



Sample assessment task	
<b>Year level</b>	9
<b>Learning area</b>	Languages
<b>Subject</b>	German: Second Language
<b>Title of task</b>	<i>Erwachsen werden</i> (Growing up)
Task details	
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to teenage life.</p> <p>In Part A, they demonstrate their skills in speaking German by presenting findings of an interview they conduct on teenage life then and now.</p> <p>In Part B, they also demonstrate their skills in speaking German by presenting findings on research they conduct into the similarities between teenage life in Australia and teenage life in German-speaking countries.</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 the student's ability to speak in German.
<b>Assessment strategy</b>	Oral presentation – present a report
<b>Evidence to be collected</b>	<p>Interview summary</p> <p>Presentation notes for Part A</p> <p>Presentation notes for Part B</p> <p>Information poster</p> <p>Audiovisual recording of presentations</p>
<b>Suggested time</b>	<p>Part A – 3 minutes (preparation time in class and at home is required)</p> <p>Part B – 3 minutes (preparation time in class and at home to complete the information poster is required)</p>
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships</p> <p>Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation</p> <p>Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity</p>

Content description	
	<p><b>Understanding</b></p> <p>Increase control of context-related vocabulary and extend grammatical knowledge of grammatical elements, including:</p> <ul style="list-style-type: none"> <li>recognising when to use appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including: common reflexive verbs, transitive and intransitive verbs, modal verbs and verbs with separable and inseparable prefixes</li> <li>connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses such as relative clauses and noticing the word order, for example, <i>Um Geld zu haben, muss man einen Job finden; Entweder werde ich Klempner oder Elektriker. Der Film, den du sehen willst, läuft jetzt im Kino</i></li> <li>linking and sequencing events and ideas using a range of cohesive devices, including adverbs (<i>danach, vorher, dann, früher</i>) and common conjunctions (<i>als, dass, obwohl, wenn, weil</i>), usually with the subordinate clause after the main clause</li> </ul>
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 childhood and teenage life</li> <li>context-related vocabulary</li> <li>grammatical items, including various tenses for expressing different times; the perfect and simple past tenses for comparing past with present events</li> <li>the conventions of the text types interview questions, summaries, info posters and oral presentations.</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 sheets</p> <p>Person from an older generation nominated by the student for the interview</p> <p>Resources and texts related to comparing teenage life in Australia and German-speaking countries</p> <p>A3 paper for information poster</p> <p>German/English–English/German dictionary</p> <p>Recording device for presentations</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 childhood and teenage life
- taught context-related vocabulary
- taught grammatical items, including:
  - various tenses for expressing different times
  - the perfect and simple past tenses for comparing past with present events
- taught the textual conventions of interviews, summaries, info posters and oral presentations, and provided with opportunities to practise them.

## Task

### Part A: Erwachen werden früher und heute

Students prepare questions in order to conduct an interview with a person from an older generation and find out about their teenage life.

Students then summarise their findings and present them in German to the class.

The interview questions should focus on finding out what differences there are in how the person being interviewed grew up, compared to how the student's generation is growing up today.

Their questions should cover aspects, such as:

- free time/leisure/sports activities
- friendships
- school/education
- future plans.

Provide students with a period of two weeks in which to conduct the interview and summarise their findings for their presentation.

After this time, ask students to present their findings to the class in the form of an oral presentation.

Students should aim to speak in German for approximately three minutes.

## **Part B: Erwachsen werden in deutschsprachigen Ländern und Australien im Vergleich**

Students conduct research into how similar teenage life in Australia is compared to teenage life in German-speaking countries.

Provide students with a variety of print, spoken, multimedia and digital texts that focus on the topic. Encourage students to conduct their own research using texts they have sourced.

Their research should focus on any three of the following aspects:

- free time
- sports/leisure activities
- entertainment
- school
- friendships
- future plans.

Once they have completed their research, students are to summarise their findings in an information poster, in German, and use images to support their presentation to the class. Their final information poster can be either handwritten and drawn or created with the use of a computer.

Provide students with a period of two weeks in which to conduct the research, complete the information poster and summarise their findings for the presentation.

After this time, ask students to present their findings to the class in the form of an oral presentation.

Students should aim to speak in German for approximately three minutes.

## Instructions to students

### Erwachsen werden

#### Part A: Erwachen werden früher und heute

Choose one of your parents, carers, grandparents, neighbours, or anyone else from an older generation, to interview about their teenage life. You will then present your findings in German to the class.

In your interview, you will ask questions to find out what differences there are in how they grew up, compared to how your generation is growing up today.

Your questions will attempt to find out about the following:

- free time/leisure/sports activities
- friendships
- school/education
- future plans.

You will have two weeks in which to conduct the interview and summarise your findings for your presentation. After this time, your teacher will ask you to present your findings to the class in the form of an oral presentation.

In your presentation to the class, you should aim to speak in German for approximately three minutes.

Preparation for interview

Questions:

- 1.
- 2.
- 3.
- 4.
- 5.



## Part B: Erwachsen werden in deutschsprachigen Ländern und Australien im Vergleich

How similar is teenage life in Australia compared to teenage life in German-speaking countries?

Using texts provided by your teacher, as well as conducting your own research, investigate the similarities and differences, focusing your research on any three of the following aspects:

- free time
- sports/leisure activities
- entertainment
- school
- friendships
- future plans.

Design an information poster in German and use images to support your presentation to the class. Your final information poster can be either handwritten and drawn or created with the use of a computer.

You will have two weeks in which to research the three aspects you have chosen and summarise your findings for your presentation.

After this time, your teacher will ask you to present your findings to the class in the form of an oral presentation.

In your presentation to the class, you should aim to speak in German for approximately three minutes.

**Information poster** Draft





## Sample marking key

### Part A: Erwachsen werden früher und heute

Description	Marks
<b>Content</b>	
Confidently presents an informative text to engage listeners (1). Uses informative and descriptive language to share findings on aspects of teenage life from the perspective of a person from an older generation. Includes information on differences in all four aspects: free time/leisure/sports activities, friendships, school/education, future plans (4).	5
Presents an informative text to engage listeners (1). Uses informative and descriptive language to share findings on aspects of teenage life from the perspective of a person from an older generation. Includes information on differences in three of the following aspects: free time/leisure/sports activities, friendships, school/education, future plans (3).	4
Presents a simple text to engage listeners (1). Attempts are made to give supporting detail and uses rehearsed informative and descriptive language. Includes information on differences in two of the following aspects: free time/leisure/sports activities, friendships, school/education, future plans (2).	3
Presents a simple text to engage listeners (1). Makes few attempts to give supporting detail and uses rehearsed informative and descriptive language. Includes information on differences in one of the following aspects: free time/leisure/sports activities, friendships, school/education, future plans (1).	2
Requires significant support to share findings on aspects of teenage life from the perspective of a person from an older generation.	1
<b>Subtotal</b>	<b>5</b>
<b>Grammar and vocabulary</b>	
Uses a range of vocabulary and simple and compound sentences mostly accurately. Use of various tenses for expressing different times, the perfect and simple past tenses for comparing past with present events is mostly successful. Errors usually appear in more complex structures.	3
Uses a sufficient range of vocabulary to communicate information. Uses generally simple sentences, but occasionally attempts compound sentences. Errors are present, but language is mostly accurate and meaning is clear.	2
Uses a limited range of vocabulary and single words to express ideas. Uses occasional short phrases, but meaning is not always clear.	1
<b>Subtotal</b>	<b>3</b>
<b>Pronunciation and fluency</b>	
Speaks confidently and speech flows well. Uses a high level of correct pronunciation and intonation.	3
Speaks with some confidence though hesitant at times or too fast. Requires some support from the other speaker. Pronunciation and intonation are generally correct.	2
Speaks with lots of pauses or too quickly with mostly incorrect pronunciation and intonation. Requires considerable support from the other speaker.	1
<b>Subtotal</b>	<b>3</b>
<b>Part A total</b>	<b>11</b>

<b>Part B: Erwachsen werden in den deutschsprachigen Ländern und Australien im Vergleich</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Confidently presents an informative text to engage listeners (1). Uses informative and descriptive language to share research findings on the similarities and differences in teenage life in Australia is compared to teenage life in German-speaking countries. Includes information on the similarities and differences, focusing their research on three aspects from the following: free time, sports/leisure activities, entertainment, school, friendships (3).	4
Presents an informative text to engage listeners (1). Uses informative and descriptive language to share research findings on the similarities and differences in teenage life in Australia is compared to teenage life in German-speaking countries. Includes information on the similarities and differences, focusing their research on two aspects from the following: free time, sports/leisure activities, entertainment, school, friendships (2).	3
Presents a simple text to engage listeners (1). Attempts are made to give supporting detail and uses rehearsed informative and descriptive language. Includes information on the similarities and differences, focusing their research on one aspect from the following: free time, sports/leisure activities, entertainment, school, friendships (1).	2
Requires significant support to share research findings on the similarities and differences in teenage life in Australia and in German-speaking countries.	1
<b>Subtotal</b>	<b>4</b>
<b>Grammar and vocabulary</b>	
Uses a range of vocabulary and simple and compound sentences mostly accurately. Uses various tenses for expressing different times, the perfect and simple past tenses for comparing past with present events is mostly successful. Makes errors that usually appear in more complex structures.	3
Uses a sufficient range of vocabulary to communicate information. Sentences are generally simple, but occasionally compound sentences are attempted. Makes errors, but language is mostly accurate and meaning is clear.	2
Uses a limited range of vocabulary and single words to express ideas. Uses occasional short phrases, but meaning is not always clear.	1
<b>Subtotal</b>	<b>3</b>
<b>Pronunciation and fluency</b>	
Speaks confidently and speech flows well. Pronunciation and intonation are mostly correct.	3
Speaks with some confidence though hesitant at times or too fast. Requires some support from the other speaker. Pronunciation and intonation are generally correct.	2
Speaks with lots of pauses or too quickly with mostly incorrect pronunciation and intonation. Requires considerable support from the other speaker.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>10</b>
<b>Total</b>	<b>21</b>