

Levels 7 and 8

Levels 9 and 10

Communicating	
<b>Socialising</b>	
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	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
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	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
Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests	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
<b>Informing</b>	
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	Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts
Present in modelled spoken and written texts information relating to own world and that of other teenagers	Present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types
<b>Creating</b>	
Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas	Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects
Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts	Create a variety of imaginative texts to entertain, convey ideas and express emotions
<b>Translating</b>	
Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences	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
Create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories	Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts
<b>Reflecting</b>	
Engage with German speakers and texts, noticing how interactions involve culture as well as language	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
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	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
<b>Understanding</b>	
<b>Systems of language</b>	
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	Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks
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	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
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	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
<b>Language variation and change</b>	
Recognise some of the common variations in German as it is used in different contexts and locations by different people	Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts
Recognise that German and English are related languages and that German is an important European and global language	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
<b>Role of language and culture</b>	
Understand that language use is shaped by and reflects the values, ideas and norms of a community	Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs
<b>Achievement Standard</b>	
<p>By the end of Level 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 <i>Hört gut zu!</i>; <i>Hol' einen Laptop!</i>; <i>Wer ist das?</i>; <i>Woher kommt dein Vater?</i>; <i>Hast du Geschwister?</i>, request help or permission, for example <i>Ich möchte ... , bitte.</i>; <i>Hilfe, bitte!</i>; <i>Darf ich bitte auf die Toilette gehen?</i>, ask for information, clarification or assistance, such as <i>Wie bitte?</i>; <i>Hast du mein Buch?</i>; <i>Wie sagt man das auf Deutsch?</i>, and clarify answers, for example, <i>Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.</i> When socialising, they make simple statements such as <i>Ich mag Fußball, aber Toms Lieblingssport ist Basketball.</i> 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 <i>ja, rot, singen, Sport, Winter, zwei, ich auch.</i> 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 <i>der/ein</i>, personal pronouns and some possessive adjectives, for example <i>mein, dein, sein, ihr</i> in the nominative and accusative. They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, <i>am Montag; besser; in der Schule</i>, and link words, phrases and sentences using <i>und, aber</i> and <i>oder</i>, and other connectives such as <i>dann, später</i> and <i>zuerst</i>. 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.</p> <p>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 <i>Umlaut</i> and <i>Eszett</i>, 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</p>	<p>By the end of Level 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 <i>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?</i> and make comparisons, such as <i>Meine Freundin ist fleißiger als ich.</i> They give opinions explain problems and ask for advice or clarification, for example, <i>Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?</i>. 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 <i>Wir haben das schon am Montag mit Frau Rolf gemacht.</i> 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, <i>der/ein</i>, personal pronouns, some demonstrative and interrogative adjectives such as <i>dieser, jeder</i> and <i>welcher</i>, 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 <i>Ich dusche mich morgens.</i>; <i>Interessierst du dich für Geschichte?</i> They use a variety of conjunctions and cohesive devices, for example, <i>als, dass, wenn, weil; dann, früher, danach, vorher</i>, 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.</p> <p>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.</p>