

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

Communicating		
<b>Socialising</b>		
Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes	Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities	Interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings
Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions	Participate collaboratively in shared class experiences and transactions	Participate in guided tasks such as planning and organising events and completing transactions
Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests	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	Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning
<b>Informing</b>		
Identify key words and information in simple shared texts related to personal worlds	Obtain and process information from peers and texts related to personal, social and natural worlds	Gather, compare and respond to information from different sources relating to social and natural worlds
Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language	Present information in modelled spoken and written texts relating to personal, social and natural worlds	Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements
<b>Creating</b>		
Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling	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	Share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings
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	Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports	Present, reinterpret or create alternative versions of imaginative texts, adapting events, characters or settings
<b>Translating</b>		
Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience	Compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family	Explain aspects of German language and culture for family or peers, noticing that there are not always equivalent expressions in English
Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English	Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community	Create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community
<b>Reflecting</b>		
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	Notice and describe what looks or feels similar or different to own language and culture when interacting in German	Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and adjustments
Express aspects of self, such as family, school/class, age and language(s), noticing how these are part of one's sense of identity	Describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends	Reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult
<b>Understanding</b>		
<b>Systems of language</b>		
Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds	Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts	Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation
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	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	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
Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes	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	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
<b>Language variation and change</b>		
Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people	Recognise some of the common variations in German as it is used in different contexts by different people	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
Recognise that Australia has speakers of many different languages, including German, and that German and English borrow words and expressions from each other	Recognise that German and English are related languages and that German is an important European and global language	Understand why language is important and recognise that languages and cultures change over time and influence one another
<b>Role of language and culture</b>		
Notice that the languages people use relate to who they are and where and how they live	Make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices	Understand that own and others' language use is shaped by and reflects the values, ideas and norms of a community

Achievement Standard		
<p>By the end of Level 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. 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 Level 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. 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>	<p>By the end of Level 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. 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>