



Sample assessment task	
Year level	7
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Welche Fächer magst du?</i> (What subjects do you like?)
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 school.</p> <p>In Part A students demonstrate their skills in speaking German as they survey five classmates to learn more about their likes and dislikes when concerning school subjects. They take notes on what the students like and dislike, and their reasons why.</p> <p>In Part B students demonstrate their skills in speaking German as they present their survey findings to the class.</p>
Type of assessment	Formative and 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 spoken German, evidenced through their accessing and summarising key information and supporting details from spoken text. It also establishes information on their speaking skills in German, and their ability to use descriptive and expressive language to engage the audience.
Assessment strategy	Oral performance – present survey findings
Evidence to be collected	Completed task sheet Video recording of presentation
Suggested time	Part A – 20 minutes Part B – 45 minutes preparation for presentation, and 3 minutes for presentation
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>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</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> selecting the correct personal pronoun for 'it' (<i>er/sie/es; ihn</i>) for objects, for example, <i>Woher hast du den Hut? Er ist sehr schön; Ich habe ihn bei ... gekauft</i>

Content description	
	<ul style="list-style-type: none"> understanding and applying the 'verb as second element' (<i>Wir kommen morgen or Morgen kommen wir</i>) and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses (<i>Ich spiele jetzt Basketball</i>) and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, <i>Langsam verstehe ich mehr Deutsch. Zu Hause ist es oft sehr laut</i> linking and sequencing events and ideas using common conjunctions (<i>dass, ob, wenn, weil</i>), usually with the subordinate clause after the main clause recognising some 'two-way' prepositions (<i>Wechselpräpositionen</i>), for example, <i>Die Flasche ist auf dem Tisch; Stellt die Flasche auf den Tisch</i> referring to quantities of people and things using cardinal numbers up to a billion, for example, <i>Deutschland hat 81,9 Millionen Einwohner</i> <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 free-time activities context-related vocabulary grammatical structures, including: possessive pronouns; conjunctions; word order in subordinate clauses; forming questions with question words the textual conventions of a survey and an oral presentation.
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	<p>Part A is to be administered by students to five classmates.</p> <p>Part B is to be completed by students working individually.</p>
Resources	<p>Task sheet</p> <p>English-German/German-English dictionary</p>

Instructions for teacher

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

- view and read a variety of texts related to school experiences
- be taught context-related vocabulary
- be taught language structures to enable them to share thoughts, make arrangements and give opinions
- be taught grammatical structures, including:
 - possessive pronouns,
 - conjunctions
 - word order in subordinate clauses
 - forming questions with question words
- be taught the textual conventions of a survey and an oral presentation, and provided with opportunities to practise them.

Task

Part A: Survey

Part A is for formative assessment purposes.

Students are to survey five classmates about their likes and dislikes when concerning school subjects.

They may use the following questions, or may develop their own questions:

1. Was ist dein Lieblingsfach? Warum?
2. Welches Fach magst du nicht? Warum?
3. Wie findest du Sport? Warum?
4. Welche Sprache lernst du? Warum?
5. Was ist besser- Mathe oder Kunst? Warum?

As they ask each classmate their opinion, they take notes on what they like and/or dislike, as well as the reasons why.

Note: Part A of the task, the administration of the survey, is completed in preparation for the Part B.

There are no marks allocated to Part A; however, teachers may collect the notes made by students while conducting the interview and award them marks for their writing in German.

Part B: Welche Fächer magst du?

After surveying the five classmates, students are to include their findings in a report which they will present to the class.

They may include a graph or a chart in their presentation to illustrate their findings.

For each classmate they have surveyed, students are required to write a minimum of five sentences in German.

Allocate to students approximately 45 minutes to prepare their report.

Once students have prepared their report ask them to present their report to the class for assessment.

Instructions to students

Welche Fächer magst du?

Part A: Survey

Survey five classmates about their school subject likes and dislikes.

Use the questions in the questionnaire. Alternatively, you may develop some questions of your own.

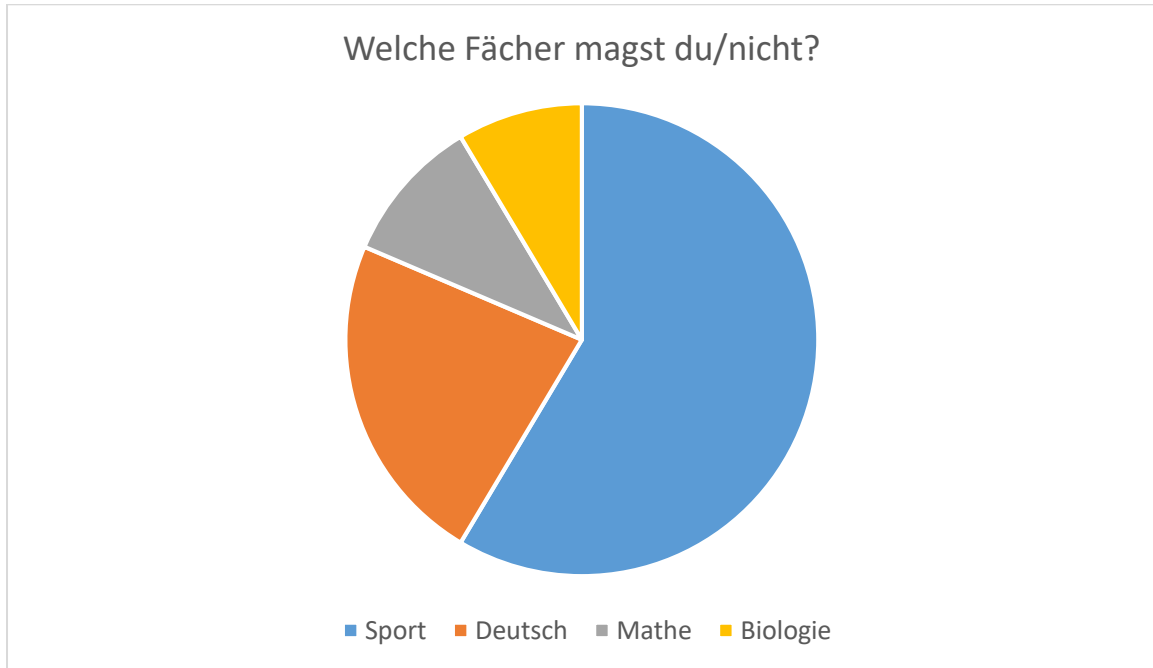
As you ask each classmate their opinions, take notes of what they like/dislike as well as the reasons why.

Name	<i>Was ist dein Lieblingsfach?</i> <i>Warum?</i>	<i>Welches Fach magst du nicht?</i> <i>Warum?</i>	<i>Wie findest du Sport?</i> <i>Warum?</i>	<i>Welche Sprache lernst du?</i> <i>Warum?</i>	<i>Was ist besser- Mathe oder Kunst?</i> <i>Warum?</i>
1.					
2.					
3.					
4.					
5.					

Part B: Welche Fächer magst du?

Having surveyed five classmates to find out their school subject likes and dislikes, you are to report your findings to the class in the form of an oral presentation in German.

The findings in your report are to be supported with the help of a graph or a chart, such as the one below.



For each person you have surveyed, you are to write a minimum of five sentences in German, including the subject, whether they like it or not and the reason they gave.

Here is an example, *Marie findet Mathe sehr interessant, weil sie Zahlen mag. Sie hasst Musik, weil sie nicht singen kann. Sie findet Mathe besser als Musik.*

Use the example below to help you convert your notes into a statement for your presentation report:

Question: *Tina, was ist dein Lieblingsfach und warum?*

Answer: *Musik, weil ich Gitarre spiele und gern singe.*

Reported sentence: *Ihr Lieblingsfach ist Musik, weil sie Gitarre spielt und gerne singt.*

You will have 45 minutes to prepare your presentation report.

After this time the teacher will ask you to present your report to the class.

Sample marking key

Part B: Welche Fächer magst du?

Description	Marks
Content	
Confidently presents an informative report to engage listeners. Uses rehearsed descriptive and expressive language to present all the findings related to school subjects. Presents a minimum of five sentences per each student interviewed.	5
Presents an informative report to engage listeners. Uses rehearsed descriptive and expressive language to present most of the findings related to school subjects. Presents fewer than five sentences per each student interviewed.	4
Presents a generally informative report. Uses rehearsed descriptive and expressive language to present some of the findings related to school subjects. Presents fewer than five sentences per each student interviewed.	3
Provides a generally relevant report. Provides some findings related to school subjects. Uses rehearsed language and relates it somewhat to the findings. Presents a few sentences per each student interviewed.	2
Provides information that has superficial relevance to the survey findings. Presents one or two phrases per each student interviewed.	1
Subtotal	5
Vocabulary and grammar	
Uses relevant vocabulary and applies grammatical elements mostly accurately, including conjunctions, correct pronouns and correct verb endings.	3
Generally uses relevant vocabulary and applies grammatical elements with some accuracy.	2
Limited use of relevant vocabulary and limited application of grammatical elements.	1
Subtotal	3
Pronunciation and fluency	
Speaks fluently with a high level of correct pronunciation and intonation.	3
Speaks with some confidence, but at times hesitates or speaks too quickly. Pronunciation and intonation are generally correct.	2
Speaks with lots of pauses or too fast, with generally incorrect pronunciation and intonation.	1
Subtotal	3
Total	11