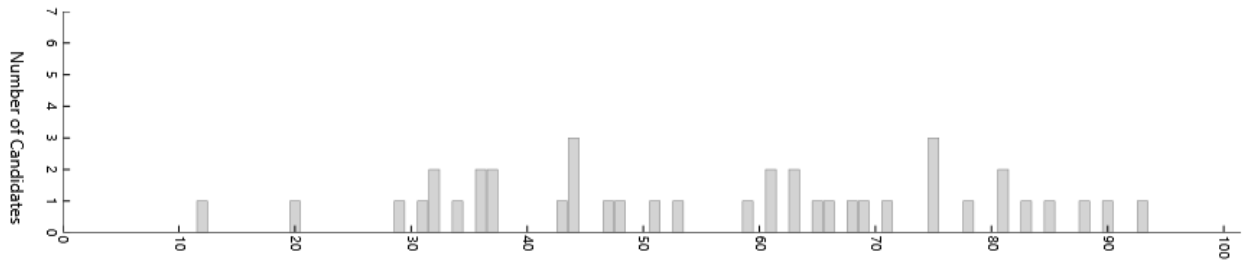




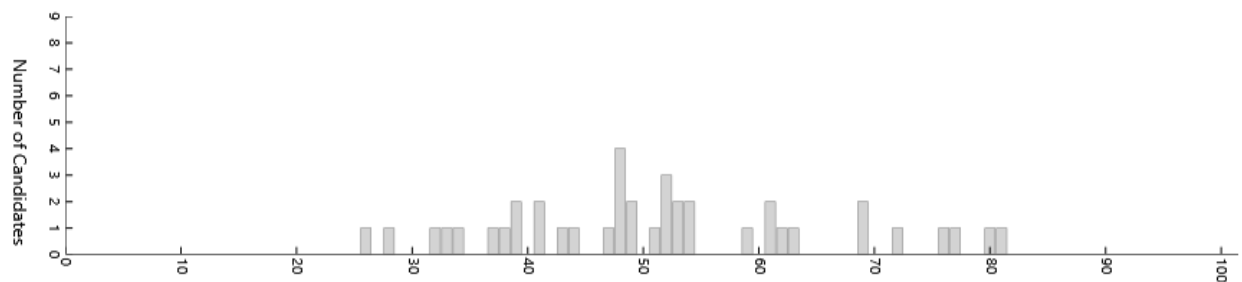
## Summary report of the 2016 ATAR course examination: German: Second Language

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                      Mean 20.63%(/35)      Max 31.32%      Min 7.37%

Part C: Conversation                      Mean 35.91%(/65)      Max 61.75%      Min 3.25%

#### 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	Mean 51.60%(/100)	Max 81.27%	Min 26.42%
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.



**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.