Years 7–8 (7–10 sequence) standard elaborations — Australian Curriculum v9.0: German

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band

- develop task-specific standards (or marking guides) for individual assessment tasks

- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for German describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

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Years 7–8 (7–10 sequence) Australian Curriculum: German achievement standard

By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.

Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 German for 7–10*

https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/german-7-10-sequence/year-7?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0

Years 7–8 (7–10 sequence) German standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Communicating meaning in German	purposeful use of German language to interact and collaborate with others and share information and plan activities in familiar contexts	effective use of German language to interact and collaborate with others and share information and plan activities in familiar contexts	use of German language to interact and collaborate with others and share information and plan activities in familiar contexts	variable use of German language to interact with others and share information in familiar contexts	isolated use of German language to share information
	considered response to others' contributions recognising familiar gestures, questions and instructions in exchanges	informed response to others' contributions recognising familiar gestures, questions and instructions in exchanges	response to others' contributions recognising familiar gestures, questions and instructions in exchanges	variable response to others' contributions	fragmented response to others' contributions

	A	B	C	D	E
	location of and considered response to information in texts: • using non-verbal, visual and contextual cues to help make meaning • recognising relationships between spoken and written forms	location of and informed response to information in texts: • using non-verbal, visual and contextual cues to help make meaning • recognising relationships between spoken and written forms	location of and response to information in texts: • using non-verbal, visual and contextual cues to help make meaning • recognising relationships between spoken and written forms	location of and variable response to information in texts, using non-verbal, visual and contextual cues to help make meaning	statement/s about information in texts
	considered response in German or English, demonstrating understanding of context, purpose and audience in texts	informed response in German or English, demonstrating understanding of context, purpose and audience in texts	response in German or English, demonstrating understanding of context, purpose and audience in texts	variable response in German or English, through demonstration of understanding of context, purpose and audience in texts	fragmented response in German or English
	purposeful use of familiar language, and modelled sentence and grammatical structures to create texts	effective use of familiar language, and modelled sentence and grammatical structures to create texts	use of familiar language, and modelled sentence and grammatical structures to create texts	variable use of familiar language and modelled sentences to create texts	isolated use of modelled sentences to create texts
Understanding language and culture	considered approximation of pronunciation and intonation in spoken German	effective approximation of pronunciation and intonation in spoken German	approximation of pronunciation and intonation in spoken German	variable approximation of pronunciation and intonation in spoken German	isolated approximation of German sounds
	considered demonstration of understanding that German has conventions and rules for non-verbal, spoken and written communication	informed demonstration of understanding that German has conventions and rules for non-verbal, spoken and written communication	demonstration of understanding that German has conventions and rules for non-verbal, spoken and written communication	variable demonstration of understanding that German has conventions and rules for non-verbal, spoken and written communication	isolated demonstration of understanding that German has conventions and rules for non-verbal, spoken or written communication

	A	B	C	D	E
	thorough commentary on aspects of German and English language structures and features, using metalanguage	informed commentary on aspects of German and English language structures and features, using metalanguage	commentary on aspects of German and English language structures and features, using metalanguage	variable commentary on aspects of German and English language structures and features	statement/s about aspects of German or English language structures or features
	considered demonstration of awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	informed demonstration of awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	demonstration of awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	demonstration of awareness that language is connected with culture or identity.	statement/s about language, culture or identity.

Key	shading emphasises the qualities that discriminate between the A–E descriptors