



## Sample assessment task

<b>Year level</b>	6
<b>Learning area</b>	Languages
<b>Subject</b>	German: Second Language
<b>Title of task</b>	<i>Meine Freizeit und Hobbys</i> (My free time and hobbies)

## Task details

<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time.</p> <p>In Part A students also demonstrate their skills in comprehending spoken text by responding to questions in English.</p> <p>In Part B of the assessment task, students demonstrate their skills in writing a letter describing how they spend their free time.</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 spoken German and convey factual information about what they have read. It also establishes their ability to write in German using descriptive language.
<b>Assessment strategy</b>	<p>Short response – listen for information in spoken text</p> <p>Extended response – write a letter</p>
<b>Evidence to be collected</b>	<p>Completed task sheet</p> <p>Letter</p>
<b>Suggested time</b>	<p>Part A – 30 minutes</p> <p>Part B – 30 minutes</p>

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Interact with others, using descriptive and expressive language to exchange information and relate experiences about free time</p> <p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts</p> <p><b>Understanding</b></p> <p>Apply phonic and grammatical knowledge to spell and write unfamiliar words containing, for example, <i>ch, j, v, w, y</i> and <i>z</i>, and diphthongs such as <i>au, ei, eu</i> and <i>ie</i></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>understanding and describing current, recurring and future actions, including by using common separable verbs such as <i>aufstehen, ausgehen, aussehen, fernsehen, mitkommen</i> and <i>mitnehmen</i></li> </ul>
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Content description	
	<ul style="list-style-type: none"> <li>• understanding and expressing obligation and permission using the modal verbs <i>müssen</i> and <i>dürfen</i>, for example, <i>Ich darf zu dir kommen; ich muss mein Zimmer aufräumen</i></li> <li>• comparing the meaning of the modal verbs <i>wollen, sollen, mögen</i> and <i>können</i> with their English equivalents</li> <li>• noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning of the base verb, for example, <i>Er kommt um 17.15 Uhr; Kommst du mit?; Ich bekomme \$50 zum Geburtstag</i></li> <li>• understanding and speaking about past events by adapting modelled sentences in the present perfect tense and using knowledge of common verbs in the simple past tense, for example, <i>Ich habe heute meine Hausaufgaben nicht gemacht; Wir sind nach Bali geflogen</i></li> <li>• understanding and locating events in time, including the use of the 24-hour clock, prepositions, such as <i>nach</i> and <i>vor</i>, and formulaic expressions such as <i>früher; später; am Wochenende; in den Ferien</i>.</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 free-time activities, as well as texts that compare typical activities in Australia to those typical in the German-speaking world</li> <li>• context-related vocabulary</li> <li>• grammatical structures, including: separable verbs; modals; understanding and describing current, recurring and future actions</li> <li>• the textual conventions of a letter.</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 sheet</p> <p>Transcript of spoken text</p> <p>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 free time
- taught context-related vocabulary
- taught grammatical structures, including:
  - separable verbs
  - modals
  - understanding and describing current, recurring and future actions
- taught the textual conventions of a letter, and provided them with opportunity to practise them.

## Task

### Part A: Meine Freizeit und Hobbys

Students listen to four young German speakers talk about their hobbies and free-time activities.

They read through the questions carefully beforehand, to anticipate what information is required to answer the questions.

Read each text twice, and pause in between each text to allow students to respond.

#### READ ALOUD

a) Annika	Hallo, ich bin Annika, und ich wohne in München. In meiner Freizeit mag ich am liebsten reiten und wandern. Leider kann ich das nicht so oft, weil wir in der Stadt wohnen, aber am Wochenende fahren wir oft in die Berge. In den nächsten Sommerferien darf ich das erste Mal mit Freunden verreisen und wir machen Ferien auf dem Ponyhof. Ich freue mich schon!
b) Helene	Ich bin gerne zu Hause und mache es mir gemütlich vor dem Fernseher. Ich sehe pro Tag 2 Stunden fern. Außerdem spiele ich gerne Videospiele. Aber meine Eltern sagen, dass ich nicht so oft vor dem Bildschirm sitzen darf. Deshalb lese ich auch, das mögen meine Eltern und ich mag es auch gern. Ich darf so viel lesen, wie ich will. Manchmal gehe ich mit dem Hund spazieren in den Park oder meine beste Freundin kommt mich besuchen.
c) Finn	Ich bin gerne aktiv und mache viel Sport in meiner Freizeit. Montags gehe ich immer in den Fußballverein zum Trainieren und am Wochenende haben wir immer Spiele. Ich bin ein Verteidiger. Tennis kann ich auch spielen, aber das mache ich nur, wenn ich Lust habe. Ich schwimme lieber, das mache ich jeden Freitag. Meistens treffe ich mich mit meinem besten Freund Max im Schwimmbad, und wir gehen nach dem Schwimmen noch zusammen aus, ein Eis essen oder ins Kino oder so.
d) Lukas	Hallo, ich bin Lukas und ich treffe mich am liebsten mit meinen Freunden in meiner Freizeit. Irgendwas machen wir immer zusammen, entweder treffen wir uns in der Stadt zum Einkaufen, oder wir gehen ins Kino oder wir gehen auf ein Musikkonzert. Ich mache selbst auch gern Musik, ich kann Gitarre spielen und auch ein bisschen Schlagzeug. Das finde ich cooler als die Geige, die ich für die Schule spielen soll. Geige spielen finde ich sehr, sehr langweilig.

## **Part B: Meine Freizeit**

Students write a letter to one of the four teenagers who they heard about in Part A.

In their letter they are to include information about themselves in response to the following questions:

- What are two activities that you do in your free time?
- What do you enjoy about these activities?
- How many times a week do you participate in these activities?
- Do you do these activities alone, with a friend, or as part of a team?

They should aim to write approximately 75 words in German, using the textual conventions of a letter.

Advise students that they have 30 minutes to complete the task.

**Instructions to students**

**Meine Freizeit und Hobbys**

**Part A: Meine Freizeit und Hobbys**

Listen to four young German speakers talk about their hobbies and free-time activities.

Read through the questions carefully beforehand so that you know what information is required to answer the questions.

You will hear the text twice, with pauses between each reading to give you time to answer the questions.

For questions 1 to 8, indicate the correct answer with a tick [✓].

For question 9, fill in the missing words in English.

**Annika**

**Question 1**

Which **two** activities does Annika mention as her free-time activities? (1 mark)

- a) horse riding and hiking
- b) horse riding and running
- c) running and cycling
- d) cycling and reading

✓

**Question 2**

Where does she live? (1 mark)

- a) in the countryside
- b) in the city
- c) at the seaside
- d) near an airport

✓

**Question 3**

What is she allowed to do for the first time during her next summer holidays? (1 mark)

- a) go to a concert
- b) go to the movies with her friends
- c) travel with her friends
- d) travel by herself

✓

**Helene**

**Question 4**

For how long does Helene watch TV per day?

(1 mark)

- a) 20 minutes
- b) less than 2 hours
- c) 2 hours
- d) more than 2 hours

✓

**Question 5**

What are Helene's parents against?

(1 mark)

- a) too much screen time for Helene
- b) video games
- c) violent video games
- d) sitting in front of the television

✓

**Question 6**

What do they prefer Helene to do?

(1 mark)

- a) her homework
- b) helping with chores
- c) reading
- d) sports

✓

**Question 7**

What happens sometimes?

(1 mark)

- a) she cooks with her Mum
- b) she meets her best friend
- c) her best friend comes to visit her
- d) her best friend walks the dog

✓

**Finn**

**Question 8**

Indicate with a tick [✓] whether the following statements are true or false.

(4 marks)

	true	false
a) Finn loves to do sports.		
b) He plays with his team on Tuesdays.		
c) He plays tennis in professional competitions.		
d) He meets his best friend Max in the local pool.		

**Lukas**

**Question 9**

Fill in the gaps with the correct word or phrase in English.

(10 marks)

Lukas loves to \_\_\_\_\_ (1) his \_\_\_\_\_ (1) in his free time.

They either \_\_\_\_\_ (1) in the city or \_\_\_\_\_ (2) or they go to

\_\_\_\_\_ (1). He can play \_\_\_\_\_ (1) and \_\_\_\_\_ (1).

He prefers these to the violin which he has to play for \_\_\_\_\_ (1). He thinks playing the

violin is \_\_\_\_\_ (1).

## Part B: Meine Freizeit

Choose one of the four teenagers who you heard about in Part A and write them a letter.

In your letter, include information about yourself, in response to the following questions:

- What are two activities that you do in your free time?
- What do you enjoy about these activities?
- How many times a week do you participate in these activities?
- Do you do these activities alone, with a friend or as part of a team?

Aim to write about 75 words in German, using the textual conventions of a letter.

The image shows a large, purple-outlined rectangular area designed to look like a scroll. The top and bottom edges are rounded and feature a scroll-like effect where the paper appears to be unrolled. Inside this purple border is a large white rectangular box with a thin black border. This box contains 15 horizontal lines, providing a space for the student to write their letter in German.



## Sample marking key

### Part A: Meine Freizeit und Hobbys

Description	Marks
Question 1	
a) horse riding and hiking	1
<b>Subtotal</b>	<b>1</b>
Question 2	
b) in the city	1
<b>Subtotal</b>	<b>1</b>
Question 3	
c) travel with her friends	1
<b>Subtotal</b>	<b>1</b>
Question 4	
c) 2 hours	1
<b>Subtotal</b>	<b>1</b>
Question 5	
a) too much screen time for Helene	1
<b>Subtotal</b>	<b>1</b>
Question 6	
c) reading	1
<b>Subtotal</b>	<b>1</b>
Question 7	
c) her best friend comes to visit her	1
<b>Subtotal</b>	<b>1</b>
Question 8	
a) true	1
b) false	1
c) false	1
d) true	1
<b>Subtotal</b>	<b>4</b>
Question 9	
<b>meet</b>	1
friends	1
go shopping	1
go to the movies [1] + watch a movie[1]	2
a concert	1
the guitar	1
the drums	1
school	1
boring/very boring	1
<b>Subtotal</b>	<b>10</b>
<b>Part A total</b>	<b>21</b>

<b>Part B: Meine Freizeit</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Writes a letter to one of the characters from Part A, providing all information required, including: information about two activities they do in their free time, what they enjoy about the activities, how often they participate in the activities and whether they do these activities alone, with a friend or as part of a team.	5
Writes a letter to one of the characters from Part A, providing most information required.	4
Writes a letter to one of the characters from Part A, providing some of the information required.	3
Writes a letter to one of the characters from Part A, providing some of the details required.	2
Writes a letter to one of the characters from Part A, providing few of the details required.	1
<b>Subtotal</b>	<b>5</b>
<b>Description</b>	<b>Marks</b>
<b>Grammar</b>	
Writes using simple and compound sentences and applies grammatical elements mostly accurately.	3
Writes using 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>Description</b>	<b>Marks</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>Description</b>	<b>Marks</b>
<b>Textual conventions</b>	
Effectively applies the conventions of a letter, including a salutation to one of the four characters in Part A, information related to the question, and a phrase of leave taking. The formal register is used.	3
Applies some of the conventions of a letter. The formal register is used.	2
Applies few of the conventions of a letter.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>14</b>
<b>Total</b>	<b>35</b>