German Extension 2026 v1.2

General (Extension) senior syllabus

October 2024

Contents

Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

Course overview

Rationale

Advanced study in an additional language, as offered in German Extension, equips students with a deeper intercultural understanding and enhanced linguistic abilities, preparing them for an increasingly globalised world.

Students use their background knowledge and skills in German in order to investigate how meaning is communicated in German texts. In doing so, they use and enhance the language acquired and developed in the General German syllabus to engage more deeply with a range of text types by creating meaning in German.

Use of German as the main medium for communication enables students to engage with creative thought and expression in German in an increasingly complex range of social and cultural contexts. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts. As students develop their analytical, creative and critical thinking in German, they reflect on their perspectives and attitudes. German Extension places students at the centre of their own learning.

In German Extension, students also develop a deeper appreciation of cultural context as they analyse, investigate and create a range of German texts. Students enhance further the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts.**

   When students apply knowledge of language elements, structures and textual conventions to explore texts, they draw on their knowledge of German to deconstruct how linguistic and textual features are used to convey meaning.

2. **Make decisions about language elements, structures and textual conventions to create or determine meaning in texts.**

   When students make decisions about language elements, structures and textual conventions to create texts, they draw on their knowledge of German and how linguistic and textual features are used to create meaning.

3. **Interpret how meaning, attitudes, perspectives and values underpin texts and influence audiences.**

   When students interpret how meaning, attitudes, perspectives and values underpin texts and influence audiences, they use linguistic and intercultural knowledge to analyse and explain how texts are constructed.

4. **Analyse and evaluate information and ideas to draw conclusions, justify points of view and construct arguments.**

   When students analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments, they identify gist, key points, detail and textual elements and conventions to develop a point of view or make an argument.

5. **Create texts that communicate information and ideas in German for context, purpose, audience, tone and cultural conventions.**

   When students create texts that communicate information and ideas in German for context, purpose, audience and cultural conventions, they consider linguistic and cultural elements and make decisions about how to effectively construct a range of text types.

6. **Structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.**

   When students structure, sequence and synthesise information to respond to texts personally, critically and/or creatively, they develop a complex concept for investigation and organise texts in a cohesive manner to exchange and justify ideas.

Designing a course of study in German Extension

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

Course structure

German Extension is a General (Extension) senior syllabus. It contains two QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. This subject is an extension of the related General subject and is studied either concurrently with, or after, Units 3 and 4 of the General course.

A General (Extension) senior syllabus may only be started after completion of Unit 1 and Unit 2 of the General senior syllabus. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the *QCE and QCIA policy and procedures handbook*, schools have autonomy to decide:

- how and when subject matter is delivered

- how, when and why learning experiences are developed, and the context in which learning occurs

- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

General (Extension) senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the *QCE and QCIA policy and procedures handbook*, schools have autonomy to decide:

- specific assessment task details

- assessment contexts to suit available resources

- how the assessment task will be integrated with teaching and learning activities

- how authentic the task will be.

In Units 3 and 4, schools develop three assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the *QCE and QCIA policy and procedures handbook*.

Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

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Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history

- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English

- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples

- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content

- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully

- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills.

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

German Extension is a course of study consisting of two units. Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners. German Extension is an extension of the General syllabus in German and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in German, or its equivalent. 'Equivalent' refers to compatible interstate or overseas school German syllabuses or qualifications.

Students undertaking German Extension will be determined by their school. Unit 3 is prerequisite learning for Unit 4. Students complete Unit 3 before beginning Unit 4.

This syllabus is designed for students who wish to extend their study of German as an additional language.

Students should already have well-developed communication skills in German to enable them to undertake the language work required in this subject. This group may include students who have completed immersion courses in Years 8 to 10, who have participated in exchange schemes, who have formally studied German for a significant period of time and/or who are background speakers.

Students need to learn and use the knowledge and skills of reading, viewing and listening to understand and acquire the German language. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey information in German.

To understand and use literacy skills in German Extension, teaching and learning strategies include:

- comprehending language and texts to create meaning in German

- using German in the classroom, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate German texts, teaching and learning strategies include:

- using German to respond to texts personally, critically and/or creatively

- analysing the ways language is used to influence audiences

- drawing conclusions about the purposes and audiences of German texts

- demonstrating linguistic knowledge of the German language to effectively convey meaning in German or English for particular purposes and audiences, and across intercultural contexts.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for German Extension.

Students will need an understanding of text types for this syllabus.

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Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the *QCE and QCIA policy and procedures handbook*.

Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student, in responding to texts in a range of contexts, demonstrates thorough understanding of language elements, structures and textual conventions in German. Language elements, structures and textual conventions are applied to create valid and justifiable meaning.
The student perceptively interprets how meaning, attitudes, perspectives and values underpin texts and influence audiences. The student makes a discerning analysis and evaluation of information and ideas to develop and draw valid conclusions with well-substantiated justification of points of view and arguments.
The student, in creating texts in a range of contexts, demonstrates a discerning application of knowledge of German to create texts that convey meaning and ideas, appropriate to context, purpose, audience, tone, and cultural conventions. Information and language elements are structured, sequenced and synthesised by the student to respond cohesively and coherently to texts personally, critically and/or creatively in German.

B
The student, in responding to texts in a range of contexts, demonstrates effective understanding of language elements, structures and textual conventions in German. Language elements, structures and textual conventions are applied effectively to create meaning.
The student appropriately interprets how meaning, attitudes, perspectives and values underpin texts and influence audiences. The student makes an appropriate and clear analysis and evaluation of relevant information and ideas to develop and draw conclusions with justification of points of view and arguments.
The student, in creating texts in a range of contexts, demonstrates an effective application of knowledge of German to create texts that convey meaning and ideas, appropriate to context, purpose, audience, tone, and cultural conventions. Information and language elements are structured, sequenced and synthesised by the student to respond purposefully to texts personally, critically and/or creatively in German.

C
The student, in responding to texts in a range of contexts, demonstrates rudimentary understanding of language elements, structures and textual conventions in German. Language elements and textual conventions are applied with some understanding to create meaning.
The student identifies how meaning, attitudes, perspectives and values underpin texts and influence audiences. The student makes an appropriate analysis and evaluation of some relevant information and ideas to develop and draw conclusions with some justification of points of view and arguments.
The student, in creating texts in a range of contexts, demonstrates application of knowledge of German to create texts that convey some meaning and ideas, appropriate to context, purpose, audience, tone, and cultural conventions. Information and language elements are structured, sequenced and synthesised by the student to respond adequately to texts personally, critically and/or creatively in German.

D
The student, in responding to and creating texts in a range of contexts, demonstrates partial comprehension of German to identify obvious information and ideas. Some context, purpose, audience, tone, and cultural conventions are identified to draw superficial conclusions. Knowledge of German language elements, structures and textual conventions is applied inconsistently to create texts that convey fragmented meaning.
E
In responding to and creating texts, the student demonstrates fragmented understanding of information in German, as well as inaccurate application of knowledge of German language elements, structures and textual conventions.

Determining and reporting results

Units 3 and 4

Schools mark each of the three internal assessment instruments implemented in Units 3 and 4 using instrument-specific marking guides (ISMGs).

Schools report a provisional mark by criterion to the QCAA for each internal assessment.

Once confirmed by the QCAA, these results will be combined with the result of the external assessment developed and marked by the QCAA.

The QCAA uses these results to determine each student's subject result as a mark out of 100 and as an A–E.

Units

Unit 3: Guided investigation

In Unit 3, students enter the first phase of their development of textual investigative skills in both German and English.

This unit follows a model in which students will be guided to greater independence as learners as they work towards analysis and evaluation of a range of texts of increasing conceptual complexity. The ability to explain how cultural attitudes, perspectives and values underpin texts and the influence they have on an audience is a skill developed throughout this unit.

The teacher should facilitate student development of the investigative and analytical skills required for Unit 4.

Unit objectives

1. Apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts related to the chosen areas of study.

2. Make decisions about language elements, structures and textual conventions to create meaning in texts related to the chosen areas of study.

3. Interpret how meaning, attitudes, perspectives and values underpin the selected texts from the chosen areas of study and how they influence audiences.

4. Analyse and evaluate information and ideas from selected texts related to the chosen areas of study to draw conclusions, justify points of view and construct arguments.

5. Create texts that communicate information and ideas in German for context, purpose, audience, tone and cultural conventions.

6. Structure, sequence and synthesise information to respond to selected texts personally, critically and/or creatively.

Subject matter

Area of study: Literature

This area of study enables students to further develop their appreciation of the literary heritage of German-speaking communities. With centuries of important literary developments and movements to explore, students strengthen their intercultural understanding through the study of German-speaking authors and their works.

The study of literature may focus on short stories, poetry, fables, legends and myths, drama, novels (condensed or abridged versions) and/or cartoon books. It further develops students' German language skills and their associated appreciation of texts as literary forms. For example, the study of literature helps them gain insights into contemporary German-speaking communities. Frequently, literary texts may be explored in conjunction with a related artistic or historical theme.

- Comprehend, analyse and discuss literary works such as novels or short stories, and comment on values and ideas expressed.

- Discuss both German and Australian reading preferences to appreciate intercultural understanding.

- Compare a film with the novel on which it is based.

- Explore innovations in the literary world and ways audiences engage with these innovations.

- Use German poems to identify how ideas in the poems are used to influence an audience to see the world in a particular way.

- Use German poems or short stories as stimulus for creative writing.

- Reconstruct an Australian story in German for a children's story book.

- Design a multimodal presentation comparing storytelling in German-speaking countries with storytelling in Aboriginal communities (e.g. Dreaming and Creation stories) and Torres Strait Islander communities (e.g. stories from *Bipo Bipo Taim*).

- Develop a play script from a German fable and perform the play for other students of German.

Area of study: The arts

This area of study enables students to further develop their appreciation of the arts in German-speaking countries. Students use their language skills to access, understand, discuss and respond personally, critically and/or creatively to the art form/s chosen. They examine the contribution of the arts to German-speaking communities, as well as their global impact. Class discussion encourages students to compare their reaction to German art forms with related Australian art forms.

The study of the arts may focus on cinema, dance, fine arts and/or music. It further develops students' German language skills and their associated appreciation of art forms. A significant aspect of the study should be the insights the arts offer into contemporary German-speaking communities. Frequently, artistic themes may be explored in conjunction with literary texts.

- Analyse and discuss the social and/or historical setting of a film, the director's philosophy and/or the social values depicted in the film.

- Compare Australian and German music from different eras to analyse how these eras are portrayed through music in Australia and German-speaking countries.

- Compare and contrast artworks made by Australian artists with artworks made by German artists to identify cultural similarities and differences.

- Explore the importance of the arts in the modern world, and the various platforms available for artistic expression.

- Appraise a film or concert for a German newspaper or school magazine.

- Design a multimodal presentation for German visitors, supported by a commentary in German that provides an insight into Australian artworks.

- Conduct research on an intercultural topic in the arts, e.g. the effect of tourism on traditional arts, or the effect of the English language on popular German art forms.

- Investigate and discuss the effect of immigration on German art forms.

- Investigate and discuss musical and/or dance art forms across the world.

Area of study: Social sciences

This area of study enables students to use selected authentic historical, geographical and/or political documents to better understand and interpret information. As well as gaining knowledge of particular aspects of German culture, students investigate how these have contributed to present-day society and attitudes in German-speaking countries and Australia.

The study of social sciences may focus on history, geography, politics, economy, philosophy, religion and/or sociology. It further develops students' German language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by the social sciences into contemporary German-speaking communities.

- Evaluate historical photographs and documents related to German history in Australia.

- Identify the influence of a particular person from German history on German culture, or their effect on German-speaking communities.

- Compare a particular period in German history with a similar time or incident in Australian history.

- Compare a current political topic in a German-speaking country with a related or parallel topic in Australia.

- Compare customs in different German-speaking countries to understand how geography has influenced these local traditions.

- Consider views on the diversity of languages and cultures within Australia through reading and research or by interviewing German speakers from the local community.

- Explore social changes and how they may develop from online interactions.

- Investigate major natural phenomena in German-speaking countries and explain how these might have affected German-speaking communities.

- Conduct a statistical analysis of data comparing a German-speaking country with Australia, e.g. patterns of population, industry, unemployment, holiday destinations, hopes and fears for the future.

- Investigate and report on German immigration to Australia and its influence on Australian society.

- Investigate Australian–German relations today, identify changes from the past and suggest future trends, e.g. in trade, diplomacy and cultural exchange.

- Investigate the origins of German linguistics.

- Conduct a class debate on topics, e.g. immigration, migrant workers in a German-speaking country, pollution, development versus heritage protection, population change, education.

Area of study: Media studies

This area of study enables students to further develop insights into German social and cultural attitudes by exploring and discussing emerging topics through various media programs and articles. Students consider materials such as current affairs programs, editorials, letters to the editor, advertising, news reports, commentaries and documentaries. They may also produce commentaries and documentaries using available technology.

The study of media studies may focus on electronic media and/or print media. It further develops students' German language skills and their associated appreciation of the media. A significant aspect of the study should be the insights offered by media studies into contemporary German-speaking communities.

- Construct an opinion piece for a publication, expounding a point of view, e.g. write a critical response to an item in Australian-based German media.

- Critique German media reports, taking care to develop and express ideas coherently with appropriate register and cohesive elements.

- Compare the content of a German current affairs program or documentary with a similar Australian program.

- Explore the ways media outlets create representations of people and culture, both in Australia and in German-speaking communities.

- Discuss advertisements from German media, analysing and examining how the language and images used influence the viewer/reader.

- Devise a recorded advertisement in German for an Australian product, accompanied by research and/or a rationale.

- Compare a German reality-TV program, drama series or quiz show with a similar Australian show.

- Discuss German cartoons, comic strips, sitcoms and comedy shows to understand styles of culturally appropriate humour and draw parallels with similar Australian text types.

- Analyse the layout and content of a German blog, web page, newspaper or magazine and compare it with a similar Australian publication.

- Create a program in German for a German media outlet.

Area of study: Innovation, science and technology

This area of study enables students to investigate topics related to innovation, science and technology, and to acquire and use associated scientific and/or technological language. Students are encouraged to investigate research carried out in German-speaking countries and examine the contributions made by German-speaking scientists to global scientific development.

The study of innovation, science and technology may focus on the use of technology in medicine, communication, education, sciences and/or leisure. It further develops students' German language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by innovation, science and technology into contemporary German-speaking communities.

- Analyse how current events are perceived in a German-speaking country and in Australia.

- Compare and contrast the contemporary use of technology in a German-speaking country and Australia.

- Compare German approaches to health practices with traditional Aboriginal medicines and healing practices and traditional Torres Strait Islander medicines and healing practices to create an article for a website.

- Investigate the work of a well-known German scientist, and create a presentation that examines and evaluates the global effect of this scientist's work.

- Assess German texts that report on scientific events and compare them with scientific texts written in English.

- Explore changes and developments in the areas of innovation, science and technology, and consequent impacts on people and communities.

- Investigate the ethical dimensions of technological progress and compare its representation in German-speaking countries and Australia.

- Discuss the views promoted by a science program on a German media channel.

- Examine how innovation, science and technology are conveyed by viewing and/or listening to German news reports and/or documentaries and comparing them with similar Australian news reports or documentaries, e.g. news items on environmental matters.

- Investigate joint research projects between German-speaking countries and Australia, e.g. renewable energy, scientific research, sports science.

- Investigate the German philosophies around food, medicine and/or holistic approaches to health, and their influence on Australian lifestyles.

Area of study: Business and commerce

This area of study enables students to explore the similarities and differences between German and Australian commercial cultures. They gain awareness of the structure of German enterprises and businesses, their practices and the commercial contexts in which they operate in German-speaking countries.

The study of business and commerce may focus on economic features of German-speaking countries, trade agreements between Australia and German-speaking countries, and/or their commercial correspondence. It further develops students' German language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by business and commerce into contemporary German-speaking communities.

- Create a marketing package for an Australian product to be launched on the German market.

- Explore new and emerging business models in German-speaking communities and Australia, and their impacts on commercial interactions.

- Write a report that investigates the relationships local firms have with German-speaking contacts.

- Develop a business proposal for the launch of a commercial product targeted at a German-speaking community; identify business etiquette and cultural norms by interviewing people involved in business between Australia and German-speaking communities, e.g. company representatives, members of chambers of commerce, professional translators and interpreters.

- Create a design brief for German-speaking communities to familiarise them with the practices of the business market in Australia.

- Investigate the views of German background speakers who have started a business in Australia; prepare a report on the challenges they faced in establishing a business enterprise in a different commercial culture.

Unit 4: Independent investigation

In Unit 4, students come to understand how texts can be exploited to create arguments and to make representations underpinned by particular attitudes, perspectives and values. Students learn to analyse and evaluate how linguistic and genre-specific features of chosen texts work to make meaning. By comparing and contrasting related texts, they arrive at an interpretation or argument based on their intercultural understanding of the texts.

Students independently identify a new focus and/or topic of interest. This may come from the list of areas of study identified in Unit 3 or be developed from these areas of study to reflect the student's own interests. Students investigate the topic negotiated with the teacher, using a variety of authentic German texts of increasing complexity. They analyse how people, concepts and ideas are represented in texts through the use of textual features and language choices in order to develop an argument in German. They explore and explain how values, which underpin texts, are used to influence audiences to accept or reject particular versions of the world.

Unit objectives

1. Apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts through an investigative and/or critical process.

2. Make decisions about language elements, structures and textual conventions to determine how meaning is conveyed in texts through an investigative and/or critical process.

3. Interpret how meaning, attitudes, perspectives and values underpin texts and influence audiences through an investigative and/or critical process.

4. Analyse and evaluate information and ideas to draw conclusions, justify points of view and construct arguments in German through an investigative and/or critical process.

5. Create texts that communicate information and ideas in German for context, purpose, audience, tone and cultural conventions.

6. Structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

Subject matter

Area of study: Literature

This area of study enables students to further develop their appreciation of the literary heritage of German-speaking communities. They strengthen their intercultural understanding through the study of German-speaking authors and their works.

Students may focus on short stories, poetry, fables, legends and myths, drama, novels (condensed or abridged versions) and/or cartoon books. The study of literature further develops students' German language skills and their associated appreciation of texts as literary forms. For example, students may consider the insights offered by literature into German-speaking communities. Frequently, literary texts may be explored in conjunction with a related artistic or historical theme.

- Comprehend, analyse and discuss literary works such as novels or short stories, and comment on values and ideas expressed.

- Discuss both German and Australian reading preferences to appreciate intercultural understanding.

- Compare a film with the novel on which it is based.

- Explore innovations in the literary world and ways audiences engage with these innovations.

- Use German poems to identify how ideas in the poems are used to influence an audience to see the world in a particular way.

- Use German poems or short stories as stimulus for creative writing.

- Reconstruct an Australian story in German for a children's story book.

- Design a multimodal presentation comparing storytelling in German-speaking countries with storytelling in Aboriginal communities (e.g. Dreaming and Creation stories) and Torres Strait Islander communities (e.g. stories from *Bipo Bipo Taim*).

- Develop a play script from a German fable and record it in a multimedia format.

Area of study: The arts

This area of study enables students to further develop their appreciation of the arts in German-speaking countries. Students use their language skills to access, understand, discuss and respond personally, critically and/or creatively to the art form/s chosen. They examine the contribution of the arts to German-speaking communities, as well as their global impact. Class discussion encourages students to compare their reaction to German art forms with related Australian art forms.

The study of the arts may focus on cinema, dance, fine arts and/or music. It further develops students' German language skills and their associated appreciation of art forms. A significant aspect of the study should be the insights the arts offer into contemporary German-speaking communities. Frequently, artistic themes may be explored in conjunction with literary texts.

- Analyse and discuss the social and/or historical setting of a film, the director's philosophy and/or the social values in the film.

- Compare Australian and German music from different eras to analyse how these eras are portrayed through music in Australia and German-speaking countries.

- Compare and contrast artworks made by Australian artists with artworks made by German artists to identify cultural similarities and differences.

- Explore the importance of the arts in the modern world, and the various platforms available for artistic expression.

- Appraise a film or concert for a German newspaper or school magazine.

- Design a multimodal presentation for German visitors, supported by a commentary in German that provides an insight into Australian artworks.

- Conduct research on an intercultural topic in the arts, e.g. the effect of tourism on traditional arts, or the effect of English language on popular German art forms.

- Investigate and discuss the effect of immigration on German art forms.

- Investigate and discuss musical and/or dance art forms across the world.

Area of study: Social sciences

This area of study enables students to use authentic historical, geographical and/or political documents to better understand and interpret information. As well as gaining knowledge of particular aspects of German culture, students investigate how these have contributed to present-day society and attitudes in German-speaking countries and Australia.

The study of social sciences may focus on history, geography, politics, economy, philosophy, religion and/or sociology. It further develops students' German language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by social sciences into contemporary German-speaking communities.

- Evaluate historical photographs and documents related to German history in Australia.

- Identify the influence of a particular person from German history on German culture, or their effect on German-speaking communities.

- Compare a particular period in German history with a similar time or incident in Australian history.

- Compare a current political topic in a German-speaking country with a related or parallel topic in Australia.

- Compare customs in different German-speaking countries to understand how geography has influenced these local traditions.

- Consider views on the diversity of languages and cultures within Australia through reading and research or by interviewing German speakers from the local community.

- Explore social changes and how they may develop from online interactions.

- Investigate major natural phenomena in German-speaking countries and explain how these might have affected German-speaking communities.

- Conduct a statistical analysis of data comparing a German-speaking country with Australia, e.g. patterns of population, industry, unemployment, holiday destinations, hopes and fears for the future.

- Investigate and report on German immigration to Australia and its influence on Australian society.

- Investigate Australian–German relations today, identify changes from the past and suggest future trends, e.g. in trade, diplomacy and cultural exchange.

- Investigate the origins of German linguistics.

- Develop a written or spoken position on a topic, e.g. immigration, migrant workers in a German-speaking country, pollution, development versus heritage protection, population change, education.

Area of study: Media studies

This area of study enables students to further develop insights into German social and cultural attitudes by exploring and discussing emerging topics through various media programs and articles. Students consider materials such as current affairs programs, editorials, letters to the editor, advertising, news reports, commentaries and documentaries. They may also produce commentaries and documentaries using available technology.

The study of media studies may focus on electronic media and/or print media. It further develops students' German language skills and their associated appreciation of the media. A significant aspect of the study should be the insights offered by media studies into contemporary German-speaking communities.

- Construct an opinion piece for a publication, expounding a point of view, e.g. write a critical response to an item in Australian-based German media.
- Critique German media reports, taking care to develop and express ideas coherently with appropriate register and cohesive elements.
- Compare the content of a German current affairs program or documentary with a similar Australian program.
- Explore the ways media outlets create representations of people and culture, both in Australia and in German-speaking communities.
- Discuss advertisements from German media, analysing and examining the language and images used influence the viewer/reader.
- Devise a recorded advertisement in German for an Australian product, accompanied by research and/or a rationale.
- Compare a German reality-TV program, drama series or quiz show with a similar Australian show.
- Discuss German cartoons, comic strips, sitcoms and comedy shows to understand styles of culturally appropriate humour and draw parallels with similar Australian text types.
- Analyse the layout and content of a German blog, webpage, newspaper or magazine and compare it with a similar Australian publication.
- Create a program in German for a German media outlet.

Area of study: Innovation, science and technology

This area of study enables students to investigate topics related to innovation, science and technology and to acquire and use associated scientific and/or technological language. Students are encouraged to investigate research carried out in German-speaking countries and examine the contributions made by German-speaking scientists to global scientific development.

The study of innovation, science and technology may focus on the use of technology in medicine, communication, education, sciences and/or leisure. It further develops students' German language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by innovation, science and technology into contemporary German-speaking communities.

- Analyse how current events are perceived in a German-speaking country and in Australia.
- Compare and contrast the contemporary use of technology in a German-speaking country and Australia.

- Compare German approaches to health practices with traditional Aboriginal medicines and healing practices and traditional Torres Strait Islander medicines and healing practices to create an article for a website.

- Investigate the work of a well-known German scientist, and create a presentation that examines and evaluates the global effect of this scientist's work.

- Assess German texts that report on scientific events and compare them with scientific texts written in English.

- Explore changes and developments in the areas of innovation, science and technology, and consequent impacts on people and communities.

- Investigate the ethical dimensions of technological progress and compare its representation in German-speaking countries and Australia.

- Discuss the views promoted by a science program on a German media channel.

- Examine how innovation, science and technology are conveyed by viewing and/or listening to German news reports and/or documentaries and comparing them with similar Australian news reports or documentaries, e.g. news items on environmental matters.

- Investigate joint research projects between German-speaking countries and Australia, e.g. renewable energy, scientific research, sports science.

- Investigate the German philosophies around of food, medicine and/or holistic approaches to health, and their influence on Australian lifestyles.

Area of study: Business and commerce

This area of study enables students to explore the similarities and differences between German and Australian commercial cultures. They gain awareness of the structure of German enterprises and businesses, their practices and the commercial contexts in which they operate in German-speaking countries.

The study of business and commerce may focus on economic features of German-speaking countries, trade agreements between Australia and German-speaking countries, and/or their commercial correspondence. It further develops students' German language skills and their associated appreciation of texts as non-literary forms. A significant aspect of the study should be the insights offered by business and commerce into contemporary German-speaking communities.

- Create a marketing package for an Australian product to be launched on the German market.

- Explore new and emerging business models in German-speaking communities and Australia, and their impacts on commercial interactions.

- Write a report that investigates the relationships local firms have with German-speaking contacts.

- Develop a business proposal for the launch of a commercial product targeted at a German-speaking community; identify business etiquette and cultural norms by interviewing people involved in business between Australia and German-speaking communities, e.g. company representatives, members of chambers of commerce, professional translators and interpreters.

- Create a design brief for German-speaking communities to familiarise them with the practices of the business market in Australia.

- Investigate the views of German background speakers who have started a business in Australia; prepare a report on the challenges they faced in establishing a business enterprise in a different commercial culture.

Assessment

Internal assessment 1: Examination — combination response (20%)

Assessment objectives

1. Apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts related to the chosen areas of study.
2. Make decisions about language elements, structures and textual conventions to determine how meaning is conveyed in texts related to the chosen areas of study.
3. Interpret how meaning, attitudes, perspectives and values underpin the selected texts from the chosen areas of study and how they influence audiences.
4. Analyse and evaluate information and ideas from selected texts related to the chosen area of study to draw conclusions, justify points of view and construct arguments.
5. Create texts that communicate information and ideas in German for context, purpose, audience, tone, and/or cultural conventions.
6. Structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

Specifications

The teacher provides an examination that:

- enables students to respond to the range of cognitions required
- consists of four short written response questions, and one extended spoken response task
- does not specify or lead the student through a series of steps, dictating a solution or the information to be used.

Question specifications

The examination must be aligned to the specifications provided in the table below.

Focus of question	In these questions, students:
One short written response (in English)	• respond in full sentences in English • respond to unseen stimulus
Three short written responses (in German)	• respond in full sentences in German • respond to unseen stimulus
One spoken extended discussion (in German)	• respond to unseen questions • respond to unseen visual stimulus texts • provide a personal spoken response

Stimulus specifications

The teacher provides unseen stimulus texts that:

- have not been copied from information or text that students have directly used in class
- are authentic and related to selected Unit 3 subject matter.

For the short response, the teacher provides up to three unseen stimulus texts:

- including one audio or audiovisual text
- up to two written texts
- with a combined length of up to 1200 words in German.

For the spoken discussion, the teacher provides up to two unseen visual stimulus texts:

- each with 100–150 words in German
- that must not compromise complexity by providing cues to understanding other stimulus materials.

Conditions

- This is an individual supervised task.

Short response

- Time allowed
  - Planning time: 10 minutes
  - Working time: 80 minutes
- Audio or audiovisual stimulus texts must
  - contain no English subtitles or translation
  - be recorded slower than background speaker pace with appropriate pausing
  - be played up to three times under examination conditions.
- Student responses must be handwritten.
- Students must not use dictionaries in this part of the examination.

Discussion

- Time allowed
  - Planning time: 10 minutes
  - Working time: up to 7 minutes
- The teacher must provide unseen visual stimulus and open-ended questions at the start of the examination planning time.
- Students may
  - only make notes as prompts during planning
  - use notes from planning during the discussion.

Mark allocation

Criterion	Assessment objectives	Marks
Analysing German texts	1, 2, 3, 4, 5, 6	15
Creating German texts	1, 5, 6	5
Total marks:		20

Instrument-specific marking guide (IA1)

Analysing German texts	Marks
The student response has the following characteristics:	
• thorough comprehension of language elements, structures and/or textual conventions to draw extensive detail from the stimulus texts and construct meaning in German related to the chosen areas of study and questions posed • perceptive interpretation of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences • discerning analysis and evaluation of relevant information and ideas in German texts related to the chosen areas of study to draw well-constructed and valid conclusions with well-substantiated justification of points of view and arguments	14–15
• effective comprehension of language elements, structures and/or textual conventions to draw extensive detail from the stimulus texts and construct meaning in German related to the chosen areas of study and questions posed • effective interpretation of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences • effective analysis and evaluation of relevant information and ideas in German texts related to the chosen areas of study to draw well-constructed and valid conclusions with justification of points of view and arguments	12–13
• comprehension of language elements, structures and/or textual conventions to draw detail from the stimulus texts and construct meaning in simplified German related to the chosen areas of study and questions posed • considered interpretation of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences • analysis and evaluation of relevant information and ideas in German texts related to the chosen areas of study to draw considered conclusions with justification of points of view and arguments	10–11
• comprehension of language elements, structures and/or textual conventions to identify obvious details in some of the stimulus texts and construct meaning related to the chosen areas of study and questions posed • identification of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences • analysis or evaluation of information and ideas in German texts related to the chosen areas of study to draw conclusions with justification of points of view and arguments	8–9
• comprehension of language elements, structures and/or textual conventions to identify some details in some of the stimulus texts related to the chosen areas of study and questions posed • superficial identification of how meaning influences audiences • superficial analysis of some information and ideas in German texts to draw conclusions	6–7
• comprehension of parts of the stimulus texts related to the chosen areas of study • partial identification of how meaning influences audiences • analysis of some information	4–5
• fragmented identification of attitudes, perspectives and/or values in the stimulus texts • comprehension of some German	2–3
• comprehension of some German.	1
The student response does not match any of the descriptors above.	0

Creating German texts	Marks
The student response has the following characteristics:	
• discerning application of language elements, structures and/or textual conventions to create meaning related to the chosen areas of study in an unrehearsed response • discerning integration of context, purpose, audience, tone and/or cultural conventions to create fluent texts	5
• effective application of language elements, structures and/or textual conventions to create meaning related to the chosen areas of study in an unrehearsed response • effective integration of context, purpose, audience, tone and/or cultural conventions to create generally fluent texts	4
• considered application of language elements, structures and/or textual conventions to create meaning related to the chosen areas of study in an unrehearsed response • considered integration of context, purpose, audience, tone and/or cultural conventions to create texts with sufficient proficiency to convey meaning	3
• application of language elements, structures or textual conventions to create fragmented meaning related to the chosen areas of study • integration of context, purpose, audience or cultural conventions to create fragmented texts	2
• application of some language elements to create a response.	1
The student response does not match any of the descriptors above.	0

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Assessment
Internal assessment 1: Examination — combination response

Internal assessment 2: Examination — extended response (25%)

Assessment objectives

1. Apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts related to the chosen areas of study.

2. Make decisions about language elements, structures and textual conventions to create meaning in a text related to the chosen areas of study.

4. Analyse and evaluate information and ideas from selected texts related to the chosen area of study to draw conclusions, justify points of view and construct arguments.

5. Create texts that communicate information and ideas in German for context, purpose, audience, and tone and cultural conventions.

6. Structure, sequence and synthesise information to respond to selected texts personally, critically and/or creatively.

Specifications

The teacher provides an examination that asks students to:

- respond in the form of an analytical essay

- respond in full sentences in German

- use and consider the two stimulus texts provided by the teacher that relate to the chosen area of study.

Stimulus specifications

The teacher provides two written German stimulus texts:

- for an area of study in Unit 3 that has not been chosen for IA1

- that are authentic and related to the same area of study

- have a combined length of 1200–1400 words in German.

Conditions

- This is an individual supervised task.

- Time allowed
    - Planning time: 10 minutes
    - Working time: 120 minutes

- The teacher provides the stimulus texts 2 weeks before the examination.

- Student responses must be handwritten.

- Students must not
    - bring notes or other materials into the examination
    - use dictionaries in the examination.

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Assessment
Internal assessment 2: Examination — extended response

Mark allocation

Criterion	Assessment objectives	Marks
Analysing German texts	1, 2, 4, 5, 6	10
Creating German texts	1, 2, 4, 5, 6	15
Total marks:		25

Instrument-specific marking guide (IA2)

Analysing German texts	Marks
The student response has the following characteristics:	
• discerning analysis and evaluation of relevant information and ideas in German stimulus texts related to the chosen areas of study • well-constructed and discerning conclusions • well-substantiated justification of points of view and arguments	9–10
• effective analysis and evaluation of relevant information and ideas in German stimulus texts related to the chosen areas of study • well-constructed and valid conclusions • effective justification of points of view and arguments	7–8
• considered analysis and evaluation of information and ideas in German stimulus texts related to the chosen areas of study • considered conclusions • considered justification of points of view and arguments	5–6
• fragmented analysis and evaluation of information and ideas in German stimulus texts related to the chosen areas of study • some conclusions • fragmented justification of points of view	3–4
• unrelated analysis of information and ideas in German stimulus texts • no justification of points of view.	1–2
The student response does not match any of the descriptors above.	0

Creating German texts	Marks
The student response has the following characteristics:	
• discerning application of language elements, structures and/or textual conventions to create meaning in proficient, complex German texts related to the chosen areas of study and question posed • discerning integration of context, purpose, audience, tone and/or cultural conventions to create fluent texts in German • discerning synthesis of relevant information to cohesively and coherently structure the response and develop ideas	14–15
• effective application of language elements, structures and/or textual conventions to create meaning in mostly proficient and complex German texts related to the chosen areas of study and question posed • effective integration of context, purpose, audience, tone and/or cultural conventions to create generally fluent texts in German • effective synthesis of relevant information to cohesively and coherently structure the response and develop ideas	12–13
• considered application of language elements, structures and/or textual conventions to create meaning in mostly proficient or complex German texts related to the chosen areas of study and question posed • considered integration of context, purpose, audience, tone and/or cultural conventions to create generally fluent texts in German • considered synthesis of relevant information to structure the response and develop ideas	10–11
• application of language elements, structures and/or textual conventions to create German texts with sufficient proficiency to convey meaning related to the chosen areas of study and question posed • integration of context, purpose, audience, tone and/or cultural conventions to create texts in German • synthesis of some information to structure the response and/or develop ideas	8–9
• application of some language elements, structures or textual conventions to create meaning in German texts related to the chosen areas of study and question posed in which the overall response can be understood • inconsistent integration of context, purpose, audience or cultural conventions to create texts in German • synthesis of some details to structure the response and/or develop ideas	6–7
• application of some language elements, structures or textual conventions to create fragmented meaning in German texts related to the chosen areas of study • integration of some aspects of context, purpose, audience or cultural conventions to create fragmented texts in German • uneven synthesis of irrelevant details to structure the response and/or develop ideas	4–5
• inaccurate application of language elements to create a response • isolated integration of context, purpose, audience or cultural conventions to create texts in German	2–3
• incoherent response.	1
The student response does not match any of the descriptors above.	0

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Internal assessment 3: Investigative folio and interview (30%)

Students focus on an investigative process that requires the application of a range of cognitive, technical and creative skills and theoretical understandings. They document the iterative process undertaken to investigate a topic. The response is a coherent work that includes a multimodal presentation in German, followed by an interview

Assessment objectives

1. Apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts through an investigative and/or critical process.

2. Make decisions about language elements, structures and textual conventions to create meaning in texts through an investigative and/or critical process.

3. Interpret how meaning, attitudes, perspectives and values underpin texts and influence audiences through an investigative and/or critical process.

4. Analyse and evaluate information and ideas to draw conclusions, justify points of view and construct arguments through an investigative and/or critical process.

5. Create texts that communicate information and ideas in German for context, purpose, audience, tone and cultural conventions.

6. Structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

Specifications

This task requires students to:

- determine a topic for investigation, in negotiation with their teacher

- conduct an investigation to identify suitable texts

- analyse and evaluate a collection of authentic student-selected German texts related to their personal focus and/or topic of interest

- assess the validity of selected texts in consultation with the teacher to determine the author's authority on their selected topic

- develop their own perspective or point of view on the information provided in their selected texts

- synthesise information and justify their conclusions in German

- prepare their individual response in a multimodal presentation in German based on the conclusions drawn from their investigation

- respond to unseen, open-ended questions in an interview related to student's investigative folio in German.

Stimulus specifications

The teacher and student negotiate stimulus that:

- is a collection of student-selected authentic audio, audiovisual or written German texts and not previously studied in German or German Extension
- covers a range of text types.

Conditions

- Students receive 5 weeks notification of task.
- Students can develop their responses in class time and their own time.
- This is an individual task.

Investigative folio

- Students design their own investigation, in negotiation with their teacher, for an additional area of study. The focus of the project should present a challenge to the student in terms of linguistic development. It must not be an extension of a learning experience undertaken in the subject matter of Unit 3.

Interview

- Students must not bring dictionaries into the interview.
- Students assume the audience is that of a background speaker.

Response requirements

Investigative folio

Multimodal (at least two modes delivered at the same time): up to 10 minutes

Interview

Spoken: up to 12 minutes in German

Mark allocation

Criterion	Assessment objectives	Marks
Analysing German texts	1, 2, 3, 4, 5, 6	15
Creating German texts	2, 5, 6	15
	Total marks:	30

Instrument-specific marking guide (IA3)

Analysing German texts	Marks
The student response has the following characteristics:	
• thorough comprehension of language elements, structures and/or textual conventions to draw extensive detail from the stimulus texts to construct discerning meaning in German through an investigative process • perceptive interpretation of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process • discerning analysis and evaluation of relevant information and ideas in German texts through an investigative process to draw well-constructed and valid conclusions with well-substantiated justification of points of view and arguments	14–15
• effective comprehension of language elements, structures and/or textual conventions to draw extensive detail from the stimulus texts to construct effective meaning in German through an investigative process • effective interpretation of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process • effective analysis and evaluation of relevant information and ideas in German texts through an investigative process to draw well-constructed and valid conclusions with justification of points of view and arguments	12–13
• comprehension of language elements, structures and/or textual conventions to draw detail from the stimulus texts to construct meaning in simplified German through an investigative process • considered interpretation of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process • analysis or evaluation of relevant information and ideas in German texts through an investigative process to draw considered conclusions with justification of points of view and arguments	10–11
• comprehension of language elements, structures and/or textual conventions to identify some gist and obvious details in some of the stimulus texts • identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences • analysis and evaluation of information and ideas in German texts to draw conclusions with justification of points of view and arguments	8–9
• comprehension of language elements, structures and/or textual conventions to identify some details in some of the stimulus texts • superficial identification of how meaning influences audiences • superficial analysis of some information and ideas in German texts to draw conclusions	6–7
• comprehension of parts of the stimulus texts • partial identification of how meaning influences audiences • analysis of some information	4–5
• fragmented identification of attitudes, perspectives and/or values • comprehension of some German	2–3
• comprehension of some German.	1
The student response does not match any of the descriptors above.	0

Creating German texts	Marks
The student response has the following characteristics:	
• discerning application of language elements, structures and/or textual conventions to create meaning in proficient and complex German through an investigative process • discerning integration of context, purpose, audience, tone and/or cultural conventions to create fluent texts in German • discerning synthesis of relevant information to cohesively and coherently structure the response and develop ideas	14–15
• effective application of language elements, structures and/or textual conventions to create meaning in mostly proficient and complex German through an investigative process • effective integration of context, purpose, audience, tone and/or cultural conventions to create generally fluent texts in German • effective synthesis of relevant information to cohesively and coherently structure the response and develop ideas	12–13
• considered application of language elements, structures and/or textual conventions to create meaning in mostly proficient or complex German through an investigative process • considered integration of context, purpose, audience, tone and/or cultural conventions to create generally fluent texts in German • considered synthesis of relevant information to structure the response and develop ideas	10–11
• application of language elements, structures and/or textual conventions to create meaning in German texts with sufficient proficiency to convey meaning • integration of context, purpose, audience, tone and/or cultural conventions to create texts in German • synthesis of some information to structure the response and/or develop ideas	8–9
• application of some language elements, structures or textual conventions to create meaning in German texts, in which the overall response can be understood • inconsistent integration of context, purpose, audience or cultural conventions to create texts in German • synthesis of information to structure the response and/or develop ideas	6–7
• application of some language elements, structures or textual conventions to create fragmented meaning in German • integration of some aspects of context, purpose, audience or cultural conventions to create fragmented texts in German • uneven synthesis of information to structure the response and/or develop ideas	4–5
• inaccurate application of language elements to create a response • isolated integration of context, purpose, audience or cultural conventions to create texts in German	2–3
• incoherent response.	1
The student response does not match any of the descriptors above.	0

External assessment: Examination — extended response (25%)

External assessment is developed and marked by the QCAA. The external assessment in German Extension is common to all schools and administered under the same conditions, at the same time, on the same day.

Assessment objectives

1. Apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in the provided stimulus materials.

2. Make decisions about language elements, structures and textual conventions to determine meaning in texts, in relation to the provided stimulus materials.

3. Interpret how meaning, attitudes, perspectives and values underpin the provided stimulus materials, and how they influence audiences.

4. Analyse and evaluate information and ideas to draw conclusions, justify points of view and construct arguments, in relation to the provided stimulus materials.

5. Create texts that communicate information and ideas in German for context, purpose, audience, tone and cultural conventions, in relation to the provided stimulus materials.

6. Structure, sequence and synthesise information to respond personally, critically and/or creatively to the provided stimulus materials.

Specifications

This examination:

- relates to Units 3 and 4

- may ask students to

    - respond using extended response in the form of an analytical essay in German

    - select one stimulus from the choice of provided materials

    - link that stimulus to their Unit 4 independent investigation

    - analyse and evaluate ideas in German texts

    - draw conclusions and justify their points of view

    - provide a personal, critical and/or creative response to stimulus

    - adhere to the conventions of the text type.

Stimulus specifications

The QCAA provides stimulus from a range of different text types and on topics from the areas of study.

Conditions

- Mode: written
- Time allowed
  - Planning time: 20 minutes
  - Working time: 120 minutes
- Students must not bring dictionaries or notes into the examination.

Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

References

Marzano, RJ & Kendall, JS 2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, Thousand Oaks, California.

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Version history

Version	Date of change	Information
1.0	January 2024	Released for familiarisation and planning (with implementation starting in 2026)
1.1	July 2024	Released for implementation with minor updates
1.2	October 2024	ISBN removed