



SAMPLE ASSESSMENT TASKS

GERMAN: SECOND LANGUAGE
GENERAL YEAR 12

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Sample assessment task

German: Second Language – General Year 12

Task 1 – Unit 3

Assessment type: Oral communication

Conditions

Time for the task: Preparation 10 minutes
Conversation 4–5 minutes

Other items: Planning sheet
German/English and English/German dictionary permitted during preparation

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

Task 1: Welcome to my country

(20 marks)

Participate in a conversation 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, customs, food, transport)
- what kind of activities you are planning for your visitor (such as visits to tourist attractions and participation in 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.

In preparation for the conversation you will be given the opportunity to practise with a partner, by exchanging information (questioning and responding) and maintaining a conversation. Use the planning sheet provided to prepare for the conversation.

During the conversation use the notes you have made to talk about your preparations for a visit by a German speaker to your home. Provide as much information as you can.

The time allocated for your conversation is approximately 4–5 minutes.

Planning sheet

You will participate in a conversation with a speaker of German who is interested in finding out how the preparations are progressing for a visit by a German speaker to your home.

Use the planning sheet below in preparation for the conversation.

Welche Vorbereitungen haben Sie getroffen um Ihren deutschen Besuch zu empfangen?

Beschreiben Sie die tägliche Routine Ihrer Familie. Wird Ihr deutscher Besuch Unterschiede bemerken im Vergleich zur Routine in seiner eigenen Familie?

Welche Orte/Plätze werden Sie mit Ihrem deutschen Besuch besuchen? Warum?

Welche Aktivitäten werden Sie mit Ihrem deutschen Besuch unternehmen?

Notes for teachers

Students will participate in a conversation 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 instigate the conversation and ask a number of questions in German on the prescribed topic, Welcome to my country.

Allocate approximately 4–5 minutes per conversation.

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

Students may use the planning sheet to assist them in preparing for the conversation.

Below are some questions which may be helpful.

- *Welche Vorbereitungen haben Sie getroffen um Ihren deutschen Besuch zu empfangen?*
- *Beschreiben Sie die tägliche Routine Ihrer Familie. Wird Ihr deutscher Besuch Unterschiede bemerken im Vergleich zur Routine in seiner eigenen Familie?*
- *Welche Orte/Plätze werden Sie mit Ihrem deutschen Besuch besuchen? Warum?*
- *Welche Aktivitäten werden Sie mit Ihrem deutschen Besuch unternehmen?*
- *In was für einem Haus wohnen Sie? Wo liegt Ihr Haus?*
- *Wann stehen Sie auf? Wann beginnt Ihr Tag? Wann verlassen Sie das Haus?*
- *Was machen Sie dann?*
- *Was essen Sie zum Frühstück/Abendessen?
Was isst man gewöhnlich in Australien/in Ihrem Land zum Frühstück?
Isst die ganze Familie zusammen?*
- *Wie fahren Sie zur Schule? Sind die Busverbindungen günstig?*
- *Müssen Sie eine Schuluniform tragen? Wie finden Sie sie? Wie sieht sie aus?*
- *Wie viele Unterrichtsstunden haben Sie pro Tag? Was lernen Sie am liebsten?*
- *Was machen Sie nach der Schule?*
- *Helfen Sie Ihren Eltern? Müssen Sie zu Hause helfen?
Wie helfen Sie? Was müssen Sie machen?*
- *Haben Sie Ihr eigenes Zimmer? Können Sie es beschreiben?
Teilen Sie ein Zimmer? Wird Ihre Austauschpartnerin/Ihr Austauschpartner mit Ihnen ein Zimmer teilen?*
- *Wenn Ihre Austauschpartnerin/Ihr Austauschpartner nach Perth/Ihren Heimatort kommt, was werden Sie ihr/ihm zeigen?*
- *Was kann man in Westaustralien/in Ihrem Land sehen und tun?*

Marking key for sample assessment task 1 – Unit 3

Criteria	Marks
Comprehension	/3
Comprehends most or all questions and comments related to their lifestyle, interests and social activities. Makes few or no requests for clarification.	3
Comprehends some familiar questions and comments related to their lifestyle, interests and social activities. Makes some requests for clarification.	2
Comprehends few questions and comments related to their lifestyle, interests and social activities. Requests clarification frequently, relying heavily on marker support.	1
Response (relevance and depth of information)	/6
Engages in a meaningful conversation. Provides a wide range of relevant information, ideas and opinions related to the topic. Observes all conventions of a conversation, taking turns, using fillers and an appropriate register.	6
Engages in a meaningful conversation. Provides a good range of relevant information, ideas and opinions related to the topic. Observes all conventions of a conversation, taking turns, using fillers and an appropriate register.	5
Engages in a conversation. Provides a satisfactory range of relevant information, ideas and opinions related to the topic. Observes most of the conventions of a conversation, taking turns, using fillers and an appropriate register.	4
Participates in a conversation. Provides some relevant information, ideas and opinions related to the topic. Sometimes uses memorised text, but is able to incorporate it into the conversation. Observes the conventions of a conversation, taking turns, using fillers and an appropriate register.	3
Participates in a fragmented conversation. Relies on memorised text to provide some information, ideas and opinions related to the topic. Observes some conventions of a conversation, taking turns, using fillers and an appropriate register.	2
Participates in a fragmented discussion. Relies heavily on memorised text and/or provides limited information and few ideas or opinions related to the topic.	1
Language accuracy (grammar)	/4
Applies the rules of grammar and syntax accurately and consistently.	4
Applies the rules of grammar and syntax mostly accurately and consistently.	3
Applies the rules of grammar with a satisfactory level of accuracy and reasonable consistency.	2
Applies the rules of grammar with little accuracy or consistency.	1
Language range (vocabulary and grammar)	/4
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. Relies on cognates.	1
Speech (fluency and articulation)	/3
Speaks confidently and naturally in conversation. 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 frequent hesitation and/or repetition. Articulation is often unclear with inaccurate intonation and pronunciation.	1
Total	/20

Sample assessment task

German: Second Language – General Year 12

Task 3 – Unit 3

Assessment type: Written communication

Conditions

Time for the task: 40 minutes

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

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

Task 3: Exploring a German-speaking country

(20 marks)

At the end of two months living with your exchange student's family in a German-speaking country, you submit your blog post to the German Club's blog in Australia sharing your experiences with its members.

In your blog post, describe, in German what this particular German-speaking country has to offer visitors, as you experienced it, including:

- the people you have met
- the experiences you have had, e.g. the sites you have seen and the cultural activities you have participated in.

Remember to include your opinions, feelings, memories and impressions.


Your blog post should be approximately 100 words.



A series of horizontal lines for writing, starting from the line below the icon and extending down to the line above the footer.

Blog
threads

- New >
- Old >
- FAQ >
- Sign up >



A large, stylized white face icon is positioned at the bottom of the sidebar, partially overlapping the footer area.

Marking key for sample assessment task 3 – Unit 3

Criteria	Marks
Content and relevance of response to the question	/6
Provides all the required content and relates it strongly to the question by writing a blog post to the German Club members in Australia that: <ul style="list-style-type: none"> states the people they have met explains the experiences they have had, for example, the sites they have seen and the cultural activities they have participated in. 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
Language accuracy (grammar)	/6
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 the 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 the 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
Language range (vocabulary and grammar)	/5
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
Text types – Conventions and sequencing	/3
Uses all the key conventions of the text type, including appropriate register. Writes a blog posting to the club members, which includes: <ul style="list-style-type: none"> formal language information on what a particular German-speaking country has to offer its visitors: people, experiences, tourist sites, cultural activities personal and evaluative comments present, imperfect and past tenses. 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
Total	/20

Sample assessment task

German: Second Language – General Year 12

Task 6 – Unit 4

Assessment type: Response: Listening

Conditions

Time for the task: 45 minutes

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

Recording/live reading of the spoken texts

Task weighting: 15% of the school mark for this pair of units

Task 6: A healthy lifestyle

(39 marks)

Listen to the **two** spoken texts in German based on the topic of A healthy lifestyle.

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 *Radio Interview 1*

(15 marks)

Question 1

What is the topic of today's discussion?

(3 marks)

Question 2

What comment does the radio host make about Britney Spears?

(2 marks)

Question 3

What is Anna's opinion of Britney Spears?

(4 marks)

Question 4

Why would Anna love to be a Hollywood star?

(1 mark)

Question 5

How would Anna behave if she were a Hollywood star?

(3 marks)

Question 6

Which **two** pieces of advice does Anna give in relation to the pressures of being thin?

(2 marks)

1.

2.

Text 2 Radio Interview 2

(24 marks)

Question 7

What is the topic of today's discussion?

(5 marks)

Question 8

According to the radio host, why is Marie 'time poor'?

(3 marks)

Question 9

What does the radio host ask Marie at the start of the interview?

(3 marks)

Question 10

What does Marie do when she gets home from school?

(5 marks)

Question 11

Why is it okay if Marie only meets up with her friends on the weekend?

(2 marks)

Question 12

What **three** things does Marie do with her friends on the weekend?

(3 marks)

1.

2.

3.

Question 13

What does Marie sometimes wish for?

(3 marks)

Transcript of spoken texts**Text 1 Radio interview 1**

Radio Moderator (RM): Herzlich Willkommen zu unserer Diskussion heute: Leiden Teenager unter negativem Einfluss durch die Stars? Jetzt live am Telefon: Anna Steehle, 16 Jahre.

RM: Hallo Anna, schön, dass du heute mit uns über dieses Thema diskutierst. Du selbst bist großer Fan von Britney Spears. Wie wir alle wissen, leidet sie unter schweren Drogenproblemen. Wie stehst du dazu?

Anna: Hallo, ja das ist richtig. Ich mag Britneys Musik und ihren Lebensstil, aber nicht alles, was sie macht, ist gut. Ich würde sehr gern ein Hollywoodstar sein und immer im Rampenlicht stehen, aber Drogen sind ein absolutes Tabu für mich. Natürlich würde ich auch auf Partys gehen und Alkohol trinken, aber nur in gewissen Maßen.

RM: Du möchtest also auch ein Hollywoodstar sein und gerne im Rampenlicht stehen?! Glaubst du nicht, dass es sehr anstrengend ist, immer perfekt aussehen zu müssen? Da kann es doch schnell mal zu Problemen, wie Essstörungen kommen.

Anna: Ja das stimmt, man sollte sich selber treu bleiben. Die meisten Stars haben z.B. eine unglaublich gute Figur, die sie nur durch strikte Diäten erreichen, was nicht gerade sehr gesund für den Körper ist. Teilweise werden Teenager bestimmt schlecht von ihren Vorbildern beeinflusst, wenn sie nicht unterscheiden können, was gut und was schlecht an ihnen ist. Man sollte sich nicht zu stark von ihrem Lebensstil beeinflussen lassen.

RM: Das hört sich doch sehr vernünftig an, liebe Anna. Vielen Dank für deine Stellungnahme.

Text 2 Radio interview 2

Radio Moderator (RM): Herzlich Willkommen zu unserer Show heute: Wie bekommen deutsche Teenager Schule und Freizeit unter einen Hut? Jetzt live am Telefon: Marie, 16 Jahre.

RM: Hallo Marie, du hast drei Mal Mittagsschule und machst nebenher noch intensiv Sport. Hast du da noch Zeit für deine Freunde oder für dich selbst?

Marie: Viel Zeit für andere Dinge bleibt da nicht. Sobald ich von der Schule nach Hause komme, werden erst mal die Hausaufgaben erledigt und eventuell noch ein bisschen gelernt. Je nachdem, wie viel Zeit mir dann noch bleibt, entspanne ich mich kurz auf meinem Bett oder telefoniere mit einer meiner Freundinnen, bevor es dann zum Training geht.

RM: Du telefonierst also mit deinen Freundinnen in deiner Freizeit. Triffst du dich auch ab und zu mal mit ihnen?

Marie: Unter der Woche habe ich kaum Zeit, mich mit ihnen zu treffen, das muss ich dann auf das Wochenende verschieben. Aber ich sehe sie ja meistens den ganzen Tag in der Schule und deswegen ist es o.k., wenn ich sie ansonsten nur am Wochenende sehe. Dafür machen wir dann immer etwas Besonderes, wie zum Beispiel ins Freibad gehen oder beieinander übernachten. Manchmal würde ich mir schon wünschen mehr Zeit für mich und meine Freunde zu haben, aber es klappt auch so ganz gut und ich bin glücklich.

RM: Na das hört sich ja alles sehr organisiert an. Danke, dass du uns einen Einblick in dein Leben gewährt hast. Viel Erfolg weiterhin!

Marking key for sample assessment task 6 – Unit 4

Text 1 Radio interview 1

Response	Marks
Question 1	/3
<ul style="list-style-type: none"> • are teenagers • negatively influenced • by stars? 	1 1 1
Question 2	/2
<ul style="list-style-type: none"> • she suffers from • severe drug problems 	1 1
Question 3	/4
<ul style="list-style-type: none"> • likes her music • and lifestyle • but not everything • she does is good 	1 1 1 1
Question 4	/1
<ul style="list-style-type: none"> • she would always be in the spotlight 	1
Question 5	/3
<ul style="list-style-type: none"> • also go to parties • and drink alcohol • but in moderation 	1 1 1
Question 6	/2
<ul style="list-style-type: none"> • remain true to yourself • don't be influenced too much by a star's lifestyle 	1 1
Total	/15

Text 2 Radio interview 2

Response	Marks
Question 7	/5
<ul style="list-style-type: none"> • how do German teenagers find the time • to do everything/fit in school work as well as leisure activities? 	1 1 1 1 1
Question 8	/3
<ul style="list-style-type: none"> • she attends school in the afternoon • three times per week • she plays sport intensively 	1 1 1
Question 9	/3
<ul style="list-style-type: none"> • whether she has any time for her friends or herself 	1 1 1
Question 10	/5
<ul style="list-style-type: none"> • does her homework • studies a bit • relaxes on the bed • phones friends • goes to training 	1 1 1 1 1
Question 11	/2
<ul style="list-style-type: none"> • sees them all day • at school 	1 1
Question 12	/3
<ul style="list-style-type: none"> • they go to the outdoor pool • they get together (have sleepovers) • they always do something special 	1 1 1
Question 13	/3
<ul style="list-style-type: none"> • more time for herself and her friends 	1 1 1
Total	/24

Sample assessment task

German: Second Language – General Year 12

Task 8 – Unit 4

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 45 minutes

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

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

Task 8: At work and leisure in German-speaking countries

(48 marks)

Read the following **three** texts related to the topic At work and leisure in German-speaking countries, and write responses in English to the questions that follow each text.

Text 1 Radfahren**(15 marks)**

Der Winter ist da. Und das bedeutet für mich: das Fahrrad bleibt in der Garage. Es gibt schon einige Australier, die auch im Winter mit dem Rad fahren, aber zu denen gehöre ich nicht. Mir ist es lieber, schön warm und trocken im Auto zu sitzen.

So wie ich es verstehe, fahren die meisten Deutschen sehr gerne Fahrrad. Manche von ihnen sehen das Radfahren als Sport, sie tragen enge Trikots und einen Helm und düsen so schnell wie es geht durch das Land. Andere fahren lieber gemütlich herum und sehen sich die malerische Landschaft an.

Aber für viele Deutsche ist das Fahrrad eine Möglichkeit, sich sehr schnell in der Stadt zu bewegen. Wenn man mit dem Auto zum Arbeitsplatz fährt, muss man einen Parkplatz suchen. Und wenn man mit der Straßenbahn fährt, muss man oft lange warten, bis eine Bahn kommt. Mit dem Fahrrad dauert es gar nicht so lang und gleichzeitig hat man ein wenig Sport gemacht.

Zum Glück werde ich im kommenden Jahr alt genug, um meine Fahrprüfung zu machen. Dann kann ich mein Rad loswerden.

Question 1

What significance does winter have for the writer?

(3 marks)

Question 2

Why does the writer prefer the alternative travel arrangement mentioned?

(2 marks)

Question 3

List the **three** ways that Germans use their bikes. (3 marks)

- 1. _____
- 2. _____
- 3. _____

Question 4

List the **four** advantages to choosing the Germans' favoured means of transport. (4 marks)

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Question 5

Why is the writer looking forward to next year? (3 marks)

Text 2 Werbung**(20 marks)**

Du weißt nicht, was du nach der Schule machen sollst?

Wie wäre es mit einem Praktikum im Ausland?!

So ein Praktikum im Ausland hat viele Vorteile für dich! Es kann deine Chancen auf einen Job später erhöhen. Dein zukünftiger Arbeitgeber sieht durch so ein Praktikum, dass du unabhängig bist und es ist natürlich von großem Vorteil eine Fremdsprache sehr gut zu beherrschen.

Du wirst das Land auf eine ganz andere Art und Weise kennenlernen als es ein Tourist macht und viele großartige Erfahrungen machen. Außerdem hast du die Möglichkeit dabei viele nette Menschen aus anderen Kulturen kennenzulernen. Das kann sehr interessant sein. Du wirst nicht nur arbeiten, sondern während der Zeit auch sehr viel Spaß haben.

Natürlich kommen auch einige Kosten auf dich zu bei so einem langen Auslandsaufenthalt. Der Flug kostet sehr viel und dazu kommen auch noch das Visum und verschiedene Impfungen.

Bist du interessiert an einem Praktikum? Dann schreibe einfach eine Mail an uns, mit deiner Bewerbung, deinem Lebenslauf und einem Passfoto! Wir freuen uns auf dich!

Question 6

What can a work placement overseas do for you?

(3 marks)

Question 7

What does a work placement overseas indicate to your future employer and what is a further advantage?

(2 marks)

Question 8

What does this experience make possible? (8 marks)

Question 9

What costs are you responsible for? (3 marks)

Question 10

What should you do if you are interested in having a work placement overseas? (4 marks)

Text 3 Mein Praktikum**(13 marks)****Mein Sozialpraktikum im Kindergarten**

Da ich der erste Jahrgang bin, der nur 8 Jahre das Gymnasium besucht, musste ich schon dieses Jahr, in der 9. Klasse, mein Sozialpraktikum absolvieren. Ich habe mir dafür den Kindergarten in meinem Ort ausgesucht. Einige meiner Klassenkameraden gingen in Altersheime, Einrichtungen für körperlich- oder geistig Behinderte oder ins Krankenhaus.

Das Sozialpraktikum dauerte eine Woche, in der ich 36 Stunden zu arbeiten hatte. Ich begann jeden Morgen um 7 Uhr und war entweder um 2 oder 4 Uhr fertig. Die meiste Zeit habe ich mit den Kindern gespielt, ihnen beim Essen und Anziehen geholfen oder etwas Büroarbeit gemacht. Ich finde es gut, dass wir so ein Sozialpraktikum absolvieren müssen, da man so neue soziale Fähigkeiten dazugewinnen kann. Außerdem ist mir dadurch klar geworden, wie anstrengend soziale Arbeit sein kann und vor allem wie wichtig sie ist.

Question 11

Why is the writer doing his social service in Year 9?

(3 marks)

Question 12

Complete the following with all the information required.

(7 marks)

Social service placement	<ul style="list-style-type: none">•
Working hours	<ul style="list-style-type: none">•
Tasks undertaken	<ul style="list-style-type: none">••••
Benefits of placement	<ul style="list-style-type: none">•

Question 13

What has become clear to the writer?

(3 marks)

Marking key for sample assessment task 8 – Unit 4

Text 1 *Radfahren*

Response	Marks
Question 1	/3
<ul style="list-style-type: none"> • his/her bike • stays/remains • in the garage 	<p>1</p> <p>1</p> <p>1</p>
Question 2	/2
<ul style="list-style-type: none"> • warm and • dry 	<p>1</p> <p>1</p>
Question 3	/3
They use their bikes <ul style="list-style-type: none"> • ... as a sport • ... to look at scenery • ... to get around the city quickly (or similar)	<p>1</p> <p>1</p> <p>1</p>
Question 4	/4
<ul style="list-style-type: none"> • they don't have to find a car park • they don't need to wait for trams • it doesn't take too long • you are doing exercise at the same time (as cycling to work) 	<p>1</p> <p>1</p> <p>1</p> <p>1</p>
Question 5	/3
<ul style="list-style-type: none"> • old enough • to do driving test • can get rid of bike 	<p>1</p> <p>1</p> <p>1</p>
Total	/15

Text 2 Werbung

Response	Marks
Question 6	/3
<ul style="list-style-type: none"> • increase • future • job prospects 	<p>1</p> <p>1</p> <p>1</p>
Question 7	/2
<ul style="list-style-type: none"> • you are independent • mastery of a foreign language 	<p>1</p> <p>1</p>
Question 8	/8
<ul style="list-style-type: none"> • to get to know • the country • in a special way/different from a 'normal' tourist • to have great experiences • meet lots of nice people • from different cultures • not just work • but also have lots of fun 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
Question 9	/3
<ul style="list-style-type: none"> • flight • visa • vaccination 	<p>1</p> <p>1</p> <p>1</p>
Question 10	/4
<ul style="list-style-type: none"> • send an email • with application • résumé • passport photo 	<p>1</p> <p>1</p> <p>1</p> <p>1</p>
Total	/20

Text 3 Mein Praktikum

Response	Marks
Question 11	/3
<ul style="list-style-type: none"> • is in first year group • that only attends • eight years of Gymnasium 	1 1 1
Question 12	/7
<ul style="list-style-type: none"> • Kindergarten • 7am–2pm or 4pm, or 36 hours per week/in one week • played with children • helped with their meals • and getting them dressed • office work • new social skills 	1 1 1 1 1 1 1
Question 13	/3
<ul style="list-style-type: none"> • how strenuous • and important • social work is 	1 1 1
Total	/13