



Sample assessment task	
Year level	7
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Was schauen wir heute Abend im Kino?</i> (What shall we see at the cinema tonight?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to ideas, views, opinions and experiences of social events.</p> <p>In Part A students also demonstrate their skills in comprehending written and spoken texts viewing and reading a cinema program and then listening to a dialogue before responding to the questions that follow in English.</p> <p>In Part B students demonstrate skills in writing the script of a role play in German.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written and spoken German and convey factual information about what they have read and heard. It also establishes their ability to write in German using descriptive and expressive language to consider options and negotiate arrangements for a social event.
Assessment strategy	<p>Short response – listen for information in spoken text and read for information in written text</p> <p>Extended response – write the script of a role play</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Script of the role play</p>
Suggested time	<p>Part A – 30 minutes</p> <p>Part B – 50 minutes</p>
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on social events</p> <p>Engage in tasks and transactions that involve planning such as an excursion to the cinema, considering options, negotiating arrangements and participating in transactions</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Understanding</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, <i>Mein bester Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring; Es gibt hier keinen Sportplatz</i>

Content description	
	<ul style="list-style-type: none"> linking and sequencing events and ideas using common conjunctions (<i>dass, ob, wenn, weil</i>), usually with the subordinate clause after the main clause <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</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 social events, such as going to the cinema context-related vocabulary and language structures to enable them to share thoughts, make arrangements and give opinions the textual conventions of a role play.
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>Task administration script</p> <p>German-English/English-German dictionary</p>

Instructions for teacher

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

- exposed to a variety of texts related to social events, such as going to the cinema
- taught context-related vocabulary
- taught rehearsed descriptive and expressive language, to talk about, give opinions, share thoughts and feelings on people and social events, for example, *ich stimme dir zu/ nicht zu*
- exposed to grammatical items, including:
 - the relationship between gender, article and case and the adjectival ending
 - practice linking and sequencing events and ideas using common conjunctions (*dass, wenn, weil*), usually with the subordinate clause after the main clause
- taught the textual conventions of a role play, and provided with opportunities to practise them.

Task

Part A: Was schauen wir heute Abend im Kino?

Provide students with Part A of the task.

Advise students that they have 35 minutes, working independently, in which to complete the task.

They may look up in a dictionary any unfamiliar vocabulary.

Text 1: Cinema program

Students view and read a German cinema program and respond to questions that follow in English.

Text 2: Was schauen wir am Samstagabend?

Students listen to a conversation between two friends discussing which movie they want to see and respond to the questions in English.

Task administration script

READ ALOUD

Listen to the conversation between two friends deciding on which movie they want to see. You will hear the conversation twice. After the second reading, respond to the questions that follow in English.

Antje: Hi Tina, hast du Lust am Samstagabend ins Kino zu gehen?
Tina: Das ist eine tolle Idee! Sehr gerne möchte ich gehen! Was sollen wir schauen?
Antje: Ich weiß nicht, was kommt. Ich habe hier das Kinoprogramm vom CineMaxx Berlin-Mitte. Lass uns schauen.
Tina: Zeig mal. Oh, ich liebe ‚Die Tribute von Panem‘! Das ist ein spannender Film!
Antje: Oh nein, ich stimme dir nicht zu! Ich finde, dass es ein langweiliger und schrecklicher Film ist!
Tina: In Ordnung, dann suchen wir einen anderen Film aus. Wie findest du eine Dokumentation?
Es kommt ‚Die Wilden Tiere‘. Möchtest du das sehen?
Antje: Im Kino möchte ich gerne einen Film schauen. Dokumentationen können wir auch zu Hause sehen. Ich denke, dass eine Komödie die bessere Wahl ist für das Wochenende.
Tina: Du hast Recht! Ein lustiger Film ist die beste Idee! Hier sehe ich eine Komödie-‚Mein perfekter Tag‘. Was denkst du?
Antje: Ich denke, das ist eine perfekte Idee! Wann kommt der Film?
Tina: Er kommt um 19 und 21 Uhr. Was ist besser?
Antje: Ich finde, dass 21 Uhr sehr spät ist.
Tina: Super, also schauen wir ‚Mein perfekter Tag‘ um 19 Uhr.
Antje: Prima! Bis Samstag!

Part B: Mein Kinoabend dialogue

Students write the script of a role play in which they discuss going to see a movie with their friend.

In the script, they:

- both want to see different movies
- are not always free at the same time
- come to an agreement that suits them both, just as Tina and Antje did.

Students should aim to write a script of approximately 50–70 words in German.

They may look up any unfamiliar vocabulary in a dictionary.

Advise students that they have approximately 50 minutes to complete the script.

Instructions to students

Was schauen wir heute Abend im Kino?

Part A: Was schauen wir heute Abend im Kino?

Text 1 Cinema program

View and read the German cinema program below and respond to questions which follow in English.

Look up in a dictionary any unfamiliar vocabulary.

Was schauen wir heute Abend im Kino?

Kinoprogramm für Samstag, den 12. März

18.00	Mockingjay- Die Tribute von Panem	Star Wars- Das Erwachen der Macht	Die Liebe vom Norden
19.00	Dokumentation „Die Wilden Tiere“	Star Wars- Das Erwachen der Macht	Mein perfekter Tag- eine Komödie
20.00	Mockingjay- Die Tribute von Panem	Der Kleine Prinz- Ein Comicabenteuer	Der erste Kuss- eine Romanze
20.30	Terminator- ein Actionfilm	Dokumentation „Die Wilden Tiere“	Der Kleine Prinz- Ein Comicabenteuer
21.00	Dokumentation „Die Wilden Tiere“	Mockingjay- Die Tribute von Panem	Mein perfekter Tag- eine Komödie
21.30	Terminator- ein Actionfilm	Mockingjay- Die Tribute von Panem	Der erste Kuss- eine Romanze

Question 1

This cinema program is valid for which day and date?

(2 marks)

Day: _____

Date: _____

Question 2

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

(4 marks)

Statement	True	False
(a) The movie "Der erste Kuss" is an action movie.		
(b) The first session for the "Star Wars" movie starts at 6 pm.		
(c) The last session for a movie on Saturday is 9:30 pm.		
(d) At 9:00 pm the movie "The Little Prince" is showing.		

Question 3

What type of a program is „Die Wilden Tiere“?

(1 mark)

Text 2: Was schauen wir am Samstagabend?

Listen to the conversation between two friends discussing which movie they want to see and respond to the questions in English. Look up any unfamiliar vocabulary in a dictionary.

Question 4

On which day and at what time are Antje and Tina going to go to the cinema?

(2 marks)

Day: _____

Time: _____

Question 5

What is the location of the cinema they choose to go to?

(2 marks)

Question 6

What does Tina say about *Mockingjay- Die Tribute von Panem*?

(2 marks)

Question 7

What does Antje think about the movie?

(2 marks)

Question 8

What type of movie are they wanting to see?

(1 mark)

Question 9

At what time will they see the movie?

(1 mark)

Part B: Mein Kinoabend dialogue

Having listened to Tina and Antje discuss an outing to the cinema, you too will discuss going to see a movie with your friend.

Write the script of a role play in which you:

- both want to see different movies
- are not always free at the same time
- come to an agreement that suits you both, just as Tina and Antje did.

Aim to write a script of approximately 50–70 words in German.

Look up any unfamiliar vocabulary in a dictionary. You have approximately 50 minutes to complete the script.

Mein Kinoabend dialogue

Sample marking key

Part A: Was schauen wir heute Abend im Kino?

Description	Marks
Question 1	
Tuesday	1
12 March	1
Subtotal	2
Question 2	
false	1
true	1
true	1
false	1
Subtotal	4
Question 3	
documentary	1
Subtotal	1
Question 4	
Saturday	1
evening	1
Subtotal	2
Question 5	
Berlin	1
centre ('Mitte')	1
Subtotal	2
Question 6	
she loves it	1
it's an exciting movie	1
Subtotal	2
Question 7	
he thinks it's a boring and horrible movie	1
Subtotal	2
Question 8	
a comedy	1
Subtotal	1
Question 9	
at 7 pm	1
Subtotal	1
Part A total	17

Part B: Mein Kinoabend dialogue	
Description	Marks
Content	
Writes the script of a role play in which two people must negotiate to make arrangements to go to the cinema. Includes relevant details in writing to engage the reader.	4
Writes the script of a role play in which two people make arrangements to go to the cinema. Includes some details to engage the reader.	3
Writes some information in the script of a role play in which two people make arrangements to go to the cinema.	2
Limited attempts are made at writing the script of a role play.	1
Subtotal	4
Grammar	
Uses a range of sentence structures. Simple and compound sentences are handled with confidence and grammatical elements are often correct. Errors do not impede meaning.	3
Uses sentence structures that are mostly simple, though some compound sentences are attempted. Grammatical elements are mostly correct. Errors do not impede meaning.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
Subtotal	3
Vocabulary	
Uses an appropriate range of vocabulary. Spelling and punctuation are mostly correct.	3
Uses some variety of vocabulary. Some inconsistency with spelling and punctuation, but meaning is clear.	2
Limited use of relevant vocabulary. Poor spelling often impedes comprehension.	1
Subtotal	3
Textural conventions and sequencing	
Writes the script of a role play, including interaction between two or more characters, informal register, discussion on a topic, and a resolution at the conclusion. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a role play. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience. Limited organisation impedes the flow and understanding.	1
Subtotal	3
Support	
Effectively uses a bilingual dictionary and other resources independently.	3
Requires some support in accessing a bilingual dictionary and other resources.	2
Requires significant support to complete the task.	1
Subtotal	3
Part B total	16
Total	33