

# Years 5 and 6 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 **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 6, students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings. They use complete sentences in familiar contexts to ask questions such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* <sup>AS1</sup> respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.* <sup>AS2</sup> They use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *traurig* <sup>AS3</sup>, to express feelings and make statements such as *Ich nehme ein Käsebrötchen* <sup>AS4</sup>. They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch* <sup>AS5</sup>. They gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. They describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.* <sup>AS6</sup> and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* <sup>AS7</sup> and some common separable verbs such as *mitbringen* and *fernsehen* <sup>AS8</sup>. They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe, lieber, oft, jeden Tag* <sup>AS9</sup>. They explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments. Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. They identify and apply some of the systematic sentence structure and word order rules of German. They identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch, j, w* and *z* <sup>AS10</sup>, and diphthongs such as *au, ei, eu* and *ie* <sup>AS11</sup>. They apply the conventions of commonly used text types, and identify differences in language features and text structures. They give examples of the variety of ways German is used by different people in different contexts. They make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.

<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>

# Years 5 and 6 German standard elaborations

	A	B	C	D	E
<b>The folio of a student’s work has the following characteristics:</b>					
<b>Communicating</b>	<p><b>purposeful</b> use of written and spoken German:</p> <ul style="list-style-type: none"> <li>• for classroom interactions</li> <li>• to carry out transactions</li> <li>• to share ideas and opinions</li> <li>• to relate experiences and express feelings</li> </ul>	<p><b>effective</b> use of written and spoken German:</p> <ul style="list-style-type: none"> <li>• for classroom interactions</li> <li>• to carry out transactions</li> <li>• to share ideas and opinions</li> <li>• to relate experiences and express feelings</li> </ul>	<p>use of written and spoken German:</p> <ul style="list-style-type: none"> <li>• for classroom interactions</li> <li>• to carry out transactions</li> <li>• to share ideas and opinions</li> <li>• to relate experiences and express feelings</li> </ul>	<p><b>basic</b> use of written and spoken German:</p> <ul style="list-style-type: none"> <li>• for classroom interactions</li> <li>• to carry out transactions</li> <li>• to share ideas and opinions</li> <li>• to relate experiences and express feelings</li> </ul>	<p><b>fragmented</b> use of written and spoken German:</p> <ul style="list-style-type: none"> <li>• for classroom interactions</li> <li>• to carry out transactions</li> <li>• to share ideas and opinions</li> <li>• to relate experiences and express feelings</li> </ul>
	<p><b>purposeful</b> use of complete sentences in familiar contexts to:</p> <ul style="list-style-type: none"> <li>• ask questions</li> <li>• respond to requests</li> <li>• share experiences of learning</li> </ul>	<p><b>effective</b> use of complete sentences in familiar contexts to:</p> <ul style="list-style-type: none"> <li>• ask questions</li> <li>• respond to requests</li> <li>• share experiences of learning</li> </ul>	<p>use of complete sentences in familiar contexts to:</p> <ul style="list-style-type: none"> <li>• ask questions (AS1)</li> <li>• respond to requests</li> <li>• share experiences of learning (AS2)</li> </ul>	<p><b>partial</b> use of complete sentences in familiar contexts to:</p> <ul style="list-style-type: none"> <li>• ask questions</li> <li>• respond to requests</li> <li>• share experiences of learning</li> </ul>	<p><b>fragmented</b> use of complete sentences in familiar contexts to:</p> <ul style="list-style-type: none"> <li>• ask questions</li> <li>• respond to requests</li> <li>• share experiences of learning</li> </ul>
	<p><b>purposeful</b> use of descriptive and expressive vocabulary, including adjectives, to express feelings and make statements</p>	<p><b>effective</b> use of descriptive and expressive vocabulary, including adjectives, to express feelings and make statements</p>	<p>use of descriptive and expressive vocabulary, including adjectives (AS3) to express feelings and make statements (AS4)</p>	<p><b>partial</b> use of descriptive and expressive vocabulary, including adjectives, to express feelings and make statements</p>	<p><b>fragmented</b> use of descriptive and expressive vocabulary, including adjectives, to express feelings and make statements</p>
	<p><b>purposeful</b> use of:</p> <ul style="list-style-type: none"> <li>• appropriate intonation for simple statements, questions and exclamations</li> <li>• correct pronunciation</li> </ul>	<p><b>effective</b> use of:</p> <ul style="list-style-type: none"> <li>• appropriate intonation for simple statements, questions and exclamations</li> <li>• correct pronunciation</li> </ul>	<p>use of:</p> <ul style="list-style-type: none"> <li>• appropriate intonation for simple statements, questions and exclamations</li> <li>• correct pronunciation (AS5)</li> </ul>	<p><b>partial</b> use of:</p> <ul style="list-style-type: none"> <li>• appropriate intonation for simple statements, questions and exclamations</li> <li>• correct pronunciation</li> </ul>	<p><b>fragmented</b> use of:</p> <ul style="list-style-type: none"> <li>• appropriate intonation for simple statements, questions and exclamations</li> <li>• correct pronunciation</li> </ul>

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> <li>• <b>purposeful and considered</b> gathering and comparing of information from different sources about social and natural worlds</li> <li>• <b>purposeful</b> conveying of information and opinions in different formats to suit specific audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>informed</b> gathering and comparing of information from different sources about social and natural worlds</li> <li>• <b>effective</b> conveying of information and opinions in different formats to suit specific audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>• gathering and comparing of information from different sources about social and natural worlds</li> <li>• conveying of information and opinions in different formats to suit specific audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> gathering and comparing of information from different sources about social and natural worlds</li> <li>• <b>partial</b> conveying of information and opinions in different formats to suit specific audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> gathering and comparing of information from different sources about social and natural worlds</li> <li>• <b>fragmented</b> conveying of information and opinions in different formats to suit specific audiences and purposes</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>considered</b> description of characters, events and ideas encountered in texts</li> <li>• <b>purposeful</b> re-creation of imaginative texts to reflect their imaginative experience</li> </ul>	<ul style="list-style-type: none"> <li>• <b>informed</b> description of characters, events and ideas encountered in texts</li> <li>• <b>effective</b> re-creation of imaginative texts to reflect their imaginative experience</li> </ul>	<ul style="list-style-type: none"> <li>• description of characters, events and ideas encountered in texts</li> <li>• re-creation of imaginative texts to reflect their imaginative experience</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> description of characters, events and ideas encountered in texts</li> <li>• re-creation of <b>aspects of</b> imaginative texts to reflect their imaginative experience</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> description of characters, events and ideas encountered in texts</li> <li>• re-creation of <b>elements of</b> imaginative texts to reflect their imaginative experience</li> </ul>
	<p><b>purposeful</b> creation of texts, with:</p> <ul style="list-style-type: none"> <li>• manipulation of modelled language to describe current, recurring and future actions</li> <li>• production of original sentences with common regular and irregular verbs in the present tense, including <ul style="list-style-type: none"> <li>– limited forms of the modal verbs</li> <li>– some common separable verbs</li> </ul> </li> </ul>	<p><b>effective</b> creation of texts, with:</p> <ul style="list-style-type: none"> <li>• manipulation of modelled language to describe current, recurring and future actions</li> <li>• production of original sentences with common regular and irregular verbs in the present tense, including <ul style="list-style-type: none"> <li>– limited forms of the modal verbs</li> <li>– some common separable verbs</li> </ul> </li> </ul>	<p>creation of texts, with:</p> <ul style="list-style-type: none"> <li>• manipulation of modelled language to describe current, recurring and future actions (AS6)</li> <li>• production of original sentences with common regular and irregular verbs in the present tense, including <ul style="list-style-type: none"> <li>– limited forms of modal verbs (AS7)</li> <li>– some common separable verbs (AS8)</li> </ul> </li> </ul>	<p><b>basic</b> creation of texts, with:</p> <ul style="list-style-type: none"> <li>• manipulation of modelled language to describe <b>aspects of</b> current, recurring and future actions</li> <li>• production of original sentences with common regular and irregular verbs in the present tense, including <ul style="list-style-type: none"> <li>– limited forms of the modal verbs</li> <li>– some common separable verbs</li> </ul> </li> </ul>	<p><b>fragmented</b> creation of texts, with:</p> <ul style="list-style-type: none"> <li>• manipulation of modelled language to describe <b>elements of</b> current, recurring and future actions</li> <li>• production of original sentences with common regular and irregular verbs in the present tense, including <ul style="list-style-type: none"> <li>– limited forms of the modal verbs</li> <li>– some common separable verbs</li> </ul> </li> </ul>
Communicating	<p><b>purposeful</b> use of adjectives, adverbs and adverbial phrases to qualify meaning</p>	<p><b>effective</b> use of adjectives, adverbs and adverbial phrases to qualify meaning</p>	<p>use of adjectives, adverbs and adverbial phrases to qualify meaning (AS9)</p>	<p><b>basic</b> use of adjectives, adverbs and adverbial phrases to qualify meaning</p>	<p><b>fragmented</b> use of adjectives, adverbs and adverbial phrases to qualify meaning</p>

	A	B	C	D	E
	<u>considered</u> explanation of aspects of German language and culture, with recognition that there are not always equivalent expressions in English	<u>informed</u> explanation of aspects of German language and culture, with recognition that there are not always equivalent expressions in English	explanation of aspects of German language and culture, with recognition that there are not always equivalent expressions in English	<u>partial</u> explanation of aspects of German language and culture, with recognition that there are not always equivalent expressions in English	<u>fragmented</u> explanation of aspects of German language and culture, with recognition that there are not always equivalent expressions in English
	<u>purposeful</u> creation of a range of bilingual texts to support their own language learning and the school community	<u>effective</u> creation of a range of bilingual texts to support their own language learning and the school community	creation of a range of bilingual texts to support their own language learning and the school community	<u>partial</u> creation of a range of bilingual texts to support their own language learning and the school community	<u>fragmented</u> creation of a range of bilingual texts to support their own language learning and the school community
	<u>considered</u> description of aspects of their intercultural interactions that are unfamiliar or uncomfortable, with <u>considered</u> discussion of their own reactions and adjustments	<u>informed</u> description of aspects of their intercultural interactions that are unfamiliar or uncomfortable, with <u>informed</u> discussion of their own reactions and adjustments	description of aspects of their intercultural interactions that are unfamiliar or uncomfortable, with discussion of their own reactions and adjustments	<u>partial</u> description of aspects of their intercultural interactions that are unfamiliar or uncomfortable, with <u>basic</u> discussion of their own reactions and adjustments	<u>fragmented</u> description of aspects of their intercultural interactions that are unfamiliar or uncomfortable, with <u>fragmented</u> discussion of their own reactions and adjustments
Understanding	<u>considered</u> provision of examples of how German language and culture are continuously changing and are influenced by other languages and cultures	<u>informed</u> provision of examples of how German language and culture are continuously changing and are influenced by other languages and cultures	provision of examples of how German language and culture are continuously changing and are influenced by other languages and cultures	<u>basic</u> provision of examples of how German language and culture are continuously changing and are influenced by other languages and cultures	<u>fragmented</u> provision of examples of how German language and culture are continuously changing and are influenced by other languages and cultures
	identification and <u>purposeful</u> application of some of the systematic sentence structure and word order rules of German	identification and <u>effective</u> application of some of the systematic sentence structure and word order rules of German	identification and application of some of the systematic sentence structure and word order rules of German	<u>guided</u> identification and application of some of the systematic sentence structure and word order rules of German	<u>directed</u> identification and application of some of the systematic sentence structure and word order rules of German

	A	B	C	D	E
Understanding	discerning identification of rules for pronunciation and <b>purposeful</b> application of phonic and grammatical knowledge to spell and write: <ul style="list-style-type: none"> <li>unfamiliar words</li> <li>diphthongs</li> </ul>	effective identification of rules for pronunciation and <b>effective</b> application of phonic and grammatical knowledge to spell and write: <ul style="list-style-type: none"> <li>unfamiliar words</li> <li>diphthongs</li> </ul>	identification of rules for pronunciation and application of phonic and grammatical knowledge to spell and write: <ul style="list-style-type: none"> <li>unfamiliar words (AS10)</li> <li>diphthongs (AS11)</li> </ul>	<b>guided</b> identification of rules for pronunciation and <b>partial</b> application of phonic and grammatical knowledge to spell and write: <ul style="list-style-type: none"> <li>unfamiliar words</li> <li>diphthongs</li> </ul>	<b>directed</b> identification of rules for pronunciation and <b>fragmented</b> application of phonic and grammatical knowledge to spell and write: <ul style="list-style-type: none"> <li>unfamiliar words</li> <li>diphthongs</li> </ul>
	<ul style="list-style-type: none"> <li><b>purposeful</b> application of conventions of commonly used text types</li> <li><b>discerning</b> identification of differences in language features and text structures</li> </ul>	<ul style="list-style-type: none"> <li><b>effective</b> application of conventions of commonly used text types</li> <li><b>effective</b> identification of differences in language features and text structures</li> </ul>	<ul style="list-style-type: none"> <li>application of conventions of commonly used text types</li> <li>identification of differences in language features and text structures</li> </ul>	<ul style="list-style-type: none"> <li><b>partial</b> application of conventions of commonly used text types</li> <li><b>guided</b> identification of differences in language features and text structures</li> </ul>	<ul style="list-style-type: none"> <li><b>fragmented</b> application of conventions of commonly used text types</li> <li><b>directed</b> identification of differences in language features and text structures</li> </ul>
	<b>considered</b> provision of examples of the variety of ways German is used by different people in different contexts	<b>informed</b> provision of examples of the variety of ways German is used by different people in different contexts	provision of examples of the variety of ways German is used by different people in different contexts	<b>basic</b> provision of examples of the variety of ways German is used by different people in different contexts	<b>fragmented</b> provision of examples of the variety of ways German is used by different people in different contexts
	<ul style="list-style-type: none"> <li>making of <b>considered</b> connections between culture and language use</li> <li><b>discerning</b> identification of ways that language use is shaped by and reflects the values, ideas and norms of a community</li> </ul>	<ul style="list-style-type: none"> <li>making of <b>informed</b> connections between culture and language use</li> <li><b>effective</b> identification of ways that language use is shaped by and reflects the values, ideas and norms of a community</li> </ul>	<ul style="list-style-type: none"> <li>making of connections between culture and language use</li> <li>identification of ways that language use is shaped by and reflects the values, ideas and norms of a community</li> </ul>	<ul style="list-style-type: none"> <li>making of <b>basic</b> connections between culture and language use</li> <li><b>partial</b> identification of ways that language use is shaped by and reflects the values, ideas and norms of a community</li> </ul>	<ul style="list-style-type: none"> <li>making of <b>fragmented</b> connections between culture and language use</li> <li><b>fragmented</b> identification of ways that language use is shaped by and reflects the values, ideas and norms of a community</li> </ul>

**Key** shading emphasises the **qualities that discriminate between the A–E descriptors**; (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
<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 Years 5 and 6 German SEs

These terms clarify the descriptors in the Years 5 and 6 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>complex sentence</b>	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: <ul style="list-style-type: none"><li>• 'I took my umbrella [because it was raining]'</li><li>• 'The man [who came to dinner] is my brother.'</li></ul>

Term	Description
<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>
<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



Term	Description
<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
<b>guided</b>	visual and/or verbal prompts to facilitate or support independent action
<b>identification; identify</b>	to establish or indicate who or what someone or something is
<b>informed</b>	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: <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> students demonstrate <i>informed 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>metalinguage</b>	a vocabulary used to discuss language conventions and use, e.g. language used to talk about: <ul style="list-style-type: none"> <li>• grammatical terms, such as sentence, clause, conjunction</li> <li>• the social and cultural nature of language, such as face, reciprocating, register</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>	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
<b>readily</b>	promptly; quickly; easily; in a ready manner; willingly; fluently; this includes being <b>effective</b> and <b>informed</b>
<b>recognise; recognition</b>	to be aware of or acknowledge
<b>responses; respond</b>	to react to a person or text

Term	Description
<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;</p> <p><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;</p> <p><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
<b>understand; understanding</b>	<p>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:</p> <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