



Sample assessment task	
<b>Year level</b>	5
<b>Learning area</b>	Languages
<b>Subject</b>	German: Second Language
<b>Title of task</b>	<i>Meine Gemeinde</i> (My neighbourhood)
Task details	
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their neighbourhood and local community. In Part A they also demonstrate their skills in comprehending written text and convey information through a matching exercise.</p> <p>In Part B they demonstrate their skills in comprehending written text by correctly placing the names of city buildings/places they are provided with in their design plan of a new city.</p> <p>In Part C they also demonstrate their skills in writing a description of their design plan for a new city and then their speaking skills by presenting their plan to the class.</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 information on the students' ability to comprehend written German and convey factual information about what they have read. It also establishes their ability to write and speak in German using descriptive language.
<b>Assessment strategy</b>	<p>Short response – read for information in a written text, match places with their function, draw a diagram based on instructions</p> <p>Extended response – write a description</p> <p>Oral performance – present a design plan</p>
<b>Evidence to be collected</b>	<p>Completed task sheet</p> <p>Plan of new city</p> <p>Description of city</p>
<b>Suggested time</b>	<p>Part A – 10 minutes</p> <p>Part B – 40 minutes</p> <p>Part C – 25 minutes to write the description and 2–3 minutes to present their design plan</p>
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Initiate interactions with the teacher and peers, using simple descriptive and expressive modelled language to exchange information about their neighbourhood and local community</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p>

## Content description

	<p><b>Understanding</b></p> <p>Apply basic rules for German pronunciation, such as the two different pronunciations of <i>ch</i></p> <p>Recognise and apply different intonation for statements, questions, exclamations and instructions</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"> <li>referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, <i>Das Mädchen hat einen Hockeyschläger; Die Stadt hat ein Kino und eine Apotheke</i></li> <li>noticing how articles and pronouns change after certain verbs (<i>Ich danke dir</i>) and after particular prepositions associated with location, for example, <i>Wir sind in der Stadt; Die Party ist bei Stefan im Garten</i></li> <li>understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English</li> </ul> <p>Recognise that spoken, written and multimodal German texts have certain conventions and can take different forms depending on the context in which they are produced.</p>
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## Task preparation

<p><b>Prior learning</b></p>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>a variety of texts related to the neighbourhood and local community</li> <li>context-related vocabulary</li> <li>grammatical structures, including: referring to a person, place or object using the nominative and accusative definite and indefinite articles; noticing how articles and pronouns change after certain verbs and after particular prepositions associated with location; understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English</li> <li>the textual conventions of a plan, a description and a presentation.</li> </ul>
<p><b>Assessment differentiation</b></p>	<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

<p><b>Assessment conditions</b></p>	<p>Task is to be completed by students working individually.</p>
<p><b>Resources</b></p>	<p>Task sheet German-English/English-German dictionary</p>

## Instructions for teacher

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

- provided with a variety of texts and text types related to people and places in their neighbourhood and local community places
- taught context-related vocabulary
- taught grammatical structures, including:
  - referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, *Das Mädchen hat einen Hockeyschläger; Die Stadt hat ein Kino und eine Apotheke*
  - prepositions
  - directions
- taught the textual conventions of a plan, a description and a presentation, and provided with opportunities to practise them.

## Task

### Part A: Meine Gemeinde

Provide students with Part A of the task sheet.

Students are to read the information in the table and match the places in the left hand column with happens in those places in the right hand column.

Advise students that they have 15 minutes to complete Part A of the task.

## Task

### Part B: Meine Stadt

Provide students with Part B of the task sheet.

Students are to draw a plan of a new city for a competition.

They are given a list of buildings that they need to include and label.

Advise students that they have 40 minutes to complete Part B of the task.

### Part C: Hier ist meine Stadt – class presentation

Provide students with Part C of the task sheet.

Students are to describe their city to their peers, using full sentences and prepositions.

Advise students that they have 25 minutes to write the description, and when they have completed it their teacher will call them up to make their presentation.

They should be prepared to speak for at least two to three minutes, with the use of their notes. Students should be encouraged not to read from their notes.

## Instructions to students

### Meine Gemeinde

#### Part A: Meine Gemeinde

How familiar are you with the places in your local community?

Read the information in the table below and match the places in the left hand column with what happens in those places in the right hand column.

Write the matching letter in the answer table.

Answers:

1	2	3	4	5	6	7	8	9	10

1	die Schule	A	Tiere leben hier.
2	die Bank	B	Der Bürgermeister arbeitet hier.
3	die Bibliothek / die Bücherei	C	Hier kann man schwimmen.
4	das Kino	D	Hier kann man Brot kaufen.
5	das Rathaus	E	Kinder lernen hier Montags bis Freitags.
6	das Schwimmbad	F	Hier kannst du einkaufen.
7	die Bäckerei	G	Hier kann man Sport live sehen.
8	das Fußballstadion	H	Hier gibt es immer Geld.
9	der Tierpark	I	Hier kann man Filme sehen und Popcorn essen.
10	das Kaufhaus	J	Hier kann man lesen und Bücher ausleihen.

## Part B: Meine Stadt

Your class is entering this year's **Meine Stadt** competition in which primary school students are asked to design a new city.

Here is a list of the buildings that you are required to include in your city plan.

das Rathaus

das Kino

die Bank

die Bäckerei

die Bibliothek

der Tiergarten

die Schule

das Kaufhaus

der Markt

die Kirche

die Post

der Wolkenkratzer

das Stadion

das Theater

das Schwimmbad

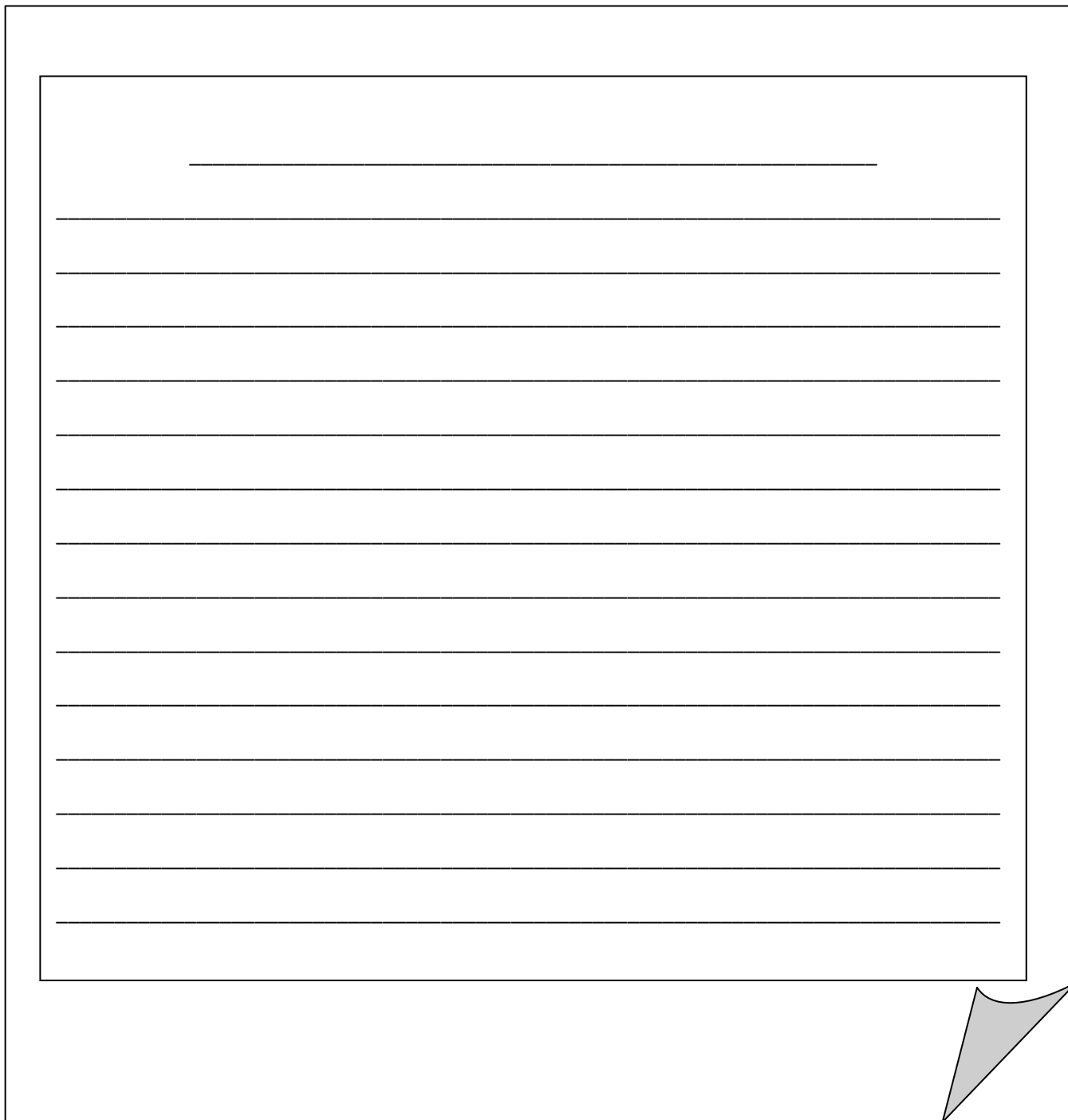
Draw a plan of your city and label the buildings.



**Part C: Hier ist meine Stadt**

Share your idea for a new city with your class. Write a description of your city in German to present to the class. Remember to give your city a name and to use full sentences and prepositions in your description.

When presenting your idea for a new city to the class, you may use this page, but try not to read directly from it.



The form consists of a large rectangular box with a thin black border. Inside this box, there is a smaller rectangular area defined by a thin black border. This inner area contains 18 horizontal lines for writing. The top line is shorter than the others, leaving a gap on the left side. The bottom right corner of the entire form is folded over, creating a triangular shape with a grey shaded area.

## Sample marking key

### Part A: Meine Gemeinde

Description	Marks
Match the places with the descriptions	
1. E	1
2. H	1
3. J	1
4. I	1
5. B	1
6. C	1
7. D	1
8. G	1
9. A	1
10. F	1
<b>Part A total</b>	<b>10</b>

### Part B: Meine Stadt

Description	Marks
Plan of the city	
<p>All 15 places are written with the correct article and capital letter for the noun :</p> <ul style="list-style-type: none"> <li>• das [1] + Kino [1]</li> <li>• die [1] + Bank [1]</li> <li>• die [1] + Bäckerei [1]</li> <li>• die [1] + Bibliothek [1]</li> <li>• der [1] + Tiergarten [1]</li> <li>• die [1] + Schule [1]</li> <li>• das [1] + Kaufhaus [1]</li> <li>• der [1] + Markt [1]</li> <li>• die [1] + Kirche [1]</li> <li>• die [1] + Post [1]</li> <li>• der [1] + Wolkenkratzer [1]</li> <li>• das [1] + Theater [1]</li> <li>• das [1] + Stadion [1]</li> <li>• das [1] + Schwimmbad [1]</li> </ul>	0–30
<b>Part B total</b>	<b>30</b>

<b>Part C: Hier ist meine Stadt</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Writes the notes for a presentation to the class in which they describe in detail the design of their new city. Engages the audience.	4
Writes the notes for a presentation to the class in which they describe the design of their new city. Includes some details to engage the reader.	3
Writes few notes for a presentation to the class in which they include some details of the design of their new city.	2
Limited attempts are made at writing the notes for a presentation.	1
<b>Subtotal</b>	<b>4</b>
<b>Grammar</b>	
Writes simple and compound sentences and applies grammatical elements mostly accurately.	3
Writes simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with some accuracy.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses an appropriate range of relevant vocabulary. Spelling and punctuation are mostly correct.	3
Uses some variety of vocabulary that is generally relevant. Shows some inconsistency with spelling and punctuation, but meaning is clear.	2
Limited use of relevant vocabulary. Poor spelling makes meaning unclear.	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 fast, with mostly incorrect pronunciation and intonation. Requires considerable support from the other speaker.	1
<b>Subtotal</b>	<b>3</b>
<b>Part C total</b>	<b>13</b>
<b>Total</b>	<b>53</b>