



## GERMAN



**GRO2000C**  
**INTERACTION PORTFOLIO GUIDE**  
**NCEA LEVEL 2**

# GERMAN INTERACTION PORTFOLIO

## NCEA LEVEL 2

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

This work will take you about 15 hours to complete.

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

Achievement Standard 91124 (version 2) German 2.3

**Interact using spoken German to share information and justify ideas and opinions in different situations**

Level 2, Internal assessment

5 credits

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# 1 INTRODUCTION

This assessment activity for Achievement Standard 91124 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 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 five separate tasks for you to choose from.
- You should complete the related module first before you attempt the interaction task. For example, do GRO2004 first, and then do the interaction assessment GRO2004Y3.
- 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.
- **When you record your conversation, you MUST NOT read anything on paper or on the screen. Try to be spontaneous and natural.**
- 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.

## 2 CONDITIONS

### IMPORTANT

- 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.
- **When you record your conversation, you MUST NOT read anything on paper or on the screen. Try to be spontaneous and natural. If you read any notes, then your conversation is invalid. You cannot attempt the same task again.**
- 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 or a link to your video to the **GR2000C Interaction dropbox**.

# 3 PORTFOLIO TASKS

## OVERVIEW

The following five interaction tasks will help you provide evidence for the interaction portfolio submission for Achievement Standard 91124.

<b>GRO2004Y3</b>	<b>Current and ideal living conditions</b>
<b>GRO2005Y3</b>	<b>Foreigners in New Zealand</b>
<b>GRO2006Y3</b>	<b>Sightseeing in Berlin</b>
<b>GRO2007Y3</b>	<b>Family issues</b>
<b>GRO2008Y3</b>	<b>Sport in New Zealand and German speaking countries</b>

### **GRO2004Y3 Current and ideal living conditions**

You are holding a conversation with a German speaking partner about your current and ideal living conditions.

In your conversation you **should** include an appropriate response to your conversation with correct greeting and ending.

You *could* include:

- information and opinions about the place you live at (e.g. city/town/suburb or in the countryside, what type of house etc.)
- whom you live with and advantages and disadvantages of living alone/with parents/flatmates etc.
- the chores you have to do and how you feel about them
- what your current room looks like and what your ideal room would look like
- where you would most like to live and why
- any other information relevant to the topic.

### **GRO2005Y3 Foreigners in New Zealand**

You are holding a conversation with a German speaking partner about your or their experiences as a foreigner in New Zealand (or another country).

In your conversation you **should** include an appropriate response to your conversation with correct greeting and ending.

You *could* include any of the following points:

- questions about personal experiences your German conversation partner has had in New Zealand or either of you as a foreigner in another country
- which ethnic/cultural communities from overseas might be dominant in your area
- what positive influences those communities might have on New Zealand
- what negative experiences immigrants may encounter and what might be good ways to help them
- your own personal encounters with other foreigners in New Zealand
- any other information relevant to the topic.

## PORTFOLIO TASKS

### **GRO2006Y3 Sightseeing in Berlin**

Imagine you are staying in Berlin with a host family. You and your host sister/brother have just arrived in a Berlin youth hostel. You have a discussion with your host sister/brother. Your conversation partner will take the role of host brother/sister.

In your conversation you **should** include an appropriate response to your conversation with correct greeting and ending.

You *could* include:

- what personal experiences they or you have previously had in Berlin
- what they would recommend visiting in Berlin and why
- how you feel about Berlin (positive and negative feelings)
- reasons for choosing specific events and/or locations in Berlin
- how you want to structure your day/evening
- what transport systems would work best for getting around
- a comparison between Berlin and a NZ city or town
- any other information relevant to the topic.

### **GRO2007Y3 Family issues**

Imagine you are going on an exchange to Germany and you are phoning your German host parents. You will discuss family issues. Your teacher is going to take the role of the host mother/father, Frau or Herr Munz.

In your conversation you **should** include an appropriate response to your conversation with correct phone greeting and ending.

You *could* include:

- asking your conversation partner to compare the different cultures in New Zealand with those in his/her home country
- answering questions about your family (what you dislike/like about them; what you are /are not allowed to do etc.)
- describing your dream parents
- asking some questions about what conditions you will find at their place (e.g. sharing a room, helping with chores, curfew, bringing friends home)
- agreeing or disagreeing politely
- negotiating some rules
- communicating about what you would like to do during your stay
- any other information relevant to the topic.

**GRO2008Y3 Sport in New Zealand and German speaking countries**

You are holding a conversation with your German speaking partner about their and your ideas, opinions and experiences with sport in NZ and German-speaking countries.

In your conversation you **should** include an appropriate response to your conversation with correct greeting and ending.

You *could* include:

- what sport either of you have played in New Zealand and/or German-speaking countries
- a comparison between sports in NZ and those in German-speaking countries
- how they and/or you feel about sport in general
- what sport you might recommend and why
- whether you have attended sporting events
- what routines you have for keeping fit or training for sports and/or suggestions for keeping fit
- any other information relevant to the topic.

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 (GRO2000C) 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 **GR2000C Interaction dropbox** in mp4 format.

Name your completed task, for example, **GRO2004Y3\_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 minutes**. Remember quality is more important than length.
- Share information and justify 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, assessment schedule and any other details.
- Go back through the modules of the GR2000 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 GR2000 course.
- Share 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 time before you answer a question.

<b>Conversation starters</b>	<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>
<b>Expressing astonishment</b>	<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>
<b>Things to do if you want to gain more time to think</b>	<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, hm ...</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>

## TIPS FOR SUCCESSFUL INTERACTIONS

<b>Things to say if you have problems with your answer, especially not knowing a key word</b>	<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>
<b>Ending a conversation</b>	<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 91124 (VERSION 2) GERMAN 2.3

Interact using spoken German to share information and justify ideas and opinions in different situations

Level 2, Internal

5 credits

### ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Interact using spoken German to share information and justify ideas and opinions in different situations.	Interact using convincing spoken German to share information and justify ideas and opinions in different situations.	Interact using effective spoken German to share information and justify ideas and opinions in different situations.

### EXPLANATORY NOTES

1. This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area 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. *Interact using spoken German* involves communicating information, giving explanations or providing evidence to support own views and/or the views of others.

Communication is achieved overall, despite inconsistencies in relation to:

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

*Interact 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.

Communication is not significantly hindered by inconsistencies.

## THE STANDARD AND EXPLANATORY NOTES

*Interact using effective spoken German* involves interaction showing:

- 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.

Communication is not hindered by inconsistencies.

3. *Interact in different situations* involves a range of culturally appropriate spoken exchanges in German e.g. informal and formal, social, conversational, cultural, routine, and impromptu or unrehearsed contexts. Interactions could be face to face or technologically facilitated.
4. Interactions are characterised by:
  - a genuine purpose
  - negotiating meaning
  - initiating and maintaining
  - participating and contributing
  - contextually appropriate language
  - use of cultural conventions eg courtesies, gestures
  - use of interactive strategies such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

At all times the quality of the selection of interactions, considered as a whole, is more important than the length.

5. Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
6. Look at this link for clear, simple explanations about how to do this standard. [www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/interact/](http://www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/interact/)

## 6

## ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>Interactions use spoken German to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.</p>	<p>Interactions use convincing spoken German to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>A range of language is used that fits the specific purpose and audience of each interaction.</p> <p>The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Interactions are not significantly hindered by inconsistencies</p>	<p>Interactions use effective spoken German to share information and justify ideas and opinions.</p> <p>The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>A range of language is used that consistently fits the specific purpose and audience of each interaction.</p> <p>The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Interactions are not hindered by inconsistencies.</p>

ASSESSMENT SCHEDULE

<p><b>Example</b></p> <p><i>Ich muss meine Fächer für die 13. Klasse wählen. Ich bin mir nicht sicher, was ich nehmen soll. Was nimmst du?</i></p> <p><i>Ich weiß nicht, was ich machen will. Ich bin gut in Sport und Deutsch. Meinst du, ich kann später in einem Fitnessklub in Deutschland arbeiten?</i></p> <p><i>Ja, warum nicht? Ich möchte Informatik studieren, um viel Geld zu verdienen und ich werde Deutsch nehmen, weil ich ein paar Monate in Deutschland verbringen möchte.</i></p>	<p><b>Example</b></p> <p><i>Ich muss jetzt bald meine Fächer für die 13. Klasse wählen. Ich bin mir nicht sicher. Bei mir steht meine Wahl noch nicht ganz fest. Und du? Was nimmst du?</i></p> <p><i>Ja, genau, ich muss auch bald wählen. Vielleicht nehme ich Sport und Deutsch. Eigentlich habe ich keinen Plan, aber ich glaube, mit diesen Fächern könnte ich in einem Fitnessstudio in Deutschland arbeiten. Was meinst du?</i></p> <p><i>Warum nicht? Ich weiß auch noch nicht so genau, was ich mal machen will, aber ich nehme auf jeden Fall Deutsch und Informatik. Das interessiert mich am meisten und hat gute Zukunftschancen.</i></p>	<p><b>Example</b></p> <p><i>Ich muss in den nächsten Tagen meine Wahlfächer für die Oberstufe abgeben. Ich bin mir ziemlich unschlüssig, was ich nehmen soll. Bist du auch noch unentschlossen?</i></p> <p><i>Eigentlich nicht. Weil ich besonders gut in Sport bin, ist das mein erstes Fach und selbstverständlich werde ich auch Deutsch wählen. Ich habe vor, später Sportmedizin zu studieren, wenn das überhaupt möglich ist. Aber du, wenn du Hilfe brauchst, solltest du vielleicht doch mal mit deiner Jahrgangisleiterin reden und dich beraten lassen.</i></p> <p><i>Gute Idee. Auf der Infoveranstaltung hat man mir gesagt, es sei meine ganz eigene Entscheidung, aber es fällt mir gerade deshalb schwer. Ich möchte so gern Informatik studieren. Der Vorteil davon ist, dass man damit später relativ viel Geld verdienen kann.</i></p>
<p>The examples above are indicative samples only.</p>	<p>The examples above are indicative samples only.</p>	<p>The examples above 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 TASKS AND PORTFOLIO

## SUBMIT EACH TASK

Once you have completed each interaction assessment task (e.g. GRO2004Y3), upload it to the **GR2000C 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.:

**GRO2004Y3\_(your first name\_(your surname)\_your ID**

**GRO2005Y3\_(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 AS91124.

## 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 **GR2000C 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**.