

# Years 7 and 8 standard elaborations — Australian Curriculum: German

## Years 7 to 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 8, students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others to carry out transactions, participate in class routines and socialise. They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *Hört gut zu!*; *Hol' einen Laptop!*; *Wer ist das?*; *Woher kommt dein Vater?*; *Hast du Geschwister?* <sup>AS1</sup>, request help or permission, for example, *Ich möchte ... , bitte.*; *Hilfe, bitte!*; *Darf ich bitte auf die Toilette gehen?* <sup>AS2</sup>, ask for information, clarification or assistance, such as, *Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?* <sup>AS3</sup>, and clarify answers, for example, *Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.* <sup>AS4</sup> When socialising, they make simple statements such as *Ich mag Fußball, aber Toms Lieblingssport ist Basketball* <sup>AS5</sup>. They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as, *ja, rot, singen, Sport, Winter, zwei, ich auch* <sup>AS6</sup>. They obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning. They use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order. They use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, *der/ein* <sup>AS7</sup>, personal pronouns and some possessive adjectives, for example, *mein, dein, sein, ihr* <sup>AS8</sup> in the nominative and accusative. They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule,* <sup>AS9</sup> and link words, phrases and sentences using *und, aber* and *oder* <sup>AS10</sup>, and other connectives such as *dann, später* and *zuerst* <sup>AS11</sup>. They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. They explain how aspects of their own identity impact on intercultural exchange.

Students identify German as an important European and global language and that it is related to English. They identify some of the common variations in German used in different contexts by different people. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They understand and apply grammatical concepts such as gender and number, and nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation, and punctuation used in numbers (ordinals, decimals <sup>AS12</sup>). They identify features of common spoken, written and multimodal texts. They understand and give examples of how 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 7 and 8 German standard elaborations

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Communicating</b>	<b>purposeful</b> sharing of information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences	<b>effective</b> sharing of information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences	sharing of information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences	<b>partial</b> sharing of information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences	<b>fragmented</b> sharing of information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences
	<b>purposeful</b> interaction with others to carry out transactions, participate in class routines and socialise	<b>effective</b> interaction with others to carry out transactions, participate in class routines and socialise	interaction with others to carry out transactions, participate in class routines and socialise	<b>basic</b> interaction with others to carry out transactions, participate in class routines and socialise	<b>elements of</b> interaction with others to carry out transactions, participate in class routines and socialise
	<b>considered</b> use of modelled language and simple expressions to: <ul style="list-style-type: none"> <li>ask and respond to familiar questions and give and respond to instructions</li> <li>request help or permission</li> <li>ask for information, clarification or assistance</li> <li>clarify answers</li> </ul>	<b>effective</b> use of modelled language and simple expressions to: <ul style="list-style-type: none"> <li>ask and respond to familiar questions and give and respond to instructions</li> <li>request help or permission</li> <li>ask for information, clarification or assistance</li> <li>clarify answers</li> </ul>	use of modelled language and simple expressions to: <ul style="list-style-type: none"> <li>ask and respond to familiar questions and give and respond to instructions (AS1)</li> <li>request help or permission (AS2)</li> <li>ask for information, clarification or assistance (AS3)</li> <li>clarify answers (AS4)</li> </ul>	<b>basic</b> use of modelled language and simple expressions to: <ul style="list-style-type: none"> <li>ask and respond to familiar questions and give and respond to instructions</li> <li>request help or permission</li> <li>ask for information, clarification or assistance</li> <li>clarify answers</li> </ul>	<b>fragmented</b> use of modelled language and simple expressions to: <ul style="list-style-type: none"> <li>ask and respond to familiar questions and give and respond to instructions</li> <li>request help or permission</li> <li>ask for information, clarification or assistance</li> <li>clarify answers</li> </ul>
	making of <b>considered</b> simple statements when socialising	making of <b>effective</b> simple statements when socialising	making of simple statements when socialising (AS5)	making of <b>basic</b> simple statements when socialising	making of <b>elements of</b> simple statements when socialising

	A	B	C	D	E
Communicating	<b>considered</b> use of key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentence	<b>effective</b> use of key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentence	use of key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentence (AS6)	<b>basic</b> use of key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentence	<b>fragmented</b> use of key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentence
	<b>purposeful</b> obtainment of key points of information and identification of main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning	<b>effective</b> obtainment of key points of information and identification of main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning	obtainment of key points of information and identification of main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning	<b>partial</b> obtainment of key points of information and identification of main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning	<b>fragmented</b> obtainment of key points of information and identification of main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning
	<ul style="list-style-type: none"> <li>• <b>purposeful</b> use of high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts</li> <li>• creation of <b>considered</b> short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order</li> </ul>	<ul style="list-style-type: none"> <li>• <b>effective</b> use of high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts</li> <li>• creation of <b>effective</b> short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order</li> </ul>	<ul style="list-style-type: none"> <li>• use of high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts</li> <li>• creation of short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> use of high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts</li> <li>• creation of <b>basic</b> short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> use of high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts</li> <li>• creation of <b>elements of</b> short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order</li> </ul>

	A	B	C	D	E
Communicating	<p><b>accurate</b> use of a range of grammatical elements to describe people, objects, actions, events and relationships, including:</p> <ul style="list-style-type: none"> <li>articles</li> <li>personal pronouns and some possessive adjectives in the nominative and accusative</li> </ul>	<p><b>informed</b> use of a range of grammatical elements to describe people, objects, actions, events and relationships, including:</p> <ul style="list-style-type: none"> <li>articles</li> <li>personal pronouns and some possessive adjectives in the nominative and accusative</li> </ul>	<p>use of a range of grammatical elements to describe people, objects, actions, events and relationships, including:</p> <ul style="list-style-type: none"> <li>articles (AS7)</li> <li>personal pronouns and some possessive adjectives (AS8) in the nominative and accusative</li> </ul>	<p><b>partial</b> use of a range of grammatical elements to describe people, objects, actions, events and relationships, including:</p> <ul style="list-style-type: none"> <li>articles</li> <li>personal pronouns and some possessive adjectives in the nominative and accusative</li> </ul>	<p><b>fragmented</b> use of a range of grammatical elements to describe people, objects, actions, events and relationships, including:</p> <ul style="list-style-type: none"> <li>articles</li> <li>personal pronouns and some possessive adjectives in the nominative and accusative</li> </ul>
	<p>qualification of meaning with <b>purposeful</b> reference to time, manner and place using:</p> <ul style="list-style-type: none"> <li>everyday adverbs and phrases</li> <li>link words, phrases and sentences</li> <li>other connectives</li> </ul>	<p>qualification of meaning with <b>informed</b> reference to time, manner and place using:</p> <ul style="list-style-type: none"> <li>everyday adverbs and phrases</li> <li>link words, phrases and sentences</li> <li>other connectives</li> </ul>	<p>qualification of meaning with reference to time, manner and place using:</p> <ul style="list-style-type: none"> <li>everyday adverbs and phrases (AS9)</li> <li>link words, phrases and sentences (AS10)</li> <li>other connectives (AS11)</li> </ul>	<p>qualification of meaning with <b>partial</b> reference to time, manner and place using:</p> <ul style="list-style-type: none"> <li>everyday adverbs and phrases</li> <li>link words, phrases and sentences</li> <li>other connectives</li> </ul>	<p>qualification of meaning with <b>fragmented</b> reference to time, manner and place using:</p> <ul style="list-style-type: none"> <li>everyday adverbs and phrases</li> <li>link words, phrases and sentences</li> <li>other connectives</li> </ul>
	<p>working <b>purposefully</b> with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible</p>	<p>working <b>effectively</b> with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible</p>	<p>working with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible</p>	<p>working with German and English to translate <b>aspects of</b> texts and create <b>aspects of</b> simple bilingual texts for peers and family, noticing where equivalence is not possible</p>	<p>working with German and English to translate <b>elements of</b> texts and create <b>elements of</b> simple bilingual texts for peers and family, noticing where equivalence is not possible</p>

	A	B	C	D	E
Communicating	<b>accurate</b> identification of the relationship between language and culture, giving <b>considered</b> examples of adjustments made as a result of reactions and intercultural experiences	<b>informed</b> identification of the relationship between language and culture, giving <b>effective</b> examples of adjustments made as a result of reactions and intercultural experiences	identification of the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences	<b>basic</b> identification of the relationship between language and culture, giving <b>partial</b> examples of adjustments made as a result of reactions and intercultural experiences	<b>isolated</b> identification of the relationship between language and culture, giving <b>fragmented</b> examples of adjustments made as a result of reactions and intercultural experiences
	<b>purposeful</b> explanation of how aspects of their own identity impact on intercultural exchange	<b>effective</b> explanation of how aspects of their own identity impact on intercultural exchange	explanation of how aspects of their own identity impact on intercultural exchange	<b>basic</b> explanation of how aspects of their own identity impact on intercultural exchange	<b>fragmented</b> explanation of how aspects of their own identity impact on intercultural exchange
Understanding	<b>considered</b> identification of German as an important European and global language and that is related to English	<b>effective</b> identification of German as an important European and global language and that is related to English	identification of German as an important European and global language and that is related to English	<b>basic</b> identification of German as an important European and global language and that is related to English	<b>fragmented</b> identification of German as an important European and global language and that is related to English
	<b>considered</b> identification of some of the common variations in German used in different contexts by different people	<b>effective</b> identification of some of the common variations in German used in different contexts by different people	identification of some of the common variations in German used in different contexts by different people	<b>basic</b> identification of some of the common variations in German used in different contexts by different people	<b>isolated</b> identification of some of the common variations in German used in different contexts by different people
	<b>considered</b> differentiation of statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation	<b>effective</b> 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	<b>partial</b> differentiation of statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation	<b>fragmented</b> differentiation of statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation
	understanding <b>and accurate</b> application of grammatical concepts such as: <ul style="list-style-type: none"> <li>gender and number</li> <li>nominative and accusative case</li> </ul>	understanding <b>and informed</b> application of grammatical concepts such as: <ul style="list-style-type: none"> <li>gender and number</li> <li>nominative and accusative case</li> </ul>	understanding and application of grammatical concepts such as: <ul style="list-style-type: none"> <li>gender and number</li> <li>nominative and accusative case</li> </ul>	<b>basic</b> understanding and application of grammatical concepts such as: <ul style="list-style-type: none"> <li>gender and number</li> <li>nominative and accusative case</li> </ul>	<b>fragmented</b> understanding and application of grammatical concepts such as: <ul style="list-style-type: none"> <li>gender and number</li> <li>nominative and accusative case</li> </ul>

	A	B	C	D	E
Understanding	<p><b>accurate</b> identification of key similarities and differences between the phonological and orthographic systems of English and German, including:</p> <ul style="list-style-type: none"> <li>the <i>Umlaut</i> and <i>Eszett</i></li> <li>capitalisation</li> <li>punctuation used in numbers</li> </ul>	<p><b>informed</b> identification of key similarities and differences between the phonological and orthographic systems of English and German, including:</p> <ul style="list-style-type: none"> <li>the <i>Umlaut</i> and <i>Eszett</i></li> <li>capitalisation</li> <li>punctuation used in numbers</li> </ul>	<p>identification of key similarities and differences between the phonological and orthographic systems of English and German, including:</p> <ul style="list-style-type: none"> <li>the <i>Umlaut</i> and <i>Eszett</i></li> <li>capitalisation</li> <li>punctuation used in numbers (AS12)</li> </ul>	<p><b>partial</b> identification of key similarities and differences between the phonological and orthographic systems of English and German, including:</p> <ul style="list-style-type: none"> <li>the <i>Umlaut</i> and <i>Eszett</i></li> <li>capitalisation</li> <li>punctuation used in numbers</li> </ul>	<p><b>isolated</b> identification of key similarities and differences between the phonological and orthographic systems of English and German, including:</p> <ul style="list-style-type: none"> <li>the <i>Umlaut</i> and <i>Eszett</i></li> <li>capitalisation</li> <li>punctuation used in numbers</li> </ul>
	<p><b>considered</b> identification of features of common spoken, written and multimodal texts</p>	<p><b>effective</b> identification of features of common spoken, written and multimodal texts</p>	<p>identification of features of common spoken, written and multimodal texts</p>	<p><b>partial</b> identification of features of common spoken, written and multimodal texts</p>	<p><b>fragmented</b> identification of features of common spoken, written and multimodal texts</p>
	<p>understanding of and provision of <b>considered</b> examples of how language use is shaped by and reflects the values, ideas and norms of a community</p>	<p>understanding of and provision of <b>effective</b> examples of how language use is shaped by and reflects the values, ideas and norms of a community</p>	<p>understanding of and provision of examples of how language use is shaped by and reflects the values, ideas and norms of a community</p>	<p><b>basic</b> understanding of and provision of examples of how language use is shaped by and reflects the values, ideas and norms of a community</p>	<p><b>fragmented</b> understanding of and provision of examples of how language use is shaped by and reflects the values, ideas and norms of a community</p>
<b>Key</b>	<p>shading emphasises the qualities that discriminate between the A–E descriptors: (AS1), (ASx) is a cross-reference to an example in the achievement standard</p>				

# 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 7 and 8 German SEs

These terms clarify the descriptors in the Years 7 and 8 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>	<p>having strong belief or full assurance; sure;</p> <p>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:</p> <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>	<p>thought about deliberately with a purpose;</p> <p>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</p>
<b>contextual cues</b>	include intonation, gestures and facial features
<b>culture</b>	<p>a framework in which things come to be seen as having meaning; it involves the lens through which:</p> <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>effective; effectively</b>	<p>meeting the assigned purpose in a way that produces a desired or intended result;</p> <p>in Languages, <i>effective</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>• 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> <p>students demonstrate <i>effective 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>elements</b>	<p>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;</p> <p>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</p>
<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 <a href="#">readily</a>
<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>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>interpret; interpretation</b>	explaining the meaning of information or actions; in the context of second language learning, <i>interpret</i> refers to two distinct processes: <ul style="list-style-type: none"> <li>• the act of translation from one language to another</li> <li>• the ability to conceive significance and construct meaning</li> </ul>
<b>isolated</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
<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; purposefully</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

Term	Description
<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
<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>	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
<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>	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