

# Comparison of AC v8.4 to v9.0

Years 9–10 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 10, students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. They ask and respond to familiar questions, for example, <i>Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?</i> and make comparisons, such as, <i>Meine Freundin ist fleißiger als ich.</i> They give opinions explain problems and ask for advice or clarification, for example, <i>Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?</i> They apply rules of pronunciation, intonation and stress, including variations such as contractions. They locate, analyse and record information, feelings and opinions from a range of texts. They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases, such as, <i>Wir haben das schon am Montag mit Frau RoLG gemacht.</i> They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts. They use a range of grammatical elements to describe, situate and link people, objects and events in time and place. They use articles, for example, <i>der/ein</i>, personal pronouns, some demonstrative and interrogative adjectives such as <i>dieser, jeder</i> and <i>welcher</i>, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases. They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. They use some common reflexive verbs in the present tense, such as, <i>Ich dusche mich morgens.</i>; <i>Interessierst du dich für Geschichte?</i> They use a variety of conjunctions and cohesive devices, for example, <i>als, dass, wenn, weil; dann, früher, danach, vorher</i>, to create cohesion and interest. They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. They explain the importance of audience and context in intercultural exchanges. They explain how cultural identity is both shaped by and influences ways of communicating and thinking.</p> <p>Students give examples of how language changes over time and identify reasons for change. They apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They identify how features of German in familiar spoken and written texts vary according to audience, context and purpose. They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.</p>		<p>By the end of Year 10, students initiate and sustain German language to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in German or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written German to create texts.</p> <p>Students apply features and conventions of spoken German to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning German, to discuss how this learning influences their ideas and ways of communicating.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, community and future plans</p> <p>[Key concepts: routines, relationships, community; Key processes: interacting, participating, describing] ACLGEC018</p>	<p>initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world AC9LG10EC01</p>	Interacting in German	Communicating meaning in German
	<p>develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement</p> <p>[Key concepts: task, communication, learning strategies; Key processes: participating, discussing] ACLGEC020</p>	<p>use German language in exchanges to question, offer opinions and compare and discuss ideas AC9LG10EC02</p>		
	<p>interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, and negotiate with peers to take individual and/or collective action</p> <p>[Key concepts: roles, transactions, tasks; Key processes: collaborating, negotiating, discussing] ACLGEC019</p>	<p>use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LG10EC03</p>		
	<p>access and analyse information, feelings and opinions in a range of digital, print and multimodal texts</p> <p>[Key concepts: social issues, information, representation; Key processes: selecting, analysing, researching] ACLGEC021</p>	<p>interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LG10EC04</p>	Mediating meaning in and between languages	
	<p>present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types</p> <p>[Key concepts: content, audience, mode; Key processes: presenting, designing, transposing] ACLGEC022</p>			
	<p>respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects</p>			

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Understanding	[Key concepts: themes, imagination; Key processes: responding, modifying, transposing] ACLGEC023		Creating text in German	Understanding language and culture
	translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures [Key concepts: equivalence, representation, adjustments; Key processes: interpreting, translating, comparing] ACLGEC025	apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LG10EC05		
	create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts [Key concepts: representation, meaning, culture; Key processes: translating, interpreting] ACLGEC026			
	interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning-making [Key concepts: impact, reciprocity; Key processes: evaluating, questioning, taking responsibility] ACLGEC027			
	create a variety of imaginative texts to entertain, convey ideas and express emotions [Key concepts: expression, humour, imagination; Key processes: composing, experimenting, expressing] ACLGEC024	create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences AC9LG10EC06		
	identify, comprehend and create a range of different text types, including simple narrative, informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements [Key concepts: text construction, textual conventions; Key processes: comparing, analysing, applying] ACLGEU031			
	notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions [Key concepts: metalanguage, variation, context; Key processes: explaining, comparing, imitating, experimenting] ACLGEU029	apply features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LG10EU01	Understanding systems of language	
articulate and apply writing common German spelling and punctuation rules, such as for commas and quotation marks [Key concepts: metalanguage, variation, context; Key processes: explaining, comparing, imitating, experimenting] ACLGEU029	select and use structures and features of the German grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LG10EU02			
extend grammatical knowledge, including of cases, demonstrative and interrogative adjectives, prepositions, common subordinating conjunctions, and past and future tenses, to describe, situate and link people, objects and events in time and place [Key concepts: grammatical systems, connections, syntax; Key processes: applying, analysing, describing] ACLGEU030		Understanding the interrelationship of language and culture		
understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation and new technologies and knowledge [Key concepts: evolution, influence; Key processes: noticing, analysing, investigating] ACLGEU033				
identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts [Key concepts: variation, register, style; Key processes: analysing, comparing, explaining] ACLGEU032	reflect on and evaluate German texts, using metalanguage to discuss language structures and features AC9LG10EU03	Understanding the interrelationship of language and culture		
explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs [Key concepts: diversity, culture; Key processes: questioning, analysing, reflecting] ACLGEC034	reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LG10EU04			
reflect on self as a language user and discuss own and others' cultural identity, considering how it is both shaped by and influences ways of communicating and thinking [Key concepts: identity, culture, values; Key processes: reflecting, analysing, discussing] ACLGEC028				

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