



GRM215109, TQA Level 2, Size Value = 15

GRM315109, TQA Level 3, Size Value = 15

THE COURSE DOCUMENT

This document contains the following sections:

INTRODUCTION.....	1
LEARNING STATEMENT	2
COURSE SIZE AND COMPLEXITY	2
LEARNING OUTCOMES	2
COURSE OUTLINE.....	3
COURSE CONTENT	3
THEMES	3
USE OF ENGLISH.....	4
TEXT TYPES	5
VOCABULARY	5
DICTIONARIES	5
GRAMMAR AND STRUCTURES.....	5
LEVEL 2 COURSE VOCABULARY AND STRUCTURES.....	6
LEVEL 3 COURSE VOCABULARY AND STRUCTURES.....	8
ASSESSMENT	11
QUALITY ASSURANCE PROCESSES	11
COURSE CRITERIA.....	12
EXTERNAL ASSESSMENT REQUIREMENTS.....	12
STANDARDS.....	13
AWARD REQUIREMENTS	19
QUALIFICATIONS AVAILABLE	20
COURSE EVALUATION	20
ACCREDITATION	20
VERSION HISTORY	20

INTRODUCTION

The language to be studied and assessed is the modern standard or official version of German.

The TQA level 2 German course is designed for students with little or no knowledge of the language to be studied.

The TQA level 3 German course is designed for students who have successfully completed TQA level 2 German, or its equivalent.

LEARNING STATEMENT

The study of German contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Germany and German-speaking communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in German may, in conjunction with other skills acquired in the study of this course, provide students with enhanced vocational opportunities.

Through studying this course, students will be able to:

- use German to communicate with others
- gain an understanding and appreciation of German culture and the cultural context in which German is used
- display the ability to reflect on their own culture through the study of other cultures
- gain an understanding of German as a language system
- develop the ability to make connections between English and other languages
- develop cognitive, learning and social skills
- display the potential to apply German to work, further study, training or leisure
- acquire skills in enquiry and technology, and the ability to plan activities and solve problems associated with them
- develop generic transferable skills of independent learning and devising strategies to enhance learning.

COURSE SIZE AND COMPLEXITY

German GRM215109

At TQA level 2, the student is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgment is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. TQA level 2 is an approximate match to Tasmanian Certificate of Education (TCE) level 3/4 courses and VET competencies at this level are often those characteristic of an AQF Certificate II.

The TQA level 2 course has a size value of 15.

German GRM315109

At TQA level 3, the student is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgment when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. TQA level 3 is a standard suitable to prepare students for further study at the tertiary level. It is an approximate match to Tasmanian Certificate of Education (TCE) level 5 courses and VET competencies at this level are often those characteristic of an AQF Certificate III.

The TQA level 3 course has a size value of 15.

LEARNING OUTCOMES

The course aims to develop the student's ability to communicate in German. At the completion of level 3 students will be able to communicate with a Native speaker of German at a basic level.

This course covers three major themes: the individual, German-speaking communities, and the connections between those communities and aspects of the changing world.

Learning a language enables students to develop generic transferable skills and capabilities and a range of strategies necessary for life-long learning. Languages enable students to examine the construction of culture, to value their personal identity through their understanding of, and sensitivity towards, others and to engage successfully with different communities and cultures.

COURSE OUTLINE

The content of this course is described through themes, their topics and sub-topics which include tasks, text types, vocabulary and grammar.

There are three prescribed themes:

1. The individual
2. German-speaking communities
3. The changing world.

These themes have a number of topics and sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective for each of the topics. The suggested sub-topics expand on the topics and guide the student and teacher as to how the topics may be treated.

All of the themes, topics and sub-topics have been selected to enable students to extend their understanding of how language and culture are inter-related.

It is not expected that all themes and topics will require the same amount of study time. The length of time and depth devoted to each topic will vary according to the criteria being addressed, as well as the linguistic needs and interests of the student. The following list of sub topics is purely for guidance and is not in any way limitative or prescriptive.

COURSE CONTENT

THEMES

1. The Individual

The theme 'The Individual' enables the student to explore aspects of his or her personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of others.

TOPICS

Personal World	Education and Aspirations	Daily Life
Includes sub-topics such as: <ul style="list-style-type: none"> ▪ personal details; ▪ family and other relationships; ▪ home and community; ▪ health. 	Includes sub-topics such as: <ul style="list-style-type: none"> ▪ school life and post-school options; ▪ future aspirations. 	Includes sub-topics such as: <ul style="list-style-type: none"> ▪ leisure and hobbies; ▪ daily routine; ▪ shopping; ▪ food and drink; ▪ hobbies; ▪ sports; ▪ holidays and experiences; ▪ transport.

2. The German - Speaking Communities

The theme 'The Communities' explores topics from the perspective of German communities and encourages the student to reflect on his or her own and other cultures.

TOPICS

Past and Present	People and Places	Arts and Entertainment
Includes sub-topics such as: <ul style="list-style-type: none"> ▪ colonisation; ▪ historical links with Australia; ▪ significant people and events. 	Includes sub-topics such as: <ul style="list-style-type: none"> ▪ city and rural life; ▪ customs and traditions. 	Includes sub-topics such as: <ul style="list-style-type: none"> ▪ literature; ▪ visual arts; ▪ performing arts.

3. The Changing World

The theme 'The Changing World' enables the student to explore change as it affects aspects of the world such as work, technology, trade and tourism and social issues.

TOPICS

Current Issues	Travel and Tourism	The World of Work
Includes sub-topics such as: <ul style="list-style-type: none"> ▪ environment; ▪ social issues; ▪ youth issues. 	Includes sub-topics such as: <ul style="list-style-type: none"> ▪ local and overseas travel; ▪ hospitality industry. 	Includes sub-topics such as: <ul style="list-style-type: none"> ▪ careers and occupations; ▪ men and women at home and in the workplace; ▪ technology.

USE OF ENGLISH

While it is expected that students will study a range of oral and written texts in German, it may be appropriate in some circumstances to select texts using English. Equally, it may be appropriate for a student to respond to a text in English on some occasions.

TEXT TYPES

The student will be expected to be familiar with a variety of text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination of the TQA level 3 course. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program:

advertisement	interview	proverb
announcement	invitation	recipe
article	journal entry*	report
autobiography	menu	resume
chart	map	review
conversation/interview*	news item	script for a speech
debate	note/message	narrative*
discussion	profile*	song
film	play	survey
folk tale	poem	table
letter*	postcard	timetable
email		

VOCABULARY

While there is no nationally prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary and idioms relevant to the topics described in the course.

DICTIONARIES

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

GRAMMAR AND STRUCTURES

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar, or to favour one methodology over another.

In the TQA level 3 course it is assumed that the student will already have acquired a significant understanding of the function of grammar in German through prior knowledge or study of German.

Developing the student's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending awareness of the system of structures underlying the language, as well as the ability both to apply and adapt this knowledge.

The following grammatical structures are those that the student is expected to recognise and use.

TQA LEVEL 2: COURSE VOCABULARY AND STRUCTURES

Grammatical item	Sub-elements † receptive use only * incidental use in context, no detailed explanation	Example(s)
Adjectives	Common Adjectives Agreement and attributive position	klein, alt Die Welt ist schön ein schönes Kleid
Adverbs	Positive, comparative and superlative forms	gern, lieber*, am liebsten*
Articles	Definite Indefinite Articles Possessives Possessives Demonstratives Demonstratives *	der, die, das ein, eine mein, dein sein, ihr dieser jener, solcher
Nouns	Gender, Number Cases Adjectival Nouns*	Nominative and Accusative, Dative for incidental use Alles Gute zum Geburtstag
Numbers	Cardinal Ordinal	eins, zwei, drei etc erste, zweite, dritte, etc am ersten, am zehnten, etc
Prepositions	Prepositions of place (dative) Dative Accusative	an, auf, hinter, neben, in, über, unter, vor, zwischen aus, bei, mit, nach, seit, von, zu, entgegen, gegenüber durch, für, gegen, ohne, um, entlang, bis
Pronouns	Nominative Dative cases* Interrogative Accusative Dative Indefinite Interrogative Interrogative * Reflexive	ich, du, er, sie, es, wir, ihr, sie, Sie es geht mir gut; wie geht es dir? wer, was, wo, wie mich, dich, ihn, sie, uns, euch, sie, Sie mir, dir, ihr, ihm, uns, euch, ihnen, Ihnen man, etwas, jemand, niemand was für ein..., welcher wen, wem mich/mir, dich/dir, sich Ich wasche mich, Ich wasche mir die Hände
Sentence Structures	Statements, questions Imperative †	Ich heiße...Ich bin...Wie alt bist du? Morgen gehe ich ins Kino. Wohnst du in Hobart? Wo wohnst du? Setz dich! Steh auf! Öffnet eure Hefte!

	Conjunctions	und, aber und, aber, oder, denn (co-ordinating) weil, wenn, als, dass (subordinating)
	Nicht	Ich schwimme nicht gern Ich verstehe es nicht
	Expressing wishes and abilities	Ich möchte gerne.... Ich kann Fußball spielen
	Word order in subordinate clauses	Er bekommt immer gute Noten, weil er so fleissig ist
Verbs	Present	weak + strong verbs, including sein and haben
	Imperative †	teacher instructions
	Perfect - weak and strong verbs	Ich habe ein Buch gekauft Ich bin ins Kino gegangen
	Using present with adverb indicating future	Ich fahre morgen nach Berlin
	Separable	Ich stehe um 7 Uhr auf
	Modals (können, mögen, dürfen, sollen, müssen, wollen)	Ich kann nicht hören, er muss nach Hause gehen, ich will ein Haus kaufen
	Impersonal expressions	Es gibt ein Sofa im Wohnzimmer
	Future	Wir werden die Wahl gewinnen
	Imperfect	war, hatte, wohnte, sah, fuhr, etc
	Verbs taking the dative	Ich danke dir, Er hilft seinem Freund, Das gehört ihm, dein Kleid gefällt mir nicht

TQA LEVEL 3: COURSE VOCABULARY AND STRUCTURES

Grammatical item	Sub-elements † receptive use only * incidental use in context, no detailed explanation	Example(s)
Adjectives	Common Adjectives Common Adjectives Agreement and attributive position Ordinal numbers Comparative and superlative forms Demonstrative Adjectives derived from place names	klein, alt Die Welt ist schön ein schönes Kleid die erste Stunde am zweiten Oktober in der dritten Stunde Dieser Sommer ist wärmer als der letzte Sie ist die erfolgreichste Schwimmerin in diesem Jahr dieser, jener, solcher, jeder Was für ein? welcher? Münchner Bier, Schweizer Schokolade, das Brandenburger Tor
Adverbs	Positive, comparative and superlative forms	gern, lieber*, am liebsten* Ich trinke am liebsten Rotwein
Articles	Definite Indefinite Articles Interrogative Demonstrative	der, die, das ein, kein was für ein.... welcher... jener*, solcher*, dieser
Nouns	Indefinite Possessive (all forms) Gender, Number Adjectival Nouns* Cases Nominative Accusative	jeder, kein, alle unser, Ihr, euer*, etc Alles Gute zum Geburtstag
Numbers	Dative Genitive Infinitives as nouns Cardinal Ordinal	Das Rauchen ist ungesund eins, zwei, drei etc erste, zweite, dritte, etc am ersten, am zehnten, etc
Prepositions	Prepositions of place (dative) Dative Accusative Genitive The cases with prepositions wo und da(r) compounds † With dative case	an, auf, hinter, neben, in, über, unter, vor, zwischen aus, bei, mit, nach, seit, von, zu, entgegen, gegenüber durch, für, gegen, ohne, um, entlang, bis während, wegen, trotz, anstatt in, auf, an, mit, aus, von, zu, für, bei womit, wozu, damit, dazu, dabei, darauf Das Buch liegt auf dem Tisch;

Prepositions cont.	<p>Contracted forms with articles *</p> <p>Cases with prepositions which either take accusative or dative</p>	<p>Das Bild hängt an der Wand</p> <p>Ich gehe in die Stadt. Beim, zum, im,...</p> <p>Ich bin in der Stadt</p> <p>Ich gehe jetzt in die Schule. Ich lerne Deutsch in der Schule.</p>
Pronouns	<p>Personal Pronouns</p> <p>nominative</p> <p>accusative</p> <p>dative cases*</p> <p>Reflexive</p> <p>Indefinite</p> <p>Interrogative</p> <p>Relative</p> <p>nominative</p> <p>accusative</p> <p>dative</p> <p>genitive</p>	<p>ich, du, er, sie, es, wir, ihr, Sie, sie</p> <p>mich, dich, ihn, sie, uns, euch, sie, Sie</p> <p>es geht mir gut; wie geht es dir, ihm, ihr</p> <p>mich/mir, dich/dir, sich. uns, euch</p> <p>man, etwas, jemand, niemand, einer, nichts</p> <p>wer, wen, wem, wessen, was, wo, wie etc</p> <p>Die Frau, die in diesem Haus wohnt, ist meine Tante</p> <p>Der Mantel, den ich gekauft habe, hat ein Loch.</p> <p>Kennst du den Mann, mit dem Karl gerade spricht?</p> <p>Das ist die Frau, deren Mann in derselben Firma arbeitet</p>
Sentence Structures	<p>Statements, questions, commands</p> <p>Imperative †</p> <p>Word order in main clause (Inversion of verb)</p> <p>Position of adverbs and adverbial phrases - time, manner, place</p> <p>Position of Past Participles</p> <p>Expressing wishes and abilities</p> <p>Conjunction</p> <p>Word order in subordinate clauses</p>	<p>Ich heiße...Ich bin...Wie alt bist du? Morgen gehe ich ins Kino. Wohnst du in Hobart? Wo wohnst du?</p> <p>Setz dich! Steh auf! Öffnet eure Hefte!</p> <p>Am Montag spiele ich Tennis</p> <p>Er fährt jeden Tag fröhlich zur Arbeit</p> <p>Er hat seine Hausaufgaben schon gemacht</p> <p>Ich möchte gerne....Ich kann Fußball spielen</p> <p>weil</p> <p>Er bekommt immer gute Noten, weil er so fleißig ist</p>
	<p>Indirect questions</p> <p>Position of "nicht" in a clause</p> <p>Infinitives with "zu" and "um...zu"</p>	<p>Ich möchte gern wissen, wie er heißt</p> <p>Er hat seine Hausaufgaben nicht gemacht.</p> <p>Some common forms: Es ist schön, dich zu sehen Ich gehe in die Bäckerei um Brot zu kaufen</p>

	The various parts of the sentence	Subject, direct object, indirect object etc.
	Conjunctions	
	Coordinating	und, aber, oder, denn, sondern, ...
	Subordinating	weil, wenn, als, dass, ...
	Correlative	entweder....oder, weder....noch nicht nur.... sondern auch, sowohl.... als auch
	Relative clauses	Wie heißt der Fluß, an dem Hamburg liegt?
	Subordinate clauses	obwohl
Verbs Regular and Irregular (weak/strong)	Present	Ich lerne Deutsch.
	Perfect	Gestern sind wir ins Kino gegangen.
	Future	Wir werden die Wahl gewinnen..
	Imperfect	Hänsel und Gretel verlieben sich im Wald. Es war so finster und auch so bitter kalt.
	Pluperfect	Ich hatte ihn in einer Disco kennengelernt.
	Using the Present plus an Adverb indicating Future	Morgen fliegt er nach Österreich.
	Inseparable	Sie überholte den Lastwagen.
	Separable	Morgen fangen die Ferien an.
	Reflexive	Sie konnte sich an die Kälte gar nicht gewöhnen.
	Modals	dürfen, können, mögen, müssen, sollen, wollen.
	Imperative	Lies mal vor!
	Verbs taking prepositional objects	Ich freue mich auf deinen Besuch. Sie entschuldigt sich bei der Lehrerin.
	Infinitives with verbs of perception, motion and with lassen	Ich höre ihn kommen Wir gehen schwimmen Meine Mutter lässt mich nie fernsehen
	Subjunctive II (in requests and conditional clauses) †	würde, hätte, wäre, könnte, müsste, sollte, Würden Sie mir bitte noch ein Stück Kuchen reichen? Wenn ich Millionär wäre, könnte ich mir einen Porsche kaufen
	Verbs taking the dative	Ich danke dir, er hilft seinem Freund, das gehört ihm, dein Kleid gefällt mir nicht
	Infinitive with "zu" and "um...zu"	Ich hoffe, morgen zu kommen.Er ging nach Hause, um schlafen zu gehen.
	Passive voice †	Das Parkhaus wird um 24 Uhr geschlossen.

ASSESSMENT

Criterion-based assessment is a form of outcomes assessment which identifies the extent of student achievement at an appropriate end-point of study. Although assessment in the classroom is continuous, much of it is formative, and is done to help students identify what they need to do to attain the maximum benefit from their study of the syllabus. Therefore, assessment for summative TCE reporting should focus on what both teacher and student understand to reflect end-point achievement.

The primary audience for assessment is the student and the teacher, but may also include parents when appropriate.

The standard of achievement each student attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a student demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a student provides no evidence of achievement at all.

Providers offering this course must participate in the quality assurance processes as specified by the Tasmanian Qualifications Authority to ensure provider validity and comparability of standards across all awards. Further information on quality assurance processes, as well as on assessment, is available in the TQA Senior Secondary Handbook or on the website at <http://www.tqa.tas.gov.au>

Internal assessment of all assessment criteria will be made by the school. Schools will report the student's rating for each criterion to the Tasmanian Qualifications Authority.

The Tasmanian Qualifications Authority will supervise the external assessment of designated criteria (*). The ratings obtained from the external assessments will be used in addition to those provided from the school to determine the final award.

QUALITY ASSURANCE PROCESSES

The following processes will be facilitated by the TQA to ensure there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by students
- community confidence in the integrity and meaning of the qualification.

GERMAN TQA LEVEL 2 (GRM215109)

Process – The TQA will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications the Authority issues. This will involve checking:

- student attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
 - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
 - class records of assessment
 - examples of student work that demonstrate the use of the marking guide
 - samples of current student's work, including that related to any work requirements articulated in the course document.

This process will usually also include interviews with past and present students.

It will be scheduled by the TQA using a risk-based approach.

GERMAN TQA LEVEL 3 (GRM315109)

Process – the Authority gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

COURSE CRITERIA

The assessment for German TQA level 2 (GRM215109) will be based on the degree to which the student can:

1. understand and respond to spoken German
2. communicate in the spoken form
3. understand and respond to printed German texts
4. express ideas and information in written form in German
5. use correct pronunciation, intonation and stress and demonstrate fluency
6. understand aspects of German culture
7. organize and complete activities
8. develop, analyse and implement strategies for effective learning

The assessment for German TQA level 3 (GRM315109) will be based on the degree to which the student can:

1. *understand and respond to spoken German
2. *communicate in the spoken form
3. *understand and respond to printed German texts
4. *express ideas and information in written form in German
5. *use correct pronunciation, intonation and stress and demonstrate fluency
6. understand aspects of German culture
7. organize and complete activities
8. develop, analyse and implement strategies for effective learning

* = externally assessed criteria

EXTERNAL ASSESSMENT REQUIREMENTS

The external assessment requirements for the course German TQA level 3 (GRM315109) consists of:

- an oral examination; and
- a written examination.

Use of monolingual and/or bilingual dictionaries is permitted during the examination.

The criteria to be externally assessed are 1, 2, 3, 4, & 5.

For further information see the TQA's [External Assessment Guidelines](#) for this course.

STANDARDS – GERMAN, TQA LEVEL 2

CRITERION 1 UNDERSTAND AND RESPOND TO SPOKEN GERMAN

Rating 'C'	Rating 'B'	Rating 'A'
<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> demonstrates a limited understanding of the text in the listening task. 	<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> demonstrates a general understanding of the text in the listening task. 	<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> demonstrates a detailed understanding of the text in the listening task.

CRITERION 2 COMMUNICATE IN SPOKEN FORM

Rating 'C'	Rating 'B'	Rating 'A'
<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> speaks with some fluency and accuracy using a limited range of appropriate vocabulary and structures. 	<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> speaks with reasonable fluency and accuracy using a limited range of appropriate vocabulary and structures <p>OR</p> <ul style="list-style-type: none"> speaks with some fluency and accuracy using a broad range of appropriate vocabulary and structures. 	<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> speaks with a high degree of fluency and accuracy using a broad range of appropriate vocabulary and structures.

CRITERION 3 UNDERSTAND AND RESPOND TO PRINTED GERMAN TEXTS

Rating 'C'	Rating 'B'	Rating 'A'
<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> demonstrates a limited understanding of the text in the written task. 	<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> demonstrates a general understanding of the text in the written task. 	<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> demonstrates a detailed understanding of the text in the written task.

CRITERION 4 EXPRESS IDEAS AND INFORMATION IN WRITTEN FORM IN GERMAN

Rating 'C'	Rating 'B'	Rating 'A'
<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> writes with some fluency and accuracy using a limited range of appropriate vocabulary and structures. 	<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> writes with reasonable fluency and accuracy using a limited range of appropriate vocabulary and structures <p>OR</p> <ul style="list-style-type: none"> writes with some fluency and accuracy using a broad range of appropriate vocabulary and structures. 	<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> writes with a high degree of fluency and accuracy using a broad range of appropriate vocabulary and structures.

CRITERION 5 USE CORRECT PRONUNCIATION, INTONATION AND STRESS AND DEMONSTRATE FLUENCY

Rating 'C'	Rating 'B'	Rating 'A'
<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> sometimes uses correct pronunciation, stress and intonation speaks / reads with limited fluency. 	<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> generally uses correct pronunciation, stress and intonation speaks / reads quite fluently. 	<p>Based on the vocabulary and structures in the course content for Level 2, the student:</p> <ul style="list-style-type: none"> consistently uses correct pronunciation, stress and intonation speaks / reads with a high degree of fluency.

CRITERION 6 UNDERSTAND ASPECTS OF GERMAN CULTURE

Rating 'C'	Rating 'B'	Rating 'A'
<p>The student:</p> <ul style="list-style-type: none"> demonstrates a reasonable level of understanding of social customs and daily life identifies some contrasts with their own culture. 	<p>The student:</p> <ul style="list-style-type: none"> demonstrates a significant level of understanding of social customs and daily life identifies contrasts and makes comparisons with their own culture. 	<p>The student:</p> <ul style="list-style-type: none"> demonstrates a high level of understanding of social customs and daily life identifies contrasts and makes comparisons with their own culture, giving appropriate explanations.

CRITERION 7 ORGANISE AND COMPLETE ACTIVITIES

Rating 'C'	Rating 'B'	Rating 'A'
<p>The student:</p> <ul style="list-style-type: none"> • generally follows straight-forward instructions • demonstrates time management skills to meet short-term deadlines • undertakes and completes set, straight-forward activities • participates in group small activities. 	<p>The student:</p> <ul style="list-style-type: none"> • follows straight-forward instructions accurately • demonstrates self-direction and time management skills to negotiate or meet short- and medium-term deadlines • undertakes and completes most required activities • participates actively in small group activities. 	<p>The student:</p> <ul style="list-style-type: none"> • follows instructions accurately and adapts to new circumstances • consistently demonstrates time management skills to negotiate or meet all deadlines • undertakes and completes all required activities • participates actively in small group activities and demonstrates some appropriate initiative.

CRITERION 8 DEVELOP, ANALYSE AND IMPLEMENT STRATEGIES FOR EFFECTIVE LEARNING

Rating 'C'	Rating 'B'	Rating 'A'
<p>The student:</p> <ul style="list-style-type: none"> • occasionally monitors and self-evaluates learning • experiments with learning strategies to enhance performance in language learning. 	<p>The student:</p> <ul style="list-style-type: none"> • usually monitors and self-evaluates learning • implements learning strategies to enhance performance in language learning. 	<p>The student:</p> <ul style="list-style-type: none"> • consistently monitors and self-evaluates learning • effectively implements learning strategies to enhance performance in language learning.

STANDARDS – GERMAN, TQA LEVEL 3

CRITERION 1 UNDERSTAND AND RESPOND TO IN SPOKEN GERMAN

Rating 'C'	Rating 'B'	Rating 'A'
<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> listens for specific information and demonstrates a limited understanding of it in activities demonstrates verbally and non-verbally, some understanding of key words and phrases in spoken texts requires slow repetition of information. 	<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> listens for specific information and demonstrates a good understanding of it in activities demonstrates verbally and non-verbally, an understanding of many key words, phrases and ideas in spoken texts. 	<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> listens for specific information and demonstrates a clear understanding of it in activities. demonstrates verbally and non-verbally, a clear understanding of most of the key words and phrases in spoken texts.

CRITERION 2 COMMUNICATE IN SPOKEN FORM

Rating 'C'	Rating 'B'	Rating 'A'
<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> engages in conversation, speaking coherently using a limited range of appropriate vocabulary and structures attempts to speak fluently. 	<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> engages in conversation with reasonable fluency and accuracy using a limited range of appropriate vocabulary and structures <p>OR</p> <ul style="list-style-type: none"> engages in conversation with some fluency and accuracy using a broad range of appropriate vocabulary and structures. 	<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> engages in conversation, speaking coherently using a broad range of appropriate vocabulary and structures speaks fluently.

CRITERION 3 UNDERSTAND AND RESPOND TO PRINTED GERMAN TEXTS

Rating 'C'	Rating 'B'	Rating 'A'
<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> reads information and demonstrates a limited understanding of it in activities demonstrates verbally and non-verbally, an understanding of main key words and phrases in written texts. 	<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> reads information and demonstrates a good understanding of it in activities demonstrates verbally and non-verbally, an understanding of many key words, phrases and essential elements in written texts. 	<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> reads information and demonstrates a clear understanding of it in activities demonstrates verbally and non-verbally, a clear understanding of all key words and phrases and both main and peripheral ideas in written texts.

CRITERION 4 EXPRESS IDEAS AND INFORMATION IN WRITTEN FORM IN GERMAN

Rating 'C'	Rating 'B'	Rating 'A'
<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> writes in sufficient detail using a limited range of vocabulary and structures sometimes uses appropriate structures and conventions. 	<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> writes in sufficient detail using a reasonable range of vocabulary and structures usually uses appropriate structures and conventions. 	<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> write using a broad range of appropriate vocabulary and structures accurately selects and uses appropriate structures and conventions.

CRITERION 5 USE CORRECT PRONUNCIATION, INTONATION AND DEMONSTRATE FLUENCY

Rating 'C'	Rating 'B'	Rating 'A'
<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> sometimes uses correct pronunciation and intonation speaks / reads with limited fluency. 	<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> generally uses correct pronunciation and intonation speaks / reads quite fluently. 	<p>Based on the vocabulary and structures in the course content for Level 3, the student:</p> <ul style="list-style-type: none"> consistently uses correct pronunciation and intonation speaks / reads with a high degree of fluency.

CRITERION 6 UNDERSTAND ASPECTS OF GERMAN CULTURE

Rating 'C'	Rating 'B'	Rating 'A'
<p>The student:</p> <ul style="list-style-type: none"> demonstrates a reasonable level of understanding of German social customs and daily life identifies some contrasts with their own culture. 	<p>The student:</p> <ul style="list-style-type: none"> demonstrates a significant level of understanding of German social customs and daily life identifies contrasts and makes comparisons with their own culture. 	<p>The student:</p> <ul style="list-style-type: none"> demonstrates a high level of understanding of German social customs and daily life identifies contrasts and makes comparisons with their own culture, giving appropriate explanations.

CRITERION 7 ORGANISE AND COMPLETE ACTIVITIES

Rating 'C'	Rating 'B'	Rating 'A'
<p>The student:</p> <ul style="list-style-type: none"> generally follows complex instructions accurately demonstrates time management skills to negotiate or meet deadlines undertakes and completes most straight-forward activities participates in group activities. 	<p>The student:</p> <ul style="list-style-type: none"> follows complex instructions accurately demonstrates self-direction and time management skills to negotiate or meet deadlines undertakes and completes most activities, both straight-forward and complex participates actively in group activities and demonstrates some initiative. 	<p>The student:</p> <ul style="list-style-type: none"> follows complex instructions accurately and adapts to new circumstances consistently demonstrates effective time management skills to negotiate or meet deadlines undertakes and completes straight-forward and complex activities participates actively in group activities and demonstrates appropriate initiative.

CRITERION 8 DEVELOP, ANALYSE AND IMPLEMENT STRATEGIES FOR EFFECTIVE LEARNING

Rating 'C'	Rating 'B'	Rating 'A'
<p>The student:</p> <ul style="list-style-type: none"> occasionally monitors and self-evaluates learning experiments with learning strategies to enhance performance in language learning. 	<p>The student:</p> <ul style="list-style-type: none"> usually monitors and self-evaluates learning implements learning strategies to enhance performance in language learning. 	<p>The student:</p> <ul style="list-style-type: none"> consistently monitors and self-evaluates learning student effectively implements learning strategies to enhance performance in language learning.

AWARD REQUIREMENTS

German TQA level 2

The minimum requirements for an award in German TQA level 2 (GRM215109) are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

7 'A', 1 'B' rating

HIGH ACHIEVEMENT (HA)

3 'A', 4 'B', 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B', 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A student who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

German TQA level 3

The minimum requirements for an award in German TQA level 3 (GRM315109) are as follows:

The final award will be determined by the Tasmanian Qualifications Authority from the 13 ratings (8 ratings from the internal assessment and 5 ratings from the external assessment).

EXCEPTIONAL ACHIEVEMENT (EA)

11 'A', 2 'B' ratings (4 'A', 1 'B' from external assessment)

HIGH ACHIEVEMENT (HA)

5 'A', 5 'B', 3 'C' ratings (2 'A', 2 'B', 1 'C' from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

7 'B', 5 'C' ratings (2 'B', 2 'C' from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (3 'C' from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

A student who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

QUALIFICATIONS AVAILABLE

German, TQA level 2 (*with the award of*):

PRELIMINARY ACHIEVEMENT
SATISFACTORY ACHIEVEMENT
COMMENDABLE ACHIEVEMENT
HIGH ACHIEVEMENT
EXCEPTIONAL ACHIEVEMENT

German, TQA level 3 (*with the award of*):

PRELIMINARY ACHIEVEMENT
SATISFACTORY ACHIEVEMENT
COMMENDABLE ACHIEVEMENT
HIGH ACHIEVEMENT
EXCEPTIONAL ACHIEVEMENT

COURSE EVALUATION

Formal evaluations of the course will be undertaken during the second and fourth years of accreditation. An evaluation report will be provided to the TQA.

The evaluations will focus on identifying any issues in regards to:

- enrolment and completion patterns
- course content
- delivery time
- assessment activities

and, if appropriate, make recommendations regarding changes to the course.

COURSE DEVELOPER

The Department of Education, Tasmania.

ACCREDITATION

The accreditation period for this course is from 1st January 2009 until 31st December 2013.

VERSION HISTORY

Version 1 – Accredited 3rd December 2008 for use in 2009 – 2013.