

TASK

Students were asked to prepare a presentation about a German-speaking town of their choice guiding the audience through a visit to the town

FORMAT

Powerpoint

TITLE

Mein Reise Nach Dortmund

TEACHING AND LEARNING CONTEXT

At the end of a unit of learning about German cities and aspects of interest to tourists, students were asked to select a German-speaking town/ city and create a presentation to guide an audience through a visit to the town/ city. This student chose Dortmund.



▶ Letzten Sommer bin ich mit meinem Freund nach Dortmund gefahren.

▶ Dortmund liegt in Westdeutschland in der Nähe von Belgien und den Niederlanden.

Contoso

The map shows Germany with the following cities labeled: Hamburg, Bremen, Hannover, Münster, Paperborn, BERLIN, Dortmund, Düsseldorf, Köln, Bonn, Frankfurt, Leipzig, Dresden, Nurnberg, Stuttgart, and Munich. A red square is visible in the top right corner of the map area.

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Features of Quality: Student Language Portfolio

<p>Exceptional</p> <p>A piece of work that reflects these features to a very high standard. The strengths of the work far outstrip its flaws.</p>	<p>Ideas are communicated very clearly, with very good fluency, accuracy and range of vocabulary</p> <p>The text shows very good awareness of language and social conventions and of language patterns</p> <p>The text reveals a very good understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>Above expectations</p> <p>A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention but, on the whole the work is of a high standard.</p>	<p>Ideas are communicated clearly, with good fluency, accuracy and range of vocabulary</p> <p>The text shows good awareness of language and social conventions and of language patterns</p> <p>The text reveals a good understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>In line with expectations</p> <p>A piece of work that reflects most of these features well. It shows a good understanding of the task in hand. Feedback might point to areas needing further attention but the work is generally competent.</p>	<p>Ideas are communicated clearly enough to be understood, with limited fluency, accuracy and range of vocabulary</p> <p>The text shows a limited awareness of language and social conventions and of language patterns</p> <p>The text reveals some understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>Yet to meet expectations</p> <p>A piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.</p>	<p>Ideas are frequently communicated unclearly and are limited to very basic words and phrases</p> <p>The text shows little or no awareness of language and social conventions or of language patterns</p> <p>The text reveals little or no understanding of the purpose and potential audience for the communication or aspects of the target language country/countries or culture</p>

Students select their best texts within the timeframe stipulated by the NCCA. They are free to choose any three items they have created over the time period, to submit for assessment, as long as at least one text is in oral format and at least one text shows awareness of aspects of the country/ countries and/ or culture of the language. Teachers assess each text individually using the features of quality. Expectations of the standard they achieve will be at a level appropriate to their age and experience at that stage in their language learning in junior cycle.

TEACHER ANNOTATIONS USING THE FEATURES OF QUALITY

The student communicates ideas very clearly, using images effectively to support communication. Ideas are generally communicated accurately, with correct spelling and punctuation throughout. There are a small number of spelling mistakes such as “*Fluggenschellschaft*”, “*Schwarzwalder*” and the incorrect capitalisation of the adjective “*deutsch*” however they are very minor and do not impede communication. Feedback may also point to the incorrect use of “*Ich hatte + food*” instead of the correct expression “*Ich habe ____ gegessen*”.

The student’s range of vocabulary is very good, with examples ranging from transport to accommodation, food as well as leisure activities, all of which are appropriate to the task in hand.

The student displays some very good language awareness with impressive use of the past tense throughout the piece as well as examples of the genitive case in expressions such as “*Fluggesellschaft Irlands*” *Während der Reise*”. Areas for improvement might include the use of the accusative case, which is often used incorrectly (*in die Schnell Imbiss, Am Abend sind wir im Restaurant gegangen, wir haben die Florianturm besucht*).

The student demonstrates very good awareness of aspects of the target language country in question, in particular of the local area of Dortmund. Cultural references are included appropriately throughout the text while feedback could point to the fact that in this context *im westen Deutschlands* would be the appropriate term (as opposed to *West Deutchland*).

While there are some errors, overall this is a piece of work that reflects the features of quality to a very high standard and the strengths of this work far outstrip the flaws.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



Exceptional

The annotations capture observations by the student's teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practicing MFL teachers and representatives of the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.