



Sample assessment task	
Year level	10
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Umweltschutz</i> (Environmental protection)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to people’s experiences and interest in social issues such as the environment.</p> <p>In Part A, they demonstrate their skills in comprehending German spoken text by accessing and summarising information.</p> <p>In Part B, they also demonstrate their skills in speaking German by presenting a commentary to the class on initiatives to protect the environment in the local community.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students’ ability to analyse and evaluate information in spoken texts. It also establishes their ability to use descriptive and expressive language in spoken German.
Assessment type	Short response – listen for information in spoken text Extended response – write a commentary
Evidence to be collected	Completed task sheet Documentary/movie with commentary
Suggested time	Part A – 35 minutes Part B – 5 minutes (Allow two weeks of research and preparation time)
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues</p> <p>Express feelings and justify opinions</p> <p>Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments; protests or rallies to raise awareness of contemporary culture and social issues; exchanging resources and information, solving problems and managing diverse views</p> <p>Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines and local community announcements and advertisements and identify how context and culture affect how information is presented</p> <p>Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or achieve different purposes</p>

Content description	
	<p>Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or experience</p> <p>Understanding</p> <p>Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:</p> <ul style="list-style-type: none"> • understanding the difference between interrogatives which incorporate a preposition and refer to people and those which refer to objects, for example, <i>Mit wem gehst du zur Party?; Worüber schreibst du deinen Englischaufsatz?</i> • understanding and using the appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including common reflexive verbs, including some with dative reflexive pronoun and noun direct object, transitive and intransitive verbs, modal verbs and verbs with separable and inseparable prefixes • using a range of expressions for indefinite quantities, for example, <i>einige, manche, mehrere</i> • understanding and using formulaically common subjunctive forms (<i>Konjunktiv II</i>) such as <i>hätte</i> and <i>wäre</i> and <i>würde</i> + infinitive, for example, <i>Wenn ich reich wäre, würde ich ein schnelles Auto kaufen; Er tut so, als ob er keine Zeit hätte</i> <p>Analyse how different types of text incorporate cultural and contextual elements</p> <p>Understand the power of language to influence social and cultural relationships and practices</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of, and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to the social issue – the environment • context-related vocabulary • grammatical items, including understanding and using formulaically common subjunctive forms (<i>Konjunktiv II</i>) such as <i>hätte, würde</i> • the conventions of the text type commentary.
Assessment differentiation	<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	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p>Recording device</p> <p>German/English – English/German dictionary</p>

Instructions for teacher

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

- provided with opportunities to listen to, view and read a variety of texts related to the social issue of the environment
- taught context-related vocabulary
- taught grammatical items, including:
 - understanding and using formulaically common subjunctive forms (*Konjunktiv II*) such as *hätte*, *würde*
- taught the textual conventions of a commentary, having been provided with some examples to review.

Part A: Umweltschutz und Klimawandel

Provide students with the task sheet.

Advise them that they will hear the text twice.

After the second reading, advise students that they have 30 minutes to complete their responses to the questions in the task.

Task administration script

READ ALOUD

Listen to the following radio announcement on current environmental issues. You will hear the text twice.

Durch die Klimakonferenz in Paris wurde einmal mehr die Wichtigkeit betont, die Erderwärmung zu stoppen. 195 Länder haben sich im Dezember 2015 in Paris darauf geeinigt, ihren CO₂-Ausstoß zu verringern und erneuerbare Energien zu fördern. Manche Quellen sagen, dass Australien besonders vom Klimawandel betroffen ist, und trotzdem verdient das Land viel Geld mit dem Abbau von Kohle, einem der fossilen Brennstoffe, die hauptsächlich zum Klimawandel beitragen. Australien ist weltweit der größte Expoteur von Kohle.

Dabei sind die Auswirkungen externen Klimas hier besonders deutlich zu spüren. Die Trockenheit und Hitze machen viele Teile des Landes für die Landwirtschaft unbrauchbar, starke Buschfeuer in den heißen Sommern zerstören große Flächen.

Dabei könnte das Land sehr gut erneuerbare Energien einsetzen. Mit 300 Tagen Sonnenschein pro Jahr hat das Land ideale Voraussetzungen, Solarenergie einzusetzen.

Man kann die Umwelt aber auch schon mit kleinen Maßnahmen zu Hause schützen. Wer von euch hat einen Gartenkompost zu Hause? Wer trennt seinen Müll in Papier, Plastik und Restmüll? Wer versucht, die Klimaanlage nicht immer laufen zu lassen und wer denkt daran, das Licht und elektronische Geräte immer auszumachen, wenn er das Zimmer verlässt? Außerdem kann man zum Einkaufen seine eigene Tasche mitbringen und dadurch weniger Plastikmüll verursachen. Wie wäre es, wenn wir alle ein bisschen mehr machen würden? Schon kleine Dinge können einen großen Unterschied machen.

Part B: Umweltschutz zu Hause

Students use the ideas in the text *Umweltschutz und Klimawandel* to look to their neighbourhood or school community for initiatives to protect the local environment.

Students are to record, as a movie or documentary, three examples that illustrate what is being done in the community.

Some initiatives that may be operating in the community could include:

- recycling of glass, cans, batteries, mobile phones and cardboard
- community vegetable/fruit gardens
- community worm farms/bee hives
- reusable/bring your own shopping bags
- water bottle refilling stations
- walk to work/school day
- waste free lunch day
- switch off lights/air conditioners when leaving the room.

Advise students that they will be assessed on the content of their commentary, its accuracy and their pronunciation and intonation.

Students should keep their movie/documentary simple, as they will not be assessed on their filmmaking and editing skills.

Allow a period of two weeks for students to research initiatives in their community, record their movie/documentary and prepare their commentary.

Instructions to students

Umweltschutz

Part A: Umweltschutz und Klimawandel

Listen to the radio announcement on current environmental issues and answer the questions that follow in English. You will hear the text twice.

Question 1

What did countries decide in December 2015? (2 marks)

Question 2

What is Australia's situation? (3 marks)

Question 3

How is Australia affected by extreme climate conditions? (2 marks)

Question 4

Indicate with a tick [✓] which suggestions to save the environment are mentioned in the text. (4 marks)

	✓
(a) have a compost system in your garden	
(b) have a worm farm in your garden	
(c) separate your rubbish at home	
(d) switch off the air con	
(e) leave the air con on low for the day	
(f) use only paper bags when you go shopping	
(g) bring your own bag when you go shopping	

Sample marking key

Part A: Umweltschutz und Klimawandel

Description	Marks
Question 1	
reduce CO ₂ emissions	1
promote renewable energy	1
Subtotal	2
Question 2	
is affected by extreme climate conditions	1
is a major exporter	1
of coal	1
Subtotal	3
Question 3	
drought or heat	1
bush fire	1
Subtotal	2
Question 4	
(a) have a compost system in your garden	1
(c) separate your rubbish at home	1
(d) switch off the air conditioner	1
(g) bring your own bag when you go shopping	1
Subtotal	4
Part A total	11

Part B: Umweltschutz zu Hause	
Description	Marks
Content	
Confidently presents information, ideas and opinions on three initiatives to protect the environment operating in the community. Provides supporting details.	5
Presents most of the required content and includes some details to elaborate.	4
Presents generally relevant content and some details.	3
Presents superficial content and limited detail.	2
Presents content with little relevance.	1
Subtotal	5
Grammar and vocabulary	
Uses a broad range of vocabulary and both simple and compound sentences mostly accurately. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	4
Uses a sound range of vocabulary to communicate information. Uses simple sentences, but occasionally attempts compound sentences. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	3
Uses a sufficient range of vocabulary to communicate information. Uses simple sentences with some errors. Makes errors that impede understanding.	2
Uses a limited range of vocabulary and one word responses often. Uses occasional short phrases, but meaning is not always clear.	1
Subtotal	4
Pronunciation and fluency	
Uses clear and accurate pronunciation and intonation. Speech flows well.	3
Uses acceptable pronunciation and intonation inconsistently. Hesitates at times or speaks too quickly.	2
Uses inaccurate pronunciation which impedes comprehension at times. Hesitates and pauses frequently.	1
Subtotal	3
Part B total	12
Total	23