

# Languages: German - Satisfactory - Years 3 and 4

## Portfolio summary

This portfolio of student work shows that the student can interact with teachers and peers in classroom routines, action-related talk and play. The student responds to instructions and uses formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds (WS1, WS4). The student reproduces German short and long single vowel and diphthong sounds, (WS2) including *Umlaut* and *Eszett* (WS5), and initial consonants and blends (WS3). The student answers questions related to their personal worlds with factual information (WS1, WS3, WS4), and responds to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries (WS2). The student creates short, simple sentences from modelled language (WS1, WS2, WS3, WS4, WS5) and uses coordinating conjunctions to compose short original texts (WS1, WS4, WS5). The student uses some forms of common regular verbs in the present tense, some irregular verb forms, simple past tense verbs and the accusative case (WS1, WS2, WS3, WS4). The student responds to and uses interrogatives (WS3) and some *ja/nein* questions. The student refers to time (WS4), manner and place using familiar words and phrases (WS5).

The student compares aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and creates texts in German and English for the classroom and school community (WS1). The student differentiates statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation (WS3). The student identifies the purpose of the *Eszett* and shows how the Umlaut alters the pronunciation of particular vowels (ä, ö, ü) and identifies single letters, some consonant clusters and vowel combinations (WS3). The student identifies the audience and purpose of familiar personal, informative and imaginative texts (WS1, WS5).

## Das bin ich!

### Sample summary

Students learnt vocabulary and expressions, and used modelled sentences to share personal information. Students viewed, listened to and read texts in German and English about sharing personal information, and compared the language and culture in these texts.

Students were then asked to compose similar texts in German and English for the classroom and for parents, in the form of a class book. Each student created one page that would be showcased during parent-teacher night.

### Achievement standard

#### Subject

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.

## Poster



## Annotations

- 1 **Annotation 1**  
Illustrates age with both word and numeral
- 2 **Annotation 2**  
Uses the accusative case to indicate direct object
- 3 **Annotation 3**  
Recognises that nouns in German require a capital letter
- 4 **Annotation 4**  
Shows understanding of German word by drawing appropriate picture
- 5 **Annotation 5**  
Creates simple

sentences following word order rules to share likes

**6 Annotation 6**  
Punctuates German ordinal number when stating birthday

**7 Annotation 7**  
Creates bilingual text to engage school community

## Self introduction letter

### Sample summary

Students learnt the basic language of self-introduction, adjectives of colour and how to form simple sentences in German.

In this task, students were asked to write a short text about themselves and include information about their name, age, hair colour, eye colour and their hometown. The sentences were modelled.

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## Letter



## Annotations

- 1 Annotation 1**  
Uses formulaic expressions to ask questions and share personal information
- 2 Annotation 2**  
Selects adjectives to describe personal characteristics
- 3 Annotation 3**  
Concludes using appropriate greeting with correct spelling and Umlaut
- 4 Annotation 4**  
Draws picture to match written text demonstrating understanding of meaning

## Matching questions and responses

### Sample summary

Students learnt how to talk about themselves and answer questions based on modelled examples. In this task, students were asked to read a series of cards with questions and response starters. Students first matched the question with the correct response, and extended the response with relevant information about themselves.

### Achievement standard

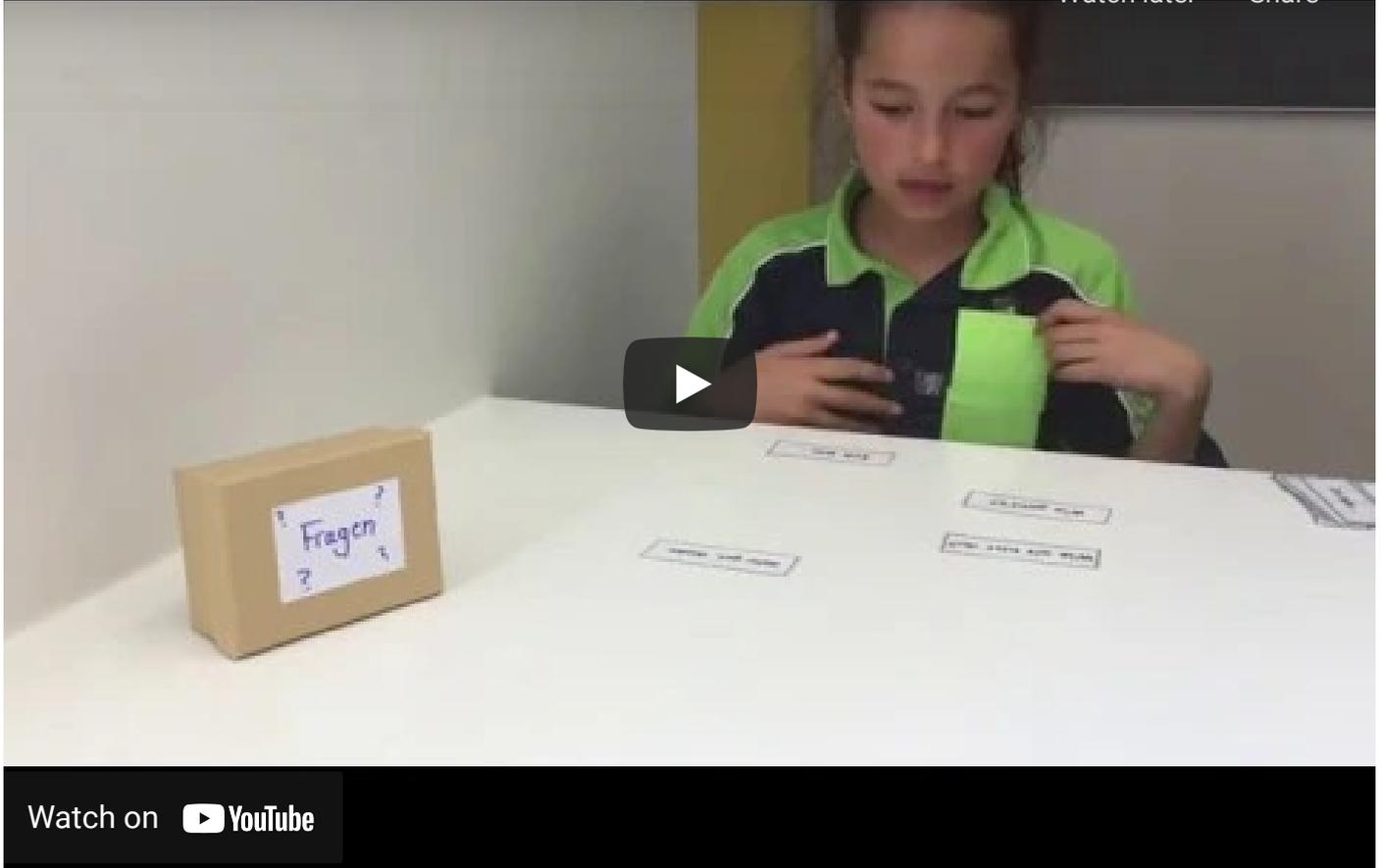
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## Matching

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## Wie ist das Wetter?

### Sample summary

Students learnt about the terms used for weather in German and how to describe the weather using short, modelled sentences.

In this task, students were asked to create a poster with pictures and sentences to describe the weather. They were asked to create complex sentences using conjunctions, present and past tense of the verb to be, with adverbs of time.

### Achievement standard

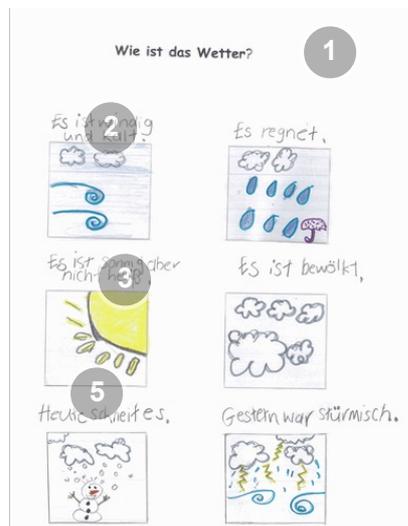
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**Poster**



**Annotations**

- 1 **Annotation 1**  
Understands interrogative 'wie' and responds to question
- 2 **Annotation 2**  
Produces a short simple sentence with a coordinating conjunction to communicate ideas
- 3 **Annotation 3**  
Adds depth with 'aber' and 'nicht' to clarify meaning
- 4 **Annotation 4**  
Uses present tense irregular verb in context
- 5 **Annotation 5**  
Creates sentence with a time phrase to build on ideas

**6 Annotation 6**  
Uses simple past tense 'war' to indicate what the weather was like

**7 Annotation 7**  
Makes meaning by illustrating sentences with appropriate pictures

## Wetterbericht

### Sample summary

Students had been studying a unit of work focusing on the language used to describe the weather in German. Prior to this task, students had created a German and English weather dictionary, investigated how and why the seasons are at opposite times of the year in Australia and Germany, created a graph comparing the maximum temperatures in Adelaide and a chosen German city, and translated a weather report script into English.

For the filming of this task, students wrote and rehearsed a script for a weather report: This occurred at the end of the teaching and learning unit.

Specifically, students were asked to:

- work with a partner
- choose a German city to report from, and locate it on a map
- research weather in the chosen city at a particular time of year. This demonstrated understanding of the season being at the opposite time of the year to that in Australia, and how European weather extremes differ from ours
- draft a script using modelled language and include greetings, day/date, city, weather descriptions and minimum and maximum temperatures
- rehearse the script using correct pronunciation and intonation
- film the video and select a photo of their chosen city or appropriate image as background.

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### Weather report

