



Sample assessment task

Year level	7
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Die ganze Familie</i> (The whole family)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to self, family and friends.</p> <p>In Part A students demonstrate their skills in comprehending written text by reading a poem and responding to questions.</p> <p>In Part B students demonstrate their skills in writing by using the text of a poem as the model for creating their own.</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 a written text and convey this information in a variety of ways. It also establishes information on their ability to create an imaginative text in German, using modelled structures and language.
Assessment strategies	<p>Short response – read for information in written text</p> <p>Extended writing – create a poem based on the model</p>
Evidence to be collected	<p>Part A – Completed task sheets</p> <p>Part B – Written poem</p>
Suggested time	<p>Part A – 20 minutes</p> <p>Part B – 50 minutes</p>

Content description

Content from the Western Australian curriculum	<p>Communicating</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>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p> <p>Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p>
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	<p>Understanding</p> <p>Begin to apply punctuation rules in German, such as capital letters, full stops and questions marks</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"> • understanding the concept of nominative and accusative cases for the subject and object of a sentence • using <i>die</i> 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 <i>und, oder</i> and <i>aber</i> • using personal pronouns as the subject of the sentence • using personal pronouns to refer to people and things • using the possessive adjectives <i>mein</i> and <i>dein</i> in nominative and accusative cases • using the subject-verb-object word order • using the present tense of regular verbs and some common irregular verbs, including <i>sein</i> and <i>haben</i> • negating verbs and adjectives using <i>nicht</i> and nouns using <i>kein/e</i>.
Task preparation	
Prior learning	<p>Students have prior knowledge of, and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts, including simple poems in German, related to exchanging personal information about themselves and others • reinterpreting and/or adapting texts using modelled structures and language • context-related vocabulary • using a bilingual dictionary.
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	Part A and Part B are to be completed by students working individually.
Resources	<p>Task sheets</p> <p>Bilingual dictionary</p>

Instructions for teacher

Prior learning

Prior to administering the task, students need knowledge of, and exposure to:

- a variety of texts, including simple poems in German related to exchanging personal information about themselves and others
- reinterpreting and/or adapting texts using modelled structures and language
- context-related vocabulary; for example, family relationships, physical and personality descriptions, likes and dislikes
- using qualifiers; for example, *sehr*, *ziemlich*
- using definite and indefinite articles in the nominative and accusative cases
- word order in simple sentences
- using *mein(e)* and *kein(e)*
- a variety of verbs in the present tense, including *haben*, *sein* and verbs related to likes and dislikes
- the capitalisation of nouns
- joining words; for example, *und*, *oder*
- making statements into questions using *nicht (wahr)?*
- using a bilingual dictionary.

It is important to teach students ways of adapting German text for the creation of new text; for example, by changing nouns and making grammatical changes as necessary.

The poem requires students to write sentences that include:

- family relationships
- simple physical descriptions
- personality traits
- likes and dislikes, either things and/or activities; for example, *Ich esse Apfelsinen (nicht) gern./Ich lese (nicht) gern.*
- activities that can be done together, that is, using *zusammen*.

Task

Part A: *Ein deutsches Gedicht*

Provide the students with the task sheet. Advise them:

- that they may use a bilingual dictionary
- to read the questions prior to reading the poem
- that they have 20 minutes to complete the task.

Part B: Own poem

Prior to students attempting Part B, teachers should administer, mark and return Part A to students.

You may wish to brainstorm ideas about what students can include in their poem and review elements of the poem, including use of questions, rhymes and sentence length.

Teachers may choose to give spare paper to students for a draft copy.

Allow students 50 minutes to complete the task.

Instructions to students

Die ganze Familie

Part A: *Ein deutsches Gedicht*

15 marks

Read the poem and answer the questions that follow in **English**. You may write in note form, but make sure you answer the questions fully. Look up any unfamiliar vocabulary in a bilingual dictionary. You have 20 minutes to complete the task.

Die ganze Familie

Hier ist mein Vati.
Er ist sehr gutaussehend, nicht wahr?
Hier ist meine Mutti.
Sie ist ziemlich schön, nicht?
Hier ist mein Bruder.
Er denkt immer an sich und seinen Computer.
Ich habe keine Schwestern.
Das macht mich sehr traurig.
Aber glücklicherweise gibt es Schnuffi!
Er ist der Beste der Hunde.
Und hier bin ich, Julia.
Die Jüngste der Familie Schwarz.
Na ja, das ist meine ganze, wunderschöne Familie!

1. What is the first and last name of the poem's author? (2 marks)

2. What piece of information about their father does the author assume you will agree with? (2 marks)

3. What is special about the author's mother? (2 marks)

4. What do you think is the author's attitude to her brother? Give reasons. (4 marks)

5. Who is missing from the author's family? What effect does this have on the author? (2 marks)

6. What is the dog's name and how is he described?

(2 marks)

7. Where does the author fit into the family?

(1 mark)

Part B: Own poem**17 marks**

Using the poem *Die ganze Familie* from Part A as a model, create your own poem in **German** about a person who is important in your life. This may be a family member or friend. In your poem include:

- a title
- who the person is in relation to you
- a simple physical description
- a personality trait
- one like and one dislike
- an activity you enjoy together.

Try to add detail and interest to your poem; for example, by using connectors (*und, oder, aber*) and negative statements. Your poem should consist of full sentences, which do not need to rhyme. You can invent any details about your chosen person. Aim to write approximately 80 words.

You have 50 minutes to complete Part B. You may use a bilingual dictionary.

Sample marking key

Part A: <i>Ein deutsches Gedicht</i>	
	Marks
1. What is the first and last name of the poem's author? Julia (1 mark) Schwarz (1 mark)	2
2. What piece of information about their father does the author assume you will agree with? Very (1 mark) good looking (1 mark)	2
3. What is special about the author's mother? (She is) rather (1 mark) beautiful (1 mark)	2
4. What do you think is the author's attitude to her brother? Give reasons. She is negative towards him (or words to that effect) (1 mark) He is always thinking (1 mark) about himself (1 mark) and his computer (1 mark)	4
5. Who is missing from the author's family? What effect does this have on the author? A sister/sisters (1 mark) (That makes her) very sad. (1 mark)	2
6. What is the dog's name and how is he described? Schnuffi (1 mark). He is the best of dogs/the best dog (1 mark)	2
7. Where does the author fit into the family? (She is) the youngest (1 mark)	1
Part A total	15

Sample marking key

Part B: Own poem	
Description	Marks
Response	
Creates a poem about a family member or friend, including: <ul style="list-style-type: none"> • a title 	1
<ul style="list-style-type: none"> • who the person is in relation to them 	1
<ul style="list-style-type: none"> • a simple physical description 	1
<ul style="list-style-type: none"> • a personality trait 	1
<ul style="list-style-type: none"> • one like (1) and one dislike (1) 	2
<ul style="list-style-type: none"> • an activity they enjoy together 	1
Subtotal	7
Grammatical elements	
Writes simple sentences. Makes mostly successful attempts at compound sentences and/or negative statements. Uses the present tense mostly accurately.	3
Writes simple sentences. Attempts at using the present tense, compound sentences and/or negative statements are sometimes unsuccessful, though the intended meaning is clear.	2
Limited accuracy of grammatical elements sometimes make meaning unclear.	1
Subtotal	3
Vocabulary and spelling	
Uses a good range of familiar contextually-relevant vocabulary. Spelling is invariably correct, including capitalisation of nouns.	4
Uses a range of familiar contextually-relevant vocabulary. Spelling is mostly correct.	3
Uses a variety of vocabulary that is generally contextually-relevant. Spelling is more correct than not and able to be comprehended.	2
Limited use of contextually-relevant vocabulary. Poor spelling impedes comprehension.	1
Subtotal	4
Creation of text type and sequencing	
Creates a poem about a person that shows elements of adaptation of the original, using modelled language; for example, repetition of <i>Hier ist</i> or posing questions to the reader. Sequences information coherently.	3
Creates a poem about a person that shows elements of the original. Sequences information to some extent.	2
Does not adapt the model and/or limited sequencing impedes comprehension.	1
Subtotal	3
Part B total	17
Total	32