German Continuers Stage 6

Understanding the requirements of text types

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# Context

This document provides generic advice only. It is the responsibility of individual teachers to ensure their students are adequately prepared for the HSC examinations.

This advice has been developed for the German Continuers Stage 6 course and is current as at May 2024.

# Introduction

In the German Continuers Stage 6 course, students are required to produce different types of text appropriate to a range of contexts, purposes and audiences. By using this guide, you can support your students to develop and refine their writing skills across a range of tasks. Some language features are provided in German as a guide.

Section III of the HSC written paper assesses Objective 2 – express ideas through the production of original texts in German. The following outcomes are assessed:

* **2.1** applies knowledge of language structures to create original text [[1]](#footnote-2)#
* **2.2** composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
* **2.3** structures and sequences ideas and information

[German Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/spanish-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

# Text types

Texts (text types) are various forms of spoken and written language, such as articles, conversations, letters and so on. Each text type varies in its characteristics of format, style and language. In German Continuers Stage 6, the following written text types are specified for production:

* article
* diary entry
* email
* letter
* message[[2]](#footnote-3)\*
* note[[3]](#footnote-4)\*
* notice
* postcard
* recount
* report
* script of an interview
* script of a speech/talk.

In the written section of the HSC examination, students are required to produce 2 different texts.

The first text is informative or descriptive. Informative or descriptive texts are usually used for sharing and describing personal experiences and ideas. They can include ideas, opinions and memories, and usually express feelings or reactions and reflections. Students are required to write approximately 75 words in German.

The second text is reflective, persuasive or evaluative, and could require you to explain or justify a point of view. Students are required to write approximately 200 words in German.

To build students’ skills in writing cohesive and engaging responses, consider choosing one task focused on a particular text type and completing the steps outlined below as a class. Next, choose a different task with the same text type for students to work on individually or in pairs.

1. Identify the purpose, context and audience for their writing.
2. Brainstorm or identify key ideas.
3. Write a first draft.
4. Evaluate the draft (for example, through peer feedback).
5. Address any areas for improvement.
6. Write the final draft.

## Article

Table 1 – information relating to ‘article’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform about a topic, and/or sustain an argument * To persuade the reader to think about a topic * To entertain * To express the author’s thoughts and feelings | * Title or heading * Introduction that includes a statement of argument to be addressed * Body paragraphs that include development of arguments or ideas and sequencing and linking of ideas, with supporting evidence * Conclusion that reviews or summarises the argument or topic. It should be short and accentuate the main idea of the article | * Range of tenses (past, present, future, conditional) * Descriptive, factual, evaluative or persuasive language, depending on context, purpose and audience * An objective or a subjective tone, depending on the context and purpose * Use of language structures, vocabulary and expressions to describe facts or topics, to persuade the audience or to evaluate an issue (for or against) * Rhetorical questions to lead the audience to a particular conclusion * Repetition to emphasise a given idea * Expert opinion, for example, es steht ohne Zweifel, das beweist, laut Experten * Modality language, for example, *wahrscheinlich*, *ich bin mir sicher*, *sicherlich*, *ohne Zweifel*, *auf jeden Fall*, *unbedingt* * Language of cause and effect, for example, deshalb, deswegen, das führt dazu, ein Folge davon ist, aus diesem Grund/aus diesen Gründen * Emotive language, for example, optimistisch, pessimistisch, erstaunt, frustriert, begeistert, verzweifelt * Evaluative language (supportive or critical words), for example, *D*as spielt eine große Rolle, Das ist *ein wichtiges Thema*, eine große Verantwortung, ein faszinierendes Erlebnis, ein nützliches Projekt, eine negative Erfahrung |

### Sample questions

Write approximately 200 words in German. You are a student in Germany. You have taken part in a recent initiative to improve student fitness at your school. Write an article for your school magazine evaluating the success of the initiative.

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Write approximately 200 words in German. You are a student in Germany. Your school has recently trialled a scheme allowing students the option of wearing a school uniform. Write an article for your school magazine evaluating the success of the scheme.

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Write approximately 200 words in German. You have recently participated in a Student Travel Expo which included Germany as a travel destination. Write an article for the community newsletter evaluating the event.

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## Diary entry

Table 2 – information relating to ‘diary entry’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To document thoughts, reflections and experiences * To explore the emotions, attitudes, values, beliefs, fears, dreams and/or motivations evoked by an experience * To reflect on a theme, place or past events or experiences | * Date * Attention-grabbing opening sentence * Body of the text includes events in chronological order with detail and description * Concluding statement or remark reflecting on the experience * Writer’s sign-off | * First person, to create a personal tone * Language can be descriptive, factual, evaluative or emotive * Informal register * Range of tenses (past, present, future, conditional) – usually past tense * A greeting, for example, *Liebes Tagebuch* * Time connectives to relate events in chronological order, for example, heute, gestern Abend, zuerst, am Anfang, dann, danach, nachher, als, immer, oft, manchmal, selten, nie, am Ende, schließlich, zum Schluss * The body of a diary or journal entry can be written in first or third person and may contain expressions, for example, Stell dir vor, Ich verstehe das einfach nicht, Ich habe fast geweint, Ich war so gerührt, Ich bin gespannt. * A variety of tenses, including the use of the past tense to recount events in the past, for example, Ich habe mich so enttäuscht gefühlt; Ich wusste nicht, was ich tun sollte; Das war eine große Erleichterung. * Short sentences, phrases and exclamations may be used to highlight certain ideas and opinions, for example, *Wie Schade*!, Einfach fantastisch!, Nicht zum Glauben!, So ein Glück/ Pech! * Rhetorical questions may add breadth and depth to personal reflections and thoughts, for example, Was ist überhaupt passiert?; Ich frage mich, ob ich das gleiche machen würde. * Authentic use of idiomatic expressions where appropriate, for example, Das ist mir Wurst, Ich verstehe nur Bahnhof, Drück mir die Daumen. * Impressions, reflections, emphatic statements and direct speech to reveal inner thoughts and recount dialogue, for example, *Ich fühle mich verwirrt*; *Es ist mir peinlich*; Ich bin entschlossen, die Lage zu ändern; Ich bin so sauer/echt wütend. * Evaluative language, for example, *ein tolles Konzert*; *eine Katastophe*, *Das brauchte viel Mut*; *ich bin s*o *enttäuscht, dass alles schiefgelaufen ist.* * A concluding remark or statement to end the diary entry for that day, for example, *So ein unvergesslicher Tag*!; Was für ein Tag!; So ein großer Erfolg; Man weiß ja nie was passiert; Wer weiß, was morgen bringt. |

### Sample questions

Write approximately 200 words in German. You and your class organised a stall for second-hand goods at a neighbourhood market. Write a diary entry in which you reflect on the experience.

Sourced from 2022 Higher School Certificate Examination, German Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Write approximately 200 words in German. As a member of the Student Creative Arts Committee, you helped to organise an event at your school. You have received both positive and negative feedback about the event. Write a diary entry in which you reflect on the feedback.

Sourced from 2022 Higher School Certificate Examination, German Continuers, Section III, Question 13(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Write approximately 200 words in German. You have just started your first part-time job with a family member. Write a diary entry reflecting upon the experience so far.

Sourced from 2019 Higher School Certificate Examination, German Continuers, Section III, Question 12(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

Write approximately 200 words in German. You have held an event at school to raise money for a charity. Write a diary entry in which you evaluate the success of the event.

Sourced from 2019 Higher School Certificate Examination, German Continuers, Section III, Question 12(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

Write approximately 75 words in German. You have recently been to a family celebration. Write a diary entry describing why you did not enjoy it.

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## Email or letter

Table 3 – information relating to ‘email or letter’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform or advise * To invite or apologise * To show appreciation * To seek a response * To express a point of view and convince * To make a complaint | * Email address of sender and recipient and the subject (applies only to emails) * Your city or town and the date on the right (formal letter) * Opening salutation * Introduction that includes initial greeting and reason for writing * Body of the text with elaboration of key ideas * Conclusion that includes what is expected from the recipient * Closing statement * Closing salutation and name | * First person, to create a personal tone * Range of tenses (present, perfect, future, imperfect, conditional) * Language can be descriptive, factual, emotive, evaluative or persuasive, depending on context, purpose and audience * Simple linking devices * Authentic use of idiomatic expressions, where appropriate * Formal or informal register, depending on the purpose and audience (be consistent throughout the letter or email) * Informal salutation, for example, *Liebe Oma!*, *Lieber Opa*!, *Hallo* * Formal salutation, for example, Sehr geehrte Damen und Herren, Sehr geehrte Frau Schmidt, Sehr geehrter Herr Braun, Sehr geehrte Lehrer und Lehrerinnen * Initial informal greeting and reason for writing, for example, Grüß dich Anna!; Ich hoffe, dass es dir gut geht; Grüßt euch!; Ich hoffe, dass es euch gut geht; Vielen Dank für die Mail; Es freut mich, dass…; Verzeihung, dass ich dir/ euch nicht früher geschrieben habe; Ich schreibe, weil…, Ich habe gute Nachrichten; Ich habe eine Frage an dich/euch. * Initial formal greeting and reason for writing, for example, *Vielen Dank für Ihre Mai*; *Ich möchte Ihnen mitteilen, dass…*; *Ich schreibe Ihnen in Bezug auf die Stelle als* Sprachassistentin; Es *betriff Ihre Anzeige*; *Ich möchte mich hiermit um das Stipendum*/ *die Stelle als Sprachassistentin bewerben.* * Informal closing statement, for example, Ich wünsche dir viel Erfolg mit den Prüfungen; Danke für deine/eure Hilfe; Ich freue mich sehr auf das Wiedersehen; Ich freue mich darauf, bald von dir/euch zu hören; Schreib/Schreibt mir bald wieder; Bis bald; Mach´s gut!/ Macht´s gut! * Formal closing statement, for example, Ich freue mich auf Ihre baldige Antwort; Ich hoffe, bald von Ihnen zu hören; Ich bedanke mich im Voraus! * Informal closing salutation and name, for example, *Tschüss*!, *Viele Grüße*, *Liebe Grüße*, *Deine Anna*, *Dein Anton* * Formal closing salutation, for example, Mit freundlichen Grüßen |

### Sample questions

Write approximately 200 words in German. You and your parents have attended a meeting with your school principal. Write an email to a friend, reflecting upon the outcome of the meeting.

Sourced from 2020 Higher School Certificate Examination, German Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

Write approximately 200 words in German. You have been participating in a weekly after-school activity. The organiser has asked for feedback. Write an email to the organiser to persuade him/her to consider your ideas.

Sourced from 2020 Higher School Certificate Examination, German Continuers, Section III, Question 13(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

Write approximately 200 words in German. You are a German exchange student in Australia. The exchange is not going as you had expected. Write the text of an email to your parents, reflecting on how you plan to make the most of the exchange.

Sourced from 2015 HSC Examination, German Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015.

Write approximately 200 words in German. A friend has declined your invitation to accompany you to see a German band. Write an email to your friend persuading him/her to come with you.

Sourced from 2018 Higher School Certificate Examination, German Continuers, Section III, Question 12(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 75 words in German. You have recently chosen a new flatmate. Write a letter to your friend explaining why you have chosen this person.

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## Message or note

Table 4 – information relating to ‘message or note’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To thank or express appreciation * To inform or advise * To request * To instruct * To remind   **Note**: the difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. | * Opening salutation * General statement, description or procedure * Lack of descriptive detail * Closing salutation | * Short and to the point (lacking detail) * Informal or formal register (be consistent throughout)   Sample phrases  To thank or express appreciation:   * Danke/Vielen Dank/Danke Schön/Danke sehr!   Vielen, lieben Dank!, Herzlichen Dank!   * Danke dir/euch, Ich danke Ihnen (vom ganzen Herzen) * Das war so nett von dir/euch/Ihnen. * Ich bin (dir/euch/Ihnen) sehr dankbar. * Ich freue mich, dass ich mitmachen durfte. * Ich weiß das wirklich zu schätzen. * Ich habe Glück, so einen guten Freund/eine gute Freundin wie dich zu haben.   To inform:   * Ich möchte Ihnen mitteilen, dass… * Ich wollte dir/euch nur sagen, dass… * Ich wollte dir/euch/Ihnen Bescheid geben/sages, dass ich verspätet bin.   To request:   * Verzeihen Sie bitte die Störung aber… * Wenn ich fragen darf… * Könnten Sie mir bitte die Adresse schicken? * Kannst du mir bitte die Adresse geben? * Kannst du mir bitte einen Gefallen tun?   To remind:   * *Ich möchte* *Sie daran erinnern, dass…* * *Ich muss dich*/*euch daran erinnern, dass…* * *Vergiss nicht Vergesst nicht*/*Vergessen Sie bitte nicht!* * *Denk dran!/Denkt dran!* |

### Sample questions

Write approximately 75 words in German. You are on exchange in Germany. You have chosen a souvenir that you find interesting to take back to Australia. Describe the souvenir in a message to a friend.

Sourced from 2022 Higher School Certificate Examination, German Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Write approximately 75 words in German. Your friend has supported you during a challenging time recently. Write him/her a note in which you express your appreciation.

Sourced from 2020 Higher School Certificate Examination, German Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

Write approximately 75 words in German. You have had a disagreement with a friend. Write him/her a message in which you clarify your point of view.

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Write approximately 75 words in German. Your grandparents bought you tickets to a sporting event. Write them a note of thanks after attending the event.

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## Notice

Table 5 – information relating to ‘notice’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform * To encourage and seek a response | * Name of the issuing agency * Date of issue or release of the notice * Title, heading or addressee * Relevant details, for example, date, time, duration, place or venue * Statement of conclusion or advice (for example, giving contact details) | * Verbs usually written in the present tense * Language can be descriptive, factual, emotive or persuasive, depending on context * Language used is simple and formal * Appropriate form of address is used for the context   Sample expressions:   * Wettbewerb/Aktion/Achtung * Wollt ihr fitter werden?, Habt ihr Lust mehr Sport zu treiben?, Macht bei unserer Schülerintiniative mit! * Haben Sie Fernweh?, Würden Sie gern ein Jahr im Ausland wohnen?, Rufen Sie uns bitte an! * [*Vorkenntnisse*](https://www.dict.cc/?s=Vorkenntnisse)[*sind*](https://www.dict.cc/?s=sind)[*nicht*](https://www.dict.cc/?s=nicht)[*erforderlich*](https://www.dict.cc/?s=erforderlich.)*.* |

### Sample questions

Write approximately 75 words in German. Write a notice to be put on the school noticeboard about a new health and fitness initiative for senior students.

Sourced from 2021 Higher School Certificate Examination, German Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2021.

Write approximately 75 words in German. Your family wants to do a house exchange with a family in Berlin in July next year. Your family has asked you to post a notice on a home exchange website. Write the notice in which you detail your family’s requirements as well as what your family is offering.

Adapted from 2020 Higher School Certificate Examination, Spanish Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

Write approximately 75 words in German. You are on exchange in Germany and you would like someone to practise German conversation with. Write a notice for the school’s online noticeboard outlining this request.

Developed by NSW Department of Education.

## Postcard

Table 6 – information relating to ‘postcard’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform and retell events (describe where you are and some of the things you are doing and seeing) * To communicate your thoughts or feelings * To amuse or entertain | * Recipient name * Greetings from location * Information about a place, for example weather or atmosphere * Activities done * Plans * Closing statement and salutation | * First person * Language usually descriptive and evaluative * Brief description or message * Usually informal register * Correct tense for activities – what has happened and what is happening next? * Descriptions of sights and/or activities * Personal impressions   Sample expressions:   * Viele Grüße aus Berlin!, Sonnige Grüße aus Sydney! * Ich mache hier Urlaub mit meiner Familie und es gibt so viel zu tun! * Gestern bin ich in die Stadt gefahren und habe ein Geschenk für dich gekauft. * Am Montag sind wir zum Strand gegangen, weil das Wetter so sonnig war. * Heute fahre ich aufs Land und besuche ich einen alten Freund. * *Morgen soll es regnen, also werde ich wahrscheinlich ins Museum gehen.* * *Ich wünschte, du wärst hier.* * *Wir fahren am Sonntag wieder nach Hause.* * *Bis dann, bis nächste Woche.* |

### Sample questions

Write approximately 75 words in German. You are on exchange in Germany. Your host parent recommended a place for you to visit in your free time. Write a postcard to your host parent about your experience.

Sourced from 2023 Higher School Certificate Examination, German Continuers, Section III, Question 11 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

Write approximately 75 words in German. You have just come back from your first shopping trip in Germany. Write a postcard to your German-speaking friend at home, describing what happened.

Developed by NSW Department of Education.

Write approximately 75 words in German. You have been travelling in Germany with your family for one week. Write a postcard to your German-speaking friend at home, describing a highlight of your trip so far.

Developed by NSW Department of Education.

## Recount

Table 7 – information relating to ‘recount’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform or entertain * To retell past events or experiences for the reader's information or enjoyment | * Introduction or orientation (setting the scene) * Series of events in chronological order with details * Closing statement that expresses an opinion regarding the events described | * First person or third person (depending on the requirement of the question) * Often written in past tense * Adjectives, for example, *eine abenteuerliche Reise*, *eine lustige Party*, *ein lehrreiches Erlebnis*, *viele leckere Gerichte* * Adverbs, for example, glücklicherweise, leider, schnell, langsam, komischerweise * Time connectives to put events in a chronological order, for example, jeden Morgen, zu Mittag, am Nachmittag, nach der Schule, abends, zuerst, am Anfang, dann, gleich danach, später, als, genau in dem Moment, schließlich, am Ende, zum Schluss * Linking words, for example, *außerdem*, *weil*, *dennoch*, *jedoch*, *während*, *obwohl*, *damit*, *aber*, *als*, *wenn* * Evaluative language to summarise and/or reflect on the events and/or the experiences, for example, erstaunlich, überraschend, nützlich, schrecklich, hässlich, super   Sample expressions:   * So ein perfekter Tag!, Die Party hat viel Spaß gemacht. * Die Klassenreise war ein großer Erfolg. * *Das war eine spannende Erfahrung.* |

### Sample questions

Write approximately 200 words in German. Write a recount for a blog for German-speaking teenagers reflecting on a special family celebration.

Adapted from 2013 Higher School Certificate Examination, Korean Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2013.

Write approximately 200 words in German. You have been on exchange in Germany for 2 weeks staying with a host family and attending school. Write a recount for the school’s newsletter in which you reflect on this experience.

Developed by NSW Department of Education.

Write approximately 200 words in German. Your German class went on an excursion to a German restaurant. Write a recount for a blog for Australian students studying German in which you reflect on the experience.

Developed by NSW Department of Education.

## Report

Table 8 – information relating to ‘report’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To classify, organise and describe information to draw a conclusion * To inform the reader about an issue * To present an evaluation of an issue or a social phenomenon | * Heading * General statement outlining the issue * Series of paragraphs – each paragraph presents a new topic sentence followed by facts and details * Concluding statement that sums up the topic and provides recommendations or advice where applicable | * Language may be factual, descriptive and/or evaluative, depending on context, purpose and audience * Descriptive and factual topic-specific vocabulary * Language of generalisation, for example, *meistens*, *in den meisten Fällen*, *in der Regel*, *normalerweise*, *im Großen und Ganzen*, *im Prinzip*, *die Mehrheit von Schülern*, *die meisten Leute* * Linking verbs, for example, aussehen, werden, bleiben, lernen, sich ändern, sich entwickeln * Language of comparison and contrast, for example, jedoch, trotzdem, im Gegenteil, im Vergleich, auf die gleiche Weise, genauso, auf der einen Seite, auf der anderen Seite * Language of cause and effect, for example, *weil*, deshalb, deswegen, Das hat dazu geführt, ein Folge davon war, aus diesem Grund/aus diesen Gründen, also * Words to introduce an explanation, for example, also, in der Tat, im Endeffekt, schließlich, am Ende, letztendlich, Man kann daraus schließen, dass… |

### Sample questions

Write approximately 200 words in GERMAN. You recently completed a month of work experience. Write a report for the school newsletter evaluating whether the experience was beneficial.

Sourced from 2017 Higher School Certificate Examination, German Continuers, Section III, Question 12(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

Write approximately 200 words in German. You have just finished your HSC examinations. Write a report for a blog for German-speaking teenagers reflecting on the positive lifestyle strategies you used during your HSC year.

Adapted from 2018 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 200 words in German. You have just come back from a 6 week exchange in Germany. Write a report for the youth exchange company about the difficulties you faced while there and how you overcame them.

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## Script of an interview

Table 9 – information relating to ‘script of an interview’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To gain information about a topic, or someone’s life or experience * To communicate ideas, opinions and attitudes | * Short introduction about the setting and purpose of the interview * Greeting and thanking the person for their time * Series of questions and responses * Conclusion | * First person *‘ich’* and second person *‘d*u’ or *‘Sie’* * Polite or informal register, depending on context and audience * Question and response sequence, initials followed by a colon, for example, *A : …*, *B : …* * Language may be factual, descriptive, evaluative or emotive, depending on context and purpose * Verbs in a range of tenses, depending on the context * Authentic idiomatic expressions * Use of conversation fillers, for example, *ach*, natürlich, also, na ja, eigentlich, gut, so, dann, das ist eine tolle Idee   Sample phrases for a formal interview:   * Herr/Frau…Vielen Dank für Ihre Zeit! * Ich habe einige Fragen an Sie. * Können Sie uns bitte von Ihrem Alltag erzählen? * Erählen Sie uns bitte über Ihre Arbeit. * Was sind Ihre Zukunftspläne? * Ach ja, das ist sehr beeindrückend! * Es war mir ein Vergnügen mit Ihnen zu sprechen. * Vielen Dank für das Gespräch! * Gern geschehen/Nichts zu danken. * Ich wünsche Ihnen einen schönen Tag noch/einen schönen Aufenthalt in Berlin.   Sample phrases for an informal interview:   * *Hallo/Grüß dich!, Wie geht´s dir?* * *Schön dich zu sehen.* * *Kann ich dir ein paar Frage über deine Reise nach Australien stellen?, Ich will einen Bericht für die Schülerzeitung schreiben.* * *Aber natürlich!, Warum denn nicht?* * *Danke für deine Zeit!, Danke fürs Gespräch!* * *Gerne, Kein Problem.* * *Wir sehen uns wieder, Ich rufe dich noch später an.* * *Schönen Tag noch, Schönen Aufenthalt noch.* |

### Sample questions

Write approximately 200 words in German. While you were studying in Germany, your host brother or sister interviewed you for their school magazine. In the interview, you reflected on life in Australia. Write the script of the interview.

Adapted from 2018 Higher School Certificate Examination, French Continuers, Section III, Question 13(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 200 words in German. While you are on exchange in Germany, you were interviewed by a youth magazine. In the interview, you reflect on the similarities and differences between life for a teenager in Australia and Germany. Write the script of the interview.

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Write approximately 200 words in German. You have recently interviewed a German exchange student in Australia about their experiences whilst on homestay where they talk about both positive experiences and challenges they faced. Write the script of the interview.

Developed by NSW Department of Education.

## Script of a speech or talk

Table 10 – information relating to ‘script of a speech or talk’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To communicate ideas, points of view or opinions * To persuade * To inform * To welcome * To thank * To amuse or entertain | * Salutation * Short introduction to hook the audience * Body paragraphs that make informed judgements with details and/or examples to support * Short conclusion that accentuates the main idea of the speech | * Language may be factual, descriptive, evaluative, persuasive or emotive, depending on context, purpose and audience * First person * Direct address of the audience, ‘*ihr’* for a group of peers, ‘*Sie’* for a group of adults * Use of pronoun *‘wir*’ at times to be inclusive of the audience * Facts and evidence used to explain and give credibility to the idea presented * Repetition to emphasise a particular idea * Short simple sentences used where appropriate to allow the audience to visualise the experience * Use of anecdote where appropriate (a short personal story) to illustrate and personalise the issue for a reader or listener * Salutations, for example, *Liebe Mitschüler, liebe Mitschülerinnen!*, Meine sehr geehrte Damen und Herren!, Sehr geehrte Elter//Liebe Lehrer und Lehrerinnen! * Introductory statement, for example, Heute spreche ich über… * Rhetorical questions to engage audience, for example, Wollen Sie mehr Zeit mit Ihren Kindern verbringen?; Habt ihr euch mal gefragt, wie das Leben in anderen Ländern ist? * Words or phrases for presenting a point of view, for example, *ich glaube*, ich bin der Meinung, meiner Meinung nach * Emotive language to stimulate the feelings of the audience, for example, *begeistert*, *entschlossen*, *überzeugt*, *motiviert* * Evaluative language to make a judgement of information, referring to the reasons for or against, for example, interessant, wertvoll, unrealistisch, Schade, problematisch, es lohnt sich * Modality expressions to encourage the audience to act or make a change, for example, anscheinend, es ist klar, zweifellos, Ich bin sicher, in der Tat, Es ist nötig, Wir müssen * Concluding remarks, for example, zum Schluss, abschließend möchte ich sagen * Imperatives to call audience to action, for example, Machen Sie bitte mit!/Macht doch mit! * Thank audience, for example, Danke für Ihre/eure Aufmerksamkeit!, Danke für das Zuhören! |

### Sample questions

Write approximately 200 words in German. As a Year 12 student, you have been asked to give a speech to the parent body to persuade the parents to become more involved in school life. Write the script of your speech.

Sourced from 2016 HSC examination, German Continuers, Section III, Question 12(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2016.

Write approximately 200 words in German. You are on exchange in Germany and have been invited to speak at assembly to promote going on student exchange to Australian. Write the script of your speech.

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Write approximately 200 words in German. You have just completed a 6-month exchange in Germany and have been invited to speak at the school assembly before you leave. The title of your speech is, ‘My favourite experiences on exchange’. Write the script of the speech.

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# References

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[German Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/spanish-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

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1. # Written or spoken text created by students incorporating their own ideas (NESA 2009). [↑](#footnote-ref-2)
2.  The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. [↑](#footnote-ref-3)
3. [↑](#footnote-ref-4)