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| Foundation |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of the Foundation year, students use play and imagination to interact and create German texts, with support. They identify that German and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |  |

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| Content descriptions |
|  Version 9.0 Foundation |
| Version 9.0 | Action taken | Version 8.4 |
| with support, recognise and communicate meaning in German AC9LGF01 | New |  |
| explore, with support, language features of German noticing similarities and differences between German and English AC9LGF02 | New |  |
| explore connections between language and culture AC9LGF03 | New |  |

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| Years 1–2 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 2, students use German language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.Students imitate the sounds and rhythms of spoken German. They demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). | By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, exchange greetings and farewells, for example, *Ich heiße … Auf Wiedersehen!* and express likes and dislikes. When interacting, they use short formulaic expressions, for example, *Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!* and make simple statements, such as *Das ist … Ich wohne in … Ich mag …* They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German, including *ch, u, r* and *z*. Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. They convey factual information about self, family and possessions at word and simple sentence level. They respond to and create simple spoken and written texts, using modelled examples and formulaic language. They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as *der Lehrer, eine Freundin, Das ist mein Stift,* including some pronouns, for example, *ich, du, er, sie, es, wir* and possessive adjectives, *mein/e, dein/e.* They use *nein* and *nicht* for negation, and verb forms *bin, bist* and *ist*, with an adjective. Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. They identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words.Students identify ways that German sounds different to English but recognise that it uses the same alphabet. They identify some words that are written the same in both German and English but pronounced differently. They identify features of different types of texts. They give examples of words that German and English borrow from each other and from other languages, and identify different ways of greeting and interacting with people. They make connections between the languages people use and who they are and where they live.  |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in German |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in German |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LG2C01 | RefinedCombined | Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes[Key concepts: self, family; Key processes: interacting, greeting, thanking] (ACLGEC102)Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests[Key concepts: roles, routines; Key processes: following instructions, participating, listening] (ACLGEC105) |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LG2C02 | Refined | Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions[Key concepts: play, performance, action learning; Key processes: participating, taking turns] (ACLGEC103) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LG2C03 | CombinedRefined | Identify key words and information in simple shared texts related to personal worlds[Key concepts: literacy, text; Key processes: locating, matching, ordering] (ACLGEC106)Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling[Key concepts: imagination, performance, setting; Key processes: participating, responding] (ACLGEC108) |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LG2C04 | Refined | Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people[Key concepts: register, language conventions, social practice; Key processes: noticing, comparing] (ACLGEU117) |
| **Version 9.0 Sub-strand: Creating text in German** |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9LG2C05 | CombinedRefined | Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language[Key concepts: identity, belonging; Key processes: naming, labelling, describing] (ACLGPC107)Express ideas and experiences in a variety of ways using familiar words and modelled language, such as through imaginative role-play, mime, drawing, oral discussion or scaffolded writing activities[Key concepts: role-play, discussion, imagination; Key processes: performing, expressing] (ACLGPC109)Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English[Key concepts: vocabulary, representation; Key processes: sorting, matching, noticing] (ACLGPC111) |
| Removed  | Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience[Key concepts: representation, difference; Key processes: noticing, comparing] (ACLGPC109) |

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| **Version 9.0 Strand: Understanding language and culture** |
| **Version 9.0** | **Action taken** | **Version 8.4** |
| **Version 9.0 Sub-strand: Understanding systems of language** |
| recognise and imitate the sounds and rhythms of German AC9LG2U01 | Refined | Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds[Key concepts: pronunciation, intonation; Key processes: listening, imitating, recognising] (ACLGEU114) |
| recognise that the Roman alphabet and features of language are used to construct meaning in GermanAC9LG2U02 | Refined | Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns, to identify and describe people and objects in the family and school domains[Key concepts: word order, connections, gender; Key processes: noticing patterns, making connections, selecting] (ACLGEU115) |
| Removed | Understand that language is organised as ‘texts’, which take different forms and use different structures and features to achieve their purposes[Key concepts: structure, form; Key processes: noticing, recognising, comparing] (ACLGEU116) |
| notice that German has features that may be similar to or different from English AC9LG2U03 | New  |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| notice that people use language in ways that reflect cultural practices AC9LG2U04 | New |  |
| Removed | Notice similarities and differences when using German compared to own language, such as how it feels, sounds and looks, and involves behaviours as well as words[Key concepts: language, culture, difference; Key processes: noticing, comparing, observing] (ALGEC112) |
| Removed | Express aspects of self, such as family, school/class, age and language(s), noticing how these are part of one’s sense of identity[Key concepts: self, identity; Key processes: expressing, describing, noticing] (ACLGEC113) |
| Removed | Recognise that Australia has speakers of many different languages, including German, and that German and English borrow words and expressions from each other[Key concepts: multilingualism, culture, community; Key processes: observing, exploring, recognizing] (ACLGEC118) |
| Removed | Notice that the languages people use relate to who they are and where and how they live[Key concepts: place, culture; Key processes: noticing, exploring] (ACLGEC119) |

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| Years 3–4 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 4, students use German language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.Students imitate sound combinations and rhythms of spoken German. They demonstrate understanding that German has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in German and make comparisons between German and English. They understand that the German language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). | By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds, for example, *bitte schön; Ich bin dran; Welche Farbe? Wie viele Geschwister hast du? Mein Lieblingsspiel ist Lotto*. They reproduce German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett*, and initial consonants and blends, for example, *Post/los, mein, die, Bruder/Brüder, heißen, ja, rot, singen, Sport, Winter, zwei*. They answer questions related to their personal worlds with factual information, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries. They create short, simple sentences from modelled language and use coordinating conjunctions, for example, *und, aber, oder*, to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, *heißen, kosten, spielen, wohnen*), some irregular verb forms, (for example, *bin, bist, ist, sind, hast, hat*), and limited forms of modal verbs, (for example, *kann, mag, möchte, muss*), simple past tense verbs, (for example, *hatte, ging, war*) and the accusative case, (for example, *Ich habe einen Hund*.). They respond to and use interrogatives, such as *was, wann, wer, wie, wie viele, wo* and some *ja/nein* questions. They refer to time, manner and place using familiar words and phrases, for example, *morgen, sehr gut, im Wald*. They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community. They identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends.Students identify German as an important European and global language and give examples showing how it is related to English. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the *Eszett* and show how the *Umlaut* alters the pronunciation of particular vowels (*ä, ö, ü*). They identify single letters, some consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*). They identify the audience and purpose of familiar personal, informative and imaginative texts. They give examples of how language use varies according to the participants, purpose and context of an exchange. They give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in German |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in German |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LG4C01 | Combined Refined | Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities[Key concepts: friendship, identity; Key processes: describing, expressing (ACLGEC120)Participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others’ learning[Key concepts: support, learning strategies; Key processes: requesting, clarifying, responding] (ACLGEC122) |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LG4C02 | Refined | Participate collaboratively in shared class experiences and transactions[Key concepts: participation, creativity; Key processes: exchanging, negotiating, planning] expressing (ACLGEC121) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LG4C03 | CombinedRefined | Obtain and process information from peers and texts related to personal, social and natural worlds[Key concepts: community, family, friends; Key processes: reading, listening, selecting, organising] (ACLGEC123)Present information in modelled spoken and written texts relating to personal, social and natural worlds[Key concepts: family, friends; Key processes: describing, presenting, collating] (ACLGEC124)Respond to imaginative print and digital texts in a variety of ways such as by acting out events, identifying favourite elements and making simple statements about characters[Key concepts: character, events; Key processes: describing, retelling] (ACLGEC125) |
| develop strategies to comprehend and adjust German language in familiar contexts to convey cultural meaning AC9LG4C04 | New |  |
| Version 9.0 Sub-strand: Creating text in German |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9LG4C05 | Combined Refined | Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports[Key concepts: fantasy, entertainment, amusement; Key processes: performing, creating, presenting] (ACLGEC126)Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community[Key concepts: vocabulary, translation; Key processes: labelling, matching, translating] (ACLGEC128) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of German to form words and phrases AC9LG4U01 | RefinedSplit | Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns[Key concepts: pronunciation, intonation, accents; Key processes: distinguishing sounds, recognising, practising] (ACLGEU131) |
| recognise German language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LG4U02 | CombinedRefinedSplit | recognise and write high-frequency words and expressions in familiar contexts[Key concepts: pronunciation, intonation, accents; Key processes: distinguishing sounds, recognising, practising] (ACLGEU131)Notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts[Key concepts: word order, connections, syntax, cases; Key processes: noticing patterns, making connections] (ACLGEU132) |
| Removed | Identify the purposes of familiar personal, informative and imaginative texts such as maps, calendars and fairy tales, and explain how particular features of such texts help to achieve these purposes[Key concepts: text function, structure, features of texts; Key processes: classifying, comparing, explaining] (ACLGEU133) |
|  | Removed | Recognise some of the common variations in German as it is used in different contexts by different people[Key concepts: variation, register; Key processes: noticing, comparing, exploring] (ACLGEU134) |
| recognise familiar German language features and compare with those of English, in known contexts AC9LG4U03 | Refined | Compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family[Key concepts: meaning, interconnection; Key processes: comparing, interpreting, explaining] (ACLGEC127) |
| Removed | Recognise that German and English are related languages and that German is an important European and global language[Key concepts: global language, culture, identity; Key processes: identifying, exploring, researching] (ACLGEU135) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| identify connections between German language and cultural practices AC9LG4U04 | Refined | Make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices[Key concepts: connections, values, traditions; Key processes: identifying, describing] (ACLGEU136) |
| Removed  | Notice and describe what looks or feels similar or different to own language and culture when interacting in German[Key concepts: communication, difference, respect; Key processes: noticing, comparing, describing] (ACLGEC129) |
|  | Removed | Describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends[Key concepts: self, family, friends; Key processes: exploring, comparing, identifying] (ACLGEC130) |

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| Years 5–6 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.Students apply rules of pronunciation and intonation in spoken German. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. | By the end of Year 6, students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings. They use complete sentences in familiar contexts to ask questions such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example*, Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig*. They use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *traurig*, to express feelings and make statements such as *Ich nehme ein Käsebrötchen*. They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*. They gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. They describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.* and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs such as *mitbringen* and f*ernsehen*. They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe; lieber, oft, jeden Tag*. They explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. They identify and apply some of the systematic sentence structure and word order rules of German. They identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch, j, w* and *z*, and diphthongs such as *au, ei, eu* and *ie*. They apply the conventions of commonly used text types, and identify differences in language features and text structures. They give examples of the variety of ways German is used by different people in different contexts. They make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in German |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in German |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment AC9LG6C01 | CombinedRefined | Interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings[Key concepts: school, home, routines, relationships; Key processes: listening, describing] (ACLGEC137)Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning[Key concepts: process, progress, outcome; Key processes: discussing, monitoring, reflecting] (ACLGEC139) |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LG6C02 | Refined | Participate in guided tasks such as planning and organising events and completing transactions[Key concepts: collaboration, organisation, responsibility; Key processes: organising, planning, budgeting] (ACLGEC138) |
| **Version 9.0 Sub-strand: Mediating meaning in and between languages** |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LG6C03 | CombinedRefined | Gather, compare and respond to information from different sources relating to social and natural worlds[Key concepts: environment, lifestyles, relationships; Key processes: researching, collating, reading, viewing] (ACLGEC140)Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements[Key concepts: youth issues, audience; Key processes: representing, transposing, comparing] (ACLGEC141) |
| Removed | Share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings[Key concepts: plot, mood, character; Key processes: recounting, describing, sequencing] (ACLGEC142) |
| apply strategies to interpret and convey meaning in German language in familiar non-verbal, spoken and written cultural contexts AC9LG6C04 | New |  |
| Version 9.0 Sub-strand: Creating text in German |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LG6C05 | Refined | Present, reinterpret or create alternative versions of imaginative texts, adapting events, characters or settings[Key concepts: imagination, adaptation, character, setting; Key processes: imagining, creating, interpreting] (ACLGEC143) |
| Removed | Create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community[Key concepts: bilingualism, meaning; Key processes: translating, selecting, connecting] (ACLGEC145) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LG6U01 | RefinedSplit | Explain and apply basic rules for German pronunciation, intonation[Key concepts: pronunciation, writing systems, punctuation; Key processes: spelling, making connections, applying rules] (ACLGEU148) |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions AC9LG6U02 | CombinedRefinedSplit | Explain and apply basic rules for spelling and punctuation [Key concepts: pronunciation, writing systems, punctuation; Key processes: spelling, making connections, applying rules] (ACLGEU148)Develop and apply knowledge of German grammatical elements such as verb tenses, modal verbs and case, combining them with an increasing range of nouns, adjectives and adverbs to construct sentences] (ACLGEU149) |
| Removed | Recognise that different types of texts, such as narratives, recounts and informative and procedural texts, have certain conventions and can take different forms depending on the context in which they are produced[Key concepts: context, audience, functionality; Key processes: identifying, classifying, transforming] (ACLGEU150) |
| Removed  | Recognise that there are variations in German as it is used in different contexts by different people, such as formal/informal register and regional variations[Key concepts: variation, place, identity; Key processes: observing, comparing, analysing] (ACLGEU151) |
| compare some German language structures and features with those of English, using some familiar metalanguage AC9LG6U03 | New |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication AC9LG6U04 |  Refined | Understand that own and others’ language use is shaped by and reflects the values, ideas and norms of a community[Key concepts: norms, values; Key processes: observing, comparing, connecting] (ACLGEU153) |
| Removed | Explain aspects of German language and culture for family or peers, noticing that there are not always equivalent expressions in English[Key concepts: equivalence, meaning; Key processes: interpreting, explaining, predicting] (ACLGEC144) |
| Removed  | Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and adjustments[Key concepts: language, culture, reaction; Key processes: observing, evaluating, reflecting] (ACLGEC146) |
| Removed | Reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult[Key concepts: reflection, perception; Key processes: reflecting, analysing, comparing] (ACLGEC147) |
| Removed | Understand why language is important and recognise that languages and cultures change over time and influence one another[Key concepts: change, borrowing, impact; Key processes: discovering, exploring, understanding] (ACLGEU152) |

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| Years 7–8 (F–10) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students initiate and maintain interactions in German language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use German to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts. Students apply the conventions of spoken German to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of German text, using metalanguage. They reflect on how the German language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | By the end of Year 8, students use written and spoken German to interact with teachers, peers and others; to make decisions, solve problems and negotiate transactions; and to exchange and justify ideas, opinions and views. When interacting, they use both rehearsed and spontaneous language to ask and respond to open-ended questions and express, compare and justify opinions, for example, *Sie glaubt, dass … Ich bin dafür, weil …* They apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English. They obtain, summarise and evaluate information from a range of sources. They express opinions and feelings in response to imaginative texts, and make connections with their own experiences and other texts. They plan, draft and present original imaginative and informative texts, following models to link and sequence events and ideas using both adverbs such as *danach, dann, früher, vorher* 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 and/or translate terms associated with the culture of German-speaking communities or their own culture, and explain specific values and traditions reflected in the language. They create a range of bilingual resources for the wide community and to assist their own and others’ language learning. They explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience.Students explain how language changes over time and identify reasons for change. They identify and apply the German case system (nominative, accusative and dative) and name some grammatical terms and their functions. They describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals) and quotation marks. They 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 different aspects of the cultural dimension of learning and using German, and explain how language use reflects cultural ideas, assumptions and perspectives. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in German |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in German |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others AC9LG8C01 | CombinedRefined | 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)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) |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LG8C02 | Refined | Engage in tasks and transactions that involve negotiation and problem-solving[Key concepts: exploratory talk, exchange of ideas, task management; Key processes: transacting, negotiating] (ACLGEC155) |
| **Version 9.0 Sub-strand: Mediating meaning in and between languages** |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LG8C03 | CombinedRefined | 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)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) |
| Removed | 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) |
| interpret and adjust non-verbal, spoken and written language to convey meaning in German language in familiar and some unfamiliar cultural contexts AC9LG8C04 | Refined | Interpret and/or translate for friends or visitors terms associated with German or own culture[Key concepts: relationship, meaning, idioms; Key processes: interpreting, explaining, translating] (ACLGEC161) |
| Version 9.0 Sub-strand: Creating text in German |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LG8C05 | New |  |
| Removed | Create individual and shared texts about imagined people, places and experiences, to entertain others[Key concepts: imagination, audience, entertainment; Key processes: composing, performing, experimenting] (ACLGEC160) |
| Removed | Create bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for language learning and the wider community[Key concepts: representation, organisation; Key processes: selecting, categorising, evaluating, translating] (ACLGEC162) |

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| Version 9.0 Strand: Understanding language and culture |
| **Version 9.0** | **Action taken** | **Version 8.4** |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply knowledge of conventions of spoken German to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LG8U01 | RefinedSplit | Recognise the pronunciation of loan words[Key concepts: pronunciation, punctuation, systems; Key processes: comparing, making connections, noticing] (ACLGEU165) |
| apply understanding of grammatical structures and expressions to compose and respond to texts AC9LG8U02 | RefinedSplit  | understand and apply knowledge of similarities and differences between German and English punctuation[Key concepts: pronunciation, punctuation, systems; Key processes: comparing, making connections, noticing] (ACLGEU165)Extend knowledge of elements of the German grammatical system, including prepositions, reflexive verbs, adverbial phrases and subordinating conjunctions, to specify and describe people, objects and places, sequence events and qualify opinions[Key concepts: syntax, systems, verb tenses, grammar patterns; Key processes: noticing, selecting, linking] (ACLGEU166) |
| Removed | 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) |
| Removed  | Identify features of German that vary according to audience, context and purpose in familiar spoken and written texts[Key concepts: register, variation; Key processes: identifying, comparing, analysing] (ACLGEU168) |
| Removed | 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) |
| reflect on similarities and differences between German and English language structures and features, using metalanguage AC9LG8U03 | New  |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and valuesAC9LG8U04 | Refined | Consider how personal experiences, family origins, traditions and beliefs impact on identity and shape intercultural experiences[Key concepts: perspective, values, membership; Key processes: reflecting, connecting, discussing] (ACLGEC164) |
|  | Removed | 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) |
| Removed | 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] (ACLGEC170) |

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| Years 9–10 (F–10) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students contribute to and extend interactions in German language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. Students incorporate the features and conventions of spoken German to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of German texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning German, to evaluate how this learning influences their ideas and ways of communicating. | 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.* 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*. 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.*, using past tense forms, *Perfekt* and *Imperfekt*, 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) 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.* 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*. 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) 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) 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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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in German |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in German |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others AC9LG10C01 | Refined | Initiate and participate in sustained interactions, using formal and informal registers, to seek and give advice, to describe past events, future aspirations and social issues, and to express and justify opinions[Key concepts: perspectives, future, past; Key processes: sustaining interactions, discussing, justifying, proposing] (ACLGEC171) |
|  | Removed | Extend language to describe and reflect on the experience of learning and using German[Key concepts: reflection, metalanguage; Key processes: reflecting, expressing, evaluating] (ACLGEC173) |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9LG10C02 | Refined | Engage in a range of shared activities such as managing events and arguing for a course of action by persuading others to change their opinion and/or behaviour[Key concepts: information exchange, issues, collaboration; Key processes: planning, negotiating, communicating] (ACLGEC172) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LG10C03 | CombinedRefined | Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented[Key concepts: representation, community, world issues; Key processes: researching, synthesising, evaluating, representing] (ACLGEG174)Convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes[Key concepts: representation, discovery, interconnection; Key processes: presenting, representing, reporting] (ACLGEG175) |
| Removed | Engage with a variety of imaginative texts, analysing the main ideas, values and techniques, and discussing issues and themes, using evidence from the texts to support their views[Key concepts: imagery, metaphor, emotion, themes; Key processes: analysing, comparing, persuading] (ACLGEG176) |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsAC9LG10C04 |  Refined | Interpret and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions that do not translate easily[Key concepts: culture, context, idioms; Key processes: interpreting, translating, comparing, analysing] (ACLGEC178) |
| Version 9.0 Sub-strand: Creating text in German |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiencesAC9LG10C05 | Refined | Create a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences[Key concepts: imagination, perspectives, setting, character; Key processes: entertaining, composing, performing] (ACLGEC177) |
| Removed | Create bilingual texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences[Key concepts: interconnection, assumptions, sensitivity; Key processes: explaining, translating, relating interculturally] (ACLGEC179) |
| Removed | Make choices while using German, recognising own assumptions and responsibility for modifying language and behaviours in relation to different cultural perspectives[Key concepts: judgement, reciprocity, cultural behaviour; Key processes: questioning, modifying behaviour, taking responsibility] (ACLGEC180) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply features and conventions of spoken German to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LG10U01 | RefinedSplit | Explore the features of spoken, and apply variations in relation to features such as stress, pronunciation and contractions[Key concepts: stress, rhythm, application; Key processes: exploring, reproducing, applying] (ACLGEU182) |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas AC9LG10U02 | Combined RefinedSplit | Explore the features of spoken and written language, and apply variations in relation to features such as contractions[Key concepts: stress, rhythm, application; Key processes: exploring, reproducing, applying] (ACLGEU182)Understand and apply in complex sentences a range of vocabulary and grammatical structures, including future tense, imperative mood and some relative pronouns, for the purposes of interaction, narration, description, persuasion, argument and exposition[Key concepts: syntax, mood, modality, grammar patterns; Key processes: classifying, applying, experimenting, manipulating] (ACLGEU183) |
| Removed | Describe the interrelationship between text types, language choices, audience, context and purpose, and identify the role culture plays in the creation and interpretation of texts[Key concepts: connections, textual conventions, text types; Key processes: structuring, applying, describing, transforming] (ACLGEU184) |
| Removed  | Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register[Key concepts: register, constraints; Key processes: analysing, comparing, explaining] (ACLGEU185) |
| reflect on and evaluate German texts, using metalanguage to analyse language structures and features AC9LG10U03 |  New |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LG10U04 | New |  |
| Removed | Explore and express own identity and ability to act as a cultural mediator between German speakers and Australians[Key concepts: cultural mediation, perspective, diversity; Key processes: evaluating, exploring, explaining] (ACLGEC181) |
| Removed | Understand the influence of language on people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity[Key concepts: influence, power, diversity; Key processes: reflecting, understanding] (ACLGEU186) |
| Removed | Understand that language and culture are interrelated and that they shape and are shaped by each other[Key concepts: culture, connections, perceptions; Key processes: reflecting, analysing, discussing] (ACLGEU187) |

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| Years 7–8 (Year 7 entry) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts. Students approximate pronunciation and intonation in spoken German. They demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others to carry out transactions, participate in class routines and socialise. They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *Hört gut zu!; Hol’ einen Laptop!; Wer ist das?; Woher kommt dein Vater?; Hast du Geschwister?*, request help or permission, for example, *Ich möchte … , bitte.; HiLGe, bitte!; Darf ich bitte auf die Toilette gehen?*, ask for information, clarification or assistance, such as, *Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?,* and clarify answers, for example, *Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max..* When socialising, they make simple statements such as *Ich mag Fuβball, aber Toms Lieblingssport ist Basketball*. They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as, *ja, rot, singen, Sport, Winter, zwei, ich auch*. They obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning. They use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order. They use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, *der/ein*, personal pronouns and some possessive adjectives, for example*, mein, dein, sein, ihr* in the nominative and accusative. They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule*, and link words, phrases and sentences using *und, aber* and *oder*, and other connectives such as *dann, später* and *zuerst*. They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. They explain how aspects of their own identity impact on intercultural exchange.Students identify German as an important European and global language and that it is related to English. They identify some of the common variations in German used in different contexts by different people. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They understand and apply grammatical concepts such as gender and number, and nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and, capitalisation, and punctuation used in numbers (ordinals, decimals). They identify features of common spoken, written and multimodal texts. They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in German |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in German |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worldsAC9LG8EC01 | Refined | Socialise and interact with teacher and peers to exchange greetings, good wishes, and factual information about self, family, home, school and interests, and express likes, dislikes and preferences[Key concepts: family, relationships; Key processes: interacting, describing] (ACLGEC001) |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LG8EC02 | Refined | Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests[Key concepts: roles, routines; Key processes: participating, responding, contributing] (ACLGEC003) |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environmentAC9LG8EC03 | Refined | Make plans and arrangements to carry out activities together and obtain goods or services, through transacting with others in simple and guided real or simulated situations[Key concepts: collaboration, transaction; Key processes: planning, transacting, participating] (ACLGEC002) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LG8EC04 | Combined Refined | Identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers[Key concepts: lifestyles, school, home; Key processes: listening, reading, identifying, classifying] (ACLGEC004)Present in modelled spoken and written texts information relating to own world and that of other teenagers[Key concepts: personal world, community, presentation; Key processes: representing, reporting, speaking, writing](ACLGEC005)Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas[Key concepts: character, imagination, representation; Key processes: responding, describing, performing] (ACLGEC006) |
| develop and begin to apply strategies to interpret, translate and convey meaning in German in familiar contextsAC9LG8EC05 | Refined | Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences[Key concepts: representation, equivalence; Key processes: interpreting, translating, explaining] (ACLGEC008) |
| Version 9.0 Sub-strand: Creating text in German |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventionsAC9LG8EC06 | Combined Refined | Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts[Key concepts: interpretation, imagination, creativity; Key processes: interpreting, expressing] (ALGEC007)Create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories[Key concepts: resources, context, meaning; Key processes: explaining, comparing] (ALGEC009) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| recognise and use features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LG8EU01 | Refined | Recognise and use key features of the German sound system, including pronunciation, rhythm, stress and intonation, and identify main similarities and differences between the phonological and orthographic systems of English and German[Key concepts: pronunciation, spelling, intonation; Key processes: listening, imitating, recognizing] (ACLGEU012) |
| develop knowledge of, and use structures and features of, the German grammatical and writing systems to understand and create spoken, written and multimodal texts AC9LG8EU02 | CombinedRefined | Develop knowledge of elements of the German grammatical system, including gender and number, nominative and accusative cases, present tense of regular and some irregular verbs, personal pronouns, possessive adjectives and word order, to describe people, objects, actions, events and relationships[Key concepts: grammar features and structures, tenses, gender, syntax; Key processes: noticing patterns, making connections, applying] (ACLGEU013) |
| Removed | Recognise and use structures and other textual features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements and music video clips[Key concepts: text structure, genre; Key processes: analysing, recognising, organising] (ACLGEU014) |
|  | Removed | Recognise some of the common variations in German as it is used in different contexts and locations by different people[Key concepts: variation, register, place; Key processes: comparing, observing, applying] (ACLGEU015) |
| compare German language structures and features with English, using familiar metalanguageAC9LG8EU03 | New |  |
|  | Removed | Recognise that German and English are related languages and that German is an important European and global language[Key concepts: relationships, global language; Key processes: recognising, comparing] (ACLGEU016) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LG8EU04 | Refined | Understand that language use is shaped by and reflects the values, ideas and norms of a community[Key concepts: attitudes, social norms, values; Key processes: observing, comparing, connecting] (ACLGEU017) |
| Removed | Engage with German speakers and texts, noticing how interactions involve culture as well as language[Key concepts: exchange, awareness; Key processes: reflecting, responding, noticing] (ACLGEC010) |
| Removed | Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural exchange[Key concepts: exchange, identity; Key processes: reflecting, comparing, connecting] (ACLGEC011) |

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| Years 9–10 (Year 7 entry) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students initiate and sustain German language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in German or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written German to create texts. Students apply features and conventions of spoken German to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning German, to discuss how this learning influences their ideas and ways of communicating. | By the end of Year 10, students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and make comparisons, such as, *Meine Freundin ist fleiβiger als ich*. They give opinions explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?.* They apply rules of pronunciation, intonation and stress, including variations such as contractions. They locate, analyse and record information, feelings and opinions from a range of texts. They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases, such as, *Wir haben das schon am Montag mit Frau RoLG gemacht*. They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts. They use a range of grammatical elements to describe, situate and link people, objects and events in time and place. They use articles, for example, *der/ein*, personal pronouns, some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases. They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. They use some common reflexive verbs in the present tense, such as, *Ich dusche mich morgens.; Interessierst du dich für Geschichte?* They use a variety of conjunctions and cohesive devices, for example*, als, dass, wenn, weil; dann, früher, danach, vorher*, to create cohesion and interest. They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. They explain the importance of audience and context in intercultural exchanges. They explain how cultural identity is both shaped by and influences ways of communicating and thinking.Students give examples of how language changes over time and identify reasons for change. They apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They identify how features of German in familiar spoken and written texts vary according to audience, context and purpose. They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in German |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in German |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worldsAC9LG10EC01 | Refined | Initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, community and future plans[Key concepts: routines, relationships, community; Key processes: interacting, participating, describing] (ACLGEC018) |
| use German language in exchanges to question, offer opinions and compare and discuss ideas AC9LG10EC02 | Refined | Develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement[Key concepts: task, communication, learning strategies; Key processes: participating, discussing] (ACLGEC020) |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersAC9LG10EC03 | Refined | Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, and negotiate with peers to take individual and/or collective action[Key concepts: roles, transactions, tasks; Key processes: collaborating, negotiating, discussing] (ACLGEC019) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LG10EC04 | Combined Refined | Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts[Key concepts: social issues, information, representation; Key processes: selecting, analysing, researching] (ACLGEC021)Present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types[Key concepts: content, audience, mode; Key processes: presenting, designing, transposing] (ACLGEC022)Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects[Key concepts: themes, imagination; Key processes: responding, modifying, transposing] (ACLGEC023) |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LG10EC05 | Refined | Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures[Key concepts: equivalence, representation, adjustments; Key processes: interpreting, translating, comparing] (ACLGEC025) |
| Removed | Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts[Key concepts: representation, meaning, culture; Key processes: translating, interpreting] (ACLGEC026) |
| Removed | Interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning-making[Key concepts: impact, reciprocity; Key processes: evaluating, questioning, taking responsibility] (ACLGEC027) |
| Version 9.0 Sub-strand: Creating text in German |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesAC9LG10EC06 | Combined Refined | Create a variety of imaginative texts to entertain, convey ideas and express emotions[Key concepts: expression, humour, imagination; Key processes: composing, experimenting, expressing] (ACLGEC024)Identify, comprehend and create a range of different text types, including simple narrative, informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements[Key concepts: text construction, textual conventions; Key processes: comparing, analysing, applying] (ACLGEU031) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply features of the German sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LG10EU01 | RefinedSplit | Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions[Key concepts: metalanguage, variation, context; Key processes: explaining, comparing, imitating, experimenting] (ACLGEU029) |
| select and use structures and features of the German grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LG10EU02 | CombinedRefinedSplit | articulate and apply writing common German spelling and punctuation rules, such as for commas and quotation marks[Key concepts: metalanguage, variation, context; Key processes: explaining, comparing, imitating, experimenting] (ACLGEU029)Extend grammatical knowledge, including of cases, demonstrative and interrogative adjectives, prepositions, common subordinating conjunctions, and past and future tenses, to describe, situate and link people, objects and events in time and place[Key concepts: grammatical systems, connections, syntax; Key processes: applying, analysing, describing] (ACLGEU030) |
| Removed | Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation and new technologies and knowledge[Key concepts: evolution, influence; Key processes: noticing, analysing, investigating] (ACLGEU033) |
| reflect on and evaluate German texts, using metalanguage to discuss language structures and featuresAC9LG10EU03 | Refined  | Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts[Key concepts: variation, register, style; Key processes: analysing, comparing, explaining] (ACLGEU032) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LG10EU04 | Refined | Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs[Key concepts: diversity, culture; Key processes: questioning, analysing, reflecting] (ACLGEC034) |
| Removed | Reflect on self as a language user and discuss own and others’ cultural identity, considering how it is both shaped by and influences ways of communicating and thinking[Key concepts: identity, culture, values; Key processes: reflecting, analysing, discussing] (ACLGEC028) |