### ASSESSMENT SUMMARY 2010

**GRMN3504 – GERMAN LANGUAGE 3 D**

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Due Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quiz 1</td>
<td>End of Week 13</td>
<td>Quiz 1: Germany</td>
</tr>
<tr>
<td>Online Quiz 2</td>
<td>End of Week 13</td>
<td>Quiz 2: Austria</td>
</tr>
<tr>
<td>Online Quiz 3</td>
<td>End of Week 13</td>
<td>Quiz 3: Switzerland</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>20 August, 2010</td>
<td>Written task 350-400 words</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>15 October 2010</td>
<td>Spoken presentation 8-10 minutes</td>
</tr>
<tr>
<td>Final Examination</td>
<td>Examination Period</td>
<td><strong>Written Final Examination</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Duration: 2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part A: Grammar Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: 1 Reading Comprehension Question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part C: 1 Free Composition</td>
</tr>
</tbody>
</table>

**NOTES**
1. Students are required to submit **ALL** assignments.
2. The above due dates **MUST** be respected.
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Printed at the University of New England, Armidale, July 2010.
Welcome to GRMN3504!

I welcome you to the course!

Aim of the Course
The aim of this course is to increase your intercultural knowledge by learning more about the history, politics, and cultural particularities of German speaking countries and to further extend your linguistic ability by integrating intercultural context with language.

Learning Objectives
At the end of the course, you should:

- Have a deeper intercultural and cross-cultural understanding of contemporary German societies
- Use grammar in a targeted and contextualized manner to improve communication
- Recognise different genres and interpret their linguistic and stylistic particularities

Learning Approach
The learning approach is “student-directed”, which means that you are largely responsible for your own learning. This prepares you for becoming an independent life-long learner. We facilitate this process by engaging you in the subject matter and offering you motivating content that fosters your curiosity, introduces you to a broad range of learning strategies and challenges you intellectually. Activities are task-based and content-based and follow inductive learning methodologies.

I look forward to facilitating your learning and trust that you will find the subject stimulating and rewarding.

I wish you every success!

Dr Julia Petzl-Berney
Course Coordinator for GRMN3504

I can be contacted through the GRMN308/408 Online Unit, or by:

Email: jpetzl@une.edu.au
Phone: +61 (0)2 6773 2934

You can find out more information about us and the German program at UNE by visiting our website: http://www.une.edu.au/study/german/.
1. **BRIEF GENERAL DESCRIPTION**

Throughout GRMN3504 you will be working to attain greater proficiency in written and spoken German. The basic principle underlying the unit is that learning a language entails the cultivation of a range of skills which, though differing from one another, are still related. Traditional language teaching has placed much emphasis on proficiency in the written language. Translation from one language to another fosters grammatical precision and accuracy of expression, while composition and related tasks fosters fluency and range. Equally important is emphasis on the cultivation of oral/aural skills. Consequently, this unit also places emphasis on the practice of speaking and listening skills. All language skills, whether written or spoken, are focused on a modern practical and vocational context.

2. **COMMUNICATION TO STUDENTS**

The online **Discussion Board** for the cognate UNE unit GRMN308/408 will be used to communicate important information to students about the course. We will assume that students check the Discussion Board on a regular basis (at least once a week) for administrative and other notices that may appear from time to time, and for answering course-related student questions for the benefit of all participants.

In addition, we hope that you will use the Discussion Board to write to us and to your fellow students to practise your German as often as possible.

We will use email to communicate with you on matters that may be urgent or confidential. All email will be sent to your official Newcastle email account. It is important that you check this regularly, or set it to automatically forward all messages to your usual account.

If the course coordinator is unavailable, please contact the School’s Administrative Assistant, Ms. Joy Kirby, via

| Email:     | jkirby2@une.edu.au |
| Phone:     | +61 (0)2 6773 2494  |
| Postal:    | School of Arts     |
|            | University of New England |
|            | ARMIDALE NSW 2351   |
3. SET TEXTBOOKS

- *Aspekte 1 Audio CDs zum Lehrwerk*, Koithan, U. and others, Langenscheidt. ISBN: 9783468474767

RECOMMENDED TEXTS (see above note first)

  
  This is a German-German dictionary designed specifically for students of German. The language of the definitions is simpler and easy to understand.


4. TEACHING PROGRAM AND LEARNING SKILLS

Teaching Program

The Faculty expects that students will devote around ten hours per week of study to each course, including face-to-face hours. The unit generally offers two hours of language tutorials per week with your tutor. In the Weekly Study Program you will find the sections to be covered in *Aspekte* (textbook and workbook). You should do as many of the exercises as you can. However, if you find that one exercise is too easy, then move on to the next.

The textbook also has a website:

[http://www.langenscheidt-unterrichtsportal.de/online-uebungen_1614.html](http://www.langenscheidt-unterrichtsportal.de/online-uebungen_1614.html)

in which you will find practice exercises.

If you want more exposure to contemporary German, many major news magazines and newspapers such as *Der Spiegel* and *Die Zeit* can be accessed online. Educational and cultural organisations such as the DAAD may also be reached online ([www.daad.de](http://www.daad.de)). Another excellent resource is the “*Die Deutsche Welle*” ([http://www.dw-world.de/](http://www.dw-world.de/)), Germany’s international broadcaster. From their homepage you can access a wealth of video, audio, and written material, plus a special section for students who learn German.
There are many other resources available online, and we encourage students to share their ideas and resources in the discussion board.

5. **STUDY TECHNIQUES**

GRMN3504 combines students from a wide range of backgrounds, from those who commenced their tertiary studies at elementary level to native and semi-native speakers.

This subject is "open-ended", in that no substantial new grammatical material is introduced, but rather the unit seeks to consolidate and extend students' knowledge of all aspects of the spoken and written language. While it would be inappropriate to attempt to encompass all the different learning needs in one detailed week-by-week study program, we would nevertheless like to make some general suggestions of how this subject might be approached.

Attempt to use an active method of learning. Do not just look up a word, and then promptly forget it. Work at retaining and acquiring vocabulary, set expressions, idioms etc.

Your textbooks are a valuable source of background information, vocabulary and useful expressions, but try to supplement this, if possible, with German newspapers, magazines, books, watching SBS television, or by accessing various Internet sites, etc.

6. **GRMN3504 ONLINE - ACCESSING UNEonline**

In order to access online courses, students must have a registered UNE username and password. (You will be accessing the cognate UNE course GRMN308/408).

If you are continuing your German studies from the previous semester, your username and password should remain the same.

If you are a new student, you will be allocated a user name and password by UNE. You will receive them once enrolments are finalised at Newcastle. Once you have received your UNE username and password you can access online subjects through UNEonline. Please notify Dr Julia Petzl-Berney immediately by email (jpetzl@une.edu.au) if you do not receive your username and password on your normal Newcastle email address by the first week of semester 2, or if they do not work or if they cease to work.

**How to access your online courses**

From the UNE Homepage type in the following URL: [http://olt.une.edu.au/](http://olt.une.edu.au/)

Log in to the Blackboard Learning System.

**Your ‘my units’ page**

After you log in, a page called ‘my units’ (at UNE, courses are called ‘units’) will appear. This is a personalised page where all your current UNE online courses are listed and links to important resources, such as the Library, are provided.

If you are experiencing any difficulties at all, it is important to sort them out early. Please do not hesitate to contact the ITD service desk for technical problems:
• **Phone:** (02) 6773 5000  
• **Email:** servicedesk@une.edu.au

More help is available in the "Student help" link on your subject’s home page.

**List of usernames – disclaimer**

Please note that your username within your UNEonline appears as part of a list in some places. Only students enrolled in the unit have access to this list. Please contact your unit coordinator if you have any concerns.

**Online Components**

1. **Online quizzes**

Online quizzes form part of the assessment for this unit. The quizzes are found on the UNEonline Homepage under the icon ‘Assessments’. Choose the quiz you want to do by clicking on it. Click the ‘Begin’ button. Please ensure that you read each question carefully before you proceed with answering it. Remember to check your answers very carefully before submitting the quiz. The quizzes will stay open until the last teaching day, but we recommend that you complete them well before this time.

If you need technical help, there is a help button in the grey menu at the top. For further assistance, contact me on 6773 2934.

2. **Useful Web sites**

Many major news magazines and newspapers such as *Der Spiegel* and *Die Zeit* can be accessed online. Educational and cultural organisations such as the DAAD may also be reached online ([www.daad.de](http://www.daad.de)). The sky is the limit.

The UNE German Homepage lists a number of useful German links and search engines. [http://www.une.edu.au/study/german/](http://www.une.edu.au/study/german/).

3. **Student Help**

The ‘Student help’ icon gives you access to instructions and information about the online tools, general Discussions Board rules and ethics and other aspects of online study at UNE.
7. **ASSESSMENT**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Language Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>3 Online Cultural Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>2 hour Written Language Examination</td>
<td>40%</td>
</tr>
</tbody>
</table>

**TOTAL:** 100%

**Marking Scale**

Your assignments, tests and examination will be marked over the percentage scale of 0 – 100, using the following range:

50–64 Pass (P)
65–74 Credit (C)
75–84 Distinction (D)
85–100 High Distinction (HD)

A mark below 50 is a Fail (N). When end-of-unit results are calculated, an N is awarded when all required work has been submitted but the level has not reached a Pass grade. If any component of required work is missing, the result given is NI (Failed, incomplete). With final percentages, any scores which include decimal points are raised or lowered to the nearest whole number, i.e. 64.5 becomes 65, while 64.4 becomes 64.

8. **GENERAL REMARKS ON COMPLETION AND SUBMISSION OF ASSIGNMENTS**

**Preparation**

The marks gained for assignments count towards the final result in the unit. Hence assignments should be prepared with great care.

In written language work you should acquire the habit of checking the correctness of your work generally whenever there is some doubt. We recommend the *Collins German - English English - German Dictionary* or the Langenscheidt German - German dictionary. This dictionary has been designed especially for students of German as a second language and is an invaluable tool for expanding your command of German. Most of the students would have these dictionaries from earlier courses.

Please double space your written work.

**The oral presentation (Assignment 2) will be made to your tutor.**
Submission

To fulfil the academic requirements of this subject, you must submit all assignments by the stipulated date.

ii) Each assignment must be submitted separately.

iii) When submitting assignments please check with the requirements on your Assignment Summary (first page of this Unit Handbook).

Assignment Extensions, Re-marks, Appeals, Special extensions of time, Special consideration


End-of-Unit Assessment

In all cases, coordinators will be able and willing to give you a good idea of your end-of-semester performance in each area of assessment in relation to your overall performance during the semester, something which is often more helpful than raw scores. Please feel free to contact coordinators, should you wish to discuss your case and obtain some advice about future study.

Queries

Should you have a query about the arrival or return of an assignment, please check with the relevant Administrative Assistant. Questions about the assignment itself, requests for re-assessment of a corrected piece of work, or comments about the marking process should be addressed in the first instance to the unit coordinator. The Head of School is always available to receive and deal with any complaints or unresolved issues you have.

Access to examination scripts

Students may, if they so wish, request from the Subject Coordinator access to one or more of their examination scripts (except if this is a ‘pink paper’), in which case a photocopy will be provided, since originals are required to be retained by the School for administrative reasons.

9. PLAGIARISM AND IMPROPER CONDUCT IN THE PRODUCTION OF ASSIGNMENTS

Plagiarism - the passing off of someone else's ideas or language as one's own - is a serious academic offence. To help prevent it, students are advised to check the policies on the web: Policy Library for Students A-Z

http://search.newcastle.edu.au/policy/

University policy on Plagiarism and Improper Conduct
All students must complete and submit a Plagiarism Declaration Form with each and every assignment. **If a Plagiarism Declaration Form is not completed and signed, the assignment will not be marked.**

10. **WITHDRAWAL FROM GRMN3504**

Students may see their on-campus tutor or contact their Course Coordinator any time to discuss difficulties and/or learning problems. We would urge you to consult your Course Coordinator or tutor by letter, email or telephone, if you are considering withdrawing at any stage of the subject, as we are probably better placed to assess your situation within the broader scope of the subject. There is nothing more disappointing for us than to see students withdraw who would have passed the subject, and passed well.

Remember, we are here to help you. No issue is too big or small to raise with us. Don't stress out. Contact us instead!

If you do need to withdraw, you will need to follow your university’s procedure for withdrawing from a subject. It is recommended that you do so before the census date, otherwise you may be charged HECS and awarded the grade of fail, incomplete.

Note: Informing your tutor or subject co-coordinator of your intention to withdraw is **not enough to withdraw you from the course!**
# 11. WEEKLY STUDY PROGRAM

**GRMN3504**  

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<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>26 - 30 July</td>
<td>5</td>
</tr>
<tr>
<td>Week 2</td>
<td>2 – 6 August</td>
<td>5</td>
</tr>
<tr>
<td>Week 3</td>
<td>9 – 13 August</td>
<td>5 Deutschland Quiz</td>
</tr>
<tr>
<td>Week 4</td>
<td>16 – 20 August</td>
<td>6 Assignment 1 due on 20 August</td>
</tr>
<tr>
<td>Week 5</td>
<td>23-27 August</td>
<td>6</td>
</tr>
<tr>
<td>Week 6</td>
<td>30 August – 3 Sept.</td>
<td>6</td>
</tr>
<tr>
<td>Week 7</td>
<td>6-10 September</td>
<td>7 Österreich Quiz</td>
</tr>
<tr>
<td>Week 8</td>
<td>13-17 September</td>
<td>7</td>
</tr>
<tr>
<td>Week 9</td>
<td>20-24 September</td>
<td>7 Schweiz Quiz</td>
</tr>
<tr>
<td>28 September</td>
<td></td>
<td>LECTURE RECESS</td>
</tr>
<tr>
<td>Week 10</td>
<td>11-15 October</td>
<td>9 Assignment 2 due on 15 October</td>
</tr>
<tr>
<td>Week 11</td>
<td>18-22 October</td>
<td>9</td>
</tr>
<tr>
<td>Week 12</td>
<td>25-29 October</td>
<td>9</td>
</tr>
<tr>
<td>Week 13</td>
<td>1-5 November</td>
<td>Revision</td>
</tr>
</tbody>
</table>

Examination Period: November 2010.

**VIEL SPASS BEIM LERNEN!**
12. ASSIGNMENTS

Assignment 1
Due date: Friday 20 August 2010
Weight: 15%

Topic/question

Teil A: Lesen Sie die Geschichte und beantworten Sie die folgenden Fragen mit vollen Sätzen. Schreiben Sie zwischen 100-200 Wörter. 30 marks.

“Das Brot” von Wolfgang Borchert.


“Ich dachte, hier wäre was”, sagte er und sah in der Küche umher.
“Ich habe auch was gehört”, antwortete sie und dabei fand sie, daß er nachts im Hemd doch schon recht alt aussah. So alt wie er war. Dreundsechzig. Tagsüber sah er manchmal jünger aus. Sie sieht doch schon alt aus, dachte er, im Hemd sieht sie doch ziemlich alt aus. Aber das liegt vielleicht an den Harren. Die machen dann auf einmal so alt.

“Du hättest Schuhe anziehen sollen. So barfuß auf den kalten Fliesen. Du erkältest dich doch.”
Sie sah ihn nicht an, weil sie nicht ertragen konnte, daß er log. Daß er log, nachdem sie neunkunddreißig Jahre verheiratet waren.

“Ich dachte, hier wäre was”, sagte er noch einmal und sah wieder so sinnlos von einer Ecke in die andere, “ich hörte hier was. Da dachte ich, hier wäre was.”


Er sah zum Fenster hin. “Ja, das muß wohl draußen gewesen sein. Ich dachte, es wäre hier.”
Sie tappten sich beide über den dunklen Korridor zum Schlafzimmer. Ihre nackten Füße platschten auf den Fußboden.


1. Wann spielt die Geschichte? Woran erkennen Sie das?
2. Warum stiehlt der Mann das Brot?
3. Warum sagt die Frau nichts?
4. Die Frau macht das Licht aus, damit sie nicht nach dem Teller sieht. Am nächsten Tag gibt sie ihrem Mann vier schieben Brot, und geht von der Lampe weg. Warum vermeidet die Frau das Licht?
5. Was hat diese Geschichte über Liebe zu sagen?


Assessment criteria for assignment 1
Part A: /30

<table>
<thead>
<tr>
<th>Question</th>
<th>Grammar and Expression /3</th>
<th>Content /3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High and consistent level of accuracy.</td>
<td>Good logical answer to questions which demonstrates understanding of the language in the text. Student able to express an opinion and speculate on likely reasons which are implied but not stated directly by the author.</td>
</tr>
<tr>
<td>2</td>
<td>Mainly minor errors. The overall impression is one of competence.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Confident and correct use of a varied range of structures. No evidence of English syntax or vocabulary.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
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</tbody>
</table>

Part B: /70

<table>
<thead>
<tr>
<th>Criterion – Language Use</th>
<th>/40</th>
<th>Content – depth of research; fulfilment of task requirements /20</th>
<th>Vocab /10</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td></td>
<td>Logical sequence of events described, plot able to be clearly followed, word limit reached.</td>
<td>17-20</td>
</tr>
<tr>
<td></td>
<td>34-40</td>
<td>Extensive vocab used effectively, good spelling and thorough editing</td>
<td>5</td>
</tr>
<tr>
<td>Grade</td>
<td>Remarks</td>
<td>Score</td>
<td>Level</td>
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<tr>
<td>D</td>
<td>Accuracy generally consistent. Shows sound grasp grammatical structures. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage. No expressions translated from first language.</td>
<td>30-34</td>
<td>Logical sequence of events described, most of plot able to be clearly followed, word limit reached.</td>
</tr>
<tr>
<td>C</td>
<td>Sound grasp of grammatical structures, but performance is patchy where complex structures are concerned. Some expressions translated from first language.</td>
<td>26-29</td>
<td>Student unable to express a completely logical sequence of events. Plot stilted or unclear due to lack of control over expression. Word limit not reached.</td>
</tr>
<tr>
<td>P or less</td>
<td>Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterized by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order. Many expressions translated from first language.</td>
<td>20-25</td>
<td>Very basic story, which is merely a sequence of events plainly described. Plot stilted or unclear due to lack of control over expression. Word limit not reached.</td>
</tr>
<tr>
<td>N</td>
<td>Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures. Most expressions</td>
<td>0-19</td>
<td>Plot not thought through. Sequence of events illogical or some events missing. Word limit not reached.</td>
</tr>
<tr>
<td>0</td>
<td></td>
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</tbody>
</table>

Evolution of GRMN3504 German Language 3D
| translated from first language. |   | derivative |
Assignment 2  
Due date:  Friday 15 October 2010  
Weight:  15%  
Length:  8-10 minutes  
Topic/question

Vorschläge: Swarovski, Lindt und Sprüngli, Aldi, Müller Milch /50

Teil B:  
Kauf mich! Sehen Sie sich die Werbungen unten an. Wofür wird hier beworben? Welches Werbeplakat gefällt Ihnen am besten/am wenigsten? Warum?  
Suchen Sie sich einer der drei Werbungen aus. Welche Marketing-Tricks (siehe S. 128) werden hier benutzt? Finden Sie, dass diese Werbungen Sie beeinflussen?  
Sprechen Sie 3-5 Minuten /50

<table>
<thead>
<tr>
<th>Sipkom: Teil 1</th>
<th>Sipkom: Teil 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Sipkom 1" /> Weltweit zum Ortstarif telefonieren!</td>
<td><img src="image" alt="Sipkom 2" /> AKTION: Bis zu 50 € Sipkom-Guthaben gratis</td>
</tr>
</tbody>
</table>

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<tr>
<th>Opel: Teil 1</th>
<th>Opel: Teil 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Opel 1" /></td>
<td><img src="image" alt="Opel 2" /> Premier am 12. und 13. Juni bei Ihrem Opel Partner.</td>
</tr>
</tbody>
</table>

oder schauen Sie das Werbespot hier an:  
http://www.opel.de/microsite/meriva/#/home
### Assessment criteria for assignment 2

#### Teil A:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>9-10 marks</th>
<th>7-8 marks</th>
<th>6-5 marks</th>
<th>4-3 marks</th>
<th>2-0 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td>You make no major errors with pronunciation and intonation and you can correct errors.</td>
<td>You make the occasional major error in pronunciation and intonation. You can correct errors.</td>
<td>Your make the occasional major and several minor errors in pronunciation and intonation, but you are comprehensible.</td>
<td>Although you make several major and minor errors in pronunciation and intonation, you remain comprehensible.</td>
<td>You make many major and minor errors in pronunciation and intonation and you are almost incomprehensible.</td>
</tr>
<tr>
<td><strong>Range of language</strong></td>
<td>You command a wide range of vocabulary and structures introduced in class or the texts. The conversation is very realistic and replicable.</td>
<td>You use most of the new vocabulary and structures introduced in class and/or the textbook/workbook. The conversation is realistic and replicable.</td>
<td>You use many of the new vocabulary and structures introduced in class and/or the textbook/workbook. The conversation is quite realistic.</td>
<td>You use about half of the new vocabulary and structures introduced in class and/or the textbook/workbook. The conversation is still realistic.</td>
<td>You make little attempt to use the new vocabulary and structures we practised. The conversation is not realistic.</td>
</tr>
<tr>
<td><strong>Structural accuracy</strong></td>
<td>Your grammar is consistently accurate.</td>
<td>Your grammatical structures are mostly correct, with only the occasional minor error.</td>
<td>Generally, your grammar is of a solid standard, with the occasional major or several minor errors.</td>
<td>You are able to structure sentences and phrases with basic structural accuracy. You make several major and many minor errors.</td>
<td>You have little to very little control over grammar.</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Your speech is at an appropriate speed and there are no noticeable errors.</td>
<td>The speech is occasionally too slow or too fast for easy comprehension.</td>
<td>The speech is sometimes too slow or too fast for reasonable comprehension</td>
<td>You halt frequently</td>
<td>You frequently search for words and rarely use complete sentences</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>You have given a well-researched</td>
<td>You have given a well-researched</td>
<td>Your research is sound and the</td>
<td>Your research is limited and the</td>
<td>Your research is limited and the</td>
</tr>
<tr>
<td>Criteria</td>
<td>9-10 marks</td>
<td>7-8 marks</td>
<td>6-5 marks</td>
<td>4-3 marks</td>
<td>2-0 marks</td>
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<tr>
<td>Pronunciation</td>
<td>You make no major errors with</td>
<td>You make the occasional major</td>
<td>Your make the occasional major</td>
<td>Although you make several</td>
<td>You make many major and minor</td>
</tr>
<tr>
<td></td>
<td>pronunciation and intonation</td>
<td>error in pronunciation and</td>
<td>and several minor errors in</td>
<td>major and minor errors in</td>
<td>errors in pronunciation and</td>
</tr>
<tr>
<td></td>
<td>and you can correct errors.</td>
<td>intonation and intonation,</td>
<td>pronunciation and intonation,</td>
<td>pronunciation and intonation,</td>
<td>intonation and you are almost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You can correct errors.</td>
<td>but you are comprehensible.</td>
<td>but you remain comprehensible.</td>
<td>incomprehensible.</td>
</tr>
<tr>
<td>Range of language</td>
<td>You command a wide range of</td>
<td>You use most of the new</td>
<td>You use many of the new</td>
<td>You use about half of the new</td>
<td>You make little attempt to use</td>
</tr>
<tr>
<td></td>
<td>vocabulary and structures</td>
<td>vocabulary and structures</td>
<td>vocabulary and structures</td>
<td>vocabulary and structures</td>
<td>the new vocabulary and</td>
</tr>
<tr>
<td></td>
<td>introduced in class or the texts.</td>
<td>introduced in class and/or the</td>
<td>introduced in class and/or the</td>
<td>introduced in class and/or the</td>
<td>structures were practised.</td>
</tr>
<tr>
<td></td>
<td>The conversation is very realistic and replicable.</td>
<td>text/workbook. The conversation is realistic and replicable.</td>
<td>text/workbook. The conversation is quite realistic.</td>
<td>text/workbook. The conversation is still realistic.</td>
<td>The conversation is not realistic.</td>
</tr>
<tr>
<td>Fluency</td>
<td>Your speech is at an appropriate speed and there are no noticeable errors</td>
<td>The speech is occasionally too slow or too fast for easy comprehension.</td>
<td>The speech is sometimes too slow or too fast for reasonable comprehension</td>
<td>You halt frequently</td>
<td>You frequently search for words and rarely use complete sentences</td>
</tr>
<tr>
<td>Structural accuracy</td>
<td>Your grammar is consistently</td>
<td>Your grammatical structures are</td>
<td>Generally, your grammar is of a</td>
<td>You are able to structure</td>
<td>You have little to very little</td>
</tr>
<tr>
<td></td>
<td>accurate.</td>
<td>mostly correct, with only the occasional minor error.</td>
<td>solid standard, with the</td>
<td>sentences and phrases with</td>
<td>control over grammar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>occasional major or several</td>
<td>basic structural accuracy.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>You have given a thoughtful presentation about your chosen advertisements, having correctly identified the marketing-tricks and having expressed your opinion in a convincing manner. You have spoken for the correct length of time.</td>
<td>You have given a thoughtful presentation about your chosen advertisements, having correctly identified at least one of the marketing-tricks and having expressed your opinion in a convincing manner. You have spoken for the correct length of time.</td>
<td>You have given a thoughtful presentation about your chosen advertisements, having correctly identified at least one of the marketing-tricks and having difficulty expressing your opinion. Your exercise struggled to reach the required length of time.</td>
<td>Your response to the advertisements is limited you have not successfully applied the information about marketing-tricks to these advertisements. Your exercise failed to reach the required length of time.</td>
<td>Your response to the advertisements is very limited you have not successfully applied the information about marketing-tricks to these advertisements. Your exercise failed to reach the required length of time.</td>
</tr>
</tbody>
</table>

Further Comments (if applicable)

### 3 Online quizzes

| Due date:  | 2 November 2010 |
| Weight:    | 10% each quiz (total 30%) |
| Length:    | 20 questions per quiz |

**Assessment criteria for quizzes**

Key criteria that will be used in marking this assignment:

*The quizzes will be marked on a correct/false basis.*

### EXAMINATION

| Length:       | 2 hours and fifteen minutes |
| Weighting:    | 40% |

**MARKING CRITERIA FOR EXAMINATION** –

Key criteria that will be used in marking this assignment:

- **Part A:** Grammatical and linguistic accuracy
- **Part B:** Reading comprehension: understanding of text reflected in correctness of answers.
- **Part C:** Quality of content; grammatical and linguistic accuracy
Appendix 1: Redewendungen

Die Meinung

meiner Meinung nach  
in my opinion
was mich betrifft …  
as far as I’m concerned …
seine Meinung begründen  
to give reasons for one’s opinion
das Vorurteil  
bias, prejudice
die persönliche Einstellung  
personal opinion
auf seiner Meinung bestehen  
to stick to one’s opinion
die öffentliche Meinung  
public opinion
die Meinungen sind geteilt  
there are varying opinions

Einverstanden – nicht einverstanden

Ich bin mit dir einer Meinung  
I agree with you
Ich kann nur zustimmen  
I must agree
Meinungsverschiedenheiten  
differences of opinion
sich der vorherrschenden Meinung anschließen  
to accept the prevailing view
die Mehrheit  
majority
die Minderheit  
minority
abstimmen  
to vote
die Abstimmung  
that’s very controversial
das ist sehr umstritten  
you can’t deny that …
unbestreitbar ist, dass …  
to agree (disagree) with someone
jemandem recht (unrecht) geben  
to fix a date
einen Termin vereinbaren  
to vote
das Missverständnis  
that amounts to the same thing
Sie haben mich missverstanden  
it depends on
sich mit jemandem gut verstehen  
it depends on the weather
Meinungen in Einklang bringen  
ein Widerspruch
über etwas einig werden  
You are contradicting yourself!
Zugeständnisse machen  
that is a contradiction
einen Kompromiss eingehen  

Im Laufe das Gespräches

Eine Unterredung mit dem Direktor  
an interview with the director?
sich mit jemandem aussprechen  
to have it out with someone
das Wort ergreifen  
to begin to speak
jemandem das Wort geben  
to ask someone to speak
jemandem ins Wort fallen  
to interrupt someone
über von vorn anfangen  
to start at the beginning again
ein Thema anschneiden  
to broach a subject
auf ein Thema nicht eingehen wollen  
not to want to go into a subject
es kommt darauf an  
it depends
es läuft aufs selbe hinaus  
it amounts to the same thing
es hängt von + Dat. ab  
it depends
es hängt vom Wetter ab  
it depends on
e.g., es hängt vom Wetter ab  
there was no question of that
davon war nicht die Rede  
I didn’t mean it like that
so war es nicht gemeint  

ein Thema streifen  
eto touch on a subject

ein Thema gründlich behandeln  
eto deal thoroughly with a subject

vom Thema abweichen  
to digress

ein triftiger Grund  
a good reason

zur Sache kommen  
to come to the point

das ist es eben  
that is the point

Wichtig – unwichtig

Hauptsache ist, dass …  
the main thing is that …
das ist Nebensache  
that is of secondary importance

mir ist viel daran gelegen  
I think it is important that …
es liegt nicht an mir  
it is not up to me

woran liegt das?  
why is that?

im Einzelnen, bis ins Einzelne  
in detail
ausführlich  
detailed, thorough (adj.); in detail, fully (adv.)

Höflichkeitsformeln

wie bitte?  
pardon?

noch einmal, bitte  
would you repeat that, please?

Ich möchte hinzufügen, dass …  
I’d like to add that …
darf ich fortfahren?  
may I continue?
soll ich fortfahren?  
shall I continue?
bitte sehr!  
please do! of course!
bitte weiter  
please carry on

Sie dürfen mir das nicht übel nehmen  
don’t be offended

wenn es Ihnen passt  
if it’s all right with you

meinetwegen!  
as you like/I don’t mind

Adverbien und Wendungen

hoffentlich kommt er  
let’s hope he comes

nämlich  
namely, as a matter of fact

Herr X hingegen meint, dass …  
on the other hand, Mr. X thinks that

wahrscheinlich  
probably

anscheinend  
it seems that …
dennoch  
however

theoretisch ...., praktisch ....  
in theory ..., in practice …
in Wirklichkeit aber  
but in reality

in der Tat  
in fact

mindestens  
at least

wenigstens  
at least

übrigens  
besides

zwar ... aber ...  
of course ... but …
einigermaßen  
to a certain extent

angenommen, daß ...  
supposing ...
trotzdem  
nevertheless

selbstverständlich  
of course

gleichgültig  
occasionally

eventuell  
perhaps, possibly

hauptsächlich  
mainly

vor allem  
above all

überhaupt nicht wahr  
completely untrue

offen gestanden  
quite frankly

wieso?  
how do you mean?
inwiefern?  
to what extent?
es ist richtig insofern, als ...  
it is true in so far as …
nun?  
well?
ja und?  
so what?