|  |  |
| --- | --- |
|  | Years 7 and 8 standard elaborations — Australian Curriculum: GermanPrep 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[[1]](#footnote-2) 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](#AS1)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

|  |
| --- |
| Years 7 and 8 Australian Curriculum: German achievement standard Prep to Year 10 sequence |
| By the end of Year 8, students use written and spoken German to interact with teachers, peers and others; to make decisions, solve problems and negotiate transactions; and to exchange and justify ideas, opinions and views. When interacting, they use both rehearsed and spontaneous language to ask and respond to open-ended questions and express, compare and justify opinions, for example,Sie glaubt, dass … Ich bin dafür, weil … [AS1](#SE1). They apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English. They obtain, summarise and evaluate information from a range of sources. They express opinions and feelings in response to imaginative texts, and make connections with their own experiences and other texts. They plan, draft and present original imaginative and informative texts, following models to link and sequence events and ideas using both adverbs such as danach*,* dann*,* früher*,* vorher [AS2](#SE2" \o "SE link 2, Alt+Left to return ) and common subordinating conjunctions, for example, als*,* wenn*,* weil*,* dass [AS3](#SE3). They use some modal verbs and imperative forms, for example, Was soll ich machen? Du kannst … Kauf die neue App! [AS4](#SE4" \o "SE link 4, Alt+Left to return ) They refer to a person, object or place using definite and indefinite articles, personal pronouns, and some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher* [AS5](#SE5). They produce original present tense sentences and use familiar examples of the Perfekt and Imperfekt tenses. They use a range of everyday and topic-based prepositions, adverbs and adverbial phrases, for example, nach der Schule, zu Hause, in der Stadt, gegen die Wand, links, hier, oben, im Süden [AS6](#SE6). They interpret and/or translate terms associated with the culture of German-speaking communities or their own culture, and explain specific values and traditions reflected in the language. They create a range of bilingual resources for the wide community and to assist their own and others’ language learning. They explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience.Students explain how language changes over time and identify reasons for change. They identify and apply the German case system (nominative, accusative and dative [AS7](#SE7)) and name some grammatical terms and their functions. They describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals [AS8](#SE8)) and quotation marks. They explain reasons for differences in a range of text types, for example, personal, informative and persuasive texts [AS9](#SE9" \o "SE link 9, Alt+Left to return ), including differences in text structure and language features. They give examples of how language use varies according to audience, context and purpose. They identify different aspects of the cultural dimension of learning and using German, and explain how language use reflects cultural ideas, assumptions and perspectives. |
|  |
| **Key**  | [AS1](#SE1), 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](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/german) |

## Years 7 and 8 German standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics:  |
| Communicating | purposeful use of written and spoken German to:* interact with teachers, peers and others
* make decisions, solve problems and negotiate transactions
* exchange and justify ideas, opinions and views
 | effective use of written and spoken German to:* interact with teachers, peers and others
* make decisions, solve problems and negotiate transactions
* exchange and justify ideas, opinions and views
 | use of written and spoken German to:* interact with teachers, peers and others
* make decisions, solve problems and negotiate transactions
* exchange and justify ideas, opinions and views
 | basic use of written and spoken German to:* interact with teachers, peers and others
* make decisions, solve problems and negotiate transactions
* exchange and justify ideas, opinions and views
 | fragmented use of written and spoken German to:* interact with teachers, peers and others
* make decisions, solve problems and negotiate transactions
* exchange and justify ideas, opinions and views
 |
| accurate use of both rehearsed and spontaneous language to:* ask and respond to open-ended questions
* express, compare and justify opinions
 | effective use of both rehearsed and spontaneous language to:* ask and respond to open-ended questions
* express, compare and justify opinions
 | use of both rehearsed and spontaneous language to:* ask and respond to open-ended questions
* express, compare and justify opinions ([AS1](#AS1" \o "AS1, Alt+Left to return ))
 | partial use of both rehearsed and spontaneous language to:* ask and respond to open-ended questions
* express, compare and justify opinions
 | fragmented use of both rehearsed and spontaneous language to:* ask and respond to open-ended questions
* express, compare and justify opinions
 |
| purposeful application of rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English | effective application of rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English | application of rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English | partial application of rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English | fragmented application of rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English |
| information obtained, purposefully summarised and evaluated from a range of sources | information obtained, effectively summarised and evaluated from a range of sources | information obtained, summarised and evaluated from a range of sources | basic information obtained, summarised and evaluated from a range of sources | fragmented information obtained, summarised and evaluated from a range of sources |
| Communicating | * purposeful expression of opinions and feelings in response to imaginative texts
* making of considered connections with own experiences and other texts
 | * effective expression of opinions and feelings in response to imaginative texts
* making of informed connections with own experiences and other texts
 | * expression of opinions and feelings in response to imaginative texts
* making of connections with own experiences and other texts
 | * basic expression of opinions and feelings in response to imaginative texts
* making of partial connections with own experiences and other texts
 | * fragmented expression of opinions and feelings in response to imaginative texts
* making of fragmented connections with own experiences and other texts
 |
| purposeful planning, drafting and presentation of original imaginative and informative texts, following models to link and sequence events and ideas using both:* adverbs
* common subordinating conjunctions
 | effective planning, drafting and presentation of original imaginative and informative texts, following models to link and sequence events and ideas using both:* adverbs
* common subordinating conjunctions
 | planning, drafting and presentation of original imaginative and informative texts, following models to link and sequence events and ideas using both:* adverbs ([AS2](#AS2" \o "AS2, Alt+Left to return ))
* common subordinating conjunctions ([AS3](#AS3" \o "AS3, Alt+Left to return ))
 | basic planning, drafting and presentation of original imaginative and informative texts, following models to link and sequence events and ideas using both:* adverbs
* common subordinating conjunctions
 | fragmented planning, drafting and presentation of original imaginative and informative texts, following models to link and sequence events and ideas using both:* adverbs
* common subordinating conjunctions
 |
| accurate use of some modal verbs and imperative forms | effective use of some modal verbs and imperative forms | use of some modal verbs and imperative forms ([AS4](#AS4" \o "AS4, Alt+Left to return )) | partial use of some modal verbs and imperative forms | fragmented use of some modal verbs and imperative forms |
| accurate reference to a person, object or place using: * definite and indefinite articles
* personal pronouns
* some demonstrative and interrogative adjectives
 | informed reference to a person, object or place using: * definite and indefinite articles
* personal pronouns
* some demonstrative and interrogative adjectives
 | reference to a person, object or place using: * definite and indefinite articles
* personal pronouns
* some demonstrative and interrogative adjectives ([AS5](#AS5" \o "AS4, Alt+Left to return ))
 | partial reference to a person, object or place using: * definite and indefinite articles
* personal pronouns
* some demonstrative and interrogative adjectives
 | fragmented reference to a person, object or place using: * definite and indefinite articles
* personal pronouns
* some demonstrative and interrogative adjectives
 |
| Communicating | considered production of original present tense sentences and purposeful use of familiar examples of the Perfekt and Imperfekt tenses | informed production of original present tense sentences and effective use of familiar examples of the Perfekt and Imperfekt tenses | production of original present tense sentences and use of familiar examples of the Perfekt and Imperfekt tenses  | partial production of original present tense sentences and use of familiar examples of the Perfekt and Imperfekt tenses | fragmented production of original present tense sentences and use of familiar examples of the Perfekt and Imperfekt tenses |
| fluent and accurate use of a range of everyday and topic-based prepositions, adverbs and adverbial phrases | effective use of a range of everyday and topic-based prepositions, adverbs and adverbial phrases | use of a range of everyday and topic-based prepositions, adverbs and adverbial phrases ([AS6](#AS6" \o "AS6, Alt+Left to return )) | partial use of a range of everyday and topic-based prepositions, adverbs and adverbial phrases | fragmented use of a range of everyday and topic-based prepositions, adverbs and adverbial phrases |
| * considered interpretation and/or translation of terms associated with the culture of German-speaking communities or their own culture
* considered explanation of specific values and traditions reflected in the language
 | * informed interpretation and/or translation of terms associated with the culture of German-speaking communities or their own culture
* informed explanation of specific values and traditions reflected in the language
 | * interpretation and/or translation of terms associated with the culture of German-speaking communities or their own culture
* explanation of specific values and traditions reflected in the language
 | * partial interpretation and/or translation of terms associated with aspects of the culture of German-speaking communities or their own culture
* basic explanation of specific values and traditions reflected in the language
 | * fragmented interpretation and/or translation of terms associated with elements of the culture of German-speaking communities or their own culture
* fragmented explanation of specific values and traditions reflected in the language
 |
| purposeful creation of a range of bilingual resources:* for the wide community
* to assist their own and others’ language learning
 | effective creation of a range of bilingual resources:* for the wide community
* to assist their own and others’ language learning
 | creation of a range of bilingual resources:* for the wide community
* to assist their own and others’ language learning
 | partial creation of a range of bilingual resources:* for the wide community
* to assist their own and others’ language learning
 | fragmented creation of bilingual resources:* for the wide community
* to assist their own and others’ language learning
 |
| Understanding | considered explanation of the importance of shared understanding, with considered discussion of adjustments made as a result of reactions and responses to intercultural experience | informed explanation of the importance of shared understanding, with informed discussion of adjustments made as a result of reactions and responses to intercultural experience | explanation of the importance of shared understanding, with discussion of adjustments made as a result of reactions and responses to intercultural experience | partial explanation of the importance of shared understanding, with guided discussion of adjustments made as a result of reactions and responses to intercultural experience | fragmented explanation of the importance of shared understanding, with directed discussion of adjustments made as a result of reactions and responses to intercultural experience |
| considered explanation of how language changes over time and identification of reasons for change | informed explanation of how language changes over time and identification of reasons for change | explanation of how language changes over time and identification of reasons for change | partial explanation of how language changes over time and identification of reasons for change | fragmented explanation of how language changes over time and identification of reasons for change |
| * identification and purposeful application of the German case system
* accurate naming of some grammatical terms and their functions
 | * identification and effective application of the German case system
* informed naming of some grammatical terms and their functions
 | * identification and application of the German case system ([AS7](#AS7" \o "AS7, Alt+Left to return ))
* naming of some grammatical terms and their functions
 | * partial identification and application of the German case system
* guided naming of some grammatical terms and their functions
 | * fragmented identification and application of the German case system
* directed naming of some grammatical terms and their functions
 |
| purposeful description of the similarities and differences between German and English punctuation, including:* capitalisation
* numbers
* quotation marks
 | effective description of the similarities and differences between German and English punctuation, including:* capitalisation
* numbers
* quotation marks
 | description of the similarities and differences between German and English punctuation, including:* capitalisation
* numbers ([AS8](#AS8" \o "AS8, Alt+Left to return ))
* quotation marks
 | partial description of the similarities and differences between German and English punctuation, including:* capitalisation
* numbers
* quotation marks
 | statements about the similarities and differences between German and English punctuation, including:* capitalisation
* numbers
* quotation marks
 |
| considered explanation of reasons for differences in a range of text types, including differences in text structure and language features | informed explanation of reasons for differences in a range of text types, including differences in text structure and language features | explanation of reasons for differences in a range of text types ([AS9](#AS9" \o "AS9, Alt+Left to return )), including differences in text structure and language features  | basic explanation of reasons for differences in a range of text types, including differences in text structure and language features | statements about differences in a range of text types, including differences in text structure and language features |
| Understanding | considered examples of how language use varies according to audience, context and purpose | informed examples of how language use varies according to audience, context and purpose | examples of how language use varies according to audience, context and purpose | basic examples of how language use varies according to audience, context and purpose | fragmented examples of how language use varies according to audience, context and purpose |
| * identification and detailed description of different aspects of the cultural dimension of learning and using German
* considered explanation of how language use reflects cultural ideas, assumptions and perspectives
 | * identification and description of different aspects of the cultural dimension of learning and using German
* informed explanation of how language use reflects cultural ideas, assumptions and perspectives
 | * identification of different aspects of the cultural dimension of learning and using German
* explanation of how language use reflects cultural ideas, assumptions and perspectives
 | * partial identification of different aspects of the cultural dimension of learning and using German
* basic explanation of how language use reflects cultural ideas, assumptions and perspectives
 | * fragmented identification of different aspects of the cultural dimension of learning and using German
* fragmented explanation of how language use reflects cultural ideas, assumptions and perspectives
 |
|  |  |  |  |  |  |
| Key | shading emphasises the qualities that discriminate between the A–E descriptors; ([AS1](#AS1)), (ASx) is a cross-reference to an example in the [achievement standard](#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 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](https://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.’
 |
| ****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 |
| effective;effectively | 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 |
| fluent | able to speak, write, translate and interpret [readily](#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, informedrefers 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
 |
| interpret;interpretation | explaining the meaning of information or actions;in the context of second language learning, interpret refers to two distinct processes:* the act of translation from one language to another
* the ability to conceive significance and construct 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;purposefully | 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 |
| 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 |

1. 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. [↑](#footnote-ref-2)