Years 7 and 8 standard elaborations — Australian Curriculum: German
Prep to Year 10 sequence

Purpose

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

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

Structure

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

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

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

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

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

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

For all Queensland schools

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]. 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] and common subordinating conjunctions, for example, *als, wenn, weil, dass* [AS3]. They use some modal verbs and imperative forms, for example, *Was soll ich machen? Du kannst … Kauf die neue App!* [AS4] 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]. 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]. 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]) 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]) and quotation marks. They explain reasons for differences in a range of text types, for example, personal, informative and persuasive texts [AS9], 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], [ASx]	Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source		Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 German for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/languages/german

Years 7 and 8 German standard elaborations

	A	B	C	D	E
	The folio of a student's work has the following characteristics:				
Communicating	<u>purposeful</u> 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	<u>effective</u> 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	<u>basic</u> 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	<u>fragmented</u> 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
	<u>accurate</u> use of both rehearsed and spontaneous language to: • ask and respond to open-ended questions • express, compare and justify opinions	<u>effective</u> 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)	<u>partial</u> use of both rehearsed and spontaneous language to: • ask and respond to open-ended questions • express, compare and justify opinions	<u>fragmented</u> use of both rehearsed and spontaneous language to: • ask and respond to open-ended questions • express, compare and justify opinions
	<u>purposeful</u> application of rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English	<u>effective</u> 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	<u>partial</u> application of rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English	<u>fragmented</u> application of rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English
	information obtained, <u>purposefully</u> summarised and evaluated from a range of sources	information obtained, <u>effectively</u> summarised and evaluated from a range of sources	information obtained, summarised and evaluated from a range of sources	<u>basic</u> information obtained, summarised and evaluated from a range of sources	<u>fragmented</u> information obtained, summarised and evaluated from a range of sources

	A	B	C	D	E
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) • common subordinating conjunctions (AS3)	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)	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)	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

	A	B	C	D	E
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)	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

	A	B	C	D	E
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) • 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) • 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), 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

	A	B	C	D	E
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), (ASx) is a cross-reference to an example in the achievement standard

Notes

Australian Curriculum common dimensions

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

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

Terms used in Years 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) and from other sources to ensure consistent understanding.

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

Term	Description
confident	having strong belief or full assurance; sure; in Languages, *confident* students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can: • elaborate or explain the decisions made in response to the assessment provided • manipulate the language when translating to maintain the intent of the target language
considered	thought about deliberately with a purpose; in Languages, *considered* responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language
contextual cues	include intonation, gestures and facial features
culture	a framework in which things come to be seen as having meaning; it involves the lens through which: • people see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity
demonstrate; demonstration	give a practical exhibition or explanation
description; describe	give an account of characteristics or features
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

Term	Description
fluent	able to speak, write, translate and interpret readily
formulaic language	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. • story starter: 'Once upon a time' • greeting in Australian English: 'G'day, how are you going?'
fragmented	disjointed or isolated
identification; identify	to establish or indicate who or what someone or something is
informed	having relevant knowledge; being conversant with the topic; in Languages, *informed* refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes: • a range of vocabulary and grammar used effectively • the meaning of familiar language is accurately demonstrated • subtleties may be overlooked • cultural meaning is evident in responses but may not be fully developed; students demonstrate *informed usage* in the four major language skills: • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
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

Term	Description
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