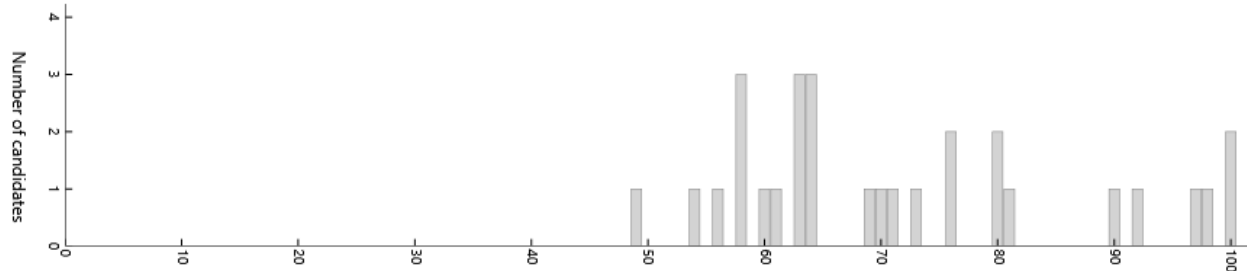




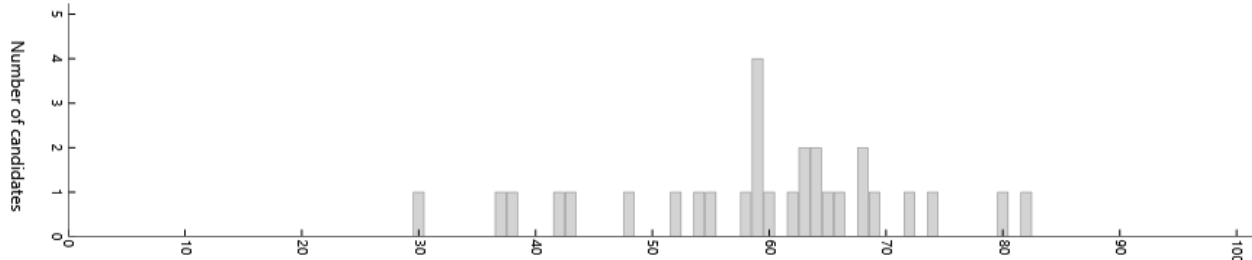
## Summary report of the 2017 ATAR course examination: **German: Second Language**

Year	Number who sat all examination components	Number of absentees from all examination components
2017	29	0
2016	40	0

### 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. This will remain an issue if the decline in candidate enrolment in German: Second Language continues.

#### Practical examination

Attempted by 29 candidates                      Mean 72.01%            Max 100.00% Min 49.08%

Section means were:

Part B: Discussion of stimulus

Mean 73.50%

Attempted by 29 candidates

Mean 25.73(/35)

Max 35.00

Min 16.58

Part C: Conversation

Mean 71.21%

Attempted by 29 candidates

Mean 46.28(/65)

Max 65.00

Min 32.50

#### Written examination

Attempted by 29 candidates

Mean 58.99%

Max 81.72%

Min 29.76%

Section means were:

Section One Response: Listening

Mean 54.08%

Attempted by 29 candidates

Mean 16.23(/30)

Max 22.11

Min 8.95

Section Two Response: Viewing and reading

Mean 64.04%

Attempted by 29 candidates

Mean 19.21(/30)

Max 26.14

Min 7.29

Section Three Written communication Part A: Stimulus response

Mean 58.97%

Attempted by 29 candidates

Mean 11.79(/20)

Max 18.00

Min 7.00

### Section Three Written communication Part B: Extended response

Mean 58.79%

Attempted by 29 candidates

Mean 11.76(/20) Max 18.00 Min 6.00

#### **General comments**

##### **Practical examination**

All candidates were well-prepared for the practical examination. They knew the topics well and most were familiar with the process. As always, the discussion of the stimulus was not done as well as the conversation. A lack of grammatical accuracy was the major issue. It was noted that while rote learning responses is good for preparation and vocabulary, it can hinder the natural flow of a conversation. Most candidates were confident to talk even though they did not have good grammar skills or fluency.

##### *Advice for candidates*

- Maintain eye contact throughout the interview.
- Express your opinion on the topics.
- Show originality in your response.

##### *Advice for teachers*

- Encourage your students to approach the topics from a different perspective.
- Practise natural dialogue with your students as rote-learned responses can result in a stilted conversation.
- Explain and rehearse the practical examination process so that your students are familiar with having two markers in the room.

##### **Written examination**

Candidates coped well with the level of difficulty, attempting all sections of the paper. They indicated familiarity with the required course content, although at times lacked depth in their understanding and response. Although there were some marked improvements in the production of written and spoken German compared to previous cohorts, grammar was again an area of weakness. The reduction in the number of listening and reading texts ensured that candidates had sufficient time to complete all sections of the written paper. Very few candidates did not attempt every question. Although the level of difficulty appeared to be appropriate, the poor command of English shown by some candidates made it difficult to decipher the meaning of their response. Markers spent a great deal of time searching through sentences containing too much information, to find points to reward.

Markers noted some pleasing improvements on last year in the candidates' writing in German. There was a better use of vocabulary and conjunctions, as well as evidence of varied sentence beginnings.

##### *Advice for candidates*

- Read questions and responses carefully to ensure clarity.
- Provide only that information which is given in the text.
- Adhere to the word limit.
- Relate any rote-learned information to the question.

##### *Advice for teachers*

- Explicitly teach your students how to use a dictionary.
- Explain to your students that writing more than the suggested word limit is of no benefit to them, especially when it is simply repetition.
- Teach students how to address stimulus items in their written response.

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

### **Practical examination**

#### **Part B: Discussion of stimulus (19 Marks)**

There was an even choice of stimulus items across the units (15 candidates chose a stimulus from Unit 3, 14 candidates chose a stimulus from Unit 4).

#### **Part C: Conversation (20 Marks)**

Candidates performed better in the conversation section than they did in responding to the stimulus. They can come prepared for this part of the oral, but preparation is detrimental for those candidates who proceed to present a speech of rehearsed content. They must engage in conversation with the marker.

### **Written examination**

#### **Section One Response: Listening (57 Marks)**

In this section, some candidates were prone to answering using their knowledge of the subject matter instead of presenting the information given in the text.

#### **Section Two Response: Viewing and reading (70 Marks)**

This section was handled quite well by most candidates although there was at times obvious use of the dictionary without using common sense to provide the proper word suited to the context of the text. Some candidates also failed to read the question properly and so gave rather strange answers.

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

Candidates had learnt the subject matter of the topics and relevant vocabulary quite well with an even spread of choices across the units. This was at times a problem, with candidates regurgitating large chunks of learned information but not really relating it to the question. Candidates mixed *du*, *Sie* and *ihr* all in the one essay and sometimes in the same sentence or paragraph. Not one candidate was able to use *euer* when using *ihr* as a subject.

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

Candidates attempted different and interesting sentence beginnings with most able to use the conditional tense to some extent. Subject and verb agreement seemed for most to be largely guesswork. There was lack of agreement of adjectives with the noun as well. Candidates seemed to have very little idea of how to use the dative case.