German – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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, *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. | By the end of Level 2, students identify the different sounds and rhythms of the German language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore German through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that German sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken German. They expand their repertoire of German words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of German using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written German language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.Students explore and recognise the influence of culture on language and identity. They recognise that German is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | Improved clarity and teachability, making the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands, to make the achievement standard more manageable for teachers to use for assessing. The achievement standard focuses on skill development rather than individual German linguistic elements, which now appear in the elaborations. Adaptations were also made to support the learning progression with links to the Victorian Early Years Learning and Development Framework (VEYLDF) |

### Content descriptions

#### VC2 strand: Engaging with German Language and Culture

##### Sub-strand: Engaging with German language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCDEC112)  | notice that German looks and sounds different to other languagesVC2LG2E01 | * Refined. Moved examples to elaborations
 |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LG2E02 | * Newly created for the Engaging with German Language and Culture strand and to show progression from VC2LG2E01
 |
| Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests (VCDEC105) | recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrasesVC2LG2E03 | * Refined and incorporated the learning progression with ‘one- or 2-word responses and/or single-idea phrases’
 |

##### Sub-strand: Engaging with German culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | explore connections between language and culture through play and/or imaginationVC2LG2E04 | * New
 |

#### VC2 strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes (VCDEC103)Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests (VCDEC105) | communicate using formulaic and modelled language relating to aspects of their personal worldVC2LG2C01 | * Combined and refined to broaden context to include all aspects of students’ personal world. Specific activities and topics have been moved to elaborations
 |
| Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions (VCDEC104) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LG2C02 | * Refined for clarity. Moved activities to elaborations
 |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify key words and information in simple shared texts related to personal worlds (VCDEC106)Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling (VCDEC108) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LG2C03 | * Combined and refined to broaden context to include a range of texts and moved references to pedagogy to elaborations
 |
| Recognise that Australia has speakers of many different languages, including German, and that German and English borrow words and expressions from each other (VCDEU118) | explore and make meaning from sounds, words and phrases for familiar objects or terms in German through play, and discover how languages influence each otherVC2LG2C04 | * Modified and refined. Retained aspects of VCDEU118. Added reference to ‘explore’ and ‘play’ to reflect the nature of early language learning and to connect to VEYLDF. Made explicit reference to progression by including ‘sounds, words and phrases’
 |
| Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people (VCDEU117)  |  | * Removed with elements incorporated into other content descriptions, including VC2LG2E03 and VC2LG2U04
 |
| Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience (VCDEC110) |  | * Removed
 |

##### Sub-strand: Creating text in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language (VCDEC107)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 (VCDEC109)Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English (VCDEC111) | create spoken and written texts using words, familiar phrases and modelled languageVC2LG2C05 | * Combined and refined for clarity and to be more concise. Activities and examples have been moved to elaborations
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds (VCDEU114) | imitate the pronunciation and intonation of spoken German, and understand how sounds are produced VC2LG2U01 | * Refined for clarity
 |
| Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds (VCDEU114) | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrasesVC2LG2U02 | * Refined to reflect learning progression
 |
| Understand that language is organised as ‘texts’, which take different forms and use different structures and features to achieve their purposes (VCDEU116) |  | * Removed
 |
|  | recognise and explore how the Roman alphabet and features of language are used to construct meaning in GermanVC2LG2U03 | * New
 |
| 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 (VCDEU115) Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people (VCDEU117)  | identify that written and spoken German has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LG2U04 | * Combined and refined to make it more concise. Retained comparison with other languages, to acknowledge Victoria’s multilingual student population. Specific examples and German language elements were moved to elaborations
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCDEC112) Express aspects of self, such as family, school/class, age and language(s), noticing how these are part of one’s sense of identity (VCDEC113) Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people (VCDEU117)Notice that the languages people use relate to who they are and where and how they live (VCDEU119) | reflect on how language, culture and identity are interconnected and discuss how German-speaking communities are similar to or different from othersVC2LG2U05 | * Combined and refined to make it more concise. Specific activities and examples moved to elaborations. Strengthened reference to identity and broader language communities, and emphasised the interconnectedness of language and culture to support students’ own understanding of intercultural capability
 |
| Recognise that Australia has speakers of many different languages, including German, and that German and English borrow words and expressions from each other (VCDEU118) | identify where German is used around the world and recognise that there are many different languages spoken in communities throughout AustraliaVC2LG2U06 | * Retained from VC1 with slight rewording to emphasise that communities of German speakers are located throughout the world
 |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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. | By the end of Level 4, students use German to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. 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 grammatical structures to create texts.Students imitate the sound combinations and rhythms of spoken German. They demonstrate their understanding that German has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in German and make comparisons between German and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.  | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. German language examples have been moved to elaborations to ensure the achievement standard is clear and succinct
 |

### Content descriptions

#### VC2 strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities (VCDEC120)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 (VCDEC122) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions VC2LG4C01 | * Combined and refined. Specific examples and activities moved to elaborations
 |
| Participate collaboratively in shared class experiences and transactions (VCDEC121) | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures VC2LG4C02 | * Expanded to broaden context
 |

##### Sub-strand: Mediating Meaning in and between languages

|  |  |  |
| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Obtain and process information from peers and texts related to personal, social and natural worlds (VCDEC123)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 (VCDEC125) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts VC2LG4C03 | * Refined to specify macro skills including viewing more explicitly. Removed reference to particular topics to broaden the context and improve teachability
 |
|  | develop strategies to comprehend and produce German, adjusting language to convey meaning and/or intercultural understanding in familiar contexts VC2LG4C04 | * New
 |

##### Sub-strand: Creating text in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports (VCDEC126)Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community (VCDEC128) Present information in modelled spoken and written texts relating to personal, social and natural worlds (VCDEC124) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions VC2LG4C05 | * Combined and refined. Broadened texts and moved specific topics and activities to elaborations
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts (VCDEU131) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentencesVC2LG4U01 | * Refined, with specific elements moved to elaborations
 |
| Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts (VCDEU131)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 (VCDEU132) | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LG4U02 | * Combined and refined. Improved teachability by moving specific language elements to elaborations
 |
| 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 (VCDEU133) |  | * Removed
 |
| Recognise some of the common variations in German as it is used in different contexts by different people (VCDEU134) |  | * Removed
 |
| Compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family (VCDEC127) Notice and describe what looks or feels similar or different to own language and culture when interacting in German (VCDEC129)Recognise that German and English are related languages and that German is an important European and global language (VCDEU135) | recognise and compare familiar German language structures and features with those of English and/or other languages, using simple metalanguageVC2LG4U03 | * Combined and refined to make it more concise. Strengthened reference to comparison with other languages, to acknowledge Victoria’s multilingual student population. Added explicit reference to ‘metalanguage’ to support literacy development more broadly
 |

##### Sub-strand: Understanding the interrelationship of language and culture

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| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices (VCDEU136) Describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends (VCDEC130) | identify connections between personal identity, language and aspects of cultureVC2LG4U04 | * Combined and refined to make it more concise. Specific examples and topics have been moved to elaborations
 |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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. | By the end of Level 6, students initiate and use strategies to maintain interactions in German 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 to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their responses to context, purpose and audience. Students use modelled structures when creating and responding in German. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in German and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. German language examples have been moved to elaborations to ensure the achievement standard is clear and succinct
 |

### Content descriptions

#### VC2 strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings (VCDEC137)Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning (VCDEC139) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environmentVC2LG6C01 | * Combined and refined to be more concise. Specific examples and activities have been moved to elaborations
 |
| Participate in guided tasks such as planning and organising events and completing transactions (VCDEC138) | participate in activities that involve discussion with others, using language that expresses information, preferences and ideasVC2LG6C02 | * Expanded to broaden context. Specific examples have been moved to elaborations
 |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Gather, compare and respond to information from different sources relating to social and natural worlds (VCDEC140)Share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings (VCDEC142) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purposeVC2LG6C03 | * Combined and refined to be more concise, and to more explicitly articulate the macro skills, including viewing. Moved examples of topics and activities to elaborations for clarity
 |
|  | apply strategies to interpret and convey meaning and/or intercultural understanding in German in familiar non-verbal, spoken and written contextsVC2LG6C04 | * New
 |

##### Sub-strand: Creating text in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements (VCDEC141) Present, reinterpret or create alternative versions of imaginative texts, adapting events, characters or settings (VCDEC143)  | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text typeVC2LG6C05 | * Combined and refined. Moved examples of texts and activities to elaborations to be more concise
 |
| Create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community (VCDEC145) |  | * Removed
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation (VCDEU148) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentencesVC2LG6U01 | * Expanded for clarity and to articulate progression by referencing ‘words, phrases and sentences’
 |
| 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 (VCDEU149) 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 (VCDEU150) | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LG6U02 | * Combined and refined to make it more concise. Moved specific German language elements and text types to elaborations
 |
| 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 (VCDEU151) |  | * Removed
 |
|  | compare German language structures and features with those of English and/or other languages, using familiar metalanguageVC2LG6U03 | * New, with reference to ‘comparison with other languages’ to acknowledge Victoria’s multilingual students. Also added explicit reference to metalanguage to support literacy development more broadly
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult (VCDEC147)Understand that own and others’ language use is shaped by and reflects the values, ideas and norms of a community (VCDEU153) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communicationVC2LG6U04 | * Combined and refined for clarity and to make it more concise. Moved specific examples to the elaborations
 |
| Explain aspects of German language and culture for family or peers, noticing that there are not always equivalent expressions in English (VCDEC144) |  | * Removed
 |
| Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and adjustments (VCDEC146) |  | * Removed
 |
| Understand why language is important and recognise that languages and cultures change over time and influence one another (VCDEU152) |  | * Removed
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## Levels 7 and 8 (F–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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. | By the end of Level 8, students initiate and maintain German-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use German to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.Students apply the conventions of spoken German and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of German text, using some 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. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. German language examples have been moved to elaborations to ensure the achievement standard is clear and succinct
 |

### Content descriptions

#### VC2 strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and participate in interactions with peers and adults to discuss and exchange views and experiences (VCDEC154)Interact in classroom activities and discussions through asking and responding to open-ended questions, giving opinions and making suggestions (VCDEC156) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to othersVC2LG8C01 | * Combined and refined. Moved activities to elaborations to make it more concise
 |
| Engage in tasks and transactions that involve negotiation and problem-solving (VCDEC155) | use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LG8C02 | * Refined to place emphasis on language use
 |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Access, summarise and analyse information and opinions from a range of sources relating to topical issues of shared interest (VCDEC157)Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts (VCDEC159) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audienceVC2LG8C03 | * Combined and refined to make it more concise. Added reference to the skill of viewing, and broadened references to texts
 |
| Interpret and/or translate for friends or visitors terms associated with German or own culture (VCDEC161) | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contextsVC2LG8C04 | * Expanded to strengthen skill development with reference to ‘apply strategies’, and added reference to ‘intercultural understanding’ to support intercultural capability
 |

##### Sub-strand: Creating text in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCDEC158) Create individual and shared texts about imagined people, places and experiences, to entertain others (VCDEC160) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and contextVC2LG8C05 | * Combined and refined. Moved specific examples and activities to elaborations to make it more concise
 |
| Create bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for language learning and the wider community (VCDEC162) |  | * Removed
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation (VCDEU165) | apply conventions of spoken German to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts VC2LG8U01 | * Expanded. Broadened context to incorporate a range of elements of spoken German. Made learning progression clearer by including the word ‘enhance’
 |
| 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 (VCDEU166) Understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items and advertisements (VCDEU167) Identify features of German that vary according to audience, context and purpose in familiar spoken and written texts (VCDEU168) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LG8U02 | * Combined and refined to make it more concise. Moved specific German language examples, activities and text types to the elaborations
 |
| Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation (VCDEU165)  | reflect on the structures and features of German, and compare them with English and/or other languages, using some metalanguageVC2LG8U03 | * Combined and refined to make it more concise. Added comparison with other languages, to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy development more broadly
 |
| Understand that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge (VCDEU169) |  | * Removed
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Consider how personal experiences, family origins, traditions and beliefs impact on identity and shape intercultural experiences (VCDEC164) Reflect on different aspects of the cultural dimension of learning and using German (VCDEU170) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LG8U04 | * Combined and refined to make it more concise
 |
| Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, and reflecting on adjustments made as a result of reactions and responses (VCDEC163) |  | * Removed
 |

## Levels 9 and 10 (F–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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. | By the end of Level 10, students contribute to and extend interactions in German in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating 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 structures and features to enhance meaning and cohesion.Students incorporate the features and conventions of spoken German to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse 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. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. German language examples have been moved to elaborations to ensure the achievement standard is clear and succinct
 |

### Content descriptions

#### VC2 strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCDEC171) | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to othersVC2LG10C01 | * Refined to make it more concise, with specific examples moved to elaborations
 |
| Extend language to describe and reflect on the experience of learning and using German (VCDEC173) |  | * Removed
 |
| 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 (VCDEC172) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiencesVC2LG10C02 | * Refined to place emphasis on communication rather than on activities
 |

#####  Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented (VCDEC174)Convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes (VCDEC175) 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 (VCDEC176) | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LG10C03 | * Combined to be more concise. Refined to more explicitly articulate the macro skills, including the skill of viewing, to align with VCE. Moved specific examples or activities to the elaborations
 |
| Interpret and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions that do not translate easily (VCDEC178) | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LG10C04 | * Refined. Expanded ‘culture-specific aspects and expressions’ to ‘intercultural understanding’, to make it more explicit
 |

##### Sub-strand: Creating text in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes (VCDEC175) Create a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences (VCDEC177) | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiencesVC2LG10C05 | * Combined and refined to make it more concise. Retained reference to audiences, and broadened references to texts by removing ‘imaginative’
 |
| Create bilingual texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences (VCDEC179) |  | * Removed
 |
| Make choices while using German, recognising own assumptions and responsibility for modifying language and behaviours in relation to different cultural perspectives (VCDEC180) |  | * Removed
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore the features of spoken and written language, and apply variations in relation to features such as stress, pronunciation and contractions (VCDEU182) | apply features and conventions of spoken German to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts VC2LG10U01 | * Refined. Added reference to ‘extend fluency’ to support the learning progression. Moved examples of language elements to the elaborations
 |
| Explore the features of spoken and written language, and apply variations in relation to features such as stress, pronunciation and contractions (VCDEU182)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 (VCDEU183) | apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LG10U02 | * Combined and refined to be more concise by moving specific language examples to elaborations. Added ‘respond’ to allow students to demonstrate understanding
 |
| 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 (VCDEU184)Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register (VCDEU185) | reflect on and evaluate German texts, using metalanguage to analyse language structures and featuresVC2LG10U03 | * Combined and refined to be more concise. Added explicit reference to metalanguage to support literacy development more broadly. Moved specific examples to elaborations
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand the influence of language on people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity (VCDEU186) Understand that language and culture are interrelated and that they shape and are shaped by each other (VCDEU187) | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LG10U04 | * Combined and refined for clarity. Strengthened focus on identity
 |
| Explore and express own identity and ability to act as a cultural mediator between German speakers and Australians (VCDEC181) |  | * Removed
 |

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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. | By the end of Level 8, students use German to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in German or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience. Students begin to use pronunciation, intonation and rhythm in spoken German to develop fluency. They demonstrate understanding that German has conventions for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. German language examples have been moved to elaborations to ensure the achievement standard is clear and succinct
 |

### Content descriptions

#### VC2 strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCDEC001) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds VC2LG8CM01 | * Refined. Removed specific topics to broaden context
 |
| Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests (VCDEC003) | develop language to interact in exchanges, routines and tasks related to their classroom and interests VC2LG8CM02 | * Refined. Moved specific activities to elaborations to broaden context
 |
| 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 (VCDEC002) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment VC2LG8CM03 | * Refined. Moved specific activities to elaborations broaden context
 |

##### Sub- strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCDEC004)Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas (VCDEC006) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LG8CM04 | * Combined and refined to make it more concise. Added more explicit reference to the macro skills including viewing. Examples of specific texts and activities shifted to elaborations
 |
| Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences (VCDEC008) | develop and apply strategies to interpret and respond to German texts, and to convey meaning and intercultural understanding in German in familiar contextsVC2LG8CM05 | * Refined. Removed ‘translate’ to ensure only essential language skills are emphasised. Moved specific activities to elaborations to broaden context. Added reference to intercultural understanding to support intercultural capability
 |

##### Sub-strand: Creating text in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present in modelled spoken and written texts information relating to own world and that of other teenagers (VCDEC005)Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts (VCDEC007) | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventionsVC2LG8CM06 | * Combined and refined, moving references to specific topics and ‘imaginative’ texts to elaborations to broaden context
 |
| Create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories (VCDEC009)  |  | * Removed
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCDEU012) | recognise and apply the sounds and conventions of spoken German to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts VC2LG8UL01 | * Refined to make it more concise. Added reference to ‘develop fluency’ to support the learning progression. Moved examples of language elements to the elaborations
 |
| 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 (VCDEU013) 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 (VCDEU014) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type VC2LG8UL02 | * Combined and refined by moving specific language elements to elaborations. Added reference to audience and text type, supporting students to create texts for a range of specific purposes
 |
| Recognise some of the common variations in German as it is used in different contexts and locations by different people (VCDEU015) |  | * Removed
 |
| Recognise that German and English are related languages and that German is an important European and global language (VCDEU016) | compare the structures and features of German with English and/or other languages using some metalanguageVC2LG8UL03 | * Expanded context and added comparison with other languages, to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy development more broadly
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand that language use is shaped by and reflects the values, ideas and norms of a community (VCDEU017) Engage with German speakers and texts, noticing how interactions involve culture as well as language (VCDEC010) 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 (VCDEC011) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LG8UL04 | * Combined and refined to be more concise. Specific ideas and activities moved to elaborations
 |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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. | By the end of Level 10, students initiate and sustain German to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in German or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, 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 from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of German 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 influences their ideas and ways of communicating. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. German language examples have been moved to elaborations to ensure the achievement standard is clear and succinct
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### Content descriptions

#### VC2 strand: Communicating Meaning in German

##### Sub-strand: Interacting in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCDEC018) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds VC2LG10CM01 | * Refined and moved the teaching and learning examples to elaborations to make it more concise
 |
| 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 (VCDEC020) | use German language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LG10CM02 | * Refined and moved the specific ideas and activities to elaborations to make it more concise
 |
| 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 (VCDEC019) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers VC2LG10CM03 | * Refined wording and moved the specific ideas and activities to elaborations
 |

#####  Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts (VCDEC021)Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects (VCDEC023) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience VC2LG10CM04 | * Combined and refined to be more concise. Articulated the macro skills, including the skill of viewing, to align with VCE
 |
| 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 (VCDEC025)  | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts VC2LG10CM05 | * Refined to focus on essential skills. Broadened reference to ‘intercultural understanding’ to support intercultural capability
 |
| Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts (VCDEC026) |  | * 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 (VCDEC027) |  | * Removed
 |

##### Sub-strand: Creating text in German

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types (VCDEC022)Create a variety of imaginative texts to entertain, convey ideas and express emotions (VCDEC024)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 (VCDEU031)  | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences VC2LG10CM06 | * Combined and refined to broaden context. Improved teachability by adding reference to language, context and audience, supporting students to create texts for a range of specific purposes
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCDEU029) | apply features and conventions of spoken German to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts VC2LG10UL01 | * Refined and added ‘extend fluency’ to support the learning progression. Moved specific language elements to the elaborations to make it more concise
 |
| 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 (VCDEU029)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 (VCDEU030) | apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LG10UL02 | * Combined and refined. Moved specific language elements to elaborations. Added ‘a range of texts’ to reinforce the use of grammatical structures in a range of communicative contexts. Included reference to ‘some complex structures’ to support progression
 |
| 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 (VCDEU033) |  | * Removed
 |
| Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts (VCDEU032) | reflect on and evaluate German texts, using metalanguage to discuss language structures and featuresVC2LG10UL03 | * Refined. Broadened context and added explicit reference to metalanguage to support literacy development more broadly
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCDEC028)Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs (VCDEU034)  | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LG10UL04 | * Combined and refined for clarity and to remove repetition
 |