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|  | Years 7and 8 band plan — Australian Curriculum: Languages  Overview for planning with the Australian Curriculum: Languages — German |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | |
| Australian Curriculum: Languages | | | Band: Years 7–8 | Languages subject: German |
| Identify curriculum[[1]](#footnote-1) | **Languages learning area** | The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English.  The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.  In the Languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity. | | |
| **Course organisation** | This band plan is for a second language learner pathway using the F(P)–Year 10 sequence of learning.  The *Australian Curriculum: Languages — German* is banded, with content descriptions indicating the nature and scope of learning over two year spans. Teachers will need to make decisions about what aspects of the content descriptions, will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).  The two strands — Communicating and Understanding — are interrelated in relation to language use for different purposes in different contexts. The strands and sub-strands do not operate in isolation. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. The ‘threads’ are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.  The strands reflect three important aspects of language learning:   * communication * analysis of aspects of language and culture * reflection that involves * reflection on the experience of communicating * reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).   When developing teaching and learning programs teachers should consider:   * the relationship between each of the curriculum components (band descriptions, content descriptions, elaborations and achievement standards) to describe the level/expectations of language teaching and learning at a given moment in time and over time * the level of complexity at which student learning can be pitched * integrating the two strands to ensure holistic learning, including active language use and the development of related knowledge, understandings and reflective capabilities * drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for the learners in their context * developing a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support * opportunities for integration of learning between Languages and with other learning areas.   This band plan is organised to:   * align with the *Australian Curriculum: Languages — German*, which is organised in band levels for the achievement standard and content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to bands, and developed using the *Australian Curriculum: Languages — German* content descriptions and achievement standards * provide flexibility to enable schools to make decisions about implementation, based on local context and needs of students. The sequence of learning for this band plan is a second language learner pathway F(P)–Year 10 sequence. | | |
| **Band description** | The nature of the learners  These years represent a transition to secondary school. Students in this sequence bring with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of German-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.  German language learning and use  German is used for a range of classroom interactions and transactions, and for creating and maintaining a new class dynamic, explaining and practising language forms, reflecting on ways of thinking and learning, and developing cultural understanding. Learners are encouraged to socialise and interact with users of German beyond the classroom. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of digital technologies, including social media and a range of applications. Learners work collaboratively and independently in the target language, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests and needs. They pool information, language knowledge and resources to plan, problem-solve, monitor and reflect. They use and adapt modelled and rehearsed language in familiar and unfamiliar contexts, increasingly generating original language. They make cross-curricular connections and explore intercultural experiences and perspectives, such as the notion of a shared understanding.  Contexts of interaction  While the primary context for learning is usually the German language classroom, there may be opportunities for interacting with peers in German-speaking contexts and with other learners of German, such as through the use of technology or relationships with partner schools. Learners may also have some contact with German speakers and cultural events in the local community.  Texts and resources  Learners listen to, read, view and interact with a widening range of texts for a variety of purposes (informative, transactional, imaginative, expressive). They apply learnt processing strategies and language knowledge, drawing on their grammatical and vocabulary knowledge and their understanding of text conventions and patterns to obtain meaning from texts. They make connections between texts and cultural frames, and reflect on aspects of the variability of language, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They plan, create and present more complex and varied imaginative, informative and persuasive texts (shared stories, poetry, songs/raps, blogs, advertisements, reports, journal entries), applying appropriate conventions of text types. They design interactive events and collaborative tasks, and participate in discussions, games and competitions.  Features of German language use  Learners gain more control of grammatical and textual elements such as the case system, prepositions and tenses, using the present perfect (*Perfekt*) tense of verbs conjugated with *haben* and *sein* and the simple past (*Imperfekt*) tenses. They use German with increasing accuracy and fluency, drafting and editing texts to improve structure and effect and to clarify meaning. Learners build on their cumulative experience of learning languages to analyse the relationship between language and culture more critically. They identify cultural references in texts and consider how language frames and communicates perspectives and values. They make comparisons between their own language(s) and German, and reflect on the complexities involved in moving between languages and cultural systems. They monitor and reflect on their own intercultural experience and capability as second language learners, and identify their own personal and community practices and identities that reflect cultural influence.  Level of support  Particular support is required at this stage of second language learning to manage the transition to post-primary schooling and to encourage continued engagement. Opportunities to review and consolidate prior learning are balanced with provision of engaging and relevant new experiences and connections. Students are supported to develop increasing autonomy as language learners and users, to self-monitor, and to reflect on and adjust language in response to their experience in diverse contexts.  The role of English  While German is used in more extended and elaborated ways at this level, English is used when appropriate to allow for explanation, analysis and reflection in relation to abstract concepts. | | |
| **Phase curriculum focus** | Curriculum focus: Years 7 to 10  In Years 7–10 the Australian Curriculum supports the deepening of knowledge, understanding and skills in all eight learning areas. The curriculum continues to prepare students for civic, social and economic participation and personal health and well-being whilst providing increased opportunities for students to make choices and specialise in learning of particular interest. The curriculum is designed to equip students for senior secondary schooling, including vocational pathways.  The Languages curricula in Years 7–10 provide opportunities for ongoing additional language study for those students who commenced in primary school as well as the opportunity to commence the study of an additional language. | | |
| **Achievement standard** | By the end of Year 8, students use written and spoken German to interact with teachers, peers and others; to make decisions, [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) problems and negotiate transactions; and to exchange and [justify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Justify) ideas, opinions and views. When interacting, they use both rehearsed and spontaneous language to ask and [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to open-ended questions and express, [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [justify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Justify) opinions, for example, *Sie glaubt, dass … Ich bin dafür, weil …* They [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English. They obtain, [summarise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Summarise) and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) events and ideas using both adverbs such as *danach, dann, früher, vorher* and common subordinating conjunctions, for example, *als, wenn, weil, dass*. They use some modal verbs and imperative forms, for example, *Was soll ich machen? Du kannst …* *Kauf die neue App!* 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*. 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*. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) and/or translate terms associated with the culture of German-speaking communities or their own culture, and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience.  Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language changes over time and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) reasons for change. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) the German case system (nominative, accusative and dative) and name some grammatical terms and their functions. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals) and quotation marks. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) reasons for differences in a range of text types, for example, personal, informative and persuasive texts, including differences in text structure and language features. They give examples of how language use varies according to audience, context and purpose. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different aspects of the cultural dimension of learning and using German, and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language use reflects cultural ideas, assumptions and perspectives. | | |

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| Teaching and learning | Unit overview  The Australian Curriculum assumes that all students will study one language in addition to English from Prep Year (Foundation) to the end of Year 8 and that the curriculum will provide for continued learning in different pathways through to the senior secondary years.  Schools decide which units of study to complete, and how and when. This band plan provides eight potential units.  The Australian Curriculum: Languages have been developed across bands spanning two years. Units 1–4 have been written for the lower year and Units 5–8 have been written for the upper year. | Unit 1 — How do I express my self-identity? | Unit 2 — What is friendship? | Unit 3 — What’s for dinner? | | | | Unit 4 — What is community? | | | | | |
| Students explore the concept of self-identity and use language to communicate ideas about interest and influences on self-identity.  They will:   * interact with others to share ideas about self, interests and influences on self-identity * engage with a range of texts to obtain and convey information relating to influences on self-identity * create and translate identity maps * analyse and understand systems of language relating to text organisation * participate in intercultural experiences to understand the relationship between language and culture. | Students explore the concept of friendship and how it is expressed across cultures.  They will:   * interact with others to share ideas relating to friends and friendship * engage with a range of texts to obtain and convey information relating to friendship * translate texts noticing language that is difficult to translate * analyse and understand systems of language relating to sentence structure * participate in intercultural experiences to understand the relationship between language and culture. | Students explore language, cultural values and practices relating to eating in the target culture and Australia.  They will:   * interact with others to share ideas and experiences relating to food and eating practices * engage with a range of texts to obtain information relating to eating practices * create and present connected texts conveying information relating to food and eating practices * analyse and understand systems of language relating to pronunciation and sentence structure * participate in intercultural experiences to understand the relationship between language and culture. | | | | Students explore the concept of community in German-speaking cultures and Australia.  They will:   * interact with others to share ideas about community and community identity * engage with a range of texts to obtain information relating to community * plan, draft and present information about community * analyse and understand systems of language relating to sentence structure * analyse and understand language variation relating to audience, context and purpose * participate in intercultural experiences to understand the relationship between language and culture. | | | | | |
| Unit 5 — How do we celebrate community? | Unit 6 — What’s in a time capsule? | Unit 7 — What are memorable places? | | | | Unit 8 — What are oral traditions? | | | | | |
| Students explore language and cultural values relating to community and ways of celebrating community identity.  They will:   * interact with others to share ideas about community celebrations * engage with a range of texts to obtain information about community and events that celebrate community identity * create connected texts conveying information relating to personal experience and community celebrations * analyse and understand systems of language relating to sentence structure * analyse and understand language variation relating to audience, context and purpose * participate in intercultural experiences to understand the relationship between language and culture. | Students explore language and cultural values relating to personal and national identity.  They will:   * interact with others to share ideas about self, interests and items of personal significance * access, summarise and analyse information from different sources about items of personal, cultural and national significance * create connected texts conveying information relating to personal identity and items of significance * analyse and understand systems of language relating to sentence structure * analyse and understand influences on language change * participate in intercultural experiences to understand the relationship between language and culture. | Students use language to explore memorable places around the German-speaking world.  They will:   * interact with others to share ideas about self, interests and influences on self-identity * engage with a range of texts relating to significant locations and memorable places * convey information through texts to describe the significance of memorable places * analyse and understand systems of language relating to pronunciation and sentence structure * analyse and understand language variation relating to audience, context and purpose * participate in intercultural experiences to understand the relationship between language and culture. | | | | Students will explore language and culture relating to the representation of cultural values in traditional stories.  They will:   * interact with others to share ideas about ideas and feelings relating to traditional stories * process, analyse and compare techniques, including storytelling practices, used to engage and entertain audiences * apply understandings of language in use to re-create aesthetic or emotional effects in ways that reflect cultural influences * analyse and understand systems of language relating to pronunciation, sentence structure and text organisation * analyse and understand influences on language change * participate in intercultural experiences to understand the relationship between language and culture. | | | | | |
| **Content descriptions** | Communicating | | | | | | | | | | | |
| Socialising | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Initiate and participate in interactions with peers and adults to discuss and exchange views and experiences [Key concepts: neighbourhood, school, leisure; Key processes: discussing, commenting, comparing] [(ACLGEC154)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC154) | | | ✓ | ✓ | ✓ | |  |  |  | ✓ | ✓ |
| Engage in tasks and transactions that involve negotiation and problem-solving [Key concepts: exploratory [talk](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Talk), exchange of ideas, [task](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Task) management; Key processes: transacting, negotiating] [(ACLGEC155)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC155) | | |  |  |  | | ✓ | ✓ | ✓ |  | ✓ |
| Interact in classroom activities and discussions through asking and responding to open-ended questions, giving opinions and making suggestions [Key concepts: interaction, learning strategies, exchange; Key processes: responding, participating, advising]  [(ACLGEC156)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC156) | | | ✓ |  |  | |  | ✓ |  | ✓ |  |
| Informing | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Access, summarise and analyse information and opinions from a range of sources relating to topical issues of shared interest [Key concepts: resources, values, issues; Key processes: summarising, reading, listening, analysing] [(ACLGEC157)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC157) | | | ✓ | ✓ |  | | ✓ | ✓ | ✓ | ✓ |  |
| Convey information and ideas on different topics, issues and events, describing and comparing views, perspectives and experiences, and using modes of presentation to suit different audiences [Key concepts: representations, perspectives; Key processes: comparing, classifying, organising] [(ACLGEC158)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC158) | | |  | ✓ |  | | ✓ | ✓ | ✓ | ✓ |  |
| Creating | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts [Key concepts: plot, character, emotions; Key processes: expressing, reviewing, comparing] [(ACLGEC159)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC159) | | |  |  |  | |  |  |  |  | ✓ |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) individual and shared texts about imagined people, places and experiences, to entertain others [Key concepts: imagination, [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience), entertainment; Key processes: [composing](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Composing), performing, experimenting] [(ACLGEC160)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC160) | | |  | ✓ |  | |  |  |  |  | ✓ |
| Translating | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| [Interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Interpret) and/or translate for friends or visitors terms associated with German or own [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) [Key concepts: relationship, meaning, idioms; Key processes: interpreting, explaining, translating] [(ACLGEC161)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC161) | | |  |  |  | |  |  | ✓ | ✓ | ✓ |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) learning and the wider community [Key concepts: representation, organisation; Key processes: selecting, categorising, evaluating, translating] [(ACLGEC162)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC162) | | | ✓ | ✓ |  | |  | ✓ |  |  |  |
| Reflecting | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, and reflecting on adjustments made as a result of reactions and responses [Key concepts: values, society, reaction; Key processes: adjusting, evaluating, reflecting] [(ACLGEC163)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC163) | | | ✓ |  |  | |  | ✓ | ✓ | ✓ |  |
| Consider how personal experiences, family origins, traditions and beliefs impact on [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity) and shape intercultural experiences [Key concepts: perspective, values, membership; Key processes: reflecting, connecting, discussing] [(ACLGEC164)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC164) | | |  |  |  | | ✓ |  |  |  | ✓ |
| Understanding | | | | | | | | | | | |
| Systems of language | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Recognise the [pronunciation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Pronunciation) of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation [Key concepts: [pronunciation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Pronunciation), punctuation, systems; Key processes: comparing, making connections, noticing] [(ACLGEU165)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU165) | | |  |  | ✓ | |  |  |  | ✓ | ✓ |
| Extend knowledge of elements of the German grammatical system, including prepositions, reflexive verbs, [adverbial](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Adverbial) phrases and subordinating conjunctions, to specify and describe people, objects and places, sequence events and qualify opinions [Key concepts: [syntax](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Syntax), systems, [verb](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Verb) tenses, grammar patterns; Key processes: noticing, selecting, linking] [(ACLGEU166)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU166) | | |  | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items and advertisements [Key concepts: structure, conventions, purpose; Key processes: analysing, applying, describing] [(ACLGEU167)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU167) | | | ✓ |  |  | |  |  |  |  | ✓ |
| Language variation and change | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Identify features of German that vary according to [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience), [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context) and purpose in familiar spoken and written texts [Key concepts: [register](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Register), variation; Key processes: identifying, comparing, analysing] [(ACLGEU168)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU168) | | |  |  |  | | ✓ | ✓ |  | ✓ |  |
| Understand that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge [Key concepts: change, globalisation, evolution; Key processes: investigating, analysing, understanding] [(ACLGEU169)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU169) | | |  |  |  | |  |  | ✓ |  | ✓ |
| Role of language and culture | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Reflect on different aspects of the cultural dimension of learning and using German [Key concepts: cultural attitudes and values, assumptions; Key processes: recognising, discussing, analysing] [(ACLGEU170)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU170) | | |  | ✓ | ✓ | |  | ✓ |  |  |  |
| **General capabilities** | Literacy    Numeracy    ICT capability    Critical and creative thinking    Personal and social capability    Ethical understanding    Intercultural understanding | | | | | | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures    Asia and Australia’s engagement with Asia   Description: Description: cc_sust Sustainability | | | | | | | | | | | |
| Develop assessment | **Assessment**  *The Years 7 to 10 Languages: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document available from:   * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-7-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-7-languages) * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-8-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-8-languages). | Unit 1 — How do I express my self-identity? | Unit 2 — What is friendship? | Unit 3 — What’s for dinner? | | | | Unit 4 — What is community? | | | | | |
| Collection of work  Skills assessed: Writing, Reflecting  The assessment will gather evidence of the student’s ability to:   * create a range of bilingual resources for the wider community and to assist their own and others’ language learning * explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience * explain reasons for differences in a range of text types, including differences in text structure and language features. | Collection of work  Skills assessed: Listening, Reflecting, Speaking  The assessment will gather evidence of the student’s ability to:   * plan, draft and present original informative texts, following models to link and sequence events and ideas using adverbs * create a range of bilingual resources for the wide community and to assist their own and others’ language learning * describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals) and quotation marks * identify different aspects of the cultural dimension of learning and using German. | Collection of work  Skills assessed: Listening, Reflecting, Speaking  The assessment will gather evidence of the student’s ability to:   * use written and spoken German to interact with teachers, peers and others * identify and apply the German case system (nominative, accusative and dative) and name some grammatical terms and their functions * explain how language use reflects cultural ideas, assumptions and perspectives. | | | | Collection of work  Skills assessed: Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * plan, draft and present original informative texts, following models to link and sequence events and ideas using adverbs * apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English * give examples of how language use varies according to audience, context and purpose. | | | | | |
| Unit 5 — How do we celebrate community? | Unit 6 — What’s in a time capsule? | Unit 7 — What are memorable places? | | | | Unit 8 — What are oral traditions? | | | | | |
| Collection of work  Skills assessed: Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * plan, draft and present original informative texts, following models to link and sequence events and ideas using adverbs * apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English * identify different aspects of the cultural dimension of learning and using German. | Collection of work  Skills assessed: Reading, Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * plan, draft and present original informative texts, following models to link and sequence events and ideas using adverbs * apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English * explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience. | Collection of work  Skills assessed: Reading, Listening, Analysing, Writing  The assessment will gather evidence of the student’s ability to:   * obtain, summarise and evaluate information from a range of sources * plan, draft and present original informative texts, following models to link and sequence events and ideas using adverbs * describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals) and quotation marks. | | | | Collection of work  Skills assessed: Listening, Reflecting, Speaking  The assessment will gather evidence of the student’s ability to:   * plan, draft and present original imaginative texts, following models to link and sequence events and ideas using adverbs * 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 * explain how language changes over time and identify reasons for change. | | | | | |
| All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the *Australian Curriculum: Languages — German Years 7 and 8 Achievement Standard*. | | | | | | | | | | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | | | | | | | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Languages*: [www.australiancurriculum.edu.au/languages/introduction](http://www.australiancurriculum.edu.au/languages/introduction) [↑](#footnote-ref-1)