

Languages – German – Foundation to Year 10 Sequence – Sequence of achievement

Achievement Standard	Foundation to Year 2	Years 3 and 4
	<p>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, <i>Ich heiÙe ... Auf Wiedersehen!</i> and express likes and dislikes. When interacting, they use short formulaic expressions, for example, <i>Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!</i> and make simple statements, such as <i>Das ist ... Ich wohne in ... Ich mag ...</i> 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 <i>ch, u, r</i> and <i>z</i>. 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 <i>der Lehrer, eine Freundin, Das ist mein Stift</i>, including some pronouns, for example, <i>ich, du, er, sie, es, wir</i> and possessive adjectives, <i>mein/e, dein/e</i>. They use <i>nein</i> and <i>nicht</i> for negation, and verb forms <i>bin, bist</i> and <i>ist</i>, 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.</p> <p>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.</p>	<p>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, <i>bitte schön; Ich bin dran; Welche Farbe? Wie viele Geschwister hast du? Mein Lieblingsspiel ist Lotto.</i> They reproduce German short and long single vowel and diphthong sounds, including <i>Umlaute</i>, and <i>Eszett</i>, and initial consonants and blends, for example, <i>Post/los, mein, die, Bruder/Brüder, heißen, ja, rot, singen, Sport, Winter, zwei.</i> 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, <i>und, aber, oder</i>, to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, <i>heiÙen, kosten, spielen, wohnen</i>), some irregular verb forms, (for example, <i>bin, bist, ist, sind, hast, hat</i>), and limited forms of modal verbs, (for example, <i>kann, mag, möchte, muss</i>), simple past tense verbs, (for example, <i>hatte, ging, war</i>) and the accusative case, (for example, <i>Ich habe einen Hund.</i>). They respond to and use interrogatives, such as <i>was, wann, wer, wie, wie viele, wo</i> and some <i>ja/nein</i> questions. They refer to time, manner and place using familiar words and phrases, for example, <i>morgen, sehr gut, im Wald.</i> 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.</p> <p>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 <i>Eszett</i> and show how the <i>Umlaut</i> alters the pronunciation of particular vowels (<i>ä, ö, ü</i>). They identify single letters, some consonant clusters (<i>sch</i>) and vowel combinations (<i>au, ei, eu, ie</i>). 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.</p>

Achievement Standard	Years 5 and 6	Years 7 and 8
	<p>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, <i>Bist du fertig? Was machst du jetzt? Verstehst du das?</i> Respond to requests and share experiences of learning, for example, <i>Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.</i> They use descriptive and expressive vocabulary, including adjectives such as <i>aufgeregt, glücklich, nervös, sauer</i> and <i>traurig</i>, to express feelings and make statements such as <i>Ich nehme ein Käsebrötchen.</i> They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of <i>ch</i>. 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, <i>Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.</i> and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs <i>dürfen</i> and <i>müssen</i> and some common separable verbs such as <i>mitbringen</i> and <i>fernsehen</i>. They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, <i>viel Wasser, neue Schuhe; lieber, oft, jeden Tag.</i> 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.</p> <p>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 <i>ch, j, w</i> and <i>z</i>, and diphthongs such as <i>au, ei, eu</i> and <i>ie</i>. 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.</p>	<p>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, <i>Sie glaubt, dass ... Ich bin dafür, weil ...</i> 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 <i>danach, dann, früher, vorher</i> and common subordinating conjunctions, for example, <i>als, wenn, weil, dass.</i> They use some modal verbs and imperative forms, for example, <i>Was soll ich machen? Du kannst ... Kauf die neue App!</i> They refer to a person, object or place using definite and indefinite articles, personal pronouns, and some demonstrative and interrogative adjectives such as <i>dieser, jeder</i> and <i>welcher</i>. They produce original present tense sentences and use familiar examples of the <i>Perfekt</i> and <i>Imperfekt</i> tenses. They use a range of everyday and topic-based prepositions, adverbs and adverbial phrases, for example, <i>nach der Schule, zu Hause, in der Stadt, gegen die Wand, links, hier, oben, im Süden.</i> 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.</p> <p>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.</p>

Achievement Standard	Years 9 and 10
	<p>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, <i>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.</i> They describe plans and aspirations using future tense, for example, <i>Wir werden bald in Deutschland sein. Ich werde sicher die 12. Klasse zu Ende machen, und dann werde ich hoffentlich studieren.</i> They state facts and relate experiences, such as, <i>Wir haben fast alle unsere Lernziele für das Halbjahr erreicht. Mit 5 Jahren spielte ich mit Puppen und konnte lesen.</i>, using past tense forms, <i>Perfekt</i> and <i>Imperfekt</i>, 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, <i>Ich skype oft mit den Austauschschülern, die letztes Jahr bei uns waren.</i> 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, <i>Ich habe mit meinem neuen Computer große Probleme.</i> 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.</p> <p>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.</p>