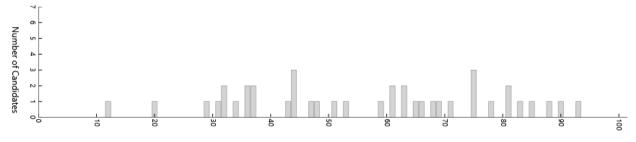




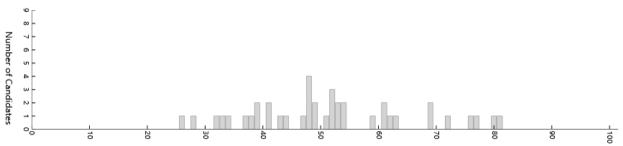
Summary report of the 2016 ATAR course examination: German: Second Language

Year	Number who sat all examination components	Number of absentees from all examination components
2016	40	0

Examination score distribution-Practical



Examination score distribution-Written



Summary

Candidates completed a practical and written examination.

Practical examination

The practical examination consisted of preparation time, Part B: Discussion of stimulus and part C: Conversation. The spread of marks ranged from 12.46% to 93.07% and the standard deviation was 20.72%.

Attempted by 40 candidates	Mean 56.54%(/100)	Max 93.07%	Min 12.46%
Section means were: Part B: Discussion of stimulus Part C: Conversation	Mean 20.63%(/35) Mean 35.91%(/65)	Max 31.32% Max 61.75%	

Written examination

The written examination consisted of three sections with candidates being required to attempt all questions in Sections One and Two and to choose one question from a choice of two in Section Three, Part A, and one question from a choice of three in Section Three, Part B. The spread of marks ranged from 26.42% to 81.27% and the standard deviation was 13.94%.

Attempted by 40 candidates

Section means were:

Section One Response: Listening					
	Mean 13.47%(/30)	Max 22.50%	Min 5.89%		
Section Two Response: Viewing and reading					
	Mean 15.14%(/30)	Max 27.45%	Min 5.38%		
Section Three: Written communication Part A: Stimulus response					
	Mean 11.81%(/20)	Max 18.50%	Min 8.00%		
Section Three: Written communication Part B: Extended response					
	Mean 11.46%(/20)	Max 18.50%	Min 7.00%		

General comments

A small but weak cohort of second language learners sat this examination. Candidates struggled with the examination. The complexity of the texts chosen for the comprehension sections proved challenging and highlighted the lack of familiarity with some of the course content. The practical and written sections demonstrated candidates' inability to consistently apply grammatical knowledge. Only a few of the candidates had the knowledge and ability to answer questions to a high standard.

Practical examination

There seemed to be a wide range of preparedness for the practical examination. Some candidates were able to maintain a conversation and were able to speak independently and expand on their answers without too many questions from the markers. It was noted that other candidates knew the content of the previous curriculum well, but lacked preparation and understanding of the specifics of the new curriculum, in particular the topics of recycling, commuting and organic food. Many candidates were confident to talk even though they did not have good grammar skills or fluency.

Advice for candidates

- Ensure you have a clear understanding of the vocabulary and meaning of the stimulus questions before thoroughly preparing responses.
- Refer directly to the stimulus item when responding to questions.
- Aim to have a wide vocabulary to cope with the topics in the general conversation.

Advice for teachers

- Be familiar with the new course, topics and learning contexts.
- Expose students to external markers and background speakers in class.
- Ensure students are aware of the Authority's directions regarding the practical component of the examination and the required procedures.

Written examination

The chosen texts in the written examination appeared to be quite difficult for the cohort. On several occasions, candidates did not attempt to answer comprehension questions. The listening section appeared to pose great difficulty and several candidates did not complete the viewing and reading section of the paper. The standard of English expression was so poor as to adversely affect the sense of the answers provided in Sections One and Two. Very poor, often illegible handwriting was further detrimental to the quality of responses. In Section Three, the quality of written expression in German was equally poor. Both the stimulus and extended responses contained little evidence of the ability to apply even the most basic of grammatical rules. Verbs were not conjugated correctly; cases and adjectival endings were for the most part ignored. A limited range of sentence structures was used. Words were spelled incorrectly.

Advice for candidates

- Proofread comprehension responses to make sure that you address all components of the question and your answers make sense.
- Avoid assuming the meaning of passages and stating personal opinion.
- Ensure that when responding to the stimulus response, explicit reference is made to the given stimulus.
- Use a range of grammatical structures and vocabulary.
- Pay close attention to the context and type of language (formal or informal) required in the response.

Advice for teachers

- Advise students on best practice comprehension techniques.
- Encourage students to use a variety of sentence structures and vocabulary in written responses.

Comments on specific sections and questions Practical examination

Part B: Discussion of stimulus

Attempted by 40 candidates Mean 20.63%(/35) Max 31.32% Min 7.37% Although the majority of candidates were able to make sense of most of the stimulus focus questions from the marker in order to participate in a sequenced discussion with few requests for clarification, many candidates lacked depth in their response. They did not link their responses together and infrequently made direct reference to the stimulus item in their response. Set structures were used effectively but with frequent repetition. A few candidates were so shy they could hardly utter a word. The majority of candidates could be easily understood.

Part C: Conversation

Attempted by 40 candidates Mean 35.91%(/65) Max 61.75% Min 3.25% Candidates exhibited a lack of familiarity with content-specific vocabulary that made it difficult for them to address some of the topics. They exhibited a noticeable lack of grammatical knowledge, struggling with the most basic of grammatical concepts. Despite this, they were still able to maintain conversation with the marker.

Written examination

Section One Response: Listening

Attempted by 40 candidates Mean 13.47%(/30) Max 22.50% Min 5.89% Very few candidates had the knowledge to answer questions to a high standard. Candidates tended to have a vague idea of the content of many of the texts and frequently made wild guesses or demonstrated difficulty in expressing themselves coherently.

Section Two Response: Viewing and reading

Attempted by 40 candidates Mean 15.14%(/30) Max 27.45% Min 5.38% Candidates struggled to respond to questions that referred to sections of text that had more challenging sentence structures and vocabulary. Often they did not read the question thoroughly which resulted in incomplete responses or they wrote responses based on general knowledge instead of referring directly to the text. Poor English expression again resulted in muddled answers.

Section Three: Written communication Part A: Stimulus response

Attempted by 40 candidates Mean 11.81%(/20) Max 18.50% Min 8.00% Many candidates did not make reference to the stimulus in their response and simply used learned material that did not adequately address the topic. They did not adhere to conventions of text type, used a combination of formal and informal language and demonstrated a limited ability to apply grammatical knowledge.

Section Three: Written communication Part B: Extended response

Attempted by 39 candidates Mean 11.46%(/20) Max 18.50% Min 7.00% Candidates' responses again contained regurgitated learned material that exceeded the suggested word limit, contained numerous errors and did not address the topic. Spelling and handwriting were poor.