



Stage 6 Syllabus

German Beginners

Preliminary and HSC Courses

PLEASE NOTE

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New Assessment and Reporting information will apply to this syllabus for the 2010 HSC and beyond.

© 2006 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

Approved 2006

ISBN 1 7414 7328 4

2006011

Contents

1	The Higher School Certificate Program of Study.....	5
2	Introduction to German Beginners in the Stage 6 Curriculum.....	6
	2.1 The Language.....	6
	2.2 Description of Target Group.....	6
	2.3 Rationale.....	7
3	Continuum of Learning.....	9
4	Aim.....	10
5	Objectives.....	11
6	Course Structure.....	12
7	Objectives and Outcomes.....	13
	7.1 Table of Objectives and Outcomes.....	13
	7.2 Key Competencies.....	14
8	Content.....	15
	8.1 Content of German Beginners Preliminary and HSC Courses.....	16
	8.2 Topics.....	20
	8.3 Texts.....	21
	8.4 Tasks.....	21
	8.5 Vocabulary.....	21
	8.6 Dictionaries.....	21
	8.7 Grammar.....	22
9	Assessment and Reporting.....	27
	9.1 Requirements and Advice.....	27
	9.2 Internal Assessment.....	28
	9.3 External Assessment.....	28
	9.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses.....	28
	9.5 Assessment Components and Weightings.....	30
	9.6 HSC External Examination Specifications.....	32
	9.7 Summary of Internal and External HSC Assessment.....	34
	9.8 Summary of Examination Specifications.....	35
	9.9 Reporting Student Performance against Standards.....	36
10	Post-school Opportunities.....	37
11	Glossary.....	38

1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster the students' physical and spiritual development.

2 Introduction to German Beginners in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is the modern standard version of German (*Hochdeutsch*). Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms, where they are appropriate, and an awareness of regional differences.

2.2 Description of Target Group

The German Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of German at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the German language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to the relevant section of the Board of Studies *Assessment, Certification and Examination Manual*.)

Students in Stage 5 may not be accelerated into Languages Beginners courses.

All eligibility requirements for Languages must be addressed.

German Beginners Stage 6 Syllabus

2.3 Rationale

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century.

Communicating in another language expands students' horizons as both national and global citizens.

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students' learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to the learning of other languages. By making comparisons between and among languages, students strengthen their command of their first language.

Language learning is both interesting and rewarding. German and English have a common origin, placing them in the same family of European languages. Many commonly used German words have a similarity to English, which assists in the early stages of learning German, helping make this an achievable and enjoyable experience.

German-speaking countries have emerged as strong international leaders in trade, commerce, environmental protection and politics. German is one of the most commonly spoken languages in the European Union and, as a leading industrial nation, Germany is one of Australia's largest single trading partners. German-speaking countries are major investors in Australian companies and many German companies have established regional offices in Australia.

German-speaking communities contribute significantly to the rich linguistic and cultural diversity of Australia. German has long been recognised as a prominent international language and plays a significant role in the world of science, culture, music and philosophy. It is also a key language in the fields of medicine, economics, technology and space exploration. The study of German provides students with a deeper insight into a region that plays a vital role in central Europe's intellectual and economic life and in its cultural history.

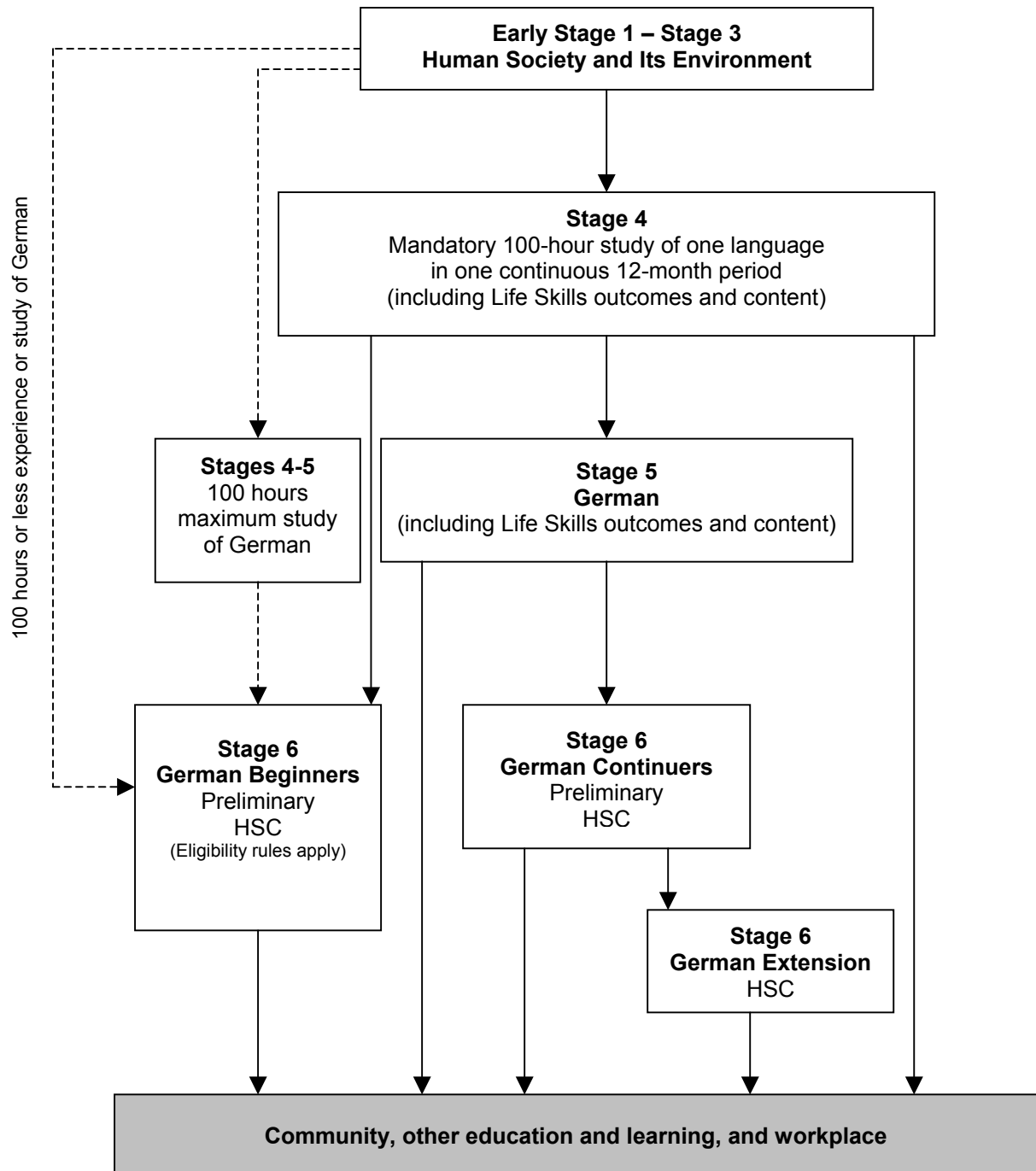
German Beginners Stage 6 Syllabus

The study of German has many long-term benefits. It is both useful and desirable in a number of areas of tertiary study and provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

German Beginners Stage 6 Syllabus

3 Continuum of Learning

The diagram places the syllabus in the context of the K-12 German curriculum.



German Beginners Stage 6 Syllabus

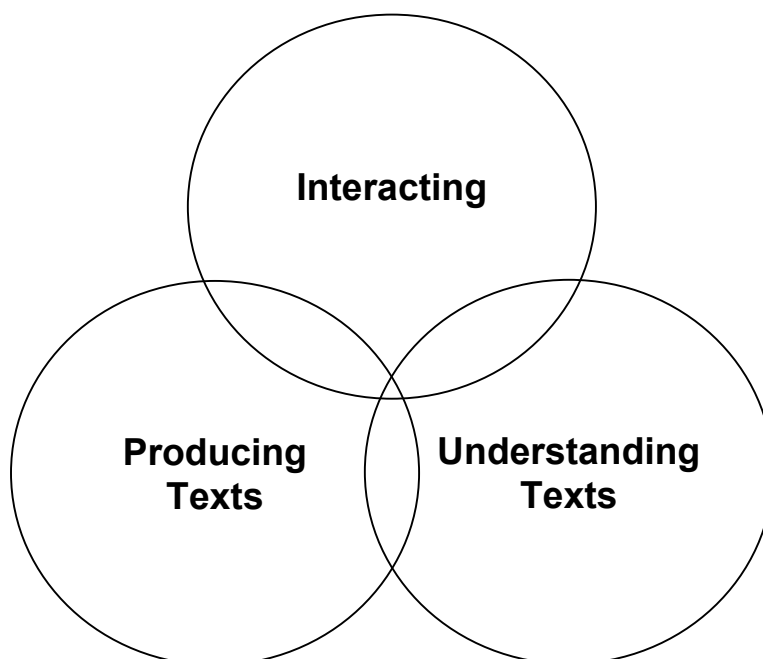
4 Aim

The aim of the *German Beginners Stage 6 Syllabus* is to enable students to develop:

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.

5 Objectives

Communication



Objective 1 – Interacting

Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in German in interpersonal situations.

Objective 2 – Understanding Texts

Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

Objective 3 – Producing Texts

Students will create and present texts in German for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture.

The HSC Course (120 indicative hours)

In the HSC course students will extend and refine their communication skills in German in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

Objectives	Outcomes
Interacting	A student:
	1.1 establishes and maintains communication in German
	1.2 manipulates linguistic structures to express ideas effectively in German
	1.3 sequences ideas and information
	1.4 applies knowledge of the culture of German-speaking communities to interact appropriately
Understanding Texts	2.1 understands and interprets information in texts using a range of strategies
	2.2 conveys the gist of and identifies specific information in texts
	2.3 summarises the main points of a text
	2.4 draws conclusions from or justifies an opinion about a text
	2.5 identifies the purpose, context and audience of a text
	2.6 identifies and explains aspects of the culture of German-speaking communities in texts
Producing Texts	3.1 produces texts appropriate to audience, purpose and context
	3.2 structures and sequences ideas and information
	3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in German
	3.4 applies knowledge of the culture of German-speaking communities to the production of texts.

German Beginners Stage 6 Syllabus

7.2 Key Competencies

German Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills that are necessary for further education, work and everyday life.

Key competencies are embedded in the *German Beginners Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students interact with one another, and through this interaction the key competencies of **planning and organising activities** and **working with others and in teams** are developed. In interacting with others via information and communication technologies, the student will develop the key competency of **using technology**. The skills associated with the interpretation of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency of **solving problems**.

German Beginners Stage 6 Syllabus

8 Content

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus content is to be studied through the prescribed topics (see Section 8.2).

8.1 Content of German Beginners Preliminary and HSC Courses

Objective 1 – Interacting

Outcomes:

A student:

- 1.1 establishes and maintains communication in German
- 1.2 manipulates linguistic structures to express ideas effectively in German
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of German-speaking communities to interact appropriately.

Students learn about:

- the importance of listening for key words to assist understanding
- the importance of reading for key words to assist understanding
- links in communication
- the purpose and context of communication
- register in language use
- responding to factual and open-ended questions
- ways to support effective interaction
- the logical sequencing of ideas
- formal and informal language, and when and where it is used
- sociolinguistic conventions relating to everyday activities.

Students learn to:

- listen for meaning
- read for meaning
- use strategies to initiate, maintain and conclude an interaction, eg *Tag! Was machst du jetzt? Wie bitte? Ich auch. Auf Wiedersehen!*
- select and incorporate particular vocabulary and structures to achieve specific communication goals
- interact with reference to context, purpose and audience
- maintain an interaction by responding to and asking questions and sharing information, eg *Das Wetter ist herrlich! Was machen wir heute?*
- use appropriate language features to enhance communication, eg tone, intonation *Das wäre toll! So was kann ich gar nicht machen!*
- structure information and ideas coherently
- apply appropriate social conventions in formal and informal contexts, eg terms of address *Peter, kommst du mit? Und Sie auch, Herr Schmidt?*
- use language and/or behaviour appropriate to social context, eg at mealtimes, accepting/declining invitations *Guten Appetit! Kann ich noch eine Tasse Tee haben? Danke, ich komme gern zur Party. Tut mir Leid, ich habe schon etwas vor.*

Objective 2 – Understanding Texts

Outcomes:

A student:

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of German-speaking communities in texts.

Students learn about:

- ways in which texts are constructed for specific purposes
- ways in which texts are formatted for particular purposes and effects
- ways of identifying relevant details in texts when listening or reading for specific information
- ways of inferring meaning from text
- resources available to access, to enhance or to promote independent learning
- the effect of syntax on meaning
- cultural attitudes that add meaning to texts
- language used to express cultural values, and to represent people and cultures in texts

Students learn to:

- identify why, how or to whom a text is delivered or presented
- explore the way text content is presented and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts
- make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text
- use contextual and other clues to infer meaning from text
- access available resources to assist comprehension of a text, eg dictionaries, word lists, glossaries, charts
- analyse ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect *Das Essen war toll. Ich habe Wurst und Salat gegessen. Kannst du kommen? In den kommenden Wochen habe ich viel zu tun.*
- identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements and films
- explain cultural references in texts, eg *gemütlich, das Gymnasium, das Straßenfest, die Konditorei, die Autobahn, der Weihnachtsmarkt*

German Beginners Stage 6 Syllabus

Students learn about:	Students learn to:
<ul style="list-style-type: none">• register and common expressions in language use.	<ul style="list-style-type: none">• explain the use of words and expressions with particular cultural significance in texts, eg idiomatic expressions, colloquialisms <i>Grüß Gott! Tschüs! Du hast einen Vogel! Du spinnst! Ende gut, alles gut!</i>

Objective 3 – Producing Texts

Outcomes:

A student:

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in German
- 3.4 applies knowledge of the culture of German-speaking communities to the production of texts.

Students learn about:

- the structure and format of particular texts
- the purpose and context of a text and their influence on the choice of structure, format and vocabulary
- the logical sequencing of ideas in extended text
- the application of known linguistic structures in new contexts
- language choices and their effect on intended meaning
- resources available to enhance and expand independent learning
- register in language use.

Students learn to:

- present and organise information in ways appropriate to audience, purpose and context
- plan, draft and edit text
- sequence ideas and information in texts
- apply a range of vocabulary and linguistic structures across a range of contexts
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online
- use culturally appropriate language when creating and presenting texts, eg *Wo wohnst du? Kann ich Ihnen helfen? Ich möchte euch zu meiner Party einladen.*

German Beginners Stage 6 Syllabus

8.2 Topics

The prescribed topics should be studied from two interdependent perspectives:

- the personal world
- the German-speaking communities.

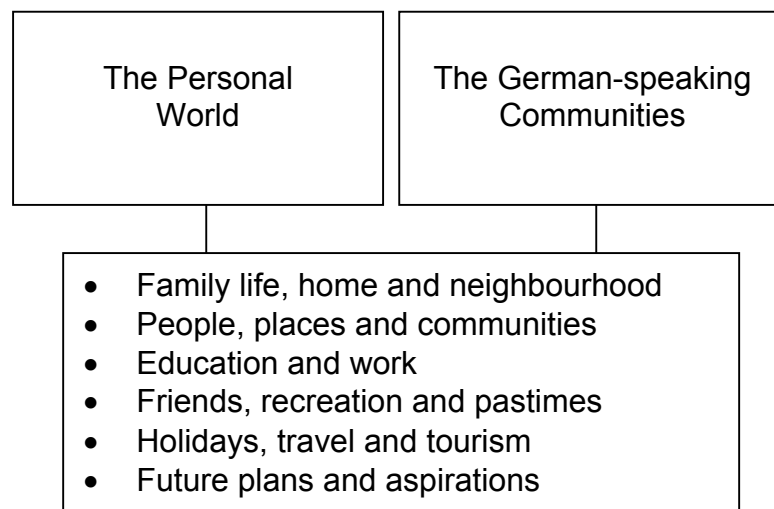
The two perspectives will enable students to develop knowledge and understanding of and skills in the German language, linked to cultural values, attitudes and practices.

The perspective, *the personal world*, will enable students to use German to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, *the German-speaking communities*, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where German is spoken.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

Topics



The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.

German Beginners Stage 6 Syllabus

8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They may be expected to produce the following written texts in the external examination. The language to be used is the modern standard version of German.

article (eg for a school magazine)	message
diary/journal entry	note
email	postcard
informal letter	script of a talk (to an audience)

8.4 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and include aspects such as where, when and who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and of the student's overall cognitive development)
- an audience (the person/people at whom or to whom the task is targeted or directed).

8.5 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

8.6 Dictionaries

Students should be encouraged to use dictionaries to enhance learning. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be included in the List of Resources on the Board of Studies website. Further information will also be provided in the External Examinations section of the syllabus. Students may use monolingual and/or bilingual print dictionaries in external examinations.

German Beginners Stage 6 Syllabus

8.7 Grammar

Throughout the German Beginners course, students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

Students will be expected to **recognise** and **use** the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
Nouns gender: masculine feminine neuter plural formation of the feminine compound nouns case: nominative accusative dative		<i>der Mann</i> <i>die Frau</i> <i>das Kind</i> <i>die Leute</i> <i>die Lehrerin, die Direktorin</i> <i>das Mineralwasser</i> <i>die Geburtstagsparty</i> <i>Der Mathelehrer heißt Herr Lenz.</i> <i>Hast du den Mantel gekauft?</i> <i>Wir fahren mit dem Bus.</i>
Articles definite indefinite	<i>der, die, das, etc</i> <i>ein, eine, etc</i>	<i>Hier ist das Klassenzimmer.</i> <i>Ich möchte den Mantel kaufen.</i> <i>Nach der Schule gehen wir schwimmen.</i> <i>Ist Grünwald ein Dorf oder eine Stadt?</i> <i>Hast du einen Plan?</i> <i>Möchten Sie in einem Café essen?</i>

German Beginners Stage 6 Syllabus

Grammatical Items	Sub-elements	Example(s)
Verbs		
present tense	regular verbs irregular verbs modal verbs <i>seit</i> + present tense	<i>Wir spielen Tennis. Papa fährt morgen nach Wien. Susi will in die Stadt gehen. Ich spiele seit sechs Jahren Klavier.</i>
perfect tense	regular verbs irregular verbs	<i>Ich habe den Wagen gekauft. Hast du den Film gesehen? Wir sind nach Rom geflogen.</i>
imperfect tense	<i>sein</i> and <i>haben</i> modal verbs	<i>Das Wetter war schön. Er konnte leider nicht kommen.</i>
future tense		<i>Du wirst in den Ferien arbeiten. Ich werde in Paris wohnen.</i>
conditional	<i>würde</i> + infinitive subjunctive II of <i>mögen</i> and <i>können</i>	<i>So etwas würde ich nie machen. Möchten Sie hier bleiben?</i>
Prepositions		
with the accusative	<i>bis, durch, für, entlang, gegen, ohne, um</i>	<i>Das Geschenk ist für dich.</i>
with the dative	<i>aus, bei, gegenüber, mit, nach, seit, von, zu</i>	<i>Kannst du mit mir Tennis spielen?</i>
with the accusative or dative	<i>an, auf, in, hinter, neben, über, unter, vor, zwischen</i>	<i>Gehst du ins Kino? Mein Bruder arbeitet in der Stadt. Ich warte vor dem Kaufhaus.</i>
Conjunctions		
coordinating	<i>und, aber, oder, denn</i>	<i>Ich gehe schwimmen und sehe auch fern.</i>
subordinating	<i>weil, wenn, dass, als</i>	<i>Wenn das Wetter schlecht ist, fahre ich mit dem Bus.</i>

German Beginners Stage 6 Syllabus

Grammatical Items	Sub-elements	Example(s)
Word order in statements in questions in commands in subordinate clauses position of <i>nicht</i> in adverbial phrases: time, manner, place position of past participles position of infinitives position of separable prefix		<i>Morgen kaufe ich ein Kleid.</i> <i>Warum kommst du nicht mit?</i> <i>Bringst du Wurst oder Salat?</i> <i>Bleib hier!</i> <i>Ich koche das Abendessen, weil meine Mutter arbeitet.</i> <i>Das kann ich nicht machen.</i> <i>Ich fahre morgen mit Peter nach Melbourne.</i> <i>Hast du eine Postkarte geschrieben?</i> <i>Katrina muss zu Hause bleiben.</i> <i>Ich sehe gern fern.</i> <i>Kommst du mit?</i>

In addition, students will be expected to **recognise** the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
Nouns case: genitive		<i>Hast du den Sportwagen des Lehrers gesehen?</i> <i>Manfreds Bruder geht an die Uni.</i>
Articles demonstrative	<i>dieser, jeder, welcher</i>	<i>Dieser Mantel ist mir zu klein.</i>
Pronouns interrogative relative	<i>was für</i> <i>der, die, das, etc</i>	<i>Was für ein Auto ist das?</i> <i>Da ist der Junge, der so gut Hockey spielt.</i>
Adjectives attributive: genitive		<i>Das Haus meiner alten Großmutter ist schön.</i>

German Beginners Stage 6 Syllabus

Grammatical Items	Sub-elements	Example(s)
Verbs imperfect tense pluperfect tense subjunctive II passive voice with a fixed preposition impersonal expression	verbs other than <i>sein</i> , <i>haben</i> and modals verbs other than <i>mögen</i> and <i>können</i> <i>es gibt</i>	<i>Sie schrieb einen langen Brief.</i> <i>Das hatte er nie gesehen..</i> <i>Das wäre toll!</i> <i>Ich hätte gern einen Hund.</i> <i>Das Parkhaus wird um 24 Uhr geschlossen.</i> <i>Ich warte auf dich.</i> <i>Heute gibt es kein Eis.</i>
Prepositions with the genitive case	<i>wegen</i> , <i>während</i> , etc	<i>Wegen des Wetters kann ich nicht kommen.</i>
Conjunctions	other than <i>weil</i> , <i>wenn</i> , <i>dass</i> , <i>als</i>	<i>Ich will eine Wohnung mieten, obwohl ich nicht viel Geld habe.</i> <i>Ich bin nicht 20, sondern 25 Jahre alt.</i> <i>Du kannst entweder mit dem Bus oder mit dem Zug fahren.</i>

PLEASE NOTE

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New Assessment and Reporting information will apply to this syllabus for the 2010 HSC and beyond.

9 Assessment and Reporting

9.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents that are used by the Board to report to students both the internal and external measures of achievement.

Higher School Certificate results comprise:

- an assessment mark derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- an examination mark derived from the HSC external examinations
- an HSC mark, which is the average of the assessment mark and the examination mark
- a performance band, determined by the HSC mark.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examination of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC German Beginners course. Taken together, the external examination and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

German Beginners Stage 6 Syllabus

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learnt and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the Standards Packages.

9.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. The marks for each course group at a school should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied to internal assessment are identified on pages 30-31. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

9.3 External Assessment

In German Beginners Stage 6, the external examination consists of an oral examination and a written examination. The specifications for the HSC examination in German Beginners are on pages 32-33.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

9.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses

The Board requires schools to submit an assessment mark for each candidate in the HSC German Beginners course. The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components and weightings specified in the table on page 31.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

German Beginners Stage 6 Syllabus

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The standards-referenced approach to assessment for the HSC involves schools ensuring that in the design and marking of tasks:

- assessment tasks are designed to focus on outcomes
- the types of assessment tasks are appropriate for the outcomes being assessed
- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- tasks reflect the weightings and components specified in the relevant syllabus
- students know the assessment criteria before they begin a task
- marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.

In feedback and reporting:

- students receive meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance
- the ranking and relative differences between students result from different levels of achievement of the specified standards
- marks submitted to the Board for each course are on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Note that:

- measures of objectives and outcomes that address values and attitudes should not be included in school-based assessments of students' achievements. As these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements
- measures that reflect student conduct should not be included.

9.5 Assessment Components and Weightings

Preliminary Course

The suggested components and weightings for the Preliminary course are set out below. When developing a schedule of assessment tasks, there should be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

Preliminary Course

Component	Weighting	Suggested tasks
Listening <i>Objective 1:Interacting</i> <i>Objective 2:Understanding Texts</i>	35	interviews, role-plays listen and respond to advertisements, announcements, messages, conversations, interviews, news items
Reading <i>Objective 1:Interacting</i> <i>Objective 2:Understanding Texts</i>	35	interact via messages, notes, emails read and respond to advertisements, extracts from newspapers, magazines, reports, surveys, etc
Speaking <i>Objective 1:Interacting</i> <i>Objective 3:Producing Texts</i>	15	oral presentations interviews, role-plays
Writing <i>Objective 1:Interacting</i> <i>Objective 3:Producing Texts</i>	15	interact via messages, notes, emails produce different kinds of writing, eg article, diary entry, informal letter, postcard, script of a talk
Total:	100	

German Beginners Stage 6 Syllabus

HSC Course

The mandatory components and weightings for the HSC course are set out below. The internal HSC assessment mark for German Beginners is to be based on the HSC course only.

Teachers can use their discretion in determining the manner in which they allocate tasks within course content. While the allocation of weightings to the various tasks set for the HSC course is left to individual schools, the percentages allocated to each syllabus component must be maintained.

It is suggested that three to five tasks are sufficient to assess the German Beginners HSC Course. The range of tasks comprising the school-based assessment schedule should be varied and address the range of outcomes. One task may be used to assess several components. Class tests, term tests and trial examinations should not exceed 50% of the assessment program.

HSC Course

Component	Weighting	Suggested tasks
Listening <i>Objective 1:Interacting</i> <i>Objective 2:Understanding Texts</i>	30	interviews, role-plays listen and respond to advertisements, announcements, messages, conversations, interviews, news items
Reading <i>Objective 1:Interacting</i> <i>Objective 2:Understanding Texts</i>	30	interact via messages, notes, emails read and respond to advertisements, extracts from newspapers, magazines, reports, surveys, etc
Speaking <i>Objective 1:Interacting</i> <i>Objective 3:Producing Texts</i>	20	oral presentations interviews, role-plays
Writing <i>Objective 1:Interacting</i> <i>Objective 3:Producing Texts</i>	20	interact via messages, notes, emails produce different kinds of writing, eg article, diary entry, informal letter, postcard, script of a talk
Total:	100	

German Beginners Stage 6 Syllabus

9.6 HSC External Examination Specifications

The external examination in German Beginners consists of:

- an oral examination (20 marks)
- a written examination (80 marks).

Oral Examination (approximately 5 minutes)

(20 marks)

Purpose

The oral examination is used to assess the candidate's knowledge and skills in interacting in German. It relates to Outcomes 1.1, 1.2 and 1.3.

Specifications

The oral examination will consist of a general conversation between the candidate and an examiner. In the conversation, the candidate and the examiner will discuss the candidate's personal world as it relates to the prescribed topics.

Written Examination (2½ hours plus 10 minutes reading time)

Section I: Listening (approximately 40 minutes)

(30 marks)

Purpose

Section I: Listening is designed primarily to assess the candidate's knowledge and skills in responding to spoken text. It relates to Outcomes 2.1, 2.2, 2.3, 2.4 and 2.5.

Specifications

The candidate will hear 9-12 texts, which will be related to the topic areas prescribed in the syllabus. The total listening time for one reading of all the texts without pauses will be approximately 7-8 minutes.

Each text will be heard twice. There will be a pause between the first and second readings to allow the candidate to make notes, although notes may be made at any time. The candidate will be given sufficient time after the second reading to complete responses.

The examination will include a range of question types, such as open-ended questions, response to multiple-choice items or completion of a table, list or form. Questions will be phrased in English for a response in English.

German Beginners Stage 6 Syllabus

Section II: Reading

(30 marks)

Purpose

Section II: Reading is designed primarily to assess the candidate's knowledge and skills in responding to written text. It relates to Outcomes 2.1, 2.2, 2.3, 2.4 and 2.5.

Specifications

The candidate will read four to five texts in German, which will be related to the topic areas prescribed in the syllabus. The texts will be different in style and purpose, and of varying length and difficulty. The questions on the texts will be written in English for responses in English and may include parts.

The total length of all texts will be approximately 750 words.

Section III: Writing in German

(20 marks)

Purpose

Section III: Writing is designed primarily to assess the candidate's ability to produce written text for a specific audience, purpose and context. It relates to Outcomes 1.1, 1.2, 1.3, 3.1, 3.2 and 3.3.

Specifications

Part A (10 marks)

Part A will consist of two writing tasks. The texts for the responses will be drawn from those prescribed in the syllabus. Questions will be written in English but may also involve stimulus material written in German. The questions will be related to the topics prescribed in the syllabus. The first task will be shorter in length and will have a weighting of 4 marks; the second task will be longer in length and will have a weighting of 6 marks.

The total length of the texts for Part A will be approximately 125 words.

Part B (10 marks)

The candidate will be required to write one extended response in German. The text for the response will be drawn from those prescribed in the syllabus. There will be a choice of two questions. The questions will be related to the topics prescribed in the syllabus. Questions will be phrased in German and English for a response in German. The same type of task will be required for both questions, with two different topics.

The length of the text for Part B will be approximately 125 words.

German Beginners Stage 6 Syllabus

9.7 Summary of Internal and External HSC Assessment

Internal Assessment	Weighting	External Assessment	Weighting
Speaking <i>Objective 1: Interacting</i> <i>Objective 3: Producing Texts</i>	20	Oral Examination: <i>Objective 1: Interacting</i>	20
Listening <i>Objective 1: Interacting</i> <i>Objective 2: Understanding Texts</i>	30	Written Examination: Section I Listening <i>Objective 2: Understanding Texts</i>	30
Reading <i>Objective 1: Interacting</i> <i>Objective 2: Understanding Texts</i>	30	Section II Reading <i>Objective 2: Understanding Texts</i>	30
Writing <i>Objective 1: Interacting</i> <i>Objective 3: Producing Texts</i>	20	Section III Writing in German <i>Objective 1: Interacting</i> <i>Objective 3: Producing Texts</i>	20
Total:	100	Total:	100

German Beginners Stage 6 Syllabus

9.8 Summary of Examination Specifications

ORAL EXAMINATION	Time allocation – approximately 5 minutes
Conversation	<p>Objective 1: Interacting Outcomes: 1.1, 1.2, 1.3</p> <p>Weighting: 20 marks</p> <p>Unscripted, general conversation with an examiner. Topics to reflect syllabus</p>
WRITTEN EXAMINATION	Time allocation – 2½ hours (plus 10 minutes reading time)
Section I: Listening	<p>Objective 2: Understanding Texts Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5</p> <p>Weighting: 30 marks</p> <p>9-12 items in German with responses in English</p>
Section II: Reading	<p>Objective 2: Understanding Texts Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5</p> <p>Weighting: 30 marks</p> <p>4–5 texts in German Questions in English, responses in English</p>
Section III: Writing in German	<p>Objectives 1 and 3: Interacting, Producing Texts Outcomes: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3</p> <p>Weighting: 20 marks</p> <p>Part A – two short responses Part B – an extended response</p> <p>Total: approximately 250 words</p>

9.9 Reporting Student Performance against Standards

Student performance in an HSC course is reported against standards that have been described for that course. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, the examination mark and the internal assessment mark. It also shows, graphically, the statewide distribution of examination marks of all students in the course.

With the exception of Band 1, each band on the performance scale includes descriptions that summarise typical student achievement in that course for that particular band.

The distribution of marks is determined by students' performances mapped against the standards. Marks are not scaled to a predetermined distribution.

10 Post-school Opportunities

The study of German Beginners Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of German Beginners Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of German in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW. Teachers should refer to this guide and be aware of the recognition available to their students through the study of German Beginners Stage 6. This information can be found on the TAFE NSW website (www.det.nsw.edu.au/hsctafe).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in German Beginners Stage 6 so that the degree of recognition available can be determined.

11 Glossary

article	a self-contained piece of writing on a specific topic. It can appear in a printed publication such as a magazine or journal, or be posted as news.
culture	the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle.
colloquialism	an informal expression, which is used in everyday speech and writing, and is conversational in tone. It adds colour to the language and is not usually used in formal speech or writing.
dialect	a regional or social variety of a language, distinguished by pronunciation, grammar or vocabulary, especially a variety of speech differing from the modern standard version of the language, eg <i>Plattdeutsch</i> and <i>Schwyzerdütsch</i> are dialects of <i>Hochdeutsch</i> .
idiom	an expression which cannot be translated literally. It has a different meaning from that conveyed by its individual words.
register	language which is used for a particular purpose, or in a particular social setting (eg formal or informal language). It often reflects cultural expectations and can differ between countries and regions. Register can be influenced by the subject matter, the relationship between the participants and whether the communication is spoken or written.
text	the actual wording of anything spoken or written.
texts	communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended, unified works or series of related topics.