Stage 5 German

This assessment task accompanies the unit starter ‘Caring for myself and my community” available on the [Stages 4-5 German](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/german) section of the NSW Department of Education’s website.

# Caring for myself and my community

## Outcomes

Outcomes to be assessed:

* **LGE5-1C** – manipulates German in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
* **LGE5-4C** – experiments with linguistic patterns and structures to compose texts in German, using a range of formats for a variety of contexts, purposes and audiences
* **LGE5-5U** – demonstrates how German pronunciation and intonation are used to convey meaning
* **LGE5-7U** – analyses linguistic, structural and cultural features in a range of texts

All outcomes referred to in this unit starter come from the [German K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/german-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

## Task description

Part A – to stop the spread of disease in your host school in Germany, create an infographic for your classmates promoting safe hygiene practices. LGE5-4C, LGE5-7U

In your infographic, you will be required to:

* include a title
* explain and unpack 5 safe hygiene practices
* use factual language.

Part B – you are unwell. In pairs, simulate a conversation explaining to your host parent why you do not want to go to school. Discuss your symptoms and justify why you should stay home. LGE5-1C, LGE5-5U

In your role play, you will be required to:

* hold a conversation
* discuss symptoms
* explain why you should stay at home or go to school
* give advice on what happens next
* use language with clear intonation and pronunciation
* use a range of grammatical structures and sentence patterns.

(Note – students work in pairs, with one student playing the role of the exchange student and one student playing the role of the host parent. Students need to ensure that there is an equal contribution to the conversation. The classroom teacher can decide whether the task will be performed in person or recorded and submitted by the due date.)

## Marking criteria – part A – version A

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| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| LGE5-4C experiments with linguistic patterns and structures to compose texts in German, using a range of formats for a variety of contexts, purposes and audiences | Creates a well-structured and informative infographic using a broad range of learned linguistic patterns and structures with some manipulation and extension with minimal errors, including:   * infographic title * explanation and unpacking of 5 safe hygiene practices * appropriate to purpose, context and audience. | Creates a well-structured and informative infographic using a broad range of learned linguistic patterns and structures with minor errors in language manipulation and extension, including:   * infographic title * explanation and unpacking of 5 safe hygiene practices * appropriate to purpose, context and audience. | Creates an infographic using learned linguistic patterns and structures, with some errors, that includes the following:   * infographic title * explanation and unpacking of 5 safe hygiene practices * appropriate to purpose, context and audience. | Creates an infographic using some learned linguistic patterns and structures, with frequent errors, that includes some of the following:   * infographic title * safe hygiene practices * appropriate to purpose, context and audience. | Attempts to create an infographic, using limited and repetitive vocabulary and structures that includes some of the following:   * infographic title * safe hygiene practices * appropriate to purpose, context and audience. |
| LGE5-7U  analyses linguistic, structural and cultural features in a range of texts | Applies extensive knowledge of language structures, vocabulary and the type of text to create a highly engaging and informative infographic, including:   * factual language * appropriate advice phrases * supporting visuals. | Applies thorough knowledge of language structures, vocabulary and the type of text to create an engaging infographic, including:   * factual language * appropriate advice phrases * supporting visuals. | Applies sound knowledge of language structures, vocabulary and the type of text to create an infographic, including:   * factual language * appropriate advice phrases * supporting visuals. | Applies basic knowledge of language structures and vocabulary to create an infographic, including some of the following:   * factual language * appropriate advice phrases * supporting visuals. | Attempts to create an infographic with limited and repetitive vocabulary and structures. Tries to include some of the following:   * factual language * appropriate advice phrases * supporting visuals. |

* 1. **Marking criteria – part B – version A**

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| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| LGE5-1C manipulates German in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate | Holds a sustained conversation and manipulates structures to provide extensive information, including:   * opening and closing the conversation * correct register * asking and answering questions * symptoms * justification as to why the student should stay home or go to school * a decision about whether the student will stay home * advice on what happens next. | Holds a sustained conversation and manipulates structures to provide thorough information, including:   * opening and closing the conversation * correct register * asking and answering questions * symptoms * justification as to why the student should stay home or go to school * a decision about whether the student will stay home * advice on what happens next. | Holds a sustained conversation, with some manipulation of structures, to provide sound information, including:   * opening and closing the conversation * correct register * asking and answering questions * symptoms * justification as to why the student should stay home or go to school * a decision about whether the student will stay home * advice on what happens next. | Holds a conversation and provides information relating to some of the following:   * opening and closing the conversation * correct register * asking and answering questions * symptoms * justification as to why the student should stay home or go to school * a decision about whether the student will stay home * advice on what happens next. | Attempts to hold a conversation and provides limited information relating to some of the following:   * opening and closing the conversation * correct register * asking and answering questions * symptoms * justification as to why the student should stay home or go to school * a decision about whether the student will stay home * advice on what happens next. |
| LGE5-5U demonstrates how German pronunciation and intonation are used to convey meaning | Uses German fluently with authentic intonation and pronunciation to effectively communicate information. | Uses German with minimal errors in intonation and pronunciation to effectively communicate information. | Uses German with some errors in intonation and pronunciation to communicate information. | Uses German with errors in intonation and pronunciation that hinder communication. | Attempts to use German, with errors in intonation and pronunciation that hinder communication and comprehension. |

# Marking guidelines – part A – version B

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| Criteria | Grade |
| Creates a well-structured and informative infographic using a broad range of learned linguistic patterns and structures with some manipulation and extension with minimal errors, including:   * infographic title * explanation and unpacking of 5 safe hygiene practices * appropriate to purpose, context and audience.   Applies extensive knowledge of language structures, vocabulary and the type of text to create a highly engaging and informative infographic, including:   * factual language * appropriate advice phrases * supporting visuals. | **A** |
| Creates a well-structured and informative infographic using a broad range of learned linguistic patterns and structures with minor errors in language manipulation and extension, including:   * infographic title * explanation and unpacking of 5 safe hygiene practices * appropriate to purpose, context and audience.   Applies thorough knowledge of language structures, vocabulary and the type of text to create an engaging infographic, including:   * factual language * appropriate advice phrases * supporting visuals. | **B** |
| Creates an infographic using learned linguistic patterns and structures, with some errors, that includes the following:   * infographic title * explanation and unpacking of 5 safe hygiene practices * appropriate to purpose, context and audience.   Applies sound knowledge of language structures, vocabulary and the type of text to create an infographic, including:   * factual language * appropriate advice phrases * supporting visuals. | **C** |
| Creates an infographic using some learned linguistic patterns and structures, with frequent errors, that includes some of the following:   * infographic title * safe hygiene practices * appropriate to purpose, context and audience.   Applies basic knowledge of language structures and vocabulary to create an infographic, including some of the following:   * factual language * appropriate advice phrases * supporting visuals. | **D** |
| Attempts to create an infographic, using limited and repetitive vocabulary and structures that includes some of the following:   * infographic title * safe hygiene practices * appropriate to purpose, context and audience.   Attempts to create an infographic with limited and repetitive vocabulary and structures. Tries to include some of the following:   * factual language * appropriate advice phrases * supporting visuals. | **E** |

# Marking guidelines – part B – version B

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| Criteria | Grade |
| Holds a sustained conversation and manipulates structures to provide extensive information, including:   * opening and closing the conversation * correct register * asking and answering questions * symptoms * justification as to why the student should stay home or go to school * a decision about whether the student will stay home * advice on what happens next.   Uses German fluently with authentic intonation and pronunciation to effectively communicate information. | **A** |
| Holds a sustained conversation and manipulates structures to provide thorough information, including:   * opening and closing the conversation * correct register * asking and answering questions * symptoms * justification as to why the student should stay home or go to school * a decision about whether the student will stay home * advice on what happens next.   Uses German with minimal errors in intonation and pronunciation to effectively communicate information. | **B** |
| Holds a sustained conversation, with some manipulation of structures, to provide sound information, including:   * opening and closing the conversation * correct register * asking and answering questions * symptoms * justification as to why the student should stay home or go to school * a decision about whether the student will stay home * advice on what happens next.   Uses German with some errors in intonation and pronunciation to communicate information. | **C** |
| Holds a conversation and provides information relating to some of the following:   * opening and closing the conversation * correct register * asking and answering questions * symptoms * justification as to why the student should stay home or go to school * a decision about whether the student will stay home * advice on what happens next.   Uses German with errors in intonation and pronunciation that hinder communication. | **D** |
| Attempts to hold a conversation and provides limited information relating to some of the following:   * opening and closing the conversation * correct register * asking and answering questions * symptoms * justification as to why the student should stay home or go to school * a decision about whether the student will stay home * advice on what happens next.   Attempts to use German, with errors in intonation and pronunciation that hinder communication and comprehension. | **E** |