



## SAMPLE ASSESSMENT TASKS

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GERMAN: SECOND LANGUAGE  
ATAR YEAR 11

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## Sample assessment task

### German: Second Language – ATAR Year 11

#### Task 1 – Unit 1

**Assessment type:** Oral communication

**Conditions**

Time for the task: Preparation time 10 minutes

Interview 8–10 minutes

Other items: German/English and English/German dictionary permitted during research and preparation time

**Task weighting:** 10% of the school mark for this pair of units

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**Task 1: Welcome to my country**

**(20 marks)**

Participate in an interview with a speaker of German who is interested in finding out how your preparations are progressing for a visit by a German speaker to your home. You will be asked to provide information on the following:

- what preparations you have to make in your home for the visitor
- what help you think your visitor will need (language, transport, customs, food)
- what kind of activities you are planning for your visitor (such as tourist attractions and cultural activities).

Include anything else that you think is important to make your visitor feel comfortable.

Before the interview takes place you will be given the opportunity to do research on your suburb, town/city and state, and make notes on what you would encourage a visiting German speaker to see and do.

At the interview talk about your preparations for a visit by a German speaker to your home. Provide as much information as you can.

Time allocation for your interview is approximately 8–10 minutes.

**Notes for teachers**

Students will participate in an 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, Welcome to my country.

Allocate approximately 8–10 minutes per interview.

Before attempting this task, give students the opportunity to do research on their chosen suburb, town/city and state, and make notes on what they would encourage a visiting German speaker to see and do.

In preparation for this task, allow students the opportunity to practise with a partner by exchanging information (questioning and responding) and maintaining a conversation, while talking about their preparations for a visit by a German speaker to their home.

Ask students a series of questions that will elicit information on the following:

- what preparations they have to make in their home for the visitor
- what help they think their visitor will need (language, transport, customs, food)
- what kind of activities they are planning for their visitor (such as tourist attractions and cultural activities)
- anything else that they think is important to make their visitor feel comfortable.

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

Criteria	Marks
<b>Comprehension</b>	<b>/3</b>
Comprehends most or all questions and comments related to their preparations for a visit by a German speaker to their home. Makes few or no requests for clarification.	3
Comprehends some familiar questions and comments related to their preparations for a visit by a German speaker to their home. Makes some requests for clarification.	2
Comprehends few questions and comments related to their preparations for a visit by a German speaker to their home. Requests clarification frequently, relying heavily on marker support.	1
<b>Response (relevance and depth of information)</b>	<b>/6</b>
Engages in a detailed and comprehensive interview. Provides a wide-range of relevant information, ideas and opinions related to the topic. Observes all conventions of an interview, taking turns, using fillers and an appropriate register.	6
Engages in a detailed interview. Provides a good range of relevant information, ideas and opinions related to the topic. Observes all conventions of an interview, taking turns, using fillers and an appropriate register.	5
Engages in a detailed interview. Provides a satisfactory range of relevant information, ideas and opinions related to the topic. Relies, at times, on memorised text as part of the interview. Observes most conventions of an interview, taking turns, using fillers and an appropriate register.	4
Participates in an interview. Provides some relevant information, ideas and opinions related to the topic. Observes some conventions of an interview, taking turns, using fillers and an appropriate register.	3
Participates in a fragmented interview. Relies on memorised text to provide some information, ideas and opinions related to the topic. Observes few conventions of an interview, taking turns, using fillers and an appropriate register.	2
Participates in a fragmented interview. Relies heavily on memorised text and/or provides limited information and few ideas or opinions related to the topic.	1
<b>Language accuracy (grammar)</b>	<b>/4</b>
Applies the rules of grammar 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 some accuracy and reasonable consistency. Makes errors which sometimes impede meaning.	2
Applies the rules of grammar with little accuracy or consistency.	1
<b>Language range (vocabulary and grammar)</b>	<b>/4</b>
Uses contextually relevant vocabulary and a range of expressions, grammar and sentence structure.	4
Uses contextually relevant vocabulary, expressions, grammar and sentence structure.	3
Uses mostly contextually relevant vocabulary, grammar and sentence structure.	2
Uses repetitive basic vocabulary, grammar and sentence structure.	1
<b>Speech (fluency and articulation)</b>	<b>/3</b>
Speaks confidently and naturally. Articulates clearly with expressive intonation and clear pronunciation.	3
Speaks with some confidence, although hesitates at times. Articulation is mostly clear with acceptable intonation and pronunciation.	2
Speaks with some hesitation and/or repetition. Articulation is often unclear with inaccurate intonation and pronunciation.	1
<b>Total</b>	<b>/20</b>

## Sample assessment task

### German: Second Language – ATAR Year 11

#### Task 3 – Unit 1

**Assessment type:** Written communication

**Conditions**

Time for the task: 45 minutes

Other items: German/English and English/German dictionary permitted

**Task weighting:** 5% of the school mark for this pair of units

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**Task 3: At home in a German-speaking community**

**(20 marks)**

While on exchange in a German-speaking country, you are invited to recount your experiences, in a series of journal entries for a German travel blog, on daily life in a German-speaking community.

In your entries include information about:

- daily routine in the family home
- school routine (i.e. times, courses, activities)
- popular leisure time activities.

Then, compare these with your daily life in Australia.

Write approximately 150 words in German.



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

Criteria	Marks
<b>Content and relevance of response to the question</b>	<b>/6</b>
Provides all the required content and relates it strongly to the question by writing a series of journal entries for a German travel blog, describing daily life in a German-speaking community. Includes information about: <ul style="list-style-type: none"> <li>daily routine in the family home</li> <li>school routine (i.e. times, courses, activities)</li> <li>popular leisure time activities.</li> </ul> Compares these with daily life in Australia. Uses effective and relevant details to elaborate.	6
Provides most of the required content and relates it mostly to the question. Uses details to elaborate.	5
Provides mostly relevant content and relates it somewhat to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question.	3
Provides some content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
<b>Language accuracy (grammar)</b>	<b>/6</b>
Demonstrates the rules of grammar and syntax accurately and consistently. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates the rules of grammar and syntax accurately and consistently. Uses a range of structures with some errors. Makes errors, but inaccuracies do not affect meaning or flow.	5
Demonstrates the rules of grammar and syntax with a satisfactory level of accuracy and consistency. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Demonstrates the rules of grammar and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Demonstrates the rules of grammar and syntax inadequately and inconsistently. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Demonstrates the rules of grammar and syntax inaccurately. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
<b>Language range (vocabulary and grammar)</b>	<b>/5</b>
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
<b>Text types – Conventions and sequencing</b>	<b>/3</b>
Uses all the key conventions of the text type, including appropriate register. Writes a series of journal entries to a German travel blog which includes sense of time and sequence and place name, personal comments, information or experiences, informal and colloquial language in the first person and the present tense. Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences 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 of information impedes the flow and understanding.	1
<b>Total</b>	<b>/20</b>



## Sample assessment task

### German: Second Language – ATAR Year 11

#### Task 10 – Unit 2

**Assessment type:** Response: Listening

**Conditions**

Time for the task: 40 minutes

Other items: German/English and English/German dictionary permitted

**Task weighting:** 7.5% of the school mark for this pair of units

#### **Task 10: Young people at work and leisure in German-speaking countries (28 marks)**

Listen to the **two** spoken texts in German based on the topic of Young people at work and leisure in German-speaking countries.

All texts will be played twice. There will be a short pause between the first and second readings.

After the second reading, there will be time to answer the questions. Answer all questions in English with the relevant information.

#### **Text 1 *Sommerspaß im Jugendclub Stuttgart!* (14 marks)**

**Question 1**

List **two (2)** reasons why someone would be interested in this announcement. (2 marks)

1. \_\_\_\_\_

2. \_\_\_\_\_

**Question 2**

Complete the following information on Stuttgart Youth Club. (4 marks)

Stuttgart Youth Club	Response
What?	•
Whom?	•
When?	• •

**Question 3**

List **three (3)** activities organised for the days when the weather is fine. (3 marks)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Question 4**

List **three (3)** indoor activities organised for the days when the weather may be inclement. (3 marks)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Question 5**

What do you do if you would like more information? (2 marks)

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**Text 2 *Schule, Arbeit und Freizeit*****(14 marks)****Question 6**

What is the topic of discussion? (1 mark)

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**Question 7**

**Nadja** (2 marks)

Complete the following statement.

Nadja does guitar, drama and dance \_\_\_\_\_

**Question 8**

What does Nadja like to do on the weekend?

(1 mark)

**Question 9**

Tick (✓) the correct response to complete the statement.

(1 mark)

Nadja thinks that

- All her subjects are important.
- Some of her subjects are important.
- None of her subjects are important.

**Question 10**

**Anil**

Place in order, from 1–3, what it is that Anil finds important. Start with the most important.

(3 marks)

- His friends
- Football
- His job

**Question 11**

**Heiner**

Tick (✓) whether the statements below are true or false.

(3 marks)

Statements	True	False
Heiner is in his second-last year of schooling.		
In the afternoons he is generally free.		
Sport and friends conflict with Heiner's schooling.		

**Question 12**

**Stella**

Complete these statements by filling each gap with the necessary information.

(3 marks)

Stella wants to \_\_\_\_\_ with her friends.

She has \_\_\_\_\_ in her city hospital job.

At work everyone \_\_\_\_\_.

**Transcript of spoken texts****Text 1 Sommerspaß im Jugendclub Stuttgart!**

Aufruf an alle jungen Deutschen! Hört gut zu! Was habt ihr für die Sommerferien dieses Jahr geplant? Seid ihr auf der Suche nach etwas Spaß? Seid ihr auf der Suche nach einer Möglichkeit, neue Freunde zu treffen? Wenn ihr noch keine besonderen Pläne habt, kommt zu uns! Im Jugendclub Stuttgart bieten wir Ferienkurse aller Art für junge Menschen ab 15 Jahren an. In den ersten drei Juliwochen könnt ihr sehr viel mit uns unternehmen. Dann ist das Wetter schön und warm, und organisieren wir viele Aktivitäten im Freien, wie Schwimmen, Wandern, Fußball, Kanufahren und eine dreitägige Radtour. Und bei schlechtem Wetter? Kein Problem! Dann bieten wir Indoor-Aktivitäten wie Basteln, Yoga, Schach, Musik- und Kunstunterricht an. Ihr findet uns unter [www.jugendclubstuttgart.de](http://www.jugendclubstuttgart.de) oder ihr könnt eine Mail schicken an [jugendclub@stuttgart.de](mailto:jugendclub@stuttgart.de). Dann lassen wir euch kostenlos unser Informationsheft zukommen.

**Text 2 Schule, Arbeit und Freizeit**

Wir haben nachgefragt und wollen diskutieren: Wie vereinigst du Schule und Freizeit?

**Nadja**

Nadja: Nach der Schule habe ich unter der Woche noch Gitarren-, Schauspiel- und Tanzunterricht. An den Wochenenden möchte ich mich mit anderen Dingen als die Schule beschäftigen. Ein paar Fächer sind mir wichtig, da möchte ich gute Noten haben, der Rest ist nicht so wichtig.

**Anil**

Mein Beruf als Elektriker ist am wichtigsten für mich, an zweiter Stelle kommen die Freunde, und danach kommt der Fußball. Nur nachdem ich mit meinem Arbeitstag fertig bin, verbringe ich Zeit mit meinen Hobbys. Ich nehme meine Arbeit sehr ernst, schließlich möchte ich doch ein gutes Handwerk liefern.

**Heiner**

Schule und Freizeit, da gibt es bisher keine Konflikte. In der Schule läuft es gut, und da ich in der Abiturklasse bin, konnte ich ohnehin viele Fächer abwählen. Ich habe meistens nicht so lange Schule und bin nachmittags generell frei. Dann mache ich meinen Sport, also Fitness, und treffe mich mit Freunden. Schule: 50%. Freizeit: 50%.

**Stella**

Viel Zeit mit meinen Freunden zu verbringen, das ist die wichtigste Sache für mich. Zum Glück habe ich keine Probleme bei meiner Arbeit in der Notaufnahme eines belebten Stadtkrankenhauses. Alle sind freundlich und hilfsbereit, und bisher hat alles immer gut geklappt.

## Marking key for sample assessment task 10 – Unit 2

### Text 1 *Sommerspaß im Jugendclub Stuttgart!*

Response	Marks
<b>Question 1</b>	<b>/2</b>
Any <b>two</b> of the following reasons: they haven't made any plans yet (for the summer break) looking for something fun to do looking for a way to make new friends.	1–2
<b>Question 2</b>	<b>/4</b>
What? vacation courses	1
Whom? young people over 15 years of age	1
When? summer holidays first three weeks of July	1 1
<b>Question 3</b>	<b>/3</b>
Any <b>three</b> of the following reasons: swimming hiking soccer canoeing a three-day bike ride.	1–3
<b>Question 4</b>	<b>/3</b>
Any <b>three</b> of the following reasons: arts and crafts yoga chess music art classes.	1–3
<b>Question 5</b>	<b>/2</b>
Look on their website	1
or email them (and they'll send you their free information booklet).	1
<b>Total</b>	<b>/14</b>

Text 2 *Schule, Arbeit und Freizeit*

Response	Marks
<b>Question 6</b>	<b>/1</b>
How do you/the respondents/ balance, school, work and leisure?	1
<b>Question 7</b>	<b>/2</b>
Nadja does guitar, drama and dance <b>after school, during the week.</b>	1 1
<b>Question 8</b>	<b>/1</b>
Nadja likes to dedicate herself to things other than school.	1
<b>Question 9</b>	<b>/1</b>
Some of her subjects are important.	1
<b>Question 10</b>	<b>/3</b>
His friends <b>2</b>	1
Football <b>3</b>	1
His job <b>1</b>	1
<b>Question 11</b>	<b>/3</b>
Heiner is in his second-last year of schooling. <b>False</b>	1
In the afternoons he is generally free. <b>True</b>	1
Sport and friends conflict with Heiner's schooling. <b>False</b>	1
<b>Question 12</b>	<b>/3</b>
Stella wants to <b>spend time/meet up</b> with her friends.	1
She has <b>no problems</b> in her city hospital job.	1
At work everyone <b>is friendly and helpful.</b>	1
<b>Total</b>	<b>/14</b>

## Sample assessment task

### German: Second Language – ATAR Year 11

#### Task 11 – Unit 2

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

**Conditions**

Time for the task: 60 minutes

Other items: German/English and English/German dictionary permitted

**Task weighting:** 7.5% of the school mark for this pair of units

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**Task 11: Technology in daily life**

**(30 marks)**

Technology plays a part in our daily life and the lives of people around the world. Read the following texts and write responses in English to all the questions provided.

**Text 1 Facebook-aktueller Stand**

**(14 marks)**

Hier ist Mia.

Es ist mal wieder eine langweilige Schicht hier in der Firma, wo ich meinen Nachmittag verbringe, und wenn ich wild auf der Tastatur herumtippe, denken zumindest alle, dass ich arbeite ...

Ich habe Neuigkeiten. Vorgestern war Jochen noch mit Susi zusammen, nun, gestern Abend habe ich Susi mit Klaus im Kino gesehen. Den Film haben sie sich aber nicht angeschaut ... Das war schon richtig peinlich, wie die sich die ganze Zeit ... Na ihr wisst schon ...

Susi kann wirklich jeden Typen haben, aber warum meinen Klaus?! Seit der elften Klasse habe ich ihn als meine Nummer eins angesehen. Ich dachte auch, dass er mich mag. Nun, das war es dann wohl.

Eigentlich hatte ich mir vorgenommen, meine Gefühle nicht mehr auf Facebook der Welt mitzuteilen. Doch hier bin ich wieder mal und schreibe über meine Sorgen, die mich so bedrücken, dass ich davon sprechen muss. Ist ja billiger als ein Psychologe.

Wahrscheinlich bin ich süchtig nach Facebook-Kontakten. Mein Cousin meint, und er hat Recht, dass ich bestimmt keine zwei Wochen ohne Facebook leben könnte. Er hat gut reden, er sitzt als Student und Poet eher mit dem Füllfederhalter im Garten und schreibt Gedichte oder segelt mit seinen Freunden.

Oh, da kommt eine SMS, von Klaus, ob ich morgen mit ihm ins Kino gehen will. Oh, was soll ich nur machen? Bin dankbar für jeden Rat ...

**Question 1**

Tick (✓) the correct response to complete the statement. (1 mark)

Mia is at

- home
- work
- university
- school.

**Question 2**

Anyone observing Mia would think that she was busy. Why? (1 mark)

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**Question 3**

Give the times that correspond to each situation. (3 marks)

Susi was going out with Jochen. \_\_\_\_\_

Mia saw Susi at the cinema with Klaus. \_\_\_\_\_

Mia has been interested in Klaus since \_\_\_\_\_

**Question 4**

What had Mia resolved not to do? (3 marks)

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**Question 5**

What benefit does Mia see in pouring her soul out on Facebook? (1 mark)

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**Question 6**

(1 mark)

Mia thinks that she is probably \_\_\_\_\_ Facebook.

**Question 7**

(2 marks)

Her cousin claims that Mia couldn't \_\_\_\_\_ without Facebook

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**Question 8**

Mia receives an SMS. Why does she suddenly ask for advice? (2 marks)

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Text 2 *Ohne Handy überleben?*

(6 marks)



http://www.

**Bloggermania.de**

Nun darf man im Flugzeug telefonieren. Ist man denn nirgends mehr vor den stupiden Kurzdialogen „Ich bin jetzt hier und da“ geschützt? Hilfe! Ich kann es nicht mehr hören. Ich werde Unterschriften sammeln ...

Handyverbot in allen öffentlichen Verkehrsmitteln... Allerdings gibt es schon Ruhebereiche in Zügen, wo man nicht telefonieren darf. Entweder man führt das auch im Flugzeug ein, oder ...

Blogger: Gisela Schaefer

**Blog threads**

- New ▶
- Old ▶
- FAQ ▶
- Sign up ▶

**Question 9**

According to Gisela, what is now being permitted?

(2 marks)

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**Question 10**

What will be the title of Gisela's petition?

(2 marks)

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**Question 11**

What has been introduced on trains?

(2 marks)

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**Text 3 Kurznachrichten – WDR Jugendkanal****(10 marks)**

Ansagerin: Kurznachrichten, WDR Jugendkanal.

Die Schüler-VZ ist Deutschlands größtes soziales Netzwerk, bei dem Schüler und Schülerinnen Fotos, Filme, Nachrichten über Gruppen austauschen und mit Freunden und Mitschülern in Kontakt bleiben. Heute erreichte uns die Meldung, dass die Schüler-VZ seinen 30 Millionsten Teilnehmer bekommen hat.

Die junge Frau aus Binz auf der Insel Rügen, die sich als 30 Millionste Teilnehmerin anmeldete, erhielt einen besonderen Willkommensgruß. Die Organisatoren riefen bei ihr zu Hause an und schickten ihr Blumen. Viele Journalisten wollten das 16-jährige Mädchen, das als Hobbys Reiten, Schwimmen und Lesen angegeben hat, persönlich kennen lernen. Bei diesem Medienrummel hat die junge Gymnasiastin bestimmt bald noch mehr Freunde.

**Question 12**

What kind of organisation is mentioned in the news item?

(2 marks)

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**Question 13**

What was the occasion?

(2 marks)

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**Question 14**

How was the occasion marked by the Schüler-VZ?

(3 marks)

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**Question 15**Which hobbies does the person have? Tick (✓) only **three (3)** boxes.

(3 marks)

	✓
horse riding	
growing flowers	
reading	
swimming	
bike riding	

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

### Text 1 Facebook-aktueller Stand

Response	Marks
<b>Question 1</b>	<b>/1</b>
work ✓	1
<b>Question 2</b>	<b>/1</b>
Mia is typing away furiously (or similar).	1
<b>Question 3</b>	<b>/3</b>
Susi was going out with Jochen. <b>Day before yesterday.</b>	1
Mia saw Susi at the cinema with Klaus. <b>Last night.</b>	1
Mia has been interested in Klaus since <b>Year 11 (eleventh grade).</b>	1
<b>Question 4</b>	<b>/3</b>
to share her feelings	1
with the world	1
on Facebook	1
<b>Question 5</b>	<b>/1</b>
Cheaper than a psychologist.	1
<b>Question 6</b>	<b>/1</b>
Mia thinks that she is probably <b>addicted to</b> Facebook.	1
<b>Question 7</b>	<b>/2</b>
Her cousin claims that Mia couldn't <b>survive (live/go/last)</b> without Facebook	1
<b>for two weeks.</b>	1
<b>Question 8</b>	<b>/2</b>
Klaus has asked her if she wants to go to the cinema and she doesn't know what to do.	1
	1
<b>Total</b>	<b>/14</b>

**Text 2 Ohne Handy überleben?**

Response	Marks
<b>Question 9</b>	<b>/2</b>
Making phone calls (telephoning) from aeroplanes.	1 1
<b>Question 10</b>	<b>/2</b>
Mobile phone ban on all public transport.	1 1
<b>Question 11</b>	<b>/2</b>
Quiet zones where you are not allowed to make phone calls.	1 1
<b>Total</b>	<b>/6</b>

**Text 3 Kurznachrichten – WDR Jugendkanal****(10 marks)**

Response	Marks
<b>Question 12</b>	<b>/2</b>
The biggest social networking site for school students.	1 1
<b>Question 13</b>	<b>/2</b>
The 30 millionth member of the website signed up.	1 1
<b>Question 14</b>	<b>/3</b>
Organisers of the social networking site rang her up/contacted her sent a bunch of flowers much media hype/frenzy.	1 1 1
<b>Question 15</b>	<b>/3</b>
horse riding ✓	1
reading ✓	1
swimming ✓	1
<b>Total</b>	<b>/10</b>