

# Comparison of AC v8.4 to v9.0

Years 7–8 band (7–10 Sequence): 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 8, students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others to carry out transactions, participate in class routines and socialise. They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, Hörst gut zu!; Hol' einen Laptop!; Wer ist das?; Woher kommt dein Vater?; Hast du Geschwister?, request help or permission, for example, Ich möchte ... ; bitte.; Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?, ask for information, clarification or assistance, such as, Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?, and clarify answers, for example, Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.. When socialising, they make simple statements such as Ich mag Fußball, aber Toms Lieblingssport ist Basketball. They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as, ja, rot, singen, Sport, Winter, zwei, ich auch. They obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning. They use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order. They use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, der/ein, personal pronouns and some possessive adjectives, for example, mein, dein, sein, ihr in the nominative and accusative. They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, am Montag; besser; in der Schule, and link words, phrases and sentences using und, aber and oder, and other connectives such as dann, später and zuerst. They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. They explain how aspects of their own identity impact on intercultural exchange.</p> <p>Students identify German as an important European and global language and that it is related to English. They identify some of the common variations in German used in different contexts by different people. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They understand and apply grammatical concepts such as gender and number, and nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the Umlaut and Eszett, capitalisation and punctuation used in numbers (ordinals, decimals). They identify features of common spoken, written and multimodal texts. They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.</p>		<p>By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>socialise and interact with teacher and peers to exchange greetings, good wishes, and factual information about self, family, home, school and interests, and express likes, dislikes and preferences</p> <p>[Key concepts: family, relationships; Key processes: interacting, describing] ACLGEC001</p>	interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9LG8EC01	Interacting in German	Communicating meaning in German
	<p>participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests</p> <p>[Key concepts: roles, routines; Key processes: participating, responding, contributing] ACLGEC003</p>	develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LG8EC02		
	<p>make plans and arrangements to carry out activities together and obtain goods or services, through transacting with others in simple and guided real or simulated situations</p> <p>[Key concepts: collaboration, transaction; Key processes: planning, transacting, participating] ACLGEC002</p>	engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LG8EC03		
	<p>identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers</p> <p>[Key concepts: lifestyles, school, home; Key processes: listening, reading, identifying, classifying] ACLGEC004</p>	locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LG8EC04	Mediating meaning in and between languages	

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Understanding	<p>present in modelled spoken and written texts information relating to own world and that of other teenagers [Key concepts: personal world, community, presentation; Key processes: representing, reporting, speaking, writing] ACLGEC005</p> <p>engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas [Key concepts: character, imagination, representation; Key processes: responding, describing, performing] ACLGEC006</p>		Creating text in German	Understanding language and culture
	<p>translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences [Key concepts: representation, equivalence; Key processes: interpreting, translating, explaining] ACLGEC008</p>	develop and begin to apply strategies to interpret, translate and convey meaning in German in familiar contexts AC9LG8EC05		
	<p>reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts [Key concepts: interpretation, imagination, creativity; Key processes: interpreting, expressing] ACLGEC007</p> <p>create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories [Key concepts: resources, context, meaning; Key processes: explaining, comparing] ACLGEC009</p>	create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures and some textual conventions AC9LG8EC06		
	<p>recognise and use key features of the German sound system, including pronunciation, rhythm, stress and intonation, and identify main similarities and differences between the phonological and orthographic systems of English and German [Key concepts: pronunciation, spelling, intonation; Key processes: listening, imitating, recognising] ACLGEU012</p>	recognise and use features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LG8EU01	Understanding systems of language	
	<p>develop knowledge of elements of the German grammatical system, including gender and number, nominative and accusative cases, present tense of regular and some irregular verbs, personal pronouns, possessive adjectives and word order, to describe people, objects, actions, events and relationships [Key concepts: grammar features and structures, tenses, gender, syntax; Key processes: noticing patterns, making connections, applying] ACLGEU013</p>	develop knowledge of, and use structures and features of, the German grammatical and writing systems to understand and create spoken, written and multimodal texts AC9LG8EU02		
	<p>recognise and use structures and other textual features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements and music video clips [Key concepts: text structure, genre; Key processes: analysing, recognising, organising] ACLGEU014</p>			
	<p>recognise some of the common variations in German as it is used in different contexts and locations by different people [Key concepts: variation, register, place; Key processes: comparing, observing, applying] ACLGEU015</p>			
		compare German language structures and features with English, using familiar metalanguage AC9LG8EU03		
	<p>recognise that German and English are related languages and that German is an important European and global language [Key concepts: relationships, global language; Key processes: recognising, comparing] ACLGEU016</p>		Understanding the interrelationship of language and culture	
<p>understand that language use is shaped by and reflects the values, ideas and norms of a community [Key concepts: attitudes, social norms, values; Key processes: observing, comparing, connecting] ACLGEU017</p>	recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LG8EU04			
<p>engage with German speakers and texts, noticing how interactions involve culture as well as language [Key concepts: exchange, awareness; Key processes: reflecting, responding, noticing] ACLGEC010</p> <p>reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural exchange [Key concepts: exchange, identity; Key processes: reflecting, comparing, connecting] ACLGEC011</p>				

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