16	0	100.00
3	2	16	0	100.00

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	4
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 for Section 1 (short response) that facilitated deep analysis, and opportunities for discerning conclusions and well-substantiated justification of points of view.

Practices to strengthen

It is recommended that assessment instruments:

- include clear instructions and questions that meet syllabus specifications
- provide stimulus texts and sample questions for the extended response that facilitate discerning synthesis of information and integration of context, purpose, audience and/or cultural conventions
- ensure unseen visual stimulus texts for the discussion each include 100–150 words.

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 stimulus texts that used appropriately complex language
- modelled accurate spelling, grammar, punctuation, textual features, and were free from errors
- included clear instructions using cues that aligned to the specifications, objectives and ISMG.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- The stimulus specifications have been revised. The teacher must provide
 - up to three unseen stimulus texts for the short response, with a combined word count of 1,200 words in German
 - up to two unseen German visual stimulus texts for the discussion, each with 100–150 words in German.
- The revised conditions for Section 2 (discussion) require the teacher to provide open-ended questions at the start of planning time so students can meet the highest performance levels in the ISMG.
- The revised specifications and conditions must be transparent in the instructions for each section.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Creating German texts	100.00	0.00	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- marks were allocated where student responses demonstrated application of language elements, structures and textual conventions to convey meaning
- perceptive integration of purpose, audience and context was recognised when students provided evidence from the stimulus texts on the communicative intent and how language reflected audience and purpose.

Practices to strengthen

When making judgments for this IA for the 2026 syllabus, it is essential to consider the following key differences between the ISMGs in the 2020 and 2026 syllabuses:

- There is a greater emphasis on how consistently and effectively students tailor their analysis interpreting meaning and attitudes, and communicative purpose. Student responses must demonstrate how language elements, structures and textual features work together to enhance meaning and communicative impact.
- Students are required to demonstrate integration of purpose, audience, context and tone (PACT) and/or cultural conventions throughout the response.
- For Creating in German, students must demonstrate critical and creative interpretations with well-constructed conclusions when examining stimulus texts.

Additional advice

It is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- The inclusion of tone means students need to interpret the emotional and stylistic features in the stimulus texts, understanding how tone influences meaning and audience.
- Student understanding and application of language elements, such as verb conjugation and spelling conventions, should be refined to improve comprehension, fluency and clarity in German.
- When there is evidence of all three performance-level descriptors within the mark range, the highest mark must be awarded.

Samples

The following excerpt demonstrates a detailed interpretation and insightful analysis of relevant information from the stimulus text, demonstrating a strong understanding of perspectives and values. Ideas are clearly linked to the task and used to develop well-reasoned and valid conclusions.

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

Excerpt 1

Deutschland hat eine komplexe und vielseitige Einstellung zu Immigranten. Einerseits heißen viele Menschen Immigranten herzlich willkommen und helfen Integrationskurse zu fördern. Die Bundesregierung bietet Integrationskurse an wobei Ausländer Sprachkenntnisse, sowohl auch Alltägliches Wissen zur deutschen Kultur und Politik lernen können. Laut der Frau in Stimulus 1 haben diese 40 Programme ihr geholfen in nur drei Jahren sich der Gemeinschaft zugehörig zu fühlen, 54 (das ist zu sagen) integriert. Durch diese Unterstützung von Sozialprogrammen zeigt die Regierung eine positive Wertschätzung gegenüber Migranten.

nicht in diesen Text
Andererseits gibt es viele mit Ausländerfeindlichen Einstellung die meinen es sei nicht genug sich zur Gesellschaft anzupassen - das man deutschen geboren sein muss um echt deutsch zu sein. Glücklicherweise hat die Frau in Stimulus 1 nicht solche Ergebnisse erwähnt, empfiehlt sogar an Integrationen teilnehmen. 126

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	1
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 analysis, evaluation and unique student responses
- offered thorough stimulus texts providing students with opportunities to analyse in German
- provided stimulus texts relevant to student interest to facilitate task engagement.

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:

- included thought-provoking topics and cognitively engaging subject matter to analyse and evaluate, while avoiding sensitive and inappropriate materials.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- The specifications have been revised. The teacher must provide two written German stimulus texts with a combined length of 1,200–1,400 words in German, two weeks before the examination.
- The revised conditions (10 minutes planning time and 120 minutes working time) must be communicated and clearly written on the task.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Creating German texts	100.00	0.00	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- the student demonstrated a strong understanding of the task requirements, addressing all aspects fully and accurately. They referred to the stimulus material, structured their response

logically, and used appropriate language and register throughout. Their answers showed clear reasoning and engagement with the topic, meeting the expectations of the assessment criteria.

- the responses showed creativity and depth in exploring the topic, with students selecting and developing ideas thoughtfully. They demonstrated insight in making connections between the stimulus material and their own reasoning, showing an ability to analyse and synthesise information. Overall, the answers were well-considered, coherent, and demonstrated a strong command of the language to convey complex ideas.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

It is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- The 2026 German Extension syllabus remains largely unchanged from the 2020 version, with no significant modifications required.

Samples

The following excerpts demonstrate thoughtful and skilful use of advanced German language features, structures, and conventions to convey ideas clearly and accurately. It reflects a deep understanding of linguistic nuances and the ability to manipulate language to create meaning in complex contexts. The response shows careful synthesis and organisation of relevant information, ensuring coherence and effective development 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

aus den 3 Stimulus

DIE ROLLE VON FANTASIE UND REALITÄT IN DEUTSCHEN FILMEN

In der deutschen Filmkultur, spiegeln sich oft historische, soziale, und politische Realitäten. Viele Filme setzen sich mit wichtigen Themen wie Identität, Migration, und Jugend auseinander. Dabei bleibt der Realität, sie wird aber durch fantasievolle Elemente ergänzt, um tief ein tieferes Verständnis zu schaffen. Deutsche Filme kreieren einem Fokus auf was ursprünglich nachgedacht werden sollte. Eskapismus ist eine sehr prominente Linse, ~~Es gibt viele fantastische Elemente~~ die durch deutsche Filme betrachtet werden können.

Eskapismus (In) Kinder:

★ In der Stimulus 1, gibt es eine kurze Definition von Eskapismus: „Klang zur Flucht vor der Wirklichkeit und den realen Anforderungen in eine imaginäre Scheinwirklichkeit.“ Besonders Kinder finden diese Flucht mehr intensiv, da sie, „tiefer in Fantasien eintauchen“ können. In Willkommen bei den Hartmans sind viele wichtige Themen durch komödiantische Elemente dargestellt. Diese komödiantische Elemente, die diesen Film kinderfreundlich machen, ermöglichen Zuschauern

oder mit der Illusion eins geworden sind.

Total (15P)

Excerpt 2

schwierige, gesellschaftliche Probleme zu behandeln. ✓
 Der Stimulus 1 sagt: „Die Übertreibung des Alltags ✓
 ist manchmal so extrem, dass von einem Realitätsverlust
 gesprochen werden muss. In der Szene, in der Diallo
 in der Schulklasse ein bewegendes Referat über seine
 Geschichte gibt, sind lächerliche Elemente addiert,
 um es leichter für die Zuschauer zu machen. (30)
 Ebenso, ^{im (den)} Film Tschick, ^{bekommt} ~~bekommt~~ das Publikum
 die Möglichkeit, tiefer in Fantasie einzutauchen. Durch
^{den} ~~den~~ ganzen Film, erleben die zwei Jungen viele
 Sachen, die nicht wirklich in der realen Welt
 passieren würden. Kinder können diese Elemente
 von Fantasie benutzen, um ihren eigenen Probleme
 zu ^{entfliehen} vergessen, und einen ^{voller} neuen Welt von Abenteuer
 für eine kurze Weile zu erleben. ✓ (104)

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

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 could design their own investigation that challenged their linguistic development in German
- clearly instructed students in Part 2 (spoken conversation) to justify their stimulus text choices, as outlined in the ISMG and Assessment objective 2.

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 specifications, objectives, conditions and ISMG for the investigative folio
- included appropriate checkpoints to support students as they worked through the investigative folio.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- When designing the assessment task, the teacher must consider the revised time conditions to allow students to attain the highest performance levels of the ISMG specified in the syllabus.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Creating German texts	100.00	0.00	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- students selected a range of suitable sources and combined key ideas to present clear and supported arguments. Their work went beyond summarising and showed analytical and evaluative skills by linking evidence from different texts and developing a clear point of view
- presentations were well-structured and included supporting elements, such as visual or textual features, to make reasoning clear and persuasive. This demonstrated both linguistic accuracy and the ability to communicate ideas derived from independent research.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

It is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- The 2026 German Extension IA3 requirements remain largely consistent with those of the 2020 syllabus, with no significant changes identified.

Samples

The following excerpt demonstrates 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.

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

German Extension IA3: Excerpt 1

Published by
the Queensland Curriculum and Assessment Authority (QCAA), 2026.

This student sample is subject to the terms
at www.qcaa.qld.edu.au/copyright.

Video content: (2 min, 17 sec)

<https://youtu.be/ur3bDykkM4s>

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. The external assessment papers and the external assessment marking guide (EAMG) are published in the year after they are administered.

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 one paper with one extended response question (35 marks). It assessed:

- Criterion 1 Analysing German texts (17 marks)
- Criterion 2 Creating German texts (18 marks).

The assessment required students to write an extended response in German to one of three stimulus materials related to each area of study identified in Unit 3. Students were asked to identify, analyse and evaluate a perspective presented in the chosen stimulus and to justify their conclusions using evidence and insights from the stimulus, their independent investigation and/or their own ideas. The question was derived from the context of Unit 4: Independent investigation.

The stimulus material was three written texts. They were designed to elicit an extended response which analysed one of the texts and also related to the student's own investigative response and/or their own ideas.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the EAMG.

Effective practices

Overall, students responded well when they:

- For Analysing German texts
 - selected a stimulus that was very relevant to their independent investigation or discussed their own ideas in relation to this stimulus rather than their investigation
 - identified one strong, relevant perspective in the chosen stimulus text and referred to this perspective throughout their response
 - showed accurate understanding of this perspective by incorporating several relevant references to it. The student analysed how this perspective from the stimulus influences audiences, rather than just analysed this perspective
 - made a judgment about this perspective and in doing so, drew several conclusions related to this judgment supported by evidence from the stimulus and their own ideas or investigation

- stated a very clear thesis in the introduction and referred to this thesis continuously throughout their essay
- ensured their argument was consistently relevant to their thesis
- organised the text clearly into introduction, body and conclusion paragraphs
- incorporated a range of cohesive devices
- For Creating German texts
 - used a range or a wide range of cohesive devices and avoided too much repetition of these devices
 - wrote clear and fluent sentences, in which the meaning was always clear
 - attempted a wide range of not only vocabulary and grammar but also tenses
 - had a very clear structure — introduction, body paragraphs and conclusion.

Practices to strengthen

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

- reminding them that
 - references to stimulus texts need to be accurate and relevant to show thorough understanding
 - a perspective in the chosen stimulus needs to be identified and a discussion about how it influences audiences needs to be incorporated
 - after analysing, students should draw conclusions to demonstrate evaluation — these conclusions should be justified with stimulus reference/s and their own ideas
 - clear statement of a thesis is very important — students should make this clear in their introduction and refer to it throughout their essay and in their conclusion
 - a clear introduction and conclusion paragraph is necessary for textual conventions
 - a range of cohesive devices should be attempted — students should connect sentences and paragraphs appropriately
 - a range of tenses is needed for higher marks in language elements — students should not be writing their essay in present tense only.

Additional advice

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

- reminding them that it is not essential to discuss their independent investigation if it is impossible to relate it to a stimulus text — they can discuss their own ideas as stated in the assessment instructions — ‘Justify your conclusions using evidence and insights from the stimulus, your independent investigation and/or your own ideas’.
- encouraging students to select broader topics for their independent investigation to increase the likelihood of relating to the unseen stimulus
- encouraging students to organise the analytical essay into paragraphs with a clear introduction, at least two body paragraphs, and a concluding paragraph. This is essential for textual conventions
- practising with students how to write clear thesis statements or arguments in introduction paragraphs and reminding them that a thesis should be followed throughout their response

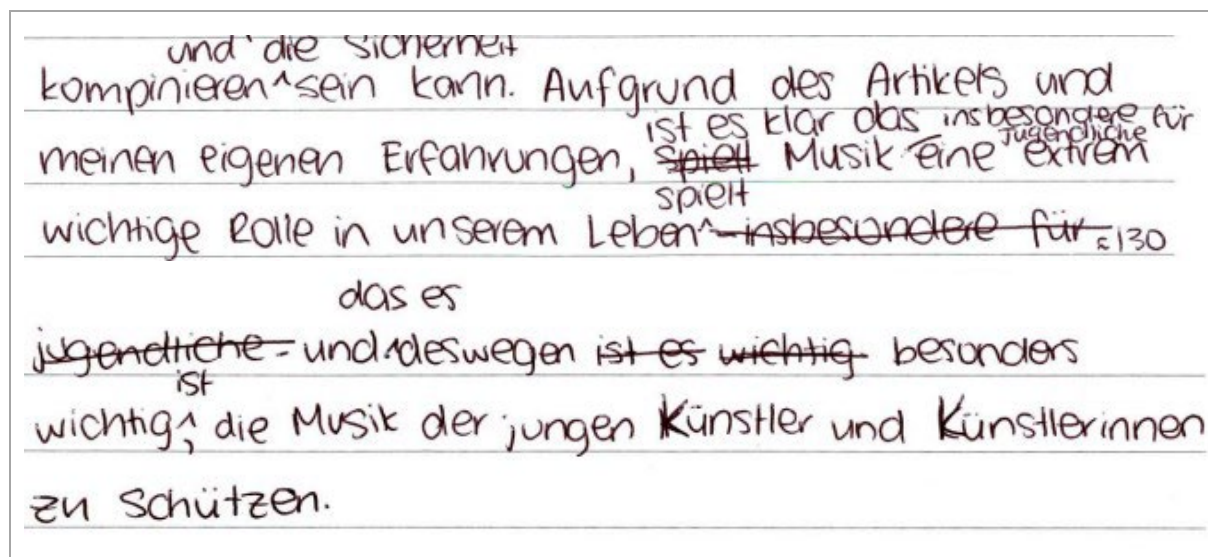
- practising the examination process of entering the title of the student's independent investigation in the relevant field.

Samples

Extended Response

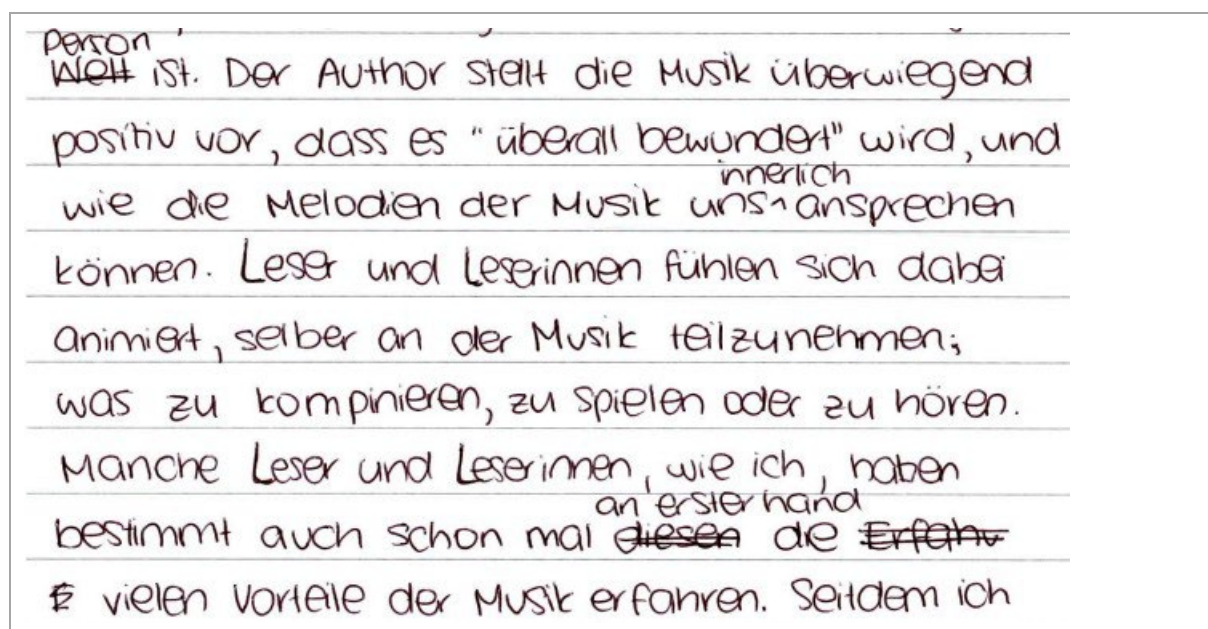
This excerpt has been included:

- because a thesis has been clearly stated in the introduction of the response.



This excerpt has been included:

- because the analysis has not only identified a relevant perspective but has also demonstrated how this perspective influences audiences.



This excerpt has been included:

- because when evaluating the text, the student has made a judgment about a perspective previously identified and then drawn justified conclusions using both the stimulus text and their own ideas.

Excerpt 1

Zuerst diskutiert den Autor Cartoons die in "aus dem 19. Jahrhundert" kommen, die ~~zuerst~~ politisch die entweder "politisch" oder waren oder Themen wie "Familienunterstützung" und "öffentliche Gesundheitsleitlinien" beinhaltet. Als Folge davon, werden Zielgruppen gefördert, über den Vergangenheit zu reflektieren und eine bessere Verständniss von historische Wichtigkeiten zu erreichen, ^{was den Autor wertet.} Meine Recherche zeigt ähnliche Entdeckungen, weil das Film "das Wunder von Bern" ~~teilt~~ ^{teilt} mit dem Publikum, wie nötig es ist, Ereignissen in den Vergangenheit zu errinern und manchmal feiern. Ein Beispiel