



Sample assessment task

Year level	9
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Pläne fürs Wochenende</i> (Plans for the weekend)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to relationships.</p> <p>In Part A, they demonstrate their skills in accessing, summarising and conveying information in a written text they have read.</p> <p>In Part B, they also demonstrate their skills in writing in German through the script of a role play between two friends who make alternative arrangements for the weekend.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students' skills in comprehending and conveying information in written texts. It also establishes the students' skills in writing informative and descriptive text in German.
Assessment strategy	<p>Short response – read for information from a written text</p> <p>Extended response – write the script of a role play</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Script of role play</p>
Suggested time	<p>Part A – 35 minutes</p> <p>Part B – 60 minutes</p>

Content description

Content from the Western Australian Curriculum	<p>Communicating</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</p> <p>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds and identifying context, purpose and intended audience</p> <p>Understanding</p> <p>Recognise the ways in which written language is different from spoken language such as being more crafted, elaborated and complex, with use of interrelated clauses and support details</p> <p>Increase control of context-related vocabulary and extend grammatical knowledge of grammatical elements, including:</p> <ul style="list-style-type: none"> 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
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Content description	
	<ul style="list-style-type: none"> 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> noticing and experimenting with compound forms such as common <i>da-</i> and <i>wo(r)</i> - constructions, for example, <i>Was machst du damit?; Woran erinnerst du dich?</i> 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 <p>Examine the interrelationship between different text types, language choices, audience, context and purpose</p> <p>Analyse how and why language is used differently in different contexts and relationships</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 relationships context-related vocabulary, including <i>Freundschaft, Familie, typische Konflikte zwischen Jugendlichen und ihren Eltern</i> grammatical items, including understanding modal verbs, linguistic devices to contrast and compare ideas (comparison of adjectives, <i>erweiterter Infinitiv</i>, relative clauses), introducing a range of cohesive devices, including adverbs (<i>danach, zuerst, dann, danach, außerdem</i>) the textual conventions of a role play.
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 to be completed by students working individually.
Resources	<p>Task sheet</p> <p>German/English – English/German dictionary</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 relationships
- taught contextually-related vocabulary, including *Freundschaft, Familie, typische Konflikte zwischen Jugendlichen und ihren Eltern*
- taught grammatical items, including:
 - understanding modal verbs
 - linguistic devices to contrast and compare ideas (comparison of adjectives, *erweiterter Infinitiv*, relative clauses)
 - introducing a range of cohesive devices, including adverbs (*danach, zuerst, dann, danach, außerdem*)
- taught the textual conventions of a role play, and be provided with opportunities to practise them.

Task

Part A: Ach Mama!

Provide students with the task sheet.

Advise them to read the text between Jana and her mother.

They may access a bilingual dictionary to look up any unfamiliar vocabulary.

Advise students that they have 35 minutes in which to answer the questions related to the text in English.

Part B: Unser Wochenende

Students write the script of a role play in which Jana and her friend make alternative plans for their weekend.

In the role play between Jana and her friend, they:

- discuss Jana's conversation with her mother
- comment on the challenges in their relationship with their parents
- make plans for the weekend that will be acceptable for both the friends and Jana's mother.

In their role play, students should aim to use the following grammatical structures: the future tense, modal verbs, language markers to connect and contrast ideas and opinions, cohesive devices to link ideas, some markers for spoken language.

Advise students that they have 50 minutes in which to write approximately 100–120 words in German. They may access a bilingual dictionary to look up any unfamiliar vocabulary.

Instructions to students

Pläne fürs Wochenende

Part A: Ach Mama!

Read the following text between Jana and her mother. You may use a dictionary to look up any unfamiliar vocabulary, then answer the questions which follow in English.

Ach Mama!

Mama: Jana, was hast du für Pläne fürs Wochenende?

Jana: Ich möchte gerne mit Jana und Hanna bungee jumping gehen, und dann wollen wir in das neue Café in der Innenstadt, das soll es ganz tolle Latte geben.

Mama: Wann kommst du denn dann nach Hause? Du weißt, du hast auch noch Hausaufgaben zu machen und sollst mir im Garten helfen. Außerdem müssen wir Oma besuchen. Und überhaupt, wie soll das denn mit dem Bungee-Jumping gehen? Das ist doch Quatsch, kostet viel zu viel Geld und gefährlich für dich. Trefft euch doch lieber zum Inliner fahren.

Jana: Nein, Mama, das ist langweilig. Bungee-Jumping ist etwas ganz Tolles, das machen jetzt alle. Anjas Freund hat das auch schon gemacht in Neuseeland, und sogar Jüngere machen das, Mama, das ist ganz ungefährlich, und es macht so viel Spaß, mit großer Geschwindigkeit nach unten zu fallen.

Mama: Ach was, das ist ein Risiko, das man nicht eingehen muss, Kind. Und dafür auch noch Geld zahlen? In meiner Jugend gab es das nicht. Ich kenne ein Beispiel, bei dem es schief gegangen ist. Onkel Peters Freund ist über dem Fluss gesprungen und das Seil ist gerissen. Er ist in den Fluss gefallen und konnte sich nicht selbst befreien. Zum Glück kam das Rettungsbote rechtzeitig. Ich will nicht, dass du so einen Quatsch machst.

Jana: O Mann Mama. Sei nicht so gemein, alle anderen dürfen das und da, wo wir das machen, ist noch nie was passiert. Und das Geld fürs Jumping verdiene ich mir selbst mit babysitten. Was habt ihr denn so gemacht, als ihr jünger wart?

Mama: Also, wir sind oft zusammen ins Kino gegangen, auch die Tanzschule war wichtig. Alles sind damals hingegangen, es hat mir immer Spaß gemacht. Wir haben uns auch oft im Freibad oder am Baggersee getroffen, waren viel draußen. Ich habe auch gerne gelesen. Einen besonderen Nervenkitzel brauchte ich nie. Ich war immer zufrieden. Kommt gar nicht in Frage, dass du da deine Gesundheit riskierst.

Jana: Ach Mama!

Question 1

What are Jana's plans for the weekend?

(3 marks)

Question 2

What are her mother's plans for her for the weekend?

(3 marks)

Question 3

What does Jana's mum think about bungee jumping?

(3 marks)

Question 4

Name three advantages of bungee jumping that Jana puts forward.

(3 marks)

1. _____

2. _____

3. _____

Question 5

What happened to Uncle Peter when he was bungee jumping?

(4 marks)

Question 6

Name three activities that Jana's mum has been involved with.

(3 marks)

1. _____

2. _____

3. _____

Part B: Unser Wochenende

Write the script of a role play, in which Jana and her friend make alternative plans for their weekend.

In your role play, Jana and her friend:

- discuss Jana's conversation with her mother
- comment on the challenges in their relationship with their parents
- make plans for the weekend that will be acceptable for both the friends and Jana's mother.

In your role play, aim to use the following grammatical structures: the future tense, modal verbs, language markers to connect and contrast ideas and opinions, cohesive devices to link ideas, some markers for spoken language.

Aim to write approximately 100–120 words in German.

You may look up any unfamiliar vocabulary in a bilingual dictionary. You have approximately 50 minutes to complete the task.

Unser Wochenende

Sample marking key

Part A: Ach Mama!

Description	Marks
Question 1	
go bungee jumping	1
with her friends	1
go to a café	1
Subtotal	3
Question 2	
do her homework	1
help in the garden	1
visit her grandmother	1
Subtotal	3
Question 3	
it's stupid	1
costs too much money	1
it's dangerous	1
Subtotal	3
Question 4	
Any three of the following: <ul style="list-style-type: none"> • it's great • everyone does it • even younger people do it • it's not dangerous • it's fun 	1–3
Subtotal	3
Question 5	
the rope broke/was torn	1
he fell into the river	1
couldn't free himself	1
life boat had to rescue him	1
Subtotal	4
Question 6	
Any three of the following: <ul style="list-style-type: none"> • go to the movies • go to dance school • go to the local outdoor swimming pool • go to the local lake • reading 	1–3
Subtotal	3
Part A total	19

Part B: Unser Wochenende	
Description	Marks
Content	
Provides all the required content and relates it strongly to the question, by writing the script of a role play in which Jana and her friend make alternative plans for their weekend. The characters discuss Jana's conversation with her mother, comment on the challenges in their relationships with their parents, make plans for the weekend that will be acceptable for both the friends and Jana's mother. Uses relevant details to elaborate.	5
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Subtotal	5
Grammar	
Uses a range of structures and applies grammatical items accurately. Handles simple and compound sentences confidently. Includes some complex structures with occasional errors that do not impede meaning. Uses tenses, modals and markers for cohesiveness, accurately.	4
Uses a range of structures and applies grammatical items accurately. Uses simple sentences and most compound sentences are handled confidently. Attempts some complex structures. Uses tenses, modals and markers for cohesiveness successfully most of the time, and the intended meaning is clear.	3
Uses a satisfactory range of structures and applies grammatical items. Uses mostly simple sentences. Attempts some compound sentences. Use of the tenses, modals and markers for cohesiveness is sometimes unsuccessful.	2
Uses a limited range and shows inconsistent control of structures and application of grammatical items. Makes frequent errors which make intended meaning unclear.	1
Subtotal	4
Vocabulary	
Uses a range of context-related vocabulary, expressions and structures. Spelling and punctuation are mostly correct, including the use of accents.	3
Uses a satisfactory range of context-related vocabulary, expressions and structures. Spelling and punctuation are mostly correct, including the use of accents.	2
Uses a limited range of context-related vocabulary, expressions and structures. Poor spelling and inconsistent or incorrect use of punctuation often makes meaning unclear.	1
Subtotal	3
Type and text sequencing	
Uses all the key conventions of the script of a role play, including interaction between two or more characters, informal register, discussion on a topic and a resolution at the conclusion. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a role play. Generally uses the informal register. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience. Limited organisation impedes the flow and meaning.	1
Subtotal	3

Description	Marks
Support	
Effectively uses a bilingual dictionary and resources independently.	3
Requires some support in accessing a bilingual dictionary and other resources. Some teacher support given (scaffolding, modelling).	2
Requires significant support to complete the task.	1
Subtotal	3
Part B total	18
Total	37