



## Sample assessment task

<b>Year level</b>	7
<b>Learning area</b>	Languages
<b>Subject</b>	German: Second Language
<b>Title of task</b>	<i>Ein Superheldprofil</i> (A superhero profile)

## Task details

<b>Description of task</b>	<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>
<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 written text, write key information and use this language to read an interview script.
<b>Assessment strategies</b>	<p>Short response – read for key information in a written text</p> <p>Short written response – complete a profile</p> <p>Oral presentation – read/present an interview script</p>
<b>Evidence to be collected</b>	<p>Completed task sheets</p> <p>Recording of interview</p>
<b>Suggested times</b>	<p>Part A – 20 minutes</p> <p>Part B – 15 minutes</p> <p>Part C – approximately 50 minutes for script writing and rehearsing and 2–3 minutes for presentation</p>

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests</p> <p>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</p> <p><b>Understanding</b></p> <p>Recognise and use key features of the German sound system, including rhythm, stress, intonation and pronunciation of distinctive sounds</p> <p>Begin to apply punctuation rules in German</p> <p>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:</p> <ul style="list-style-type: none"> <li>• using <i>die</i> as the definite article of plural nouns and recognising common ways to form plurals of nouns</li> <li>• using adjectives that follow the noun</li> </ul>
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	<ul style="list-style-type: none"> <li>• joining words, phrases and sentences using the coordinating conjunctions <i>und</i>, <i>oder</i> and <i>aber</i></li> <li>• using personal pronouns as the subject of the sentence</li> <li>• using personal pronouns to refer to people and things</li> <li>• using the possessive adjectives <i>mein</i> and <i>dein</i> in nominative and accusative cases</li> <li>• recognising that in German a subject + verb can have multiple English translations and applying this understanding to own sentence formation</li> <li>• using the subject-verb-object word order</li> <li>• using the present tense of regular verbs and some common irregular verbs, including <i>sein</i> and <i>haben</i></li> <li>• negating verbs and adjectives using <i>nicht</i> and nouns using <i>kein/e</i></li> <li>• referring to quantities of people and things using cardinal numbers to a thousand, and common fractions</li> </ul> <p>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</p>
<b>Task preparation</b>	
<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 identity; for example, profiles, identity cards</li> <li>• context-related vocabulary regarding self, family, pets, personality, interests and appearance</li> <li>• grammatical items, including the present tense, questioning word order, capital letters for nouns, numbers to 100</li> <li>• the textual conventions of a profile and an interview.</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>
<b>Assessment task</b>	
<b>Assessment conditions</b>	<p>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.</p>
<b>Resources</b>	<p>Task sheets  German–English/English–German dictionaries  Recording device (optional)</p>

## 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*

41 marks

#### **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 Superkatze.
- Reporter      Ach so, toll! Und wie alt bist du?
- Superheld     Ich bin sechszwanzig 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

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3 What does the superhero like?

4 marks

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4 Why does the superhero mention green?

1 mark

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

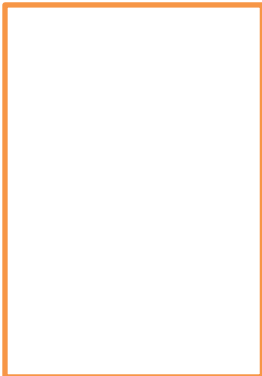
1 mark

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### 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.

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Sample marking key	
<b>Part A: Ein Interview – 14 marks</b>	
Description	Marks
<b>a) Tick whether the following statements are true or false</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>b) What does the superhero look like?</b>	
Blue (1) eyes (1)	2
Pink (1) hair (1)	2
(Looks like) a cat	1
<b>Subtotal</b>	<b>5</b>
<b>c) What does the superhero like?</b>	
Pizza	1
playing (1) guitar (1)	2
Flying	1
<b>Subtotal</b>	<b>4</b>
<b>d) Why does the superhero mention green?</b>	
(It is) his favourite colour.	1
<b>Subtotal</b>	<b>1</b>
<b>e) Do you think you would like to meet this superhero? Give a reason, based on what you have learned about him.</b>	
Gives a reason based on comprehending <i>frech</i> and/or <i>freundlich</i> .	1
<b>Subtotal</b>	<b>1</b>
<b>Part A Total</b>	<b>14</b>
<b>Part B Superhero Profile –12 marks</b>	
Write the profile of their own superhero in German.	Marks
Provides: <ul style="list-style-type: none"> <li>• a German-sounding name (1 mark)</li> <li>• age (1 mark, accept a number written in figures) followed by <i>Jahr(e)</i> or <i>Monat(e)</i> (1 mark)</li> <li>• where the superhero lives (1 mark)</li> <li>• eye colour (1 mark)</li> <li>• hair colour (1 mark)</li> <li>• brothers and/or sisters (accept answers such as <i>ein Bruder, eine Schwester, nein, zwei Brüder, zwei Schwestern</i>) (1 mark)</li> <li>• favourite colour (1 mark)</li> <li>• what the person likes (accept answers such as <i>Sport, Lesen, Musik</i>) (1 mark)</li> <li>• 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)</li> </ul> Drawing with hair colour (1 mark) and eye colour (1 mark) that match the description.	12
<b>Part B Total</b>	<b>12</b>

<b>Part C Interview – 15 marks</b>	
<b>Grammatical accuracy</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Content</b>	
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
<b>Subtotal</b>	<b>4</b>
<b>Pronunciation and fluency</b>	
Presents interview with accurate pronunciation and suitable fluency.	3
Uses mostly accurate pronunciation and fluency.	2
Frequent errors in pronunciation and fluency.	1
<b>Subtotal</b>	<b>3</b>
<b>Adherence to text type</b>	
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
<b>Subtotal</b>	<b>2</b>
<b>Support from notes</b>	
Does not require support from notes.	3
Requires some support from notes.	2
Requires significant support from notes or reads text in entirety.	1
<b>Subtotal</b>	<b>3</b>
<b>Part C Total</b>	<b>15</b>
<b>Total</b>	<b>41</b>