



Sample assessment task	
Year level	6
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Meine Freizeit und Hobbys</i> (My free time and hobbies)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to free time.</p> <p>In Part A students demonstrate their skills in responding to spoken German text.</p> <p>In Part B students demonstrate their skills in writing, by describing in a letter how they spend their free time.</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 spoken German and convey information about what they have heard. It also establishes their ability to write in German using expressive language.
Assessment strategy	<p>Short response – listen for information in spoken text</p> <p>Extended response – write an informal letter</p>
Evidence to be collected	<p>Completed task sheets</p> <p>Letter</p>
Suggested time	<p>Part A – 30 minutes</p> <p>Part B – 30 minutes</p>
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with others, using descriptive and expressive language to exchange information and relate experiences about free time</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>Understanding</p> <p>Apply phonic and grammatical knowledge to spell and write unfamiliar words</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"> • understanding and describing current, recurring and future actions, including by using common separable verbs • understanding and expressing obligation and permission using the modal verbs <i>müssen</i> and <i>dürfen</i> • making comparisons using structures • using the comparative and superlative of adjectives • comparing the meaning of the modal verbs <i>wollen</i>, <i>sollen</i>, <i>mögen</i> and <i>können</i> with their English equivalents • describing frequency using adverbs and adverbial expressions • understanding the meaning of conjunctions <i>dass</i> and <i>weil</i> • understanding and locating events in time, including the use of the 24-hour clock, prepositions and formulaic expressions
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 the present tense of a variety of verbs, including separable verbs and some modals • the textual conventions of an informal letter.
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 completed by students working individually.
Resources	<p>Task sheets</p> <p>Transcript of spoken text</p> <p>Bilingual dictionary</p>

Instructions for teacher

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

- provided with a variety of texts and text types related to free time
- taught context-related vocabulary, including:
 - names of free time activities, such as hobbies, sports, interests
 - their favourite free time activity
 - expressions that indicate with whom free time activities are undertaken; for example, with friends and/or family, alone or in a club
 - expressions that indicate where, when and how often free time activities are undertaken
 - expressions that indicate how much time is spent on free time activities
 - expressions that indicate why students like and dislike free time activities
 - comparing free time activities
- taught grammatical structures, including:
 - the comparative and superlative
 - understanding the meaning of conjunctions *dass* and *weil*
 - the present tense of verbs, including separable verbs, such as *ausgehen*, *mitbringen*, *fernsehen*
 - modals that express ability (*können*), permission (*dürfen*) and liking (*mögen*)
 - describing frequency and time using adverbs and adverbial expressions
- taught the textual conventions of an informal letter, and provided with opportunities to practise them
- taught how to use, and the limitations of, bilingual dictionaries and/or online translators.

Students engage in activities, such as:

- responding to spoken and written texts about free time
- responding to images representing free time
- completing grammatical and vocabulary exercises
- surveying others about their free time and/or opinions about a particular interest and presenting results in different formats, such as a presentation to the class or a Venn diagram
- writing short texts about their and others' free time
- designing a poster about themselves and their interests
- categorising interests into those that can be done alone, with friends and/or in teams
- 'interviewing' a famous (sports) star about their free time.

Task

Part A *Meine Freizeit und Hobbys*

Students listen to four young German speakers talk about their hobbies and free time activities.

Prior to hearing the text, they read the questions, to anticipate what information may be required.

The teacher reads each text twice, and pauses in between each reading to allow students to respond. After the second reading, the teacher allows time for students to complete their responses.

Read aloud:

a) Annika	Hallo, ich bin Annika, und ich wohne in München. In meiner Freizeit mag ich am liebsten reiten und wandern. Leider kann ich das nicht so oft, weil wir in der Stadt wohnen, aber am Wochenende fahren wir oft in die Berge. In den nächsten Sommerferien darf ich das erste Mal mit Freunden verreisen und wir machen Ferien auf dem Ponyhof. Ich freue mich schon!
b) Helene	Ich bin gerne zu Hause und sitze gerne vor dem Fernseher. Ich sehe pro Tag zwei Stunden fern. Auch spiele ich gerne Videospiele. Aber meine Eltern sagen, dass ich nicht so oft vor dem Bildschirm sitzen darf. Deshalb lese ich auch. Das mögen meine Eltern und ich mag es auch gern. Ich darf so viel lesen, wie ich will. Manchmal gehe ich mit dem Hund spazieren in den Park oder meine beste Freundin kommt mich besuchen.
c) Finn	Ich bin gerne aktiv und mache viel Sport in meiner Freizeit. Montags gehe ich immer in den Fußballverein zum Trainieren und am Wochenende haben wir immer Spiele. Tennis kann ich auch spielen, aber das mache ich nur, wenn ich Lust habe. Ich schwimme lieber. Das mache ich jeden Freitag. Meistens treffe ich mich mit meinem besten Freund Max im Schwimmbad, und wir gehen nach dem Schwimmen noch zusammen aus, ein Eis essen oder ins Kino oder so.
d) Lukas	Hallo, ich bin Lukas und ich treffe mich am liebsten mit meinen Freunden in meiner Freizeit. Wir treffen uns in der Stadt zum Einkaufen, oder wir gehen ins Kino oder auf ein Musikkonzert. Ich mache selbst auch gern Musik, ich kann Gitarre spielen und auch ein bisschen Schlagzeug. Das finde ich cooler als die Geige, die ich für die Schule spielen muss. Ich finde Geige spielen sehr, sehr langweilig.

Part B *Meine Freizeit*

Students write a letter to one of the four teenagers from Part A.

In their letter, they include information in response to the following questions:

- What are two activities that you do in your free time?
- What do you enjoy about these activities?
- How many times a week do you participate in these activities?
- Do you participate in these activities alone, with a friend, or as part of a team?

They should write approximately 70 words in German, using the textual conventions of an informal letter.

Advise students that they have 30 minutes to complete the task and that they may use a bilingual dictionary, but not an online translator.

Meine Freizeit und Hobbys

Part A *Meine Freizeit und Hobbys*

Listen to four young German speakers talk about their hobbies and free time activities. Read the questions carefully beforehand so that you know what information to listen for.

You will hear each text twice, with pauses between each reading to give you time to answer the questions.

For questions 1 to 8, indicate the correct answer with a tick [✓].

Annika

Question 1 Which activities does Annika do in her free time? (1 mark)

- a) horse riding and hiking
- b) horse riding and running
- c) running and cycling
- d) cycling and reading

Question 2 Where does she live? (1 mark)

- a) in the countryside
- b) in the city
- c) at the seaside
- d) near an airport

Question 3 What will she be allowed to do for the first time during her summer holidays? (1 mark)

- a) go to a concert
- b) go to the movies with her friends
- c) travel with her friends
- d) travel by herself

Helene

Question 4 For how long does Helene watch TV per day? (1 mark)

- a) 20 minutes
- b) less than 2 hours
- c) 2 hours
- d) more than 2 hours

Question 5 What are Helene's parents against? (1 mark)

- a) too much screen time
- b) video games
- c) violent video games
- d) sitting in front of the television

Question 6 What do they prefer Helene to do?

(1 mark)

- a) her homework
- b) help with chores
- c) read
- d) play sports

Question 7 What happens sometimes?

(1 mark)

- a) she cooks with her mother
- b) she meets her best friend
- c) her best friend comes to visit her
- d) her best friend walks the dog

Finn

Question 8

(4 marks)

	True	False
a) Finn loves to do sports.		
b) He plays with his team on Tuesdays.		
c) He plays tennis in professional competitions.		
d) He meets his best friend Max at the local pool.		

Lukas

Question 9

Fill in the gaps with the correct word or phrase in English.

(9 marks)

Lukas loves to _____ (1) his _____ (1) in his free time. They meet in the city

to go _____ (1) or they go to the _____ (1) or a _____ (1).

He can play _____ (1) and _____ (1). He prefers these to the violin, which he

has to play for _____ (1). He thinks playing the violin is _____ (1).

Part B Meine Freizeit

Choose one of the people who you heard in Part A and write them a letter.

Include information about yourself, in response to the following questions:

- What are two activities that you do in your free time?
- What do you enjoy about these activities?
- How many times a week do you participate in these activities?
- Do you participate in these activities alone, with a friend or as part of a team?

Aim to write about 70 words in German, following the textual conventions of a letter.

You have 30 minutes to write your response.

The writing area is a large, purple-bordered rectangle with rounded corners. Inside, there is a smaller rectangle with horizontal lines for writing. The top-left and bottom-left corners of the writing area are decorated with grey, curved shapes that resemble the ends of a rolled-up scroll.

Sample marking key

Part A *Meine Freizeit und Hobbys*

Description	Marks
Question 1	
a) horse riding and hiking	1
Subtotal	1
Question 2	
b) in the city	1
Subtotal	1
Question 3	
c) travel with her friends	1
Subtotal	1
Question 4	
c) 2 hours	1
Subtotal	1
Question 5	
a) too much screen time	1
Subtotal	1
Question 6	
c) read	1
Subtotal	1
Question 7	
c) her best friend comes to visit her	1
Subtotal	1
Question 8	
a) true	1
b) false	1
c) false	1
d) true	1
Subtotal	4
Question 9	
meet	1
friends	1
go shopping	1
movies / cinema	1
music concert	1
guitar	1
drums	1
school	1
(very) boring	1
Subtotal	9
Part A total	20
Part B <i>Meine Freizeit</i>	
Content	Marks
Writes a letter to one of the people in Part A, including: <ul style="list-style-type: none"> two activities they do in their free time (2) 	1-5

<ul style="list-style-type: none"> • what they enjoy about the activities (1) • how many times a week they participate in the activities (1) • whether they participate in these activities alone, with a friend or as part of a team (1). 	
Subtotal	5
Grammar	Marks
Writes present tense simple and compound sentences and applies other grammatical elements mostly accurately. Punctuation is mostly correct.	3
Writes present tense simple and compound sentences. Applies other grammatical elements with some accuracy.	2
Frequent grammatical errors make meaning unclear.	1
Subtotal	3
Vocabulary	Marks
Uses a range of relevant vocabulary that is mostly correctly spelled. Most nouns are capitalised.	3
Uses some variety of vocabulary that is usually correctly spelled. Meaning is clear.	2
Uses a limited range of vocabulary. Poor spelling may make meaning unclear.	1
Subtotal	3
Textual conventions	Marks
Applies the conventions of a letter, including a date (1), a salutation (1), and a phrase of leave taking (1).	1-3
Subtotal	3
Part B total	14
Total	34