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* 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.

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]. 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]. 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], using past tense forms, *Perfekt* and *Imperfekt* [AS4], 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]) 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]. 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]. 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]) 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]) are used differently in a range of texts. They explain ways in which language and culture are interrelated and influence each other.

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	<u>purposeful</u> 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	<u>effective</u> 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	<u>basic</u> use of written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of purposes	<u>fragmented</u> 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
	<u>purposeful</u> 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	<u>effective</u> 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)	<u>partial</u> 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	<u>fragmented</u> 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
	<u>considered</u> description of plans and aspirations using future tense	<u>effective</u> description of plans and aspirations using future tense	description of plans and aspirations using future tense (AS2)	<u>partial</u> description of plans and aspirations using future tense	<u>fragmented</u> description of plans and aspirations using future tense
	stating of facts and relating of experiences, with <u>accurate</u> use of past tense forms of regular and irregular verbs	stating of facts and relating of experiences, with <u>effective</u> use of past tense forms of regular and irregular verbs	stating of facts and relating of experiences (AS3), with use of past tense forms (AS4) of regular and irregular verbs	stating of facts and relating of experiences, with <u>partial</u> use of past tense forms of regular and irregular verbs	stating of facts and relating of experiences, with <u>fragmented</u> use of past tense forms of regular and irregular verbs

	A	B	C	D	E
Communicating	when speaking, <u>fluent</u> use of appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions	when speaking, <u>informed</u> 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, <u>partial</u> use of appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions	when speaking, <u>fragmented</u> use of appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions
	<u>purposeful</u> location, synthesis and evaluation of information on local and global issues from a range of perspectives and sources	<u>effective</u> 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	<u>basic</u> location, synthesis and evaluation of information on local and global issues from a range of perspectives and sources	<u>fragmented</u> location, synthesis and evaluation of information on local and global issues from a range of perspectives and sources
	<u>purposeful</u> presentation of ideas, information and views in a range of texts selected to suit audience, purpose and context	<u>effective</u> 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	<u>guided</u> presentation of ideas, information and views in a range of texts selected to suit audience, purpose and context	<u>fragmented</u> presentation of ideas, information and views in a range of texts selected to suit audience, purpose and context
	<u>considered</u> analysis of main ideas and themes in imaginative texts and <u>purposeful</u> use of evidence to support their views	<u>informed</u> analysis of main ideas and themes in imaginative texts and <u>effective</u> use of evidence to support their views	analysis of main ideas and themes in imaginative texts and use of evidence to support their views	<u>basic</u> analysis of main ideas and themes in imaginative texts and <u>partial</u> use of evidence to support their views	<u>fragmented</u> analysis of main ideas and themes in imaginative texts and <u>fragmented</u> use of evidence to support their views
	planning, drafting and presentation of <u>considered</u> imaginative texts using literary devices to engage a range of audiences	planning, drafting and presentation of <u>effective</u> imaginative texts using literary devices to engage a range of audiences	planning, drafting and presentation of imaginative texts using literary devices (AS5) to engage a range of audiences	<u>basic</u> planning, drafting and presentation of imaginative texts using literary devices to engage a range of audiences	<u>fragmented</u> planning, drafting and presentation of imaginative texts using literary devices to engage a range of audiences
	<u>purposeful</u> use of a variety of conjunctions, relative clauses and other cohesive devices to build cohesion when creating informative, persuasive and imaginative texts	<u>effective</u> 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)	<u>partial</u> use of a variety of conjunctions, relative clauses and other cohesive devices to build cohesion when creating informative, persuasive and imaginative texts	<u>fragmented</u> use of a variety of conjunctions, relative clauses and other cohesive devices to build cohesion when creating informative, persuasive and imaginative texts

	A	B	C	D	E
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)	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

	A	B	C	D	E
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) 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) 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

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; 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.'

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

Years 9 and 10 standard elaborations — Australian Curriculum: German   **Queensland Curriculum & Assessment Authority**
Prep to Year 10 sequence   March 2020
Page **8** of 10

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