German Beginners task 2

Assessment notification

Target group

Year 12

Date

Term 3, Year 12

Marks and weighting

10 marks

Weighting – 10% (Writing 10%)

Context

You will need to draw on your knowledge of all topics studied and use of a range of vocabulary and sentence structures, plus demonstrate a good understanding of German grammar.

Task

You will be required to read and reply to a series of emails, writing a response in German to each one. The emails discuss a planned trip to Germany and the lead-up to Christmas.

You should write approximately 125 words in total.

Outcomes to be assessed

1.1 establishes and maintains communication in German

1.2 manipulates linguistic structures to express ideas effectively in German

1.3 sequences ideas and information

1.4 applies knowledge of the culture of German-speaking communities to interact appropriately

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

Writing

You will be assessed on your ability to:

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

Feedback

You will be provided with both oral and written feedback focusing on the correct application of new structures and vocabulary and the logical sequencing of ideas within the text.

Task 2 – teacher version

Writing (10 marks)

Read the following emails and write a response in German to each email. Write approximately 125 words in total.

Note – depending on the length of time available for the task and the ability level of the students, a glossary or even a translation into English could be made available to the students.

Hi Jamie,

wie geht’s? Toll, dass du bald nach Deutschland kommst! Wann und wie reist du ab? Wo wohnst du, während du hier in Deutschland bist?

Deine, Fränzi

This allows students to give some straightforward responses – time, date and modes of transport for example, “*mit dem Auto (zum Flughafen)”, “mit dem Flugzeug*”. *“Wo wohnst du?”* is a general question and allows a wide range of responses.

Hi Jamie,

das klingt prima! Weißt du, im Winter ist das Wetter hier in Deutschland ganz kalt – viel kälter als in Australien. Hast du warme Klamotten? Was bringst du mit?

Viele Grüβe,

Deine Fränzi

Once again this can be a fairly straightforward answer and can be answered with more than a simple list if the student is creative and wishes to expand.

Hi Jamie,

ich gratuliere! Du hast alles unter Kontrolle! Was machst du in den Wochen vor deiner Abreise? Deine Familie wird dich sicher vermissen – besonders zu Weihnachten, oder? Hast du ihnen schon Weihnachtsgeschenke gegeben und welche bekommen?

Bis bald,

Fränzi

This response allows students to expand on what they plan to do in the coming weeks and it can be written in the present tense. The question regarding Christmas presents allows responses from a range of abilities, from the simple to the more complex. It can also allow the more capable students to write in the past tense.

Hi Jamie,

wie interessant! Ich freue mich darauf, dich kennen zu lernen. Ruf mich an, wenn du angekommen bist!

Bis ganz bald!

Deine Fränzi

Task 2 – student version

Writing(10 marks)

Read the following emails and write a response in German to each email. Write approximately 125 words in total.

Hi Jamie,

wie geht’s? Toll, dass du bald nach Deutschland kommst! Wann und wie reist du ab? Wo wohnst du, während du hier in Deutschland bist?

Deine, Fränzi

Hi Jamie,

das klingt prima! Weißt du, im Winter ist das Wetter hier in Deutschland ganz kalt – viel kälter als in Australien. Hast du warme Klamotten? Was bringst du mit?

Viele Grüβe,

Deine Fränzi

Hi Jamie,

ich gratuliere! Du hast alles unter Kontrolle! Was machst du in den Wochen vor deiner Abreise? Deine Familie wird dich sicher vermissen – besonders zu Weihnachten, oder? Hast du ihnen schon Weihnachtsgeschenke gegeben und welche bekommen?

Bis bald,

Fränzi

Hi Jamie,

wie interessant! Ich freue mich darauf, dich kennen zu lernen. Ruf mich an, wenn du angekommen bist!

Bis ganz bald!

Deine Fränzi

Glossary (if needed)

Email 1

*bald* soon

*nach Deutschland* to Germany

*abreisen* to leave, depart

*während*  while

Email 2

*das klingt prima!* that sounds great!

*viel kälter als* much colder than

*die Kleider* clothes

Email 3

*ich gratuliere!* congratulations!

*unter Kontrolle!* under control

*die Abreise* departure

*sicher*  certainly

*vermissen* to miss

*besonders*  especially

*zu Weihnachten* at Christmas

*schon* already

*die Geschenke* presents

Email 4

*ich freue mich darauf* I am looking forward to

*kennen lernen* to meet

*anrufen* to telephone

Task 2 marking guidelines

Writing

Outcomes assessed: 1.1, 1.2, 1.3, 1.4,3.1, 3.2, 3.3

| Criteria | Marks |
| --- | --- |
| * Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience
* Organises information and ideas coherently
* Demonstrates knowledge of a variety of vocabulary, language structures and features
 | 9‑10 |
| * Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience
* Organises information and ideas
* Demonstrates some knowledge of a variety of vocabulary, language structures and features
 | 7‑8 |
| * Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience
* Organises information and ideas with some coherence
* Demonstrates some knowledge of vocabulary, language structures and features
 | 5‑6 |
| * Presents some information relevant to the task
* Demonstrates elementary knowledge of vocabulary, language structures and features
 | 3‑4 |
| * Produces some comprehensible language related to the task
 | 1‑2 |