

# Languages: German - Satisfactory - Years 7 and 8 (Year 7 entry)

## Portfolio summary

This portfolio of student work shows the student can share information about their personal worlds, including personal details (WS1), family (WS2), friends, interests, likes, dislikes and preferences (WS5, WS6). The student interacts with others to carry out transactions (WS3), participate in class routines and socialise. The student uses modelled language and simple expressions to ask and respond to familiar questions (WS5) and give and respond to instructions (WS1, WS3), request help or permission, ask for information (WS1), clarification or assistance (WS3), and clarify answers. When socialising, the student makes simple statements (WS1, WS2) and uses key features of pronunciation (WS7), stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences (WS1, WS2, WS3, WS5). The student obtains key points of information (WS1) and identifies main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning. The student uses high-frequency vocabulary to describe characters (WS4), events and ideas (WS5) encountered in imaginative texts, and creates 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 (WS2, WS3, WS4, WS5, WS6). The student uses a range of grammatical elements to describe people, objects, actions, events and relationships (WS2, WS3, WS4, WS6), including articles, personal pronouns (WS3, WS6) and some possessive adjectives in the nominative and accusative (WS2, WS4, WS6). The student qualifies meaning with reference to time, manner and place using everyday adverbs and phrases (WS6), link words, phrases and sentences and other connectives (WS2, WS4). The student works with German and English to translate texts and creates simple bilingual texts for peers and family, noticing where equivalence is not possible. The student identifies the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences and explains how aspects of their own identity impact on intercultural exchange (WS7).

The student identifies German as an important European and global language and that it is related to English and identifies some of the common variations in German used in different contexts by different people (WS6, WS7). The student differentiates statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. The student understands and applies grammatical concepts such as gender and number, and nominative and accusative case (WS2, WS4, WS6). The student identifies key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation (WS4, WS7), and punctuation used in numbers (WS6).

## Conversation using imaginary character

### Sample summary

Students learnt to conduct conversations and exchange personal information. This required knowledge and understanding of:

- modelled expressions
- the alphabet
- numbers including ordinal numbers
- grammar structures such as singular, personal pronouns and singular verb endings
- pronunciation of and forms of address

and skills in:

- communicating and exchanging information.

In this task, students were asked to interact with a peer and exchange details about an imaginary person. Students used ID cards with details of imaginary people, but they did not know which card they would receive for the task.

## Achievement standard

### Subject

By the end of Level 8, students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others to carry out transactions, participate in class routines and socialise. They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *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.*; *Hilfe, 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 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, 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.

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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.

## Conversation

The screenshot shows a digital presentation interface with the title 'LAN 7 8 AT First Introductions'. It features four vertical cards, each with a photo of a child and a text box containing their personal details. The interface also includes a 'Watch later' button and a 'Share' button.

Child	Name	Wohnort	Land	Alter	Geburtstag
(Partially visible)	n Beek	terdam			12.
(Partially visible)	Marten Jansen	Brüssel	Belgien	11 Jahre	4.10.
(Partially visible)	Laura Campbell	London	England	10 Jahre	17.11.
(Partially visible)	Marcel Bauer	Heidelberg	Deutschland	12 Jahre	30.7.
(Partially visible)	Kai	B	Deuts	12 Jal	Geburtstag:

## Meine Familie

### Sample summary

Students learnt vocabulary related to describing family and pets, including names, ages, birthdays and personal characteristics. They were also introduced to grammar structures such as present tense of verbs, possessive articles (*mein/dein*) and the subject-direct object relationship (nominative-accusative).

In this task students were asked to create a poster about their family and a pet or dream pet.

Students then gave an oral presentation of their poster to the class using appropriate pronunciation and intonation for the audience.

### Achievement standard

## Subject

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## Oral presentation

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AC LAN 7 8 AT Meine Familie Watch later Share



Family poster

3

7

Annotations

- 1 **Annotation 1**  
Uses irregular verb forms
- 2 **Annotation 2**  
Uses a range of words and expressions to connect ideas
- 3 **Annotation 3**  
Links ideas with conjunction
- 4 **Annotation 4**  
Demonstrates understanding of adjective ending 'gute'
- 5 **Annotation 5**  
Expands upon

information to convey detail

**6** **Annotation 6**  
Applies German word order

**7** **Annotation 7**  
Uses adverb effectively in description

## Im Restaurant

### Sample summary

Students learnt vocabulary for different types of food and how to express preferences for foods. They learnt about traditional German meals and differences in eating habits, for example hot food for lunch, cold food for dinner. They were introduced to relevant phrases to complete shopping and restaurant transactions and practiced these with peers.

In this task, students were asked to create a menu for a German restaurant and include a variety of foods including entrees, main courses and desserts. Based on the menu, students developed a role-play with a peer ordering food in the restaurant. They performed their role-play using cue cards with keywords.

### Achievement standard

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### Role play

LAN 7 8 AT Im Restaurant

Watch later
 Share

**Vorspeise**

Edwards Salat \$5  
ein Salat mit Ihrer Wahl des Gemüses

Edwards Pommes Frites \$4

Edwards Knoblauchbrot \$4

Edwards Kebab \$5  
2 Häschen oder schweinefleisch Kebabs mit Erdnuss Soße und Tomatensoße

**Hauptgericht**

Edwards Pizza \$10  
Cheddar Käse und Frisch Tomatensoße auf einem extra gebackten Teig mit Ihrer Wahl der Garnierungen

Edwards Schnitzel \$15  
Lecker Schnitzel mit Salat, Pommes Frites und Soße

Edwards Schlemmer Cheeseburger \$10  
erst Fleisch Filet mit Mozzarella Käse, Frisch Salat, tomaten, Karamellisiert Zwiebel und wild gurke dazwischen 2 Brioche Brötchen.

**Nachspeise**

Edwards Eiscreme \$4  
mit oder ohne Sahne

Edwards Waffel \$4

Edwards Küche \$10

**Trinken**

Edwards Limmonade \$3

Edwards Cola \$3

Edwards Kaffee \$3

Edwards Milchshake \$5  
Vanille, schokolade oder Erdbeeren

## Germany's next top model

### Sample summary

Students learnt two ways to describe clothing:

- adjective after the noun (no ending) and
- adjective before the noun (endings required for agreement).

In previous units, students had learnt the concept of nominative and accusative. In this unit, the concept of adjectival endings was added as these relate to case and gender. Over a few weeks, students completed exercises and games to apply the correct endings to adjectives before completing the following task:

Students were asked to make a poster depicting Germany's next top model and label at least ten items of clothing and accessories the person was wearing. The labels were to be of the form "noun *ist* adjective" e.g. *Die Jacke ist blau*. Students could choose to create a serious or a fun model.

They were then asked to write a short paragraph on the back of the poster to describe what the person was wearing. The paragraph was to be written in the third person and to demonstrate adjective use before a noun. A summary statement to describe the overall appearance of the character was also required.

## Achievement standard

### Subject

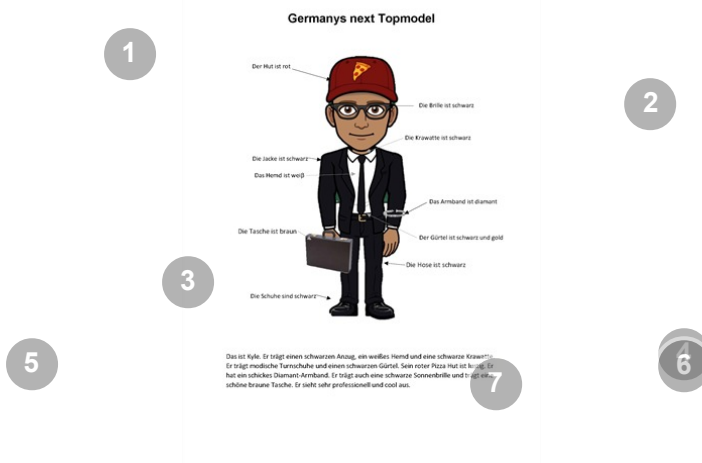
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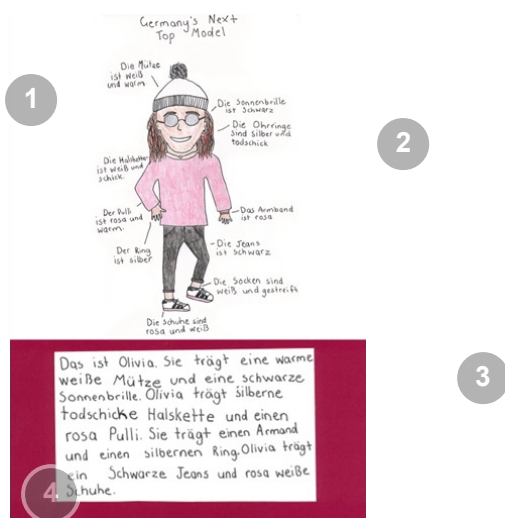
### Male model



### Annotations

- 1 **Annotation 1**  
Applies gender and capitalisation rules to nouns
- 2 **Annotation 2**  
Qualifies nouns using adjectives (after the noun)
- 3 **Annotation 3**  
Conjugates plural with correct verb form
- 4 **Annotation 4**  
Demonstrates understanding of accusative adjective endings in masculine, feminine and neuter
- 5 **Annotation 5**  
Uses accusative plural adjective ending without article
- 6 **Annotation 6**  
Uses possessive adjective
- 7 **Annotation 7**  
Expresses and substantiates/justifies opinion about appearance

### Female model



## Annotations

- 1 **Annotation 1**  
Uses two adjectives to describe beanie
- 2 **Annotation 2**  
Selects verb form to match plural noun
- 3 **Annotation 3**  
Uses indefinite article eine
- 4 **Annotation 4**  
Differentiates between adjectives used before and after nouns (labels and paragraph)

## Role play - ein Dialog

### Sample summary

Students had learnt the language and features of introductions in German.

In this task students were asked to work in pairs or a group to write, rehearse and perform a 1-minute dialogue, in which they include the following:

- Greetings
- Introductions
- Talking about where they live
- Saying what they do or don't like
- Exchanging telephone numbers
- Saying goodbye.

## Achievement standard

### Subject

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*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 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, 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.

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## Role play

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## Essen in Deutschland und Australien

### Sample summary

Students learnt about and compared eating and drinking customs in Germany and Australia. They researched the relationship between language, culture and values evidenced in these customs. They learned expressions for food and drink and associated activities, liking/disliking and stating preferences and opinions.

In this task students created a poster or brochure featuring two imaginary characters – one from Australia and one from Germany. Each character described aspects of their entertainment culture. The poster/ brochure included:

- where the characters lived and their age
- what activities the characters did in their free time
- what they liked/did not like to eat and drink (using *gern/nicht gern*)
- favourite foods (*Lieblingsessen*)
- culturally specific/famous types of food from each country
- brief description of a type of food from Germany.

### Achievement standard





## Subject

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## Poster

1  
Hallo!  
Ich heiße Grace. Ich bin zwölf Jahre alt. Mein Geburtstag ist am 20. Februar. Ich wohne in Canberra, Australien. Ich komme aus Sydney.  
In meine Freizeit tanze ich am Montag und Freitag. Ich turne am Dienstag und Donnerstag. Am Dienstag spiele ich Tennis.  
Mein Lieblingshobby ist Shoppen, ich finde Shoppen super!  
Ich esse gern Gemüse auf Toast. Ich finde Gemüse lecker! Ich esse nicht gern Sushi und Brokkoli. Finde ich widerlich!  
In Australien haben wir die besten Speisen: Lamingtons und Weetbix, mmmmmmm! lecker!

2  
8  
9

10  
Grüss Gott!  
Ich heiße Mia und ich bin dreizehn Jahre alt. Mein Geburtstag ist der dritte März. Ich wohne in München, Deutschland.  
In meine Freizeit spiele ich jeden Tag Tennis. Ich finde Tennis super gut.  
Meine Lieblingshobbys sind Chatten im Internet und Lesen. Ich finde Lesen entspannend!  
Ich esse gern Brezeln und ich trinke gern Apfelschorle. Mein Lieblingsgetränk ist Cola. Ich esse nicht gern Sushi und Tomaten finde ich widerlich! Ich trinke nicht gern Kaffee!  
In Deutschland ist die Brezel sehr bekannt. Schnitzel ist auch sehr populär. Ich liebe Schnitzel. Es ist mein Lieblingsessen. Lecker!

3  
7  
6  
4  
11  
12  
13

## Annotations

- 1 **Annotation 1**  
Commences text type appropriately
- 2 **Annotation 2**  
Applies punctuation to ordinal number
- 3 **Annotation 3**  
Observes word order conventions and uses adverbial phrase
- 4 **Annotation 4**  
Uses adverbial phrase to indicate when activities occur
- 5 **Annotation 5**  
Shows awareness of German idiom 'gern' to express preferences
- 6 **Annotation 6**  
Expresses opinion about likes using verb 'finden'
- 7 **Annotation 7**  
Observes word order conventions when beginning clause with the accusative
- 8 **Annotation 8**  
Places 'nicht' in correct position to express dislike and uses conjunction 'und'
- 9 **Annotation 9**  
Commences sentence with adverb of place followed by correct word order
- 10 **Annotation 10**  
Uses Southern German greeting to match

region of speaker

**11 Annotation 11**  
Applies verb conjugation for plural subject

**12 Annotation 12**  
Demonstrates cultural awareness of common German foods and drinks

**13 Annotation 13**  
Ends text with contextually appropriate exclamation

## Reflection on learning German

### Sample summary

Students had been learning German for approximately one term.

In this task, students were asked to answer a range of questions about learning German. Students were asked to consider cultural and linguistic similarities and differences as well as explain their own experiences of learning German. Students were not familiar with the questions and answers were unrehearsed.

### Achievement standard

#### Subject

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.*; *Hilfe, 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 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, 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 *Umlautand 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.

## Reflection

