



SAMPLE ASSESSMENT TASK

**GERMAN: SECOND LANGUAGE
YEAR 8 (YEARS 7–10 SEQUENCE)**

DIE STERNTALER (THE STAR-MONEY)

Acknowledgement of Country

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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 8

Title of task	<i>Die Sterntaler (The Star-Money)</i>
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to an imaginative text.</p> <p>In Part A, students demonstrate their skills in comprehending written German text by reading a fairytale in German and responding to questions in English.</p> <p>In Part B, students demonstrate their skills in writing in German by using the text of a fairytale and interpreting it in a modern context.</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. It also establishes their ability to write in German, by creating an imaginative text.
Assessment strategy	Short response – read for information in written text Extended writing – create a fairytale
Evidence to be collected	Completed task sheets and fairytale
Suggested time	Part A – 45 minutes Part B – 90 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities

Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience

Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas

Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences

Understanding

Apply punctuation rules in German, including the use of full stops and commas in ordinal and decimal numbers

Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the German grammatical system, including:

- using structures to express likes, dislikes and preferences
- increasing control of plural nouns
- using possessive *s* with proper nouns
- noticing that articles and pronouns change after some prepositions
- selecting the correct personal pronoun for 'it' for objects
- recognising two-way prepositions
- using accusative pronouns
- using common prepositional phrases formulaically
- beginning to use common modal verbs to describe capabilities
- beginning to use common modal verbs to make polite requests
- using possessive adjective *sein* in the nominative and accusative cases
- using adverbs and adverbial expressions
- increasing control over starting a sentence with an element apart from the subject
- using subordinate conjunctions *weil* and *dass*
- using the subject-time-object-manner-place (STOMP) word order for main clauses
- locating events in time (days, months, seasons)

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary
- grammatical items, including
 - present tense verb conjugation, including some modal and irregular verbs such as *haben*, *sein*, *wollen*, *mögen*
 - possessive adjectives *mein*, *dein*, *sein*, *ihr*
 - prepositions such as *mit*, *für*, *ohne*, *nach*, *zu*
- direct speech punctuation
- the textual conventions of a fairytale
- how to use a bilingual dictionary and conjugate unfamiliar verbs from the information provided.

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 is to be completed by students working individually under test conditions.

Part B is to be completed by students working individually.

Resources

- Task sheets
- Bilingual dictionary

Instructions for teacher

This assessment provides students with the opportunity to demonstrate their knowledge of the German language and culture by responding to an imaginative text, the lesser-known fairytale *Die Sterntaler* (*The Star-Money*) by the Brothers Grimm. A 'thaler' or 'taler' in English was a large silver coin used in Germanic countries from the 15th to 19th centuries.

Prior to administering the task, students will need to have knowledge of and exposure to:

- at least one other fairytale in German, including a discussion of the key elements of a fairytale as a text type
- 'fairytale' vocabulary elements, such as *arm/reich*, *allein*, *schön/häblich*, *die Belohnung*, *Hilfe brauchen*
- grammatical items, including
 - present tense verb conjugations, including irregular and modal verbs, such as *haben*, *sein*, *wollen*, *mögen*
 - *kein/e* and *nicht* as negations
 - the use of *es* when referring to a girl or child: *das Mädchen* and *das Kind*
 - limited use of *helfen* + dative
 - prepositions, such as *mit*, *ohne*, *von*, *zu*, *nach*
 - possessives *mein*, *sein*, *ihr*
 - direct speech punctuation
- how to use a bilingual dictionary and conjugate unfamiliar verbs from the information provided
- the textual conventions of fairytales, including how
 - writers use fairytales to teach lessons on morality and ethics
 - a culture's religious beliefs may be included in traditional stories
 - the characters are often very rich or poor and/or they are given reward/s (*eine Belohnung*) for their kindness and/or hard work.

Fairytales are usually written in the past tense and often begin with *Es war einmal ein/eine ...* and end with *Und wenn sie nicht gestorben sind, dann leben sie noch heute*. As students at this stage of their learning have little if, if any, knowledge of past tenses, traditional fairytales provided to students will probably need to be simplified and rewritten in the present tense.

Task

Part A: *Die Sterntaler*

In Part A, students read a fairytale and respond to questions in English about the text. The story is written in the present tense as it is assumed that students will not yet have been taught the imperfect tense. Part A requires 45 minutes to complete and should be completed in class under test conditions. Students may use a bilingual dictionary to look up any unfamiliar vocabulary.

Mark Part A and return it to students before they commence Part B.

Note: dictionaries are permitted. Alternatively, teachers could provide students with a list of key vocabulary items.

Part B: My fairytale

Part B offers students an opportunity to interpret the fairytale, *The Star-Money* into a modern-day context. This task should be completed in-class over two lessons.

Before implementing this part, teachers may wish to discuss the fairytale they read in Part A and look at the language used.

Teachers may also wish to brainstorm:

- ways students could help others; for example, assisting someone with homework, doing household chores or lending a piece of equipment for a leisure activity
- who could reward them; for example, a family member or a celebrity
- how they could be rewarded; for example, with an item of clothing, food or drink, or money.

The fairytale should consist of:

- a title
- an introduction to the main character
- a clear storyline that follows the *Die Sterntaler* model
- two examples of helping someone
- a reward for kindness.

As students are likely to use the verb *helfen*, teachers may need to provide assistance with the dative + article endings and personal pronouns. Incorrect use of the dative should not influence the awarding of marks in the marking key.

Below is an example of text for a modern-day fairytale.

Das rote Auto

Ich heie Matt und wohne in Perth. Ich bin 14 Jahre alt und ich mag fernsehen. Ich bin lieb und lustig.

Meine Schwester Rebecca findet Mathe schwierig aber ich finde es einfach. Ich helfe Rebecca mit ihren Hausaufgaben.

Ich mache die Hausarbeit, weil meine Mutter krank und mde ist.

Pltzlich sehe ich Sebastian Vettel! Er sagt; "Du bist sehr gut und nett." Meine Belohnung ist sein Auto. Das Auto ist rot, neu, schn und fantastisch.

Teachers may require students to have their plan approved before writing the text of their fairytale. In this case, teachers should modify the instructions on the task sheet.

Teachers could permit students to present their fairytale in an electronic form using an appropriate application.

Instructions to students

Part A: *Die Sterntaler*

(22 marks)

Read the following text and answer the questions in English. You have 45 minutes to complete Part A. You may use a bilingual dictionary to look any unfamiliar vocabulary.

Im Wald wohnt ein Mädchen. Sie hat keine Mutter und keinen Vater. Sie hat auch kein Schlafzimmer, kein Bett und nicht viele Kleider, nur eine Jacke, ein langes Hemd und alte Schuhe. Zum Essen hat sie nur ein Stückchen Brot in der Hand.

Dieses Mädchen ist lieb, großzügig und gut. Sie ist arm und besitzt nicht viel. Also muss sie hinaus ins Feld gehen, mit nur Vertrauen auf den lieben Gott.

Auf dem Weg sieht sie einen Mann. Der Mann ist sehr alt und arm. Sein Haar ist grau und er kann nur langsam laufen. Er sagt „Bitte, ich habe Hunger! Ich muss essen oder ich werde bald sterben!“

Das Mädchen gibt dem Mann ihr Stückchen Brot und sagt „Ich möchte dir helfen. Nimm bitte mein Brot.“

Dann sieht das Mädchen ein Kind, das auf dem Boden im kalten Wind sitzt. Das Kind hat keine warmen Kleider. Es sagt „Bitte, hilf mir! Mir ist kalt!“

Natürlich gibt das Mädchen dem Kind ihre Jacke, weil ihr Herz großzügig ist.

Langsam fängt es an zu schneien, aber bald kommt der Schnee schneller und schneller. Das Mädchen geht in den Wald. Sie will einen großen Baum finden, wo sie schlafen kann. Alles ist sehr kalt und dunkel.

Das Mädchen sieht ein zweites Kind. Das Kind weint „Bitte, die Nacht ist kalt, und ich habe keine Schuhe und kein Hemd.“

Das Mädchen denkt „Dieses Kind ist kleiner als ich, vielleicht nur fünf Jahre alt. Ich bin fast elf. Es ist dunkel und ich brauche meine Schuhe und mein Hemd nicht. Ich kann dem Kind auch helfen.“

Sie gibt dem Kind ihre Schuhe und ihr Hemd.

Plötzlich fallen die Sterne vom Himmel herunter. Die Sterne werden goldene Taler. Das ist viel Geld!

Neue Kleider fallen auch, und das Mädchen zieht ihre neuen wunderbaren Schuhe, Hemd und Jacke an. Eine schöne Belohnung!

Das Mädchen ist jetzt reich für immer, weil sie so vielen Menschen helfen wollte.

Concept from: Grimm, J. & Grimm, W. (1812). *Household Tales by Brothers Grimm*. 153 *The Star-Money (Die Sterntaler)* (M. Hunt, Trans). Retrieved June, 2021, from <https://www.gutenberg.org/files/5314/5314-h/5314-h.htm>

Part 1**(7 marks)**

Circle the correct answer/s in the multiple-choice questions 1 to 5. Some questions require more than one response.

Question 1

The girl lives in:

- a) a small house with her parents
- b) in the forest with her parents
- c) in the forest

Question 2

The man is about:

- a) 20 years old
- b) 40 years old
- c) 70 years old

Question 3

The first child is cold because:

- a) of the wind
- b) he doesn't have any shoes
- c) he is not wearing warm clothing

Question 4

This story takes place:

- a) on a spring morning
- b) between evening and night-time
- c) in summer

Question 5

The reward from the heavens consists of:

- a) new clothes
- b) stars that turn into coins
- c) a blanket and a warm coat

Part 2**(17 marks)****Question 6****(8 marks)**

Complete the following sentences in English.

- a) The girl gives _____ to the man because _____.

- b) The girl gives _____ and _____ to the first child because _____.
- c) The girl gives _____ to the second child because _____ and _____.

Question 7

(2 marks)

In your opinion, why has the girl had/not had an easy start in life? Give details.

Question 8

(2 marks)

Do you think her reward is deserved? Give two reasons for your answer.

Question 9

(3 marks)

What type of text is *Die Sterntaler*? Is *Die Sterntaler* typical of this type of text? Make two comments.

Part B: My fairytale**(17 marks)**

Die Sterntaler was written in 1819. It is about a young girl who puts others first and helps them because of her kind heart.

Retell this story for children as a fairytale with a new setting – the present day.

Your fairytale must be written in German by you (no online translations) and include:

- a title
- an introduction to the main character
- two examples of helping somebody – who needs help and why? What sort of help is offered and why?
- the person who rewards the main character
- a description of the reward
- at least one example of direct speech.

Plan your response below and include it with your fairytale. You may use a dictionary. You have two lessons to plan and submit your fairytale.

Der Titel der Geschichte	
Die Hauptperson	
Nummer 1 Wer braucht Hilfe? Warum?	
Was für Hilfe? Warum?	
Nummer 2 Wer braucht Hilfe? Warum?	
Was für Hilfe? Warum?	
Wer gibt die Belohnung?	
Die Belohnung	

Sample marking key

Part A: *Die Sterntaler*

Description	Marks
Questions 1–5 (multiple-choice)	
c	1
c	1
a (1) and c (1)	2
b	1
a (1) and b (1)	2
Subtotal	/7
Question 6	
The girl gives bread (1) to the man because he is hungry (1).	2
The girl gives her coat (1) to the first child because he has no warm clothes OR he is cold (1).	2
The girl gives her shoes (1) and shirt (1) to the second child because he is younger/smaller than her (1) and she does not need her shoes and shirt (1).	4
Subtotal	/8
Question 7	
She is an orphan/poor/she does not have a home.	1
She does not have much/many possessions in the world.	1
Subtotal	/2
Question 8	
She gives people the little that she has to help them.	1
She wants to help people even though she is poor.	1
Subtotal	/2
Question 9	
The text is a fairytale.	1
Words to the effect that it is a typical fairytale because: (any 2) <ul style="list-style-type: none"> • the girl lives in the country/forest • the girl is poor/hungry • there is a moral to the story • there is a happy ending (the girl is now rich) 	2
Subtotal	/3
Part A total	/22

Part B: My fairytale

Description	Marks
Content	
Creates a fairytale that includes: <ul style="list-style-type: none"> • a title (1) • an introduction to the main character (1) • two examples of helping somebody (2) and the reasons (2) • the person who rewards the main character (1) • a description of the reward (1) • at least one example of direct speech (1) 	1–9
Subtotal	/9
Vocabulary	
Uses a wide range of vocabulary.	3
Uses a range of vocabulary.	2
Uses a limited range of vocabulary.	1
Subtotal	/3
Grammar, spelling and punctuation	
Uses a wide range of sentence structures and grammatical elements, including simple and compound sentences in the present tense. Uses mostly correct pronouns, nouns, time phrases, prepositions and punctuation, including direct speech quotation marks.	5
Uses a range of sentence structures and grammatical elements, including simple and compound sentences in the present tense. Uses mostly correct pronouns, nouns, time phrases, prepositions and punctuation, including direct speech quotation marks.	4
Uses grammatical elements, including simple and compound sentences. Makes errors in spelling, grammatical elements and/or punctuation that do not impede meaning.	3
Uses mainly simple sentences. Makes errors in spelling, grammatical elements and/or punctuation that do not impede meaning.	2
Uses mainly simple sentences. Makes frequent spelling, grammatical elements and/or punctuation errors that impede meaning.	1
Subtotal	/5
Part B Total	/17
Total	/39