

Lern- und Prüfungsmethodik im Rahmen des AC

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Integrierte Lern- und Prüfungsmethodik im Rahmen des AC für Lernstufen P-6.
Die Präsentation umfasst Planung mit Blick auf die Lernstufen P-6 und die dazugehörigen Achievement Standards. Altersgerechte und kreative Aufgaben und die jeweiligen Bewertungskriterien werden besprochen, Beispiele werden vorgestellt und analysiert.



Challenge:

Outline the structure and content of the Australian Curriculum for languages.

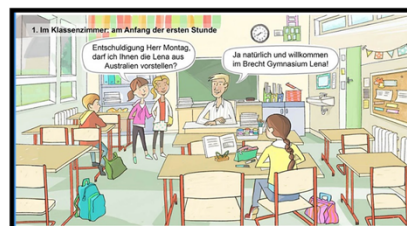
Curriculum into the classroom (C2C)

Years 5 and 6 Band Plan	Languages	Japanese	Year	Years 5 and 6
This plan is based on the Queensland Curriculum and Assessment Authority Languages - Japanese Band Plan for Years 5 and 6				
Language learning area	Present	The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English.		
	Future	The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English.		
Language learning area	Future	The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English.		
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Identifying and pronouncing loan words

Start

C2C material suite



Intonation... it's the way you say it!

Let's say these phrases first as a statement of fact, then as a question and then as an exclamation.

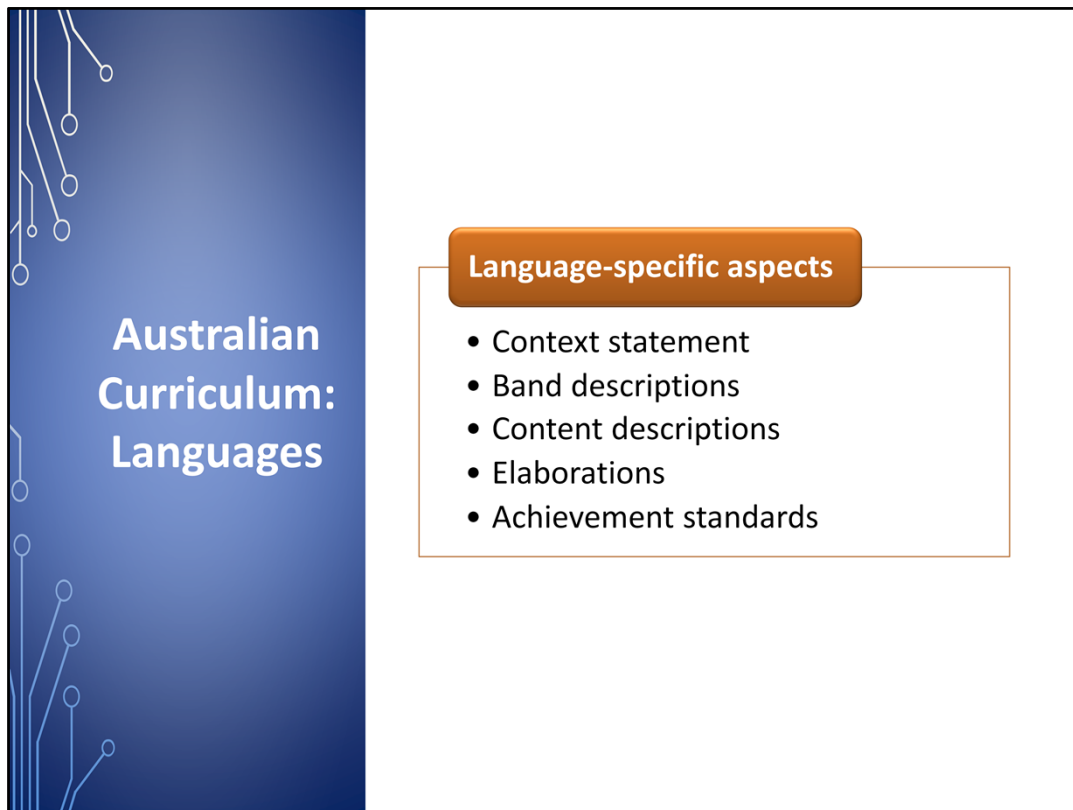
Der Platz ist frei
Die Pause ist fast zu Ende
Ihr habt jetzt Mathe

How does the meaning change with different intonation?
In what situation would you use each?

die Mutter die Schwester

der Vater das Baby

Oh wie gut und oh wie fein!



How do the materials hang together?

- While the rationale, aims and overall structure/organisation are common to all language subjects in the *Australian Curriculum: Languages*, the subjects have been written by language-specific teams to reflect specifics for each language.
- The language-specific content acknowledges the uniqueness of each language.
- This includes rates of expected progress for different languages. For example, the same level of achievement is not expected in written modes for scripted languages as for non-scripted languages.
- The context statement describes the background of the language and the learning of the language in Australia.
- Other aspects are discussed in the next slides.

Quick facts:

- C2C materials are aimed at second language learners following the F-10 pathway
- Units will be available progressively from:
 - 2016 Years 5-10 Japanese and French
 - 2017 Years 5-10 German and Chinese
 - 2018 Years 5-10 Indonesian and Italian

 - 2017 Prep-Year 4 Japanese
 - 2018 Prep-Year 4 French, German and Chinese
 - 2019 Prep-Year 4 Indonesian and Italian

C2C Materials for Languages have been developed for Years 5 – 10 following the F-10 pathway. These have been published; materials have been through the first amendment round. Materials are currently accessible in QLD; ACT has access but no other states yet; in negotiation; for this reason you will be able to look at hardcopies but no electronic copies – when time comes will be via scootle

Slideshows



- Teach necessary concepts, processes and skills.
- Designed for whole class learning

Each key idea in the unit has a slideshow. The purpose of the slideshow is to teach the concepts, skills and processes relevant to the sub strand and unit concept. They are designed for the teacher to use with the whole class, to promote whole class discussion, deconstruction and construction of language, and reflection.

Texts

Texts in the target language are central to each C2C unit. They are relevant to the concept of the unit and pitched to the learner. The texts are written for an authentic purpose that reflects authentic features and conventions of target culture text types. They reflect authentic attitudes and values of people in the target cultures and Australia. They are different to practice texts (such as crosswords, cloze activities or translation texts) and can be used in many different ways. Often students encounter a particular text more than once in the unit.

They are created by C2C and checked by native speakers. They provide scaffolding for students – visual cues, layout. Some are scaffolded to assist students in creating richer texts of their own.

There are many different texts and text types in the units including stories, comics, articles, graphs, text messages and signs to name a few.

Let's take a look at some examples of our texts.



This is an example of an very modern, online text – the online petition. **How could you use a text like this?**

Stoppt illegale Kinderarbeit –

Moritz berichtet für die Global Kids Zeitschrift

Hast du dir schon mal überlegt, wer die Kakaobohnen erntet, die in deiner **Lieblingsschokolade** sind? Stell dir vor, was dir so schmeckt, wird von Millionen Kindern produziert. Jetzt staunst du zu Recht! Glaubst du, dass deine Schokolade immer noch so gut schmecken wird, wenn du die **Fakten der Kinderarbeit** kennenlernst?

Die **Arbeitsbedingungen** für die Kinder sind **schrecklich**. Zum Beispiel werden sehr kleine Kinder in Afrika gekidnappt und an die Kakaopflanzenbesitzer verkauft. Es kann sein, dass diese Kinder ihre Familien niemals wiedersehen. Manche Kinder bekommen für ihre Arbeit nur **Essen** und einen Platz zum **Schlafen**. Sie arbeiten **12 Stunden jeden Tag**.

Aber Kinderarbeit gibt es nicht nur in den Kakaopflanzen. Eine Statistik von World Vision

besagt, dass ca. 264 Millionen Kinder auf der **ganzen Welt** arbeiten. Ungefähr 120 Millionen Kinder sind im Alter **zwischen 5 und 14 Jahren**. Die größte Anzahl von Kinderarbeitern ist im asiatisch-pazifischen Raum. Extreme Armut ist der Hauptgrund für **Kinderarbeit**. Zum **Überleben** der Familie ist der finanzielle Beitrag von arbeitenden Kindern **lebenswichtig**.

There are also extended texts created for the 9-10 band. **How might you use a text like this in your classroom?**

Supporting learning resources



- Worksheets
- Answer sheets
- Teacher resources and instructions
- eBooks

The supporting learning resources include student worksheets and answer sheets. They also include teacher resources and instructions and eBooks.

Student resources enable students to demonstrate learning by providing sources of information and activities targeted at specific concepts or skills in the Topic.

Teacher resources support the teacher by providing advice in relation to concepts, skills or literacy and/or numeracy demands. These include answer sheets and teacher resources and instructions.



Sheets and answer sheets

Analysing information about items of significance



I was surprised you put a picture of the *Berliner Mauer* in your virtual time capsule. You come from Hamburg, why did you include a picture from Berlin?

The *Berliner Mauer* is significant to many German people. When it was removed, Germany was reunited. To us, it is a symbol of unity.



New language

Aktivität 1

What language in the virtual time capsule was new to you? Record examples of unfamiliar language below. Use a dictionary to find an English equivalent of each word.

Deutsch	English

Making a timeline

Sequencing events on a timeline adds to our perspective on the significance of items in the time capsule.

Aktivität 2

Complete the timeline in German by describing significant events relating to the items in the time capsule.

Analysing information about items of significance (Answers)



I was surprised you put a picture of the *Berliner Mauer* in your virtual time capsule. You come from Hamburg, why did you include a picture from Berlin?

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New language

Aktivität 1

What language in the virtual time capsule was new to you? Record examples of unfamiliar language below. Use a dictionary to find an English equivalent of each word. Responses may vary, for example:

Deutsch	English
die Zeitkapsel	time capsule
die Gegenstände	items
bedeutungsvoll	meaningful
die Geschichte	history
die Berliner Mauer	Berlin Wall
der Frieden	freedom
die Koggen	sailing boat
der Hamburger Hafen	port of Hamburg

Making a timeline

Sequencing events on a timeline adds to our perspective on the significance of items in the time capsule.

Aktivität 2

Complete the timeline in German by describing significant events relating to the items in the time capsule. Responses may vary, for example:

Sheets and answer sheets (5-10 bands) provide teachers with a sequence of activities that explore the unit concept from the perspective of one sub strand. They include a range of activities that centre around texts (such as learning objects, written and visual texts).

This is where students practice communicating in, as well as analysing and reflecting on the target language and culture. There are a range of small group and individual activities that allow students to deconstruct, construct and reflect on language and culture.

The answers are aspirational model responses and provide teachers with a range of possible responses where applicable.

There are also teacher instruction and resource sheets that provide teachers with a range of different printable resources for group activities and detailed instructions.



eBooks



Ebooks complement units. They are used with worksheets and for lower years are often stand alone. This year several P-3 eBooks have been included in the QLD Premier's Reaching Challenge

Let's take a closer look at an example of an eBook.

Structure

Band description (F–Year 2, Years 3–4, Years 5–6, Years 7–8, Years 9–10)			
Content descriptions — strands and sub-strands		Elaborations	Achievement standard
Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning	Understanding: analysing language and culture as a resource for interpreting and creating meaning	Include examples of contexts, activities and indicative language features for the content descriptions	Describes what students will know and be able to do by the end of that band of years
<ul style="list-style-type: none">• Socialising• Informing• Creating• Translating• Reflecting	<ul style="list-style-type: none">• Systems of language• Language variation and change• The role of language and culture		
Concepts, processes and text types			

This slide gives an overview of the interrelated elements of the Australian Curriculum:

- **Band descriptions** give features of the learners and learning for bands of years.
- **Content descriptions** are organised in the two strands — Communicating and Understanding — and sub-strands.
- **Elaborations** provide examples for the content descriptions.
- Concepts, text types and processes are included to help teachers plan for rigour in the use of language.
- **Achievement standards** describe expected learning at the end of that band of years.
- These elements are interrelated and mutually supportive.
- The elements are significant to the degree that they help students meet the achievement standard for their band of years.

Let's have a look at the socialising . Detail of the socialising is provided about these elements in following slide.

Structure

Communicating strand

Using language for communicative purposes in interpreting, creating and exchanging meaning

Socialising sub-strand

Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action

Concepts

friendship (experiences, values, conflict reconciliation)
relationships (family, generations)
leisure
celebration
neighbourhood etiquette (greetings, politeness)
naming
attitude
and others

Text types

Conversation:
face-to-face; telephone
conversations; online/digital
exchanges; participating in shared
communicative activities,
discussions, debates
Correspondence:
emails, text messages, class
blog/chat forums, notes,
invitations, greeting cards, letters,
postcards

Processes

listening, speaking, reading and
writing
expressing preferences and
feelings
comparing
negotiating
making decisions and
arrangements
giving and following instructions
and others

- Content of the *Australian Curriculum: Languages* is organised through two interrelated strands — Communicating and Understanding — which work together to support the three aims
- This slide shows, as an example, the elements of the Communicating strand.
- **Strands** are further broken down into **sub-strands**. There is no intent that each sub-strand has equal emphasis, for example, *translating* will not have the same emphasis as *socialising*, *informing* or *creating* in the communication strand.
- The sub-strands are further differentiated by **‘threads’** that organise content in each sub-strand and express:

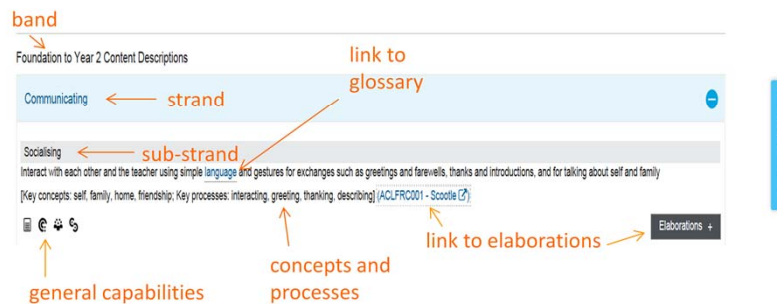
- range and variety in the scope of learning
- progression of content across the learning sequences
- specificity of languages.

For example, the threads for socialising in the Japanese curriculum include *socialising and interacting*, *taking action* and *building the language of classroom interaction*. Threads vary for different languages.

Threads can be seen in *Sequence of content* which can be selected from the ‘PDF documents’ option in the left menu.

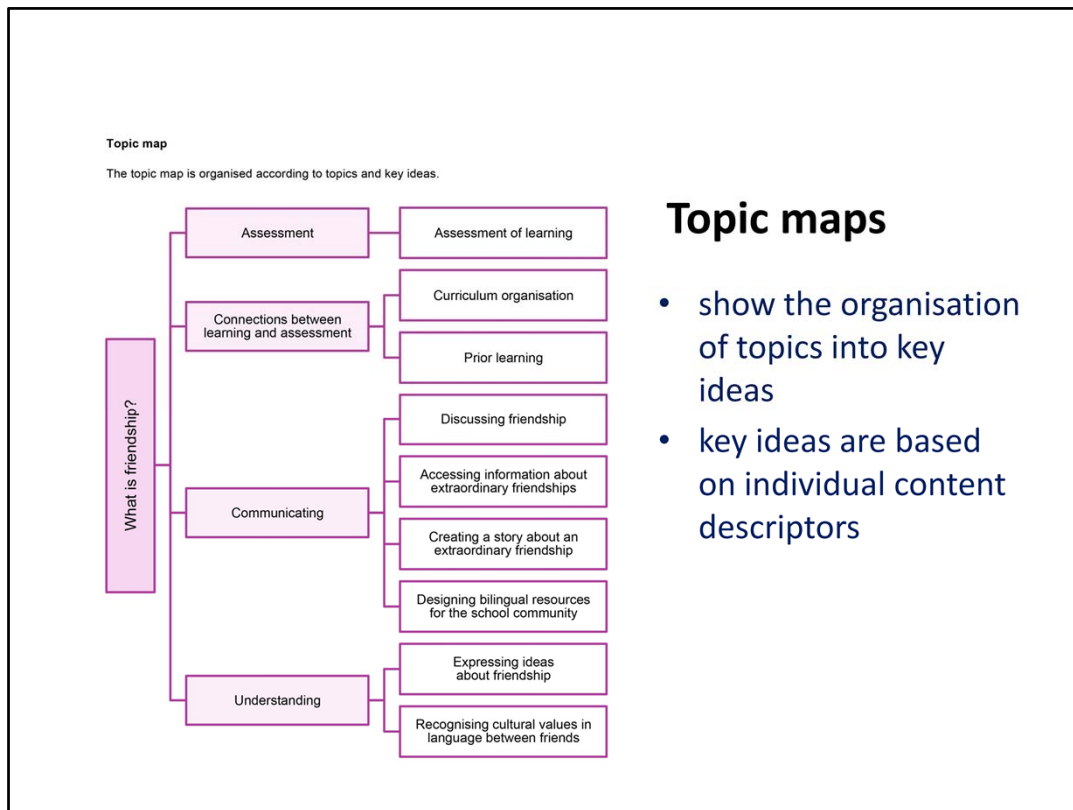
- **Concepts** are the big ideas that students work with.
- **Text types** include oral, written, digital and multimodal texts.
- **Processes** include skills (listening, speaking, reading and writing), as well as higher-order thinking processes (conceptualising, analysing, reasoning, explaining and comparing).
- Concepts, processes and text types vary for each band. This slide shows an example. There is no overall structure for these and they are not required curriculum. They are included to help teachers plan meaningful content involving higher-order thinking, that is, to enrich the subject matter about which students are communicating.

Content descriptions



Content descriptions: detail the skills, knowledge, and understanding that students are to develop

- This slide shows how a **content description** is presented — through a **strand** and **sub-strand**, with **suggested concepts and processes**.
- **Elaborations** are not part of the required curriculum. They give possible examples for each content description including:
 - contexts of language use
 - further detail on dimensions of the content description
 - aspects of linguistic and cultural knowledge
 - key language
 - possible tasks and experiences
 - connections across concepts.
- The **general capability icons** suggest which general capabilities can be addressed through the content description.
- Text types are usually implicit rather than explicit in the content descriptions. They are provided in the *Australian Curriculum: Languages – Foundation to Year 10 Curriculum Design* (http://www.acara.edu.au/verve/_resources/AC_Languages__F-10_curriculum_design_paper.pdf), which informed writers.
- Elaborations, concepts, text types and processes are selected examples, indicating possible teaching and learning, but do not exhaust all possibilities. They are not part of the required curriculum.



Each unit has a structure

Topics in Languages units include:

- Assessment
- Connections between learning and assessment
- Communicating
- Understanding.

The first topic identified on the topic map for every unit will be Assessment. The Assessment Topic describes the assessment of learning and aligns what is taught with what is assessed. The Assessment Topic aligns with all content descriptions that will be assessed in a unit.

The second topic identified on the topic map for every unit will be Connections between learning and assessment. This Topic also aligns with all the content descriptions that will be taught and assessed in the unit. The Connections between learning and assessment Topic identifies Prior learning and establishes the Curriculum organisation for the unit.

The Topics that follow on from these two topics on the Topic map will each align with one of the strands of Communicating and Understanding.

Within communicating and understanding the resources are organised by sub

strands. For example, Discussing friendship = Socialising, Accessing information= Informing, Creating=creating, Designing=translation, expressing ideas=systems of language – this means we are unpacking a communicative function, Recognising cultural values=role of language and culture.

Achievement standards:

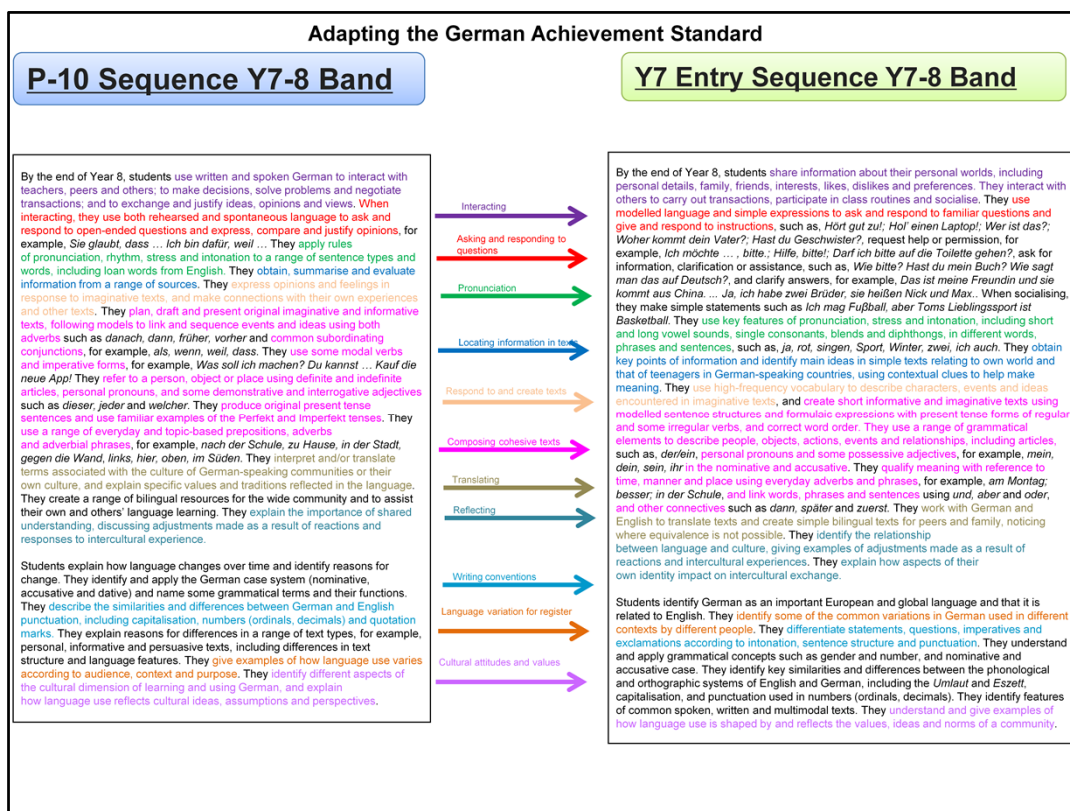
Based on assumptions about time on task in learning the target language, describe what students are expected to achieve and how well.

How are they organised?

How do they align with the content descriptors?

So to recap: Content descriptions will detail the skills, knowledge, and understanding that students are to develop. Achievement standards, based on assumptions about time on task in learning the target language, will describe what students are expected to achieve and how well.

Let's have a look at the following slide which **outlines the mapping of the AS** – here P-10 and Yr7 Entry



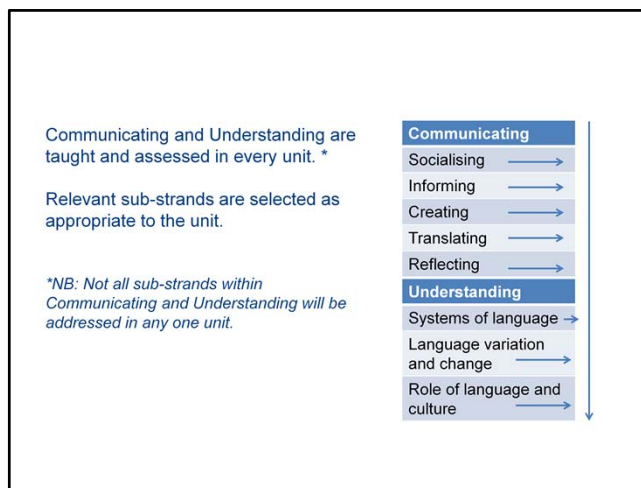
1. we've mapped; 2. aligning actual substrand CDs with the evidence of learning=AS; in most cases the AS follow the CDs sequentially;

C2C languages resources were written using the P-10 sequence however the similarities between the Achievement Standard in both sequences are clearly evident. Teachers may be able to use the assessment tasks provided in the suggested C2C sequence for Year 7 Entry and adapt the GTMJ using the age appropriate Achievement Standard.

There may be a need to look at partner units from earlier bands to ensure entire coverage of the Achievement Standard. The structure of the Achievement Standard is similar across all bands therefore it is possible to adapt the GTMJ in Assessment Task using another band Achievement Standard

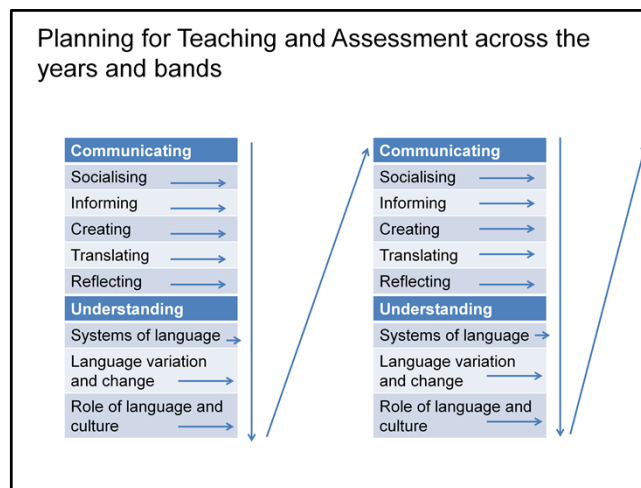
To adapt the GTMJ for an assessment task, find similar statements in the Achievement Standard to modify the C Standard

Mapping should occur across the whole band of the Achievement Standard to ensure coverage. Each statement only need to be covered once in the two years of learning. However, with the suggested sequence there may be multiple opportunities to cover some aspects of the Achievement Standard.



Sequences of teaching within each sub-strand are integrated into an overall teaching sequence and contribute to the learners' development of skills, processes and understandings in that unit.

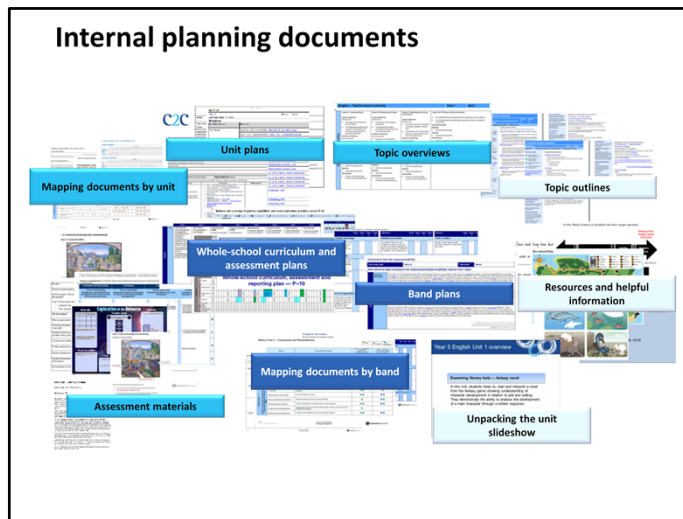
NB: Not all sub-strands within Communicating and Understanding will be addressed in any one unit. Sub-strands will be addressed with different emphasis throughout the band.



This contributes to the learners' ability to make connections with prior learning, prior experiences and to develop and modify language use in subsequent units and so on. Teaching and learning is structured to cycle and consolidate knowledge through the key ideas and assessment of chosen key idea/s will normally only be undertaken once students have encountered them at least once or twice in previous units.

Let's have a look at some of planning documents – firstly let's have a look at the mapping of the AS as was done in the planning of P-4 – show hard copies of colourful AS; hand in hand with the sequence of unit themes we then determined the key ideas (briefly explain) and identified which were assessed and which were taught.

The aim was to create a sequence of teaching and assessment which cycled through the key competencies, so that sts



All along the way there are team meetings which progressively unpack what it is being taught and assessed. A writer/unit plan and alignment planner is then developed – internal use only for the units

They contain resources that assist teachers to plan learning experiences for students, and assess these experiences against the achievement standards. Unpublished working and planning documents – show writers plan ; also summary documents – the alignment planners

Team planning for each year in the bands

Unit 1: A package from Germany	Unit 2: Who am I?	Unit 3: My mascot	Unit 4: Sending greetings to Germany
<p>In this unit, students begin to engage with German language and culture. They explore similarities and differences in greeting others in a variety of familiar contexts.</p> <p>Students will:</p> <ul style="list-style-type: none"> develop an awareness of German and German-speaking people participate in guided group activities such as games and songs use simple greetings and participate in classroom routines explore objects that originate from Germany participate in intercultural experiences to notice how language is used in different cultural and social contexts. 	<p>In this unit, students reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in German.</p> <p>Students will:</p> <ul style="list-style-type: none"> participate in guided group activities such as games and songs interact with others to exchange greetings and share information about themselves convey factual information with simple statements about self and others translate meaning and create bilingual texts recognise and reproduce the sounds and rhythms of spoken German participate in intercultural experiences to reflect on similarities and differences in ways of introducing and giving information about oneself. 	<p>In this unit, students engage with the concept of cultural representation through mascots from various countries. They will begin to use vocabulary for descriptions.</p> <p>Students will:</p> <ul style="list-style-type: none"> interact with others to introduce and describe favourite mascots convey factual information with simple statements to describe mascots recognise and reproduce the sounds and rhythms of spoken German participate in intercultural experiences to notice how language is used in different cultural contexts. 	<p>In this unit, students use language to greet, introduce and describe themselves to new German-speaking friends. Students use language and gestures to exchange gifts across cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> interact with others to exchange gifts convey information about items to be included in a package to Germany recognise and reproduce the sounds and rhythms of spoken German participate in intercultural experiences noticing different language and behaviours associated with gift giving.

Let's have a look at some examples of these planning documents -How could you adapt a planning tool like this in your classroom? (discussion) show overview hard copy of band planning ; including intercultural and preliminary planning of Assessment tasks/ideas; hand out planning docs now!

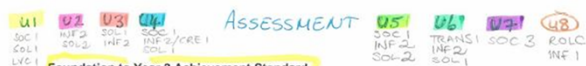
Let's take a look at how that comes across in the prep year

Start with the premise of a package arriving from the Target culture and the children themselves begin, with the help of the avatars to engage with the realia inside

Through out year we learn more about the target culture, their language and communication to then lead up to a culminating task of sending our own package back to the TC. We have tried to keep tasks such as this as open as possible so students can make their own decision on what to send- whether this be a favourite mascot, an item to represent themselves, their family or their culture, it could be a favourite song that they perform or an artefact of piece of art that they have created.

The next step is to check coverage so that the achievement standards are addressed at the end of each band; some of course will be addressed many times – such as socialising – while others may only be addressed once – part. For understanding key ideas in p-2. from these planning docs the band plans are then created – hand out /hold up concepts planning docs!

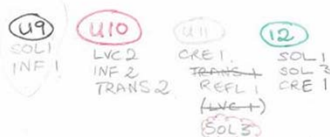
Mapping for coverage of Achievement Standards: P-2



Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, exchange greetings and farewells, for example, Ich heiße ... Auf Wiedersehen! and express likes and dislikes. When interacting, they use short formulaic expressions, for example, Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit! and make simple statements, such as Das ist ... Ich wohne in ... Ich mag ... They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German, including ch, u, r and z. Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. They convey factual information about self, family and possessions at word and simple sentence level. They respond to and create simple spoken and written texts using modelled examples and formulaic language. They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as der Lehrer, eine Freundin, Das ist mein Stift, including some pronouns, for example, ich, du, er, sie, es, wir and possessive adjectives, mein/e, dein/e. They use nein and nicht for negation, and verb forms bin, bist and ist, with an adjective. Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. They identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words.

Students identify ways that German sounds different to English but recognise that it uses the same alphabet. They identify some words that are written the same in both German and English but pronounced differently. They identify features of different types of texts. They give examples of words that German and English borrow from each other and from other languages, and identify different ways of greeting and interacting with people. They make connections between the languages people use and who they are and where they live.



Mapping for coverage of Achievement Standards: 3-4

U1	U2	U3	ASSESSMENT	U4	U5	U6
INF 1 INF 2 SOL 1 SOL 2	SOC 3 INF 1 SOL 2	SOC 2 & 3 SOL 1 TRANS 1 SOL 2 ROLE		SOC 2 TRANS 2 SOL 2 SOL 1	INF 2 LVC 2	REFL 2 SOL 2 LVC 1

Years 3 and 4 Achievement standard

By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds, for example, *bitte schön*, *ich bin dran*, *Welche Farbe?* *Wie viele Geschwister hast du?* *Mein Lieblingsspiel ist Lotto*. They reproduce German short and long single vowel and diphthong sounds, including Umlaute, and *Eszett*, and initial consonants and blends, for example, *Post/los*, *mein*, *die*, *Bruder/Brüder*, *heißen*, *ja*, *rot*, *singen*, *Sport*, *Winter*, *zwei*. They answer questions related to their personal worlds with factual information, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries. They create short, simple sentences from modelled language and use coordinating conjunctions, for example, *und*, *aber*, *oder*, to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, *heißen*, *kosten*, *spielen*, *wohnen*), some irregular verb forms, (for example, *bin*, *bist*, *ist*, *sind*, *hast*, *hat*), and limited forms of modal verbs, (for example, *kann*, *mag*, *möchte*, *muss*), simple past tense verbs (for example, *hatte*, *ging*, *war*) and the accusative case, (for example, *Ich habe einen Hund*). They respond to and use interrogatives, such as *was*, *wann*, *wer*, *wie*, *wo* and some *ja/nein* questions. They refer to time, manner and place using familiar words and phrases, for example, *morgen*, *sehr gut*, *im Wald*. They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community. They identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends.

Students identify German as an important European and global language and give examples showing how it is related to English. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the *Eszett* and show how the *Umlaut* alters the pronunciation of particular vowels (*ä*, *ö*, *ü*). They identify single letters, some consonant clusters (*sch*) and vowel combinations (*au*, *ai*, *oi*, *ie*). They identify the audience and purpose of familiar personal, informative and imaginative texts. They give examples of how language use varies according to the participants, purpose and context of air exchange. They give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use.

is now in U4 (2019/2017)

U7	U8
ROLE SOC 1	CRE 2 CRE 1 SOL 3 SOL 2 (and 1)

Mapping for coverage of Achievement Standards: 5-6

Years 5 and 6 Achievement Standard

By the end of Year 6, students **use written and spoken German** of classroom interactions, to carry out transactions, and to share ideas and opinions; **relate experiences and express feelings**; **they use complete sentences in familiar contexts to ask questions** such as *Bist du fertig? Was machst du jetzt? Verstehest du das?* respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig*. **They use descriptive and expressive vocabulary, including adjectives** such as *aufgeregt, glücklich, nervös, sauer* and *traurig*, to express feelings and **make statements** such as *Ich nehme ein Käsebrötchen*. They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*. **They gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes**. They **describe characters**, events and ideas encountered in texts, and **re-create imaginative texts to reflect their imaginative experience**. **When creating texts, they manipulate modelled language to describe current, recurring and future actions**, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut*, and **produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs** *dürfen* and *müssen* and some common separable verbs such as *mitbringen* and *fernsehen*. They **use adjectives, adverbs and adverbial phrases to qualify meaning**, for example, *viel Wasser, neue Schuhe, lieber, oft, jeden Tag*. They explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and **create a range of bilingual texts to support their own language learning and the school community**. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.

Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. **They identify and apply some of the systematic sentence structure and word order rules of German**. They identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch*, *j*, *w* and *z*, and diphthongs such as *au*, *ei*, *eu* and *ie*. **They apply the conventions of commonly used text types, and identify differences in language features and text structures**. They give examples of the variety of ways German is used by different people in different contexts. They make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.

Unit 1

Unit 2

Unit 3

Unit 5

Unit 6

Yearly planning document for Year P-2: Units 1-4

(2) 4/5/4

Year Prep	GERMAN			
	Unit 1:	Unit 2:	Unit 3:	Unit 4:
	A package from Germany (SOC 1) (SOC2) (SOC3) (INF 1) (SOL 1) (LVC1) In this unit, students begin to engage with the German language and culture. They will explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers. Students will: <ul style="list-style-type: none"> develop an awareness of German and German-speaking people participate in guided group activities such as games and songs use simple greetings and participate in classroom routines explore objects that originate from Germany participate in intercultural experiences to notice how language is used in different cultural contexts. Unit concept: Self, routines, literacy, pronunciation, social practice Intercultural understanding and experiences: <ul style="list-style-type: none"> Recognising culture and developing respect Interacting and empathising with others Greet teachers and friends Participate in classroom routines Explore a range of items from Germany Students recognise and reproduce German sounds Explore how modifying language reflects different audiences. Assessment task: Monitoring task: <ul style="list-style-type: none"> Participating in classroom routines Students demonstrate German language use in the classroom. Students will: <ul style="list-style-type: none"> introduce themselves, exchange greetings and farewells, for example, ich heie ... Auf Wiedersehen! 	Who am I? (SOC1) (SOC2) (INF 2) (TRA1) (TRA2) (SOL 1) (SOL2) In this unit, students reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and German. Students will: <ul style="list-style-type: none"> use language to introduce themselves and others participate in guided group activities such as games and songs convey factual information with simple statements about self and others translate meaning and create bilingual texts recognise and reproduce the sounds and rhythms of spoken German participate in intercultural experiences to reflect on similarities and differences in ways of introducing and giving information about oneself Unit concept: Self, play, interaction, action learning, routine Intercultural understanding and experiences: <ul style="list-style-type: none"> Students notice similarities and differences in verbal and non-verbal ways of greeting. Review greetings and farewells in German Learn how to introduce and describe themselves in English and German. Recognising culture and developing respect Interacting and empathising with others Assessment task: Students convey information of introductions in simple oral texts. Greet your teacher and introduce yourself, in German. Composition: modes assessed: speaking Achievement standard: <ul style="list-style-type: none"> They convey factual information about self at word and simple sentence level (INF2) 	My mascot (SOC1) (SOC2) (INF 2) (REF1) (SOL 1) (SOL2) In this unit, students engage with the concept of cultural representation through mascots from various countries. They will begin to use vocabulary for descriptions. Students will: <ul style="list-style-type: none"> interact with others to introduce and describe favourite mascots convey factual information using simple statements or using familiar words and phrases recognise and reproduce the sounds and rhythms of spoken German participate in intercultural experiences to notice how language is used in different cultural contexts. Unit concept: Self, play, interaction, action learning, routine Intercultural understanding and experiences: <ul style="list-style-type: none"> Recognising culture and developing respect Different ways to engage and identify with an audience. How mascots are used to represent identity (e.g. German mascots to represent sports, regions, cities, events.) Compare with mascots used in Australia. Assessment task: To describe and present information about favourite things using familiar words and phrases. Introduce and describe your mascot to your teacher in German. Composition Modes assessed: oral Achievement standard: <ul style="list-style-type: none"> Students reproduce some distinctive sounds and rhythms of spoken German. They convey factual information about family and possessions at word and simple sentence level. 	Sending greetings to Germany (SOC1) (SOC 2 with REFL 2) (INF 2) (SOL 1) (SOL 2) (ROL2) In this unit, students use language to greet, introduce and describe themselves to new German-speaking friends. Students use language and gestures to exchange gifts across cultures. Students will: <ul style="list-style-type: none"> interact with others to exchange gifts convey information about items to be included in a package to Germany recognise and reproduce the sounds and rhythms of spoken German participate in intercultural experiences noticing different language and behaviours associated with gift giving. Intercultural understanding and experiences: <ul style="list-style-type: none"> choosing items to include in a package to Germany that represent individual and national identity understand that the package will have to travel a long distance sending a special item in return in the package Assessment task: Monitoring task (or speaking) <ul style="list-style-type: none"> Convey info Interact with teachers and peers through action-related talk and play <ul style="list-style-type: none"> Hier ist ein Geschenk fr dich. Bitte! Bitte schn! Danke! Danke schn! Vielen Dank. use short formulaic expressions when interacting. <ul style="list-style-type: none"> Das ist fr dich. Bitte! Bitte schn! Danke! Danke schn! Vielen Dank.

Once mapping of teaching and assessment is complete, detail is added for each unit in the band. This yearly planning document includes unit concepts, intercultural understandings, a draft assessment task and key language.

To view the whole document see appendix . This excerpt of the band covers the first 4 units (always 4 units in the year with an estimated 2x30mins lessons per week) ie. Prep year (year1 is units 5-8 and year 2 is units 9-12)

Yearly planning document for Year P-2: Units 1-4

Participation into the Classroom (C2C) German, Years 03-04 Band, Unit 1 Alignment Planner			
Unit	Unit Concept	Unit Title: Amazing places	Unit Description: In this unit, learners explore the concept of 'Amazing places' in German speaking culture and become familiar with their own experiences. The unit is designed to be a range of activities and experiences that are relevant to the unit's theme. The unit is designed to be a range of activities and experiences that are relevant to the unit's theme. The unit is designed to be a range of activities and experiences that are relevant to the unit's theme.
Communicative Competence	Content Descriptors addressed in the unit	Evidence of learning statements (drawn from the Achievement Standard and written in your own words)	Assessment Focus (describe the task)
	<p>Communicative Competence</p> <p>Receptive Competence</p> <p>Students understand and use German to communicate in a range of contexts. They understand and use German to communicate in a range of contexts. They understand and use German to communicate in a range of contexts.</p> <p>Strategic Competence</p> <p>Students use a range of strategies to understand and use German. They use a range of strategies to understand and use German. They use a range of strategies to understand and use German.</p> <p>Interpersonal Competence</p> <p>Students interact with others in German. They interact with others in German. They interact with others in German.</p> <p>Attitudinal Competence</p> <p>Students have a positive attitude towards German. They have a positive attitude towards German. They have a positive attitude towards German.</p>	<p>Receptive Competence</p> <p>Students understand and use German to communicate in a range of contexts. They understand and use German to communicate in a range of contexts. They understand and use German to communicate in a range of contexts.</p> <p>Strategic Competence</p> <p>Students use a range of strategies to understand and use German. They use a range of strategies to understand and use German. They use a range of strategies to understand and use German.</p> <p>Interpersonal Competence</p> <p>Students interact with others in German. They interact with others in German. They interact with others in German.</p> <p>Attitudinal Competence</p> <p>Students have a positive attitude towards German. They have a positive attitude towards German. They have a positive attitude towards German.</p>	<p>Assessment Focus</p> <p>Students demonstrate their understanding of German by completing a range of tasks. They demonstrate their understanding of German by completing a range of tasks. They demonstrate their understanding of German by completing a range of tasks.</p> <p>Assessment Focus</p> <p>Students demonstrate their understanding of German by completing a range of tasks. They demonstrate their understanding of German by completing a range of tasks. They demonstrate their understanding of German by completing a range of tasks.</p>
Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	Learning Objectives	Learning Objectives	Learning Objectives

Writers work at the unit level with a number of planning templates such as the alignment planner and the writers plan and at the key idea level with a key idea plan which drills down to include slide show content and supporting activities for the teacher note.

To view sample templates see appendix .

Band Plan for Year 5/6 German

Unit 1: What's in a name?	Unit 2: What is family?	Unit 3: What are personal spaces?	Unit 4: How do we play?
<p>In this unit, students explore the concept of names, the meanings they hold and use language to communicate ideas relating to personal names and personal identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> use a range of language to give personal information about identity for a range of purposes engage with a range of texts about personal identity create connected texts using descriptive language analyse and understand systems of language relating to pronunciation participate in intercultural experiences to understand the relationship between language and culture. 	<p>In this unit, students use language to communicate ideas relating to the concept of family and group identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> interact with peers about family structures and activities gather and compare information relating to families in Germany and Australia create connected texts using descriptive language analyse and understand systems of language relating to sentence structure analyse and understand language variation relating to context participate in intercultural experiences to understand the relationship between language and culture. 	<p>In this unit, students explore the concept of personal space and use language to communicate ideas relating to favourite personal spaces.</p> <p>Students will:</p> <ul style="list-style-type: none"> interact with peers to share ideas and feelings engage with a range of texts about personal spaces create texts about personal spaces analyse and understand systems of language relating to sentence structure analyse and understand language change over time participate in intercultural experiences to understand the relationship between language and culture. 	<p>In this unit, students explore the concept of play and use language to communicate ideas relating to play, group interactions and belonging.</p> <p>Students will:</p> <ul style="list-style-type: none"> Use descriptive and expressive language to share ideas and experiences about play engage with a range of texts about play around the world create and translate texts about play analyse and understand systems of language relating to pronunciation and sentence structure analyse and understand language change over time participate in intercultural experiences to understand the relationship between language and culture.

The overview planning documents are now refined and become the band plans which are published.

If we take a closer look at the band plan for Year 5/6 German you can clearly see the sequence of teaching and learning across the band. In this example you will notice that there are 4 units for Year 5, one per term. This is the same with each and every year level.

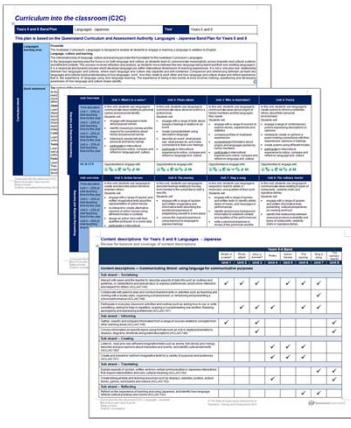
If we were to examine Band Plans for several languages you would notice that there is a similarity across the languages in terms of titles. This does not mean that the units are generic. The units are concept based. If we were to take a closer look at the first unit 'What's in a name?' you would notice that students are exploring the concept of self-identity through names and naming traditions. Each language has treated these concepts as unique to their culture or cultures and accordingly you may find different text types authentic to the language and culture/s you are teaching.

You will also notice bullet points outlining the learning experiences for students. These are derived from language specific content descriptors from the Australian Curriculum.

Band Plans

Band plans identify curriculum intent through unit overviews.

Band plans provide assessment overviews which identify the evidence to be gathered in each unit.



These are developed in consultation with key academics and QCAA to provide an overview of each C2C unit.

Languages Band plans

- identify curriculum intent through unit overviews
- provide an assessment overview and identify evidence to be gathered
- articulate the coverage of all three dimensions of the curriculum, including General capabilities and Cross curriculum priorities to be addressed in each unit.

Band plans allow you to look across the year level and across the band to develop an understanding of the intent of the units and the coverage of the achievement standards.

NOTE:

- The languages curriculum has been organised into to bands of 2 years e.g. Bands 3-4, 5-6, 7-8, 9-10.

Exception: F-2 Band which covers Prep, Year 1 and Year 2.

- Achievement Standards:

- describe the expected learning for each band of years
- describe what students are expected to know and be able to do at the end of a band

Band plans have been carefully thought out to provide coverage of all aspects of the achievement standard. If you make changes to a unit to

accommodate the needs of your learners you will need to be careful to maintain the integrity of the unit and the coverage of all aspects of the achievement standard within the Band.

Band Plan Assessment Years 5-6 – Units 1-4

Assessment overview	Unit 1: What's in a name?	Unit 2: What is family?	Unit 3: What are personal spaces?	Unit 4: How do we play?
	<p>Collection of work Modes assessed: listening, writing, reflecting The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> gather and compare information from different sources about social and natural worlds convey information and opinions in different formats to suit specific audiences and purposes identify ways that language use is shaped by and reflects the values, ideas and norms of a community. 	<p>Collection of work Modes assessed: speaking, writing, reflecting The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use written and spoken German to relate experiences and express feelings use complete sentences in familiar contexts and use descriptive and expressive vocabulary convey information and opinions in different formats to suit specific audiences and purposes identify and apply some of the systematic sentence structure and word order rules of German. 	<p>Collection of work Modes assessed: reading, reflecting The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> gather and compare information from different sources about social and natural worlds describe aspects of their intercultural interactions that are unfamiliar or uncomfortable identify and apply some of the systematic sentence structure and word order rules of German give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. 	<p>Collection of work Modes assessed: speaking, writing, analysing The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings explain aspects of German language and culture, recognising that there are not always equivalent expressions in English make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.
<p>All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Languages — German Years 5 and 6 Achievement Standard.</p> <p>Aspects of the Achievement Standard listed in each unit assessment overview may be assessed through a single mode or through several modes depending on the task. Teachers are advised to refer to the Guide to Making Judgements for each assessment task for further details.</p>				

If we take a closer look at the assessment section of the band plan for Year 5/6 German you can clearly see the sequence assessment tasks across the band.

In this example you will notice that there are 4 assessment tasks for Year 5, one per unit. This is the same with each and every year level.

If we were to examine Band Plans for several languages you would notice that there are some similarities across the languages in assessment tasks, but that there are also differences. This is because each assessment task has been tailored to meet the particular achievement standard of each language as well as the culture/s. You may find different text types authentic to the language and culture/s you are teaching in the assessment tasks.


Assessment



- Assessment task
- Model response
- Guide to making judgments
- Assessment advice

In each C2C unit of work, there is:

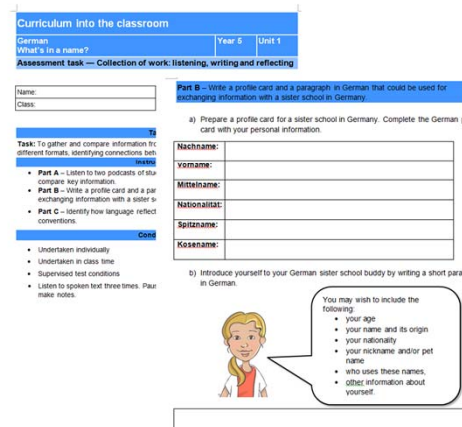
- An assessment task
- A Model Response
- A Guide to making judgments (found in the Assessment task)
- Advice to support the implementation of assessment.



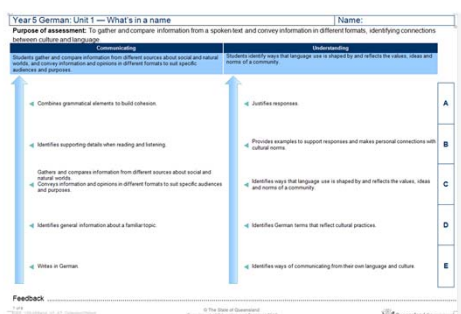
Assessment

Assessment

Assessment task



Guide to making judgments



Assessment is the starting point for every teacher. Assessment resources provided for each unit include:

- assessment task,
- Model Response, (with annotated GTMJ descriptors)
- a Guide to making judgments, and
- Advice to support the implementation of assessment.


The Assessment task is the task sheet to give to students. The task instructions are on the front and inside the task paper. There is some scaffolding provided for students as well as hints and tips. These relate to the relevant elements of the Achievement standard.

The Guide to making judgments is found on the final page of the Assessment task. This is where you make judgments about how well each student has addressed the assessable elements. You will notice that the fragment from the achievement standard that is being assessed is at the top. The C standard is reflective of the Achievement standard from the curriculum. This is the same across all C2C subject areas.

The Assessment task is the task sheet to give to students. It contains instructions, tips and scaffolding.

The assessment is designed to have students create texts that reflect a 'real/authentic' context.

Show/hand out examples of ASSESSMENT tasks – writers draft assessment task progressively; fitting it closely to the teaching activities and learning opportunities ; very often the ASS format will be mirrored in a key idea SLR /TN ; assurance together with peer review – together with tech panels will ensure quality ;

 **Guide to making judgments**

Years 9-10 Band German: Unit 4 — What are life stories? Name: _____

Purpose of assessment: To create a short informative text. To analyse features of the presentation.

Communicating	Understanding	
State facts and relate experiences. When speaking, they use appropriate pronunciation, intonation and stress in a range of sentence types.	Explain the roles of different German tenses, and variations in spoken and written German in relation to pronunciation.	A
<ul style="list-style-type: none"> Extends responses and relates a variety of experiences and achievements. Sustains a spoken text to engage an audience. 	<ul style="list-style-type: none"> Analyzes and explains use of a range of tenses and speaking strategies. 	B
<ul style="list-style-type: none"> Uses a range of descriptive vocabulary. 	<ul style="list-style-type: none"> Identifies and gives examples of speaking strategies. 	C
State facts and relate experiences. When speaking, they use appropriate pronunciation, intonation and stress in a range of sentence types.	Explain the roles of different tenses (like Imperfect), and variations in spoken and written German.	D
<ul style="list-style-type: none"> Uses complete sentences in German. 	<ul style="list-style-type: none"> Gives an example of a German tense used in own presentation. 	E
<ul style="list-style-type: none"> Produces simple phrases in German. 	<ul style="list-style-type: none"> Identifies a German tense. 	

The Guide to making judgments consists of the unit title, the purpose of the assessment, the assessable elements of Communicating and Understanding. The Purpose of assessment statement describes the focus of the assessment task. This comes directly from the achievement standard.

The assessable elements are the 2 strands from the curriculum Communicating and Understanding. The statements underneath each strand are the relevant aspects of the achievement standard that are assessed in this particular unit.

These task specific standard descriptors describe discernible differences within each task-specific assessable element. They are derived from the Achievement standard and state how well the student has demonstrated their knowledge and understanding within the context of the task. By considering each of these judgments together you will be able to make an on-balance decision about the overall quality and award an appropriate grade.

The Guide to making judgments is found on the final page of the Assessment task. It contains the assessable elements from the Achievement standard as well as descriptors for each standard.

Look at the Guide to making judgments on the final page of the collection of work which is the assessment task for students.

Read the descriptors for each standard. Notice the nested approach in the standard descriptors. GTMJ's in C2C across all learning areas have adopted a **nested approach** to the A – E Level statements where what is stated at 'E' is also present in a 'D', 'C', 'B' and 'A' standard response.

When making judgments about student work, start at the C descriptor and

consider whether the work has met it. If yes move up, if no, move down.
By considering each of these judgments together you will be able to make an on-balance decision about the overall quality and award an appropriate grade.




Guide to making judgments

GTMJs in C2C use a nested approach to the A – E task-specific standards descriptors, where what is stated at 'E' is also present in a 'D', 'C', 'B' and 'A' standard response and likewise up the scale.

GTMJs in C2C across all learning areas have adopted a **nested approach** to the A – E Level statements where what is stated at 'E' is also present in a 'D', 'C', 'B' and 'A' standard response.

The C level descriptor reflects the aspects of the Achievement standard being assessed. When making judgments about student work you will need to decide whether, for each assessable element, the evidence meets the achievement standard. If so, then you decide whether the characteristics in the evidence of learning are best describe as the C, B, or A. If not, then you will need to consider whether it is best described as D or E.



Assessment advice


Model response

Part B – Write a profile card and a paragraph in German that could be used for exchanging information with a sister school in Germany.

a) Prepare a profile card for a sister school in Germany. Complete the German profile card with your personal information.

Nachname:	Ferrara
Vorname:	Robert
Mittelnname:	-
Nationalität:	Australier
Spitzname:	Bobby
Kosenamen:	Possum

b) Introduce yourself to your German sister school buddy by writing a short paragraph in German.



You may wish to include the following:

- your age
- your name and its origin
- your nationality
- your nickname and/or pet name
- who uses these names,
- other information about yourself.

Ich heiße Robert Ferrara und ich habe keinen Mittelnamen. Mein Vorname Robert kommt von meinem Großvater. Er heißt auch Robert. Mein Nachname kommt aus Spanien. Ich komme aus Australien und ich bin Australier. Mein Spitzname ist Bobby, aber meine Oma nennt mich Possum. Ich habe einen Bruder und eine Schwester. Ich wohne in Toowoomba, das ist in Queensland. Ich spiele Hockey und mag Schokolade.

Implementing the assessment

Curriculum into the classroom

German	Band 4	Unit 1
Chapter 1: In a class?	Topics 2-6	

Assessment – Implementing the assessment

Task

To gather and compare information from a questionnaire and compare information in different formats, identifying cross-cultural values and language.

Understanding the assessment task

Complete the following assessment task.

Part A – Listen to two extracts of students introducing themselves, record and compare key information.

Students listen to two extracts of students introducing themselves. Record responses based on extraction and analysis of information in English. Students compare information given by the two speakers of the extracts. Location of information or other support material about the task materials should assist.

The listening material is heard three times and accompanied written transcript. Pages during the first should be read aloud and students listen to them twice. From the second period of listening encourages students to approach the task as 'who is better' who actually use German to introduce in their video for the task. Students should be encouraged to take notes for analysis after the first listening, writing notes after the second listening. If they then analyse and compare the material should be collected.

Part B – Write a profile card and a paragraph in German that could be used for exchanging information with a sister school in Germany.

Students compare information in two different ways about themselves, a profile card and a paragraph. Students should compare information given.

Part C – Identify how language reflects cultural values and norms of naming conventions.

Students choose one of three words (Mittelnamen, Spitznamen, Kosenamen) and explain how it compares with their own personal experience in Germany with their family or exchange of these names.

Conducting the assessment task

Before commencing Part A of the assessment task, it is recommended that students be introduced, practice, review, reflect and extend learning about the use of language for communicative purposes and their analysis of language and culture.

Before commencing Part B of the assessment task, it is recommended that students recognise and understand language materials in context of their German proficiency skills and develop a strategy for organising their own information into key details and supporting details.

Learning leading to assessment

Decisions about the sequence of topics, time allocation for teaching of topics and representation of assessment within the teaching program are key decisions. Each Topic unit for this unit has been designed to develop students' use of language for communicative purposes and their analysis of language and culture. As a follow-up to the unit, the unit, then knowledge, understanding and skills will develop. For more information, see the mapping documents for the unit and assessment from the Topic Learning documents.

Features of German language use

Features of German language use include:

- information language for self-introduction
- personal information
- relationships

Suggestions for use of ICTs

Students could use:

- ICT access to listen to and watch the Learning video.

Assessment Techniques, Formats, Categories and Conditions

Teachers are encouraged to complete the tasks of students and conduct of learning tasks. Implementing assessment tasks, ICT assessment materials should be a model of a standard technique format and category. Conditions of assessment and conditions provided. The table in the mapping documents for the unit and assessment from the Topic Learning documents. Conditions of assessment and conditions provided.

The Assessment Model Response is an aspirational example of an 'A' response for teachers to use to:

- understand the task requirements
- target their teaching
- provide feedback to students
- make judgments about students' work against the assessment task and its Guide to making judgments
- GTMJ descriptors used to annotate specific levels of response.

When writing the Model response we do not include deliberate errors in language (such as misspelled words) even though realistically, a student would make errors.

The implementing the assessment document contains advice on how to conduct the task as well as advice on the teaching and learning that should have occurred before the assessment task is attempted.

Now, let's take a look at the Model response. It is an aspirational example of an 'A' response.

When writing the Model response we do not include deliberate errors in language (such as misspelled words) even though realistically, a student would make errors.

The implementing the assessment document contains advice on how to conduct the task as well as advice on the teaching and learning that should have occurred before the assessment task is attempted.

Excerpt of draft differentiated assessment for Year 7 E



Curriculum into the Classroom

Languages

German	Years 7-8	
Meeting new people	Band Y7E	Unit 1

Assessment task — Collection of work: listening, speaking, reading, analysing

Name	Class
Teacher	Date

Task

To present a self-introduction in German.

To demonstrate comprehension of information from a conversation and analyse language choices that reflect the speakers and contexts of the situation.

Instructions

- Part A — Introduce yourself in German.

- Part B — Listen to and view a text to answer questions.

Conditions

- Undertaken individually
- Undertaken in class time
- Held under test conditions

Part A — Self-introduction

Present a self-introduction to your class.

Step 1: Use the table below to prepare your self-introduction in German. Here are categories you may like to choose from. Write in sentences.

Self-introduction	
Name - Name	
Alter und Geburtsmonat - Age and month of birthday	
Wohnort - Hometown	
Geschwister - Siblings	
Liebingsobjekte - Favourite objects	
Persönlichkeit - Personality traits	
Interessen - Likes and interests	

Step 2: Present your self-introduction to your class with culturally appropriate opening and closing.

Part B — Conversation

Listen and view the following scenario First day on exchange at a German school.



The intention is that teachers may take assessment tasks and edit them (all materials are editable electronic resources) and adapt tasks to their own context and cohort.

Considerations when creating your own assessment task

- alignment of teaching and learning key ideas of the content descriptors with the achievement standards
- coverage of the achievement standard across the band

Achtung! Make sure that your task targets specific skills and cap

C2C units can be used in so many different ways. They can be adopted or adapted – a school decision. Teachers are time poor. C2C provides many different possible options for you.

The units provide a model sequence for teaching and learning as well as a wealth of resources for you to use.

In this afternoon's workshop we will be examining some sample units and investigating how to adopt or adapt this units to suit your learners.