

Comparison of AC v8.4 to v9.0

Years 3–4 band: Languages/German

Key	same/refined	removed	new	moved
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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		
<p>By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds, for example, <i>bitte schön; Ich bin dran; Welche Farbe? Wie viele Geschwister hast du? Mein Lieblingsspiel ist Lotto.</i> They reproduce German short and long single vowel and diphthong sounds, including Umlaute, and Eszett, and initial consonants and blends, for example, <i>Post/los, mein, die, Bruder/Brüder, heißen, ja, rot, singen, Sport, Winter, zwei.</i> They answer questions related to their personal worlds with factual information, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries. They create short, simple sentences from modelled language and use coordinating conjunctions, for example, <i>und, aber, oder,</i> to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, <i>heißen, kosten, spielen, wohnen</i>), some irregular verb forms, (for example, <i>bin, bist, ist, sind, hast, hat</i>), and limited forms of modal verbs, (for example, <i>kann, mag, möchte, muss</i>), simple past tense verbs, (for example, <i>hatte, ging, war</i>) and the accusative case, (for example, <i>Ich habe einen Hund.</i>). They respond to and use interrogatives, such as <i>was, wann, wer, wie, wie viele, wo</i> and some <i>ja/nein</i> questions. They refer to time, manner and place using familiar words and phrases, for example, <i>morgen, sehr gut, im Wald.</i> They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community. They identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends.</p> <p>Students identify German as an important European and global language and give examples showing how it is related to English. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the Eszett and show how the Umlaut alters the pronunciation of particular vowels (<i>ä, ö, ü</i>). They identify single letters, some consonant clusters (<i>sch</i>) and vowel combinations (<i>au, ei, eu, ie</i>). They identify the audience and purpose of familiar personal, informative and imaginative texts. They give examples of how language use varies according to the participants, purpose and context of an exchange. They give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use.</p>		<p>By the end of Year 4, students use German language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of spoken German. They demonstrate understanding that German has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in German and make comparisons between German and English. They understand that the German language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities</p> <p>[Key concepts: <i>friendship, identity</i>; Key processes: <i>describing, expressing</i>] ACLGEC120</p>	<p>initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LG4C01</p>	Interacting in German	Communicating meaning in German
	<p>participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others' learning</p> <p>[Key concepts: <i>support, learning strategies</i>; Key processes: <i>requesting, clarifying, responding</i>] ACLGEC122</p>			
	<p>participate collaboratively in shared class experiences and transactions</p> <p>[Key concepts: <i>participation, creativity</i>; Key processes: <i>exchanging, negotiating, planning</i>] ACLGEC121</p>	<p>participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LG4C02</p>	Mediating meaning in and between languages	
	<p>obtain and process information from peers and texts related to personal, social and natural worlds</p> <p>[Key concepts: <i>community, family, friends</i>; Key processes: <i>reading, listening, selecting, organising</i>] ACLGEC123</p>	<p>locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LG4C03</p>		
	<p>present information in modelled spoken and written texts relating to personal, social and natural worlds</p> <p>[Key concepts: <i>family, friends</i>; Key processes: <i>describing, presenting, collating</i>] ACLGEC124</p>			
<p>respond to imaginative print and digital texts in a variety of ways such as by acting out events, identifying favourite elements and making simple statements about characters</p> <p>[Key concepts: <i>character, events</i>; Key processes: <i>describing, retelling</i>] ACLGEC125</p>				

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		<u>develop strategies to comprehend and adjust German language in familiar contexts to convey cultural meaning</u> AC9LG4C04		
	create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports [Key concepts: fantasy, entertainment, amusement; Key processes: performing, creating, presenting] ACLGEC126	create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9LG4C05	Creating text in German	
	produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community [Key concepts: vocabulary, translation; Key processes: labelling, matching, translating] ACLGEC128			
Understanding	experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns [Key concepts: pronunciation, intonation, accents; Key processes: distinguishing sounds, recognising, practising] ACLGEU131	recognise and use modelled combinations of sounds, pronunciation and intonation patterns of German to form words and phrases AC9LG4U01	Understanding systems of language	Understanding language and culture
	recognise and write high-frequency words and expressions in familiar contexts [Key concepts: pronunciation, intonation, accents; Key processes: distinguishing sounds, recognising, practising] ACLGEU131	recognise German language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LG4U02		
	notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts [Key concepts: word order, connections, syntax, cases; Key processes: noticing patterns, making connections] ACLGEU132			
	identify the purposes of familiar personal, informative and imaginative texts such as maps, calendars and fairy tales, and explain how particular features of such texts help to achieve these purposes [Key concepts: text function, structure, features of texts; Key processes: classifying, comparing, explaining] ACLGEU133			
	recognise some of the common variations in German as it is used in different contexts by different people [Key concepts: variation, register; Key processes: noticing, comparing, exploring] ACLGEU134			
	compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family [Key concepts: meaning, interconnection; Key processes: comparing, interpreting, explaining] ACLGEC127	recognise familiar German language features and compare with those of English, in known contexts AC9LG4U03		
	recognise that German and English are related languages and that German is an important European and global language [Key concepts: global language, culture, identity; Key processes: identifying, exploring, researching] ACLGEU135			
	make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices [Key concepts: connections, values, traditions; Key processes: identifying, describing] ACLGEU136	identify connections between German language and cultural practices AC9LG4U04		
	notice and describe what looks or feels similar or different to own language and culture when interacting in German [Key concepts: communication, difference, respect; Key processes: noticing, comparing, describing] ACLGEC129			
	describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends [Key concepts: self, family, friends; Key processes: exploring, comparing, identifying] ACLGEC130			
		Understanding the interrelationship of language and culture		

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