

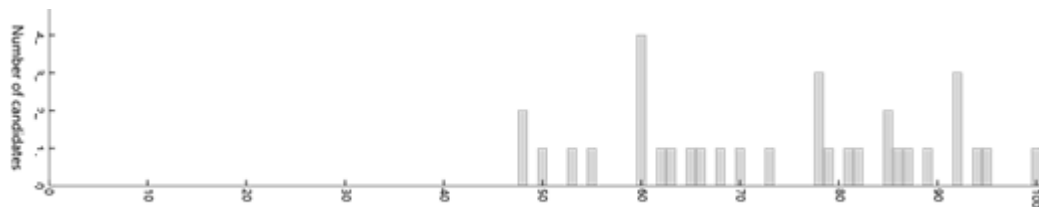


Summary report of the 2021 ATAR course examination report: German: Second Language

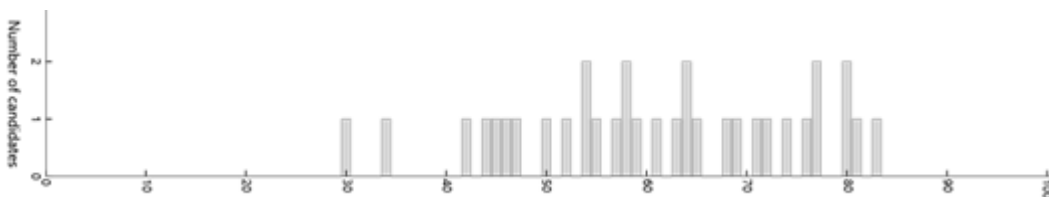
Year	Number who sat all examination components	Number of absentees from all examination components
2021	33	0
2020	22	0
2019	21	0
2018	37	0

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 in this course with a small cohort than in other courses with larger cohorts.

Practical examination

Attempted by 33 candidates Mean 73.75% Max 100.00% Min 48.45%

Section means were:

Part B: Discussion of stimulus Mean 75.91%
Attempted by 33 candidates Mean 26.57(/35) Max 35.00 Min 17.50

Part C: Conversation Mean 72.58%
Attempted by 33 candidates Mean 47.18(/65) Max 65.00 Min 30.95

Written examination

Attempted by 33 candidates Mean 60.85% Max 83.05% Min 30.20%

Section means were:

Section One Response: Listening Mean 63.14%
Attempted by 33 candidates Mean 18.94(/30) Max 26.51 Min 7.67

Section Two Response: Viewing and reading

	Mean 59.00%		
Attempted by 33 candidates	Mean 17.70(/30)	Max 26.33	Min 6.73
Section Three Written communication Part A: Stimulus response	Mean 60.68%		
Attempted by 33 candidates	Mean 12.14(/20)	Max 16.00	Min 8.00
Section Three Written communication Part B: Extended response	Mean 60.38%		
Attempted by 33 candidates	Mean 12.08(/20)	Max 17.50	Min 5.00

General comments

Practical examination

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

Most candidates demonstrated that they were well-prepared by engaging or participating in a conversation covering content from all Units 3 and 4 for the full eight minutes. The topics of family, friends and technology were done particularly well. Stronger candidates demonstrated deeper insight into the topics, whereas weaker candidates relied on memorised text, where the conversation was more laboured when their response did not quite address the question. Superficial responses to the stimulus items often lacked the required detail to achieve full marks.

Markers commented on the use of a range of vocabulary and grammatical structures. There were some errors caused by the interference of English; however, these errors did not impede meaning. Grammatical accuracy continued to be problematic in this year's cohort of candidates, with simple errors in tense, use of prepositions and adjectival agreement. However, candidates were generally quite fluent and confident.

Advice for candidates

- Familiarise yourself with the process of the examination, including what you can expect a marker to say at the beginning and the end of Part B: Discussion of stimulus item and Part C: Conversation.
- Consider carefully which stimulus item to select, making sure that you have sufficient knowledge of the topic to be able to give thorough responses to the questions.
- Be mindful that responses learned by rote need to be adapted to suit the context.

Advice for teachers

- Remind students to listen to the questions carefully, so that their response clearly addresses what is being asked for.
- Encourage students to maintain eye contact (and not read from their notes in Part B of the examination).
- Inform students to refrain from the verbatim reading of text on the stimulus items.

Written examination

Candidates appeared to manage their time well, which indicated that the examination was an appropriate length. Very few appeared to run out of time, with only a small number of candidates appearing to rush an answer, or not answer the last of the reading comprehension questions, or provide very short or incomplete written responses in Section Three. This does suggest that candidates continue to naturally approach the paper from front to back rather than using the reading time to select the best place (based on difficulty or mark allocation) to start working.

The listening and reading sections provided some challenging questions. These elicited a range of responses from candidates to enable markers to discriminate between performances. Candidates appeared to not always use the mark allocation for a question as a guide to how many responses to give or how much detail to provide. Some questions clearly required three responses for a total of three marks, yet candidates provided four, or even five, responses.

Candidates frequently omitted detail words such as 'until' or 'more likely' which affected the meaning of their responses. Many also did not demonstrate understanding of the 24-hour clock. Almost all of the questions that required more detailed responses were not answered well. There was clear evidence of poor dictionary skills. Candidates either omitted much of the detail or wrote in such a way that the English answers were close to incomprehensible.

Deciphering handwriting also proved challenging for the markers.

Language in the stimulus and extended response questions was frequently quite basic, with very few candidates using sophisticated phrases or language. The influence of English on word order, spelling and other grammar was quite obvious in many papers. At a basic level, candidates often addressed text types minimally; for example, beginning an article with 'Hallo Schüler' and other similar salutations and concluding with 'Danke für das Lesen'.

Advice for candidates

- Ensure responses contain specific detail to appropriately address each comprehension question.
- Be familiar with the characteristics of the different text types.
- Attempt to provide breadth and depth of information in written communication responses.

Advice for teachers

- Revise comprehension techniques with your students.
- Remind students of the key features of the commonly used text types.
- Encourage students to read question requirements carefully.

Comments on specific sections and questions

Practical examination

Part B: Discussion of stimulus (20 Marks)

Most candidates demonstrated strong comprehension skills. Friendships and social media 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 (21 Marks)

Overall, candidates were well-prepared and conveyed their own opinions about the topics of family, friends and technology in great detail. The few weaker candidates did not contribute much to their responses due to demonstrating a limited range of language and a failure to adapt it to suit the situation.

Written examination

Section One Response: Listening (43 Marks)

This section was characterised by poor translation or responses that often lacked the required detail.

Section Two Response: Viewing and reading (49 Marks)

This section was characterised by a lack of specificity and poorly written English responses containing ambiguous phrases.

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

In this section, many candidates provided superficial responses that at times did not address or refer to the stimulus text. Question 32 was a more popular choice than Question 31.

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

In this section, candidates had the choice to answer one of three questions provided. No candidate chose to answer Question 34. In their responses to the other two questions, many candidates did not address the most basic requirements of the text type and question. Their responses lacked the depth of detail required.