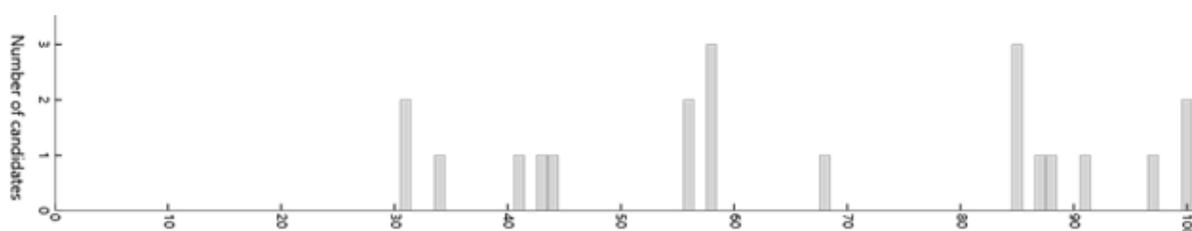




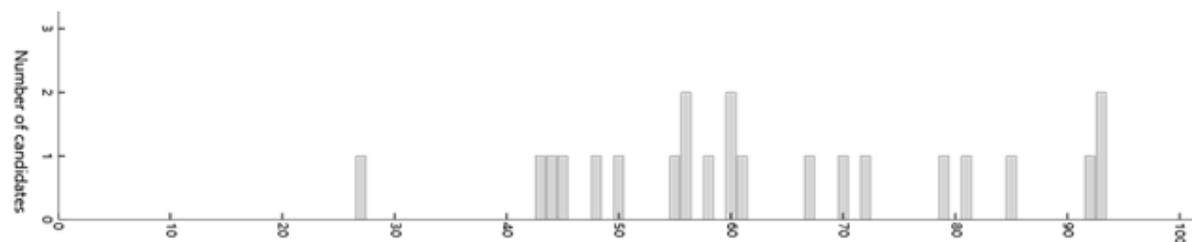
Summary report of the 2019 ATAR course examination: German: Second Language

Year	Number who sat all examination components	Number of absentees from all examination components
2019	21	0
2018	37	0
2017	29	0
2016	40	0

Examination score distribution–Practical



Examination score distribution–Written



Summary

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

Practical examination

Attempted by 21 candidates Mean 66.37% Max 100.00% Min 30.55%

Section means were:

Part B: Discussion of stimulus	Mean 68.92%		
Attempted by 21 candidates	Mean 24.12(/35)	Max 35.00	Min 11.05
Part C: Conversation	Mean 65.00		
Attempted by 21 candidates	Mean 42.25(/65)	Max 65.00	Min 16.25

Written examination

Attempted by 22 candidates Mean 63.41% Max 92.95% Min 27.26%

Section means were:

Section One Response: Listening	Mean 65.48%		
Attempted by 22 candidates	Mean 19.64(/30)	Max 29.29	Min 7.14

Section Two Response: Viewing and reading

	Mean 58.54%		
Attempted by 22 candidates	Mean 17.56(/30)	Max 27.80	Min 5.12
Section Three Written communication Part A: Stimulus response			
	Mean 65.57%		
Attempted by 22 candidates	Mean 13.11(/20)	Max 20.00	Min 7.00
Section Three Written communication Part B: Extended response			
	Mean 65.45%		
Attempted by 22 candidates	Mean 13.09(/20)	Max 18.50	Min 8.00

General comments

Practical examination

Most candidates were well prepared, demonstrating a thorough knowledge of course content and contexts. Strong candidates were able to maintain a conversation for the full 12 minutes and demonstrated some good insights into the topics. Weaker candidates relied on memorised text and the conversation was more laboured when their response did not address the question. The Discussion of stimulus was not done as well as the Conversation, with sound to good participation by most. Candidates were able to maintain eye contact throughout the Practical examination, with minimal reliance on the script.

The lack of grammatical accuracy was an issue. Candidates needed to confidently use the present perfect tense with the auxiliary verb 'sein', but this was not always evidenced. Other areas of poor performance included the use of prepositions and pronouns. Generally, candidates were fluent and confident and errors did not impede understanding.

Advice for candidates

- Select the stimulus question wisely. Avoid using a rote-learnt response and ensure that your response addresses the question.
- Express your opinion on the topics.
- Self-correct if you realise you have made a mistake.

Advice for teachers

- Explain to your students what to do if they recognise the examiner.
- Talk students through the process of the examination. Include what can be said at the beginning and end of Part B. A few candidates were puzzled by the question 'Wollen Sie noch etwas zu dem Thema sagen?'
- Encourage students to use a range of tenses and expressions in their responses.

Written examination

Overall, candidates handled the examination well. Responses to the Listening section were of a good standard and appeared to be better than the Reading section. Some candidates left a few questions unanswered, most candidates appeared to have enough time to complete the examination. Candidates handwriting and English expression sometimes posed an issue. Candidates need to proofread their responses to ensure that they make sense.

There was very little use of planning made for the Stimulus and Extended response. Planning may improve the quality response in this section. Candidates need to remember that even though they are writing in German, the conventions of text type still need to be addressed. Paragraphing, logical sequencing of ideas, an introduction/opening and conclusion/closing are essential. German language use was generally fair to good, with some repetitive basic errors of word order, capitalisation and adjective endings.

Advice for candidates

- Read the questions carefully.
- Consider the mark allocation for each question.
- Be familiar with the characteristics of the different text types.
- Plan your response for questions in Section Three.

Advice for teachers

- Revise comprehension techniques with students; for example, remind students to look for the key word in the question and then locate it in the text.
- Emphasise to students the importance of grammatical accuracy, in particular when using basic grammatical structures.
- Instruct students to avoid rote-learned responses and instead to address question requirements.
- Help students to practise Stimulus Extended response questions by teaching them to set aside time to plan their written response to improve content, flow and structure.

Comments on specific sections and questions

Practical examination

Part B: Discussion of stimulus (19 Marks)

Most candidates demonstrated strong comprehension skills. Weaker candidates seldom requested clarification. Questions referring to Germany and/or Germans were often misinterpreted which resulted in candidates referring to their own experiences in their response.

Part C: Conversation (20 Marks)

Most candidates participated well in the conversation. Stronger candidates had a broad knowledge of the language and were able to converse extensively. Weaker candidates who had learnt much of the material by rote did not necessarily adapt it in their conversations.

Written examination

Section One Response: Listening (42 Marks)

This section was characterised by succinct responses which sometimes lacked the required detail.

Section Two Response: Viewing and reading (41 Marks)

This section was characterised by poor translation and the misreading of questions. Text 6 was either challenging or candidates ran out of time.

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

In this section, candidates had difficulty linking their responses to the stimulus and addressing text type requirements.

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

Candidates lacked familiarity with the text types in this section. In general, responses lacked the depth of detail required to successfully address the requirements of the question.