



## Sample assessment task

<b>Year level</b>	3
<b>Learning area</b>	Languages
<b>Subject</b>	German: Second Language
<b>Title of task</b>	<i>Meine Familie</i> (My family)

## Task details

<b>Description of task</b>	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to friends and family members. In Part A they also demonstrate their skills in comprehending written text and convey their understanding by writing short answers in English. In Part B they demonstrate their skills in writing in a description of an imaginary family.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written German and convey factual information about what they heard. It also establishes information on their ability to write in German using simple descriptive modelled language.
<b>Assessment strategy</b>	Short response – read for information in written texts Extended response – write a description
<b>Evidence to be collected</b>	Completed task sheet Description
<b>Suggested time</b>	Part A – 20 minutes Part B – 35 minutes

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members</p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p><b>Understanding</b></p> <p>Use punctuation rules in German such as capital letters for nouns, full stops, question marks, exclamation marks, commas and quotation marks</p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>recognising the link between a noun's gender and its definite/indefinite article and nominative pronoun in relation to people, for example, <i>der Bruder, ein Bruder, er</i></li> <li>noticing the nominative and accusative indefinite articles denote an unspecified person or object, for example, <i>Rotkäppchen hatte einen Korb</i></li> </ul>
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Content description	
	<ul style="list-style-type: none"> <li>• using the possessive adjectives <i>mein/e</i> and <i>dein/e</i> or a form of <i>haben</i> and an indefinite article to express a relationship to a person, for example, <i>Meine Schwester ist zehn Jahre alt; Ich habe einen Bruder</i></li> <li>• describing a relationship using a possessive adjective, for example, <i>mein/e, dein/e, sein/e, ihr/e</i></li> <li>• understanding and using pronouns to refer to people, for example, <i>ich, du, er, sie</i> (singular); <i>wir, ihr, sie</i> (plural); <i>Sie heißt Anna, Sie heißen Ben und Sarah</i></li> <li>• using present tense forms of irregular verbs, such as <i>haben</i> and <i>sein</i> and recognising similarities to the English verbs 'to have' and 'to be'.</li> </ul>
Task preparation	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• a variety of texts related to friends and family members</li> <li>• context-related vocabulary</li> <li>• grammatical structures, including basic German punctuation rules</li> <li>• the textual conventions of a description.</li> </ul>
<b>Assessment differentiation</b>	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
<b>Assessment conditions</b>	Tasks is to be completed by students working individually.
<b>Resources</b>	Task sheets

## **Instructions for teacher**

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

- provided with a variety of texts related to friends and family members
- taught context-related vocabulary
- taught grammatical structures, including basic German punctuation rules
- taught the textual conventions of a description, and provided with opportunities to practise them.

## **Task**

### **Part A: Das Familienfoto**

Provide students with Part A of the task.

Ask students to read the dialogue between Anna and Klaus about a family photograph.

Once they have read the text, ask students to answer in English the questions that follow the text.

Advise students that they have 20 minutes to complete Part A.

### **Part B: Meine Familie**

Provide students with Part B of the task.

Students create an imaginary family by selecting phrases from a table.

Once they have written their description, they are to draw their imaginary family.

Advise students that they have 35 minutes to complete Part B.

## Instructions to students

# Meine Familie

## Part A: Das Familienfoto

Read the dialogue below. Once you have read the dialogue answer the questions which follow in English.

- Anna                   Hallo, Klaus! Wie geht's?
- Klaus                   Danke, gut. Und dir?
- Anna                   Echt gut! Guck mal, ich habe hier ein Foto von meiner Familie.
- Klaus                   Ah, lass mal sehen. Oh, ihr seht euch alle sehr ähnlich!
- Anna                   Ja, wir sehen unserer Mutter ähnlich.  
Wir haben alle lockige und blonde Haare.  
Das ist mein kleiner Bruder und links davon meine Zwillingsschwester.
- Klaus                   Wie alt ist dein Bruder? Er ist so klein.
- Anna                   Ja, mein Bruder ist erst 6 Jahre alt und etwas klein, aber er spielt sehr gut Fußball  
und kann ganz schnell rennen.
- Klaus                   Wie alt bist du, Anna?
- Anna                   Meine Zwillingsschwester und ich sind 9 Jahre alt. Und du?
- Klaus                   Ich? Ich bin auch 9 Jahre. Mein Geburtstag ist im Mai. Dann werde ich 10.

**Question 1**

What does Anna show Klaus?

(2 marks)

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**Question 2**

What do the family members all have in common?

(2 marks)

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**Question 3**

How old is Anna's brother?

(1 mark)

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**Question 4**

What are two things that Anna's brother is good at?

(2 marks)

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**Question 5**

What month does Klaus have his birthday?

(1 mark)

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**Part B: Meine Familie**

Create an imaginary family!

Describe five members of an imaginary family using the information in the table below to help you.

Copy the words carefully.

Once you have written your description, draw your imaginary family.

Ich	habe	braune Haare	und	bin	lieb
Meine Schwester		blonde Haare			schön
Mein Bruder	hat	schwarze Haare	und	ist	sportlich
Meine Mutter		graue Haare			intelligent
Mein Papa	hat	kurze Haare	und	ist	jung
Meine Oma		lockige Haare			alt
Mein Opa	hat	braune Augen	und	ist	groß
Meine Tante		blaue Augen			klein
Mein Onkel	hat	grüne Augen	und	ist	lustig
		eine Brille			
		Sommersprossen			

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1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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5. \_\_\_\_\_

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Draw a picture of your imaginary family in the box.

1.                      2.                      3.                      4.                      5.

## Sample marking key

### Part A: Das Familienfoto

Description	Marks
Questions 1–5	
1. A family [1] photo [1]	2
2. Curly [1] blonde hair [1]	2
3. 6	1
4. Football [1] and running [1]	2
5. May	1
<b>Part A total</b>	<b>8</b>

### Part B: Meine Familie

Description	Marks
Imaginary family members	
1. Describes first imaginary family member using language structures accurately – person [1] + verb [1] + adjectives [1]. Draws the imaginary family member, based on the description given [1].	4
2. Describes second imaginary family member using language structures accurately – person [1] + verb [1] + adjectives [1]. Draws the imaginary family member, based on the description given [1].	4
3. Describes third imaginary family member using language structures accurately – person [1] + verb [1] + adjectives [1]. Draws the imaginary family member, based on the description given [1].	4
4. Describes fourth imaginary family member using language structures accurately – person [1] + verb [1] + adjectives [1]. Draws the imaginary family member, based on the description given [1].	4
5. Describes fifth imaginary family member using language structures accurately – person [1] + verb [1] + adjectives [1]. Draws the imaginary family member, based on the description given [1].	4
<b>Part B total</b>	<b>20</b>
<b>Total</b>	<b>28</b>