

1.1.6 Adjusts language to suit context and/or changes in the exchange	1.2.6	1.3.6	1.4.6 Evaluates and ranks importance of information	1.5.6	1.6.6	1.7.6 Invents a new version of a text for others (e.g. role-play for classmates)	1.8.6	1.9.6	1.10.6 Reflects on link between language and culture (e.g. how is formality perceived?)	1.11.6 Expresses (in English) how language and culture may be connected
1.1.5	1.2.5 Adapts language forms to make suggestions or contributions	1.3.5	1.4.5	1.5.5 Creates simple persuasive and/or informative texts for a targeted audience (e.g. advertisement)	1.6.5	1.7.5	1.8.5	1.9.5	1.10.5 Applies cultural and language norms (e.g. family names with titles <i>Guten Morgen Frau...</i> )	1.11.5
1.1.4 Formulates relevant complete questions and/or answers which progress the exchange	1.2.4 Makes suggestions or additions using rote-learned language	1.3.4 Makes simple requests in German (e.g. <i>Kann ich?</i> )	1.4.4	1.5.4 Interprets and adapts information to present simple persuasive and/or informative texts (e.g. student vote on favourite foods)	1.6.4	1.7.4 Invents new additional details for a text (e.g. alternative endings, new characters)	1.8.4 Translates texts, interpreting words and phrases which cannot be literally translated (e.g. <i>Guten Appetit</i> )	1.9.4 Creates shared bilingual resources (e.g. games, signs for rooms in school - <i>Sporthalle</i> )	1.10.4	1.11.4
1.1.3 Formulates complete questions and/or answers	1.2.3 Uses a model to make plans or carry out a transaction. (e.g. W-Questions for a shopping list)	1.3.3	1.4.3 Identifies specific points of information	1.5.3 Presents information from texts using modelled structures	1.6.3 Responds to questions about characters / events / ideas (e.g. providing opinions, producing a timeline)	1.7.3 Adapts details of an existing text for a new context (e.g. character, location, time)	1.8.3 Predicts meaning from cognates (e.g. <i>trinken, kalt, der Bär</i> )	1.9.3 Maintains organised vocabulary resources, adding new entries as encountered	1.10.3 Compares similarities and differences between interactions	1.11.3 Compares learning German to other learning experiences
1.1.2 Formulates incomplete questions and/or answers (e.g. <i>Wann Geburtstag?</i> )	1.2.2	1.3.2 Participates in routines and exchanges	1.4.2 Identifies general information and gist	1.5.2	1.6.2 Describes characters / events / ideas	1.7.2	1.8.2 Translates texts word-for-word between languages	1.9.2 Organises vocabulary and explanations into categories (e.g. nouns, verbs, adjectives)	1.10.2 Recognises similarities and differences in interactions between languages	1.11.2 Shares ideas about the experience of learning German
1.1.1 Contributes greetings and/or farewells	1.2.1 Participates in groups to plan activities and/or complete transactions	1.3.1 Follows instructions	1.4.1 Identifies the topic of text(s)	1.5.1	1.6.1 Identifies characters / events / ideas	1.7.1 Identifies aspects or elements able to be adapted (e.g. names, places, times)	1.8.1 Recognises similarities and differences between English and German	1.9.1 Creates word lists and/or explanations (e.g. vocabulary lists, visual representations)	1.10.1 Participates in language and/or cultural experiences	1.11.1
Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence
<b>1.1</b> Interact and exchange	<b>1.2</b> Make plans, transactions, arrangements	<b>1.3</b> Participate in classroom routines	<b>1.4</b> Identify gist and specific information	<b>1.5</b> Present information in modelled texts	<b>1.6</b> Identify, describe, and discuss imaginative and creative texts	<b>1.7</b> Reinterpret or adapt	<b>1.8</b> Translate and interpret	<b>1.9</b> Create and maintain bilingual texts	<b>1.10</b> Engage with German speakers and texts	<b>1.11</b> Reflect on experiences of language learning and identify
Socialising			Informing		Creating		Translating		Reflecting	

2.1.6	2.2.6	2.3.6 Evaluates (in English) the effect of specific elements on audience	2.4.6 Compares concept of diversity in language with use of English in and beyond Australia (e.g. accents, dialects, vocabulary)	2.5.6 Reflects on languages as continuously changing; borrowing from other languages and adding new words due to change (e.g. das Internet)	2.6.6 Investigates connections between language and significant cultural values or practices (e.g. individual rights, shared social responsibility, anti-racism, 'fair go')
2.1.5	2.2.5	2.3.5 Applies textual features and/or structures independently	2.4.5	2.5.5 Categorises words as cognates or false friends (e.g. <i>der Bruder</i> , <i>das Gymnasium</i> )	2.6.5
2.1.4 Applies sound-knowledge independently	2.2.4 Applies specific grammar form(s) independently	2.3.4 Applies textual features and/or structures with models or scaffolds	2.4.4	2.5.4 Compares and contrasts similarities and differences between German and English vocabulary	2.6.4 Compares how origin / geography / religion / laws may connect to lifestyle, daily practices, and language (e.g. <i>Kaffee und Kuchen</i> , public holidays, [lack of] speed limits)
2.1.3 Imitates sounds with support	2.2.3 Applies specific grammar form(s) with modelled language structures (e.g. verb conjugation, definite articles, negation)	2.3.3 Identifies purpose and/or intended audience of text types	2.4.3 Identifies specific instances of language variation due to context or region (e.g. <i>du/Sie</i> , <i>zwei/zwo</i> ; <i>Grüezi</i> , <i>Servus</i> )	2.5.3 Recognises loanwords across languages (e.g. <i>Hamburger</i> , <i>Computer</i> , <i>kaput</i> , <i>Kindergarten</i> )	2.6.3 Recognises connection between language and culture (e.g. why certain words are poorly or untranslatable)
2.1.2 Describes letter-sound relationships in German (e.g. <i>eszett</i> , <i>umlauts</i> , <i>ei/ie</i> , <i>au</i> , <i>eu</i> )	2.2.2 Compares similarities and differences between languages	2.3.2 Compares similarities and differences of texts between languages	2.4.2 Recognises general language differences in interactions due to context (e.g. formality with friends vs. strangers)	2.5.2 Identifies German as official language of multiple countries (i.e. Germany, Australia, Switzerland, Liechtenstein, Luxembourg, Belgium, South Tyrol)	2.6.2
2.1.1 Notices patterns of letter-sound relationships and blends (e.g. <i>sch</i> , <i>au</i> , <i>ei</i> , <i>eu</i> , <i>ie</i> )	2.2.1 Recognises features and/or patterns in Grammar (e.g. plural forms, multiple words for 'the', word order)	2.3.1 Identifies textual features and/or structures of texts (e.g. greetings in a spoken exchange, or visual cues in an advertisement)	2.4.1 Identifies contexts and/or text types which may require variation (e.g. speaking on the phone vs. in-person)	2.5.1 Recognises connections between German and English	2.6.1 Identifies language and/or cultural features unique to self (e.g. wearing a school uniform, informality in speech)
Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence
<b>2.1</b> Recognise and use features of German sound system	<b>2.2</b> Develop knowledge of German grammatical system	<b>2.3</b> Recognise and use structures of text types	<b>2.4</b> Recognise variations in German	<b>2.5</b> Recognise relationship between German and English; and importance of German as language	<b>2.6</b> Understand language as shaped <i>by</i> and reflection <i>of</i> culture
<b>Systems of Language</b>			<b>Language Variation and change</b>		<b>Role of Language and Culture</b>