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|  | Years 9 and 10 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[[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.

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| Years 9 and 10 Australian Curriculum: German achievement standard Prep to Year 10 sequence | |
| By the end of Year 10, students use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously in the classroom environment to seek clarification and advice, assist others, initiate conversations and discussions, debate a course of action, share learning strategies and comment on the contribution of others, for example, Meinen Sie, dass …? Was würdest du an meiner Stelle tun? Simon hat Unrecht. Meiner Meinung nach ist Kims Geschichte am lustigsten. Ich sehe deutsche Filme, um meine Aussprache zu verbessern [AS1](#SE1). They describe plans and aspirations using future tense, for example, Wir werden bald in Deutschland sein. Ich werde sicher die 12. Klasse zu Ende machen, und dann werde ich hoffentlich studieren [AS2](#SE2). They state facts and relate experiences, such as, Wir haben fast alle unsere Lernziele für das Halbjahr erreicht. Mit 5 Jahren spielte ich mit Puppen und konnte lesen. [AS3](#SE3), using past tense forms, Perfekt and Imperfekt [AS4](#SE4" \o "SE link 4, Alt+Left to return ), of regular and irregular verbs. When speaking, they use appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions. They locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources. They present ideas, information and views in a range of texts selected to suit audience, purpose and context. They analyse the main ideas and themes in imaginative texts and use evidence to support their views. They plan, draft and present imaginative texts using literary devices (imagery, similes, onomatopoeia [AS5](#SE5)) to engage a range of audiences. When creating informative, persuasive and imaginative texts, students use a variety of conjunctions, relative clauses and other cohesive devices to build cohesion, for example, Ich skype oft mit den Austauschschülern, die letztes Jahr bei uns waren [AS6](#SE6). They specify and describe people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives, for example, Ich habe mit meinem neuen Computer große Probleme [AS7](#SE7). They interpret and/or translate excerpts from German texts, identifying and explaining culture-specific aspects, and create texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences. They identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives.  Students identify ways that language influences people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. They explain the roles of different German cases (nominative, accusative, dative and genitive [AS8](#SE8)) and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation. They explain the relationship between text type, audience and purpose. They identify the role culture plays in the creation and interpretation of texts, and explain how language and text features (layout, structure and formal/informal register [AS9](#SE9)) are used differently in a range of texts. They explain ways in which language and culture are interrelated and influence each other. | |
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| **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 9 and 10 German standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | purposeful use of written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes | effective use of written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes | use of written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes | basic use of written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes | fragmented use of written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes |
| purposeful use of language spontaneously in the classroom environment to:   * seek clarification and advice * assist others * initiate conversations and discussions * debate a course of action * share learning strategies * comment on the contribution of others | effective use of language spontaneously in the classroom environment to:   * seek clarification and advice * assist others * initiate conversations and discussions * debate a course of action * share learning strategies * comment on the contribution of others | use of language spontaneously in the classroom environment to:   * seek clarification and advice * assist others * initiate conversations and discussions * debate a course of action * share learning strategies * comment on the contribution of others   ([AS1](#AS1" \o "AS1, Alt+Left to return )) | partial use of language spontaneously in the classroom environment to:   * seek clarification and advice * assist others * initiate conversations and discussions * debate a course of action * share learning strategies * comment on the contribution of others | fragmented use of language spontaneously in the classroom environment to:   * seek clarification and advice * assist others * initiate conversations and discussions * debate a course of action * share learning strategies * comment on the contribution of others |
| considered description of plans and aspirations using future tense | effective description of plans and aspirations using future tense | description of plans and aspirations using future tense ([AS2](#AS2" \o "AS2, Alt+Left to return )) | partial description of plans and aspirations using future tense | fragmented description of plans and aspirations using future tense |
| stating of facts and relating of experiences, with accurate use of past tense forms of regular and irregular verbs | stating of facts and relating of experiences, with effective use of past tense forms of regular and irregular verbs | stating of facts and relating of experiences ([AS3](#AS3" \o "AS3, Alt+Left to return )), with use of past tense forms ([AS4](#AS4" \o "AS4, Alt+Left to return )) of regular and irregular verbs | stating of facts and relating of experiences, with partial use of past tense forms of regular and irregular verbs | stating of facts and relating of experiences, with fragmented use of past tense forms of regular and irregular verbs |
| Communicating | when speaking, fluent use of appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions | when speaking, informed use of appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions | when speaking, use of appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions | when speaking, partial use of appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions | when speaking, fragmented use of appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions |
| purposeful location, synthesis and evaluation of information on local and global issues from a range of perspectives and sources | effective location, synthesis and evaluation of information on local and global issues from a range of perspectives and sources | location, synthesis and evaluation of information on local and global issues from a range of perspectives and sources | basic location, synthesis and evaluation of information on local and global issues from a range of perspectives and sources | fragmented location, synthesis and evaluation of information on local and global issues from a range of perspectives and sources |
| purposeful presentation of ideas, information and views in a range of texts selected to suit audience, purpose and context | effective presentation of ideas, information and views in a range of texts selected to suit audience, purpose and context | presentation of ideas, information and views in a range of texts selected to suit audience, purpose and context | guided presentation of ideas, information and views in a range of texts selected to suit audience, purpose and context | fragmented presentation of ideas, information and views in a range of texts selected to suit audience, purpose and context |
| considered analysis of main ideas and themes in imaginative texts and purposeful use of evidence to support their views | informed analysis of main ideas and themes in imaginative texts and effective use of evidence to support their views | analysis of main ideas and themes in imaginative texts and use of evidence to support their views | basic analysis of main ideas and themes in imaginative texts and partial use of evidence to support their views | fragmented analysis of main ideas and themes in imaginative texts and fragmented use of evidence to support their views |
| planning, drafting and presentation of considered imaginative texts using literary devices to engage a range of audiences | planning, drafting and presentation of effective imaginative texts using literary devices to engage a range of audiences | planning, drafting and presentation of imaginative texts using literary devices ([AS5](#AS5" \o "AS4, Alt+Left to return )) to engage a range of audiences | basic planning, drafting and presentation of imaginative texts using literary devices to engage a range of audiences | fragmented planning, drafting and presentation of imaginative texts using literary devices to engage a range of audiences |
| purposeful use of a variety of conjunctions, relative clauses and other cohesive devices to build cohesion when creating informative, persuasive and imaginative texts | effective use of a variety of conjunctions, relative clauses and other cohesive devices to build cohesion when creating informative, persuasive and imaginative texts | use of a variety of conjunctions, relative clauses and other cohesive devices to build cohesion when creating informative, persuasive and imaginative texts ([AS6](#AS6" \o "AS6, Alt+Left to return )) | partial use of a variety of conjunctions, relative clauses and other cohesive devices to build cohesion when creating informative, persuasive and imaginative texts | fragmented use of a variety of conjunctions, relative clauses and other cohesive devices to build cohesion when creating informative, persuasive and imaginative texts |
| Communicating | purposeful specification and description of people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives | effective specification and description of people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives | specification and description of people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives ([AS7](#AS7" \o "AS7, Alt+Left to return )) | partial specification and description of people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives | fragmented specification and description of people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives |
| * accurate interpretation and/or translation of excerpts from German texts identifying and explaining culture-specific aspects * purposeful creation of texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences | * effective interpretation and/or translation of excerpts from German texts identifying and explaining culture-specific aspects * effective creation of texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences | * interpretation and/or translation of excerpts from German texts identifying and explaining culture-specific aspects * creation of texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences | * partial interpretation and/or translation of excerpts from German texts identifying and explaining culture-specific aspects * partial creation of texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences | * statements about German texts identifying and explaining culture-specific aspects * fragmented creation of texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences |
| identification and purposeful challenging of own assumptions and self-responsibility for modifying language and behaviours in relation to different cultural perspectives | identification and informed challenging of own assumptions and self-responsibility for modifying language and behaviours in relation to different cultural perspectives | identification and challenging of own assumptions and self-responsibility for modifying language and behaviours in relation to different cultural perspectives | identification and challenging aspects of own assumptions and partial self-responsibility for modifying language and behaviours in relation to different cultural perspectives | identification of elements of own assumptions and fragmented self-responsibility for modifying language and behaviours in relation to different cultural perspectives |
| Understanding | * identification and considered explanation of the ways that language influences people’s actions, values and beliefs * considered appreciation of the scale and importance of linguistic diversity | * identification and explanation of the ways that language influences people’s actions, values and beliefs * informed appreciation of the scale and importance of linguistic diversity | * identification of the ways that language influences people’s actions, values and beliefs * appreciation of the scale and importance of linguistic diversity | * partial identification of the ways that language influences people’s actions, values and beliefs * appreciation of aspects of the scale and importance of linguistic diversity | * fragmented identification of the ways that language influences people’s actions, values and beliefs * appreciation of elements of the scale and importance of linguistic diversity |
| Understanding | considered explanation of the roles of different German cases and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation | informed explanation of the roles of different German cases and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation | explanation of the roles of different German cases ([AS8](#AS8" \o "AS8, Alt+Left to return )) and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation | partial explanation of the roles of different German cases and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation | fragmented explanation of the roles of different German cases and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation |
| considered explanation of the relationship between text type, audience and purpose | informed explanation of the relationship between text type, audience and purpose | explanation of the relationship between text type, audience and purpose | basic explanation of the relationship between text type, audience and purpose | fragmented explanation of the relationship between text type, audience and purpose |
| identification and informed explanation of the role culture plays in the creation and interpretation of texts | identification and explanation of the role culture plays in the creation and interpretation of texts | identification of the role culture plays in the creation and interpretation of texts | partial identification of the role culture plays in the creation and interpretation of texts | identification of elements of the role culture plays in the creation and interpretation of texts |
| considered explanation of how language and text features are used differently in a range of texts | effective explanation of how language and text features are used differently in a range of texts | explanation of how language and text features ([AS9](#AS9" \o "AS9, Alt+Left to return )) are used differently in a range of texts | partial explanation of how language and text features are used differently in a range of texts | fragmented explanation of how language and text features are used differently in a range of texts |
| considered explanation of ways in which language and culture are interrelated and influence each other | informed explanation of ways in which language and culture are interrelated and influence each other | explanation of ways in which language and culture are interrelated and influence each other | partial explanation of ways in which language and culture are interrelated and influence each other | fragmented explanation of ways in which language and culture are interrelated and influence each other |
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| 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.

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| 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](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

| Term | Description |
| --- | --- |
| accuracy; accurate; accurately | 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 |
| 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)