



## Sample assessment task

<b>Year level</b>	6
<b>Learning area</b>	Languages
<b>Subject</b>	German: Second Language
<b>Title of task</b>	<i>Welcher Sport passt zu mir?</i> (Self-test: Which sport is right for me?)

## Task details

<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time and hobbies.</p> <p>In Part A students also demonstrate their skills in comprehending written text by responding to questions in English.</p> <p>In Part B students demonstrate their skills in writing a letter expressing their feelings and opinions about their results.</p>
<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 have read. It also establishes their ability to write in German using descriptive and expressive language.
<b>Assessment strategy</b>	<p>Short response – read for information in written text</p> <p>Extended response – write a letter</p>
<b>Evidence to be collected</b>	<p>Completed task sheet</p> <p>Letter</p>
<b>Suggested time</b>	<p>Part A – 30 to 40 minutes</p> <p>Part B – 30 to 40 minutes</p>

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Interact with others, using descriptive and expressive language to exchange information and relate experiences about free time</p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences</p> <p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts</p> <p><b>Understanding</b></p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>understanding and speaking about past events by adapting modelled sentences in the present perfect tense and using knowledge of common verbs in the simple past tense, for example, <i>Ich habe heute meine Hausaufgaben nicht gemacht; Wir sind nach Bali geflogen</i></li> <li>understanding the meaning of the conjunctions <i>dass</i> and <i>weil</i>.</li> </ul>
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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 free time activities</li> <li>• context-related vocabulary</li> <li>• grammatical structures, including: adverbs and adverbial expressions; understanding the meaning of the conjunctions <i>dass</i> and <i>weil</i>; understanding past tense structures of the present perfect tense; making comparisons</li> <li>• the textual conventions of a letter.</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>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>German-English/English-German dictionary</p>

## Instructions for teacher

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

- taught context-related vocabulary, for example, *Ich treibe oft Sport*
- exposed to grammatical items, including:
  - the present and present perfect tenses
  - comparisons, including the superlative
- taught the textual conventions of a letter, and provided with opportunities to practise them.

## Task

### Part A: Meine Freizeit und Hobbys

1. Provide students with Part A of the task.

Students take the self-test, reading the questions and placing a tick [✓] alongside the answer that best describes them.

They look up in a dictionary any unfamiliar vocabulary.

2. Students then read what Julia and Tom, having also taken the test, have to say about their results.

They respond to the questions in English.

They look up in a dictionary any unfamiliar vocabulary.

Students have 30 to 40 minutes to complete Part A.

### Part B: Selbsttest: Welcher Sport passt zu mir?

Provide students with Part B of the task.

They count up the points from their self-test in Part A, calculate their test results, and consult the table to read what types of sport suit them best.

Students write a letter to either Julia or Tom, telling them about their own results, and giving their opinion on what the results say about the sports that best suit them.

Students write approximately 10 sentences in German.

They look up in a dictionary any unfamiliar vocabulary.

Students have 30 to 40 minutes to complete Part B.

## Instructions to students

# Welcher Sport passt zu mir?

## Part A: Meine Freizeit und Hobbys

- Here's a test to determine what type of sport suits you best. Take the test, reading the questions and placing a tick [✓] alongside the answer that best suits you. Look up in a dictionary any unfamiliar vocabulary.

## Selbsttest: Welcher Sport passt zu mir?

<b>Magst du Sport?</b>	
Absolut nicht!	1
Es geht so.	2
Ja!	3

<b>Bist du lieber drinnen oder draußen?</b>	
Drinnen.	1
Draußen.	2
Beides.	3

<b>Spielst du lieber allein oder mit anderen Menschen zusammen?</b>	
Allein.	1
mit Freunden.	2
mit anderen Menschen.	3

<b>Magst du es eher ruhiger oder magst du viel Bewegung?</b>	
Ich mag es entspannter.	1
Eine Mischung ist das beste für mich.	2
Ich brauche viel Bewegung.	3

<b>Magst du Krafttraining oder Ausdauertraining lieber?</b>	
Ich möchte Kraft und meine Muskeln stärken.	1
Eine Mischung aus Kraft und Ausdauer ist perfekt.	2
Ausdauer ist mir wichtiger als Kraft.	3

<b>Liebst du das Risiko?</b>	
Auf keinen Fall! Ich mag es sicher.	1
Manchmal.	2
Risiko ist mein zweiter Vorname!	3

2. Julia and Tom have taken the test and have written about their results. Read what they have to say.

Look up in a dictionary any unfamiliar vocabulary.

**Julia:** Hallo Leute! Ich habe meine Testergebnisse gelesen und bin sehr glücklich! Der Test sagt, dass ich sehr gerne Sport mit Freunden mache, draußen Bewegung liebe und Kraft sowie Ausdauer brauche. Die Sportarten, die perfekt für mich sind, können vor allem Mannschaftssportarten sein, wie zum Beispiel Volleyball, Handball und Fußball. Ich mag diese Sportarten sehr. Weniger gut finde ich Zumba, weil ich nicht gerne tanze. Ich habe Capoeira noch nie getestet, möchte es aber gerne probieren. Ich denke, dass es Spaß macht. Meine Freunde und ich treiben viel Sport drinnen im Winter und draußen im Sommer. Wir spielen im Sommer sehr oft Strandfußball am See.

**Tom:** Hi, ich bin Tom und habe den Sporttest gemacht. Ich bin der Typ für den ruhigen Sport für die Entspannung. Ich mache oft Yoga. Jeden Freitag und Mittwoch mache ich Yoga. Ich treibe Sport am liebsten alleine. Meine Konzentration ist besser alleine. Der Test sagt, dass auch Denksport wie Schach und Sudoku eine alternative Option für mich ist. Das ist nicht richtig. Ich finde Schach und Sudoku langweilig. Ich brauche Bewegung, weil ich fit sein möchte.

Answer the following questions by indicating the correct answer with a [✓]. Only one answer per question is correct.

**Julia**

**Question 1**

(1 mark)

How does Julia feel about her test result?

- a) She is not satisfied.
- b) She is happy.
- c) She doesn't mention how she feels about the result.

✓

**Question 2**

(1 mark)

Who does Julia like to do sport with?

- a) With many people she doesn't know
- b) By herself
- c) With friends

✓

**Question 3**

(1 mark)

What kinds of sports best suit her?

- a) Sport by herself
- b) Calm sport without much movement
- c) Team sport

✓

**Question 4**

(1 mark)

Which kinds of sports suit her perfectly?

- a) Handball, Zumba and soccer
- b) Soccer, volleyball and handball
- c) Capoeira, and Zumba

✓

**Question 5**

(1 mark)

Which sport hasn't she tried out yet but would like to?

- a) Soccer and handball
- b) Zumba
- c) Capoeira

✓

**Question 6**

(1 mark)

During which season/s does Julia do sport?

- a) Summer
- b) Winter
- c) Summer and winter

✓

**Question 7**

Which sport does Julia play very often in summer, and where does she play it?

(2 marks)

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**Tom**

**Question 8**

Which sports best suit Tom's type?

(1 mark)

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**Question 9**

When does Tom do Yoga?

(1 mark)

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**Question 10**

(1 mark)

Who does Tom like to do sport with?

- a) With many people he doesn't know
- b) By himself
- c) With friends

✓

**Question 11**

(1 mark)

According to the test, which sports are alternative options for him?

- a) Yoga and Sudoku
- b) Sudoku and soccer
- c) Sudoku and chess

✓

**Question 12**

(1 mark)

Does Tom like those suggested alternative options?

- a) Yes
- b) No
- c) He doesn't mention that he likes them

✓

**Question 13**

(1 mark)

Why does Tom need exercise?

- a) He needs the fresh air
- b) To clear his head
- c) To be fit

✓

## Part B: Selbsttest: Welcher Sport passt zu mir?

Count up the points from your self-test in Part A and calculate your test results.

Now consult the table below and read what types of sports best suit you.

Write a letter to either Julia or Tom and include:

- your results and the kinds of sports that the results suggest are the ones that best suit you
- whether you like the result and the suggested kinds of sports that suit you.

You should write approximately 10 sentences in German.

### Selbsttest: Welcher Sport passt zu mir?

<b>0–9 Punkte</b>
<b>Der ruhige Sport für die Entspannung</b>
Du magst Sport am liebsten allein und ruhig. Hektik und viele Menschen ist nicht entspannend. Die besten Sportarten können sein: Yoga, spazieren gehen, Tischtennis. Manchmal magst du auch Sport draußen machen, wie schwimmen oder Golf. Manche Leute sagen, dass auch Schach und Sudoku Sportarten sind—das ist Denksport.
<b>10–14 Punkte</b>
<b>Der Mannschaftssporttyp</b>
Du magst es, mit vielen Menschen in einer Mannschaft zu spielen. Alleine Sport treiben ist sehr langweilig für dich. Am liebsten treibst du Sport mit deinen Freunden, egal ob drinnen oder draußen. Sehr gute Sportarten für dich sind: Volleyball, Handball, Fußball, Badminton, Hockey oder Triathlon. Auch Sportarten zusammen mit anderen Menschen machen Spaß, wie Capoeiro, Zumba oder modernes Tanzen.
<b>15–18 Punkte</b>
<b>Ohne Risiko keinen Spaß</b>
Du liebst Adrenalin im Blut! Risikosportarten sind am interessantesten und nie langweilig! Am meisten machen sie Spaß mit deinen Freunden zusammen. Ihr liebt Bungee-Jumping, Turmspringen, Skateboard fahren, Klettern oder Surfen. Auch Sportarten mit weniger Risiko wie Eislaufen oder Pferdereiten sind sehr spannend, weil sie draußen sind und Spaß machen.





## Sample marking key

### Part A: Meine Freizeit und Hobbys

Description	Marks
Question 1	
b) she is happy	1
<b>Subtotal</b>	<b>1</b>
Question 2	
c) with friends	1
<b>Subtotal</b>	<b>1</b>
Question 3	
c) team sport	1
<b>Subtotal</b>	<b>1</b>
Question 4	
b) soccer, volleyball and handball	1
<b>Subtotal</b>	<b>1</b>
Question 5	
c) Capoeira	1
<b>Subtotal</b>	<b>1</b>
Question 6	
c) summer and winter	1
<b>Subtotal</b>	<b>1</b>
Question 7	
beach soccer	1
at the lake	1
<b>Subtotal</b>	<b>2</b>
Question 8	
he likes relaxing sports the most	1
<b>Subtotal</b>	<b>1</b>
Question 9	
Wednesdays and Fridays	1
<b>Subtotal</b>	<b>1</b>
Question 10	
b) by himself	1
<b>Subtotal</b>	<b>1</b>
Question 11	
c) Sudoku and chess	1
<b>Subtotal</b>	<b>1</b>
Question 12	
b) no	1
<b>Subtotal</b>	<b>1</b>
Question 13	
c) to be fit	1
<b>Subtotal</b>	<b>1</b>
<b>Part A total</b>	<b>14</b>

<b>Part B: Welche Sport passt zu mir?</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Writes an informative letter to Julia or Tom, telling them about their results, the kinds of sport that the results suggest are the ones that suit them best, and whether they like the results, and the suggested kinds of sport. Provides some supporting detail.	3
Writes a letter to Julia or Tom, telling them about their results and the sports suggested. Attempts to write whether they like the results, and the suggested sports.	2
Limited attempt at writing a letter. Provides simple responses about test results.	1
<b>Subtotal</b>	<b>3</b>
<b>Grammar</b>	
Writes with simple and compound sentences and applies grammatical elements mostly accurately.	3
Writes with simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with some accuracy.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses an appropriate range of relevant vocabulary. Spelling and punctuation are mostly correct.	3
Uses some variety of vocabulary that is generally relevant. Shows some inconsistency with spelling and punctuation, but meaning is clear.	2
Limited use of relevant vocabulary. Poor spelling makes meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
<b>Textual conventions</b>	
Effectively applies the conventions of a letter, including, a salutation to Julia or Tom, information related to the survey results, and a phrase of leave taking. The formal register is used in writing.	3
Applies some of the conventions of a letter. The formal register is used.	2
Applies few of the conventions of a letter.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>12</b>
<b>Total</b>	<b>26</b>