

Comparison of AC v8.4 to v9.0

Years 7–8 band (P–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 use written and spoken German to interact with teachers, peers and others; to make decisions, solve problems and negotiate transactions; and to exchange and justify ideas, opinions and views. When interacting, they use both rehearsed and spontaneous language to ask and respond to open-ended questions and express, compare and justify opinions, for example, Sie glaubt, dass ... Ich bin dafür, weil ... They apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English. They obtain, summarise and evaluate information from a range of sources. They express opinions and feelings in response to imaginative texts, and make connections with their own experiences and other texts. They plan, draft and present original imaginative and informative texts, following models to link and sequence events and ideas using both adverbs such as danach, dann, früher, vorher and common subordinating conjunctions, for example, als, wenn, weil, dass. They use some modal verbs and imperative forms, for example, Was soll ich machen? Du kannst ... Kauf die neue App! They refer to a person, object or place using definite and indefinite articles, personal pronouns, and some demonstrative and interrogative adjectives such as dieser, jeder and welcher. They produce original present tense sentences and use familiar examples of the Perfekt and Imperfekt tenses. They use a range of everyday and topic-based prepositions, adverbs and adverbial phrases, for example, nach der Schule, zu Hause, in der Stadt, gegen die Wand, links, hier, oben, im Süden. They interpret and/or translate terms associated with the culture of German-speaking communities or their own culture, and explain specific values and traditions reflected in the language. They create a range of bilingual resources for the wide community and to assist their own and others' language learning. They explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience.</p> <p>Students explain how language changes over time and identify reasons for change. They identify and apply the German case system (nominative, accusative and dative) and name some grammatical terms and their functions. They describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals) and quotation marks. They explain reasons for differences in a range of text types, for example, personal, informative and persuasive texts, including differences in text structure and language features. They give examples of how language use varies according to audience, context and purpose. They identify different aspects of the cultural dimension of learning and using German, and explain how language use reflects cultural ideas, assumptions and perspectives.</p>		<p>By the end of Year 8, students initiate and maintain interactions in German language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use German to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.</p> <p>Students apply the conventions of spoken German to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of German text, using metalanguage. They reflect on how the German language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>initiate and participate in interactions with peers and adults to discuss and exchange views and experiences [Key concepts: neighbourhood, school, leisure; Key processes: discussing, commenting, comparing] ACLGEC154</p>	<p>initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9LG8C01</p>	Interacting in German	Communicating meaning in German
	<p>interact in classroom activities and discussions through asking and responding to open-ended questions, giving opinions and making suggestions [Key concepts: interaction, learning strategies, exchange; Key processes: responding, participating, advising] ACLGEC156</p>			
	<p>engage in tasks and transactions that involve negotiation and problem-solving [Key concepts: exploratory talk, exchange of ideas, task management; Key processes: transacting, negotiating] ACLGEC155</p>			
	<p>access, summarise and analyse information and opinions from a range of sources relating to topical issues of shared interest [Key concepts: resources, values, issues; Key processes: summarising, reading, listening, analysing] ACLGEC157</p>	<p>collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LG8C02</p>	Mediating meaning in and between languages	
	<p>convey information and ideas on different topics, issues and events, describing and comparing views, perspectives and experiences, and using modes of presentation to suit different audiences [Key concepts: representations, perspectives; Key processes: comparing, classifying, organising] ACLGEC158</p>	<p>interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LG8C03</p>		
<p>respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts [Key concepts: plot, character, emotions; Key processes: expressing, reviewing, comparing] ACLGEC159</p>				

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	Version 8.4	Version 9.0		
Understanding	interpret and/or translate for friends or visitors terms associated with German or own culture [Key concepts: relationship, meaning, idioms; Key processes: interpreting, explaining, translating] ACLGEC161	interpret and adjust non-verbal, spoken and written language to convey meaning in German language in familiar and some unfamiliar cultural contexts AC9LG8C04	Creating text in German	Understanding language and culture
		create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LG8C05		
	create individual and shared texts about imagined people, places and experiences, to entertain others [Key concepts: imagination, audience, entertainment; Key processes: composing, performing, experimenting] ACLGEC160			
	create bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for language learning and the wider community [Key concepts: representation, organisation; Key processes: selecting, categorising, evaluating, translating] ACLGEC162			
	recognise the pronunciation of loan words [Key concepts: pronunciation, punctuation, systems; Key processes: comparing, making connections, noticing] ACLGEU165	apply knowledge of conventions of spoken German to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LG8U01	Understanding systems of language	
	understand and apply knowledge of similarities and differences between German and English punctuation [Key concepts: pronunciation, punctuation, systems; Key processes: comparing, making connections, noticing] ACLGEU165	apply understanding of grammatical structures and expressions to compose and respond to texts AC9LG8U02		
	extend knowledge of elements of the German grammatical system, including prepositions, reflexive verbs, adverbial phrases and subordinating conjunctions, to specify and describe people, objects and places, sequence events and qualify opinions [Key concepts: syntax, systems, verb tenses, grammar patterns; Key processes: noticing, selecting, linking] ACLGEU166			
	understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items and advertisements [Key concepts: structure, conventions, purpose; Key processes: analysing, applying, describing] ACLGEU167			
	identify features of German that vary according to audience, context and purpose in familiar spoken and written texts [Key concepts: register, variation; Key processes: identifying, comparing, analysing] ACLGEU168			
	understand that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge [Key concepts: change, globalisation, evolution; Key processes: investigating, analysing, understanding] ACLGEU169			
	reflect on similarities and differences between German and English language structures and features, using metalanguage AC9LG8U03			
consider how personal experiences, family origins, traditions and beliefs impact on identity and shape intercultural experiences [Key concepts: perspective, values, membership; Key processes: reflecting, connecting, discussing] ACLGEC164	reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LG8U04	Understanding the interrelationship of language and culture		
participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, and reflecting on adjustments made as a result of reactions and responses [Key concepts: values, society, reaction; Key processes: adjusting, evaluating, reflecting] ACLGEC163				
reflect on different aspects of the cultural dimension of learning and using German [Key concepts: cultural attitudes and values, assumptions; Key processes: recognising, discussing, analysing] ACLGEU170				

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