Performance: Unprepared speaking — Part-time work

This sample has been compiled by the QSA to help teachers plan and develop assessment instruments for individual school settings. It demonstrates the following criterion.

- Conveying meaning: Speaking

### Assessment instrument

#### Comments

Students are required to demonstrate a range of spoken language features as they create texts and respond in German.

The task:

- has a specified audience and text type
- provides opportunities for students to express their own ideas and opinions on topics of relevance to them and to demonstrate spontaneous language

#### Context

You meet a German-speaking adult who is visiting Australia and who would like to know how Australian teenagers balance school and part-time work.

**Task**

You will have a conversation with your teacher (in the role of the German-speaking visitor) in which you both discuss the experience you and/or your friends have of part-time work.

Issues you could discuss include:

- the advantages and disadvantages of part-time work
- maintaining a balance between school and work, as well as family and social life
- working conditions for young people.

You have ten minutes to organise your thoughts and consider what experiences and opinions you wish to share. You may make notes and use them during the conversation, but you may not consult any reference material.

Your conversation will last approximately five minutes and be recorded.

#### Syllabus references

- Section 3
- Section 5.3
- Section 8.3.3
- Section 8.4.2

---

Shading is used to link the requirements of the syllabus with the constructs of the assessment task.
### Instrument-specific criteria and standards

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student work has the following characteristics:</strong></td>
<td><strong>The student work has the following characteristics:</strong></td>
<td><strong>The student work has the following characteristics:</strong></td>
<td><strong>The student work has the following characteristics:</strong></td>
<td><strong>The student work has the following characteristics:</strong></td>
<td><strong>The student work has the following characteristics:</strong></td>
</tr>
<tr>
<td>• a wide range of vocabulary and grammar is used effectively, with few errors</td>
<td>• a range of vocabulary and grammar is used effectively, although with some errors</td>
<td>• a range of familiar vocabulary and grammar is used, although errors are evident</td>
<td>• some familiar vocabulary and grammar is used, although frequent errors are made</td>
<td>• responses may be single words or short, well-rehearsed phrases, using familiar vocabulary</td>
<td></td>
</tr>
<tr>
<td>• a range of cohesive devices is used to express connected thoughts and ideas</td>
<td>• selected cohesive devices are used to connect familiar thoughts and ideas</td>
<td>• basic cohesive devices are used to connect simple ideas</td>
<td>• some simple linking words are used, but the meaning as a whole is fragmented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• register is appropriate to the situation</td>
<td>• register is usually appropriate to the situation</td>
<td>• pronunciation may be affected by first language but is comprehensible to a background speaker</td>
<td>• pronunciation hinders communication</td>
<td>• pronunciation hinders communication</td>
<td></td>
</tr>
<tr>
<td>• pronunciation, intonation, rhythm and stress are acceptable to a background speaker</td>
<td>• pronunciation, intonation, rhythm and stress are acceptable to a background speaker</td>
<td>• where a variety of structures is used, the essential meaning is clear, although there may be frequent errors</td>
<td>• there is sufficient accuracy to enable some details to be understood</td>
<td>• some simple meanings are conveyed.</td>
<td></td>
</tr>
<tr>
<td>• ideas, information and meaning are communicated clearly and effectively, although some errors may occur in complex language</td>
<td>• ideas, information and meaning are usually communicated clearly, although errors may occur in complex language</td>
<td>• spoken communication relies on prompts and cues; responses are hesitant, repetitive and formulaic but relevant to the context</td>
<td>• spoken communication relies heavily on prompts and cues; responses are hesitant, repetitive and rehearsed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• conversation is initiated and sustained</td>
<td>• conversation is generally sustained</td>
<td>• some nonverbal features are used.</td>
<td>• some nonverbal features are used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• spoken communication demonstrates flexibility, coherence, spontaneity and relevance to the context</td>
<td>• spoken communication demonstrates flexibility when using familiar language; responses are relevant to the context, although they may be hesitant</td>
<td>• some nonverbal features are used.</td>
<td>• some nonverbal features are used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriate pause fillers and nonverbal features are used where required.</td>
<td>• some appropriate pause fillers and nonverbal features are used.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>