German Beginners task 1

Assessment notification

Target group

Year 12

Date

Term 1, Year 12

Marks and weighting

16 marks

Weighting: 10% (Reading 5%, Writing 5%)

Context

You will be required to draw on a number of topics that we covered during the Preliminary course: ‘Family life, home and neighbourhood; Friends, recreation and pastimes; People, places and communities.’

Task

This task has two components – reading and writing.

Reading component

You will be required to read a text from a German website set up for people seeking accommodation, and answer questions on the text in English.

Writing component

You will be required to write a reply to the text in approximately 75 words of German.

Outcomes to be assessed

2.1 understands and interprets information in texts using a range of strategies

2.4 draws conclusions from or justifies an opinion about a text

2.5 identifies the purpose, context and audience of a text

3.1 produces texts appropriate to audience, purpose and context

3.2 structures and sequences ideas and information

3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in German

[German Beginners Stage 6 Syllabus](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/german-beginners-st6-syl-from2010.pdf) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

Marking criteria

Reading

Students will be assessed on their ability to:

* understand and interpret the gist and specific information from a written text
* draw conclusions from a written text and justify their answers.

Writing

Students will be assessed on their ability to:

* apply a range of vocabulary and linguistic structures
* manipulate linguistic structures to express ideas effectively in German
* structure information and ideas coherently
* compose a text for a specific audience, purpose and context.

Feedback

Teacher will provide written feedback on both the reading and writing components.

Task 1 – linked reading/writing task

Reading (10 marks)

Read the following text from a website set up for people seeking accommodation, then answer the questions that follow in English.

**Unterkunft gesucht!**

Hallo!

Seit einem Jahr miete ich eine Wohnung mit meiner Schwester in Grünhof. Jetzt zieht sie aber aus, um in einem Krankenhaus in England zu arbeiten, und ich kann die Wohnung alleine nicht halten. Daher suche ich ein neues schönes Zimmer für mich und meine kleine Hündin. Sie ist sehr lieb und kommt sehr gut mit anderen Hunden, Katzen und Haustieren aus. Ich darf sie jeden Tag mit zur Arbeit nehmen sie ist ein freundlicher Hund und beißt und bellt nicht!

Zu mir: Ich bin 18 Jahre alt, Nichtraucher, und arbeite seit zwei Jahren in einem Blumenladen am Marktplatz. Ich bin unkompliziert und hilfsbereit, und das Zusammenleben mit anderen Personen ist mir nicht fremd. Ich benötige kein möbliertes Zimmer, denn ich habe schon alles, was ich brauche.

Am liebsten wäre mir ein Zimmer in der Nähe des Bahnhofs, denn ich habe kein eigenes Auto und fahre oft an Wochenenden zu meiner Familie auf dem Land.

Ich würde mich sehr freuen, von einer netten Familie in der Gegend zu hören, denn ich müsste spätestens zum sechsten August aus meiner Wohnung ausziehen. Bitte meldet Euch unter 089/6413851.

Petra Hanne

1. Why is Petra Hanne urgently looking for accommodation? 2 marks

2. Why does Petra mention her dog? 3 marks

3. How does Petra present herself in the best possible light? 5 marks

Writing (6 marks)

Write a reply to Petra in German (75 words). Describe the sort of accommodation you can offer and the family or people she will be living with.

Task 1 marking guidelines

Reading

Question 1

Outcome assessed – 2.1

Why is Petra Hanne urgently looking for accommodation?

| Criteria | Marks |
| --- | --- |
| * Demonstrates a good understanding of why Petra is urgently looking for accommodation
* Includes mention of her current accommodation
 | 2 |
| * Identifies some relevant information
 | 1 |

Sample answer

Her sister is moving out of their shared flat and she can’t afford it by herself. She has to find something by 6 August.

Question 2

Outcome assessed – 2.1, 2.4

Why does Petra mention her dog?

| Criteria | Marks |
| --- | --- |
| * Demonstrates a good understanding of why Petra mentions her dog
 | 3 |
| * Demonstrates some understanding of why Petra mentions her dog
 | 2 |
| * Identifies some relevant information
 | 1 |

Sample answer

Because she has to take her dog with her. In case this might put some people off, she says that the dog gets on with other pets and doesn’t bark or bite. She also says that the dog goes to work with her each day.

Question 3

Outcomes assessed – 2.1, 2.4, 2.5

How does Petra present herself in the best possible light?

| Criteria | Marks |
| --- | --- |
| * Demonstrates a perceptive understanding of how Petra presents herself in the best possible light
 | 5 |
| * Demonstrates a good understanding of how Petra presents herself
 | 3‑4 |
| * Identifies some relevant information
 | 1‑2 |

Sample answer

Petra presents herself as easy to get on with. She says she is used to living with other people and is uncomplicated and helpful. She is in regular employment, is a non-smoker and doesn’t need a furnished room – she has everything she needs. Petra also says that she often goes to visit her family in the country on the weekends, implying that she wouldn’t be in the house much then.

Writing

Outcomes assessed – 3.1, 3.2, 3.3

| Criteria | Marks |
| --- | --- |
| * Communicates relevant ideas and information appropriate to audience, purpose and context
* Organises information and ideas coherently
* Applies knowledge of a variety of vocabulary, language structures and features to the task
 | 6 |
| * Communicates with some awareness of audience, purpose and context
* Organises ideas and information
* Demonstrates knowledge of vocabulary, language structures and features
 | 4‑5 |
| * Demonstrates some understanding of the requirements of the task
* Demonstrates limited evidence of the ability to organise ideas
* Demonstrates some knowledge of vocabulary, language structures and features
 | 2‑3 |
| * Produces some comprehensible language related to the task
 | 1‑2 |