



SAMPLE ASSESSMENT TASK

**GERMAN: SECOND LANGUAGE
YEAR 10 (YEARS 7–10 SEQUENCE)**

JOBMESSE IN DER SCHULE (JOB FAIR AT SCHOOL)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

German: Second Language – Year 10

Title of task	<i>Jobmesse in der Schule</i> (Job fair at school)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to studies, work and future plans.</p> <p>In Part A, they demonstrate their skills in comprehending spoken German by completing responses in English to a series of questions about a German text.</p> <p>In Part B, they demonstrate their skills in writing in German by creating a script for an advertisement about a job fair event at their school.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend written text and convey this information to others in a variety of ways. It also establishes their ability to write in German.
Assessment strategy	Short response – listen for information in spoken text Extended response – write a script
Evidence to be collected	Part A – completed task sheet Part B – script
Suggested time	Part A – 20 minutes Part B – 40 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas

Convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience

Understanding

Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the German grammatical system, including:

- using nominative, accusative and dative cases with definite and indefinite articles and personal pronouns
- using nominative, accusative and dative cases with possessive, demonstrative and interrogative adjectives, such as *ihr, sein, unser, dieser, jeder* and *welcher*
- using accusative and dative prepositions, for example, *Ich lerne Französisch seit einem Jahr.*
- using *werden* + infinitive to describe future actions, for example, *Nächstes Jahr werde ich in den Sommerferien viel babysitten.*
- giving commands to peers and adults, for example, *Mach dein Buch zu, Angela!; Freunde, helft mir! Hilf mir!; Machen Sie das Fenster bitte zu, Frau Berger!*
- expressing opinions using, for example, *meiner Meinung nach ...; Ich glaube, dass ...; Wir sind dagegen/dafür, denn ...*
- using some two-way prepositions, for example, *Mein Pass ist im Büro.; Stellen Sie Ihr Pass in die Maschine!*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to future plans and jobs
- context-related vocabulary
- grammatical items, such as
 - future tense
 - modal verbs
- persuasive language
- expressing opinion and give reasons for the opinions
- school and university system in German-speaking countries
- the meaning of *Bundesagentur für Arbeit*
- the textual conventions of an announcement and a script.

Assessment differentiation

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.

Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions

Part A and Part B are to be completed individually.

Resources

- Task sheets
- Transcript of advertisement
- Bilingual dictionary

Instructions for teacher

Before administering the task, students will need to be:

- provided with a variety of texts related to studies, work and future plans
- taught context-related vocabulary
- introduced to the school and university system in German-speaking countries
- taught the meaning of *Bundesagentur für Arbeit* (job agency)
- introduced to how to express opinions and give reasons for the opinions
- taught persuasive language
- taught grammatical items, including:
 - using nominative, accusative and dative cases with definite and indefinite articles and personal pronouns
 - using nominative, accusative and dative cases with possessive, demonstrative adjectives such as *ihr, sein, unser, dieser, welcher*
 - using accusative and dative prepositions
 - using *werden*+ infinitive to describe future actions
 - giving commands to peers
 - expressing opinions
 - using some 'two-way' prepositions
 - future tense
 - modal verbs
- taught the textual conventions of a script of an advertisement and a speech, and opportunities to practise them.

Activities to scaffold the task

Provide sufficient opportunities for students to engage in language practice and writing activities to help them internalise the language, skills and cultural knowledge they need for this task, such as:

- learning about the German school system
 - DW Euromaxx – The German School System | Meet the Germans
<https://www.youtube.com/watch?v=q8SKDsC-Cew>
Note: in English and German, with English subtitles
- learning about the *Bundesagentur für Arbeit*
 - <https://www.arbeitsagentur.de/>
- watching videos about work and studies in Germany
 - Make it in Germany
<https://www.youtube.com/channel/UCNzqd4kCgP523WInjCNQNOQ>
Note: English subtitles
- learning about future tense
 - Learn German easily – Future Tense (with Audio)
<https://learn-german-easily.com/the-future-tense>
 - BBC Bitesize – Future tense <https://www.bbc.co.uk/bitesize/guides/zw23cwx/revision/1>
- using a variety of websites to reinforce vocabulary, phrases and tenses
 - Education Perfect
<https://www.educationperfect.com/>

- Quizlet
<https://quizlet.com/>
- Kahoot!
<https://kahoot.com/schools-u/>
- Wordwall
<https://wordwall.net/>
- Languages Online
<https://www.languagesonline.org.uk/Hotpotatoes/germanindex.html#Grammar>
Note: site to practise grammar.

Task

Part A: *Jobmesse Ankündigung* (Job Fair announcement)

Students listen to a script of an announcement on the school radio about the Job Fair being held at school and respond to questions that follow in English.

Task administration script

The announcement will be read/played three times.

Students will have 20 minutes to complete Part A of the assessment task.

Students may look up any unfamiliar vocabulary in a bilingual dictionary.

Transcript of text *Jobmesse Ankündigung* (Job Fair announcement)

Isabelle: *Liebe Schüler und Schülerinnen, bald ist es soweit- es kommt der Tag, auf den ihr schon lange wartet: Unsere diesjährige Jobmesse! Ja genau, ihr müsst alle kommen und ihr dürft sie nicht verpassen! Warum? Das wird euch Anika sagen. Hallo Anika.*

Anika: *Hallo Isabelle, ja ich freue mich sehr auf die Jobmesse! Ich habe gehört, der Tag soll gut sein. Kannst du mir sagen: „Warum ist dieser Tag wichtig und interessant für uns?“*

Isabelle: *Das kann ich machen, Anika. An diesem Tag sind viele große Firmen wie z.B. Audi hier, die dir erzählen, welchen Beruf du in dieser Firma haben kannst.*

Anika: *Spannend! Sagen sie mir auch, wie ich dort arbeiten kann?*

Isabelle: *Absolut, du kannst alle Informationen direkt von den Firmen bekommen. Dieser direkte Kontakt ist sehr wichtig, deshalb musst du kommen!*

Anika: *Auf jeden Fall! Das ist eine tolle Möglichkeit! Und werden auch Unis dort sein?*

Isabelle: *Aber ja! Die besten Unis aus der Region und ganz Deutschland werden hier sein!*

Anika: *Das finde ich total toll! Ich muss auch meine Eltern mitbringen. Wann und wo ist es genau?*

Isabelle: *Es ist am 15. Oktober von 13 bis 18 Uhr. Deine Eltern können auch kommen!*

Anika: *Das ist eine gute Zeit am Nachmittag für meine Eltern Ich weiß noch nicht genau, was ich nach der Schule machen möchte, deswegen habe ich ein bisschen Angst.*

Isabelle: *Keine Angst! Die Agentur für Arbeit ist auch da und kann einen Berufstest mit dir machen. Dieser Test zeigt, was du mit deinen Interessen für Möglichkeiten hast. Also Leute, kommt alle, genauso wie Anika! Bis dann!*

Part B: Zukunftspläne (Future plans)

Students have attended the Job Fair held at their school, and they have been asked to write a speech for their peers about their future plans and how this event has had an impact on their plans.

Before the task is administered, students should have been exposed to:

- details of how to write the speech – informal language, audience appeal
- terminology of study options for Year 11 studies
- details of schooling options (e.g. TAFE, apprenticeship, senior high school)
- expressions of opinion
- present and future tense
- ways to expand ideas and sentence using linking words such as *obwohl*, *aber*, *weil*, *totzdem*, *deshalb*

On the day of the assessment, students write the script of a presentation, in which they include:

- what they intend to study next year and why
- the type of institution they wish to attend (e.g. school, TAFE) and give reasons
- how the Job Fair has influenced their choice, giving details from the Fair.

They have 40 minutes to write their script of a presentation in German. They should aim to write about 100 words.

Students may use a bilingual dictionary to look up any unfamiliar vocabulary.

Instructions to students

Jobmesse in der Schule (Job Fair at school)

Part A: *Jobmesse Ankündigung (Job Fair announcement)* (19 marks)

Listen to the school radio announcement about a Job Fair at a school and respond to questions that follow in English.

You will hear the text three times.

You may look up any unfamiliar vocabulary in a bilingual dictionary.

You have 20 minutes to complete Part A.

Question 1 (2 marks)

Which two recommendations does Isabelle give about the Job Fair in her introduction?

- _____
- _____

Question 2 (5 marks)

List the four questions that Anika asks.

- _____ (2)
- _____ (1)
- _____ (1)
- _____ (1)

Question 3 (4 marks)

Complete the table below with the information provided about companies and universities.

Companies	<ul style="list-style-type: none">••	(2)
Universities	<ul style="list-style-type: none">••	(2)

Question 4 (3 marks)

What do the following numbers refer to?

15	
13	
18	

Question 5

(2 marks)

List the two details given about parents with regards to the event.

- _____
- _____

Question 6

(3 marks)

Describe what the *Bundesagentur für Arbeit* will offer to students.

Part B: Zukunftspläne (Future plans)

(18 marks)

You have attended the Job Fair held at your school, and your teacher has asked you to write a speech for your peers about your future plans and how this event has had an impact on your plans.

Write the speech, in which you include:

- what you intend to study next year and why
- the type of institution you wish to attend (e.g. school, TAFE) giving your reasons
- how the Job Fair has influenced your choice, giving details from the Fair.

Make sure to elaborate your writing with complex sentences.

You will have 40 minutes to write your script of a presentation in German. You should aim to write about 100 words. You may use a bilingual dictionary to look up any unfamiliar vocabulary.

Sample marking key

Part A: *Jobmesse Ankündigung* (Job fair announcement)

Description	Marks
Question 1	
Everyone must go.	1
It cannot be missed.	1
Subtotal	/2
Question 2	
Why is the day important (1) and interesting for us? (1)	2
Will they tell me how I can work there?	1
Will universities be there?	1
When and where is it?	1
Subtotal	/5
Question 3	
Companies <ul style="list-style-type: none"> • Companies will tell/inform about the type of jobs available at their company (1) • Students will get information directly from the company (representatives) (1) 	1–2
Universities <ul style="list-style-type: none"> • Best universities from the region (1) • And from all of Germany (1) 	1–2
Subtotal	/4
Question 4	
15: the date (day in the month – October)	1
13: the starting time – 1 pm	1
18: the finishing time – 6 pm	1
Subtotal	/3
Question 5	
Parents can attend	1
It is a good/convenient time for them	1
Subtotal	/2
Question 6	
A job/professional test	1
To show students what they can do	1
Based on their interest	1
Subtotal	/3
Part A total	/19

Part B: *Zukunftspläne* (Future plans)

Description	Marks
Content	
Writes the script of a speech, which they include: <ul style="list-style-type: none"> • what they intend to study next year and why (2) • the type of institution they wish to attend (e.g. school, TAFE), giving reasons (2) • how the Job Fair has influenced their choice, giving details. (2) Writes an elaborate script with complex sentences. (1)	1–7
Subtotal	/7
Grammar and accuracy	
With accuracy, uses a very good range of sentence structures and tenses relevant to the task and includes: <ul style="list-style-type: none"> • expressions of opinion • present and future tense • expressions in the conditional • words such as <i>obwohl, aber, weil, trotzdem, deshalb ...</i> to expand ideas and sentences. Makes minor errors that do not impede meaning or flow.	4
With accuracy, uses a good range of sentence structures and tenses relevant to the task. Makes minor errors that do not impede meaning or flow.	3
Uses a range of sentence structures and tenses relevant to the task. Makes errors that do not impede meaning or flow.	2
Uses a limited range of sentence structures and tenses relevant to the task. Makes frequent errors which make meaning unclear.	1
Subtotal	/4
Vocabulary	
Uses a wide range of context-related vocabulary and expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies rules of spelling and punctuation with a very high level of accuracy.	4
Uses a good range of context-related vocabulary and expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies rules of spelling and punctuation with a good level of accuracy.	3
Uses a range of context-related vocabulary and expressions. Includes some vocabulary to attempt to persuade and engage the audience. Applies rules of spelling and punctuation with a satisfactory level of accuracy.	2
Uses a limited range of context-related vocabulary and expressions. Includes limited vocabulary to attempt to persuade and engage the audience. Applies rules of spelling and punctuation with a limited level of accuracy.	1
Subtotal	/4

Description	Marks
Text type and sequencing	
Uses the key conventions of a speech. Uses language to engage the audience. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a speech. Shows some consideration of the audience and uses appropriate language register. Sequences information to some extent.	2
Uses a few of the key conventions of the text type. Attempts to address the audience are not always successful. Shows limited ability to organise ideas, which interrupts the flow and intended meaning.	1
Subtotal	/3
Part B total	/18
Total	/37