



## GERMAN



**GRO3000C**  
**INTERACTION PORTFOLIO GUIDE**  
**NCEA LEVEL 3**

# GERMAN INTERACTION PORTFOLIO

## NCEA LEVEL 3

### **Expected time to complete work**

This work will take you about 15 hours to complete.

### **You will work towards the following standard:**

Achievement Standard 91550 (version 1) German 3.3

**Interact clearly using spoken German to explore and justify varied ideas and perspectives in different situations**

Level 3, Internal assessment

6 credits

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# 1 INTRODUCTION

This assessment activity for Achievement Standard 91550 requires you to **submit at least two spoken interactions** in an interaction portfolio.

Your ability to interact using German to explore and justify varied ideas and perspectives in different situations will be assessed from these interactions.

Your overall contribution to the total interactions is about **four to five minutes**. At all times quality is more important than length.

The following instructions provide you with a way to structure your work to demonstrate what you have learned to allow you to achieve success in this standard.

## INSTRUCTIONS

- The interaction portfolio includes this guide and three separate tasks for you to choose from.
- You should complete the related module first before you attempt the interaction task. For example, do GRO3002 first, and then do the interaction assessment GRO3002Y3.
- Record your interactions. **All interactions need to be recorded as videos**. Record your interactions digitally using the My Te Kura facility, cell phone or other mp4 format.
- If you are having the conversation with your Te Kura teacher, you do not have to record it. They will do that. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher. See the box below for instructions for other conversation partners.
- Your teacher will give you **general feedback** about each interaction to support your learning.
- You should aim to complete the interaction tasks by the **end of October**.

### FOR YOUR CONVERSATION PARTNER

Please print and give a copy of the following to your conversation partner.

Thank you for helping with this interaction.

The best way to support this student is by:

- allowing them to take the lead in the conversation from time to time
- encouraging a range of views to be explored
- taking part in natural communication. That means the communication must not be pre-planned and must not be like an interview. Natural communication includes such things as:
  - referring back to things that have already been said
  - clarifying
  - negotiating meaning
  - using colloquial and formulaic expressions appropriate for the contexts.

- All the work that you include in your interaction portfolio **must be entirely your own work**. **Interaction is vital** in a conversation. You cannot script in advance.
- The context for each assessment must be different so that you have the opportunity to use a variety of language and language features in German.
- You can use relevant resources such as the course materials, vocabulary lists, grammar summaries and a range of commonly used real life resources, including the internet, which may be used to support your information and justify ideas and opinions. However, we strongly advise you to **only** use the language you have learnt during this course, or language you know to be correct.
- Language from the language samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** offered for this standard so make sure you consult with your Te Kura German teacher so that your choices for your portfolio provide the best evidence of your interaction skills.
- **The work you submit must be your own**. You may not copy or otherwise reuse language that has been created by someone else. You may not ask someone else to script any interaction for you.

### SUPERVISOR REQUIREMENTS

- Supervision is not required for this assessment.
- Upload your interaction submissions to the **GR3000C Interaction dropbox** or a link to your video.

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## PORTFOLIO TASKS

### OVERVIEW

The following three interaction tasks will help you provide evidence for the interaction portfolio submission for Achievement Standard 91550.

<b>GRO3002Y3</b>	<b>Märchen/Legende/Zauber – Fairy tales/legends/magic</b>
<b>GRO3004Y3</b>	<b>Vegetarianism or smartphone use among young people</b>
<b>GRO3005Y3</b>	<b>Wenn ich Premierminister wäre – If i were the Prime Minister</b>

#### **GRO3002Y3 Märchen/Legende/Zauber – Fairy tales/legends/magic**

With a partner you will discuss original fairy tales or other stories/legends and/or different versions of these.

You should respond appropriately with conversation starters/greetings and end the conversation appropriately.

You could also include:

- the pros and cons of creating a modern version of a fairy tale/story
- advantages and disadvantages of turning well known tales into movies or dance (animated or staged with actors)
- the tradition of parental bedtime reading versus the use of digital audios/tablets instead
- examples of poor adaptations of well-loved tales – how you could change these
- any other information relevant to the topic.

#### **GRO3004Y3 Vegetarianism or smartphone use among young people**

##### **Choose**

##### **Vegetarianism**

You have been finding out about people’s food preferences and the reasons behind these choices.

Talk about vegetarianism with your conversation partner.

You should respond appropriately with conversation starters/greetings and end the conversation appropriately.

You could also include:

- the reasons people decide to be vegetarians or vegans
- how they are seen by ‘normal’ eaters
- what vegetarians/vegans eat or don’t eat
- any health dangers of being a vegetarian/vegan, and what one can do about them
- the advantages of being vegetarian/vegan
- your food preferences and your reasons for them
- some questions you ask your partner
- any other information or ideas relevant to the topic.

## PORTFOLIO TASKS

### Or choose

#### **Smartphone use among Young People**

Imagine you are in a discussion about internet use among young people in New Zealand. Take a stance and justify it against the arguments of your partner.

You should respond appropriately with conversation starters/greetings and end the conversation appropriately.

You could also:

- defend or criticise unrestricted smartphone use for young people in New Zealand
- comment on the topic of addiction and mental health due to intensive internet activity
- consider the use and effects of social media
- compare the situation in Germany if you are aware of this
- argue for and against smartphone use in schools
- any other information relevant to the topic.

#### **GRO3005Y3 Wenn ich Premierminister wäre – If i were the Prime Minister**

Imagine you and your partner are competing candidates for the position of Prime Minister of New Zealand. Debate selected current issues with each other and what you would change. You could agree or disagree with each other on certain points.

You should respond appropriately with conversation starters/greetings and end the conversation appropriately.

You could consider making improvements regarding:

- society (incl. schooling)
- health (get ideas from GRO3004)
- climate (get ideas from GRO3004)
- funding projects (e.g. Arts, Science, exchanges etc.)
- any other relevant issues.

You may also submit other authentic interaction in German that you have done. This might be some interaction that you have done in addition to the interaction portfolio tasks e.g. talking to a friend about your current lifestyle. However, you **must** discuss this with your Te Kura German teacher first, to ensure you are providing the best evidence possible.

## KEY THINGS TO REMEMBER

This is an interaction assessment, so you need to contribute towards the conversation by exploring and justifying varied ideas and perspectives. It is not just answering questions someone asks you.

You can do your interaction in one of these ways:

- **With another student you know or another person who speaks German.** If you do this, you must video your interaction, and tell your teacher which person you are in the video. Show the other person these interaction guidelines (GRO3000C) so they know what is required. You need to have a conversation with each other, rather than you only answering questions.
- **With your Te Kura teacher.** You need to contact your Te Kura teacher to arrange a time. They will record the conversation. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher.

If you have videoed an interaction you have done with another person, identify yourself at the beginning of the conversation by saying your name. Once you finished the conversation upload it to the **GR3000C Interaction dropbox** in mp4 format.

Name your completed task, for example, **GRO3002Y3\_your name\_your Te Kura ID number**. Add a note to tell your Te Kura teacher which person you are in the video (for example – the person on the left, the person wearing a blue top).

## 4 TIPS FOR SUCCESSFUL INTERACTIONS

Key things you need to do to gain this standard:

- submit two pieces of interaction. The total length of your interaction is about **four to five minutes**. Remember quality is more important than length.
- communicate information, and explore and justify varied ideas and perspectives
- communicate overall, despite any inconsistencies in language.

If you are aiming for merit or excellence, take careful note of what you need to do by looking at the standard and explanatory notes in the next section of this guide.

Other useful tips:

- Read the instructions, the topic, assessment schedule and any other details.
- Go back through the modules of the GR3000 course and take note of any relevant information e.g. useful vocabulary or structures, advice on how to develop and/or sequence your information/ideas/opinions.
- Use a range of the vocabulary and structures that you have learnt and are familiar with especially those from GR3000 course.
- Explore information and justify ideas and opinions.
- Brainstorm possible ideas you can talk during the interactions. Think about the structures and language you might need to communicate these ideas.
- Use interactive strategies (i.e. seek clarification – *Kannst du das bitte wiederholen?*).
- Use appropriate cultural conventions (ie. courtesies and gestures).
- Show that you know how to use language in a variety of ways.

### SURVIVAL SKILLS FOR INTERACTING IN GERMAN

Consider using some of the following questions and phrases to help keep your interaction going and to help it sound as natural as possible. They will show that you know how to listen actively, and can also provide you with some thinking before you answer a question.

<p><b>Conversation starters</b></p>	<ul style="list-style-type: none"> <li>• Hallo</li> <li>• Guten Tag</li> <li>• Wie geht's (Ihnen)?</li> <li>• Tolles/Schreckliches Wetter hier heute.</li> <li>• Haben Sie/Hast du (schon) von ... gehört?</li> </ul>
<p><b>Expressing astonishment</b></p>	<ul style="list-style-type: none"> <li>• Ach was!</li> <li>• Ach nein!</li> <li>• Echt! (Really?)</li> <li>• Das kann ja wohl nicht wahr sein! (That surely can't be true)</li> <li>• Mensch, was für eine Überraschung! (Wow – what a surprise!)</li> </ul>

<b>Showing you are impressed</b>	<ul style="list-style-type: none"> <li>• Das ist ja verrückt! (That's crazy!)</li> <li>• Das ist unglaublich! (That's unbelievable!)</li> <li>• super/toll/spitze! (Great/cool)</li> </ul>
<b>Expressing agreement</b>	<ul style="list-style-type: none"> <li>• Ja, klar/natürlich. (Of course)</li> <li>• Du hast völlig recht. (you are so right)</li> <li>• Das ist total richtig. (That is totally correct)</li> <li>• Das finde ich auch. (I think so too)</li> </ul>
<b>Expressing disagreement</b>	<ul style="list-style-type: none"> <li>• Nein, das stimmt nicht. (No – that's not right)</li> <li>• Das finde ich gar nicht. (I don't think that at all)</li> <li>• Das ist total falsch. (That's totally wrong)</li> </ul>
<b>Giving your opinion</b>	<ul style="list-style-type: none"> <li>• Ich denke/glaube das nicht. (I don't agree)</li> <li>• Meiner Meinung nach (+ verb) ... (In my opinion ...)</li> </ul>
<b>Expressing emotion</b>	<ul style="list-style-type: none"> <li>• Du Arme/Armer! (You poor thing)</li> <li>• Das ist schade. (That's a pity)</li> </ul>
<b>Incomplete sentences</b>	<ul style="list-style-type: none"> <li>• Hmm, Ich weiß nicht ...</li> <li>• Na ja ...</li> </ul>
<b>Expressing difficulty understanding the person</b>	<ul style="list-style-type: none"> <li>• Entschuldigung, ich habe das nicht verstanden. (Sorry, I didn't understand that.)</li> <li>• Können Sie/Kannst du das bitte wiederholen? (Could you please repeat that?)</li> <li>• Was meinen Sie/meinst du damit? (What do you mean by that?)</li> <li>• Können Sie/kannst du das bitte erklären? (Could you explain that please?)</li> <li>• Können Sie/kannst du bitte langsamer sprechen? (Could you speak more slowly please?)</li> </ul>

## TIPS FOR SUCCESSFUL INTERACTIONS

<p><b>Things to do if you want to gain more time to think</b></p>	<ul style="list-style-type: none"> <li>• Repeat the question you've just been asked</li> <li>• Reformulate what the other person has said (also to be sure that you have understood him/her correctly)</li> <li>• Use filler words/phrases like:             <ul style="list-style-type: none"> <li>- Äh, hmmm ...</li> <li>- Moment mal (Just a moment)</li> <li>- Das ist schwer zu sagen. (That's hard to say)</li> <li>- Ich bin mir nicht sicher. (I'm not sure)</li> <li>- Das ist eine interessante Frage. (That's an interesting question)</li> </ul> </li> </ul>
<p><b>Things to say if you have problems with your answer, especially not knowing a key word</b></p>	<ul style="list-style-type: none"> <li>• Try to use an explanation/example</li> <li>• Try to use a similar or opposite word</li> <li>• Try to use a substitute:             <ul style="list-style-type: none"> <li>- das Ding (s)/Das Dingsbums/Das Dingsda (the thingummy/what's-its-name)</li> <li>- das Gerät (the gadget)</li> <li>- das Teil (the thing/part)</li> <li>- das Zeug (the stuff)</li> </ul> </li> </ul>
<p><b>Ending a conversation</b></p>	<ul style="list-style-type: none"> <li>• Tschüss (Bye)</li> <li>• Muss gehen (Well, I have to go.)</li> <li>• Auf Wiederhören (Bye - on telephone)</li> </ul>

# 5 THE STANDARD AND EXPLANATORY NOTES

## ACHIEVEMENT STANDARD 91550 (VERSION 1) GERMAN 3.3

Interact clearly using spoken German to explore and justify varied ideas and perspectives in different situations

Level 3, Internal

6 credits

### ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Interact using spoken German to explore and justify varied ideas and perspectives in different situations.	Interact using convincing spoken German to explore and justify varied ideas and perspectives in different situations.	Interact using effective spoken German to explore and justify varied ideas and perspectives in different situations.

#### EXPLANATORY NOTES

1. This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2012.

#### 2. **Achieved**

*Interact clearly using spoken German* involves taking an active part in discussion with a degree of fluency and spontaneity. Taking an active part in discussion may be demonstrated by accounting for and sustaining own views. Spontaneity refers to the ability to maintain and sustain an interaction without previous rehearsal. Interaction may be hindered in some places by inconsistencies in, for instance:

- language features
- pronunciation
- intonation
- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

#### **Merit**

*Interact clearly using convincing spoken German* involves interaction showing:

- use of a range of language that is fit for purpose and audience
- generally successful selection from a repertoire of language features and strategies to maintain the interaction.

Interaction is not significantly hindered by inconsistencies.

### **Excellence**

*Interact clearly using effective spoken German* involves interaction showing:

- successful use of a range of language that is consistently fit for purpose and audience
- skilful selection from a repertoire of language features and strategies to maintain the interaction.

Interaction is not hindered by inconsistencies.

3. *Clearly* refers to language that gives no doubt as to intended meaning.
4. *Explore and justify varied ideas and perspectives* involves finding out about, evaluating, and giving explanations or evidence to support or challenge the ideas and perspectives of others.
5. *Different situations* refers to a range of culturally appropriate contexts in spoken German e.g. informal and formal, social, conversational, cultural, familiar and impromptu or unrehearsed contexts. Interactions may be face-to-face or technologically facilitated.
6. Interactions are characterised by:
  - a genuine purpose
  - negotiating meaning
  - initiating and maintaining
  - participating and contributing
  - contextually appropriate language
  - use of cultural conventions e.g. courtesies, gestures
  - use of interactive strategies, such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.
7. Not all characteristics may be evident in one interaction.
8. The quality of the selection of interactions, considered as a whole, is more important than the length.
9. Look at the conditions for this achievement standard at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Learning-languages/German>
10. This link has clear, simple explanations about how to do this standard: [www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/interact/](http://www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/interact/)

## 6

## ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes</p> <p>Across the recordings, the student has interacted clearly using spoken German.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification</li> <li>• appropriate use of cultural conventions such as courtesies and gestures.</li> </ul>	<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using convincing spoken German.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> <li>• use of a <b>range</b> of language that is fit for purpose and audience</li> <li>• <b>generally successful</b> selection from a repertoire of language features and strategies to maintain the interaction</li> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification</li> </ul>	<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using effective spoken German.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> <li>• successful use of a <b>range</b> of language that is <b>consistently</b> fit for purpose and audience</li> <li>• <b>skilful selection</b> from a repertoire of language features and strategies to maintain the interaction</li> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification</li> </ul>

ASSESSMENT SCHEDULE

	<ul style="list-style-type: none"> <li>appropriate use of cultural conventions such as courtesies and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>appropriate use of cultural conventions such as courtesies and gestures.</li> </ul>
<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p><i>Meiner Meinung nach schmeckt frisches Gemüse viel besser als Fleisch. Broccoli mag ich besonders. Man sagt außerdem er sei gut für die Verdauung.</i></p> <p>Communication is <b>achieved overall</b>, although interactions may be hindered in some places by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>	<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p><i>Meiner Meinung nach schmeckt frisches Gemüse viel besser als Fleisch. Broccoli mag ich besonders. Man sagt außerdem er sei gut für die Verdauung. Wäre es nicht super, wenn man ihn das ganze Jahr billig kaufen könnte? Was denken Sie darüber?</i></p> <p>Interactions are <b>not significantly hindered</b> by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>	<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p><i>Meiner Meinung nach schmeckt frisches Gemüse viel besser als Fleisch, besonders Broccoli esse ich leidenschaftlich gerne. Man sagt außerdem er sei gut für die Verdauung. Wäre es nicht super, wenn man ihn das ganze Jahr billig kaufen könnte? Wenn es Broccoli nicht gäbe, würde ich Rosenkohl essen. Meine Freundin glaubt der wäre genauso gesund.</i></p> <p>Interactions are <b>not hindered</b> by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the achievement standard.

# 7 SUBMITTING YOUR TASKS AND PORTFOLIO

## SUBMIT EACH TASK

Once you have completed each interaction assessment task (e.g. GRO3002Y3), upload it to the **GR3000C Interaction dropbox**.

Your teacher will give you **general feedback** about your interaction to support your learning and may suggest you complete more than two tasks. Make sure you name each file with the task code e.g.:

**GRO3002Y3\_(your first name\_your surname)\_your ID**

**GRO3004Y3\_(your first name\_your surname)\_your ID**

Keep your interaction video files in a safe place (e.g. a folder on your computer) as you may choose to submit this piece as part of your final interaction portfolio for AS91550.

## CHECKLIST

Have you:

- interacted on the topic
- communicated information and justified ideas and opinions
- selected language features and strategies to maintain interaction
- communicated overall, despite inconsistencies?

Any questions about this, ask your Te Kura teacher.

## SUBMIT YOUR PORTFOLIO

Before you finalise your portfolio with your teacher, check you have done the following:

- Completed at least two interaction tasks.
- Named the digital files appropriately with the task code, your name and student ID number
- Uploaded them to the **GR3000C Interaction dropbox**.
- Notified your teacher of the two interactions you want to include in your portfolio. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two interactions, but the choice you make is ultimately your responsibility. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your interaction skills.

The date for final submission of portfolios is the **end of October**.