

German

External assessment: oral examination

2008/20000

General information

This document contains information for the external assessment of the oral component in German.

In 2010, all Year 12 students enrolled in at least two Stage 2 or two Stage 3 units in the German course will be required to take part in an oral examination to receive marks for the oral component of the external examination.

The Curriculum Council will supervise and conduct the external assessment of the oral examination of candidates undertaking Stage 2 and Stage 3 units. This will take place in a centralised metropolitan location, ensuring standardised conditions and marking comparability.

Further advice on matters related to the administration of Curriculum Council assessment will be published in the Curriculum Council WACE circular. Teachers should also refer to the WACE examination policy published in the WACE manual and on the Curriculum Council website.

Teachers are responsible for ensuring the syllabus requirements are met. This includes following the Curriculum Council assessment guidelines and making sure candidates are adequately prepared for the oral examination. Teachers must ensure they are using the currently accredited course.

External examination weightings

In German, the external examination weightings for both Stage 2 and Stage 3 examinations are as follows:

Oral examination	(30 minutes)	25%
Written examination	(2 hours and 30 minutes)	75%

Reporting achievement

For each unit, schools will be required to submit a mark out of 100 to the Curriculum Council. The school course mark will be calculated by the Curriculum Council by averaging the mark out of 100 for the two units studied in Year 12. The examination mark (a combination of the oral examination and the written examination) will statistically moderate the school course mark. In 2010, the Curriculum Council will report a WACE course mark which is determined from the moderated school course mark and the standardised examination mark. For the purpose of ranking students for tertiary entrance, the average of the moderated school course mark and the standardised examination mark will be scaled.

Principles

1. The marking process preserves the anonymity of the candidate and the candidate's school.

This requires that:

- candidates will be identified only by their randomly allocated student number
- marking occurs in central locations where candidates can not be identified with a particular school.

2. Markers will apply a consistent standard to assess the candidate's work.

This requires:

- separate marking guides for Stage 2 and Stage 3 units
- attendance at a training meeting prior to the commencement of marking
- trial marking of work to ensure a common understanding of the marking guide.

3. Double marking of candidate's work will be carried out.

This requires that:

- each marker marks the work independently
- where necessary, the Chief marker will reconcile significant differences
- the Chief marker will ensure marking consistency throughout by monitoring the marking process
- marking of oral examinations will be concluded prior to the commencement of the written examinations.

Structure of the Oral examination

Stage 2

The oral component of this exam is divided into two parts.

Part A: Audio-visual stimulus

Candidates have 15 minutes in the preparation room to view the audio-visual stimulus. The audio-visual stimulus will be approximately 2–3½ minutes in length. The number of times the stimulus is viewed is at the candidate's discretion. Candidates control the stop/start/pause and forward/reverse functions on the remote control. The focus of the audio-visual stimulus is drawn from the Stage 2 unit learning contexts. Schools will be advised of the unit which will be the focus of the audio-visual stimulus by the end of term two e.g. 2AGER.

During the preparation time, candidates are given a set of focus questions to assist in preparing for the conversation in the examination room. The focus questions provide scaffolding for the Oral examination.

Part B: Conversation

Candidates must nominate and prepare a topic from the Stage 2 unit learning contexts which is not the focus of the audio-visual stimulus e.g. 2BGER. The topic helps to initiate a general conversation with the examiner. Candidates may bring a stimulus relevant to the focus of the prepared topic into the examination room.

The length of the Oral examination is 15 minutes, including reconciliation time.

Stage 3:

The oral component of this exam is divided into two parts.

Part A: Audio-visual stimulus

Candidates have 15 minutes in the preparation room to view the audio-visual stimulus. The audio-visual stimulus will be approximately 2–3½ minutes in length. The number of times the stimulus is viewed is at the candidate's discretion. Candidates control the stop/start/pause and forward/reverse functions on the remote control. The focus of the audio-visual stimulus is drawn from the Stage 3 unit learning contexts. Schools will be advised of the unit which will be the focus of the stimulus by the end of term two e.g. 3AGER.

During the preparation time, candidates are given a set of focus questions to assist in preparing for the conversation in the examination room. The focus questions provide scaffolding for the Oral.

Part B: Conversation

Candidates must nominate and prepare a topic from the Stage 3 unit learning contexts which is not the focus of the audio-visual stimulus e.g. 3BGER. This topic helps to initiate a general conversation with the examiner. Candidates may bring a stimulus relevant to the focus of the prepared topic into the examination room.

The length of the Oral examination is 15 minutes, including reconciliation time.

Examination instructions for candidates

The central venue for the oral examinations for 2010 will be advised by the Curriculum Council. Candidates should aim to arrive at the central venue 15 to 20 minutes *before* the scheduled time of the examination. The total time allocated for the oral examination is 30 minutes (15 minutes candidate preparation and 15 minutes interview). This time includes 3–4 minutes for reconciliation of marks by the examiners.

Procedure

Candidates are taken from the waiting area and assigned firstly to a supervised preparation room and then to the examination room.

Candidates are supervised in the preparation room by an examination supervisor appointed by the Curriculum Council. Whilst in the preparation room, candidates will view the audio-visual stimulus and respond to a set of focus questions to help them scaffold their responses to the stimulus. Bilingual, monolingual dictionaries and paper are provided by the Curriculum Council for the examination and may be used during the preparation time only. Dictionaries may be inspected between candidates for any additional notes made during the preparation time. Dictionaries are not permitted in the interview room and may not be used during the oral examination.

Candidates can only bring notes from the audio-visual stimulus into the examination interview room. They cannot bring notes for the prepared topic into the examination interview room. All notes should be left with the examiner after the examination. Once candidates have completed their examination, they must leave the examination area. Candidates who have completed the examination should **not** have contact with those waiting to be examined.

Candidates are to bring their student number to the preparation and examination rooms. At the start of the examination, candidates are asked to state their student number to the examiners.

Marking

Appointment of markers

The Curriculum Council will appoint a Chief marker who will be responsible for the external assessment process and training. Teachers may apply to be external markers. External markers are employed by the Curriculum Council and are therefore responsible to the Curriculum Council through the Chief marker.

The Curriculum Council will allocate, in consultation with the Chief marker, a set number of candidates per marker. These candidates will be randomly allocated according to the candidate's Curriculum Council student number.

The marking process

The markers will work collaboratively with the Chief marker and will be guided by the principles of external assessment defined by the Curriculum Council.

The Chief marker sets the standards and this will be based strictly on the criteria set down in the marking guidelines. Exemplar materials will be selected by the Chief marker and used to exemplify standards and levels of oral achievement. Marking of the work will be undertaken by two independent markers.

A numerical scale will be used to assess the oral component of the examination. Categories could include:

- comprehension
- interaction (spontaneity, hesitation, turn taking, amount of support/rephrasing needed)
- fluency and clarity
- content (depth, breadth and relevance)
- range and accuracy of vocabulary and grammar (register, idiomatic language)
- pronunciation, intonation, stress
- socio-cultural appropriateness and understanding, and non-verbal communication
- structure and cohesion
- presentation (stating opinions/agreeing/disagreeing, confidence, organisation of ideas).

Refer to sample marking keys in Appendices 1 and 2.

Judgements will be compared and a process of reconciliation will be undertaken under the direction of the Chief marker. All independent marks and reconciled marks will be recorded and submitted to the Curriculum Council by the Chief marker.

The Chief marker will be required to prepare a formal written evaluation report which will be based upon the established Curriculum Council criteria of:

- adherence to protocols and processes
- attention to administrative processes
- implementation and adherence to established oral standards for the subject
- other relevant comments.

Confidentiality of candidate marks is vital and must not be breached. External markers must not be involved in the marking of candidates from their own school and must immediately disclose if they recognise a candidate once he/she enters the interview room.

STAGE 2: ORAL EXAMINATION SAMPLE MARKING KEY

Relevance of Content	Marks
Clear link between content and stimulus. Develops ideas from the stimulus and/or topic of conversation well	3
Links content to stimulus. Evidence of ideas developing from topic and stimulus	2
Link between content and stimulus weak as are the development of ideas	1
Depth and breadth of content	
Sophisticated treatment of content, with depth	3
Adequate treatment of content	2
Little depth or breadth in treatment of content	1
Total	6

Accuracy of vocabulary	Marks
Vocabulary is highly accurate	2
Vocabulary is sometimes accurate	1
Accuracy of grammar	
Use of new grammar learned in class is accurate	3
Use of new grammar learned in class is erratic but does not impede understanding	2
Use of new grammar learned in class is not evident	1
Total	5

Range and variety of vocabulary and grammar	Marks
Demonstrates confidence and creativity in using a range and variety of new and familiar vocabulary and grammar	4
Demonstrates confidence in using a range and variety of familiar vocabulary and grammar	3
Variety and range of vocabulary and grammar limited to the familiar	2
Variety and range in choice of vocabulary and grammar is limited	1
Socio-cultural appropriateness	
High level of socio-cultural appropriateness	2
Adequate level of socio-cultural appropriateness	1
Total	6

Structure and cohesion	Marks
Sentence structure and cohesion of content is good	3
Evidence of sequencing and cohesion of sentences and ideas	2
Cohesion of ideas is weak and correct sentence structure is inconsistent	1
Total	3

Interaction and non-verbal communication	Marks
High level of interaction and command of non-verbal aspects of communication	3
Adequate level of engagement and understanding of non-verbal communication	2
Little evidence of engagement	1
Total	3

Pronunciation	Marks
Pronunciation, stress and intonation are accurate with few errors. These do not impede flow of conversation	3
Pronunciation, stress and intonation generally accurate although conversation may not flow smoothly	2
Pronunciation, stress and intonation errors impede flow of conversation and interaction	1
Total	3

FINAL TOTAL	/26
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STAGE 3: ORAL EXAMINATION SAMPLE MARKING KEY

Fluency and clarity of speech	Marks
Communicates confidently and fluently with excellent intonation and pronunciation	5
Communicates effectively, with some degree of fluency and correct intonation and pronunciation	4
Maintains satisfactory communication with repetition and inaccuracies	3
Maintains a basic notional level of communication with frequent pauses and errors	2
Uses single words, set formulae and occasional English expressions to express information	1
Communication so limited, a mark cannot be allocated	0

Range and accuracy of language in oral response	Marks
Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	9–10
Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax	7–8
Communicates with repetition and inaccuracies in grammar and vocabulary Uses simple sentence structures	5–6
Communicates using limited range of vocabulary and short sentences Uses simple language structures with pauses and errors	3–4
Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary	1–2
Communication is tenuous Responds in single words, in broken sentences or sentence fragments	0

Comprehension	Marks
Comprehends quickly and/or possibly with some anticipation, responding to all questions from marker, using appropriate body language (where relevant) and register; picks up on non-verbal cues/nuances of language Speaks spontaneously and naturally	9–10
Responds appropriately to almost all questions from marker, including more complex questions, using appropriate body language (where relevant) and predominantly accurate register Speaks with some spontaneity and pausing, to process marker's questions	7–8
May hesitate, but responds appropriately to most questions from marker; has trouble with more complex questions, and/or occasionally with medium-level questions Speaks with some spontaneity and pausing, to process marker's questions	5–6
There may be occasional silences due to lack of comprehension, but is able to respond to most questions from the marker, including some medium level questions	3–4
Responds only to very simple questions from marker Frequently has trouble understanding meaning/responds inappropriately Relies heavily on notes and rehearsed language, instances of inappropriate register	1–2
Understanding is extremely weak, such that there is little or no evidence of comprehension	0

FINAL TOTAL	/25
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