Years 9–10 (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.

Queensland Government

QCAA Queensland Curriculum & Assessment Authority

Years 9–10 (7–10 sequence) Australian Curriculum: German achievement standard
By the end of Year 10, students initiate and sustain German language to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in German or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written German to create texts. Students apply features and conventions of spoken German to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning German, to discuss how this learning influences their ideas and ways of communicating.
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-9?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 9–10 (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 initiate and sustain exchanges and compare ideas and experiences about their own and others' personal worlds	effective use of German language to initiate and sustain exchanges and compare ideas and experiences about their own and others' personal worlds	use of German language to initiate and sustain exchanges and compare ideas and experiences about their own and others' personal worlds	variable use of German language to initiate and sustain exchanges and compare ideas and experiences about their own and others' personal worlds	isolated use of German language to exchange ideas or experiences
	purposeful communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	effective communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	variable use of non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	isolated use of non-verbal, spoken or written language to collaborate, plan or reflect on activities or events

	A	B	C	D	E
	demonstration of understanding of different perspectives and considered interpretation and analysis of information and ideas in texts	demonstration of understanding of different perspectives and informed interpretation and analysis of information and ideas in texts	demonstration of understanding of different perspectives and interpretation and analysis of information and ideas in texts	variable interpretation and analysis of information and ideas in texts	statement/s about information or ideas in texts
	• considered synthesis of information and response in German or English • purposeful adjustment of language to convey meaning and to suit context, purpose and audience	• informed synthesis of information and response in German or English • effective adjustment of language to convey meaning and to suit context, purpose and audience	• synthesis of information and response in German or English • adjustment of language to convey meaning and to suit context, purpose and audience	• partial synthesis of information and response in German or English • variable adjustment of language to convey meaning and to suit context, purpose and audience	statement/s of information in German or English
	purposeful use of structures and features of spoken and written German to create texts	effective use of structures and features of spoken and written German to create texts	use of structures and features of spoken and written German to create texts	variable use of structures and features of spoken and written German to create texts	isolated use of structures or features of spoken or written German to create texts
Understanding language and culture	thorough application of features and conventions of spoken German to enhance fluency	informed application of features and conventions of spoken German to enhance fluency	application of features and conventions of spoken German to enhance fluency	variable application of features and conventions of spoken German to enhance fluency	isolated use of features of spoken German
	considered selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	effective selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	variable selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	isolated use of language conventions, structures or features to create texts

A	B	C	D	E
thorough support of discussion of structures and features of texts, using metalanguage	informed support of discussion of structures and features of texts, using metalanguage	support of discussion of structures and features of texts, using metalanguage	variable support of discussion of structures and features of texts	statement/s about structures or features of texts
reflection on their own language use and cultural identity, and drawing on their experience of learning German to thoroughly discuss how this learning influences their ideas and ways of communicating.	reflection on their own language use and cultural identity, and drawing on their experience of learning German to effectively discuss how this learning influences their ideas and ways of communicating.	reflection on their own language use and cultural identity, and drawing on their experience of learning German to discuss how this learning influences their ideas and ways of communicating.	reflection on their own language use or cultural identity, and drawing on their experience of learning German to partially discuss how this learning influences their ideas or ways of communicating.	statement/s about their own language use, cultural identity or experience of learning German.

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