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 6, students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings. They use complete sentences in familiar contexts to ask questions such as, Bist du fertig? Was machst du jetzt? Verstehst du das? respond to requests and share experiences of learning, for example, Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig. They use descriptive and expressive vocabulary, including adjectives such as aufgeregt, glücklich, nervös, sauer and traurig, to express feelings and make statements such as Ich nehme ein Käsebrötchen. They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of ch. They gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. They describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe current, recurring and future actions, for example, Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut. and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs dürfen and müssen and some common separable verbs such as mitbringen and fernsehen. They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, viel Wasser, neue Schuhe; lieber, oft, jeden Tag. They explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments. Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. They identify and apply some of the systematic sentence structure and word order rules of German. They identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing ch, j, w and z, and diphthongs such as au, ei, eu and ie. They apply the conventions of commonly used text types, and identify differences in language features and text structures. They give examples of the variety of ways German is used by different people in different contexts. They make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.	By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken German. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings [Key concepts: school, home, routines, relationships; Key processes: listening, describing] ACLGEC137	initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment AC9LG6C01	Interacting in German	Communicating meaning in German
	use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning [Key concepts: process, progress, outcome; Key processes: discussing, monitoring, reflecting] ACLGEC139			
	participate in guided tasks such as planning and organising events and completing transactions [Key concepts: collaboration, organisation, responsibility; Key processes: organising, planning, budgeting] ACLGEC138	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LG6C02		
	gather, compare and respond to information from different sources relating to social and natural worlds [Key concepts: environment, lifestyles, relationships; Key processes: researching, collating, reading, viewing] ACLGEC140	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LG6C03	Mediating meaning in and between languages	
	convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements [Key concepts: youth issues, audience; Key processes: representing, transposing, comparing] ACLGEC141			
	share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings [Key concepts: plot, mood, character; Key processes: recounting, describing, sequencing] ACLGEC142			

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		
			apply strategies to interpret and convey meaning in German language in familiar non-verbal, spoken and written cultural contexts AC9LG6C04	Creating text in German	
	present, reinterpret or create alternative versions of imaginative texts, adapting events, characters or settings [Key concepts: imagination, adaptation, character, setting; Key processes: imagining, creating, interpreting] ACLGEC143		create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LG6C05		
	create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community [Key concepts: bilingualism, meaning; Key processes: translating, selecting, connecting] ACLGEC145				
Understanding	explain and apply basic rules for German pronunciation, intonation [Key concepts: pronunciation, writing systems, punctuation; Key processes: spelling, making connections, applying rules] ACLGEU148		apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LG6U01	Understanding systems of language	Understanding language and culture
	explain and apply basic rules for spelling and punctuation [Key concepts: pronunciation, writing systems, punctuation; Key processes: spelling, making connections, applying rules] ACLGEU148		use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions AC9LG6U02		
	develop and apply knowledge of German grammatical elements such as verb tenses, modal verbs and case, combining them with an increasing range of nouns, adjectives and adverbs to construct sentences [Key concepts: verb tenses and forms, variation, metalanguage; Key processes: applying, noticing patterns, understanding] ACLGEU149				
	recognise that different types of texts, such as narratives, recounts and informative and procedural texts, have certain conventions and can take different forms depending on the context in which they are produced [Key concepts: context, audience, functionality; Key processes: identifying, classifying, transforming] ACLGEU150				
	recognise that there are variations in German as it is used in different contexts by different people, such as formal/informal register and regional variations [Key concepts: variation, place, identity; Key processes: observing, comparing, analysing] ACLGEU151				
			compare some German language structures and features with those of English, using some familiar metalanguage AC9LG6U03		
	understand that own and others' language use is shaped by and reflects the values, ideas and norms of a community [Key concepts: norms, values; Key processes: observing, comparing, connecting] ACLGEU153		recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication AC9LG6U04	Understanding the interrelationship of language and culture	
	explain aspects of German language and culture for family or peers, noticing that there are not always equivalent expressions in English [Key concepts: equivalence, meaning; Key processes: interpreting, explaining, predicting] ACLGEC144				
	engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and adjustments [Key concepts: language, culture, reaction; Key processes: observing, evaluating, reflecting] ACLGEC146				
	reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult [Key concepts: reflection, perception; Key processes: reflecting, analysing, comparing] ACLGEC147				
	understand why language is important and recognise that languages and cultures change over time and influence one another [Key concepts: change, borrowing, impact; Key processes: discovering, exploring, understanding] ACLGEU152				