



Sample assessment task	
Year level	10
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Jugendgesundheit</i> (Your health)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to young people’s experiences and interest in social issues such as health.</p> <p>In Part A, they demonstrate their skills in writing in German by crafting the script of a dialogue discussing young people’s attitudes to alcohol consumption.</p> <p>In Part B, they demonstrate their skills in writing in German by creating the lyrics of a song, or stanzas of a poem, to inform young people of the benefits of leading a healthy lifestyle and attempts to persuade others with reasons why being healthy is good for everyone.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the student’s ability to use descriptive, expressive and persuasive language in formal and informal exchanges to discuss young people’s experiences and interest in social issues such as health.
Assessment strategy	<p>Extended response – write the script of a dialogue</p> <p>Extended response – write the lyrics of a song or stanzas of a poem</p>
Evidence to be collected	<p>Script</p> <p>Song or poem</p>
Suggested time	<p>Part A – 60 minutes</p> <p>Part B – 60 minutes</p>
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues</p> <p>Express feelings and justify opinions</p> <p>Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes</p> <p>Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or experience</p> <p>Understanding</p> <p>Explore the features of spoken and written language and apply variations in relation to features such as stress, pronunciation and contractions, for example, <i>Ich hab keine Lust</i> or <i>Mach’s gut!</i></p>

Content description

	<p>Recognise the interactive, fluid and transitory nature of spoken language, identifying features such as interactivity and the use of repetition, pauses, interruptions, contractions, incomplete sentences and reliance on non-verbal elements and vocal expression</p> <p>Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:</p> <ul style="list-style-type: none"> • noticing that relative pronouns have gender and case and are usually the same as definite articles, understanding the difference in function, for example, <i>Das ist der Beruf, den ich am interessantesten finde</i> • understanding the difference between interrogatives which incorporate a preposition and refer to people and those which refer to objects, for example, <i>Mit wem gehst du zur Party?; Worüber schreibst du deinen Englischaufsatz?</i> • understanding and using the appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including, common reflexive verbs, including some with dative reflexive pronoun and noun direct object, transitive and intransitive verbs, modal verbs and verbs with separable and inseparable prefixes • understanding and using formulaically common subjunctive forms (<i>Konjunktiv II</i>) such as <i>hätte</i> and <i>wäre</i> and <i>würde</i> + infinitive, for example, <i>Wenn ich reich wäre, würde ich ein schnelles Auto kaufen; Er tut so, als ob er keine Zeit hätte</i> <p>Analyse how different types of text incorporate cultural and contextual elements</p> <p>Understand the power of language to influence social and cultural relationships and practices</p>
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Task preparation

<p>Prior learning</p>	<p>Students have prior knowledge of, and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to childhood and teenage life • context-related vocabulary • grammatical items, including: the use of formal and informal language, how to use the subjunctive forms <i>hätte</i>, <i>wäre</i>, <i>würde</i> and the imperative form of verbs • the textual conventions of the text types dialogues, song or poems.
<p>Assessment differentiation</p>	<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

<p>Assessment conditions</p>	<p>Task sheet is to be completed by students working individually.</p>
<p>Resources</p>	<p>Task sheet German/English – English/German dictionary</p>

Instructions for teacher

Prior to administering the tasks, the students will need to be:

- provided with opportunities to listen to, view and read a variety of texts related to social issues, such as health, and discussing issues, such as alcohol and substance use, as well as how to stay healthy through the teenage years
- taught context-related vocabulary
- taught grammatical items, including:
 - the use of formal and informal language
 - how to use the subjunctive forms *hätte, wäre, würde*
 - the imperative form of verbs
- taught the textual conventions of dialogues, songs and poems, and provided with opportunities to practise them.

Tasks

Part A: Jugendgesundheit: a dialogue

Students write the script of a dialogue in German between two young people who are discussing the topic of alcohol.

In their script they should include the following:

- why, in their opinion, young people may drink
- why they shouldn't drink
- what they can do to avoid it.

Advise students that their writing should include features of spoken language, express feelings and justify opinions. They may look up unfamiliar words in a bilingual dictionary.

Students have 60 minutes to write a dialogue of approximately 120 words.

Part B: Jugendgesundheit: a poem or song

Students write the lyrics of a song or the stanzas of a poem in German to inform young people of the benefits of leading a healthy lifestyle and attempts to persuade others with reasons why being healthy is good for everyone.

The song or poem must include three reasons why young people should lead a healthy lifestyle. Students may wish to base their reasons on some of following benefits of being healthy:

- energy levels increase
- life expectancy lengthens
- weight decreases/stabilises
- concentration improves
- mental health improves
- illness can be avoided
- participation in the community increases.

Advise students that their writing should include compound nouns, for example, *Alkoholsucht, Drogenrausch, Krankenhaus* and imperatives, for example, *Iss/Esst, Trink/Trinkt, Nimm/Nimmt*. They may look up unfamiliar words in a bilingual dictionary.

Students have 60 minutes to write approximately ten lines or approximately 70 words.

Sample marking key

Part A: Jugendgesundheits: a dialogue

Description	Marks
Content	
Writes the script of a dialogue between two young people who are discussing the topic of alcohol. Explores at least three of the themes in their writing: why, in their opinion, young people may drink, why they shouldn't drink, what they can do to avoid it. Uses details to elaborate.	5
Provides most of the required content and includes some details to elaborate.	4
Provides generally relevant content and some details.	3
Provides superficial content and limited detail.	2
Provides content with little relevance.	1
Subtotal	5
Grammar	
Demonstrates an extensive knowledge of grammar and syntax. Uses a wide range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a thorough knowledge of grammar and syntax. Uses a range of complex structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	4
Demonstrates a sound knowledge of grammar and syntax. Uses a range of structures with some errors. Makes errors, but inaccuracies do not always affect meaning or flow.	3
Demonstrates an inadequate knowledge of grammar and syntax. Uses a limited range of structures. Relies on the syntax of another language. Makes errors that impede understanding.	2
Demonstrates poor knowledge of grammar and syntax. Uses a limited range of structures. Relies heavily on the syntax of another language. Makes frequent errors.	1
Subtotal	5
Vocabulary	
Uses context-related vocabulary and a wide range of expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a very high level of accuracy.	5
Uses context-related vocabulary and a range of expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a high level of accuracy.	4
Uses mostly context-related vocabulary and expressions. Includes some vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a satisfactory level of accuracy.	3
Uses repetitive, basic vocabulary and expressions. Includes limited vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a limited level of accuracy.	2
Uses limited vocabulary. Applies rules of spelling and punctuation with a limited level of accuracy.	1
Subtotal	5

Description	Marks
Text type and sequencing	
Uses all the key conventions of a dialogue: two or more characters are involved in the discussion; information, ideas and opinions on the topic of the dialogue; and informal register are appropriate for friends. Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Generally uses the appropriate register. Sequences the information to some extent.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding.	1
Subtotal	3
Part A total	18

Part B: Jugendgesundheit: a poem or song	
Description	Marks
Content	
Writes the lyrics of a song, rap or the stanzas of a poem to inform young people of the benefits of leading a healthy lifestyle and attempts to persuade others with reasons why being healthy is good for everyone. Explores at least three of the themes in their writing: energy levels increase, life expectancy lengthens, weight decreases/stabilises, concentration improves, mental health improves, illness can be avoided, participation in the community increases. Uses details to elaborate.	3
Provides most of the required content and includes some details to elaborate.	4
Provides generally relevant content and some details.	3
Provides superficial content and limited detail.	2
Provides content with little relevance.	1
Subtotal	5
Grammar	
Demonstrates an extensive knowledge of grammar and syntax. Uses a wide range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a thorough knowledge of grammar and syntax. Uses a range of complex structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	4
Demonstrates a sound knowledge of grammar and syntax. Uses a range of structures with some errors. Makes errors, but inaccuracies do not always affect meaning or flow.	3
Demonstrates an inadequate knowledge of grammar and syntax. Uses a limited range of structures. Relies on the syntax of another language. Makes errors that impede understanding.	2
Demonstrates poor knowledge of grammar and syntax. Uses a limited range of structures. Relies heavily on the syntax of another language. Makes frequent errors.	1
Subtotal	5
Vocabulary	
Uses context-related vocabulary and a wide range of expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a very high level of accuracy.	5
Uses context-related vocabulary and a range of expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a high level of accuracy.	4
Uses mostly context-related vocabulary and expressions. Includes some vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a satisfactory level of accuracy.	3
Uses repetitive, basic vocabulary and expressions. Includes limited vocabulary to attempt to persuade and engage the audience. Applies the rules of spelling and punctuation with a limited level of accuracy.	2
Uses limited vocabulary. Applies rules of spelling and punctuation with a limited level of accuracy.	1
Subtotal	5

Description	Marks
Text type and sequencing	
Writes the lyrics of a song, rap or the stanzas of a poem using the appropriate register for a young person. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a song or poem. Generally uses the appropriate register. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience. Limited organisation impedes the flow and understanding.	1
Subtotal	3
Part B total	18
Total	36