



Assessment task

Year level	4
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Was machst du gern?</i> (What do you like to do?)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to likes and dislikes.</p> <p>In Part A students demonstrate their skills in speaking German, in a short conversation about their likes and dislikes.</p> <p>In Part B students demonstrate their skills in writing a poem about their likes and dislikes, in response to an imaginative text.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written and spoken text and convey this information in a variety of ways. It also establishes information on their ability to create and perform an imaginative text, using familiar expressions, simple statements and modelled language, to exchange information about aspects of their personal world, including their likes and dislikes.
Assessment strategies	Oral performance – participate in a conversation Extended response – write a poem
Evidence to be collected	Audiovisual recording of conversation Written poem
Suggested time	Part A – 35 minutes to prepare and 1–2 minutes to participate in a conversation Part B – 40 minutes to write

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions</p>
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	<p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance using familiar expressions, simple statements and modelled language</p> <p>Understanding</p> <p>Recognise and apply basic rules for German pronunciation</p> <p>Understand and apply punctuation rules in German, including the meaning and use of full stops and commas in ordinal and decimal numbers</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • describing capabilities and preferences using limited forms of the modal verbs <i>können</i> and <i>mögen</i> • joining words, phrases and sentences using <i>und</i>, <i>oder</i> and <i>aber</i> • understanding and formulating questions using subject–verb inversion • understanding a range of question words and the intended/related answer • describing location formulaically using prepositional phrases • using the correct verb form associated with a noun or pronoun or combination thereof
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts that relate to interests, activities and cultural festivals, such as <i>die Adventszeit</i>, <i>der Karneval</i> • context-related vocabulary, including: using a range of expressions relating to interests, and being familiar with expressing likes and dislikes, for example, <i>Ich mag ...</i> ; <i>Ich mag ... nicht</i> • grammatical structures, including: describing objects using simple adjectives, specifying location using prepositions, linking ideas using conjunctions, locating events in time, seeking information using questions, understanding the rules for subject-verb-object sentence construction • the textual conventions of a conversation and a poem.
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	<p>Part A: Task to be completed by students preparing individually and then working with another student. They then work with a partner to participate in a conversation.</p> <p>Part B: Task to be completed by students working individually.</p>
Resources	<p>Task sheets</p> <p>Recording device</p>

Instructions for teacher

Prior to administering Part A of the task, introduce/revise with students:

- vocabulary and expressions related to greetings and leave-taking, school subjects, sports and interests, and food and drink, and for adding detail, such as *Ich mag ... ; Ich mag ... nicht*
- structures to ask questions and provide information about likes and dislikes, for example, *Was machst du gern am Wochenende?; Ich spiele gern Tennis.; Was magst du gern essen? Ich mag Schokolade essen. Und du?*
- Use these structures to:
 - review the following grammatical elements in the context of exchanging information about likes and dislikes:
 - describing actions using simple verbs, for example, *essen, trinken, spielen*
 - linking ideas using conjunctions, for example, *und, aber, oder*
 - seeking information using interrogatives, for example, *was, wie, welcher*
 - negation using *nicht*
 - German word order.
 - engage in language practice activities, such as Whispers, Snowball and *Eine Postkarte* (Appendix 1).
- textual conventions of conversations, such as greeting each other and leave-taking, taking turns when asking and responding to questions.
- strategies for speaking and participating in a conversation, for example, listening for key words, giving and then asking for information from a partner, using part of the information in the question to formulate a response.

Activities to scaffold the task

Provide opportunities for students to participate in activities to help internalise the language they need for Part A, such as:

- question and answer: students take turns in drawing questions from a bag to ask another student about their likes and dislikes
- listening: ask students to listen to conversations about likes and dislikes and respond to questions in English
- conversation: students unjumble the script of a written conversation between two students discussing likes and dislikes, for example:

Hans and Karl are at a soccer match.

Hans: *Hallo Karl.*

Karl: *Guten Tag. Wie geht es dir heute?*

Hans: *Gut. Und dir?*

Karl: *Sehr gut, danke.*

Hans: *Spielst du gern Fußball?*

Karl: *Ja, ich spiele gern Fußball, aber ich spiele lieber Basketball. Und du? Welchen Sport spielst du gern?*

Hans: *Ich spiele gern AFL. Mein Bruder und mein Vater mögen Rugby, aber ich mag Rugby nicht.*

Karl: *Ich hasse Rugby. Was machst du am Wochenende gern?*

Hans: *Am Wochenende schlafe ich gern und spiele AFL.*

- ask pairs of students to read aloud the reordered conversation paying attention to pronunciation and intonation

- discuss how the conversation could be modified to ask about different likes and dislikes. Use the discussion to revise vocabulary and expressions, such as *sehr*, *ich mag*, *ich mag ... nicht* and *langweilig*
- instruct students to work in pairs/threes to write a conversation of at least six exchanges, between 2–3 characters about likes/dislikes/preferences of sports/interests/food. Remind students of the conventions of a conversation, such as turn-taking, picking up on cues from the person who has just spoken, and the use of punctuation. Students check their script with another pair/three to get advice about language, spelling and content. Students read their conversation aloud, taking turns at playing each character.

Prior to administering Part B of the task, provide students with opportunities to:

- engage with a range of imaginative texts such as poems and songs related to the context, for example:
 - *Lied – Langweilig!* Section 23 Worksheet 2
<https://www.education.vic.gov.au/languagesonline/german/sect23/answers.htm>
- explore the language structures and techniques found in this and other German poems/songs
- consider the characteristics of imaginative texts, for example:
 - their primary purpose is to entertain, as opposed to, for example, informing or persuading
 - they typically represent feelings, ideas and mental pictures using words or visual images, and use descriptive language
- consider the conventions of a song and/or poem, for example, it uses descriptive language, may rhyme (Children’s verse usually rhymes because children enjoy rhythm and rhyme and repetition of words/phrases).

Instructions for teacher

Task *Was machst du gern?* (What do you like to do?)

Part A *Was ich gern mache*

With a partner students participate in a conversation about what they are interested in doing on the weekend, at school, and their food and drink likes and dislikes.

Students take turns to ask each of the questions from the list below. Which questions they ask is determined by a lucky dip, that is, the questions are placed in a bag or face down in random order on the desk and they take turns to draw and ask a question. Each student draws and asks two questions.

1. *Was machst du gern am Wochenende?*
2. *Was machst du gern in der Schule?*
3. *Was magst du gern essen?*
4. *Was magst du gern trinken?*
5. *Was isst du nicht gern?*
6. *Was trinkst du nicht gern?*

Explain to students that while they only ask two questions, they provide information to four questions.

Explain that they are assessed on the content of their responses, grammar and vocabulary, pronunciation, intonation, comprehension and fluency.

Remind students of strategies to maintain and sustain a conversation, for example, using *Kannst du das bitte wiederholen?* or *Wie bitte?*

Before providing students with the task sheet show/explain to them the process for drawing the questions and responding, using a visual, such as the following.

First person draws a question and reads it aloud, for example, <i>Was magst du gern essen?</i>	
	Second person responds and asks for the same information using <i>Und du?</i> , for example, <i>Ich esse gern Käse und Strudel. Und du? Was isst du gern?</i>
First person responds, for example, <i>Ich esse auch gern Käse und Strudel, aber am liebsten esse ich gebratenes Hühnchen.</i>	
	Second person draws a question and reads it aloud, for example, <i>Was machst du gern in der Schule?</i>
First person responds and asks for the same information using <i>Und du?</i> , for example, <i>Ich mag Sport und Mathematik. Und du? Was machst du gern in der Schule?</i>	
	Second person responds, for example, <i>Ich mag Musik und spiele gern Hockey.</i>

Note that the preparation for the task can be done over two lessons:

1. Provide the task sheet to the students and explain that they have 15 minutes to work independently to write the answers to the questions. Allow students to access their workbook and the resources in the classroom.
2. Students then have 10 minutes to work with another student to practise the questions and their answers, after which you will partner them with another student for the conversation.
3. Students then have 10 minutes to prepare with their partner using the task sheet. Remind them to include 'hellos' and 'goodbyes' in their presentation.

Advise students that the conversation will be recorded.

Part B *Ich mag*

Provide students with Part B of the task. Instruct them to skim read the poem, noticing familiar words and phrases.

Ask students to follow along as you read aloud the poem.

Ich mag

Ich mag Winter

Weihnachten und Neujahr

Ich mag einkaufen

Den Weihnachtsmarkt besuchen

Ich mag singen

Weihnachtslieder singen

Ich mag basteln

Einen Adventskalender machen

Ich mag essen

Süßigkeiten und Plätzchen essen

Ich mag trinken

Tee mit Honig trinken.

Aber ...

Ich mag nicht tanzen.

Und du?

Was machst du gern?

Discuss:

- what students think the poem is about
- familiar and unfamiliar vocabulary
- whether or not the poem rhymes.

Reread the poem, line by line, asking students to repeat after you.

Read the instructions on the task sheet. Tell students that they are to write a poem by modelling the language in *Ich mag*, using similar phrases and/or substituting words in the poem.

Allow students approximately 40 minutes to write their poem.

Instructions for students

Part A *Was ich gern mache*

Write your answers to the questions in the table below.

<i>Was machst du gern am Wochenende?</i>
<i>Was machst du gern in der Schule?</i>
<i>Was magst du gern essen?</i>
<i>Was magst du gern trinken?</i>
<i>Was isst du nicht gern?</i>
<i>Was trinkst du nicht gern?</i>

Part B *Ich mag*

Ich mag

Ich mag Winter

Weihnachten und Neujahr

Ich mag einkaufen

Den Weihnachtsmarkt besuchen

Ich mag singen

Weihnachtslieder singen

Ich mag basteln

Einen Adventskalender machen

Ich mag essen

Süßigkeiten und Plätzchen essen

Ich mag trinken

Tee mit Honig trinken.

Aber ...

Ich mag nicht tanzen.

Und du?

Was machst du gern?

1. Listen carefully as your teacher reads the poem *Ich mag*.
2. As you listen and read along think about:
 - the ideas in the poem
 - words and phrases you recognise
 - patterns in the poem.
3. Write your own poem about what you like and dislike. You may write about your interests, daily routines at home or at school, or food and drink, or a combination of these.

Include either:

- five things you like and one thing you dislike, or
- five things you don't like and one thing you do like.

You may use the poem *Ich mag*, your notes and the resources in the classroom to help you.

You have one lesson to write your poem.

Poem draft:

A large, empty rectangular box with a thin black border, intended for writing a poem draft. The box is positioned below the 'Poem draft:' label and occupies most of the page's width and a significant portion of its height.

Marking key

Part A <i>Was ich gern mache</i>	
Description	Marks
Content	
Presents all required information in a conversation. Asks two questions and provides information to four questions about what they are interested in doing on the weekend, at school, or their food and/or drink likes and dislikes. Includes greetings and goodbyes.	4
Presents all required information in a conversation. Asks two questions and provides information to four questions about what they are interested in doing on the weekend, at school, or their food and/or drink likes and dislikes.	3
Presents some required information.	2
Presents little required information.	1
Subtotal	4
Grammar and vocabulary	
Uses a wide range of vocabulary and grammar mostly accurately.	3
Uses a range of vocabulary. Errors in grammatical structures are present, but responses are mostly accurate, and meaning is clear.	2
Uses a limited range of vocabulary. Often gives short phrases or one word responses. Meaning is not always clear.	1
Subtotal	3
Pronunciation and intonation	
Uses accurate pronunciation and intonation.	3
Displays some inconsistency with pronunciation and intonation, but meaning is clear.	2
Inaccurate pronunciation and/or intonation impedes comprehension at times.	1
Subtotal	3
Comprehension and fluency	
Comprehends other speaker. Readily offers responses, and interaction flows well. Self-corrects if necessary.	3
Asks for repetition or clarification and requires some support from the other speaker or their notes. Attempts self-correction.	2
Requires considerable support from the other speaker or their notes to comprehend questions and/or respond, which impacts fluency.	1
Subtotal	3
Part A total	13

Part B Ich mag	
Description	Marks
Content	
Writes a poem containing six pieces of information, that is, five things they like and one they do not like, or vice versa, related to their interests, daily routines at home or at school, or food and drink, or a combination of these.	1-6
Subtotal	6
Imaginative text	
Engages with a simple German poem and creates their own.	1
Subtotal	1
Grammar	
Writes simple sentences and applies grammatical elements mostly accurately.	3
Writes simple sentences and applies grammatical elements with some accuracy.	2
Makes limited use of simple sentences and/or application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	3
Vocabulary and spelling	
Uses a wide range of vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary. Some inconsistency with spelling, but meaning is clear.	2
Uses few words. Poor spelling often impedes comprehension.	1
Subtotal	3
Support	
Effectively uses their notes and/or other resources independently, or does not require support.	3
Requires some support in using their notes and/or other resources. Some teacher support needed.	2
Requires significant support to complete the task.	1
Subtotal	3
Part B total	16
Total	29

Appendix 1 Language practice activities

Provide students the opportunity to engage in language practice activities, such as:

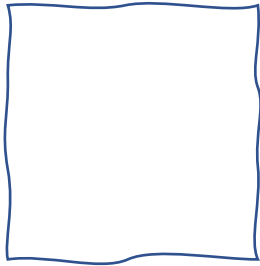
- **Whispers**
 - ask students to form a line. Begin by whispering to the first student in line a sentence about likes and dislikes, for example, *Ich spiele gern Basketball, Tennis und Fußball, aber ich schwimme nicht gern.* The first student whispers the sentence to the next student, who whispers it to the next, and so on. The last student to hear the whispered sentence says it aloud. Variation: Split students in two or more groups to play against each other.
- **Snowball**
 - provide each student with a piece of paper and instruct them to write 4–5 sentences, one describing themselves, for example, *Ich habe braune Haare.*, and the remaining sentences about what they like and dislike, such as *Ich spiele gern Tennis.; Ich mag Englisch, aber ich lerne lieber Mathematik. Ich mag Äpfel, aber ich mag lieber Bananen.*
 - monitor what students write and select some of the sentences (including some with mistakes) to copy on the whiteboard. Read each sentence as a class and ask students to point out any errors. Discuss possible corrections.
 - remind students that when playing the game they can question students on the other team, for example, *Magst du Englisch oder Mathematik?*
 - once students have completed/corrected their sentences, they scrunch the paper to resemble a snowball.
 - divide the class in two groups facing each other. Students throw their snowball towards the opposite team. Students take turns to pick up a snowball and read the sentences aloud and guess the person on the other team to whom the paper belongs. Group members can support each other in working out who the other student is and students can ask questions of students of the other team to establish if they are the person being described. A limit should be placed on the number of questions that can be asked.
 - the team who identifies the most snowball writers from the other team wins.
- **Eine Postkarte**
 - provide each student with a copy of the postcard and questions (Appendix 2).
 - Students:
 - identify unfamiliar words
 - work in pairs to read the postcard, highlighting examples of expressions to do with likes and dislikes, and vocabulary related to family members and sports
 - answer the questions and discuss their answers as a whole class activity
 - take turns to read the postcard aloud
 - write a postcard in response.

Appendix 2 Sample Informing Task (formative)

Ideas on how to use the *Eine Postkarte*:

- Explore familiar and unfamiliar vocabulary.
- Look at sentence structure and the position of nouns, adjectives and verbs.
- Practise translation and dictionary skills, noticing that:
 - it is one thing to translate words one by one, but to make sensible meaning may require some thought and understanding of the German language and/or culture
 - when translating German into English, additional/fewer words may be needed in the English translation for the sentence to make sense.
- Use the:
 - text as a model for students to write about their own real/fictitious holiday
 - cultural, geographical and social elements in the text to discuss Germany, German school holidays, what children may do during their holidays.
- Provide students with:
 - jumbled sentence strips of the text and have them order it as you read it aloud
 - a jumbled translation of the text and have them match it to the German
 - pictures representing different elements of the text, and some additional pictures, and have them circle those that are mentioned
 - the postcard and activities/questions below and as a formative task (or assessment).

Eine Postkarte

<p>Dienstag, den 8. Dezember</p> <p>Liebe Schwester !</p> <p>Wie geht es dir ? Es ist fast Weihnachten und ich bin in München.</p> <p>Ich wohne bei Oma und Opa. Ich mag ihr Haus sehr. Sie haben auch ein Sommerhaus in einem Dorf in den Bergen.</p> <p>Jetzt schneit es draußen. Ich mag den Schnee, weil ich dann einen Schneemann machen kann !</p> <p>Es gibt viel zu tun hier. Gestern war ich auf den Weihnachtsmarkt. Heute gehen wir Ski fahren und morgen werde ich Eishockey spielen.</p> <p>Ich mag München sehr. Ich will wieder nach München in den Schulferien.</p> <p>Liebe Grüße</p> <p>Stefan xxx</p>	 <p><i>Fräulein</i></p> <p><i>L. Bauer</i></p> <p><i>Meierstrasse 14</i></p> <p><i>84428 Buchbach</i></p> <p><i>Deutschland</i></p>
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Your teacher will read the message in the postcard aloud. You have five minutes to read through the card on your own and to highlight/circle any of the following:

- a date and days of the week
- words for family members
- adjectives describing people, places, things.

The teacher will assign you a partner, and you have 15 minutes to read the postcard and answer the following in English.

- Question 1 To whom is Stefan writing the postcard?
- Question 2 When was the postcard written?
- Question 3 With whom is Stefan staying while in Munich?
- Question 4 What else does Stefan tell us about his grandparents?
- Question 5 What does Stefan like about the house he is staying in?
- Question 6 What is the weather like? Does he like it?
- Question 7 What activities does Stefan say he can do there?
- Question 8 Does Stefan say he likes Munich? How do you know?
- Question 9 Indicate by circling your answer if the following statements are True or False.
- | | | |
|---|------|-------|
| <input type="radio"/> Stefan's grandparents have a cat. | True | False |
| <input type="radio"/> Tonight there is a Christmas market. | True | False |
| <input type="radio"/> Wednesday is <i>Mittwoch</i> in German. | True | False |
| <input type="radio"/> The weather is very cold. | True | False |
| <input type="radio"/> Tomorrow Stefan goes skiing. | True | False |