

# Prep to Year 2 standard elaborations — Australian Curriculum: German

## Prep to Year 10 sequence

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### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. They can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Australian Curriculum organises the achievement standard following a two-paragraph structure. In the languages SEs the first paragraph focuses on **communicating** and the second paragraph focuses on **understanding**.

Australian Curriculum languages have two entry points: Prep\* and Year 7, and SEs are provided for the two sets of achievement standards:

- Prep to Year 10 sequence
- Years 7 to 10 sequence.

The achievement standard for languages describes the learning expected of students at each band of years. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Links to the achievement standard, e.g. ([AS1](#)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

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\* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.



By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, exchange greetings and farewells, for example, *Ich heiÙe ... Auf Wiedersehen!* <sup>AS1</sup> and express likes and dislikes. When interacting, they use short formulaic expressions, for example, *Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!* <sup>AS2</sup> and make simple statements, such as *Das ist ... Ich wohne in ... Ich mag ...* <sup>AS3</sup>. They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions <sup>AS4</sup> to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German, including *ch, u, r* and *z*. Students identify specific words and information, such as names of people, places or objects <sup>AS5</sup>, in simple shared texts related to personal worlds. They convey factual information about self, family and possessions at word and simple sentence level. They respond to and create simple spoken and written texts, using modelled examples and formulaic language. They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as *der Lehrer eine Freundin, Das ist mein Stift* <sup>AS6</sup>, including some pronouns, for example, *ich, du, er, sie, es, wir* <sup>AS7</sup> and possessive adjectives, *mein/e, dein/e* <sup>AS8</sup>. They use *nein* and *nicht* for negation, and verb forms *bin, bist* and *ist*, with an adjective. Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. They identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words.

Students identify ways that German sounds different to English but recognise that it uses the same alphabet. They identify some words that are written the same in both German and English but pronounced differently. They identify features of different types of texts. They give examples of words that German and English borrow from each other and from other languages, and identify different ways of greeting and interacting with people. They make connections between the languages people use and who they are and where they live.

<b>Key</b>	<sup>AS1</sup> , <sup>ASx</sup> Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
<b>Source</b>	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 German for Foundation–10</i> , <a href="http://www.australiancurriculum.edu.au/f-10-curriculum/languages/german">www.australiancurriculum.edu.au/f-10-curriculum/languages/german</a>

# Prep to Year 2 German standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
<b>The folio of a student’s work has the following characteristics:</b>					
<b>Communicating</b>	<u>purposeful</u> interaction with teachers and peers through action-related talk and play	<u>effective</u> interaction with teachers and peers through action-related talk and play	interaction with teachers and peers through action-related talk and play	<u>guided</u> interaction with teachers and peers through action-related talk and play	<u>directed</u> interaction with teachers and peers through action-related talk and play
	<ul style="list-style-type: none"> <li>• <u>purposeful</u> introduction of themselves</li> <li>• <u>purposeful</u> exchange of greetings and farewells</li> <li>• <u>purposeful</u> expression of likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• <u>effective</u> introduction of themselves</li> <li>• <u>effective</u> exchange of greetings and farewells</li> <li>• <u>effective</u> expression of likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• introduction of themselves</li> <li>• exchange of greetings and farewells (AS1)</li> <li>• expression of likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• <u>guided</u> introduction of themselves</li> <li>• <u>guided</u> exchange of greetings and farewells</li> <li>• <u>guided</u> expression of likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• <u>directed</u> introduction of themselves and</li> <li>• <u>directed</u> exchange of greetings and farewells</li> <li>• <u>fragmented</u> expression of likes and dislikes</li> </ul>
	interaction through: <ul style="list-style-type: none"> <li>• <u>purposeful</u> use of short formulaic expressions</li> <li>• <u>purposeful</u> use of simple statements</li> </ul>	interaction through: <ul style="list-style-type: none"> <li>• <u>effective</u> use of short formulaic expressions</li> <li>• <u>effective</u> use of simple statements</li> </ul>	interaction through: <ul style="list-style-type: none"> <li>• use of short formulaic expressions (AS2)</li> <li>• use of simple statements (AS3)</li> </ul>	interaction through: <ul style="list-style-type: none"> <li>• <u>guided</u> use of short formulaic expressions</li> <li>• <u>basic</u> use of simple statements</li> </ul>	interaction through : <ul style="list-style-type: none"> <li>• <u>directed</u> use of short formulaic expressions</li> <li>• <u>fragmented</u> use of simple statements</li> </ul>
	use of repetitive language and <u>purposeful</u> response to simple instructions when participating in games, shared activities and classroom routines	use of repetitive language and <u>effective</u> response to simple instructions when participating in games, shared activities and classroom routines	use of repetitive language and response to simple instructions when participating in games, shared activities and classroom routines	<u>guided</u> use of repetitive language and <u>guided</u> response to simple instructions when participating in games, shared activities and classroom routines	<u>directed</u> use of repetitive language and <u>directed</u> response to simple instructions when participating in games, shared activities and classroom routines
	<u>considered</u> use of visual, non-verbal and contextual cues to make meaning	<u>effective</u> use of visual, non-verbal and contextual cues to make meaning	use of visual, non-verbal and contextual cues (AS4) to help make meaning	<u>partial</u> use of visual, non-verbal and contextual cues to make meaning	<u>directed</u> use of visual, non-verbal and contextual cues to make meaning
	<u>accurate</u> reproduction of some distinctive sounds and rhythms of spoken German, including <i>ch, u, r</i> and <i>z</i>	<u>effective</u> reproduction of some distinctive sounds and rhythms of spoken German, including <i>ch, u, r</i> and <i>z</i>	reproduction of some distinctive sounds and rhythms of spoken German, including <i>ch, u, r</i> and <i>z</i>	<u>guided</u> reproduction of some distinctive sounds and rhythms of spoken German, including <i>ch, u, r</i> and <i>z</i>	<u>directed</u> reproduction of some distinctive sounds and rhythms of spoken German, including <i>ch, u, r</i> and <i>z</i>

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Communicating	<u>discerning</u> identification of specific words and information in simple shared texts related to personal worlds	<u>effective</u> identification of specific words and information in simple shared texts related to personal worlds	identification of specific words and information (AS5) in simple shared texts related to personal worlds	<u>partial</u> identification of specific words and information in simple shared texts related to personal worlds	<u>directed</u> identification of specific words and information in simple shared texts related to personal worlds
	<u>purposeful</u> conveying of factual information about self, family and possessions at word and simple sentence level	<u>effective</u> conveying of factual information about self, family and possessions at word and simple sentence level	conveying of factual information about self, family and possessions at word and simple sentence level	conveying of <u>aspects of</u> factual information about self, family and possessions at word and simple sentence level	conveying of <u>elements of</u> factual information about self, family and possessions at word and simple sentence level
	use of modelled examples and formulaic language for: <ul style="list-style-type: none"> <li>• <u>considered</u> responses to simple spoken and written texts</li> <li>• <u>purposeful</u> creation of simple spoken and written texts</li> </ul>	use of modelled examples and formulaic language for: <ul style="list-style-type: none"> <li>• <u>informed</u> responses to simple spoken and written texts</li> <li>• <u>effective</u> creation of simple spoken and written texts</li> </ul>	use of modelled examples and formulaic language for: <ul style="list-style-type: none"> <li>• responses to simple spoken and written texts</li> <li>• creation of simple spoken and written texts</li> </ul>	use of modelled examples and formulaic language for: <ul style="list-style-type: none"> <li>• <u>partial</u> responses to simple spoken and written texts</li> <li>• creation of <u>aspects of</u> simple spoken and written texts</li> </ul>	use of modelled examples and formulaic language for: <ul style="list-style-type: none"> <li>• <u>fragmented</u> responses to simple spoken and written texts</li> <li>• creation of <u>elements of</u> simple spoken and written texts</li> </ul>
	use of <u>purposeful</u> short phrases and simple sentences for the identification and description of people and objects in the family and school domains with <u>purposeful</u> inclusion of some: <ul style="list-style-type: none"> <li>• pronouns</li> <li>• possessive adjectives</li> </ul>	use of <u>effective</u> short phrases and simple sentences for the identification and description of people and objects in the family and school domains with <u>effective</u> inclusion of some: <ul style="list-style-type: none"> <li>• pronouns</li> <li>• possessive adjectives</li> </ul>	use of short phrases and simple sentences for the identification and description of people and objects in the family and school domains (AS6) with inclusion of some: <ul style="list-style-type: none"> <li>• pronouns (AS7)</li> <li>• possessive adjectives (AS8)</li> </ul>	<u>guided</u> use of short phrases and simple sentences for the identification and description of people and objects in the family and school domains with <u>partial</u> inclusion of some: <ul style="list-style-type: none"> <li>• pronouns</li> <li>• possessive adjectives</li> </ul>	<u>directed</u> use of short phrases and simple sentences for the identification and description of people and objects in the family and school domains with <u>fragmented</u> inclusion of some: <ul style="list-style-type: none"> <li>• pronouns</li> <li>• possessive adjectives</li> </ul>
	<u>accurate</u> use of: <ul style="list-style-type: none"> <li>• <i>nein</i> and <i>nicht</i> for negation</li> <li>• verb forms <i>bin</i>, <i>bist</i> and <i>ist</i>, with an adjective</li> </ul>	<u>informed</u> use of: <ul style="list-style-type: none"> <li>• <i>nein</i> and <i>nicht</i> for negation</li> <li>• verb forms <i>bin</i>, <i>bist</i> and <i>ist</i>, with an adjective</li> </ul>	use of: <ul style="list-style-type: none"> <li>• <i>nein</i> and <i>nicht</i> for negation</li> <li>• verb forms <i>bin</i>, <i>bist</i> and <i>ist</i>, with an adjective</li> </ul>	<u>guided</u> use of: <ul style="list-style-type: none"> <li>• <i>nein</i> and <i>nicht</i> for negation</li> <li>• verb forms <i>bin</i>, <i>bist</i> and <i>ist</i>, with an adjective</li> </ul>	<u>fragmented</u> use of: <ul style="list-style-type: none"> <li>• <i>nein</i> and <i>nicht</i> for negation</li> <li>• verb forms <i>bin</i>, <i>bist</i> and <i>ist</i>, with an adjective</li> </ul>

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Communicating	<u>considered</u> explanation of the meaning and use of different German words and expressions	<u>informed</u> explanation of the meaning and use of different German words and expressions	explanation of the meaning and use of different German words and expressions	<u>partial</u> explanation of the meaning and use of different German words and expressions	<u>fragmented</u> explanation of the meaning and use of different German words and expressions
	<u>purposeful</u> creation of texts in German and English for their immediate learning environment	<u>effective</u> creation of texts in German and English for their immediate learning environment	creation of texts in German and English for their immediate learning environment	creation of <u>aspects of</u> texts in German and English for their immediate learning environment	<u>fragmented</u> creation of texts in German and English for their immediate learning environment
	<u>discerning</u> identification of similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words	<u>effective</u> identification of similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words	identification of similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words	identification of <u>aspects of</u> similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words	<u>directed</u> identification of similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words
Understanding	<ul style="list-style-type: none"> <li>• <u>discerning</u> identification of the ways that German sounds different to English</li> <li>• recognition that German uses the same alphabet as English</li> </ul>	<ul style="list-style-type: none"> <li>• <u>effective</u> identification of the ways that German sounds different to English</li> <li>• recognition that German uses the same alphabet as English</li> </ul>	<ul style="list-style-type: none"> <li>• identification of the ways that German sounds different to English</li> <li>• recognition that German uses the same alphabet as English</li> </ul>	<ul style="list-style-type: none"> <li>• <u>partial</u> identification of the ways that German sounds different to English</li> <li>• <u>guided</u> recognition that German uses the same alphabet as English</li> </ul>	<ul style="list-style-type: none"> <li>• <u>directed</u> identification of the ways that German sounds different to English</li> <li>• <u>directed</u> recognition that German uses the same alphabet as English</li> </ul>
	<u>discerning</u> identification of: <ul style="list-style-type: none"> <li>• some words that are written the same in both German and English but pronounced differently</li> <li>• features of different types of texts</li> </ul>	<u>effective</u> identification of: <ul style="list-style-type: none"> <li>• some words that are written the same in both German and English but pronounced differently</li> <li>• features of different types of texts</li> </ul>	identification of: <ul style="list-style-type: none"> <li>• some words that are written the same in both German and English but pronounced differently</li> <li>• features of different types of texts</li> </ul>	<u>partial</u> identification of: <ul style="list-style-type: none"> <li>• some words that are written the same in both German and English but pronounced differently</li> <li>• features of different types of texts</li> </ul>	<u>fragmented</u> identification of: <ul style="list-style-type: none"> <li>• some words that are written the same in both German and English but pronounced differently</li> <li>• features of different types of texts</li> </ul>

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Understanding	<ul style="list-style-type: none"> <li>• <b>purposeful</b> examples of words that German and English borrow from each other and from other languages</li> <li>• <b>considered</b> identification of different ways of greeting and interacting with people</li> </ul>	<ul style="list-style-type: none"> <li>• <b>effective</b> examples of words that German and English borrow from each other and from other languages</li> <li>• <b>informed</b> identification of different ways of greeting and interacting with people</li> </ul>	<ul style="list-style-type: none"> <li>• examples of words that German and English borrow from each other and from other languages</li> <li>• identification of different ways of greeting and interacting with people</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> examples of words that German and English borrow from each other and from other languages</li> <li>• <b>partial</b> identification of different ways of greeting and interacting with people</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> examples of words that German and English borrow from each other and from other languages</li> <li>• <b>directed</b> identification of different ways of greeting and interacting with people</li> </ul>
	<b>considered</b> making of connections between the languages people use and who they are and where they live	<b>informed</b> making of connections between the languages people use and who they are and where they live	making of connections between the languages people use and who they are and where they live	<b>guided</b> making of connections between the languages people use and who they are and where they live	<b>directed</b> making of connections between the languages people use and who they are and where they live

<b>Key</b>	<b>shading</b> emphasises the <b>qualities that discriminate between the AP--BA descriptors</b> ; (AS1), (ASx) is a cross-reference to an example in the <b>achievement standard</b>
<b>AP</b>	applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
<b>MC</b>	makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations
<b>WW</b>	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
<b>EX</b>	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
<b>BA</b>	becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them

# Notes

## Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
<b>understanding</b>	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Prep to Year 2 German SEs

These terms clarify the descriptors in the Prep to Year 2 German SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](http://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

Term	Description
<b>accuracy; accurate</b>	consistent with a standard, rule, convention or known facts; in Languages, <i>accurate</i> is the production of structurally correct forms of the target language
<b>apply; applying</b>	use or employ in a particular situation
<b>aspects</b>	particular parts or features
<b>basic</b>	fundamental; simple, elementary
<b>communicating</b>	a mutual and reciprocal exchange of meaning; in Languages, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none"><li>• listening and speaking in relation to relevant domains of language use and text types</li><li>• reading and writing in relation to relevant domains of language use and text types</li><li>• communicating strategies</li><li>• translating and interpreting</li><li>• reflecting on intercultural language use;</li></ul> students demonstrate <i>communicating</i> by: <ul style="list-style-type: none"><li>• describing the performance in the target language, both oral and written</li><li>• showing evidence of written and spoken German to communicate with teachers, peers and others in a range of settings and for a range of purposes</li></ul>
<b>confident</b>	having strong belief or full assurance; sure; in Languages, <i>confident</i> students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can: <ul style="list-style-type: none"><li>• elaborate or explain the decisions made in response to the assessment provided</li><li>• manipulate the language when translating to maintain the intent of the target language</li></ul>

Term	Description
<b>considered</b>	thought about deliberately with a purpose; in Languages, <i>considered</i> responses mean students demonstrate a <b>confident</b> understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language
<b>contextual cues</b>	include intonation, gestures and facial features
<b>culture</b>	a framework in which things come to be seen as having meaning; it involves the lens through which: <ul style="list-style-type: none"> <li>• people see, think, interpret the world and experience</li> <li>• make assumptions about self and others</li> <li>• understand and represent individual and community identity</li> </ul>
<b>demonstrate; demonstration</b>	give a practical exhibition or explanation
<b>description; describe</b>	give an account of characteristics or features
<b>directed</b>	following the instructions of the facilitator
<b>effective</b>	meeting the assigned purpose in a way that produces a desired or intended result; in Languages, <i>effective</i> refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes: <ul style="list-style-type: none"> <li>• effective use of a range of vocabulary and grammar</li> <li>• the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted</li> <li>• subtleties may be overlooked</li> <li>• cultural meanings are evident in responses but may not be fully developed;</li> </ul> students demonstrate <i>effective usage</i> in the four major language skills: <ul style="list-style-type: none"> <li>• listening — the speaker’s attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer’s perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>elements</b>	a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning; in Languages, <i>elements</i> refers to a single word or <b>fragmented</b> group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning
<b>explain; explanation</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>familiar</b>	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method
<b>fluent</b>	able to speak, write, translate and interpret <b>readily</b>
<b>formulaic language</b>	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. <ul style="list-style-type: none"> <li>• story starter: ‘Once upon a time’</li> <li>• greeting in Australian English: ‘G’day, how are you going?’</li> </ul>
<b>fragmented</b>	disjointed or isolated



Term	Description
<b>identification; identify</b>	to establish or indicate who or what someone or something is
<b>informed</b>	<p>having relevant knowledge; being conversant with the topic; in Languages, <i>informed</i> refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes:</p> <ul style="list-style-type: none"> <li>• a range of vocabulary and grammar used effectively</li> <li>• the meaning of familiar language is accurately demonstrated</li> <li>• subtleties may be overlooked</li> <li>• cultural meaning is evident in responses but may not be fully developed;</li> </ul> <p>students demonstrate <i>informed usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> <li>• listening — the speaker’s attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer’s perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>partial</b>	incomplete, half-done, unfinished
<b>purposeful</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>range</b>	the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible
<b>read; reading</b>	<p>process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; <i>reading</i> includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts</p>
<b>readily</b>	promptly; quickly; easily; in a ready manner; willingly; fluently; this includes being <a href="#">effective</a> and <a href="#">informed</a>
<b>recognise; recognition</b>	to be aware of or acknowledge
<b>responses; respond</b>	to react to a person or text
<b>speak</b>	convey meaning and communicate with purpose; some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world
<b>text</b>	<p>an identified stretch of language, used as a means for communication or the focus of learning and investigation; <i>text forms</i> and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms; <i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media</p>
<b>translation</b>	a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words

Term	Description
<b>understand; understanding</b>	to perceive what is meant, grasp an idea, and to be thoroughly familiar with; in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes: <ul style="list-style-type: none"> <li>• knowledge of the language system</li> <li>• variability in language use</li> <li>• reflection on language and culture</li> </ul>
<b>use; using</b>	to operate or put into effect