



SAMPLE ASSESSMENT TASK

**GERMAN: SECOND LANGUAGE
YEAR 8 (YEARS 7–10 SEQUENCE)**

MEIN STUNDENPLAN (MY TIMETABLE)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

German: Second Language – Year 8

Title of task	<i>Mein Stundenplan (My timetable)</i>
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to school life.</p> <p>In Part A, students demonstrate their skills in comprehending written German text by completing responses to questions in English.</p> <p>In Part B, students demonstrate their skills in German by writing a script of a dialogue about school.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend written text and convey this information to others in a variety of ways. It also establishes their ability to write in German, using well-rehearsed descriptive and expressive language.
Assessment strategy	<p>Short response – identify key information and supporting details in a written text</p> <p>Extended writing – write a script of a dialogue</p>
Evidence to be collected	Completed task sheets
Suggested time	<p>Part A – 40 minutes</p> <p>Part B – 30 minutes</p>

Content description

Content from the Western Australian Curriculum

Communicating

Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities

Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

Understanding

Apply punctuation rules in German, including the use of full stops and commas in ordinal and decimal numbers

Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the German grammatical system, including:

- using structures to express likes, dislikes and preferences
- noticing that articles and pronouns change after some prepositions
- using the present tense of some separable verbs
- using adverbs and adverbial expressions
- forming questions using interrogatives
- locating events in time (days, months, seasons), including the use of the 24-hour clock, and clock times using prepositions *nach* and *vor*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to school life and opinions
- context-related vocabulary
- grammatical elements, including the present tense, ordinal numbers, word order and adjectives
- the textual conventions of a dialogue.

Assessment differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.

Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions

Task is to be completed by students working individually.

Resources

- Task sheets
- Bilingual dictionary for Part B only

Instructions for teacher

Prior to administering the task, students will need to have knowledge of and exposure to:

- a variety of texts related to school, including school life in German-speaking countries
- context-related vocabulary, including:
 - school start and finish times
 - school subjects
 - opinions about school
 - describing teachers, timetables and school sessions
- grammatical elements, including:
 - structures to express likes, dislikes and preferences
 - the present tense, including with some separable verbs
 - ordinal numbers
 - the 12- and 24-hour clock
 - question formation
 - some adverbs and adverbial expressions
 - subordinating conjunctions *weil* and *dass*
 - word order
 - article and adjective endings
- the textual conventions of dialogues and timetables, and opportunities to practise them
- the use of a bilingual dictionary.

Activities to scaffold the task

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language and skills they need for this task, such as:

- listening to and reading descriptions of school life
- writing texts, such as a journal entry, about aspects of school life
- exchanging information, such as school start and end times, or opinions, such as those about school subjects
- creating texts such as acrostic poems about school subjects or skits about school life
- producing a vlog about a typical day in an Australian school.

Task

Part A: *Mein Stundenplan*

Part A consists of a script of dialogue between Lena, a German exchange student, and Michelle, an Australian student, discussing aspects of school life.

Allow students five minutes to read the dialogue and questions before commencing the task. Students are not permitted the use of a dictionary. Inform students that reading the questions before the dialogue will assist them to locate the required information.

Allow a further 35 minutes for students to complete the task.

Collect Part A before distributing Part B of the task.

Note: the text for Part A could also be recorded and used as a listening assessment with modified questions and pauses in the dialogue.

Part B: Dialogue

Part B consists of two student timetables, in which some classes are shared and some are different.

Provide students with the task sheet and paper for their responses. Allow students 30 minutes to complete the task. Students are permitted to use bilingual dictionaries.

Instructions to students

Mein Stundenplan

Part A: Mein Stundenplan

(23 marks)

Read the dialogue between Michelle and Lena as they discuss school life. You have five minutes to read the text before answering questions. This will assist you to locate the required information.

Answer the questions that follow in English. You have 35 minutes to complete Part A. You are not permitted to use a dictionary.

Michelle: Grüß dich! Ich heiße Michelle und ich bin in der achten Klasse.

Lena: Tag Michelle. Ich heiße Lena und ich bin auch in der achten Klasse. Ich bin die neue Austauschschülerin.

Michelle: Woher kommst du?

Lena: Ich komme aus Stuttgart.

Michelle: Schön. Welche Fächer lernst du in Deutschland?

Lena: Ich lerne Deutsch, Mathematik, Sport, Chemie, Kunst, Informatik, Geschichte, Sozialkunde, Religion, Englisch und Französisch.

Michelle: Was ist dein Lieblingsfach?

Lena: Ich mag Kunst, weil es Spaß macht. Ich finde den Lehrer auch lustig und nett. Wie findest du Kunst?

Michelle: Ich hasse Kunst. Ich finde es langweilig. Meine Lieblingsfächer sind Erdkunde und Biologie. Sie sind sehr interessant.

Lena: Kannst du ein bisschen vom typischen Schultag in Australien erzählen?

Michelle: Na, klar! Wir fangen um acht Uhr vierzig an. Es gibt fünf Stunden und zwei Pausen. Wir sind um fünfzehn Uhr fertig.

Lena: Ach so, also acht Uhr vierzig bis drei Uhr nachmittags?

Michelle: Genau.

Lena: Und wie lange sind die Pausen?

Michelle: Jede Pause hat dreißig Minuten.

Lena: Komisch. In Deutschland fangen wir um sieben Uhr dreißig an. Um dreizehn Uhr sind wir fertig und gehen nach Hause zum Mittagessen. Ich finde meine Schule gut, aber ich muss sehr früh aufstehen.

Michelle: Halb acht ist sehr früh.

Lena: Genau. Wir haben sechs Stunden und dann um 13 Uhr ist das Ende vom Schultag. Aber am Montagnachmittag mache ich Kunst von 15 Uhr bis 16:30 Uhr. Sag mal, haben wir Sport an dieser Schule?

Michelle: Wir haben in der zweiten Stunde am Donnerstag Sport. Unsere Lehrerin heißt Frau McDonnell. Sie ist streng aber auch lieb. Wir spielen Basketball. Toll! Wie findest du Sport?

Lena: Ich mag Sport und ich spiele gern Basketball. Möchtest du nach der Schule bei mir zu Hause chillen?

Michelle: Leider kann ich heute nicht. Wir haben morgen einen Test in Mathe und ich muss lernen. Wie wär's mit Samstag?

Lena: Am Samstag gehe ich schwimmen aber am Sonntag gehe ich in die Stadt. Kommst du mit?

Michelle: Ja klar. Es klingelt jetzt. Die Pause ist vorbei. Bis Sonntag!

Lena: Tschüs, bis dann!

Question 1

(2 marks)

Who is Lena and where is she from?

Question 2

(3 marks)

What are three things about school that Lena and Michelle discuss?

- _____
- _____
- _____

Question 3

(2 marks)

Which subject do Lena and Michelle have in common and why do they enjoy it?

Question 4

(5 marks)

Indicate with a tick [✓] the subjects Lena studies.

<input type="checkbox"/>	German	<input type="checkbox"/>	Religion
<input type="checkbox"/>	Japanese	<input type="checkbox"/>	Health
<input type="checkbox"/>	Computer Studies	<input type="checkbox"/>	Physics
<input type="checkbox"/>	Ethics	<input type="checkbox"/>	Art
<input type="checkbox"/>	Chemistry	<input type="checkbox"/>	Geography

Question 5

(3 marks)

What are Michelle's favourite subjects and why?

Question 6**(1 mark)**

What time does Michelle’s school day end?

Question 7**(2 marks)**

What time does Lena’s school day start? What is the effect of this?

Question 8**(3 marks)**

Indicate with a tick [✓] whether the following statements true or false.

	True	False
Lena’s Art teacher is boring.		
Lena has Art on Monday afternoons.		
Michelle can’t hang out tomorrow because she has to study for her Maths test.		

Question 9**(2 marks)**

Name two differences between German and Australian schools that are mentioned in the dialogue.

Part B: Dialogue

(13 marks)

Below are two German school timetables. Write the script of dialogue in German between Max and Erika as they meet for the first time and discuss aspects of school life. Include questions and answers about four of the following aspects:

- opinions about a subject (liked/disliked and why or why not)
- when (day and/or at what time or in which period) a subject is taught
- favourite subject/s
- when school starts and/or finishes
- the length of a lesson or a break.

The smiley and sad emoticons reflect Max and Erika's opinions about some subjects.

Here are some sample questions to help you:

- *Was ist dein Lieblingsfach?*
- *Wie findest du Mathe?*
- *Wann hast du Kunst?*
- *Wie lange ist die erste Pause?*
- *Um wieviel Uhr fängt die vierte Stunde an?*
- *Was hast du am Montag in der ersten Stunde?*

You have 30 minutes to complete Part B. You may use a bilingual dictionary.

Max

Uhrzeit	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
8:30	Deutsch 😊	Französisch 😞	Biologie 😊😊	Sozialkunde	Mathe 😊😊
9:20	Englisch 😊😊	Musik 😊😊	Geschichte	Physik	Musik
10:15 – 10:55 PAUSE					
11:00	Sport 😊😊😊	Geschichte	Französisch	Englisch	Chemie
12:05	Religion 😊	Englisch	Deutsch	Sport	Biologie
13:00 PAUSE					
13:30	Geschichte 😊	Physik 😞😞	Mathe	Chemie 😞😞😞	Sozialkunde 😊😊

Erika

Uhrzeit	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
8:30	Deutsch 😊	Theater 😊😊	Technik 😊😊	Sozialkunde	Mathe
9:20	Englisch 😞😞😞	Informatik 😞😞	Geschichte	Biologie	Informatik
10:15 – 10:55 PAUSE					
11:00	Sport	Erdkunde 😊	Theater	Englisch	Kunst
12:05	Gesundheitserziehung 😞😞	Englisch	Deutsch	Sport 😊😊😊	Technik
13:00 PAUSE					
13:30	Erdkunde	Biologie 😞😞	Mathe 😞	Kunst 😊😊😊	Sozialkunde 😊

Sample marking key

Part A: *Mein Stundenplan*

Description	Marks																				
Question 1																					
an exchange student (1) from Stuttgart (1)	2																				
Subtotal	/2																				
Question 2																					
Any three of the following: <ul style="list-style-type: none"> • their (opinions about) school subjects • their typical school days • the start and finishing times • their opinions about Sport class • their opinions about their teachers 	3																				
Subtotal	/3																				
Question 3																					
Sport	1																				
They like (playing) basketball	1																				
Subtotal	/2																				
Question 4																					
<table border="1"> <tbody> <tr> <td>✓</td> <td>German</td> <td>✓</td> <td>Religion</td> </tr> <tr> <td></td> <td>Japanese</td> <td></td> <td>Health</td> </tr> <tr> <td>✓</td> <td>Computer Studies</td> <td></td> <td>Physics</td> </tr> <tr> <td></td> <td>Ethics</td> <td>✓</td> <td>Art</td> </tr> <tr> <td>✓</td> <td>Chemistry</td> <td></td> <td>Geography</td> </tr> </tbody> </table>	✓	German	✓	Religion		Japanese		Health	✓	Computer Studies		Physics		Ethics	✓	Art	✓	Chemistry		Geography	1–5
✓	German	✓	Religion																		
	Japanese		Health																		
✓	Computer Studies		Physics																		
	Ethics	✓	Art																		
✓	Chemistry		Geography																		
Subtotal	/5																				
Question 5																					
Geography	1																				
Biology	1																				
They are (very) interesting	1																				
Subtotal	/3																				
Question 6																					
3 pm/15:00	1																				
Subtotal	/1																				
Question 7																					
7:30 (am)/half past seven	1																				
(She) has to get up early.	1																				
Subtotal	/2																				

Description		Marks
Question 8		
	True	False
Lena's Art teacher is boring.		✓
Lena has Art on Monday afternoons.	✓	
Michelle can't hang out tomorrow because she has to study for her Maths test.		✓
Subtotal		/3
Question 9		
Any two of the following <ul style="list-style-type: none"> • German schools start earlier/Australian schools start later. • German schools finish earlier/Australian schools finish later. • There are more periods a day in a German school. • Australian schools have five classes and two breaks, German schools have six classes. • German students go home for lunch. 		2
Subtotal		/2
Part A total		/23

Part B: Dialogue

Description	Marks
Content	
Writes an extended script of a dialogue with four questions and responses related to the aspects of school life.	4
Writes an extended script of a dialogue with three questions and responses related to the aspects of school life.	3
Writes a script of a dialogue with one or two questions and responses related to the aspects of school life.	2
Writes fragments of sentences.	1
Subtotal	/4
Vocabulary and sentence complexity	
Uses a wide range of vocabulary and complex sentences.	3
Uses a range of vocabulary in some complex sentences.	2
Uses well-rehearsed vocabulary in mainly simple sentences.	1
Subtotal	/3
Grammatical and spelling elements	
Writes correct grammatical elements, including full sentences, word order, subject-verb agreement, capital letters for nouns and beginnings of sentences and article and adjective endings. Present tense is invariably accurate. Spelling is mostly accurate.	4
Writes mostly correct grammatical elements, including full sentences, word order, subject-verb agreement, capital letters for nouns and beginning of sentences and article and adjective endings. Present tense is mostly accurate. Some spelling is accurate.	3
Grammatical elements and spelling are somewhat correct, but meaning is clear.	2
Grammatical elements and spelling sometimes impair meaning.	1
Subtotal	/4
Textual conventions	
Includes textual conventions of a dialogue, that is, greetings and farewells, character names and starts a new line/paragraph each time the character speaks.	2
Includes some relevant textual conventions of a dialogue.	1
Subtotal	/2
Part B total	/13
Total	/36