# Government of South Australia LogoSACE Board Logo2024 German (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2024 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.

The Subject Renewal program has introduced changes for many subjects in 2025; these changes are detailed in the change log at the front of each subject outline. When reviewing the 2024 subject assessment advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

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 strong fluency and grammatical accuracy while providing detailed answers that made use of a comprehensive range of vocabulary.

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 and inaccurate pronunciation
* 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 and successfully engaged the reader
* adhered to the conventions of the text type.

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
* featured errors in spelling and punctuation that impeded overall meaning
* included grammatical errors and spelling mistakes that at times impeded meaning
* did not always adhere to the conventions of the text type.

Text Analysis

Translations are not a part of a text analysis. Responses must be in English, though quotes from the text in German may be 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 able to be assessed.

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:

* provided general answers that were not supported with specific information and examples from the texts being analysed
* consisted of either brief, superficial answers or overly long and 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/community and provides the capacity for the student to expressly refer to cultural elements
* guiding the student to approach the main topic from different perspectives 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
* presenting the oral as a prepared but natural presentation, rather than being read directly from a script.

The more successful responses commonly:

* had an explicit connection to Germany or another German-speaking country and its culture
* were well researched and contextualised, including (as relevant) historical, political, social, contemporary etc. context
* consisted of topics that students had a strong interest in (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 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) in the oral and written task, and were largely informational
* relied on a narrow and simple range of research, which at times restricted the students’ ability to demonstrate depth and breadth about their topic
* featured presentations that appeared underprepared: containing many errors (grammar/syntax/pronunciation) and/or were poorly paced
* featured oral presentations that lacked fluency and did not effectively engage the listener
* featured overly simplistic and/or repetitive vocabulary and structures
* contained grammatical errors that at times impeded meaning
* 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 students’ in-depth study topics. In the conversation the students converse with the examiners about their personal world.

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 and 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.

Text 1

This text was a podcast talking about the German Language word of the year ‘crisis mode’ and the now permanent condition – ‘state of emergency’.

Question 1a

The more successful responses commonly:

* correctly identified who selected ‘Krisenmodus’ as the 2023 word of the year in Germany – a jury of the Society for the German Language.

The less successful responses commonly:

* were unable to identify or only partially identified who selected the word of the year.

Question 1b

The more successful responses commonly:

* were able to comprehensively explain the meaning of ‘Krisenmodus’ and provided relevant information from the text to support their answer that living in constant turmoil has become the new normal in Germany. For example:
* consequences of Covid 19, energy crisis, increasing international tensions.
* were able to identify the persistent state of crisis (Dauerkrise) led to the development of the term ‘Krisenmodus’.

The less successful responses commonly:

* provided limited or no relevant information from the text to support their answer
* were not able to identify the series of crises referred to in the text
* did not identify the development from state of crises to ‘Krisenmodus’.

Text 2

This longer text was a conversation between two tour guides, one from Germany and one from Australia.

Question 2a

The more successful responses commonly:

* were able to accurately describe both the geographical and cultural diversity in Germany as discussed in the text
* referenced specific information from the text to support their answer. For example:
* cobbled streets, infrastructure, festivals etc.
* referenced both the city and countryside.

The less successful responses commonly:

* were unable to fully describe the geographical and cultural diversity of both the city and countryside
* discussed only the city or the countryside
* provided limited evidence, or no evidence from the text to support their answer.

Question 2b

The more successful responses commonly:

* Accurately identified they had a comfortable/relaxed/friendly/good relationship
* provided a comprehensive and perceptive evaluation of the relationship between the two speakers and supported their answer with evidence from the text
* accurately identified information relevant to the relationship of the speakers in the text. For example:
* wants to know they have arrived safely
* sharing of photo
* shows interest by asking questions
* looking forward to seeing each other again
* jokes with each other
* she calls him cheeky
* they speak in a friendly tone.

The less successful responses commonly:

* were unable to identify or evaluate the relationship of the two speakers
* identified limited relevant information to support their answer, or used their own opinions that were not relevant to the text to support their answer.

Section 2: Reading and Responding Part A

One text with questions and answers in English.

Question 3a

The more successful responses commonly:

* accurately identified all 3 reasons from the text as to why Australia is a good partner:
* more sunshine than Germany
* good wind conditions
* large tracts of land that can be used to create renewable energy.

The less successful responses commonly:

* were unable to fully identify all 3 reasons.

Question 3b

The more successful responses commonly:

* accurately identified a positive and/or enthusiastic and optimistic tone
* justified their answer with relevant information from the text
* Identified the statement of intention ‘Das geht’ together with the exclamation point to support their answer.

The less successful responses commonly:

* were not able to accurately identify the tone of the text
* provided limited or irrelevant justification for their answer.

Question 3c

The more successful responses commonly:

* accurately identified two ways the minister described the role of green hydrogen:
* It is the missing piece of the puzzle as Germany shifts to the provision of renewable energy.
* It enables Germany to decarbonise industry/ diminish carbon waste/become climate neutral.
* Versorgungssicherheit.

The less successful responses commonly:

* will have stated one or the other to some extent
* did not identify or only partially identified relevant information.

Question 3d

The more successful responses commonly:

* displayed comprehensive understanding of the significance of the phrase and provided comprehensive evidence from the text to support their answer:
* Meaning of the phrase along the lines of ‘We need to really get into it today if we want to achieve big tomorrow’, or ‘Act now to benefit tomorrow’ (any paraphrase that gets across the meaning in the context of the text.

It is significant in the context of this text, because if Germany is to achieve its goal of being climate neutral economically and socially, it must act now!

* If the goal is for Germany to be climate/carbon neutral, this phrase encapsulates the immense amount of effort required. (Capturing essence/intention of this text)

The less successful responses commonly:

* displayed partial understanding of the phrase
* did not identify the significance of the phrase
* provided some relevant information as evidence from the text.

Section 2: Reading and Responding Part B

Question 4

Students were asked to write a response to a series of points raised by the presenters of a forum.

The more successful responses commonly:

* comprehensively addressed the positive impacts for both students and parents
* were able to effectively respond to all opinions presented in the blog
* shared personal experiences
* showed good organisation and structure with cohesive and logical progression of ideas
* used appropriate register and style consistently
* gave detailed explanation as to the reasons for the benefits
* demonstrated a good level of competency with basic grammatical structures - verb conjugation, tenses, and sentence structure
* used cohesive devices and a wide range of sentence structures.

The less successful responses commonly:

* did not address the benefits for both parents and students
* did not share personal experiences, limiting their response to the opinions of others
* presented a text which lacked cohesion, structure, or organisation
* included grammatical, spelling and punctuation errors that impeded meaning
* translated phrases directly from English and/or used incorrect vocabulary.

Section 3: Writing

This section continues to present the most challenge for students, largely due to problems with expression and accuracy.

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 with the title ‘How to does one stay healthy?’. Option 1 was a popular choice for students.

The more successful responses commonly:

* adhered to the features of the text type
* presented varied ideas on the topic and provided justification and evidence for their opinions
* may have enriched the text with their personal experiences and perspectives
* were accurate with basic sentence structure, tense, and subject-verb agreement
* used varied language, grammatical structures, and cohesive devices effectively and with a high level of accuracy.

The less successful responses commonly:

* showed little evidence of planning before writing
* did not present their response as an article and used inappropriate register, style and/or text type features
* did not develop ideas fully and used simple statements to list their ideas without any further supporting information or opinions
* 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
* demonstrated limited grammatical accuracy which impeded meaning (e.g. subject-verb agreement, article endings, tenses, adjective endings etc.)
* featured spelling and punctuation errors that reduced the overall fluency of the article.

Option 2

Option 2 was also a popular choice for students. This question required students write the text of a speech encouraging young tourists to explore Australia. Give advice about where they can go, what they can see and do, and what they should perhaps avoid!

The more successful responses commonly:

* created an interesting, relevant, and detailed speech that was positive, informative and descriptive, and included advice for potential tourists to Australia
* used text type features effectively (opening salutation, overview of the topic of the speech, an introduction, sequential points, conclusion)
* presented a range of information and ideas which were well justified and supported
* included advice for tourists
* 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.

The less successful responses commonly:

* showed little evidence of planning before writing
* did not adhere to the features of the text type
* 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 support or expand on their ideas, opinions, and advice, but provided a list of things to see and do

did not provide any advice in their speech as required by the question

* demonstrated limited grammatical accuracy which impeded meaning (e.g. subject-verb agreement, article endings, tenses, adjective endings etc.)
* featured spelling and punctuation errors that reduced the overall fluency of the speech.

Option 3

Option 3 was the least popular choice. This question required students to write two separate blog entries presenting different views on the statement ‘Sport plays many important roles in society and those roles have evolved over time.’.

The more successful responses commonly:

* responded with two separate blog entries that addressed different views on the role if sport
* used a wide range of vocabulary, expressions, and cohesive devices to effectively express their opinions and provide justification and evidence to support their ideas
* were highly accurate with basic sentence structure, tense, and subject-verb agreement
* demonstrated accuracy with spelling and punctuation which resulted in fluent texts

The less successful responses commonly:

* showed little evidence of planning before writing
* did not include two separate blogs
* did not provide different views in the two separate blogs
* did not effectively expand on or justify ideas, opinions and perspectives presented in the blogs
* demonstrated limited grammatical accuracy which impeded meaning (e.g. subject-verb agreement, article endings, tenses, adjective endings etc.)
* featured spelling and punctuation errors that reduced the overall fluency of the texts.