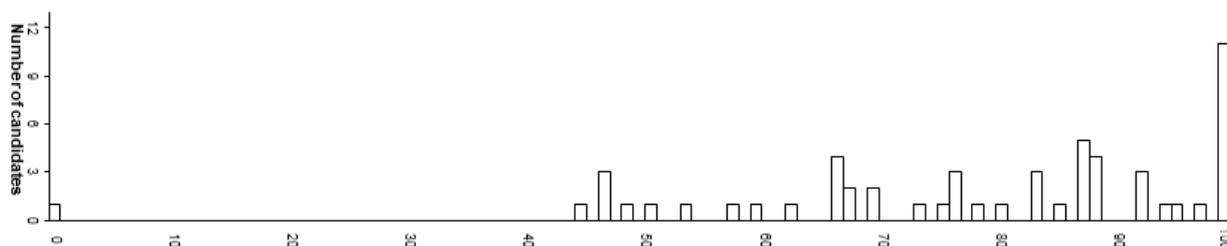




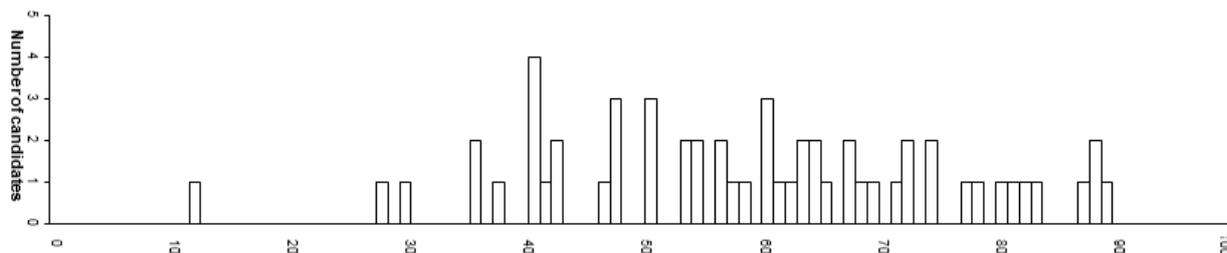
## Summary report for candidates on the 2014 WACE examination in German Stage 3

Year	Number who sat all examination components	Number of absentees from all examination components
2014	56	0
2013	91	0
2012	88	3

### Examination score distribution - Practical



### Examination score distribution - Written



### Summary

#### Practical examination

The practical (oral) examination was worth 25% of the total examination score. The mean was 78.76% and the standard deviation was 19.88%. The means for each part of the practical (oral) examination were: Part B: Discussion prompted by stimulus item 78.95% and Part C: Conversation 78.67%. Candidate scores for the practical examination ranged for 0% to 100%.

#### Written examination

The written examination was worth 75% of the total examination score. The written examination had a mean of 59.36% and the standard deviation was 17.12%. The section means were: Section One: Listening 57.10%; Section Two: Reading and viewing 55.06% and Section Three: Written communication Part A: 66.38% and Part B: Extended writing 66.58%. Candidate scores for the written examination ranged from 11.53% to 90.11%.

### General comments

#### Practical examination

Performance on the practical examination was of a high standard. Most candidates were very well prepared and were able to speak independently and expand on their answers with minimal prompting. Overall, candidates gave the impression that they were confident, willing to talk freely and had a comprehensive knowledge of the course. Markers commented on how much they enjoyed the interaction with the candidates as they were personable and offered good opinions on the given topics. Markers once again noted what seemed to be a high number of background speakers.

With the exception of the private candidates, most were aware of the processes and procedures. Private candidates seemed unaware of the topics and often didn't realise there were two markers in the room. Almost all candidates had the required material for the preparation time. The few candidates without dictionaries claimed not to need them. Candidate use of the preparation time varied, with some writing extensive responses to the focus questions and others making very few notes. Marker feedback stated that greater interpretation of the stimulus item, rather than just responding to the questions, would have enhanced their performance.

#### *Advice for candidates*

- It is advisable to bring a dictionary to the preparation time.
- Use the preparation time to thoroughly respond to the questions provided.
- Consider how to link the stimulus item to the relevant topic in the course.
- Anticipate further questions and incorporate this additional information in the initial response.
- Students are advised to learn more topic related vocabulary.
- Incorporate more sophisticated language structures in the response.

#### Written examination

Generally candidates seemed to cope with the length of the examination as very few were unable to complete all sections of the paper. There did not seem to be any problems with the questions although candidates frequently did not read either the passage or the question carefully enough. Many candidates have a poor command of the English language that made reading their answers a tiresome and time consuming business. The paper discriminated very successfully but the overall impression was that this cohort was much weaker than in previous years.

When listening to, or reading passages on a topic they were familiar with (e.g. digital media, environment) candidates often assumed meaning and used their own opinion rather than analysing the content of the passage. Many candidates simply did not read the passages thoroughly in Section Two and just focussed on key words, thereby completely misunderstanding the questions and the passages. When writing, there was, in many cases, an almost total disregard for the agreement of subject and verb, the correct case and article and capital letters for nouns. Poor use of the dative case was spread across nearly all the essays and often there would be inconsistent use of subject and verb agreement within the same paragraph and even in the same sentence. Paragraphing was also often neglected or not attempted at all. Handwriting was in many cases, appalling, and it required great patience on the part of the markers to decipher meaning. Many essays were too brief and thus did not adequately address the topics.

#### *Advice for candidates*

- Read the questions carefully.
- Avoid assuming meaning of passages and stating personal opinion.
- Ensure English responses make sense.
- Adhere to the conventions of text type.
- Meet the word count requirements (do not count 'und' and every article).
- Write legibly.