**Sample Assessment Tasks**

German: Second Language

ATAR Year 12

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Sample assessment task

German: Second Language – ATAR Year 12

## Task 1 – Unit 3

**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:** 5.25% of the school mark for this pair of units

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**Task 1:Relationships (58 marks)**

Listen to the **three** spoken texts in German, based on the topic Relationships.

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 *Eltern – Vorbild oder Stressfaktor?* (19 marks)**

**Question 1**

What did AKTUELL want to find out from this survey? (3 marks)

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**Question 2**

Jasmin quotes a response from Julian. State how he feels about his parents. (6 marks)

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**Question 3**

How does Tim feel about his parents? Why? (2 marks)

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**Question 4**

What restrictions do Mona’s parents place on her and how does she feel about it? (3 marks)

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**Question 5**

What is different about Sandro’s situation? (2 marks)

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**Question 6**

Explain how Sandro prefers to see his parents and why. (3 marks)

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**Text 2 *Stephanie spricht über ihre Familie* (21 marks)**

**Question 7**

What is no longer a rarity? (2 marks)

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**Question 8**

What statistics are given regarding this? (3 marks)

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**Question 9**

How has Stephanie’s situation affected her? (2 marks)

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**Question 10**

How much contact does Stephanie have with her father? (2 marks)

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**Question 11**

Describe Stephanie’s relationship with her father. (6 marks)

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**Question 12**

Why does Stephanie think her situation is not so bad in comparison to that of her friend, Bettina?

 (6 marks)

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**Text 3 *Freunde haben, länger leben* (18 marks)**

**Question 13**

What information did Peter recently read? (3 marks)

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**Question 14**

What influence do relatives, children and also the partner have? (3 marks)

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**Question 15**

What comments are made regarding one’s health? (3 marks)

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**Question 16**

In regards to loneliness, what did the study conclude? (2 marks)

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**Question 17**

Which information does Anne find hard to believe? (3 marks)

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**Question 18**

How does Peter explain this? (4 marks)

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**Transcript of spoken texts**

**Text 1 *Eltern – Vorbild oder Stressfaktor?***

|  |  |
| --- | --- |
| Jasmin: | AKTUELL hat sich eine große Umfrage unter Jugendlichen gemacht, um herauszufinden, wie sie fühlen, was ihre Wünsche und Hoffnungen sind. Einer von ihnen ist Julian Lipp. – Julian sagt zu dem Thema „Eltern – Vorbild oder Stressfaktor?”, ich zitiere: „ Meine Eltern sind für mich ganz klar Vorbilder. Sie haben mich groß gezogen und mir sehr vieles beigebracht. Außerdem haben sie immer ein offenes Ohr für mich, egal, was der Anlass ist. Bei meinen Eltern kann ich mich einfach wohl fühlen. Dafür bin ich ihnen sehr dankbar.” – Er versteht sich also gut mit seinen Eltern. Wie ist das bei euch? |
| Tim: | Ich auch, ich kann über fast alles mit ihnen sprechen. |
| Mona: | In der Woche darf ich abends nicht spät ausgehen, das nervt mich, aber sonst ist es eigentlich okay. |
| Sandro: | Und meine Eltern sind geschieden. Ich bin volljährig, wohne alleine und besuche sie ab und zu. Es gibt Spannungen zwischen den beiden, wenn sie sich mal sehen, aber einzeln habe ich keine Probleme mit ihnen. |

**Text 2 *Stephanie spricht über ihre Familie***

Viele Jugendliche wachsen mit nur einem Elternteil auf. Da bin ich nicht alleine. Alleinerziehende Mütter und Väter sind in Deutschland längst keine Seltenheit mehr. So wie ich es verstehe, ist jede fünfte Familie eine sogenannte Einelternfamilie. In Großstädten liegt der Anteil sogar höher, dort ist es fast jede Dritte. Einige finden es normal, aber andere finden es nicht immer einfach, mit dieser Situation umzugehen. Ich persönlich habe immer gespürt, dass mir jemand fehlt.

Ich war gerade vier Jahre alt, als meine Eltern sich getrennt haben. Mein älterer Bruder und ich sind bei unserer Mutter geblieben. Obwohl wir uns regelmäβig mit unserem Vater treffen oder uns zumindest am Telefon sprechen, ist für mich das Verhältnis leider anders als das zu meiner Mutter. Manchmal habe ich das Gefühl, mein Vater kennt mich deutlich schlechter als meine Mutter, weil er eben nicht diesen ganz normalen Alltag miterlebt. Es ist, als ob er nur ein guter Freund wäre und nicht mein Vater.

Es ist aber nicht so schlimm. Er hat immer Lust, Zeit mit meinem Bruder und mir zu verbringen. Der Vater von meiner Freundin Bettina hat sich vor ihrer Geburt von ihrer Mutter getrennt. Er wollte nie mit ihrer Mutter zusammen sein und hat Bettina nie kennengelernt. Bettina glaubt nicht, dass sie das negativ beeinflusst hat. Das ist vielleicht besser so.

**Text 3 *Freunde haben, länger leben***

|  |  |
| --- | --- |
| Peter: | Wusstest du, dass Freunde gut für die Gesundheit sind? |
| Anne: | Jeder braucht Freunde, das ist klar, aber sind sie wirklich lebenswichtig? |
| Peter: | Ich habe neulich gelesen, dass man, wenn man gute Freunde hat, eine höhere Lebenserwartung hat. Dagegen war der positive Einfluss von Verwandten, Kindern aber auch dem Partner deutlich geringer. |
| Anne: | Und was ist, wenn man keine Freunde hat? |
| Peter: | Laut dem Zeitungsartikel hat eine vor kurzem erschienene Studie das folgende Ergebnis: Keine Freunde zu haben ist genauso schädlich wie eine Packung Zigaretten am Tag zu rauchen. Und diese Einsamkeit ist sogar schlechter für die Gesundheit, als keinen Sport zu treiben. |
| Anne: | Ich bin mir nicht sicher, ob ich all das glauben kann. |
| Peter: | Überlege folgendes: Wir brauchen sozialen Rückhalt, um Stress besser abzubauen. Wenn wir das nicht haben... |
| Anne: | Ja, ja, ich verstehe. Wenn wir sozialen Rückhalt nicht haben, bezahlen wir mit vielen Jahren unseres Lebens. Ich meine... warum sind gute Freunde wichtiger als Verwandte, Kinder usw? |
| Peter: | Hmm, das ist nicht klar. Vielleicht weil unsere Freunde ähnliche Interessen haben. Es kann sein, dass wir es einfacher finden, mit Freunden über Ängste oder Schwächen zu sprechen. Durch Freundschaften bekommt man ein Gefühl der Verlässlichkeit. Aber ehrlich gesagt kann ich deine Frage nicht beantworten. Ich bin mir selbst nicht sicher. |

**ACKNOWLEDGEMENTS**

**Text 1** Eltern-Vorbild oder Stressfaktor? (2006). *Aktuell*, 1, p. 4. © Mary Glasgow Magazines

Marking key for sample assessment task 1 — Unit 3

**Text 1 *Eltern – Vorbild oder Stressfaktor?***

|  |  |
| --- | --- |
| **Response** | **Marks** |
| **Question 1** | **/3** |
| * how young people feel
* about their parents
* what young people’s wishes and hopes are
 | 111 |
| **Question 2** | **/6** |
| * he’s grateful to them
* they are role models for him
* they raised him and taught him a lot
* they are always ready to listen to him
* regardless of the situation
* he feels good living with them (being with them)
 | 111111 |
| **Question 3** | **/2** |
| * he gets along well with them (likes them)
* as he can talk to them about almost everything
 | 11 |
| **Question 4** | **/3** |
| * she cannot stay out late at night during the week
* which annoys her
* but apart from that, they are okay
 | 111 |
| **Question 5** | **/2** |
| * his parents are divorced
* Sandro is of age and lives alone OR he visits his parents now and then
 | 11 |
| **Question 6** | **/3** |
| * he prefers to see them separately (when he has no problems with them)
* there is tension between his parents
* when he sees them together (when they see each other)
 | 111 |
| **Total** | **/19** |

**Text 2 *Stephanie spricht über ihre Familie***

|  |  |
| --- | --- |
| **Response** | **Marks** |
| **Question 7** | **/2** |
| * to grow up
* with one parent only
 | 11 |
| **Question 8** | **/3** |
| * every fifth family (is a single-parent family)
* in big cities
* almost every third family (or one in three)
 | 111 |
| **Question 9** | **/2** |
| * always felt that
* someone was missing
 | 11 |
| **Question 10** | **/2** |
| * regularly meets up with him
* or talks on the phone
 | 11 |
| **Question 11** | **/6** |
| * different from that
* with her mother
* has feeling he doesn’t know her as well (as her mother knows her)
* doesn’t experience
* day-to-day life with her
* more like a good friend than a dad
 | 111111 |
| **Question 12** | **/6** |
| * at least her dad
* wants to spend time
* with her and her brother
* Bettina’s dad split with her mother
* before she was born
* and has never met her
 | 111111 |
| **Total** | **/21** |

**Text 3 *Freunde haben, länger leben***

|  |  |
| --- | --- |
| **Response** | **Marks** |
| **Question 13** | **/3** |
| * when you have good friends
* you have higher
* life expectancy
 | 111 |
| **Question 14** | **/3** |
| * positive, but
* less influence on
* life expectancy
 | 111 |
| **Question 15** | **/3** |
| * having no friends
* is just as dangerous as
* smoking one packet of cigarettes per day
 | 111 |
| **Question 16** | **/2** |
| * (loneliness) is worse for your health
* than playing no sport
 | 11 |
| **Question 17** | **/3** |
| * that friends
* are more important than
* relatives and children
 | 111 |
| **Question 18** | **/4** |
| * have similar interests (to our friends)
* find it easier to discuss
* fears or weaknesses
* feeling of reliability
 | 1111 |
| **Total** | **/18** |

Sample assessment task

German: Second Language – ATAR Year 12

## Task 8 – Unit 4

**Assessment type:** Oral communication

**Conditions**

Time for the task: Preparation 10 minutes

 Interview 8–10 minutes

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

**Task weighting:** 4.5% of the school mark for this pair of units

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**Task 8:Preparing for life beyond school (20 marks)**

Participate in an interview in German with your teacher (or another speaker of German) about your plans for life beyond school.

The time allocated for your interview is 8–10 minutes.

**Notes for teachers**

Students will participate in an interview with you (or another speaker of German), 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 topic, Preparing for life beyond school.

Allocate 8–10 minutes per interview.

In preparation for this task, allow students the opportunity to practise spoken interaction by participating with a partner, exchanging information (questioning and responding) and maintaining a conversation talking about their plans for life beyond school.

Below are some questions which may be helpful.

* *Was werden Sie nächstes Jahr an Ihre Schule vermissen? Gibt es etwas, was Sie an Ihrer Schule ändern würden?*
* *Was haben Sie nächstes Jahr vor?*
* *Wann möchten Sie von zu Hause ausziehen?*
* *Was für einen Beruf möchten Sie? Gibt es einen Traumberuf, den Sie ergreifen wollen?*
* *Was für Qualifikationen benötigen Sie dafür?*
* *Was wären Alternativen für Sie, falls Sie in Ihrem Beruf nicht erfolgreich sind?*
* *Haben Sie schon Berufserfahrung gesammelt oder ein Praktikum gemacht?*
* *Haben Sie sich schon einmal überlegt, eine freiwillige Arbeit im Ausland zu machen?*
* *Haben Sie davor Angst, dass Sie nach dem Schul- oder Universitätsabschluss keine Arbeitstelle kriegen werden? Wie könnten Sie Ihre Chancen verbessern?*
* *Ist Arbeitslosigkeit ein besonderes Problem für junge Leute in Deutschland/Australien? Wie könnte man seine Zeit am besten verbringen, wenn man arbeitslos wäre?*
* *Was sind die sozialen Folgen von Arbeitslosigkeit?*

Marking key for sample assessment task 8 — Unit 4

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| **Comprehension** | **/3** |
| Comprehends most or all questions and comments related to the topics. Makes few or no requests for clarification.  | 3 |
| Comprehends some familiar questions and comments related to the topics. Makes some requests for clarification.  | 2 |
| Comprehends few questions and comments related to the topics. Requests clarification frequently, relying heavily on marker support.  | 1 |
| **Response (relevance and depth of information)** | **/6** |
| 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 appropriate register and body language. | 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 appropriate register and body language. | 5 |
| Participates in a detailed interview. Provides a satisfactory range of relevant information, ideas and opinions related to the topic. Sometimes uses memorised text, but is able to incorporate it into the conversation. Observes most conventions of an interview, taking turns, using appropriate register and body language. | 4 |
| Participates in an interview. Frequently uses memorised text to provide some relevant information, ideas and opinions related to the topic. Observes some conventions of an interview, taking turns, using appropriate register and body language. | 3 |
| Participates in a fragmented interview. Observes few conventions of an interview, relying instead on memorised text in order to provide some information, ideas and opinions related to the topic, taking turns. | 2 |
| Participates in a fragmented discussion. Relies heavily on memorised text and/or provides limited information and few ideas or opinions.  | 1 |
| **Language accuracy (grammar)** | **/4** |
| 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 some accuracy and reasonable consistency. Makes errors which sometimes impede meaning. | 2 |
| Applies the rules of grammar with little accuracy or consistency.  | 1 |
| **Language range (vocabulary and grammar)** | **/4** |
| Uses a broad range and variety of contextually relevant vocabulary, a range of expressions, grammar and sentence structure.  | 4 |
| Uses a range and variety of contextually relevant vocabulary, expressions, grammar and sentence structure.  | 3 |
| Uses a satisfactory range of relevant vocabulary, grammar and sentence structure.  | 2 |
| Uses basic and repetitive vocabulary, grammar and sentence structure. | 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 some hesitation and/or repetition. Articulation is often unclear with inaccurate intonation and pronunciation. | 1 |
| **Total** | **/20** |

Sample assessment task

German: Second Language – ATAR Year 12

## Task 10 – 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:** 5.25% of the school mark for this pair of units

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**Task 10:Studying and working in a German-speaking country (38 marks)**

Read the following **two** texts related to the topic, Studying and working in a German-speaking country, and write responses in English to the questions that follow each text.

**Text 1 *Werbung* (20 marks)**

***Du weißt nicht, was du nach der Schule machen sollst? - Wie wäre es mit einem Praktikum im Ausland?!***

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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 auch sehr viel Spaß in der Zeit haben.

Natürlich kommen auch einige Kosten auf dich zu bei so einem langen Auslandsaufenthalt. Der Flug kostet sehr viel und hinzukommen 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 1**

What can a work placement overseas do for you? (3 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Question 2**

What does an overseas stay indicate to your future employer and what is a further advantage?

 (2 marks)

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**Question 3**

What does this experience make possible? (8 marks)

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**Question 4**

What costs are you responsible for? (3 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Question 5**

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

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**Text 2 *Das Bewerbungsschreiben* (18 marks)**

|  |  |
| --- | --- |
| Lisa: | Hallo Michael, du hast doch eine Firma, kannst du mir vielleicht sagen, wie ich mich richtig bewerbe? |
| Michael: | Ja natürlich. Ich helfe dir gerne. Also zunächst sollte deine Bewerbung auf jedenFall ein persönliches Anschreiben enthalten. |
| Lisa: | Und was muss in so einem persönlichen Anschreiben alles drin stehen? |
| Michael: | Naja, es wäre wichtig, dass du darin beschreibst, für welche Stelle du dich bewirbst und warum du der Meinung bist, der richtig für den Job oder das Praktikum zu sein. |
| Lisa: | Ok. Das ist ja nicht so schwer. Gibt es sonst noch was, was in so ein Bewerbungspaket rein muss? |
| Michael: | Ja, ein tabellarischer Lebenslauf und Kopien deiner letzter Zeugnisse sind natürlich in chronologischer Reihenfolge beizulegen. Ebenso sollten deine absolvierten Praktika oder besondere Kenntnisse die du hast, wie zum Beispiel Fremdsprachen oder Elektronische Datenverarbeitung, aufgeführt und durch Zeugnisse bestätigt werden. |
| Lisa: | Oh, das ist ja doch ganz schön viel. Wie sieht es denn mit einem Foto aus, brauch ich das auch? |
| Michael: | Ja, ein neueres Passfoto gehört auch immer in eine gute Bewerbung! Was deine Chance unter vielen Bewerbern aufzufallen auch erhöht, ist, wenn deine Bewerbung individuell gestaltet ist. Ansonsten reicht eine Seite völlig aus für dein Bewerbungsschreiben und am Schluss des Briefes solltest du noch schreiben, dass du hoffst, einen positiven Bescheid zu bekommen. |
| Lisa: | Oh vielen Dank, Michael! Du hast mir wirklich sehr weitergeholfen!! |

**Question 6**

What does Lisa ask of Michael? (1 mark)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question 7**

List **six** essentials that should be included in a job application. (6 marks)

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

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question 8**

Which **two** special skills might you mention in a job application? (2 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Question 9**

Why is it important to make the application as unique as possible? (3 marks)

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**Question 10**

List the **two** final tips given. (6 marks)

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

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

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Marking key for sample assessment task 10 — Unit 4

**Text 1 *Werbung***

|  |  |
| --- | --- |
| **Response** | **Marks** |
| **Question 1** | **/3** |
| * increase
* future
* job prospects
 | 111 |
| **Question 2** | **/2** |
| * you are independent
* mastery of a foreign language
 | 11 |
| **Question 3** | **/8** |
| * to get to know
* the country
* in a special way (different from other tourists)
* to have great experiences
* meet lots of nice people
* from different cultures
* not only work
* but have fun too
 | 11111111 |
| **Question 4** | **/3** |
| * flight
* visa
* vaccination
 | 111 |
| **Question 5** | **/4** |
| * send an email
* with application
* resume
* passport photo
 | 1111 |
| **Total** | **/20** |

**Text 2 *Das Bewerbungsschreiben***

|  |  |
| --- | --- |
| **Response** | **Marks** |
| **Question 6** | **/1** |
| * how to apply for a job/position
 | 1 |
| **Question 7** | **/6** |
| * covering letter
* curriculum vitae (CV)
* copies of last reports
* and completed practicums/internships
* list of special skills
* recent photograph
 | 111111 |
| **Question 8** | **/2** |
| * foreign languages
* (electronic) data processing **or** ICT
 | 11 |
| **Question 9** | **/3** |
| * increases chance
* of it standing out
* from many applications/applicants
 | 111 |
| **Question 10** | **/6** |
| * one page
* is enough
* for a covering letter
* at end of the letter
* say you hope for
* a positive response
 | 111111 |
| **Total** | **/18** |

Sample assessment task

German: Second Language – ATAR Year 12

## Task 12 – Unit 4

**Assessment type:** Written communication

**Conditions**

Time for the task: 45 minutes

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

**Task weighting:** 7% of the school mark for this pair of units

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**Task 12:Youth issues (20 marks)**

The popular German website **Bloggermania.de** is asking its teenage readers a number of questions on the topic of stress.

Read the questions provided in the blog, and write a post in German of approximately 150 words, providing information on your current situation and your advice to readers.



***Wie wichtig ist Gesundheit für Sie?***

Sind Sie im Moment gestresst? Warum?

Was tun Sie, um Stress in Ihrem Leben zu reduzieren?

Haben Sie Tipps für unsere Leser, wie man Stress vermeiden kann?



Marking key for sample assessment task 12 — Unit 4

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| **Content and relevance of response to the question** | **/6** |
| Provides all the required content and relates it strongly to the stimulus by writing a blog post for the German website **Bloggermania.de**on the topic of stress in which they:* state whether they are stressed at the moment and, if so, why?
* say what they do to reduce stress in their life
* give advice for the readers of the website on how to avoid stress.

Uses effective and relevant details to elaborate. | 6 |
| Provides most of the required content and relates it to the stimulus. Uses relevant details to elaborate. | 5 |
| Provides mostly relevant content and relates it mostly to the stimulus. Uses details to elaborate. | 4 |
| Provides generally relevant content and relates it somewhat to the stimulus. Uses limited details to elaborate. | 3 |
| Provides some content that superficially addresses some of the information in the stimulus. | 2 |
| Provides content with little relevance to the stimulus. | 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 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 |
| Applies 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 range of expressions. Engages the audience somewhat. | 3 |
| Uses mostly relevant vocabulary and expressions. | 2 |
| Uses repetitive, basic vocabulary. Relies on cognates. | 1 |
| **Text type and sequencing** | **/3** |
| Uses all the key conventions of the text type, including appropriate register. Writes a blog post on the website which includes a salutation at the beginning and a signature at the end, formal language and a range of 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 of writing. Limited organisation of information impedes the flow and understanding. | 1 |
| **Total** | **/20** |