



Sample assessment task	
<b>Year level</b>	8
<b>Learning area</b>	Languages
<b>Subject</b>	German: Second Language
<b>Title of task</b>	<i>Wo warst du in den Ferien?</i> (Where did you go on holiday?)
Task details	
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to travel.</p> <p>In Part A they also demonstrate their skills in comprehending spoken texts and conveying information related to young Germans on holiday.</p> <p>In Part B they demonstrate their skills in writing a cartoon strip that involves recounting their own last holiday.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend, access, summarise and share key ideas and information in spoken text. It also establishes their skills in writing using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of travel.
<b>Assessment strategy</b>	<p>Short response – read for information in spoken text</p> <p>Extended response – write and design a comic strip</p>
<b>Evidence to be collected</b>	<p>Completed task sheet</p> <p>Comic strip</p>
<b>Suggested time</b>	<p>Part A – 25 minutes</p> <p>Part B – 60 minutes with an additional 2–3 minutes of presentation time as an extension to the task</p>
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel</p> <p>Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience</p> <p>Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience</p> <p><b>Understanding</b></p> <p>Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> <li>describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs in the present tense, for example, <i>Wir spielen morgen nicht mit; Er sieht viel fern; Ich muss meine Hausaufgaben machen; Nächstes Jahr bekommen wir neue Laptops</i></li> </ul>

Content description	
	<ul style="list-style-type: none"> <li>describing past events and experiences in present perfect and/or simple past tenses using a limited range of common verbs, for example, <i>Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank</i></li> <li>using reflexive verbs in the present tense with their appropriate accusative reflexive pronouns to describe daily routines and express emotions and interests, for example, <i>Ich dusche mich morgens; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien</i></li> <li>expressing opinions using, for example, <i>meiner Meinung nach; Ich glaube, dass ... Wir sind dagegen/dafür</i></li> </ul> <p>Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres.</p>
Task preparation	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>a variety of texts related to holidays and travel</li> <li>context-related vocabulary, for example, <i>das Meer; die Berge</i></li> <li>grammatical structures, including: the present, present perfect and simple past tenses; the use of <i>sein</i> and <i>haben</i> in the simple past. These two verbs are to be used when talking about their own holidays, for example, <i>Ich bin ans Meer gefahren. Ich war eine Woche dort. Ich hatte viel Spaß;</i> the prepositions and following cases that go with holiday destinations; the use of <i>man</i> in German to express what Germans/Australians generally do for their holidays</li> <li>the textual conventions of comic strips.</li> </ul>
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
<b>Assessment conditions</b>	Tasks is to be completed by students working individually.
<b>Resources</b>	<p>Task sheets</p> <p>Comic strip template</p> <p>German-English/English-German dictionary</p>

## Instructions for teacher

Prior to administering the tasks, the students will need to be:

- exposed to a variety of texts related to holidays and travel
- taught context-related vocabulary, for example, *das Meer; die Berge*
- taught grammatical structures, including:
  - the present, present perfect and simple past tenses
  - the use of *sein* and *haben* in the simple past when talking about own holidays, for example, *Ich bin ans Meer gefahren. Ich war eine Woche dort. Ich hatte viel Spaß;*
  - the prepositions and following cases that go with holiday destinations;
  - the use of *man* in German to express what Germans/Australians generally do for their holidays
- taught the textual conventions of comic strips, and provided with opportunities to practise them.

## Task

### Part A: Meine Ferien

Students listen to Luisa, Fynn and Luca talk about where they spent their holidays this year.

Each text is read twice, after which students respond to all questions in English.

### Task administration script

#### READ ALOUD

Luisa:	Hallo, mein Name ist Luisa. In den letzten Ferien war ich an der Ostsee im Sommer. Meine Mutter, mein Vater, meine beiden Brüder und ich sind für zwei Wochen auf der Insel Rügen geblieben. Wir hatten viel Spaß! Jeden Tag bin ich im Meer geschwommen und habe Beachvolleyball gespielt. Man kann sehr gut Fahrradfahren auf der Insel.
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Read the text a second time.

Pause for students to write their responses to the questions.

#### READ ALOUD

Fynn:	Hi, ich bin Fynn und ich bin zum dritten Mal in den Sommerferien nach Mallorca geflogen. Es war herrlich dort! Ich liebe das türkisblaue Wasser, das warme Wetter und die Palmen, die überall stehen! Es war der perfekte Urlaub! Wir haben Frühstück und Abendbrot inklusive gegessen. Zum Mittagessen hatten wir normalerweise Wassermelone am Strand.
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Read the text a second time.

Pause for students to write their responses to the questions.

#### READ ALOUD

Luca:	Ich bins, Luca! Ich bin in den Winterferien in die Alpen gefahren. Die Winterferien waren im Februar. Dort war ich mit meinen Freunden Skifahren! Das war ein super sportlicher Urlaub! Wir sind jeden Tag sechs Stunden Ski gefahren im Schnee! Ich bin noch nicht sehr gut, aber ich habe viel gelernt!
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Read the text a second time.

Pause for students to write their responses to the questions.

## Part B: Meine Feriengeschichte

Students design a comic strip recounting what they did during their last holiday.

In the comic strip template provided, they write a caption in German to contextualise each panel and a speech/thought bubble that is appropriate to each drawing.

In their strip they should include:

- where they went
- how long they went for
- the activities that were on offer and the ones they chose to do
- what was fun or interesting
- what they didn't enjoy.

They may either use photographs or do their own drawings for the comic strip.

Allow 60 minutes for students to complete this part of the task.

### Extension task

As a follow up task:

- students can read one another's cartoon strips and answer three questions prepared by the other students in their class
- students can reflect on their own learning
- cartoon strips can be used for further activities such as reading exercises or finding grammar structures in the texts.

**Instructions to students**

**Wo warst du in den Ferien?**

**Part A: Meine Ferien**

Listen to Luisa, Fynn, and Luca as they tell you where they spent their holidays this year.

You will hear each text twice.

Answer all questions in English.

**Luisa**

**Question 1**

Where did Luisa spend her last summer holidays?

(1 mark)

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**Question 2**

How long did she stay there?

(1 mark)

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**Question 3**

What did she do there?

(2 marks)

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**Fynn**

**Question 4**

Where did Fynn go in his summer holidays and how often has he been there?

(2 marks)

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**Question 5**

What did he like the most there?

(3 marks)

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**Question 6**

Which meals were included in the hotel package?

(2 marks)

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**Question 7**

What did the family usually eat for lunch and where did they eat it?

(2 marks)

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**Luca**

**Question 8**

Where did Luca spend his holidays? When did he go there?

(2 marks)

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**Question 9**

What did he do there?

(1 mark)

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**Question 10**

How long did he spend in the snow every day?

(1 mark)

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## Part B: Meine Feriengeschichte

Where did you go on your last holiday? What did you do, see, enjoy? Share your memories with your classmates.

Design a comic strip recounting what you did on your last holiday.

Write a caption in German to contextualise each panel and a speech/thought bubble that is appropriate to each drawing.

Include the following information in your comic strip:

- where you went
- how long you went for
- the activities that were on offer and the ones you chose to do
- what was fun or interesting
- what you didn't enjoy.

Write your comic strip in the past tense as you are recounting what happened on your last holiday (note the correct use of present perfect and simple past).

Look up any unfamiliar vocabulary in a dictionary.

You may use photographs you took during your last holiday or do your own drawings for the comic strip.

The comic strip template is provided for you.

Extension activity: Once you have completed your cartoon strip, you will pair up with a classmate and you will read one another's strips. You will also respond in English to three questions they have prepared for you.

In preparation, write three questions about the information in your comic strip that you would like your partner to respond to.

Question 1: \_\_\_\_\_

Question 2: \_\_\_\_\_

Question 3: \_\_\_\_\_

You have 60 minutes to complete your comic strip.




## Sample marking key

### Part A: Meine Ferien

Description	Marks
<b>Question 1</b>	
Baltic Sea/ island of Rügen	1
<b>Subtotal</b>	<b>1</b>
<b>Question 2</b>	
2 weeks	1
<b>Subtotal</b>	<b>1</b>
<b>Question 3</b>	
swam in the ocean (every day)	1
played beach volleyball	1
<b>Subtotal</b>	<b>2</b>
<b>Question 4</b>	
Mallorca	1
for the 3 <sup>rd</sup> time	1
<b>Subtotal</b>	<b>2</b>
<b>Question 5</b>	
(turquoise) water	1
warm weather	1
palms (everywhere)	1
<b>Subtotal</b>	<b>3</b>
<b>Question 6</b>	
breakfast and	1
dinner	1
<b>Subtotal</b>	<b>2</b>
<b>Question 7</b>	
watermelon	1
at the beach	1
<b>Subtotal</b>	<b>2</b>
<b>Question 8</b>	
in the alps	2
in winter/ February	
<b>Subtotal</b>	<b>2</b>
<b>Question 9</b>	
went skiing	1
<b>Subtotal</b>	<b>1</b>
<b>Question 10</b>	
six hours	1
<b>Subtotal</b>	<b>1</b>
<b>Part A total</b>	<b>17</b>

<b>Part B: Meine Feriengeschichte</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Writes the text of a comic strip about their last holiday with a caption to contextualise each panel and a speech/thought bubble that is appropriate to each drawing including: where they went, how long they went for, the activities that were on offer and the ones they did, what was fun or interesting, what they didn't like. Includes relevant details in writing and in supporting illustrations to engage the reader.	4
Writes a comic strip about their last holiday contextualising most panels with captions and speech/thought bubbles to support illustrations. Includes most details in written and in visual forms to engage the reader.	3
Writes a comic strip about their last holiday with attempts at contextualising some panels with captions and speech/thought bubbles to support illustrations. Includes some details in written and in visual forms to engage the reader.	2
Writes a comic strip about their last holiday with attempts at contextualising few panels with captions and speech/thought bubbles to support illustrations. Includes few details in written and in visual forms to engage the reader.	1
Limited attempts are made at writing and illustrating a comic strip.	0
<b>Subtotal</b>	<b>4</b>
<b>Grammar</b>	
Uses a range of sentence structures. Simple and compound sentences are handled with confidence and complex structures are often correct. Uses the past tense successfully.	3
Uses structures that satisfy the requirements of the task. Structures are mostly simple though some compound and complex sentences are attempted. Use of past tense is sometimes unsuccessful, though the intended meaning is clear.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses an appropriate range of relevant vocabulary. Spelling is mostly correct, including the use of punctuation.	3
Uses some variety of vocabulary that is generally relevant. Some inconsistency with spelling and punctuation, but meaning is clear.	2
Limited use of relevant vocabulary. Poor spelling often impedes comprehension.	1
<b>Subtotal</b>	<b>3</b>
<b>Text type and sequencing</b>	
Successfully writes a comic strip, with images, captions, speech/thought bubbles. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a comic strip. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience. Limited organisation impedes the flow and understanding.	1
<b>Subtotal</b>	<b>3</b>
<b>Support</b>	
Effectively uses a bilingual dictionary and resources independently.	3
Requires some support in accessing a bilingual dictionary and other resources. Some teacher support given (scaffolding, modelling).	2
Requires significant support to complete the task.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>16</b>
<b>Total</b>	<b>33</b>