



## SAMPLE ASSESSMENT TASKS

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**GERMAN: BACKGROUND LANGUAGE  
ATAR YEAR 11**

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## Sample assessment task

### German: Background Language – ATAR Year 11

#### Task 1 – Unit 1

**Assessment type:** Response: Viewing and reading

**Conditions**

Time for the task: 50 minutes

Other items: Monolingual and/or bilingual print dictionaries permitted

**Task weighting**

7.5% of the school mark for this pair of units

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**Task 1: Young people and their relationships**

**(24 marks)**

Read the following texts related to the topic, *Young people and their relationships*, and write responses in German or English, as specified, to all the questions provided.

**Text 1 Hilfe! Unsere Enkelkinder haben kaum noch Augen für uns!****(12 marks)**

Wir waren einmal wichtig... als unsere Tochter und Schwiegersohn keine Zeit hatten, als es Streit gegeben hatte oder als unsere Enkelkinder einfach einen Ansprechpartner brauchten. Wir konnten über alles sprechen, aber mittlerweile hat sich alles verändert. Es scheint, als ob der wöchentliche Besuch bei uns zu einem Pflichttermin wurde, und wenn sie überhaupt hier sind, dann simsen sie die ganze Zeit.

Gegen Ende der Grundschulzeit bemerkten wir, dass Freunde, Hobbys und andere Dinge plötzlich viel wichtiger waren. Auf einmal hatten wir einen niedrigeren Stellenwert als zuvor. Die Freunde haben uns ersetzt und werden zu engen Vertrauten und wichtigen Bezugspersonen. Sie haben den Platz eingenommen, den wir vorher hatten! Unsere lieben Enkelkinder scheinen auch dauernd etwas Neues zu wollen. Mal ein neues Handy oder ein Videospiel, welches unserer Ansicht nach viel zu teuer ist. Dann sagen sie, wir verstehen sie nicht, jeder hätte doch nun schon dieses neue Handy und man bräuchte sowas heutzutage um mit seinen Freunden angemessen zu kommunizieren. Also bitte! Wir unterstützen unsere Enkel wirklich gern in jeder Hinsicht und wir haben ja auch das Geld, um ihnen eine Freude zu machen, aber manchmal fühlen wir uns wie ein Bankautomat. Dieses Gefühl, nur wichtig zu sein, wenn Geld im Spiel ist, ist nicht sehr schön. Wir haben ihnen doch so viel mehr zu bieten als finanzielle Unterstützung. Wir waren auch mal jung. Das ist zwar eine Weile her, aber wir könnten ihnen schon ein paar Tipps geben, wie das Leben so läuft. Für beide Seiten ist es doch so viel spannender unterschiedliche Erfahrungen und Geschichten zu hören. Noch brauchen wir kein Hörgerät und falls doch, können uns unsere Enkel bestimmt einen passenden App zum besseren Hören herunterladen.

Es wird uns dauernd gesagt, dass es völlig normal ist, wenn Kinder in diesem Alter anfangen sich von der Familie abzunabeln. Auch wenn es schwer fällt, müssen wir akzeptieren, dass unsere Enkelkinder einfach älter werden und für die Familie kaum noch Augen haben. Wir haben uns gefragt. „Aber stimmt das wirklich? Müssen wir das akzeptieren?“

Wir verstehen, dass sich mit der Pubertät ihre Prioritäten ändern. Fakt ist, dass Jungen und Mädchen sich in der Pubertät auf der Suche nach den eigenen Interessen machen. Das zu tun, was sie möchten, wird immer wichtiger. Aber wir glauben noch fest, dass man was tun kann!

Für uns ist die Beziehung zwischen den Generationen äußerst wichtig. Damit unser Großeltern-Enkel-Verhältnis nicht leidet, schlagen wir folgendes vor:

- Aktivitäten planen, die älteren Enkelkindern Spaß machen. z.B. einen Einkaufsnachmittag, einen Kinobesuch oder vielleicht ein Fußballspiel.
- Interesse an der Lebenswelt der Enkel zeigen
- Probleme ernst nehmen
- Schön zuhören statt mit Fragen zu bedrängen

Es wird sicherlich anders als es früher war, aber wir freuen uns auf die gemeinsame Zeit mit unseren Enkelkindern.



**Text 2 Thema: Alkohol****(12 marks)**

**Im Interview mit uns spricht der 23-jährige Stefan ganz offen von seiner Einstellung zum Thema Alkohol.**

**Stefan, Sie haben gesagt, dass Sie nie wieder ein Glas Alkohol anrühren werden. Wie ist es dazu gekommen?**

Nach einigen schlechten Erfahrungen mit Bier, Wein und Spirituosen habe ich mich entschieden, alkoholfrei zu leben. Es geht einfach darum, erwachsen zu werden und meinen eigenen Weg zu gehen, was manchmal schwierig sein kann. Einige Bekannte können immer noch nicht verstehen, warum ich so leben möchte.

**Wann haben Sie die Entscheidung getroffen, alkoholfrei zu leben?**

Ich trinke keinen Alkohol mehr, seit ich 18 bin. Damals habe ich oft und zu viel getrunken. Mir hat es nie besonders geschmeckt aber ich wollte trinken, weil alle anderen es auch machten. Irgendwann habe ich gemerkt, dass ich auch ohne Alkohol Spaß haben konnte. Deshalb habe ich einfach gesagt, ich höre damit auf. Für Mädchen ist es deutlich akzeptabler: sie können laut sagen, dass sie nicht dick werden wollen.

**Was meinen Sie, was sind die Gründe für das „Komasaufen“ unter Jugendlichen?**

Auf jeden Fall spielt Gruppenzwang eine Rolle, aber es gibt auch andere Gründe. Es ist klar, man findet es toll, dass Alkohol enthemmt. Aber der Hauptgrund glaube ich ist Langeweile. Man hat nichts zu tun, dann fängt man an zu trinken, so dass es wenigstens lustig wird.

**Wie reagieren Leute, wenn sie hören, dass Sie keinen Alkohol trinken?**

Wenn ich es zum ersten Mal jemandem erzähle, werde ich oft gefragt: „Warum?“ Entweder sagen die Leute, dass sie es selbst nicht machen könnten oder sie nehmen an, dass man schlimme Erlebnisse mit Alkohol hatte. Meine Freunde haben es sofort akzeptiert, was mich ehrlich überrascht hat. Inzwischen bin ich daran gewöhnt, anderen Personen meine Situation erklären zu müssen. Manchmal wenn mir die Geduld fehlt, sage ich, es geht nur um's Geld. Obwohl es billiger ist, nicht zu trinken, ist das für mich gar kein Grund.

**Warum ist es Ihnen wichtig, mit Schülern über Alkohol ganz offen zu sprechen?**

Ich habe keine Lust, deutsche Jugendliche über Alkoholismus zu belehren. Ich will nur, dass sich jeder Gedanken darüber macht, warum er Alkohol trinkt. Liegt es an den falschen Gründen? Ist es wirklich ein Genuss? Oder will man seinen Freunden gefallen?

**Eine letzte Frage: haben Sie überhaupt schlechte Angewohnheiten?**

Es stimmt, dass ich auch auf das Rauchen verzichte, aber ich könnte vielleicht weniger Kaffee trinken!



## Marking key for sample assessment task 1 – Unit 1

1. *Wie werden die sich ändernden Beziehungen zwischen den Generationen im Text dargestellt? Schreiben Sie eine Zusammenfassung in etwa 150 Worten auf Deutsch.*

How are the changing relationships between generations reflected in this text? Drawing on the information in the text, write a summary of approximately 150 words in German.

Criteria	Marks
<b>Response to text</b>	<b>/4</b>
Writes a comprehensive summary of the nature of relationships between generations, including the following information from the text: <ul style="list-style-type: none"> <li>the writer explains that they were once important to their daughter, son-in-law and grandchildren</li> <li>it seems as if the weekly visit to the grandparents became an obligation and if they (i.e. the grandchildren) are there at all, then they are texting constantly</li> <li>when the grandchildren were in the final years of primary school, the writer noticed that friends, hobbies, and other things were suddenly much more important. The grandparents have been replaced by close and trusted friends and other important role models</li> <li>the grandchildren also seem to constantly want something new – a new mobile phone or a video game, which are way too expensive in the opinion of the writer</li> <li>the grandparents like to support the grandchildren in every way and they have the money to make them happy, but sometimes they feel like an ATM. They say that the feeling of being important only if money is involved is not very nice. They have so much more than financial support to offer them</li> <li>the grandparents find it hard to accept that their grandchildren are getting older and have hardly any time for the family</li> <li>they are constantly being told that it is perfectly normal for children to sever their ties with the family at this age. Even if it's hard for them, they realise it is something they have to accept</li> <li>the relationship between the generations is extremely important to the grandparents and they offer the following advice to others: plan fun activities with the older grandchildren, show an interest in their lives, take their problems seriously, listen without questioning.</li> </ul>	4
Writes a summary of the nature of relationships between generations, including most of the information listed above.	3
Writes a summary of the nature of relationships between generations, including some of the information listed above.	2
Ideas or opinions may be present, but with little or no attempt to support these with information from the text.	1
Makes little or no reference to the text.	0
<b>Linguistic resources (Accuracy and range)</b>	<b>/4</b>
Uses a broad range of language, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Ability to use language, including vocabulary and grammar, is limited.	0



Criteria	Marks
<b>Text type and sequencing</b>	<b>/4</b>
<p>Uses all the key conventions accurately for the audience, context, purpose and text type. Writes a summary, which includes:</p> <ul style="list-style-type: none"> <li>• a title</li> <li>• an introduction and a conclusion</li> <li>• the main points from the text</li> <li>• formal language.</li> </ul> <p>Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.</p>	4
<p>Uses most of the key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.</p>	3
<p>Uses some of the key conventions appropriately for the audience, context, purpose and text type. Content is usually organised and sequenced logically.</p>	2
<p>Uses few of the key conventions appropriately for the audience, context, purpose and text type. Ideas are disjointed with little attempt to organise or sequence them.</p>	1
<p>Limited use of key conventions, organisation and sequencing of ideas.</p>	0
<b>Total</b>	<b>/12</b>

2. *Warum konsumieren einige junge Leute große Mengen Alkohol? Schreiben Sie eine kurze Zusammenfassung in etwa 150 Worten auf Englisch. Verwenden Sie dabei die Informationen aus dem Interview mit Stefan.*

Why do some young people turn to excessive alcohol consumption? Drawing on the information in the interview with Stefan, write a summary in English of approximately 150 words.

Criteria	Marks
<b>Response to text</b>	<b>/4</b>
Writes a comprehensive summary about why some young people turn to excessive alcohol consumption, including the following points made by Stefan: <ul style="list-style-type: none"> <li>• he never liked the taste of it but drank because everyone else did</li> <li>• people easily accept that girls do not drink: they can say that they do not want to get fat</li> <li>• peer pressure plays a role but it is not the only reason for binge-drinking. Alcohol may allow people to feel uninhibited. But the main reason Stefan believes is boredom, having nothing to do</li> <li>• he believes that it is not his place to lecture young Germans about drinking. He merely wants them to think about why it is that they drink. Is it for the wrong reasons? Is it for pleasure? Or do they want to please their friends?</li> </ul>	4
Writes a summary about why some young people turn to excessive alcohol consumption, including most of the points listed above.	3
Writes a summary about why some young people turn to excessive alcohol consumption, including some of the points listed above.	2
Ideas or opinions may be present, but with little or no attempt to support these with points from the text.	1
Makes little or no reference to the text.	0
<b>Response in English</b>	<b>/4</b>
Shows an excellent command of the English language. Uses a broad range of context relevant vocabulary, grammar and sentence structures, and stylistic techniques to engage the reader's interest.	4
Shows a sound command of the English language. Uses a range of mostly context relevant vocabulary, grammar and sentence structures, and some stylistic techniques to engage the reader's interest.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Ability to use language, including vocabulary and grammar, is limited.	0
<b>Text type and sequencing</b>	<b>/4</b>
Uses all the key conventions accurately for the audience, context, purpose and text type. Writes a summary, which includes: <ul style="list-style-type: none"> <li>• a title</li> <li>• an introduction and a conclusion</li> <li>• the points made by Stefan</li> <li>• formal language.</li> </ul> Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	4
Uses most of the key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Uses some of the key conventions appropriately for the audience, context, purpose and text type. Content is usually organised and sequenced logically.	2
Uses few of the key conventions appropriately for the audience, context, purpose and text type. Ideas are disjointed with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
<b>Total</b>	<b>/12</b>

## Sample assessment task

### German: Background Language – ATAR Year 11

#### Task 3 – Unit 1

**Assessment type:** Response: Listening

**Conditions**

Time for the task: 40 minutes

Other items: Monolingual and/or bilingual print dictionaries permitted  
Recording/Live reading of the spoken text

**Task weighting**

7.5% of the school mark for this pair of units

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**Task 3: Traditions and values in a contemporary society**

**(24 marks)**

Listen to the two spoken texts in German based on the topic of *Traditions and values in a contemporary society*.

Both texts will be played twice, with a pause between the first and second readings. After the second reading of each text there will be fifteen (15) minutes to answer the question for each text.

A total of thirty (30) minutes will be allocated for the completion of the two questions. Answer the questions in German or English, as specified, with the relevant information from the text.





## Transcript of spoken texts

### Text 1 *Familientraditionen*

Wenn man mich nach Traditionen in unserer Familie fragt, denke ich immer zuerst an Weihnachten oder Ostern. Die Bräuche an diesen Feiertagen kennt ja jeder zur Genüge und sie existieren in vielen Abwandlungen in den meisten Familien, die ich kenne. Viele dieser Traditionen stammen aus dem Christentum, haben aber ihre Wurzeln in germanischen Riten.

Aber eigentlich sind die kleinen Dinge, die man als Familie zusammen macht, unabhängig von den Feiertagen, für mich persönlich viel wichtiger und bedeutsamer. Im ersten Moment scheint es gar nicht, dass wir irgendwelchen Traditionen im Alltag folgen, denn das Wort Tradition lässt einen immer an verstaubte, jahrzehntelang befolgte Regeln denken. Das meine ich aber nicht. Kleine Familienbräuche fallen einem manchmal erst ein, wenn man von zu Hause auszieht und man fängt an sie zu vermissen, wenn man eine Freundin oder einen Freund hat, dem oder der man die kleinen Eigenheiten seiner Familie erklären muss.

Das kann zum Beispiel jeden Freitag ein Abendessen in demselben Restaurant sein oder jeden Sonntagnachmittag ein Skatspiel, bei dem der Verlierer den Abwasch machen muss. Ein „Klassiker“ ist natürlich auch das tägliche gemeinsame Abendessen, wo jeder die Chance hat von seinem Tag zu berichten. Oder auch jedes Jahr ein gemeinsames Wochenende auf dem Zeltplatz. All diese kleinen Rituale verbinden uns mit den Menschen, die uns etwas bedeuten und mit denen wir unsere Zeit verbringen. Gerade in einer Welt, in der sich vieles ändert, ist es wichtig ein paar Gewohnheiten oder eben Traditionen beizubehalten. Es erzeugt ein Gefühl von Verlässlichkeit und Regelmäßigkeit, was besonders für Kinder wichtig ist, aber auch in einer Beziehung wertvoll sein kann.

Es gibt tausende verschiedene Möglichkeiten, die eine Familie zusammenschweißen und auch gegen andere abgrenzen können. Der letzte Punkt kann wohl manchmal auch schwierig werden, wenn man nämlich ein neues Familienmitglied wird, etwa durch eine neue Partnerschaft oder auch Heirat. Kommt eine neue Person mit hinzu, die die kleinen Bräuche nicht versteht oder einzuordnen weiss, können schon mal Konflikte entstehen. Das Gute an den eben beschriebenen Traditionen ist aber auch, dass sie sehr flexibel, und in dieser Hinsicht vielleicht keine Traditionen im traditionellen Sinn sind. Manche Bräuche sind eben nur angemessen und schön, wenn die Kinder klein sind oder alle im selben Haus wohnen. Sobald es zu kompliziert oder anstrengend wird, sollte man nach neuen, kleinen, gemeinsamen Aktivitäten suchen. Gerade das ist doch das Schöne an Familientraditionen – man kann sie gestalten wie und wann man möchte!

## **Text 2 Stadt-oder Landleben?**

Also hier kommt die oft gestellte Frage wo man lieber wohnt: in der Stadt oder auf dem Land? Natürlich kann man diese Frage nicht nur mit Klischees oder in schwarzweiße Ansichten beantworten. Viele deutsche Städte vereinen mittlerweile Vor- und demnach auch Nachteile von Großstädten und Dörfern. Manchmal reicht es daher schon an den Stadtrand oder in ein Dorf zu ziehen, welches in Stadtnähe liegt, um beide Seiten voll auszunutzen.

Für manche Leute ändern sich die Wünsche auch mit den Lebensumständen. Wer kennt nicht den Rentner, der nach einem arbeitsreichen Leben in der hektischen Stadt seine wohlverdiente Ruhe mit Rosenzüchten in einem großen Garten verbringen will? Oder den 18jährigen Abiturienten, der es nicht abwarten kann, aus seinem langweiligen Dorf an die Universität in einer von Studenten wimmelnden Großstadt zu gehen?

Manche Leute können sich jedoch nie vorstellen jemals auf dem Land oder in der Stadt zu leben. Die Stadt wird oft von jungen Leuten bevorzugt, die gerne zu Konzerten, in schicke Restaurants oder ins Kino gehen. Das Gefühl von Toleranz und Individualität kommt in einer Stadt wohl eher zum Vorschein als auf dem Land. Vielleicht muss man auf dem Land nur mehr danach suchen. Vielleicht wird Toleranz aber auch nur mit Gleichgültigkeit gleichgesetzt. Schließlich wohnen so viele Leute in einer Stadt, dass man sich unmöglich um alle kümmern kann. Einsam unter vielen Leuten zu sein, ist für den Einen eine Horrorvorstellung, und für den Anderen das Paradies auf Erden. Genauso wie Landluft, also Kuhdung, Heu und frisch gemähter Rasen. Für den Einen ist es das Gefühl von unbeschwerter Freiheit und andere verbinden damit nur Langeweile und Provinz. Sie würden nichts für den Geruch von heißem Beton und Benzin tauschen wollen.

Um sich eine Meinung zu bilden, welche Art von Leben man vorzieht, sollte man natürlich idealerweise in beiden Umgebungen gewohnt haben. Und viele Leute tun es auch, sie fahren im Urlaub auf's Land oder eben aus dem Dorf in eine Metropole. Für manche erwächst aus diesen Erfahrungen der Wunsch umzuziehen, andere sind froh wieder in ihre gewohnte Umgebung zurückzukehren und sehen diese mit ganz neuen Augen. Wie mit so vielen Ansichten und Meinungen gibt es auch hier kein richtig oder falsch, sondern nur eine Grauzone, in der sich jeder selber zurecht finden muss.

## Marking key for sample assessment task 3 – Unit 1

1. Hören Sie sich den Monolog an und beschreiben Sie in etwa 150 Worten auf Englisch die Meinung des Sprechers oder der Sprecherin zum Thema: Traditionen und Moralvorstellungen in der heutigen Gesellschaft.

Listen to the monologue and drawing on the information in the text, discuss, in approximately 150 words in English, the role of traditions and values in a contemporary society as expressed by the speaker.

Criteria	Marks
<b>Response to text</b>	<b>/4</b>
<p>Writes a comprehensive summary on the role of traditions and values in a contemporary society as reflected in the text, including the following points as expressed by the speaker:</p> <ul style="list-style-type: none"> <li>when the speaker thinks about traditions in their family, Christmas or Easter come to mind. Everyone knows the customs associated with these holidays and they exist in many variations in most families. Many of these traditions date back to Christianity but have their roots in Germanic rites</li> <li>it's the little things that you do together as a family, regardless of the holidays, that are much more important and meaningful. Little family traditions that you only think about and begin to miss after you move out of home. Or when a girlfriend or a boyfriend comes onto the scene and you have to explain the little idiosyncrasies of your family, for example, a dinner every Friday night in the same restaurant, or a bridge game every Sunday afternoon, with the loser having to do the dishes. A 'classic' is the nightly dinners where everyone has a chance to talk about their day. Or perhaps a weekend once a year at a camping ground</li> <li>all these little rituals connect us to the people with whom we spend our time, and who mean something to us, especially in a world where many things change, it is important to retain a few habits or even traditions. It creates a feeling of reliability and routine, which, especially for children, is important, but it can also be valuable in a relationship. There are thousands of different ways that bind a family together. Where this could prove difficult is when a new family member is welcomed into the family; for example, through a new partnership or even marriage. If a new person does not understand or know how to 'internalise' the customs, conflicts could arise</li> <li>the good thing about traditions as described above, is that they are very flexible, and in this respect, perhaps no great traditions in the traditional sense. Some traditions are appropriate and fun/enjoyable for when the children are small or when the whole family lives in the same house. Once it becomes too complicated or stressful, you should look for new, small things to do together. The nice thing about family traditions is that you can shape them how/as and when you want/would like!</li> </ul>	4
Writes a summary on the role of traditions and values in a contemporary society as reflected in the text, including most of the points listed above.	3
Writes a summary on the role of traditions and values in a contemporary society as reflected in the text, including some of the points listed above.	2
Ideas or opinions may be present, but with little or no attempt to support these with points from the text.	1
Makes little or no reference to the text.	0



Criteria	Marks
<b>Response in English</b>	<b>/4</b>
Shows an excellent command of the English language. Uses a broad range of context relevant vocabulary, grammar and sentence structures, and stylistic techniques to engage the reader's interest.	4
Shows a sound command of the English language. Uses a range of mostly context relevant vocabulary, grammar and sentence structures, and some stylistic techniques to engage the reader's interest.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Ability to use language, including vocabulary and grammar, is limited.	0
<b>Text type and sequencing</b>	<b>/4</b>
Uses all the key conventions accurately for the audience, context, purpose and text type. Writes a summary, which includes: <ul style="list-style-type: none"> <li>• a title</li> <li>• an introduction and a conclusion</li> <li>• all the information provided in the text</li> <li>• formal language.</li> </ul> Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	4
Uses the key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Uses the key conventions suitably for the audience, context, purpose and text type. Content is usually organised and sequenced logically.	2
Uses few of the key conventions suitably for the audience, context, purpose and text type. Ideas are disjointed with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
<b>Total</b>	<b>/12</b>

2. Hören Sie sich den Radiokommentar an. Fassen Sie den Vergleich des Kommentators zwischen Stadt-und Landleben in etwa 150 Worten auf Deutsch zusammen.

Listen to the radio commentary and drawing on the information in the text, write approximately 150 words in German summarising the commentator's comparison of rural and urban life.

Criteria	Marks
<b>Response to text</b>	<b>/4</b>
Writes a comprehensive summary of the commentator's comparison of rural and urban life, including the following points: <ul style="list-style-type: none"> <li>country living – For some people, their preference for urban or rural living changes with their circumstances. We all know of a retiree who wants to leave behind a busy life in the city for a well-deserved rest growing roses in a large garden. For some the country air (and its smells, such as cow dung, hay and freshly mowed lawns) is the feeling of carefree freedom, whereas others associate it only with boredom and backwater.</li> <li>city living – Who does not know of an 18 year old high school graduate who cannot wait to leave their boring village/town to go to university in a metropolis/city teeming with students? The city is often preferred by young people who like to go to concerts, eat in trendy restaurants or go to the cinema. The feelings of tolerance and individuality are often expressed more in the city than in the country. But, maybe in the city, tolerance could also be equated with indifference. There are so many people living in the city that you cannot possibly care for all of them. To be alone among so many people is a horror for some, for others it is Paradise on earth.</li> <li>in general, to be able to form an opinion and know which kind of life you would prefer, you should ideally, of course, have lived in both environments. Many people do it; they go on holiday to the countryside or travel just out of the village into a city. In some people these experiences can bring about the desire to move, others are glad to return to their usual environment and see it with a whole new set of eyes.</li> <li>finally, as with many things, there is also no right or wrong answer, but only a grey area, and each individual will need to make up their own mind.</li> </ul>	4
Writes a summary of the commentator's comparison of rural and urban life, including most of the points listed above.	3
Writes a summary of the commentator's comparison of rural and urban life, including some of the points listed above.	2
Ideas or opinions may be present, but with little or no attempt to support these with points from the text.	1
Makes little or no reference to the text.	0
<b>Linguistic resources (Accuracy and range)</b>	<b>/4</b>
Uses a broad language, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Ability to use language, including vocabulary and grammar, is limited.	0

Criteria	Marks
<b>Text type and sequencing</b>	<b>/4</b>
<p>Uses all the key conventions accurately for the audience, context, purpose and text type. Writes a summary, which includes:</p> <ul style="list-style-type: none"> <li>• a title</li> <li>• an introduction and a conclusion</li> <li>• all the points provided in the text</li> <li>• formal language.</li> </ul> <p>Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.</p>	4
<p>Uses the key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.</p>	3
<p>Uses the key conventions suitably for the audience, context, purpose and text type. Content is usually organised and sequenced logically.</p>	2
<p>Uses few of the key conventions suitably for the audience, context, purpose and text type. Ideas are disjointed with little attempt to organise or sequence them.</p>	1
<p>Limited use of key conventions, organisation and sequencing of ideas.</p>	0
<b>Total</b>	<b>/12</b>

## Sample assessment task

### German: Background Language – ATAR Year 11

#### Task 9 – Unit 2

**Assessment type:** Written communication

**Conditions**

Time for the task: 45 minutes

Other items: Monolingual and/or bilingual print dictionaries permitted

**Task weighting**

10% of the school mark for this pair of units

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**Task 9: German identity in the Australian context**

**(16 marks)**

*Eine deutsche Sprachschule will mit einer Serie von Mitteilungsblättern den Deutschunterricht an deutschsprachigen Kinder fördern. Schreiben Sie einen Artikel für das Mitteilungsblatt in dem Sie, als australischer Bürger, über Ihre deutsch-australische Identität, die Nützlichkeit Ihrer Deutschkenntnisse und Ihren Kulturbesitz nachdenken. Schreiben Sie etwa 200 Worte auf Deutsch.*

A German language school wants to promote the teaching of German to children with German heritage by publishing a series of articles in its newsletter. Write an article for the newsletter in which you, as a citizen of Australia, reflect on your Australian-German identity, the usefulness of your knowledge of the German language and your cultural heritage. Write approximately 200 words in German.



## Marking key for sample assessment task 9 – Unit 2

Criteria	Marks
<b>Content</b>	<b>/8</b>
Produces a reflective writing text, showing a high degree of relevance and originality, and depth of content. Elaborates on the topic of their Australian-German identity, the usefulness of their knowledge of the German language, and their cultural heritage.	7–8
Produces a reflective writing text, showing some synthesis of ideas, relevance and originality, and depth of content. Elaborates on the topic of their Australian-German identity, the usefulness of their knowledge of the German language, and their cultural heritage.	5–6
Produces a reflective writing text, showing, partial synthesis of ideas, relevance and depth of content. Discusses the topic of their Australian-German identity, the usefulness of their knowledge of the German language, and their cultural heritage.	3–4
Produces a reflective writing text which summarise ideas, showing relevance and some depth of content. Discusses the topic of their Australian-German identity, the usefulness of their knowledge of the German language, and their cultural heritage.	1–2
Limited originality and awareness of the kind of writing, narrative perspective or content required for the task.	0
<b>Linguistic resources (Accuracy and range)</b>	<b>/4</b>
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Stylistic techniques are successfully used to engage the reader's interest.	4
Uses a sound range of language, including vocabulary, expressions, grammar, and stylistic techniques, with a high level of accuracy. Simple stylistic techniques are used to engage the reader's interest.	3
Uses language, including vocabulary, expressions, grammar, and stylistic techniques, that is suitable, with some accuracy. Some simple stylistic techniques appropriate to the task may be attempted.	2
Uses language, including vocabulary, grammar, and stylistic techniques that is usually suitable, with some accuracy.	1
Ability to use language, including vocabulary and grammar, with limited accuracy.	0
<b>Text type and sequencing</b>	<b>/4</b>
Uses all the key conventions accurately for the audience, context, purpose and text type. Writes an article reflecting on their Australian-German identity, the usefulness of their knowledge of the German language, and their cultural heritage. The reflective text, includes: <ul style="list-style-type: none"> <li>• a title</li> <li>• ideas and opinions on the topic that are developed</li> <li>• a statement of conclusion or advice to the reader</li> <li>• a personal voice, examining the writers own beliefs, values and attitudes</li> <li>• language that is often emotive, as the article involves personal responses to experiences, events, opinions and situations.</li> </ul> Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	4
Uses most of the key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Uses some of the key conventions appropriately for the audience, context, purpose and text type. Content is usually organised and sequenced logically.	2
Uses few of the key conventions appropriately for the audience, context, purpose and text type. Ideas are disjointed with little attempt to organise or sequence them.	1
Limited use of key conventions, organisation and sequencing of ideas.	0
<b>Total</b>	<b>/16</b>

## Sample assessment task

### German: Background Language – ATAR Year 11

#### Task 11 – Unit 2

**Assessment type:** Oral communication

**Conditions**

Time for the task: Preparation time 10 minutes  
Interview 10–12 minutes

Other items: Monolingual and/or bilingual print dictionaries permitted during preparation time

**Task weighting**

10% of the school mark for this pair of units

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**Task 11: Media and communication**

**(20 marks)**

Participate in an interview with a speaker of German who is interested in finding out your opinions and experiences on the topic of *Media and communication*.

Time allocation for your talk is approximately 10–12 minutes.

### Notes for teachers

Students will participate in an oral interview with a speaker of German. This speaker may be the classroom teacher, another teacher of German or a German aide. The speaker of German will conduct an interview where he/she will ask a number of questions in German on the prescribed topic *Media and communication*.

The teacher is to allocate approximately 10–12 minutes per interview.

Below are some questions teachers may find helpful:

- Wie lassen sich junge Leute von der Werbung beeinflussen?*
- Wie finden Sie die Glitzerwelt der Stars?*
- Wie beeinflussen die neuen Technologien unsere Verhältnisse?*
- Mit welchen Problemen wird sich unsere Informationsgesellschaft in Zukunft auseinandersetzen müssen?*
- Mit welchen Herausforderungen wird Ihre Generation in den Bereichen Technologie und Informationsmanagement konfrontiert?*

In preparation for this task students are to be given the opportunity to research, discuss and make notes on the topic, before participating with a partner exchanging information (questioning and responding) and maintaining a conversation about *Media and communication*.



## Marking key for sample assessment task 11 – Unit 2

Criteria	Marks
<b>Topic – Content and relevance of response</b>	<b>/6</b>
Engages in a meaningful discussion. Comprehends all questions and provides a wide range of relevant information, ideas and opinions. Observes all conversational conventions, such as taking turns, using fillers and appropriate register.	6
Engages in a meaningful discussion. Comprehends all questions and provides a good range of relevant information, ideas and opinions. Observes all conversational conventions, such as taking turns, using fillers and appropriate register.	5
Engages in a discussion. Comprehends all questions and provides a satisfactory range of relevant information, ideas and opinions. Sometimes uses memorised text, but is able to incorporate it into the conversation. Observes most conversational conventions, such as taking turns, using fillers and appropriate register.	4
Participates in a discussion. Comprehends most questions and provides some relevant information, ideas and opinions. Frequently uses memorised text and has difficulty incorporating it into the conversation. Observes some conversational conventions, such as taking turns, using fillers and appropriate register.	3
Participates in a fragmented discussion. Comprehends anticipated and familiar questions and provides some information, ideas and opinions. Relies on memorised text. Observes few conversational conventions, such as taking turns, or using fillers and appropriate register.	2
Participates in a fragmented discussion. Comprehends familiar questions and comments and provides limited information and few ideas or opinions. Relies heavily on memorised text.	1
Fails to respond or uses another language in responses. Provides inadequate information.	0
<b>Linguistic resources – Accuracy</b>	<b>/4</b>
Applies the rules of grammar and syntax accurately and consistently. Makes minor errors in structures which do not affect meaning.	4
Applies the rules of grammar and syntax mostly accurately and consistently. Makes errors in a range of structures which do not affect meaning.	3
Applies the rules of grammar with a satisfactory level of accuracy and reasonable consistency. Makes errors which sometimes impede meaning.	2
Applies the rules of grammar with little accuracy or consistency. Makes errors which impede meaning.	1
Fails to apply rules of grammar with any accuracy or consistency. Makes frequent errors which impede meaning.	0
<b>Linguistic resources – Vocabulary and range</b>	<b>/4</b>
Uses a wide range of contextually relevant vocabulary, expressions, grammar and sentence structure. Engages the audience.	4
Uses a sound range of contextually relevant vocabulary, expressions, grammar and sentence structure. Engages the audience.	3
Uses a satisfactory range of vocabulary, grammar and sentence structure.	2
Uses basic and repetitive vocabulary, grammar and sentence structure.	1
Uses inadequate vocabulary, grammar and sentence structure.	0
<b>Speech – Pronunciation and intonation</b>	<b>/3</b>
Uses clear and comprehensible pronunciation and excellent intonation.	3
Uses acceptable pronunciation and intonation.	2
Sometimes uses unclear or inaccurate pronunciation and intonation.	1
Uses unclear and inaccurate pronunciation and intonation.	0
<b>Speech – Flow</b>	<b>/3</b>
Speaks confidently and naturally. Uses appropriate fillers where thinking time is required.	3
Speaks with some confidence, although hesitates at times.	2
Speaks with some hesitation and/or repetition.	1
Hesitates and pauses frequently.	0
<b>Total</b>	<b>/20</b>