German Stage 5 – sample scope and sequence (200 hours)

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# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards, and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

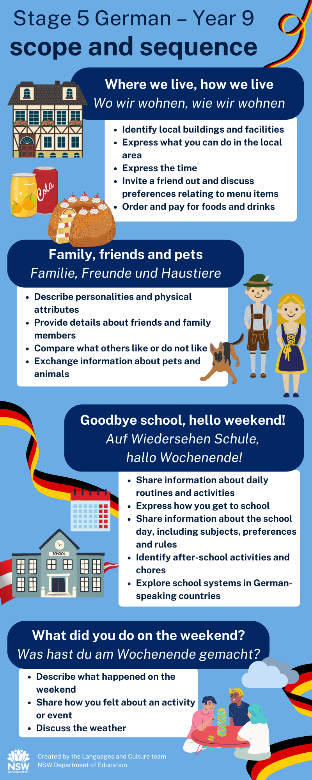
Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

# German Stage 5 – sample scope and sequence for 200-hour elective

This scope and sequence is for the 100-hour elective course, and includes suggested summative assessment tasks for each term, aligned to syllabus outcomes.

To support student engagement, the [student-facing infographic (PDF 1.4 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-german-scope-and-sequence.pdf) gives students a visual guide of their learning. You can access an [editable version](https://www.canva.com/design/DAF9SLBH8ik/ZDsM-_5-ZQChnH3wDq4reA/view?utm_content=DAF9SLBH8ik&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context.

## Year 9

Table 1 – German 200-hour scope and sequence (Year 9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Where we live, how we live**  ***Wo wir wohnen, wie wir wohnen***  **Students discuss the places and facilities in their city, town or suburb and what activities people can do there.**  **Students explore German towns, and how lifestyles can influence facilities.**  **Students understand and express time.**  **Students invite each other to a restaurant or café, including arranging a time.**  **Students order food and drink and express how much something costs.**  **Students use the polite form of ‘you’ to address people with respect.** | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Express what buildings and facilities are in your local area, for example, *In meinem Vorort gibt es einen Supermarkt,* *eine Kirche, ein Kino und zwei Schulen*. * Discuss what you can do in your city or suburb using ‘*man*’, for example, *Was kann man hier machen?*; *Man kann Rad fahren*; *Man kann einkaufen gehen*. * Understand and express time. * Invite a friend to a café or restaurant, for example, *Was machst du am Montag?*; *Gehen wir zum Café?*; *Wann treffen wir uns?* * Discuss what you would like to order in a café or restaurant, for example, *Was möchtest du?*; *Was nimmst du?*; *Ich möchte eine Bratwurst*; *Ich nehme eine Cola*. * Use appropriate expressions to order food in a café or restaurant, for example, *Bitte schön?*; *Vielen Dank!*; *Guten Appetit!* * Understand and ask about prices. * Express politeness by using *Sie*, for example, *Was möchten Sie essen?* | **Part A: Understanding texts** (**ML5-UND-01)**  Read 4 posts on the ‘*Wie wir wohnen’* (‘How we live’) blog[[1]](#footnote-2), in which people describe where they live and the local area.  Identify and analyse key information[[2]](#footnote-3) and then explain (in English) which place you would like to live the most, with references to the text[[3]](#footnote-4).  **Part B: Creating texts (ML5-CRT-01)**  Contribute your own post to the blog[[4]](#footnote-5). Include:   * where you live * if you like living there, or not, with a reason * at least 4 places or facilities in your local area * what you can do in at least 2 of the places or facilities * a café or restaurant in your local area, when you go there, who you go with and what you eat or drink there. |
| Term 2  10 weeks | **Family, friends, and pets**  ***Familie, Freunde und Haustiere***  Students discuss their friends, family and pets in more detail, including describing what their family members, friends and pets look like and what they like and do not like to do.  Students discuss what they like to do with their friends and family.  Express what your favourite animal is and what pets you and your family prefer.  Students learn common phrases and idioms relating to the body. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe personalities in detail, using adjectives and adverbs, for example *Meine Mutter ist sehr lustig, aber sie ist manchmal streng*. * Describe physical attributes of people and pets, for example, *Wie sieht dein Vater aus?*; *Mein Vater ist groß und hat blaue Augen*. * Communicate authentically using phrases and idioms relating to the body, for example, *die Daumen drücken, viel um die Ohren haben, die Nase voll haben*. * Use possessive adjectives *mein*, *dein*, *sein* and *ihr* to provide information about others, for example, *Meine Freundin heißt Petra und ihr Bruder wohnt in Melbourne*; *Mein Hund ist groß und sein Schwanz ist lang*. * Express and compare what family and friends like and do not like to do, using present tense of verbs, for example, *Meine Schwester mag Tennis, aber ich mag Sport überhaupt nicht Ich spiele Lieber Netball*; *Sie liest gern*. * Exchange information about pets and animals, including favourites, for example, *Hast du einen Hund?*; *Nein ich habe keinen Hunde, aber ich hätte gern einen*; *Was ist dein Lieblingstier?*; *Mein Lieblingstier ist der Hund*. | **Interacting (ML5-INT-01)**  You call your new German friend in order to get to learn more about each other and your respective families.  In your conversation[[5]](#footnote-6), each of you includes:   * who is in your family * a detailed description of one or more family member(s), including at least 2 comments about their personality and at least 2 comments about their physical attributes * details about what one family member likes to do in their free time, and how you feel about this activity * information about your own pet or a pet you would like to have * your favourite animal. |
| Term 3  10 weeks | **Goodbye school, hello weekend!**  ***Auf Wiedersehen Schule, hallo Wochenende!***  Students exchange information about school and weekend routines.  Students express the times they do a range of activities.  Students express how they get to and from school.  Students share information about the school day.  Students explore types of schooling in German-speaking countries.  Students express what activities and chores they must do, at home and/or at school. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Express daily routines and activities, and the time they occur, for example, *Um wieviel Uhr stehst du auf?*; *Ich stehe um sieben Uhr auf*; *Meine Schule beginnt um halb acht.* * Describe methods for going to school, for example, *Wie fährst du zur Schule?*; *Ich fahre mit dem Bus zur Schule.* * Exchange information about the school day, including subjects and preferences, with reasons, for example, *Mein Lieblingsfach ist Musik, weil ich gern Gitarre spiele und der Lehrer witzig ist.* * Exchange information about what you do after school and on the weekend, for example, *Was machst du am Wochenende?*; *Am Samstag spiele ich normalerweise Fußball.* * Describe what you do to help at home and when, for example, *Was machst du im Haushalt?*; *Ich gehe jeden Tag mit den Hund Gassi und ich kümmere mich manchmal um meinen Bruder*; *Ich koche dienstags*. * Express common school rules using *man* with modal verbs *müssen* and *dürfen*, for example *Man muß den Spielplatz aufräumen*; *Man darf das Handy nicht benutzen*; *Man muß eine Uniform tragen*. * Understand the German school system and the links to current and future prospects for German teenagers. | **Creating texts (ML5-CRT-01)**  Your year adviser has asked you to prepare a presentation[[6]](#footnote-7) above for a new exchange student from Germany, with key information about your school and home life.  Include:   * when you normally get up on school days and on the weekend * how you help at home, and when * when school starts and how you get there * the subjects you study * your favourite subject, with reason. * at least one school rule which may surprise them * at least 3 activities you do after school or on the weekend**.** |
| Term 4  10 weeks | **What did you do on the weekend?**  ***Was hast du am Wochenende gemacht?***  **Students exchange information about what they did on the weekend, who they did the activities with, how they feel about the activities and why.**  **Students use adjectival endings to describe things with more complexity.**  **Students discuss what the weather on the weekend was like and how weather affects winter and summer activities in Germany and Australia.** | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Express what activities people did on the weekend, for example, *Was hast du am Wochenende gemacht?*; *Ich bin in die Stadt gegangen*; *Ich habe Hausaufgaben gemacht*; *Mein Bruder hat Tennis gespielt*. * Express who they did activities with, for example, *Ich habe einen Film mit meinem Freund gesehen*. * Describe activities using attributive adjectives, for example, *Ich habe einen langweiligen Film gesehen*; *Ich bin zu einem tollen Konzert gegangen.* * Describe what the weather was like, for example, *Am Wochenende war es sonnig*. | **Understanding texts (ML5-UND-01)**  Your friend from your German class has moved to a new city, but you stay in touch through email to practise your German.  Your friend has written you an email about what they did on the weekend and asking you about what you did on the weekend[[7]](#footnote-8). Respond to their email in German with at least 2 activities you did on the weekend[[8]](#footnote-9)[[9]](#footnote-10).  Include:   * the activities you on the weekend * who you did the activities with * how you feel about the activities * how the weather was. |

## Year 10

Table 2 – German 200-hour scope and sequence (Year 10)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Bless you!**  ***Gesundheit!***  Students express physical ill-health or illness by describing pain, discomfort, and symptoms.  Students discuss symptoms and treatment, and understand medical advice.  Students explore how to maintain a healthy lifestyle.  Students learn about typical things German teenagers do to keep fit and maintain a healthy lifestyle. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Express feeling unwell, for example, *Mein Bein tut weh*; *Ich habe Kopfschmerzen*; *Ich habe Fieber*; *Ich bin müde*; *Ich habe die Grippe*. * Discuss symptoms and understand instructions in the imperative, for example, *Was ist Ihnen/dir los?*; *Was haben Sie für Symptome?*; *Nehmen Sie/Nimm die Tabletten dreimal am Tag*; *Trinken Sie/Trink viel Wasser*. * Discuss options for improving or maintaining health using modal verbs, for example, *Man kann am Wochenende wandern*; *Du solltest mehr Wasser trinken*; *Ich möchte gesund essen und fitter sein*. * Identify and share healthy habits, for example, *Um gesund zu sein, laufe ich jeden Tag*; *Ich esse kein Junkfood*. | **Part A: Understanding texts (ML5-UND-01)**  You’re helping edit the German club’s newsletter, but the letters to the ‘*Hilfe!*’ column have been mixed up! Read each letter and match it to the correct advice[[10]](#footnote-11).  **Part B:** **Creating texts (ML5-CRT-01)**  You notice one letter doesn’t have a reply yet. Write the advice[[11]](#footnote-12), including:   * what you think the writer is suffering from * 2 pieces of advice which may help them feel better. |
| Term 2  10 weeks | **Travel adventures**  ***Reiseabenteuer***  Students discuss holiday plans, where they have been and where they want to go.  Students describe favourite holiday destinations, including reasons, location and how to get around.  Students give and respond to directions.  Students explore travel options in German-speaking countries, and links with history and culture. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Discuss where you have been on holiday and what you did there, for example, In den Ferien bin nach Coffs Harbour gefahren. Ich habe gefaulenzt und gesurft. * Use modal verbs to express future plans and wishes, for example, *Ich will in den Sommerferien nach Deutschland fahren*; *Ich möchte nächtes Jahr in die Schweiz fahren, weil ich mein Deutsch verbessern möchte.* * Discuss plans for exploring a German city, for example, *Was machen wir in Berlin?*; *Wir können ins Museum gehen.* * Describe where things are located in a town, for example, *Wo ist der Zoo*?; *Der Zoo ist in der Nähe vom Park.* * Express how you get where you are going, for example, *Wie kommt man zur Kirche?*; *Man kann mit dem Bus fahren.* * Give and respond to directions in a town, for example, *Wie komme ich zum Stadion?*; *Nehmen Sie die erste Straße links und es ist auf der linken Seite*. * Express what your favourite place in a city is and why, for example, *Was ist dein Lieblingsort in Canberra*?; *Mein Lieblingsort (in Canberra) ist der See, weil ich gern Rad fahre*. * **Discuss famous German landmarks and sights, and their links with history and culture.** | **Interacting (ML5-INT-01)**  **You are hosting a German exchange student at you house for the school holidays and are planning on taking them on your family’s annual holiday. Have a conversation with them about this holiday.**  **In your conversation**5 **, include:**   * the place you will go to * where the place is located * the reasons why this is your favourite place * how you will get there * what you will do there. |
| Term 3  10 weeks | **Youth problems – challenges and solutions**  ***Jugendprobleme – Herausforderungen und Lösungen***  **Students express problems they encounter in their lives, such as study stress, peer and parental pressure.**  **Students state a point of view and give and accept advice.**  **Students negotiate by stating viewpoints and making compromises.**  **Students explore youth issues in German-speaking countries and compare them with their own.** | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Discuss common problems among young people, for example, *Was ist dir los?*; *Ich muss so viel lernen*; *Ich habe zu viele Hausaufgaben*; *Ich darf nicht zur Party gehen*; *Es gibt Gruppenzwang*; *Ich verbringe zu viel Zeit am Handy Ich scrolle mehr als ich lerne*. * Express thoughts and opinions, for example, *Ich weiß, dass...*; *Ich glaube, dass...* * Give and accept advice, for example, *Was soll ich machen?*; *Du kannst mit deinem Mathelehrer spechen.* * Structure an argument and make compromises, for example, *Das ist nicht fair*; *Ich darf nie machen, was ich will*; *Ich will in die Disco gehen*; *Es ist wichtig, Zeit mit Freunden zu verbringen*; *Yannis Eltern haben es erlaubt*; *Ja, ich verstehe*; *Du hast recht*; *Ja natürlich, aber…*; *Du brauchst dir keine Sorgen zu machen*; *Vertrau mir!* * Use verbs with dative objects, for example, *vertrauen*, *erlauben.* * **Explore youth issues in German-speaking countries through popular music, and make comparisons with you and your peers’ issues.** | **Understanding texts (ML5-UND-01)**  **You are reading a digital newspaper article about problems that teenagers face in Germany**[[12]](#footnote-13)**. Answer questions about the text in English and post a comment identifying 3 problems you (or your friends) often face**3**.** |
| Term 4  10 weeks | **My world, our environment**  ***Meine Welt, unsere Umwelt***  Students explore environmental issues and initiatives in Germany and other cultures, such as *der grüne Punkt.*  Students discuss what they can do to help the environment they live in. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Express what environmental issues you are interested in, for example, *Wofür interessierst du dich?*; *Ich interessiere mich für Naturschutz*. * Understand terminology relating to environmental issues, for example *Klima-Notstand*; *Kohlekraft*; *Umweltschutz*; *Zerstörung von Wäldern*. * Discuss actions to help the environment, for example, *Was machst du, um die Umwelt zu schützen?*; *Ich fahre mit dem Fahhrad*; *Ich kaufe biologische Produkte.* * Express intentions behind actions, for example, ...*damit das Wasser sauber bleibt*; *...um Wasser zu sparen.* | **Creating texts (ML5-CRT-01)**  Using Canva, students create an infographic for an upcoming environmental campaign[[13]](#footnote-14).  Include:   * the environmental issue or campaign the infographic is for * 5 actions to help combat this issue * at least 2 images, with labels including key terminology * a slogan to get attention. |

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Please complete the following [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kd-DQpO7ustDkqkHBLk4v2FUQktWOUQ3UkE5RjRBVkw3STA3WlJOUjVQOC4u) to help us improve our resources and support.

# Support and alignment

**Resource evaluation and support:** All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468)

**Alignment to the School Excellence Framework:** This resource supports the [School Excellence Framework](https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Standards for Teachers:** This resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 3.2.2.

**Consulted with:** Curriculum and Reform, Inclusive Education and subject matter experts

**NSW syllabus:** Modern Languages K–10 Syllabus

**Syllabus outcomes:** ML5-INT-01, ML5-UND-01, ML5-CRT-01

**Author:** Languages and Culture

**Publisher:** State of NSW, Department of Education

**Resource:** Scope and sequence

**Related resources:** Further resources to support Stage 5 Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning:** Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu) (staff only).

**Universal Design for Learning:** Support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see the [Inclusive Practice Hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/secondary-school).

**Differentiation:** When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2).
* **Students with disability**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. Examples of differentiated and personalised adjustments are provided on the [Inclusive Practice Hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub). Students may respond to tasks using their preferred mode of communication. Teachers can complete the [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) microlearning series to plan for the diversity of student need.
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

**Creation date:** February 2024

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# Evidence base

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NESA (NSW Education Standards Authority) (2022) ‘[Advice on scope and sequences](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 21 December 2022.

NESA (2022) ‘[Proficient Teacher: Standard descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher)’, The Standards, NESA website, accessed 21 December 2022.

State of New South Wales (Department of Education) (2022) ‘[Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning)’, Refining practice, NSW Department of Education website, accessed 21 December 2022.

Wiliam D (2013) ‘[Assessment: The bridge between teaching and learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning)’, *Voices from the Middle*, 21(2):15–20, accessed 21 December 2022.

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1. Teacher to provide texts, which can be read aloud for students with language support needs. [↑](#footnote-ref-2)
2. To cater to a range of learners, provide a range of comprehension questions before moving to justifying responses with reference to the text. [↑](#footnote-ref-3)
3. Students may provide their response in, for example, spoken or written form or using speech to text technology. [↑](#footnote-ref-4)
4. Students may use assistive technologies to create written blog post. [↑](#footnote-ref-5)
5. As this task assesses interaction, students are encouraged to work in pairs to complete the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/). [↑](#footnote-ref-6)
6. Students may use assistive technologies to create presentation. Students may be provided with a scaffold to assist in creating the presentation. [↑](#footnote-ref-7)
7. Teacher to provide email, which can be read aloud to students with language support needs. [↑](#footnote-ref-8)
8. Students may use assistive technologies to write the email. [↑](#footnote-ref-9)
9. Students may be provided with a scaffold to assist in creating the email. [↑](#footnote-ref-10)
10. Teacher to provide letters, which can be read aloud to students with language support needs. [↑](#footnote-ref-11)
11. Students may use assistive technologies to write the letter. [↑](#footnote-ref-12)
12. Teacher to provide digital newspaper article, which can be read aloud to students with language support needs. [↑](#footnote-ref-13)
13. Students may be provided with a scaffold to assist in creating the infographic. [↑](#footnote-ref-14)