Comparison of AC v8.4 to v9.0

ACiQ v9.0

Years 1–2 band: Languages/German

Key	same/refined	removed	new	moved

Note:

- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, exchange greetings and farewells, for example, Ich heiße … Auf Wiedersehen! and express likes and dislikes. When interacting, they use short formulaic expressions, for example, Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit! and make simple statements, such as Das ist … Ich wohne in … Ich mag … They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German, including ch, u, r and z. Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. They convey factual information about self, family and possessions at word and simple sentence level. They respond to and create simple spoken and written texts, using modelled examples and formulaic language. They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as der Lehrer, eine Freundin, Das ist mein Stift, including some pronouns, for example, ich, du, er, sie, es, wir and possessive adjectives, mein/e, dein/e. They use nein and nicht for negation, and verb forms bin, bist and ist, with an adjective. Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. They identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words. Students identify ways that German sounds different to English but recognise that it uses the same alphabet. They identify some words that are written the same in both German and English but pronounced differently. They identify features of different types of texts. They give examples of words that German and English borrow from each other and from other languages, and identify different ways of greeting and interacting with people. They make connections between the languages people use and who they are and where they live.	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 demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. 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).

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes [Key concepts: self, family; Key processes: interacting, greeting, thanking] ACLGEC103	recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LG2C01	Interacting in German	Communicating meaning in German
	recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests [Key concepts: roles, routines; Key processes: following instructions, participating, listening] ACLGEC105			
	participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions [Key concepts: play, performance, action learning; Key processes: participating, taking turns] ACLGEC104	participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LG2C02		
	identify key words and information in simple shared texts related to personal worlds [Key concepts: literacy, text; Key processes: locating, matching, ordering] ACLGEC106	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LG2C03	Mediating meaning in and between languages	
	engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling [Key concepts: imagination, performance, setting; Key processes: participating, responding] ACLGEC108			
	recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people [Key concepts: register, language conventions, social practice; Key processes: noticing, comparing] ACLGEU117	notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LG2C04		
	convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language [Key concepts: identity, belonging; Key processes: naming, labelling, describing] ACLGPC107	use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9LG2C05	Creating text in German	
	express ideas and experiences in a variety of ways using familiar words and modelled language, such as through imaginative role-play, mime, drawing, oral discussion or scaffolded writing activities			

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	[Key concepts: role-play, discussion, imagination; Key processes: performing, expressing] ACLGPC109			
	create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English [Key concepts: vocabulary, representation; Key processes: sorting, matching, noticing] ACLGPC111			
	share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience [Key concepts: representation, difference; Key processes: noticing, comparing] ACLGPC110			
Understanding	recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds [Key concepts: pronunciation, intonation; Key processes: listening, imitating, recognising] ACLGEU114	recognise and imitate the sounds and rhythms of German AC9LG2U01	Understanding systems of language	Understanding language and culture
	understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns, to identify and describe people and objects in the family and school domains [Key concepts: word order, connections, gender; Key processes: noticing patterns, making connections, selecting] ACLGEU115	recognise that the Roman alphabet and features of language are used to construct meaning in German AC9LG2U02		
	understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes [Key concepts: structure, form; Key processes: noticing, recognising, comparing] ACLGEU116			
		notice that German has features that may be similar to or different from English AC9LG2U03		
		notice that people use language in ways that reflect cultural practices AC9LG2U04	Understanding the interrelationship of language and culture	
	notice similarities and differences when using German compared to own language, such as how it feels, sounds and looks, and involves behaviours as well as words [Key concepts: language, culture, difference; Key processes: noticing, comparing, observing] ALGEC112			
	express aspects of self, such as family, school/class, age and language(s), noticing how these are part of one's sense of identity [Key concepts: self, identity; Key processes: expressing, describing, noticing] ACLGEC113			
	recognise that Australia has speakers of many different languages, including German, and that German and English borrow words and expressions from each other [Key concepts: multilingualism, culture, community; Key processes: observing, exploring, recognizing] ACLGEU118			
	notice that the languages people use relate to who they are and where and how they live [Key concepts: place, culture; Key processes: noticing, exploring] ACLGEU119			