



SAMPLE ASSESSMENT TASK

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

EIN SUPERHELDPROFIL (A SUPERHERO PROFILE)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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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 7

Title of task	<i>Ein Superheldprofil (A superhero profile)</i>
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary and grammatical items related to self, family and interests.</p> <p>In Part A students demonstrate their skills in comprehending written text by responding in English to questions.</p> <p>In Part B students demonstrate their skills in comprehending and writing German by completing a short profile of a superhero.</p> <p>In Part C students demonstrate their speaking skills by reading/presenting an interview between two superheroes that they have devised.</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 text, write key information and use this language to read an interview script.
Assessment strategy	Short response – read for key information in a written text Short written response – complete a profile Oral presentation – read/present an interview script
Evidence to be collected	Completed task sheets Recording of interview
Suggested time	Part A – 20 minutes Part B – 15 minutes Part C – approximately 50 minutes for script writing and rehearsing and 2–3 minutes for presentation

Content description

Content from the Western Australian curriculum

Communicating

Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests

Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

Understanding

Recognise and use key features of the German sound system, including rhythm, stress, intonation and pronunciation of distinctive sounds

Begin to apply punctuation rules in German

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

- using *die* as the definite article of plural nouns and recognising common ways to form plurals of nouns
- using adjectives that follow the noun
- joining words, phrases and sentences using the coordinating conjunctions *und*, *oder* and *aber*
- using personal pronouns as the subject of the sentence
- using personal pronouns to refer to people and things
- using the possessive adjectives *mein* and *dein* in nominative and accusative cases
- recognising that in German a subject + verb can have multiple English translations and applying this understanding to own sentence formation
- using the subject-verb-object word order
- using the present tense of regular verbs and some common irregular verbs, including *sein* and *haben*
- negating verbs and adjectives using *nicht* and nouns using *kein/e*
- referring to quantities of people and things using cardinal numbers to a thousand, and common fractions

Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to identity; for example, profiles, identity cards
- context-related vocabulary regarding self, family, pets, personality, interests and appearance
- grammatical items, including the present tense, questioning word order, capital letters for nouns, numbers to 100
- the textual conventions of a profile and an interview.

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 completed by students working individually.

Part B is completed by students working individually.

Part C is completed by students working in pairs.

Resources

- Task sheets
- bilingual dictionaries
- Recording device (optional)

Instructions for teacher

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to identity; for example, profiles, identity cards
- context-related vocabulary regarding self, family, pets, colours, personality, interests and appearance
- grammatical items, including the present tense, questioning word order, capital letters for nouns, numbers to 100
- the textual conventions of a profile and an interview.

Part A

Students read the script of an interview and complete the comprehension activities.

Part B

Students imagine their own superhero and complete a profile accordingly. They invent a name in German or translate a pre-existing one into German. It may be an existing superhero or one based on themselves.

Mark and return Part B to students in order for them to complete Part C. One suggestion is to complete Parts A and B in one session and Part C in a second session.

Part C

Once students have completed their profiles, they write an interview with a partner, asking and answering a minimum of three questions each.

Teachers may wish to omit some questions that they have covered in class from the task sheet to allow students the opportunity to display their abilities by 'going beyond' the information supplied. Teachers may also omit, change or include additional questions, depending on what has been covered in class. In this case, they will need to amend the marking key.

The purpose of Part C is to assess students' speaking skills. It is not necessary to assess their script. Students ask and respond to at least three questions each; however, this provides scope for students to extend their dialogues by including additional expressions, questions and responses.

Explain to students that they may use notes, but there are three marks in the marking key related to the use of notes as support.

Teachers may like to give students the option of presenting their interview for the class or recording it. Students need about 35 minutes to write their script, 15 minutes to rehearse it and 2–3 minutes to read/present it.

Instructions to students

Ein Superheldprofil

Part A *Ein Interview*

(14 marks)

Read the interview with a superhero and complete the activities below. You have 20 minutes to complete Part A. You may use a dictionary to help you.

- Reporter Guten Tag!
- Superheld Grüß Gott!
- Reporter Wie heißt du?
- Superheld Ich heiße Superkatzmann.
- Reporter Ach so, toll! Und wie alt bist du?
- Superheld Ich bin sechsundzwanzig Jahre alt.
- Reporter Wo wohnst du?
- Superheld Ich wohne in Los Angeles.
- Reporter Sehr schön, eine coole Stadt. Und wie siehst du aus?
- Superheld Ich habe blaue Augen und rosa Haare, wie eine Katze!
- Reporter Was magst du?
- Superheld Ich mag Pizza, Gitarre spielen und fliegen. Ich bin freundlich und frech.
- Reporter Fliegen! Sehr spaßig. Hast du Geschwister?
- Superheld Ja, natürlich. Ich habe zwei Brüder und eine Schwester.
- Reporter Was ist deine Lieblingsfarbe?
- Superheld Meine Lieblingsfarbe ist grün.
- Reporter Vielen Dank für's Interview.
- Superheld Kein Problem, bitte schön.

1. Tick whether the following statements are true or false. (3 marks)

	True	False
The superhero is 26 years old.		
His eyes and hair are black.		
He has two sisters.		

2. Describe the superhero's appearance. (5 marks)

3. What does the superhero like? (4 marks)


4. Why does the superhero mention green? (1 mark)

5. Do you think you would like to meet this superhero? Give a reason, based on what you have learned about him. (1 mark)

Part B Superhero Profile

(12 marks)

Write the profile of your own superhero below in **German**. Make sure that your superhero's name is in **German**. Draw your superhero in the box and colour it accordingly. Pay attention to words that have capitals. You have 15 minutes to complete Part B.

	Name: _____
	Alter: _____
	Wohnort: _____
	Augenfarbe: _____
	Haarfarbe: _____
	Geschwister: _____
	Lieblingsfarbe: _____
	Ich mag _____
Ich bin _____	

Part C Interview

(15 marks)

With a partner, write an interview asking and answering questions about the superhero personas you produced in Part B. You and your partner must ask a **minimum of three questions each**. You may use the list below to help you, but you are encouraged to include other questions. You may use your notes and dictionaries. You must **both** write your script.

- *Wie heißt du?*
- *Wie alt bist du?*
- *Wo wohnst du?*
- *Was ist deine Lieblingsfarbe?*
- *Hast du Geschwister?*
- *Was magst du?*

You may record your interview or read/present it in front of the class. You will be assessed on your:

- grammatical accuracy
- content and reliance on questions from the list
- pronunciation and fluency
- use of the conventions of an interview
- need for support from written notes.

Sample marking key

Part A: *Ein Interview*

Description	Marks
a) Tick whether the following statements are true or false	
1. The superhero is 26 years old. TRUE	1
2. His eyes and hair are black. FALSE	1
3. He has two sisters. FALSE	1
Subtotal	/3
b) What does the superhero look like?	
Blue (1) eyes (1)	2
Pink (1) hair (1)	2
(Looks like) a cat	1
Subtotal	/5
c) What does the superhero like?	
Pizza	1
Playing (1) guitar (1)	2
Flying	1
Subtotal	/4
d) Why does the superhero mention green?	
(It is) his favourite colour.	1
Subtotal	/1
e) Do you think you would like to meet this superhero? Give a reason, based on what you have learned about him.	
Gives a reason based on comprehending <i>frech</i> and/or <i>freundlich</i> .	1
Subtotal	/1
Part A total	/14

Part B: Superhero profile

Description	Marks
Write the profile of their own superhero in German.	
Provides: <ul style="list-style-type: none"> • a German-sounding name (1 mark) • age (1 mark, accept a number written in figures) followed by <i>Jahr(e)</i> or <i>Monat(e)</i> (1 mark) • where the superhero lives (1 mark) • eye colour (1 mark) • hair colour (1 mark) • brothers and/or sisters (accept answers such as <i>ein Bruder, eine Schwester, nein, zwei Brüder, zwei Schwestern</i>) (1 mark) • favourite colour (1 mark) • what the person likes (accept answers such as <i>Sport, Lesen, Musik</i>) (1 mark) • physical and/or personality description (accept answers such as <i>stark, klein</i> but not an age, unless it has not been completed next to <i>Alter</i>) (1 mark) Drawing with hair colour (1 mark) and eye colour (1 mark) that match the description.	12
Subtotal	/12
Part B total	/12

Part C: Interview

Description	Marks
Grammatical accuracy	
Uses full sentences with correct word order and subject–verb agreement.	3
Language is mostly correct. Some inconsistency in grammar elements.	2
Grammar has frequent errors.	1
Subtotal	/3
Content	
Participates in an interview with more than three questions and responses. Includes additional expressions, questions or answers in an engaging dialogue.	4
Includes three questions and responses in interview. Uses a broad range of vocabulary, including some full-sentence responses. May include additional simple expressions.	3
Writes fewer than the required three questions and answers and/or may not complete task in full sentences.	2
Includes fewer than three questions and responses. Some English may be included and/or uses fragmented phrases.	1
Subtotal	/4
Pronunciation and fluency	
Presents interview with accurate pronunciation and suitable fluency.	3
Uses mostly accurate pronunciation and fluency.	2
Frequent errors in pronunciation and fluency.	1
Subtotal	/3
Adherence to text type	
Adheres to conventions of an interview; that is, turn taking, greetings and thanks/farewell expressions	2
Adheres to some conventions of an interview, that is, includes greetings or thanks/farewell expressions	1
Subtotal	/2
Support from notes	
Does not require support from notes.	3
Requires some support from notes.	2
Requires significant support from notes or reads text in entirety.	1
Subtotal	/3
Part C total	/15
Total	/41