Years 3 and 4 standard elaborations — Australian Curriculum: German
Prep to Year 10 sequence

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 **C 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 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds, for example, *bitte schön*; *Ich bin dran*; *Welche Farbe? Wie viele Geschwister hast du? Mein Lieblingsspiel ist Lotto.* [AS1]. They reproduce German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett*, and initial consonants and blends, for example, *Post/los*, *mein*, *die*, *Bruder/Brüder*, *heißen*, *ja*, *rot*, *singen*, *Sport*, *Winter*, *zwei* [AS2]. They answer questions related to their personal worlds with factual *information*, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries. They create short, simple sentences from modelled language and use coordinating conjunctions, for example, *und*, *aber*, *oder*, [AS3] to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, *heißen*, *kosten*, *spielen*, *wohnen* [AS4]), some irregular verb forms, (for example, *bin*, *bist*, *ist*, *sind*, *hast*, *hat* [AS5]), and limited forms of modal verbs, (for example, *kann*, *mag*, *möchte*, *muss* [AS6]), simple past tense verbs, (for example, *hatte*, *ging*, *war* [AS7]) and the accusative case, (for example, *Ich habe einen Hund.* [AS8]). They respond to and use interrogatives, such as *was*, *wann*, *wer*, *wie*, *wie viele*, *wo* and some *ja/nein* questions [AS9]. They refer to time, manner and place using familiar words and phrases, for example, *morgen*, *sehr gut*, *im Wald* [AS10]. They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community. They identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends.

Students identify German as an important European and global language and give examples showing how it is related to English. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the *Eszett* and show how the *Umlaut* alters the pronunciation of particular vowels (*ä*, *ö*, *ü* [AS11]). They identify single letters, some consonant clusters (*sch* [AS12]) and vowel combinations (*au*, *ei*, *eu*, *ie* [AS13]). They identify the audience and purpose of familiar personal, informative and imaginative texts. They give examples of how language use varies according to the participants, purpose and context of an exchange. They give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use.

Key	[AS1], [ASx]	Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source		Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 German for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/languages/german

Years 3 and 4 German standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Communicating	purposeful interaction with teachers and peers in classroom routines, action-related talk and play	effective interaction with teachers and peers in classroom routines, action-related talk and play	interaction with teachers and peers in classroom routines, action-related talk and play	guided interaction with teachers and peers in classroom routines, action-related talk and play	directed interaction with teachers and peers in classroom routines, action-related talk and play
	• considered responses to instructions • purposeful use of formulaic expressions to interact, ask questions, seek assistance and make statements related to their personal worlds	• informed responses to instructions • effective use of formulaic expressions to interact, ask questions, seek assistance and make statements related to their personal worlds	• responses to instructions • use of formulaic expressions to interact, ask questions, seek assistance and make statements related to their personal worlds (AS1)	• guided responses to instructions • partial use of formulaic expressions to interact, ask questions, seek assistance and make statements related to their personal worlds	• directed responses to instructions • fragmented use of formulaic expressions to interact, ask questions, seek assistance and make statements related to their personal worlds
	fluent reproduction of: • German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett* • initial consonants and blends	effective reproduction of: • German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett* • initial consonants and blends	reproduction of: • German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett* • initial consonants and blends (AS2)	partial reproduction of: • German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett* • initial consonants and blends	fragmented reproduction of: • German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett* • initial consonants and blends
	considered answers to questions related to their personal worlds with factual information	effective answers to questions related to their personal worlds with factual information	answers to questions related to their personal worlds with factual information	basic answers to questions related to their personal worlds with factual information	fragmented answers to questions related to their personal worlds with factual information

	A	B	C	D	E
Communicating	responses to imaginative texts by: • **purposeful** identification of favourite elements • **purposeful** sequencing of main events • **purposeful** production of short scaffolded summaries	responses to imaginative texts by: • **effective** identification of favourite elements • **effective** sequencing of main events • **effective** production of short scaffolded summaries	responses to imaginative texts by: • identification of favourite elements • sequencing of main events • production of short scaffolded summaries	responses to imaginative texts by: • **partial** identification of favourite elements • **partial** sequencing of main events • production of **aspects of** short scaffolded summaries	responses to imaginative texts by: • **fragmented** identification of favourite elements • **fragmented** sequencing of main events • production of **elements of** short scaffolded summaries
	• creation of a **purposeful** range of short, simple sentences from modelled language • **accurate** use of coordinating conjunctions to compose short original texts	• creation of **effective** short, simple sentences from modelled language • **informed** use of coordinating conjunctions to compose short original texts	• creation of short, simple sentences from modelled language • use of coordinating conjunctions to compose short original texts (AS3)	• **partial** creation of short, simple sentences from modelled language • **partial** use of coordinating conjunctions to compose **aspects of** short original texts	• **fragmented** creation of short, simple sentences from modelled language • **fragmented** use of coordinating conjunctions to compose short original texts
	accurate use of: • some forms of common regular verbs in the present tense • some irregular verb forms • limited forms of modal verbs • simple past tense verbs • the accusative case	**effective** use of: • some forms of common regular verbs in the present tense • some irregular verb forms • limited forms of modal verbs • simple past tense verbs • the accusative case	use of: • some forms of common regular verbs in the present tense (AS4) • some irregular verb forms (AS5) • limited forms of modal verbs (AS6) • simple past tense verbs (AS7) • the accusative case (AS8)	**partial** use of: • some forms of common regular verbs in the present tense • some irregular verb forms • limited forms of modal verbs • simple past tense verbs • the accusative case	**fragmented** use of: • some forms of common regular verbs in the present tense • some irregular verb forms • limited forms of modal verbs • simple past tense verbs • the accusative case
	purposeful responses to and use of: • interrogatives • some *ja*/*nein* questions	**effective** responses to and use of: • interrogatives • some *ja*/*nein* questions	responses to and use of: • interrogatives (AS9) • some *ja*/*nein* questions	**basic** responses to and **partial** use of: • interrogatives • some *ja*/*nein* questions	**fragmented** responses to and use of: • interrogatives • some *ja*/*nein* questions

	A	B	C	D	E
Communicating	considered references to time, manner and place using familiar words and phrases	informed references to time, manner and place using familiar words and phrases	references to time, manner and place using familiar words and phrases (AS10)	partial references to time, manner and place using familiar words and phrases	fragmented references to time, manner and place using familiar words and phrases
	considered comparisons of aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read	informed comparisons of aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read	comparisons of aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read	basic comparisons of aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read	fragmented comparisons of aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read
	purposeful creation of texts in German and English for the classroom and school community	effective creation of texts in German and English for the classroom and school community	creation of texts in German and English for the classroom and school community	creation of aspects of texts in German and English for the classroom and school community	creation of elements of texts in German and English for the classroom and school community
	discerning identification of ways in which culture influences aspects of communication in routine exchanges such as greetings	effective identification of ways in which culture influences aspects of communication in routine exchanges such as greetings	identification of ways in which culture influences aspects of communication in routine exchanges such as greetings	basic identification of ways in which culture influences aspects of communication in routine exchanges such as greetings	isolated identification of ways in which culture influences aspects of communication in routine exchanges such as greetings
	considered description of their own sense of identity, including elements such as family, cultural heritage and friends	effective description of their own sense of identity, including elements such as family, cultural heritage and friends	description of their own sense of identity, including elements such as family, cultural heritage and friends	basic description of their own sense of identity, including elements such as family, cultural heritage and friends	fragmented description of their own sense of identity, including elements such as family, cultural heritage and friends
Understanding	• purposeful identification and detailed description of German as an important European and global language • purposeful examples showing how German is related to English	• informed identification and description of German as an important European and global language • effective examples showing how German is related to English	• identification of German as an important European and global language • examples showing how German is related to English	• guided identification of German as an important European and global language • basic examples showing how German is related to English	• directed identification of German as an important European and global language • fragmented examples showing how German is related to English

	A	B	C	D	E
Understanding	<u>purposeful</u> differentiation of statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation	<u>effective</u> differentiation of statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation	differentiation of statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation	<u>partial</u> differentiation of statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation	<u>fragmented</u> differentiation of statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation
	<u>discerning</u> identification of: • the purpose of the *Eszett* • how the *Umlaut* alters the pronunciation of particular vowels • single letters • some consonant clusters • vowel combinations	<u>effective</u> identification of: • the purpose of the *Eszett* • how the *Umlaut* alters the pronunciation of particular vowels • single letters • some consonant clusters • vowel combinations	identification of: • the purpose of the *Eszett* • how the *Umlaut* alters the pronunciation of particular vowels (AS11) • single letters • some consonant clusters (AS12) • vowel combinations (AS13)	<u>partial</u> identification of: • the purpose of the *Eszett* • how the *Umlaut* alters the pronunciation of particular vowels • single letters • some consonant clusters • vowel combinations	<u>fragmented</u> identification of: • the purpose of the *Eszett* • how the *Umlaut* alters the pronunciation of particular vowels • single letters • some consonant clusters • vowel combinations
	<u>purposeful</u> identification of the audience and purpose of familiar personal, informative and imaginative texts	<u>effective</u> identification of the audience and purpose of familiar personal, informative and imaginative texts	identification of the audience and purpose of familiar personal, informative and imaginative texts	<u>partial</u> identification of the audience and purpose of familiar personal, informative and imaginative texts	<u>fragmented</u> identification of the audience and purpose of familiar personal, informative and imaginative texts
	<u>considered</u> examples of: • how language use varies according to the participants, purpose and context of an exchange • how language and culture are intrinsically linked	<u>informed</u> examples of: • how language use varies according to the participants, purpose and context of an exchange • how language and culture are intrinsically linked	examples of: • how language use varies according to the participants, purpose and context of an exchange • how language and culture are intrinsically linked	<u>basic</u> examples of: • how language use varies according to the participants, purpose and context of an exchange • how language and culture are intrinsically linked	<u>fragmented</u> examples of: • how language use varies according to the participants, purpose and context of an exchange • how language and culture are intrinsically linked
	<u>purposeful</u> identification of cultural values, traditions or practices that are conveyed in words and expressions they and others use	<u>effective</u> identification of cultural values, traditions or practices that are conveyed in words and expressions they and others use	identification of cultural values, traditions or practices that are conveyed in words and expressions they and others use	<u>partial</u> identification of cultural values, traditions or practices that are conveyed in words and expressions they and others use	identification of <u>elements of</u> cultural values, traditions or practices that are conveyed in words and expressions they and others use

Key	<u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u>; (AS1), (ASx) is a cross-reference to an example in the achievement standard

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
understanding	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
skills	the specific techniques, strategies and processes in a learning area

Terms used in Years 3 and 4 German SEs

These terms clarify the descriptors in the Years 3 and 4 German SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary (www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary) and from other sources to ensure consistent understanding.

Term	Description
accuracy; accurate	consistent with a standard, rule, convention or known facts; in Languages, *accurate* is the production of structurally correct forms of the target language
apply; applying	use or employ in a particular situation
aspects	particular parts or features
basic	fundamental; simple, elementary
communicating	a mutual and reciprocal exchange of meaning; in Languages, *communicating* refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: • listening and speaking in relation to relevant domains of language use and text types • reading and writing in relation to relevant domains of language use and text types • communicating strategies • translating and interpreting • reflecting on intercultural language use; students demonstrate *communicating* by: • describing the performance in the target language, both oral and written • 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
complex sentence	a sentence with one or more elements in addition to the main or independent idea or clause; in the following examples, the subordinate clauses are indicated by square brackets: • 'I took my umbrella [because it was raining]' • 'The man [who came to dinner] is my brother.'

Term	Description
confident	having strong belief or full assurance; sure; in Languages, *confident* 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: • elaborate or explain the decisions made in response to the assessment provided • manipulate the language when translating to maintain the intent of the target language
considered	thought about deliberately with a purpose; in Languages, *considered* responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language
contextual cues	include intonation, gestures and facial features
culture	a framework in which things come to be seen as having meaning; it involves the lens through which: • people see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity
demonstrate; demonstration	give a practical exhibition or explanation
description; describe	give an account of characteristics or features
directed	following the instructions of the facilitator
effective	meeting the assigned purpose in a way that produces a desired or intended result; in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes: • effective use of a range of vocabulary and grammar • the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted • subtleties may be overlooked • cultural meanings are evident in responses but may not be fully developed; students demonstrate *effective usage* in the four major language skills: • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
elements	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, *elements* refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning
explain; explanation	provide additional information that demonstrates understanding of reasoning and/or application
familiar	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method

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Term	Description
fluent	able to speak, write, translate and interpret readily
formulaic language	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. • story starter: 'Once upon a time' • greeting in Australian English: 'G'day, how are you going?'
fragmented	disjointed or isolated
identification; identify	to establish or indicate who or what someone or something is
informed	having relevant knowledge; being conversant with the topic; in Languages, *informed* refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes: • a range of vocabulary and grammar used effectively • the meaning of familiar language is accurately demonstrated • subtleties may be overlooked • cultural meaning is evident in responses but may not be fully developed; students demonstrate *informed usage* in the four major language skills: • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
isolated	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
metalanguage	a vocabulary used to discuss language conventions and use, e.g. language used to talk about: • grammatical terms, such as sentence, clause, conjunction • the social and cultural nature of language, such as face, reciprocating, register
partial	incomplete, half-done, unfinished
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
range	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
read; reading	process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; *reading* 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
readily	promptly; quickly; easily; in a ready manner; willingly; fluently; this includes being effective and informed
recognise; recognition	to be aware of or acknowledge
responses; respond	to react to a person or text

Term	Description
speak	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
text	an identified stretch of language, used as a means for communication or the focus of learning and investigation; *text forms* 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; *multimodal texts* combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media
translation	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
understand; understanding	to perceive what is meant, grasp an idea, and to be thoroughly familiar with; in Languages, *understanding* refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes: • knowledge of the language system • variability in language use • reflection on language and culture
use; using	to operate or put into effect