Years 9 and 10 standard elaborations — Australian Curriculum: German
Years 7 to 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.

* 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.

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Years 9 and 10 Australian Curriculum: German achievement standard	Years 7 to 10 sequence

By the end of Year 10, students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* [AS1] and make comparisons, such as, *Meine Freundin ist fleißiger als ich* [AS2]. They give opinions, explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?* [AS3]. They apply rules of pronunciation, intonation and stress, including variations such as contractions. They locate, analyse and record information, feelings and opinions from a range of texts. They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases, such as, *Wir haben das schon am Montag mit Frau Rolf gemacht* [AS4]. They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts. They use a range of grammatical elements to describe, situate and link people, objects and events in time and place. They use articles, for example, *der*/*ein* [AS5], personal pronouns, some demonstrative and interrogative adjectives such as *dieser*, *jeder* and *welcher* [AS6], possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases. They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. They use some common reflexive verbs in the present tense, such as, *Ich dusche mich morgens.; Interessierst du dich für Geschichte?* [AS7] They use a variety of conjunctions and cohesive devices, for example, *als*, *dass*, *wenn*, *weil*; *dann*, *früher*, *danach*, *vorher*, [AS8] to create cohesion and interest. They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. They explain the importance of audience and context in intercultural exchanges. They explain how cultural identity is both shaped by and influences ways of communicating and thinking.

Students give examples of how language changes over time and identify reasons for change. They apply the German case system (mainly nominative, accusative, dative [AS9]) and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They identify how features of German in familiar spoken and written texts vary according to audience, context and purpose. They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.

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 9 and 10 German standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics					
Communicating	purposeful initiation and maintaining of interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans	effective initiation and maintaining of interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans	initiation and maintaining of interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans	partial initiation and maintaining of interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans	fragmented initiation and maintaining of interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans
	purposeful interaction with others to: • make decisions • solve problems • negotiate and plan action in response to issues	effective interaction with others to: • make decisions • solve problems • negotiate and plan action in response to issues	interaction with others to: • make decisions • solve problems • negotiate and plan action in response to issues	basic interaction with others to: • make decisions • solve problems • negotiate and plan action in response to issues	fragmented interaction with others to: • make decisions • solve problems • negotiate and plan action in response to issues
	purposeful use of both rehearsed and spontaneous language when interacting	effective use of both rehearsed and spontaneous language when interacting	use of both rehearsed and spontaneous language when interacting	basic use of both rehearsed and spontaneous language when interacting	fragmented use of both rehearsed and spontaneous language when interacting
	• purposeful asking of and responding to familiar questions • making of considered comparisons	• effective asking of and responding to familiar questions • making of effective comparisons	• asking of and responding to familiar questions (AS1) • making of comparisons (AS2)	• basic asking of and responding to familiar questions • making of basic comparisons	• fragmented asking of and responding to familiar questions • making of fragmented comparisons
	• purposeful giving of opinions • purposeful explanation of problems • purposeful asking for advice or clarification	• effective giving of opinions • effective explanation of problems • effective asking for advice or clarification	• giving of opinions • explanation of problems • asking for advice or clarification (AS3)	• aspects of giving of opinions • basic explanation of problems • aspects of asking for advice or clarification	• elements of giving of opinions • fragmented explanation of problems • elements of asking for advice or clarification

	A	B	C	D	E
Communicating	purposeful application of rules of pronunciation, intonation and stress, including variations such as contractions	effective application of rules of pronunciation, intonation and stress, including variations such as contractions	application of rules of pronunciation, intonation and stress, including variations such as contractions	basic application of rules of pronunciation, intonation and stress, including variations such as contractions	fragmented application of rules of pronunciation, intonation and stress, including variations such as contractions
	purposeful location, analysis and recording of information, feelings and opinions from a range of texts	effective location, analysis and recording of information, feelings and opinions from a range of texts	location, analysis and recording of information, feelings and opinions from a range of texts	partial location, analysis and recording of information, feelings and opinions from a range of texts	fragmented location, analysis and recording of information, feelings and opinions from a range of texts
	• purposeful response to and re-creation of imaginative texts • discerning use of descriptive and expressive vocabulary to communicate about experiences and emotions	• effective response to and re-creation of imaginative texts • effective use of descriptive and expressive vocabulary to communicate about experiences and emotions	• response to and re-creation of imaginative texts • use of descriptive and expressive vocabulary to communicate about experiences and emotions	• basic response to and re-creation of imaginative texts • basic use of descriptive and expressive vocabulary to communicate about experiences and emotions	• fragmented response to and re-creation of imaginative texts • fragmented use of descriptive and expressive vocabulary to communicate about experiences and emotions
	accurate modification of meaning with a range of adverbs and adverbial phrases	effective modification of meaning with a range of adverbs and adverbial phrases	modification of meaning with a range of adverbs and adverbial phrases (AS4)	basic modification of meaning with a range of adverbs and adverbial phrases	fragmented modification of meaning with a range of adverbs and adverbial phrases
	purposeful creation of personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts	effective creation of personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts	creation of personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts	partial creation of personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts	fragmented creation of personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts
	purposeful use of a range of grammatical elements to describe, situate and link people, objects and events in time and place	effective use of a range of grammatical elements to describe, situate and link people, objects and events in time and place	use of a range of grammatical elements to describe, situate and link people, objects and events in time and place	basic use of a range of grammatical elements to describe, situate and link people, objects and events in time and place	isolated use of a range of grammatical elements to describe, situate and link people, objects and events in time and place

	A	B	C	D	E
Communicating	accurate use of the following parts of speech in everyday and topic-based phrases: • articles • personal pronouns • some demonstrative and interrogative adjectives • possessive adjectives in the nominative, accusative and dative case • a range of prepositions	effective use of the following parts of speech in everyday and topic-based phrases: • articles • personal pronouns • some demonstrative and interrogative adjectives • possessive adjectives in the nominative, accusative and dative case • a range of prepositions	use of the following parts of speech in everyday and topic-based phrases: • articles (AS5) • personal pronouns • some demonstrative and interrogative adjectives (AS6) • possessive adjectives in the nominative, accusative and dative case • a range of prepositions	partial use of the following parts of speech in everyday and topic-based phrases: • articles • personal pronouns • some demonstrative and interrogative adjectives • possessive adjectives in the nominative, accusative and dative case • a range of prepositions	isolated use of the following parts of speech in everyday and topic-based phrases: • articles • personal pronouns • some demonstrative and interrogative adjectives • possessive adjectives in the nominative, accusative and dative case • a range of prepositions
	purposeful use of present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs	effective use of present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs	use of present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs	partial use of present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs	isolated use of present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs
	purposeful description of past events and experiences using the present perfect and simple past tenses with a range of common verbs	effective description of past events and experiences using the present perfect and simple past tenses with a range of common verbs	description of past events and experiences using the present perfect and simple past tenses with a range of common verbs	basic description of past events and experiences using the present perfect and simple past tenses with a range of common verbs	fragmented description of past events and experiences using the present perfect and simple past tenses with a range of common verbs
	accurate use of some common reflexive verbs in the present tense	informed use of some common reflexive verbs in the present tense	use of some common reflexive verbs in the present tense (AS7)	partial use of some common reflexive verbs in the present tense	isolated use of some common reflexive verbs in the present tense
	accurate use of a variety of conjunctions and cohesive devices to create cohesion and interest	informed use of a variety of conjunctions and cohesive devices to create cohesion and interest	use of a variety of conjunctions and cohesive devices (AS8) to create cohesion and interest	partial use of a variety of conjunctions and cohesive devices to create cohesion and interest	fragmented use of a variety of conjunctions and cohesive devices to create cohesion and interest

	A	B	C	D	E
Communicating	accurate translation and interpretation of excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures	effective translation and interpretation of excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures	translation and interpretation of excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures	partial translation and interpretation of excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures	fragmented translation and interpretation of excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures
	considered explanation of the importance of audience and context in intercultural exchanges	effective explanation of the importance of audience and context in intercultural exchanges	explanation of the importance of audience and context in intercultural exchanges	basic explanation of the importance of audience and context in intercultural exchanges	fragmented explanation of the importance of audience and context in intercultural exchanges
	considered explanation of how cultural identity is both shaped by and influences ways of communicating and thinking	effective explanation of how cultural identity is both shaped by and influences ways of communicating and thinking	explanation of how cultural identity is both shaped by and influences ways of communicating and thinking	basic explanation of how cultural identity is both shaped by and influences ways of communicating and thinking	fragmented explanation of how cultural identity is both shaped by and influences ways of communicating and thinking
Understanding	• purposeful provision of examples of how language changes over time • accurate identification of reasons for change	• effective provision of examples of how language changes over time • effective identification of reasons for change	• provision of examples of how language changes over time • identification of reasons for change	• partial provision of examples of how language changes over time • partial identification of reasons for change	• isolated provision of examples of how language changes over time • fragmented identification of reasons for change
	• accurate application of the German case system • accurate explanation of the relationships between noun gender, article, pronoun, adjectival ending and case	• informed application of the German case system • informed explanation of the relationships between noun gender, article, pronoun, adjectival ending and case	• application of the German case system (AS9) • explanation of the relationships between noun gender, article, pronoun, adjectival ending and case	• partial application of the German case system • partial explanation of the relationships between noun gender, article, pronoun, adjectival ending and case	• fragmented application of the German case system • fragmented explanation of the relationships between noun gender, article, pronoun, adjectival ending and case
	accurate naming of some grammatical terms and their functions	informed naming of some grammatical terms and their functions	naming of some grammatical terms and their functions	partial naming of some grammatical terms and their functions	isolated naming of some grammatical terms and their functions

	A	**B**	**C**	**D**	**E**
Understanding	accurate identification of variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation	informed identification of variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation	identification of variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation	partial identification of variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation	isolated identification of variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation
	accurate identification of how features of German in familiar spoken and written texts vary according to audience, context and purpose	informed identification of how features of German in familiar spoken and written texts vary according to audience, context and purpose	identification of how features of German in familiar spoken and written texts vary according to audience, context and purpose	basic identification of how features of German in familiar spoken and written texts vary according to audience, context and purpose	isolated identification of how features of German in familiar spoken and written texts vary according to audience, context and purpose
	• considered reflection on their own cultural identity in light of their experience of learning German • purposeful identification of how their ideas and ways of communicating are influenced by their membership of cultural groups	• effective reflection on their own cultural identity in light of their experience of learning German • effective identification of how their ideas and ways of communicating are influenced by their membership of cultural groups	• reflection on their own cultural identity in light of their experience of learning German • identification of how their ideas and ways of communicating are influenced by their membership of cultural groups	• basic reflection on their own cultural identity in light of their experience of learning German • partial identification of how their ideas and ways of communicating are influenced by their membership of cultural groups	• fragmented reflection on their own cultural identity in light of their experience of learning German • isolated identification of how their ideas and ways of communicating are influenced by their membership of cultural groups

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 9 and 10 German SEs

These terms clarify the descriptors in the Years 9 and 10 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 Italian 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
isolated	a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning
metalanguage	a vocabulary used to discuss language conventions and use, e.g. language used to talk about: • grammatical terms, such as sentence, clause, conjunction • the social and cultural nature of language, such as face, reciprocating, register
partial	incomplete, half-done, unfinished
purposeful; 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

Term	Description
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