



## GERMAN



**GRO1000W**  
**WRITING PORTFOLIO GUIDE**  
**NCEA LEVEL 1**

# GERMAN PORTFOLIO WRITING

## NCEA LEVEL 1

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

This work will take you about 15 hours to complete.

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

Achievement Standard 90887 (version 2) German 1.5

**Write a variety of text types in German on areas of most immediate relevance**

Level 1, Internal assessment

5 credits

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The Achievement Standard 90887 requires you to submit **at least two pieces** of writing in a writing portfolio, showing your ability to write a variety of texts in German on areas of most immediate relevance.

There are six separate tasks for you to choose from in this guide.

You will select **two of your written texts** for your final submission. The two texts will add up to a combined total of about **300 words**. At all times quality is more important than length.

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

## INSTRUCTIONS

- You should complete the corresponding module first before you attempt the writing task. For example, do GRO1001 first, and then do the writing assessment GRO1001Y1.
- You have one opportunity to get general feedback from your teacher and improve on your writing on each task you submit.
- You should aim to complete the writing tasks (including any reworking after receiving feedback from you teacher) by the **end of September**.

- All the work that you include in your writing portfolio **must be entirely your own work**. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.
- You can use relevant resources such as the GR1000 course materials, vocabulary lists, or grammar summaries and a range of commonly used real-life resources, including the internet, which may be used to support drafting and reworking.
- As you are expected to be able to work consistently at the level of language you display in your portfolio writing, we strongly advise you to only use the German you have learnt during this course, or German you know to be correct, and to use any additional resources with caution. The course material provides sufficient language for you to gain Excellence in this standard.
- German from the German language samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** for this standard, so make sure you choose your best two pieces and let your teacher know **before the end of September**. If you are in doubt, you may discuss your choice with your Te Kura German teacher.
- **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 do any writing for you.
- Plagiarism detection software may be used to check this is your own work.

**SUPERVISOR REQUIREMENTS**

- Supervision is not required for this assessment.
- Upload your draft and final writing submissions to the **GR1000W Writing dropbox**.

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## WRITING PORTFOLIO TASKS

### OVERVIEW

The following writing portfolio tasks will help you provide evidence for Achievement Standard 90887. They are organised in broad themes and contain a number of tasks each.

You will need to choose a minimum of two tasks from the following and submit writing texts that have a combined length of approximately **300 words**.

<b>GRO1001Y1*</b>	<b>An introduction letter to your teacher</b>
<b>GRO1003Y1</b>	<b>An email about your home town and New Zealand</b>
<b>GRO1005Y1</b>	<b>A diary entry about a special day in your life</b>
<b>GRO1006Y1</b>	<b>A presentation about your own school</b>
<b>GRO1007Y1</b>	<b>Kuchen backen – Instructions for a friend</b>
<b>GRO1008Y1</b>	<b>A blog entry about a German city of your choice</b>

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

\* If you choose GRO1001Y1, you will need to complete two more tasks in order to provide sufficient evidence of Level 6 language.

### **GRO1001Y1 An introduction letter to your teacher**

Write a letter of introduction to your teacher, you could include:

- your name
- your age and your birthday
- what you look like
- information about your family (including comparing yourself with your brothers/sisters/friends)
- your hobbies, likes and dislikes.

Remember to use the German letter layout, and don't forget to put the date and sign the letter.

Now spend some time collecting some useful vocabulary and sentences, for example for giving information about family and friends, dates and what you like doing. You might also like to revise the verbs haben and sein, pronouns, plural endings and letter layout.

Examples:

meine Schwester ist ... und sie hat ... my sister is ... and she has ...

ihre Ohren sind ... her ears are ...

... mag sehr gern like ... very much

... am dreiundzwanzigsten ... on the 23rd

## WRITING PORTFOLIO TASKS

### **GR1003Y1 An email about your home town and New Zealand**

Write an email about your home town and New Zealand to your German exchange partner.

You could include:

- what you can see in your home town: buildings, sights, parks, etc.
- what you recommend doing in your home town
- an example of what you have done in your home town recently
- what the weather is like
- what you love/hate about your home town
- what you must see in New Zealand and why.

Spend time collecting some useful vocabulary and sentences to help you describe your home town and New Zealand. You might like to go over vocabulary relating to buildings (e.g. das Rathaus) or places (e.g. der Marktplatz), adjective endings, superlative forms, directions (including points of the compass) and the perfect tense.

Examples:

Das große Rathaus und der schöne Marktplatz ...

Das große Rathaus ist am schönsten, weil ...

Der Marktplatz liegt im Norden an einem Fluss ...

Gestern bin ich in den schönen Park gegangen.

### **GR1005Y1 A diary entry about a special day in your life**

Write about a special day in your life that took place in the past. You could include:

- what occasion, e.g. birthday, a concert, meeting a special person, etc.
- when and where the occasion took place
- what happened
- who else was present
- what made the day special for you.

Spend time collecting some useful vocabulary and sentences, for example describing what you have seen and done, including the use of separable and reflexive verbs, *man, um ... zu, als/ wenn*, subordinate and relative clauses. Also check out the diary pages from Stephanie's diary in module GRO1005 for useful ideas – but remember that you can't just copy sentences. It needs to be your own work.

Examples:

Zuerst bin ich aufgestanden.

First I got up.

Dann habe ich mich geduscht.

Then I had a shower.

Man muss viel üben, um den Führerschein zu machen.

You have to practise a lot to get a driving licence.

Als ich mich geduscht habe, habe ich gesungen. When I showered, I sung.

Ich habe geübt, weil ich den Führerschein machen wollte.

I have practised, because I wanted to get the driving licence.

Der Film, der sehr spannend war, hat mir gefallen.

I liked the film, which was very suspenseful.

### **GR1006Y1 A presentation about your own school**

Create a brochure or presentation about your own school. (The presentation can be electronic, for example a PowerPoint show.) You could include:

- physical environments (e.g. location, buildings, sports fields, etc.)
- routines at your school (e.g. when does school start, breaks, assemblies, etc.) and compare those with routines in German schools
- what subjects and special activities are being offered
- your personal choices: explain using comparisons and preferences
- school uniforms in your school, including what you prefer and why
- assessments and reports, including your opinions and reasons
- any other information relevant to the topic.

Spend time collecting some useful vocabulary and sentences about school, for example school subjects. You might also like to go over useful structures about giving opinions and reasons, time phrases and comparisons.

Examples:

Das Fach, das ich am liebsten habe, ist ...

Ich finde es wichtiger als ...

... weil ich zu viele Hausaufgaben bekomme.

... jeden Mittwoch ...

Wir bekommen Noten, die ...

einerseits ... andererseits ...

### **GR1007Y1 Kuchen backen – Instructions for a friend**

Write instructions for your friend to go shopping for ingredients so s/he can bake something simple from New Zealand for you, for example, a cake, muffins, biscuits etc. You could include:

- a shopping list for your friend to buy the ingredients for your chosen recipe
- instructions about where to buy the ingredients and how to get to the shop
- instructions on following the recipe
- telling your friend that you are desperate to have the baking finished by tonight
- explaining why you can't do this yourself
- thanking your friend.

## WRITING PORTFOLIO TASKS

Spend time collecting some useful vocabulary and sentences, for example for giving directions. You might also like to revise commands such as 'kannst du' and 'könntest du', and go over useful vocabulary relating to baking.

Examples:

Ich sollte eigentlich, ... aber ...

Du musst aber mindestens ... kaufen

Könntest du bitte für mich ...

Vergiss bloß nicht ...

Weißt du, wo ...

Da gehst du geradeaus und dann ...

### **GR1008Y1 A blog entry about a German city of your choice**

Write a blog about a German city of your choice. You could include:

- when you visited your city
- a description of where your city is situated
- how you got there
- why you visited your city
- at least three 'must-see' sights in your city
- what you did and saw in your city.

Spend time collecting some useful vocabulary and sentences, for example for giving opinions and recommendations. You might also like to revise modal verbs such as 'ich wollte' and 'du solltest', and go over useful vocabulary relating to sightseeing.

Examples:

Ich wollte eigentlich, ... aber ...

Du musst aber mindestens ... sehen

Du solltest dir ganz bestimmt ...

Vergiss bloß nicht ...

Weißt du, warum ...

Da gehst du über ... und dann ...

## 4 TIPS FOR SUCCESSFUL WRITING

Key things you need to do to gain this standard:

- submit two pieces of writing. The total length of your writing is about **300 words**. Remember quality is more important than length
- communicate basic personal information, ideas and opinions
- 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 and any other details carefully.
- Go back through the modules of the GR1000 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 the GR1000 course. Remember to refer to your online modules and the Vocabulary List and Verb Supplement (GRO1000VL), and the NCEA Level 1 vocabulary list.
- Brainstorm your ideas or make a mind map, then write a draft. Edit it carefully as many times as you like, and then write your final version in PDF or Word format.
- Make sure that your writing is structured in a way that fits the task (e.g. by using paragraphs, or by starting and finishing a letter appropriately) and that your information/ideas and/or opinions flow logically. Where appropriate, start a new paragraph for each new idea or example.
- Write using full sentences and develop your information/ideas/opinions as fully as you can. Some parts of a task – such as the recipe ingredients – will not require full sentences.
- Show that you know how to use language in a variety of ways and use language that is fit for the purpose and audience, e.g. use formal language if addressing the principal.
- Proofread your work very carefully to make sure that understanding is not hindered by inconsistencies.

# 5 THE STANDARD AND EXPLANATORY NOTES

Achievement Standard 90887 (version 2) German 1.5

**Write a variety of text types in German on areas of most immediate relevance**

Level 1, Internal assessment

5 credits

## ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in German on areas of most immediate relevance.	Write a variety of text types in convincing German on areas of most immediate relevance.	Write a variety of text types in effective German on areas of most immediate relevance.

## EXPLANATORY NOTES

1. This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 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, 2010 at <http://seniorsecondary.tki.org.nz>.
2. Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to write a variety of texts on areas of most immediate relevance.
3. Definitions

*Write* refers to composing and organising text in a linguistically and culturally appropriate format and style, and may include:

- drafting
- reworking over a period of time.

*Write on areas of most immediate relevance* refers to using language, related to basic personal information and past, present, and/or future experiences, in order to express personal information, ideas and opinions in culturally appropriate written German.

Communication is achieved overall, despite inconsistencies, such as:

- format
- spelling
- lexical choice
- level of formality
- language conventions
- language features.

*Convincing* means that there is development of the information, ideas and opinions which is generally credible and connected. The writer selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

*Effective* means that there is development of the information, ideas and opinions which is controlled and integrated. The writer capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

*Variety* refers to texts selected from a range of different text types, which have been created for different purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.

4. Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

## 6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>The student writes a variety of text types in German on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about <b>300 words</b>.</p>	<p>The student writes a variety of text types in <b>convincing</b> German on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about <b>300 words</b>.</p>	<p>The student writes a variety of text types in <b>effective</b> German on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about <b>300 words</b>.</p>
<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p>	<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show <b>development</b> of the information, ideas and opinions that is generally <b>credible and connected</b>.</p> <p>The student <b>selects</b> and uses a range of language and language features that are fit for the purpose and audience of the tasks.</p>	<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show <b>development</b> of the information, ideas and opinions that is <b>controlled and integrated</b>.</p> <p>The student <b>capably selects</b> and successfully uses a range of language and language features that are fit for the purpose and audience of the tasks.</p>
<p>The student <b>achieves communication overall</b>, despite inconsistencies in aspects such as format, spelling, lexical choice, level of formality, language conventions, or language features.</p>	<p>Inconsistencies <b>do not significantly hinder</b> communication.</p>	<p>Inconsistencies <b>do not hinder</b> communication.</p>

<p><b>Example</b></p> <p><i>Ich habe das Lied 'Todgeliebt' von der Band Tokio Hotel im YouTube gehört. Ich habe es gut gefunden. Ich konnte auch den Liedtext lesen.</i></p>	<p><b>Example</b></p> <p><i>Gestern habe ich das Lied 'Todgeliebt' von der Band Tokio Hotel im YouTube gehört. Es hat mir gut gefallen, besonders, weil ich den Liedtext lesen konnte.</i></p>	<p><b>Example</b></p> <p><i>Gestern habe ich das Lied 'Todgeliebt' von der Band Tokio Hotel im YouTube gehört. Es hat mich gefreut, echte deutsche Popmusik zu hören und, weil es den Liedtext gab, konnte ich die Ideen gut verstehen.</i></p>
<p>The above examples are indicative samples only.</p>	<p>The above examples are indicative samples only.</p>	<p>The above examples are indicative samples only.</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 PORTFOLIO

Before you send your portfolio to your teacher, check you have done the following:

- completed at least two tasks
- acted on the general feedback and guidance given by your Te Kura teacher to improve your writing. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two texts, but the choice you make is ultimately your responsibility
- named the digital files appropriately with the writing topic, your name and student ID number
- uploaded them to the **GR1000W Writing dropbox**
- notified your teacher of the two tasks you want to include in your portfolio. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your writing skills.

You should aim to complete the writing tasks (including any reworking after receiving feedback from your Te Kura teacher) by the **end of September**.