



Sample assessment task

Year level	8
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Weihnachten in Deutschland</i> (Christmas in Germany)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to special holidays.</p> <p>In Part A they also demonstrate their skills in comprehending written text and convey the information in responses to questions.</p> <p>In Part B they demonstrate their writing skills in a diary entry written from the perspective of a German teenager recounting their preparations for Christmas.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written German in comprehending and conveying information in written texts. It also establishes information on their ability to write informative and descriptive text in German.
Assessment strategy	<p>Short response – reading for information in written text</p> <p>Extended response – diary entry</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Diary entry</p>
Suggested time	<p>Part A – 35 minutes</p> <p>Part B – 50 minutes</p>

Content description

Content from the Western Australian Curriculum	<p>Communicating</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>Understanding</p> <p>Apply German punctuation and spelling rules to their own writing and learn to systematically edit own and others' written work</p> <p>Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative), and using definite and indefinite articles, <i>kein</i>, personal pronouns (including <i>man</i>), and possessive, demonstrative and interrogative adjectives, such as <i>sein</i>, <i>unser</i>, <i>dieser</i>, <i>jeder</i> and <i>welcher</i>
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Content description	
	<ul style="list-style-type: none"> 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> <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	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> a variety of texts related to special holidays, and in particular traditional German Christmas traditions context-related vocabulary grammatical items, including: the present perfect and/or simple past tenses using a limited range of common verbs; use of the reflexive verb <i>Ich freue mich</i> the textual conventions of a diary entry.
Assessment differentiation	<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	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p>German-English/English-German dictionary</p>

Instructions for teacher

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

- provided with a variety of texts related to special holidays, and in particular traditional German Christmas traditions
- taught context-related vocabulary
- taught grammatical items, including:
 - the present perfect and/or simple past tenses using a limited range of common verbs
- taught the conventions of a diary entry, and provided with opportunities to practise them.

Task

Part A: Weihnachten in den deutschsprachigen Ländern

Discuss the topic of special holidays with students. Focus on Christmas as a major traditional festival in German-speaking countries and the various traditions around Christmas.

Provide student with Part A of the task.

They are to read the text *Weihnachten in den deutschsprachigen Ländern* and answer the questions in English.

Allow students to look up any unfamiliar vocabulary in a dictionary.

Allow students 35 minutes to complete the task.

Part B: Mein Weihnachten!

The German tradition of putting up large fir trees in market squares or other prominent places, such as in front of the town hall in towns and cities at the beginning of December, should be discussed as this will put in context for the students the stimulus picture included with the task.

Students use the information in the text *Weihnachten in den deutschsprachigen Ländern* and the photograph of the Christmas tree as stimuli to write a diary entry of their preparations for Christmas, from the perspective of a German teenager.

In their entry they should include:

- the anticipation of Christmas – what events have happened already in December?
- plans for the festivities – how has the family organised the days around Christmas?
- gifts they may have already bought and for whom
- what they look forward to/they are not looking forward to.

Knowledge of the German case system and the use of the present tense for future events is required, as is the use of the reflexive verb *Ich freue mich*.

Students aim to write approximately 100 words in German.

Allow students 50 minutes to complete Part B of the task.

Instructions to students

Weihnachten in den deutschsprachigen Ländern

Part A: Weihnachten in den deutschsprachigen Ländern

Read the following text. Complete the questions that follow in English.

Look up any unfamiliar vocabulary in a dictionary.

You have 35 minutes to complete the task.

Weihnachten in den deutschsprachigen Ländern

Der Adventskranz

Die traditionellen Adventskränze sind aus Tannenzweigen, aber es gibt auch Kränze aus Metall oder Holz.

In der Adventszeit wird jeden Sonntag eine neue Kerze angezündet, am ersten Advent die erste, am vierten Advent dann schließlich die vierte, bis vier Kerzen gleichzeitig leuchten. Dazu sagen Kinder oft Gedichte auf. Der Adventskranz hilft den Kindern, auf Weihnachten zu warten.

Der Adventskalender

Jeden Tag im Dezember dürfen Kinder eine neue Tür im Adventskalender öffnen. Manchmal finden sie Schokolade, manchmal kleine Geschenke. Meistens kauft man die Adventskalender im Supermarkt, aber manche Familien machen den Kalender auch selbst.

St. Nikolaus

Am Abend vor dem 6. Dezember stellen die Kinder in Deutschland ihre Schuhe vor die Tür. Am Morgen des 6. Dezembers sind die Schuhe mit Schokolade und anderen kleinen Geschenken gefüllt, weil Sankt Nikolaus sie in der Nacht besucht hat.

Der Heilige Abend

In Deutschland feiern die Familien Weihnachten schon am 24. 12., am Heiligen Abend. Die Eltern dekorieren den Weihnachtsbaum am Morgen mit Kugeln und Lametta und Kerzen. Die Kerzen sind manchmal aus echtem Bienenwachs und verbreiten einen schönen Duft. Manche Familien gehen dann am späten Nachmittag in die Kirche, danach gibt es die Bescherung. Erst dann sehen die Kinder den geschmückten Weihnachtsbaum

Menschen in Deutschland kaufen meistens echte Weihnachtsbäume. Der Baum steht dann im Keller oder auf dem Balkon bis zum 24.12., wenn er ins Wohnzimmer gestellt wird. Der Baum bleibt dann meist bis zum 6.1. im Zimmer stehen, danach wirft man ihn als Kompostmüll weg. Manchmal essen die Elefanten im Zoo die alten Bäume.

Das Weihnachtessen

Am 24.12. essen die Leute traditionell Kartoffelsalat und Würstchen, am 25., dem Ersten Weihnachtsfeiertag, kommt die ganze Familie zum Essen zusammen. Meistens isst man dann Weihnachtsgans.

Answer the following questions in English.

Question 1

What materials are used to make traditional Advent wreaths? (3 marks)

Question 2

What happens every Sunday in Advent? (2 marks)

Question 3

What do children sometimes do? (1 mark)

Question 4

What does the Advent wreath help with? (1 mark)

Question 5

What do children find in an Advent calendar? (2 marks)

Question 6

What do some families do?

(1 mark)

Question 7

What are children required to do before St Nicholas visits? Why?

(2 marks)

Question 8

When does Christmas start in Germany?

(1 mark)

Question 9

Indicate with a tick [✓] whether the following statements are true or false.

(3 marks)

Statement	True	False
(a) Children unpack their presents on the 25 th of December.		
(b) Usually, a real tree is put up.		
(c) People eat sausages as one traditional meal at Christmas time.		

Part B: Mein Weihnachten!

Imagine you are a German teenager preparing for Christmas. Use the information in the text *Weihnachten in den deutschsprachigen Ländern* and the photograph of the Christmas tree below as stimuli to write a diary entry.

In your entry include:

- the anticipation of Christmas – what events have happened already in December?
- plans for the festivities – how has the family organised the days around Christmas?
- gifts you may have already bought and for whom
- what you look forward to/you are not looking forward to.

Include the present perfect and simple past tenses for past events, and the present tense for future plans.

Write approximately 100 words. You have 50 minutes to complete this part of the task.



Sample marking key

Part A: Weihnachten in den deutschsprachigen Ländern

Description	Marks
Question 1	
(fir) tree branches	1
metal	1
wood	1
Subtotal	3
Question 2	
a new candle	1
is lit	1
Subtotal	2
Question 3	
say a Christmas poem	1
Subtotal	1
Question 4	
waiting for Christmas	1
Subtotal	1
Question 5	
chocolate	1
presents	1
Subtotal	2
Question 6	
make their own calendar	1
Subtotal	1
Question 7	
put their boots out	1
to get presents	1
Subtotal	2
Question 8	
24 th of December	1
Subtotal	1
Question 9	
(a) false	1
(b) true	1
(c) true	1
Subtotal	3
Part A total	16

Part B: Mein Weihnachten!	
Description	Marks
Content	
Writes a diary entry from the perspective of a German teenager and their preparations for Christmas, including: anticipation of Christmas; plans for the festivities; gifts they may have already bought and for whom; what they look forward to/they are not looking forward to. Includes relevant details in writing to engage the reader.	4
Writes a diary entry from the perspective of a German teenager and their preparations for Christmas, including most of the required information to engage the reader.	3
Writes a diary entry from the perspective of a German teenager and their preparations for Christmas, including some of the required information.	2
Writes a diary entry which includes few of the required details.	1
Subtotal	4
Grammar	
Uses a range of structures, including the perfect and past tense for past events and the present tense for future plans. Simple and compound sentences are handled with confidence and complex structures are often correct. Makes minor errors; however, inaccuracies do not affect meaning or flow.	3
Uses a range of simple structures correctly. Structures are mostly simple though some compound and complex sentences are attempted. Makes errors; however, inaccuracies do not affect meaning.	2
Uses simple structures mostly correctly. Makes errors, with inaccuracies occasionally affecting meaning.	1
Subtotal	3
Vocabulary	
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
Subtotal	3
Description	Marks
Test type and sequencing	
Successfully writes a diary entry, including a date, a salutation and information related to Christmas preparations, expressive and descriptive language, and a phrase indicating leave taking. Uses the informal register. 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 impedes the flow and understanding.	1
Subtotal	3
Part B total	13
Total	29