

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Initiate and participate in interactions with peers and adults to discuss and exchange views and experiences	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
Engage in tasks and transactions that involve negotiation and problem-solving	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
Interact in classroom activities and discussions through asking and responding to open-ended questions, giving opinions and making suggestions	Extend language to describe and reflect on the experience of learning and using German
Informing	
Access, summarise and analyse information and opinions from a range of sources relating to topical issues of shared interest	Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented
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	Convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes
Creating	
Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts	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
Create individual and shared texts about imagined people, places and experiences, to entertain others	Create a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences
Translating	
Interpret and/or translate for friends or visitors terms associated with German or own culture	Interpret and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions that do not translate easily
Create bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for language learning and the wider community	Create bilingual texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences
Reflecting	
Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, and reflecting on adjustments made as a result of reactions and responses	Make choices while using German, recognising own assumptions and responsibility for modifying language and behaviours in relation to different cultural perspectives
Consider how personal experiences, family origins, traditions and beliefs impact on identity and shape intercultural experiences	Explore and express own identity and ability to act as a cultural mediator between German speakers and Australians
Understanding	
Systems of language	
Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation	Explore the features of spoken and written language, and apply variations in relation to features such as stress, pronunciation and contractions
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	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
Understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items and advertisements	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
Language variation and change	
Identify features of German that vary according to audience, context and purpose in familiar spoken and written texts	Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
Understand that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge	Understand the influence of language on people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity
Role of language and culture	
Reflect on different aspects of the cultural dimension of learning and using German	Understand that language and culture are interrelated and that they shape and are shaped by each other
Achievement Standard	
<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>	<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. 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>