

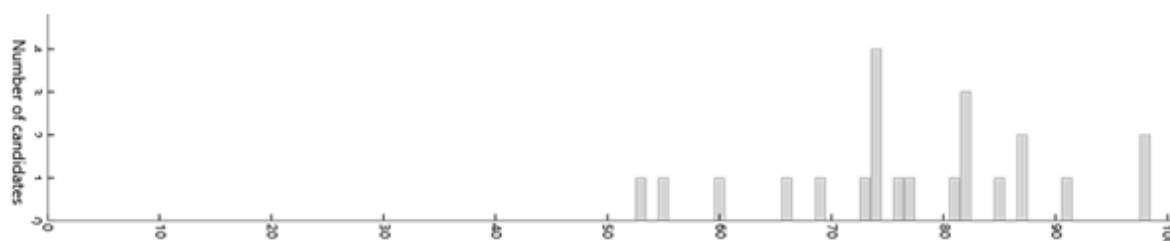


## Summary report of the 2020 ATAR course examination: German: Second Language

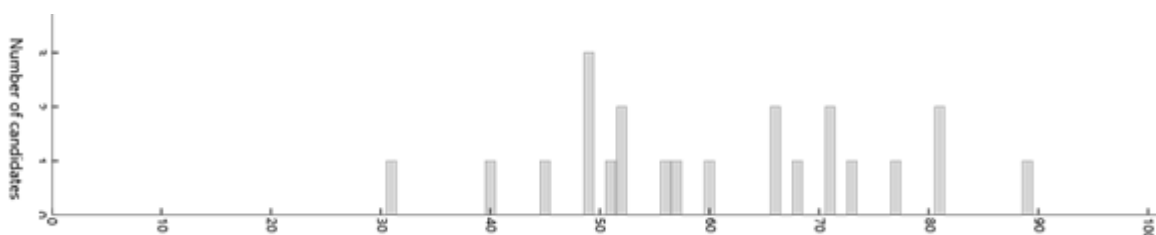
Year	Number who sat all examination components	Number of absentees from all examination components
2020	22	0
2019	21	0
2018	37	0
2017	29	0

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

### Examination score distribution–Practical



### Examination score distribution–Written



### Summary

It should be noted that general comments regarding candidate performance based on the provided statistics are less reliable due to the small cohort.

#### Practical examination

Attempted by 22 candidates    Mean 77.31%                      Max 98.25%    Min 53.30%

Section means were:

Part B: Discussion of stimulus	Mean 78.18%		
Attempted by 22 candidates	Mean 27.36(/35)	Max 35.00	Min 19.25
Part C: Conversation	Mean 76.84%		
Attempted by 22 candidates	Mean 49.95(/65)	Max 65.00	Min 34.05

#### Written examination

Attempted by 22 candidates    Mean 60.65%                      Max 89.17%    Min 31.42%

Section means were:

Section One Response: Listening	Mean 53.16%		
Attempted by 22 candidates	Mean 15.95(/30)	Max 26.09	Min 7.17
Section Two Response: Viewing and reading	Mean 65.76%		
Attempted by 22 candidates	Mean 19.73(/30)	Max 27.58	Min 7.74

Section Three Written communication Part A: Stimulus response	Mean 62.73%		
Attempted by 22 candidates	Mean 12.55(/20)	Max 18.50	Min 7.50
Section Three Written communication Part B: Extended response	Mean 62.16%		
Attempted by 22 candidates	Mean 12.43(/20)	Max 17.00	Min 8.00

### **General comments**

#### **Practical examination**

Candidates were aware of examination processes and procedures and appeared relaxed and comfortable. Most were prepared well, demonstrating a thorough knowledge of course content and contexts.

Strong candidates were able to easily and seamlessly switch between topics which enabled the conversation to flow well. They demonstrated a range of knowledge and vocabulary. Weaker candidates found it difficult to engage in a detailed discussion and were unable to demonstrate complex grammatical structures. The discussion of the stimulus was not done as well as the conversation, with candidates at times struggling with their understanding or interpretation of the stimulus item. However, it was noted that candidates were able to maintain eye contact throughout the examination, with minimal reliance on their notes.

The lack of grammatical accuracy continues to be an issue. Control of basic grammatical structures was not always evidenced, with simple errors occurring frequently. Areas requiring candidate improvement include verb conjugation and use of tense, and the use of prepositions and pronouns. Candidates were generally quite fluent and confident and errors did not impede understanding.

#### *Advice for candidates*

- Select a stimulus item where you already have significant content knowledge.
- Prepare a thorough response to all stimulus item questions.
- Be mindful that rote-learned responses need to be adapted to suit the context.

#### *Advice for teachers*

- Inform your students that they are not to hand over their personal information sheet or make it visible to examiners
- Use a variety of stimulus items in classroom practice, including graphs.
- Encourage students to be original in their response.

#### **Written examination**

The length of the paper appeared to be appropriate with all candidates attempting all sections and only two candidates not attempting every question. A particular challenge for candidates throughout the paper (in both comprehension and written responses) was to give sufficient detail. Often only basic information was provided.

Candidates appeared to be particularly challenged in the listening section of the paper, with many unable to identify more straightforward content. Questions in table format (apart from Question 22) tended to be answered more accurately by candidates, as well as questions requiring candidates to list discrete pieces of information. Candidates also did not always read the questions properly which led to inaccurate or incomplete responses. At times, some candidates located correct information in the text but wrote it incorrectly as their answer to another question. Responses in English were frequently written in such a way that made the answers ambiguous.

In the Extended response and Stimulus response, candidates needed to remember to address the conventions of text type. Paragraphing, logical sequencing of ideas, an introduction/opening and conclusion/closing were not always in evidence. German language use throughout was generally fair to good, with some repetitive basic errors of word order, capitalisation and adjective endings that affected marks. For the markers, reading the handwriting was again a challenge.

#### *Advice for candidates*

- Identify the key word in each comprehension question and then locate it in the text.
- Be familiar with the characteristics of the different text types.
- Ensure that the stimulus text/item is referenced in the stimulus response.

#### *Advice for teachers*

- Revise comprehension techniques with your students.
- Remind students of the key features of the commonly used text types and the importance of using paragraphs.
- Emphasise the need to manipulate rote-learned responses to address question requirements.

### **Comments on specific sections and questions**

#### **Practical examination**

##### **Part B: Discussion of stimulus (35 Marks)**

Most candidates demonstrated strong comprehension skills. Friendships, commuting and technology were the most popular stimulus items chosen. Although candidates were able to provide significant detail in their response, they rarely demonstrated a broad range of vocabulary.

##### **Part C: Conversation (65 Marks)**

Overall, candidates were well-prepared with both Unit 3 and Unit 4 content and were able to convey their own opinions about a topic in great detail. The few weaker candidates were unable to contribute much in their response due to a limited range of language and inability to adapt it to suit the situation.

#### **Written examination**

##### **Section One Response: Listening (30 Marks)**

This section was characterised by responses which often lacked the required detail or contained ambiguous phrases in English.

##### **Section Two Response: Viewing and reading (30 Marks)**

This section was characterised by a lack of specificity, poor translation and poorly written responses in English.

##### **Section Three Written communication Part A: Stimulus response (20 Marks)**

In this section, many candidates provided superficial responses which did not adequately address or refer to the stimulus text. Question 29 was answered better than Question 30.

##### **Section Three Written communication Part B: Extended response (20 Marks)**

In this section, candidates had difficulty addressing the most basic requirements of the text types. Responses lacked the depth of detail required.