

Years 1–2 band German

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Years 1–2 band. A similar resource is available for Prep/other bands.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9LG2C01 indicates the Communicating meaning in German strand.

| Key to content description codes: German | |
|--|--|
| e.g. AC9LG2C01 | Strands: |
| Australian Curriculum (AC) | • C — Communicating meaning in German |
| Version 9 (9) | • U — Understanding language and culture |
| Languages (L) | |
| German (G) | |
| Years 1–2 band (2) | |
| Strand (C, U) | |
| Content description number (##) | |

Years 1–2 band Australian Curriculum: German achievement standard

By the end of Year 2, students use German language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of spoken German. They give examples of similarities and differences between some features of German and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). They demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing.

| Achievement standard aspect | Relevant content description/s | AC v9.0 Code |
|--|--|---------------------------|
| By the end of Year 2 | Students learn to: | |
| Students use German language to interact and share information related to the classroom and themselves. | <ul style="list-style-type: none"> recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions | AC9LG2C01 |
| They use cues to respond to questions and instructions, and use simple formulaic language. | <ul style="list-style-type: none"> recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions | AC9LG2C01 |
| | <ul style="list-style-type: none"> participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues | AC9LG2C02 |
| | <ul style="list-style-type: none"> notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines | AC9LG2C04 |
| They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. | <ul style="list-style-type: none"> locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases | AC9LG2C03 |
| They use familiar words and modelled language to create texts. | <ul style="list-style-type: none"> use words, familiar phrases and modelled language to create spoken, written and multimodal texts | AC9LG2C05 |
| Students imitate the sounds and rhythms of spoken German. | <ul style="list-style-type: none"> recognise and imitate the sounds and rhythms of German | AC9LG2U01 |
| They give examples of similarities and differences between some features of German and English. | <ul style="list-style-type: none"> notice that German has features that may be similar to or different from English | AC9LG2U03 |
| They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). | <ul style="list-style-type: none"> notice that people use language in ways that reflect cultural practices | AC9LG2U04 |
| They demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. | <ul style="list-style-type: none"> recognise that the Roman alphabet and features of language are used to construct meaning in German. | AC9LG2U02 |

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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