Year 7 and 8 (Year 7 Entry) Achievement Standard
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!; Holt einen Laptop! Wer ist das?.
Wohin kommt der Vater?; Hast du Geschwister?, request help or permission, for example, Ich möchte ..., bitte ..., Hilfe ..., bitte ..., Darf ich bitte in die Toilette gehen?, ask for information, clarification or assistance, such as, Wie bitte? Hast du mein Buch? Was sagt man das auf Deutsch?, and customary 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 Fußball, 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, no, 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, die, personal pronouns and some possessive adjectives, for example, mein, dein, sein, ich 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 short words, phrases and sentences using und, aber, und, 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 Eszett, 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.
Year 7 and 8 (Year 7 Entry) Level Description

The nature of the learners

Students are beginning their study of German and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, and some have proficiency in different home languages and bring existing language-learning strategies and intercultural awareness to the new experience of learning German. Students' textual knowledge developed through English literacy learning supports the development of literacy in German. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider how the experience of learning a new language impacts on the sense of the ‘norms’ associated with their first language and culture.

German language learning and use

Learners are offered the necessary scaffolding to listen to, view, read, speak, perform and write German in a range of simple classroom interactions and transactions with the teacher and peers. The teacher speaks increasingly in German in order to provide rich language input and to maximise exposure to the target language. Learners work collaboratively and independently, pooling information, language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in guided situations with familiar contexts and roles, and begin to use and adapt the language learnt to express their own personal meanings. They reflect on intercultural perspectives and their experience of interaction and make cross-curricular connections. Opportunities are provided for real and simulated interactions with other German speakers within and beyond the school community, including via purposeful and integrated use of ICT such as social media and applications.

Contexts of interaction

The German classroom is the primary context for learning, with ICT resources and community links providing access to additional resources and learning experiences. Learners may communicate with peers in German-speaking countries using teacher-guided digital technologies such as wikis, email or online chat. They may also access German-language events or resources in the wider community, such as interschool activities, film festivals or cultural performances.

Texts and resources

Learners listen to, read, view and interact with a growing range of simple texts for a variety of purposes (social, informative, transactional, imaginative, expressive). They apply learnt processing strategies, drawing on their vocabulary and grammatical knowledge and understanding of text conventions and patterns to gain meaning and to produce texts. They plan, create and present short, simple informative and imaginative texts (personal profiles, letters, timetables, poetry, songs/hits, blogs, advertisements).

Features of German language use

Students become familiar with the sounds of German, including pronunciation, rhythm, intonation and stress. They recognise similarities with many English words, noting differences in pronunciation. They approximate the pronunciation and phrasing of single words and short phrases, including distinctive sounds such as ch, th, u and z, diphthongs such as au, ei, eu and ie, and the impact of the Umlaut. They understand and apply elements of German grammar such as subject–verb–object word order, simple verb forms, and gender and number agreement of nouns and pronouns. Students understand that language is organised as text and that texts use different structures and language features to achieve different purposes. They create their own short texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

Level of support

Learners rely on teacher instruction, modelling, feedback and structured opportunities for practising and understanding new language. Support resources and activities include word lists, dictionaries, visual organisers, images and gestures. Learners support one another through structured pair and group tasks that have clear roles and expectations. Opportunities are required for monitoring and evaluating their language and culture learning.

The role of English

The teacher provides rich and supported German language input, using English as a medium for most explanation and discussion. Learners are supported to use German as much as possible for classroom routines and interactions, structured learning tasks, language experimentation and practice. As their first language capabilities far exceed their proficiency in German at this stage, it is likely that they will use mainly English for discussion, clarification, explanation and analysis.

Year 7 and 8 (Year 7 Entry) Content Descriptions

**Communicating**

Socialising

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.

*Key concepts: family, relationships; Key processes: interacting, describing*

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.

*Key concepts: collaboration, transaction; Key processes: planning, transacting, participating*

Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests.

*Key concepts: roles, routines; Key processes: participating, responding, contributing*

Informing

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.

*Key concepts: lifestyles, school, home; Key processes: listening, reading, identifying, classifying*

Present in modelled spoken and written texts information relating to own world and that of other teenagers.

*Key concepts: personal world, community, presentation; Key processes: representing, reporting, speaking, writing*

Creating

Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas.

*Key concepts: character, imagination, representation; Key processes: responding, describing, performing*

Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts.

*Key concepts: interpretation, imagination, creativity; Key processes: interpreting, expressing*

Translating

Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences.

*Key concepts: representation, equivalence; Key processes: interpreting, translating, explaining*

Create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories.

*Key concepts: resources, context, meaning; Key processes: explaining, comparing*

Reflecting

Engage with German speakers and texts, noticing how interactions involve culture as well as language.

*Key concepts: exchange, awareness; Key processes: reflecting, responding, noticing*

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.

*Key concepts: exchange, identity; Key processes: reflecting, comparing, connecting*

Understanding

Systems of Language

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.

*Key concepts: pronunciation, spelling, intonation; Key processes: listening, imitating, recognising*

Develop knowledge of elements of the German grammatical system, including gender and number, nominative and accusative cases, present tense of regular and irregular verbs, personal pronouns, possessive adjectives and word order, to describe people, objects, actions, events and relationships.

*Key concepts: grammar features and structures, tenses, gender, syntax; Key processes: noticing patterns, making connections, applying*

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.

*Key concepts: text structure, genre; Key processes: analysing, recognising, organising*

Language variation and change

Recognise some of the common variations in German as it is used in different contexts and locations by different people.

*Key concepts: variation, register, place; Key processes: comparing, observing, applying*

Recognise that German and English are related languages and that German is an important European and global language.

*Key concepts: relationships, global language; Key processes: recognising, comparing*

Role of language and culture

Understand that language use is shaped by and reflects the values, ideas and norms of a community.

*Key concepts: attitudes, social norms, values; Key processes: observing, comparing, connecting*