# Government of South Australia LogoSACE Board Logo2023 German (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g. up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in school online are correct
* ensuring the uploaded tasks are legible, all facing up (and all the same way), and remove blank pages, student notes and formula pages
* ensuring the uploaded responses have pages the same size and in colour so teacher marking, and comments are clear
* ensuring that teacher-highlighted performance standards are submitted with each task.

Assessment Type 1: Folio

This component is worth 50% of the school assessed grade. Students complete between 3-5 responses, comprising an interaction, text analysis and text production tasks.

Students demonstrate their ability to communicate their ideas effectively when speaking and writing in German. They demonstrate depth and breadth in their responses by elaborating, expressing opinions, arguing a position, and substantiating their argumentation. They analyse text for content and textual features, interpret and draw conclusions about ideas and perspectives expressed in texts and regarding a text’s purpose, context, and audience.

Interaction

Over-rehearsed responses, where questions have clearly been practised exclusively and verbatim, may potentially not allow students to achieve at the highest level against some of the performance standards.

Teachers can elicit more successful responses by:

* ensuring that the scope of study within the topic for conversation itself facilitates a robust, detailed, and nuanced interaction
* ensuring questions are succinct and open ended
* formulating questions that elicit spontaneous and authentic responses
* providing regular coaching and practice to enable less confident students to maximise their achievement
* consciously pre-preparing for each individual interaction, to ensure that students are optimally facilitated in demonstrating depth and breadth in their responses
* ensuring that they themselves do not speak English during the interaction — this is highly disconcerting to a student.

The more successful responses commonly:

* flowed naturally
* encompassed a range of topics, demonstrating depth, breadth, elaboration, reflection, and substantiation of an argued position
* demonstrated student responses that were quick, fluent, and dealt with topic shifts and unpredicted elements confidently
* showed that students were engaged: responses were spontaneous, passionate and/or humorous.
* demonstrated high levels of authenticity by using idiomatic language, modal particles, and interjections.
* demonstrated the capacity to switch between tenses, use Subjunctive II and make excellent use of a range of cohesive devices.

The less successful responses commonly:

* were limited in scope
* relied on pre-prepared (often overly rehearsed) responses rather than spontaneous interaction
* exhibited frequent pauses and had difficulty elaborating on, or even responding appropriately, to simple questions
* relied on the interlocutor to take the lead
* featured formulaic, often single-sentence, answers
* demonstrated a limited range of vocabulary
* had meaning impeded by basic grammatical errors particularly with tenses, conjugation, declension and syntax
* were interspersed with some English.

Text Production

Teachers can elicit more successful responses by:

* ensuring that task design allows students to develop their work explicitly in accordance with context, purpose, audience, and text type
* ensuring that word limits are conducive to maximizing student achievement
* ensuring that if students complete more than one text production, these differ in context, purpose, audience, and text-type, so as to maximise the stylistic as well as well as linguistic benefits of completing more than 1 text production.

The more successful responses commonly:

* were comprehensively planned, as evidenced in the depth and breadth of ideas and inclusion of detailed content
* demonstrated a clear understanding of the context, purpose, and audience (applying formal and informal register appropriately), text type, and kind of writing required for the task
* were cohesive and logically structured
* were highly accurate in the basics of writing (tense, sentence structure, gender and case for nouns and pronouns) and also accurately used a range of sophisticated structures, vocabulary, and connective devices in their writing, such as relative clauses, passive voice, subjunctives, and, where appropriate, idiomatic expressions, metaphors, and similes
* reflected student engagement and related to a topic of student interest or a current issue, or a task which provided scope for imaginative and creative interpretation
* generated a range of ideas, supported arguments, and/or opinions and were creative.

The less successful responses commonly:

* treated the topic superficially
* were often too brief to achieve sufficient depth and breadth
* lacked cohesion
* featured simplistic, repetitive structures or expression, and basic errors that impeded meaning
* consisted of several brief diary entries (often in response to a longer text, such as a film, story, or novel) that were either not at all or only loosely thematically connected and limited the scope for achieving an adequate level of breadth and depth.

Text Analysis

Translations are not part of text analysis. Responses must be in English, though quotes from the text in German are used to support an answer and indicate understanding. Student achievement should be carefully correlated with the performance standards rather than numerical – this means that questions must be assigned a performance standard descriptor and graded against that descriptor – please note, it is the highlighted performance standard that is then amalgamated with the performance standards of the other assessment types in the folio at the end of the year and uploaded to the SACE Board – ideally, the performance standard for each assessment task will be highlighted in different colours, for the purposes of moderation.

*Teachers can elicit more successful responses by:*

* ensuring questions do not just focus on content, but also require reflection on and interpretation of content and textual features and ask students to draw conclusions about purpose, context, and audience to ensure all relevant aspects of the Interpretation and Reflection performance standards are covered.

The more successful responses commonly:

* demonstrated a thorough understanding of text types and metalanguage, which allowed students to interpret meaning and draw conclusions about the purpose, style, and language of a text or texts effectively
* featured comprehensive and succinct analysis of content and textual features
* substantiated conclusions with detailed and pertinent examples
* analysed text/ (paired) text(s) on topics of contemporary relevance, addressing the various aspects of IR1, IR2, and IR3 effectively
* demonstrated critical and reflective thinking about cultural aspects portrayed in text(s).

The less successful responses commonly:

* were general rather than specific
* consisted of either brief, superficial answers or verbose, repetitive answers with only limited information or limited relevance to the question
* made only cursory reference to the stimulus text resulting in limited substantiation or examples from the text
* demonstrated limited understanding of text types, features of language, and subtext.

Assessment Type 2: In-depth Study

The In-depth Study comprises three assessment tasks: an oral presentation in German, a written response in German, and a reflective response in English.

*Teachers can elicit more successful responses by:*

* ensuring that the chosen topic has an explicit connection to a German-speaking country and provides the capacity for the student to expressly elucidate cultural elements
* guiding the student to adopt a different lens from the overarching topic in the written response and oral presentation
* providing personalised insights to individual students and their chosen topics around cultural elements *and intercultural elements* in the reflection – namely, comparing and contrasting and critically analysing in order to give a sophisticated explanation of their, or Australia’s own values, beliefs, practices, and ideas, and those explored in texts
* having the oral presentation be video-taped, rather than just audio-recorded – concerns expressed by moderators are that it appears that some students appear to be reading their script rather than giving a true oral presentation.

The more successful responses commonly:

* had an explicit connection to Germany or another German-speaking country and its culture
* were adequately researched and contextualized, including (as relevant) their historical, political, social, contemporary etc. context
* consisted of topics that students clearly felt passionate about (e.g., migration, art, rise of neo fascism, women’s rights, environmental policies, Germany’s approach to dealing with Covid etc.)
* had contemporary relevance and/or a degree of controversy, which allowed students to inform, analyse, persuade, reflect, convey concepts, and explain different perspectives
* were clearly differentiated in terms of purpose, context, and audience between the oral presentation and the written response
* featured an oral presentation that was delivered in a lively, fluent manner and conveyed the student’s interest in and engagement with the topic
* featured an oral presentation that was well-prepared and therefore highly effective in engaging the audience by varying the content, expression and tone, pronunciation was clear and easy to understand
* featured a written response that was effectively prepared and carefully edited to ensure that the final product achieved depth and breadth
* ensured that both the oral presentation and the written response demonstrated a high level of formal accuracy and incorporated an extensive range of linguistic structures and expressions
* ensured that the reflection addressed all aspects of IR3
* made some reference, or drew comparisons to pertinent contemporary matters or issues
* made effective use of word and time-limits.

The less successful responses commonly:

* were often largely identical in terms of purpose (and often context and audience), and merely informational
* relied on a narrow range of research, at times superficial or simple information in one or both tasks
* featured presentations that appeared underprepared: containing many errors (grammar/syntax/pronunciation) and/or were poorly paced
* featured overly simplistic and/or repetitive vocabulary and structures
* contained limited, if any, reflection on cultures, values, beliefs, practices, and ideas
* focused primarily on the research process, not the impact of the research on self and others.

General Information on the In-depth Study

It is important to adhere to the time and word limits specified in the subject outline to allow students to maximise their achievement. It is essential that LAPS, context sheets, reading texts and transcripts of listening texts are included with moderation material. Teachers should ensure that recordings are clear and intelligible.

External Assessment

Assessment Type 3: Examination

The oral examination consists of two parts: general conversation and discussion of the student’s in-depth study topic. In the conversation the students converse with the examiners about their personal world.

Orals were conducted online. Students benefitted from being in their familiar school settings and having the personal and technical support of invigilators, particularly given that there was a fire alarm in the SACE Board building that paused exams for some time. For the conversation, over 80% of students scored in the B range or above, with 35% scoring full marks. For the discussion 68% of students scored in the B range or above, with 45% scoring full marks. The demand of the discussion around the In-Depth Study is clearly demonstrated. However, overall, examiners commented on pleasing preparation and performances in the discussion.

General

Depth of treatment of ideas, information, and opinion remains a key area for improvement. Preparation is essential for depth of coverage and students’ ability to speak flexibly. Teachers are encouraged to provide frequent opportunities for students to practise flexible responses re-stating or emphasising information in different ways, using a range of word order, and elaborating. Specifically, expanding on simple statements, giving examples, offering and qualifying opinions, expressing agreement and disagreement, giving reasons, and making comparisons.

It is recommended that teachers ask ‘why’ more often to facilitate opportunities for students to explain, reflect, compare, and draw conclusions. Students need to be comfortable to do this in both sections of the oral exam, with both general and topic-specific vocabulary.

In many cases expression/accuracy limited students’ ability to convey their ideas. Whilst errors which are incidental rather than systemic and do not impede meaning, do not preclude high achievement, repeated basic errors (see below) inevitably impact student performance and achievement.

Students need to be able to first use their vocabulary with simple German structures correctly and reliably, and then move on to master more complex structures.

Consolidation of the following aspects are required:

* subject-verb agreement
* use of correct word order — varying simple SVO structures
* use of coordinating and subordinating conjunctions with appropriate word order
* pronouns are an area requiring attention for many students, including appropriate and consistent use of formal and informal address forms
* correct use of tenses, in particular perfect tense – participles and correct auxiliary for high frequency verbs
* correct use of infinitive clauses, placement of *zu*.

Written Examination

German Continuers Examination format: online e-exam, 2-hours.

Section 1: Listening and Responding

There were two texts in German. For both texts, the questions and answers were in English. The questions from Text 1 were well-handled by most students, with nearly half achieving full marks. The questions in Text 2 provided the greatest challenge, with some students: answering with their own background knowledge, rather than using information from the text (2a); not understanding the question or not able to substantiate the sceptical mood of the interviewer (2b). Only 29%, by contrast achieved full marks for Text 2.

Text 1

This text was an advertisement appealing to those with an environmental conscience and who wish to save money to shop in an ‘Unverpacktladen’.

Question 1a

*More successful responses* fully identified the four reasons according to the text. Points should be supported, but not all detail was required. Answers included: Wanting to do something practical for the environment; Wanting to save money — organic products are cheaper than in the supermarket, buying only amount required; Wanting to buy fresh products without plastic wrapping (unlike the stale bread etc in supermarket) … being unhappy with quality of supermarket food; Wanting to avoid food waste by buying just what you need (also saving money) — smaller quantities unlike supermarket.

*Less successful responses* only *partially identified* the above reasons.

Question 1b

*More successful responses* fully identify two linguistic techniques and supports with text evidence. Any two of the following were acceptable: Use of direct address/questions to audience and answers, including use of informal ‘du’ form to create familiarity: ‘Dann ist der Unverpacktladen für dich!’ Emphatic language/lots of exclamatory statements to make points, including use of imperatives: Vergiss! Bring! Kauf! Geh! • Use of opposites, e.g. in comparing supermarkets’ inferior ‘mushy’ tomatoes and ‘stale’ bread with the Unverpacktladen’s ‘tasty and fresh’ produce, ‘all free of plastic packaging’. • Opens with two-part rhetorical question: Do you want to do something practical for the environment? Do you want to save money? • Final call to action. Tells the audience to go to the website and find an ‘Unverpacktladen’ near them.

*Less successful responses* only *identify some* relevant information.

Text 2

This longer text was an interview about the initiative ‘das neun-Euro Ticket’ with which Germans were able to use public transport.

Question 2a

*More successful responses* identified four reasons and provided *comprehensive* or *substantial* evidence. Four of the following were acceptable:

* He describes it positively, emphasising how cheap it is and how much you can do — you can travel all over Germany for just 9 Euro, for example from Hamburg to Munich, or to work, or shopping.
* He describes the initiative as really very successful.
* He says that although the government funding was 2.5 billion euros, the scheme was a real hit. • He emphasises that 52 million tickets were sold for long and shorter trips.
* He points out that it allows many to get to know their own country better.
* He emphasises that it is not just about cost but about social fairness and helping those without much money to travel — especially young people (main point).
* He is after all the representative of an organisation which is called ‘Mobility for all’! The ticket will encourage more people to use public transport.

*Less successful responses* provided less than four reasons with limited evidence, or only scant information.

Question 2b

*More successful responses* fully explain whether the interviewer will support the initiative — The interviewer’s attitude is sceptical/negative — so she would be unlikely to support the initiative’s being continued. Text evidence should include at least half of the following:

* She emphasises the enormous cost (for the government); you can see this in the exclamation ‘What!!?? … So much money for just 3 months?’ She clearly questions whether it is worth it (main point).
* She also brings up other problems such as not being able to use the express trains but rather the slow regional transport, and the stress because the trains were so full.
* She frames the initiative as an expensive experiment (rather than a true success). • Her tone is clear at the (rather abrupt) end to the conversation, where she has the last word.
* Asks cynical questions and seems unsure of the success of the initiative.

*Less successful responses* only identify some relevant information and are vague about whether the interviewer will support the initiative.

Section 2: Reading and Responding Part A

One text with questions and answers in English. 16% of students won full marks for question 3, where 18% achieved half marks or less, indicating that attention needs to be given to addressing ways to be more successful with text analysis.

Question 3a

This question asked *What has led to the ‘time bomb’ referred to in the text?* The answer was expected to include supporting evidence from the text.

*More successful responses* fully identify the reason behind ‘time bomb’, and a successful answer may have read: The emerging time bomb is the overproduction of textiles for the clothing industry and subsequent textile waste, which is creating an environmental disaster in many countries. Supporting evidence would have included at least one of the following: The scale of waste — enormous (stats). • Production is huge even though up to 30% of clothing produced goes unsold. • Much clothing is very short-lived: people on average throw clothes out after wearing them seven to 10 times. • Even though people give clothing to charity it is often just exporting the problem.

*Less successful responses* only provide *some* relevant information.

Question 3b

This question asks students to *identify* two linguistic and/or stylistic techniques that the author uses to convey the importance of addressing this issue.

*More successful responses* fully identify two linguistic and/or stylistic techniques amongst the following: Title points to the connection of fashion and waste. • Use of stats/huge figures for emphasis. • Uses a comparison in the breakout box to demonstrate just how large the amount of waste is. • Compares huge production and waste with small recycling…only around 10%. • Extreme language riesige Müllberge, ökologische Zeitbombe, massiv verlangsamen, unlösbares Problem, unfassbar. Also, modal verbs muessen and sollen to indicate strong call for action. Language of fear – eine ‘Zeitbombe’. • Highlights that giving clothes to charity is not actually helping/reducing the problem. • Uses appeal to audience to bring home the message (responsibility) in the conclusion — unser Kaufverhalten… our purchasing behaviour should not become a problem for our own and other countries.

*Less successful responses* only provide *some* relevant information.

Question 3c

This question asks students to *explain* the expression „Aus den Augen, aus dem Sinn“ in the context of the text.

*More successful responses* fully explain the literal meaning of the expression and its context: out of sight out of mind, in reference to how we deal with waste. The explanation states that people donate their excess clothing to charities hoping that they are doing good, but in fact a large part of our textile waste is being exported to other countries where it becomes their problem and most just ends up in huge landfills Müllberge.

*Less successful responses* will have stated one or the other to some extent.

Question 3d

This question asks *What can different people do to make this situation more sustainable?* Students had detail the actions of at least two groups from the text.

*More successful responses* identified at least two groups and provides comprehensive explanation of their actions or will have provided substantial information about groups and their actions, for example: The customer has an important role to play, so that there is neither overproduction nor overconsumption. This way their purchasing behaviour will not become a problem for their own country or other countries. They can boycott fast fashion. Perhaps they should think more before just giving things to second-hand collections, as most of it is not re-used. Producers need to take responsibility for their products and implement effective recycling strategies. The EU has an action plan — by 2030 there should only be long-life/durable textiles, which are mainly recycled. Environmental protection bodies demand that big fashion companies massively slow production and swap to circular production/economy. They also want the EU to immediately ban the export of textile waste and for customers to boycott fast cheap fashion.

*Less successful responses* will only have provided partial information about groups and their actions or identified some relevant information.

General Observations on Receptive Tasks:

Overall, the Listening and Responding tasks were well-handled by most students, and the Reading and Responding Part A was also competently handled. The main challenge was again effective use of evidence from the texts.

Students need to:

* Read the questions carefully and ensure that they address all aspects of the question.
* Understand the question type and depth required: does it ask the reader to *identify* simple information? to *compare* perspectives? to *evaluate* and *interpret*? Tip: Check the marks allocation as a rough guide to the amount of detail expected.
* Use evidence from the texts to support their judgements/answers rather than giving general responses, which may reflect background knowledge from other external sources. Responses should be succinct and clearly demonstrate a connection to the text.
* Select relevant evidence from the texts to support their answers – language used, key words or phrases that give information or demonstrate the author’s position. Some questions invite comment on the language strategies of the speaker or writer e.g., use of positive or negative language, emotive language, superlatives, wordplays, idioms, rhetoric questions, imperatives, and exclamations.
* Demonstrate understanding by providing evidence from the texts in English – students should not include untranslated passages directly taken from the text in their answers. Students should translate or paraphrase their text evidence and embed it in their answer (typing out the German original will cost unnecessary time). If quoting a specific phrase or word in German students need to provide an explanation in English.

Section 2: Reading and Responding Part B

Question 4

Students were asked to write an email in response to a letter from the school representative council about a proposed plan that students engage in a voluntary work placement in the school holidays. Students were asked: What aspects of the initiative do you like or dislike? Which placement would be interesting and a valuable experience for you? Full marks were awarded to 17% of students, and pleasingly only 6% achieved half marks or less.

The text invited students to give feedback (to class reps) on:

* the basis of the Praktikum − one to two weeks in the Autumn holidays – the fact that it is highly recommended for all in Y12
* the goals − to do something for others, community, or the planet − perhaps also the assumptions that Y12 students do not really need to relax or do schoolwork in the holidays – but need to put their usual interests aside and learn empathy (perhaps they do this already!)
* the conditions − time commitment: 6 hours per day for one to two weeks (might be difficult if you have a casual job or other commitments in break etc) − no pay — freiwillig − own transport costs (deliberately included in the text to try to get a reaction from students)
* their choice of suggested placement/s (or one of their own) and to give detail as to why it might be interesting and valuable for them personally − relates to their own interests/future career ideas, strengths etc − what they could learn
* their overall conclusion: is the social placement initiative a good one in their opinion.

More successful responses:

* comprehensively addressed the key elements for feedback above, including all the sub-elements and provided well-developed arguments that logically aligned with the thoughts/concerns of a student likely to be impacted by the proposal
* showed good organisation and structure with cohesive and logical progression of ideas
* used appropriate register and style consistently – the audience are their fellow students (class representatives) in the first instance, so language could be quite informal (du), bearing in mind that the information is also required for a formal purpose and that other school staff may be seeing it
* gave detailed explanation as to the reasons for, and benefits of, their personal choice of Praktikum
* were engaging and used a range of language strategies including direct address, idioms, exclamations, turns of phrase to support an argument (einerseits…, andererseits…) and rhetorical questions
* demonstrated a good level of competency with basic grammatical structures - verb conjugation, tenses and sentence structure were almost always perfect
* used cohesive devices and varied sentence structure for natural flow
* used text-type features appropriately – an e-mail address, date, subject, opening and closing salutations.

Less successful responses:

* did not address all aspects outlined and/or became focussed on one argument only. Breadth was lacking and though there may have been some depth, that depth was disproportionate, robbing the text of balanced consideration
* presented a text which lacked cohesion, structure, organisation, or use of e-mail text-type features
* could not clearly identify the audience and kept switching between formal and informal register throughout the writing
* showed very low knowledge of the sentence structure in German and very restricted vocabulary knowledge - errors impeded communication.

Section 3: Writing

This section continues to present the most challenge for students, largely due to problems with expression and accuracy, which are exacerbated under time pressure. That said, 72% of students achieved in the B range or above for this section.

Time management is crucial to allow enough time for this section and for review and editing of work. Students need regular practice writing under exam conditions (similar time and text length requirements and effective dictionary use). They should also be familiarised with the e-exam format and keyboard (particularly Umlauts, which were often omitted), and take care with German spelling and capitalisation conventions.

Option 1

This question required students to write an article for their school magazine around the advantages and disadvantages of having a pet, and to offer advice about what to look out for when choosing a suitable type of pet. Students needed to consider the benefits to physical and mental health, but also that not all pets are suited to all households. This was the least frequently chosen of the 3 options for writing in 2023.

More successful responses:

* created an engaging, informative, and thought-provoking article for a teenage reader
* used text type features effectively (title, author, intro, sub-headings, conclusion), together with an informal register and style
* reflected on the benefits to physical and mental health of pet ownership
* may have enriched the text with their personal experiences and perspectives
* developed cohesive and expansive arguments supporting the advice they provided around how to choose a suitable pet for a given household
* were highly accurate with basic sentence structure, tense, and subject-verb agreement
* used varied language, grammatical structures, and cohesive devices effectively and predominantly accurately.

Less successful responses:

* showed little evidence of planning before writing
* used inappropriate register, style and/or text type features
* did not develop ideas fully and used simple statements without expansion
* did not develop a range of ideas, resulting in a repetitive text
* did not justify or qualify statements or conclusions
* had problems with expression that significantly limited the response and/or reader comprehension (see overall comments below).

Option 2

This question required students to write a speech arguing for or against the proposition that the school campus, classrooms, and face-to-face teaching are no longer necessary in the digital age. The speech was to be presented to their classmates. This option was the second most popular choice for writing in 2023.

More successful responses:

* created an interesting, relevant, and detailed speech, supported by evidence from personal experiences at school, including through Covid, and current observations
* used text type features effectively (opening salutation, overview of the topic of the speech, an introduction, sequential points, conclusion, offer to take questions from the audience, thank you for listening), together with an informal register and style
* negated possible arguments from the counter position
* developed cohesive and comprehensive arguments supporting their position
* were highly accurate with basic sentence structure, tense, and subject-verb agreement
* used varied language, grammatical structures, and cohesive devices effectively and predominantly accurately.

*Less successful responses:*

* showed little evidence of planning before writing
* used inappropriate register (too formal), style (not persuasive) and/or neglected text type features
* did not develop ideas fully and used simple statements without expansion
* did not develop a range of ideas, resulting in a repetitive text
* did not justify or qualify statements or conclusions
* had problems with expression that significantly limited the response and/or reader comprehension (see overall comments below).

Option 3

This question required students to write a contribution for a youth travel blog, describing a disappointing holiday. The tourist/advertising brochure promised a modern, reasonably priced hotel, great weather, exciting leisure activities, and fantastic food, however, the reality was completely different. This option was the most popular choice for students.

More successful responses:

* created an attention-grabbing, richly descriptive, and possibly amusing or ironic account of their holiday
* used text type features effectively (title signifying the content of the blog entry, username, date, and time), together with an informal register (du) and style (expressing some form of disbelief/indignation/disapproval/irritation, through language, exclamation marks, ironically phrased rhetorical questions, for example)
* were expansive in describing each of the stated areas for attention (hotel, weather, activities, food) and provided a warning to other would-be travellers who may also have seen this travel brochure (this fulfills the purpose of the text)
* were highly accurate with basic sentence structure, tense, and subject-verb agreement
* used varied language, grammatical structures (numerous adjectival endings, der Imperativ), and cohesive devices effectively and predominantly accurately.

Less successful responses:

* showed little evidence of planning before writing
* used inappropriate register (too formal), style (not expressing disbelief/indignation/disapproval/irritation) and/or neglected text type features
* were not expansive in describing each of the stated areas for attention (hotel, weather, activities, food) and/or did not provide a warning to other would-be travellers who may also have seen this travel brochure (thus not fulfilling the purpose of the text)
* had problems with expression that significantly limited the response and/or reader comprehension (see overall comments below).

General Observations on Productive Tasks

Writing in German

It is important that students are provided with as many opportunities as possible to practise how to structure a successful piece of writing. Alongside the teaching of text types and features, students need to be able to develop strategies for unpacking questions and elaborating on their ideas. They should use a range of cohesive devices to link statements and provide flow at the textual level, gradually expanding their repertoire from familiar conjunctions (coordinating and subordinating) to include use of connecting adverbs (e.g., *außerdem, trotzdem, jedoch* etc) with correct word order.

Expression and accuracy are essential in conveying ideas, and this continues to be an area for improvement.

Students need to develop confidence and accuracy with grammatical basics (for further detail see comments above under General Information for the Oral Examination). They also need to develop confidence and accuracy with standard German spelling and punctuation. Students should regularly practise structures learnt in class by adapting them to different topics. Only when grammatical basics are mastered can they proceed to more complex language.

It is recommended that students avoid overreliance on the dictionary under exam conditions and word-for-word translation using English structures. It is recommended that they regularly practise word selection/dictionary skills in their course work.