



SAMPLE ASSESSMENT TASK

**GERMAN: SECOND LANGUAGE
YEAR 9 (YEARS 7–10 SEQUENCE)**

***ZU ALT FÜR DIE NIKOLAUSTRADITION?*
(TOO OLD FOR THE SAINT NICHOLAS TRADITION?)**

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 9

Title of task	<i>Zu alt für die Nikolaustradition? (Too old for the Saint Nicholas tradition?)</i>
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to holidays and travel.</p> <p>In Part A, students demonstrate their skills in comprehending a written text by reading a diary entry and completing responses in English to a series of questions.</p> <p>In Part B, students demonstrate their skills in writing in German by writing a poem to Saint Nicholas.</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 information and ideas in a written text and convey this information to others in a variety of ways. It also establishes their ability to read and write in German, using rehearsed language.
Assessment strategy	Short response – read for information in a written text Extended response – write a poem to Saint Nicholas
Evidence to be collected	Parts A and B – completed task sheets
Suggested time	Part A – 30 minutes Part B – 40 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others

Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas

Translate and interpret texts from German to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning

Understanding

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

- using possessive adjectives in nominative and accusative cases, for example, *Unsere Familie fährt jeden Sommer nach Victoria.*
- comparing the meanings and use of the German modal verbs with their English equivalents, for example, *Wir müssen eine Schuluniform tragen.; Man darf hier nicht essen.; Du musst das nicht essen.*
- describing past events and experiences in the present perfect and simple past tenses using a limited range of common verbs, including *sein* and *haben*, for example, *Ich bin allein nach Albany gefahren.; Ich habe ein neues Kleid im Internet gekauft.; Als ich in Österreich war, hatte ich den Schnupfen.; Ich konnte gestern nicht mitkommen.*
- using more coordinating and subordinating conjunctions, such as *denn, sondern, bis, während, als*
- linking and sequencing events and ideas using a range of cohesive devices, including adverbs *dann, früher, danach, vorher*, and common subordinating conjunctions *als, dass, obwohl, wenn, weil*, usually with the subordinate clause after the main clause
- using the 'verb as second element' and the subject-time-object-manner-place (STOMP) word order rules for main clauses

Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to events and special events, special holidays and travel in their own lives and the lives of children and teenagers in German-speaking communities
- context-related vocabulary
- expressing and recognising agreement or disagreement
- reading strategies of German written texts
- grammatical items, including, adjectival endings, modal verbs, the present perfect, the simple past tenses and the present tense
- the textual conventions of a diary entry and a poem.

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

Part A and Part B are to be completed by students working individually.

Resources

- Task sheet
- Bilingual dictionary

Instructions for teacher

Prior to administering the task, students will need to be:

- provided with a variety of texts related to discussing and comparing events of significance in the lives of young people, including holidays and travel
- taught context-related vocabulary and expressions, such as those relating to
 - Christmas
 - decoration items
 - food
- taught grammatical items, including adjectival endings, modal verbs and the present, present perfect, simple past and present tenses
- exposed to the textual conventions of a diary entry and a poem and the opportunity to practise them.

Activities to scaffold the task

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

- introducing vocabulary to discuss the tradition of Saint Nicholas
 - katholische.de – *Nikolaus für Kinder*
<https://www.youtube.com/watch?v=hoy86KUSUdY>
Note: video has the story of Saint Nicholas with text in German
 - Andrea Thionville – Saint Nicholas is coming!
<https://www.youtube.com/watch?v=Re8WKPa3Tgs>
Note: slides with text in German
 - Learn German with GermanPod101.com – German Holidays – Saint Nicolas
<https://www.youtube.com/watch?v=0ekAm8V91AA>
- making a list of words and phrases related to Saint Nicholas, based on the above audiovisual clips. Students compare their lists and add words and phrases not on their list using an activity, such as the Give One, Get One teaching strategy
 - The Edvocate – How to implement the give one, get one teaching strategy in your classroom
<https://www.theedadvocate.org/how-to-implement-the-give-one-get-one-teaching-strategy-in-your-classroom/>
- using the conventions of a diary entry
 - NSW Education Department – German Continuers – text types
<https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-11-12/german-continuers-text-types>
Download **Stage 6 German Continuers text types** (Word document). See ‘diary entry’ section on p.2 and use the following activities as a formative assessment
 - students read the description of the text type for a diary entry then complete the suggested activity: You have recently been to a family celebration. Write a diary entry describing why you did not enjoy it in approximately 75 words in German
 - display students’ diary entries around the classroom. Develop a set of generic questions that can be answered for each student’s work. Students select three diary entries and answer the questions

- understanding different types of poems
 - Acrostic poem/name poem
 - Foreign Language Teaching Methods – Creative Writing
<https://coerll.utexas.edu/methods/modules/writing/03/poetry.php>
 Have students write an acrostic poem. This activity can be adapted to the Saint Nicholas' celebration, writing *Nikolaus* vertically and ask students to write either adjectives, nouns, verbs or phrases related to the celebration
 - Cinquain poetry
 - Poetry Teatime – Writing a Cinquain Poem
<https://poetryteatime.com/blog/writing-a-cinquain-poem>
 Use this style of poem to ask students to write a cinquain poem about a festival they celebrate
 - Limerick poetry
 - The Quiet Creative – Limerick Poems & How to Write Them
<https://www.youtube.com/watch?v=PSIOkHuj0EU&t=5s>
 - Booksie – Ein Paar Limericks auf Deutsch
<https://www.booksie.com/posting/towers-of-academe/ein-paar-limericks-auf-deutsch-265191>
 Students work in pairs and write a list of words in German that rhyme (two rhymes – five words) and relate to the Saint Nicholas celebration. Each pair shares their list with two other pairs. This will support students to create a list of expressions and words that they may use in Part B of the task
- discussing why some teenagers don't believe in traditions
 - hold a class discussion and write a list of reasons on one side of the board
 - read the following essay:
 Letterpile – 8 Reasons Why Traditions Are Important by Christine Garay
<https://letterpile.com/personal-essays/8-Reasons-Why-Traditions-Are-Important>
 - in pairs, students choose three phrases from this document that they would use to express their reasons why traditions are important and translate them into German, using a bilingual dictionary
 - each pair writes on the board, in German, the most important reason for them
 - the class works together to correct possible errors in the sentences
- accessing a variety of sites to reinforce vocabulary and phrases, such as
 - Education Perfect
<https://www.educationperfect.com/>
 - Quizlet
<https://quizlet.com/>
 - Kahoot
<https://kahoot.com/schools-u/>
 - Discovery Education – Puzzlemaker
[https://puzzlemaker.discoveryeducation.com/.](https://puzzlemaker.discoveryeducation.com/)

Task

Part A: *Zu alt für die Nikolaustradition?* (Too old for the Saint Nicholas tradition?)

Students read a diary entry in German about the Saint Nicholas celebration. They answer questions in English to demonstrate their understanding.

Students have 30 minutes to complete Part A. They may use a bilingual dictionary to look up any unfamiliar vocabulary.

Part B: *Ein Gedicht für den Nikolaus* (A poem for Saint Nicholas)

Students write either an acrostic, cinquain or limerick poem to show their gratitude to Saint Nicholas for visiting their home and making their sibling very happy.

In the style of the poem of their choice (acrostic, cinquain or limerick), they include:

- how their sibling felt about at least two of the presents left for them by Saint Nicholas
- their opinion, as a teenager, about this tradition
- their gratitude to Saint Nicholas
- a reason why teenagers should still believe in traditions.

Students write approximately 100 words in German. They may use a bilingual dictionary to look up any unfamiliar vocabulary.

Students have 40 minutes to complete Part B.

Instructions to students

Zu alt für die Nikolaustradition? (Too old for the Saint Nicholas tradition?)

Part A: *Zu alt für die Nikolaustradition? (Too old for the Saint Nicholas tradition?)*

(20 marks)

Read the following diary entry in German about the Saint Nicholas tradition and answer the questions in English to demonstrate your understanding.

You have 30 minutes to complete Part A. You may use a bilingual dictionary to look up any unfamiliar vocabulary.

Montag, den 11. Dezember

Liebes Tagebuch,

Letzte Woche war eine sehr interessante und besondere Zeit für mich und meine ganze Familie. Es war in der Nacht zum 6. Dezember- für viele Leute, vor allem Kinder, ein sehr aufregender Tag, denn es ist Nikolaus! Wenn ihr meine Meinung hören wollt: Ich finde das totalen Kinderkram!

Ich habe gehört, dass der Nikolaus nicht echt ist, als ich fünf Jahre alt war! Und meine kleine Schwester Ingrid ist schon acht Jahre alt und glaubt immer noch an den Nikolaus! Das finde ich sehr lustig, aber auch nervig, weil sie mich schon seit drei Wochen verrückt gemacht hat, dass sie endlich den Nikolaus sehen wird!

Ich habe Ingrid gesagt: "Warum willst du den Nikolaus sehen? Er ist nur ein alter Mann mit weißem Bart, der Geschenke in deine Stiefel legt, wenn sie sauber sind! Aber er kommt nur nachts, also siehst du ihn nie! Du musst auch noch die Schuhe sauber machen! So viel Arbeit, das ist so blöd!"

Mein Vater hat nur gelacht und gesagt: "Du musst ein bisschen arbeiten, dann bekommst du ein Geschenk!" Die Nikolaustradition haben wir schon seit 14 Jahren in unserer Familie und der Heilige Nikolaus war eine echte Person! Das konnte ich nicht glauben! Mein Vater hat gesagt, dass der Nikolaus ein Bischoff war und sein Geld den armen Menschen gegeben hat.

Meine Familie ist nicht arm. Wir müssen fleißig sein und Schuhe putzen und dann bekommen wir ein kleines Geschenk im Schuh. Mmmhh, in der Nacht habe ich viel an die Worte von meinem Vater gedacht. Ich finde die Idee eigentlich nicht schlecht - wenn ich arbeite, bekomme ich ein kleines Geschenk! Vielleicht ist die Nikolaustradition besser, als ich gedacht habe!

Bis morgen

Petra

Question 1**(1 mark)**

Which of the three statements below refers to an interesting time for Ingrid? Tick [✓] the correct answer.

the night before the 6th of December	
the night of the 6th of December	
the advent time (6th of December to 26th of December)	

Question 2**(2 marks)**

According to the text, for whom is the night exciting?

Question 3**(3 marks)**

Complete the table below with the required details.

Petra's opinion of Saint Nicholas' day		(1 mark)
Two details of what happened when she was five years old	<ul style="list-style-type: none"> • • 	(2 marks)

Question 4**(3 marks)**

Indicate whether the following statements are true (T) or false (F).

Statements	True/False
Petra's sister still believes in Saint Nicholas.	
Ingrid has been nervous for three weeks.	
Petra thinks her sister is funny.	

Question 5**(5 marks)**

Fill in the table below with the required details about Saint Nicholas, according to Petra.

His appearance (two details)	<ul style="list-style-type: none"> • • <p style="text-align: right;">(2 marks)</p>
What he does (three details)	<ul style="list-style-type: none"> • • • <p style="text-align: right;">(3 marks)</p>

Question 6**(4 marks)**

Give four (4) details that Petra's father mentions about the Saint Nicholas tradition in their family and Saint Nicholas himself.

- _____
- _____
- _____
- _____

Question 7**(2 marks)**

What conclusion does Petra draw?

Sample marking key

Part A: *Zu alt für die Nikolaus-Tradition?* (Too old for the Saint Nicholas tradition?)

Description	Mark
Question 1	
the night before the 6th of December	1
Subtotal	/1
Question 2	
for many people	1
especially for children	1
Subtotal	/2
Question 3	
Petra's opinion of Saint Nicholas' Day: it is only for children	1
Two details of what happened when she was five years old <ul style="list-style-type: none"> • she was told (1) • Saint Nicholas did not exist (1) 	1–2
Subtotal	/3
Question 4	
Petra's sister still believes in Saint Nicholas: true	1
Ingrid has been nervous for three weeks: false	1
Petra thinks her sister is funny: false	1
Subtotal	/3
Question 5	
His appearance: <ul style="list-style-type: none"> • he is old (1) • he has a white beard (1) 	1–2
What he does: <ul style="list-style-type: none"> • puts presents in shoes (1) • when shoes are clean (1) • only comes at night (1) 	1–3
Subtotal	/5
Question 6	
a tradition celebrated for 14 years in the family	1
Saint Nicholas was a real person	1
he was a bishop	1
he gave money to the poor	1
Subtotal	/4

Description	Mark
Question 7	
if she works	1
she will get a (small) present	1
Subtotal	/2
Part A Total	/20

Part B: *Ein Gedicht für den Nikolaus* (A poem for Saint Nicholas)

Description	Marks
Content	
Writes a poem of their choice (acrostic, cinquain or limerick) including: <ul style="list-style-type: none"> • how their sibling felt about at least two of the presents from Saint Nicholas (2) • their opinion, as a teenager, about this tradition (1) • their gratitude to Saint Nicholas (1) • two reasons why teenagers should still believe in traditions (2). 	1–6
Subtotal	/6
Grammar and accuracy	
Uses a good range of sentence structures with confidence and minimal inaccuracies. Uses a variety of tenses successfully.	3
Uses a range of sentence structures with confidence and some inaccuracies. Uses a variety of tenses with some success.	2
Uses few sentence structures with some confidence. Uses some tenses with inaccuracies.	1
Subtotal	/3
Vocabulary	
Uses a range of contextually-relevant vocabulary. Spells words mostly correctly.	3
Attempts to use a variety of vocabulary that is generally contextually relevant. Spells words incorrectly sometimes, but this does not affect meaning.	2
Uses limited contextually-relevant vocabulary. Makes spelling mistakes that often impede comprehension.	1
Subtotal	/3
Creation of an imaginative text	
Creates a poem using most key conventions of their chosen style of poem. Uses language to engage the audience. Sequences information cohesively and coherently.	3
Creates a poem using some key conventions of their chosen style of poem. Uses language to engage the audience. Sequences information mostly cohesively and coherently.	2
Creates a poem using few key conventions of their chosen style of poem. Makes attempts to engage the audience which are not always successful. Shows limited organisation of ideas, which interrupts the flow and intended meaning.	1
Subtotal	/3
Part B Total	/15
Total	/35

Acknowledgements

Page 3 – Dot point 3: Adapted from: NSW Education Standards Authority. (2020). *German Continuers – Text Types*. Retrieved October, 2023, from <https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stage-6/german/german-continuers/german-cont-tt-2020.docx>
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