German NCEA NZC Level 1
Subject Learning Outcomes for Assessment

Companion to the German Learning Matrix

What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials. For guidance on assessment criteria, please also refer to the Achievement Standards, Unpacking, and External Assessment Specifications or Conditions of Assessment as appropriate.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgments. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Subject Learning Outcomes, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.

What is being assessed	Subject Learning Outcomes

Interactive ability	Students are able to:
	• show understanding of spoken German by producing spoken language responses that are relevant to questions, prompts, or other German input from their partner or partners
	• engage in unrehearsed and unscripted spoken conversation in German about events or experiences that are familiar and relevant to them in everyday contexts
	• support conversation, for higher levels of achievement, by using interactive strategies, for example:
	    ○ asking and responding to a variety of questions
	    ○ deliberately pausing or using formulaic expressions to indicate turn taking, such as 'And you?'
	    ○ signalling understanding, surprise, or affirmation, such as 'I understand!', 'Really?', or 'Great!'.
	• enhance conversation, at the highest level of achievement, by using interactive strategies that help to ensure a quality exchange and require a higher degree of linguistic proficiency to achieve, for example:
	    ○ engaging with and extending on specific detail in a partner's responses
	    ○ rephrasing and clarifying a partner's responses.

Language use	Students are able to:
	• communicate information, ideas, and opinions using spoken German, covering different communicative functions appropriate to the context. See the Level 1 German Vocabulary List, available on the Teaching tab of the NCEA German subject page, for specific examples of indicative vocabulary and grammar structures to express different communicative functions.
	Examples of informative communication include:
	    ○ describing — appearance, features, or qualities
	    ○ informing — sharing facts or details
	    ○ instructing — giving directions or guidance
	    ○ reporting — outlining actions, summarising, or sequencing events.
	Examples of ideas-based communication include:
	    ○ expressing simple problems and offering solutions
	    ○ giving options
	    ○ expressing thoughts and feelings
	    ○ expressing hopes, wishes, or intentions.

Examples of opinion-related communication include:
- o expressing likes and dislikes
- o expressing preferences
- o reflecting on experiences or events.
- converse about events or experiences. This involves:
  - o understanding and using language to describe actions and events and share thoughts and feelings about them
  - o going beyond the exchange of simple personal details (such as names, family relationships, where someone lives, or what they have) and basic transactional phrases (such as 'Where is the…?', 'How much is…?', or 'Pass the…')
  - o understanding and producing sufficient language to interact about different events or experiences.
- refer to events or experiences in the present, as well as in the past or future. See the Grammar and Structures section of the Level 1 German Vocabulary List, available on the Teaching tab of the NCEA German subject page, for specific examples of indicative grammar structures to reference the present, past, or future.
- use vocabulary and structures appropriate for Curriculum Level 6, demonstrating greater variety, quality, and control of language for higher levels of achievement. See the Level 1 German Vocabulary List for indicative language, up to and including at Curriculum Level 6.
- build on aspects of the information, ideas, and opinions exchanged, for higher levels of achievement. Examples include:
  - o incorporating simple additional details such as locations, feelings, descriptors, or reasons
  - o connecting sentences using conjunctions
  - o sequencing ideas using ordinal numbers or prepositions of time.
- contribute around 2-3 minutes of spoken German over one or more interactions.

Overall communicative accuracy	Students are able to:
	• produce comprehensible German in conversation despite inconsistencies, with greater degrees of accuracy for higher levels of achievement, which involves demonstrating some control of German:
	  o oral features, such as pronunciation, stress, rhythm, and intonation, where appropriate, and speed of spoken production
	  o vocabulary selection, sentence construction, and grammar.

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Achievement Standard 1.2 (91969): Communicate in German for a chosen purpose (5 Credits)

What is being assessed	Subject Learning Outcomes

One-way communication for a chosen purpose	Students are able to:
	• take into consideration the audience and context of their communication and adjust their language accordingly.
	Examples of different chosen purposes include:
	   o sharing personal interests with peers
	   o preparing for an event
	   o reviewing an experience.

Language use	Students are able to:
	• independently communicate information, ideas, and opinions in spoken German, written German, or a combination of both spoken and written German, covering different communicative functions appropriate to the context. See the Level 1 German Vocabulary List, available on the Teaching tab of the NCEA German subject page, for specific examples of indicative vocabulary and grammar structures to express different communicative functions.
	Examples of informative communication include:
	   o describing — appearance, features, or qualities
	   o informing — sharing facts or details
	   o instructing — giving directions or guidance
	   o reporting — outlining actions, summarising, or sequencing events.
	Examples of ideas-based communication include:
	   o expressing simple problems and offering solutions
	   o giving options
	   o expressing thoughts
	   o expressing hopes, wishes, or intentions.
	Examples of opinion-related communication include:
	   o expressing likes and dislikes
	   o expressing preferences
	   o reflecting on experiences or events.

	- communicate about events or experiences. This involves: - understanding and using language to describe actions and events and share thoughts and feelings about them - going beyond the expression of simple personal details (such as names, family relationships, where someone lives, or what they have) - producing sufficient language to communicate about different events or experiences. - refer to events or experiences in the present, as well as in the past or future. See the Grammar and Structures section of the Level 1 German Vocabulary List, available on the Teaching tab of the NCEA German subject page, for specific examples of indicative grammar structures to reference the present, past, or future. - use vocabulary and structures appropriate for Curriculum Level 6, demonstrating greater variety, quality, and control of language for higher levels of achievement. See the Level 1 German Vocabulary List for indicative language, up to and including at Curriculum Level 6. - build on aspects of the information, ideas, and opinions expressed, for higher levels of achievement. Examples include: - incorporating simple additional details such as locations, feelings, descriptors, or reasons - connecting phrases using conjunctions to create compound or complex sentences - sequencing ideas using ordinal numbers or prepositions of time. - independently produce around 90 seconds of spoken German, or 300-350 words of written German, or an equivalent combination of both.
Ability to create cohesive communication	For the highest level of achievement, students are able to: - link information, ideas, and opinions effectively, both within the points communicated and across the piece of linguistic evidence as a whole - show logical flow or coherent structure in their chosen communicative format.
Overall communicative accuracy	Students are able to: - produce comprehensible language despite inconsistencies, with greater degrees of accuracy for higher levels of achievement, which involves demonstrating some control of German: - vocabulary selection, sentence construction, and grammar - oral features, such as pronunciation, stress, rhythm, intonation, and speed of spoken production, where appropriate

	- writing conventions, such as spelling, punctuation, and use of accents, macrons, and glottal stops when applicable. - effectively use reference materials, including class notes, textbooks, and dictionaries to produce spoken German, written German, or an equivalent combination of both - review, proofread, and edit language evidence independently prior to submission (for example, without plagiarism, reproduction of previously marked work, or correction of work by any other person or digital tool).

Achievement Standard 1.3 (91970): Demonstrate understanding of written German related to everyday contexts (5 Credits)

What is being assessed	Subject Learning Outcomes
Comprehension of written German texts related to everyday contexts	Students are able to: - show understanding of a variety of short written German texts related to events or experiences that are familiar and relevant to them in their everyday life and may reflect German-speaking communities, te ao Māori, the Pacific, and Aotearoa New Zealand. Examples of everyday contexts include: - school - family - hobbies - holidays. Examples of text types include: - emails - advertisements - text messages - social media posts - short articles. - identify, connect, and make meaning, in context, of vocabulary, sentence structures, and expressions drawn from the Level 1 German Vocabulary List available on the Teaching tab of the NCEA German subject page, under the following sections: - Introduction — Notes to teachers - German to English

	o English to German
	o Categories
	o Grammar and Structures
	• use general literacy skills to support overall understanding and to draw logical conclusions about the meaning of any part of texts that are not immediately familiar, for example:
	o knowledge of text structures and their features
	o predicting content from titles, glossed words, questions, diagrams, or drawing on prior linguistic knowledge
	o looking for key ideas in subheadings or the beginnings and endings of paragraphs
	o working out the likely function or meaning of unknown vocabulary items from their position in sentences, their structure, or their form, or from the other words immediately around them
	• apply knowledge of German vocabulary, grammar, and cultural references to understand the context, audience, and purpose of written texts, which may involve identifying:
	o who wrote the text, when, and where
	o who the intended audience is
	o why the written text was produced
	o how writer(s)' language choices fit with their purposes for writing.
Clarity, accuracy, and thoroughness of response	Students are able to: • read and understand questions expressed in English about written texts • produce relevant and comprehensible answers in English or te reo Māori that communicate understanding of appropriate information, ideas, and opinions from written texts • connect detail from texts to support conclusions. For higher levels of achievement, use an increasingly comprehensive selection of details and precise interpretation of language and cultural references to demonstrate thorough understanding.

Achievement Standard 1.4 (91971): Demonstrate understanding of spoken German related to everyday contexts (5 Credits)

What is being assessed	Subject Learning Outcomes
Comprehension of spoken German texts related to everyday contexts	Students are able to:

- show understanding of a variety of short spoken German texts related to events or experiences that are familiar and relevant to them in their everyday life and may reflect German-speaking communities, te ao Māori, the Pacific, and Aotearoa New Zealand.
  Examples of everyday contexts include:
    - food
    - daily routines
    - around town
    - sports.
  Examples of text types include:
    - short conversations
    - announcements
    - instructions
    - advertisements
    - voice messages.
- identify, connect, and make meaning, in context, of spoken vocabulary, sentence structures, and expressions drawn from the Level 1 German Vocabulary List available on the Teaching tab of the NCEA German subject page, under the following sections:
    - Introduction — Notes to teachers
    - German to English
    - English to German
    - Categories
    - Grammar and Structures
- use general listening comprehension skills to support overall understanding and to draw logical conclusions about the meaning of any part of spoken texts that are not immediately familiar, for example:
    - focusing on general meaning or main ideas when listening to a text for the first time
    - identifying specific keywords or phrases that signal important details in follow-up listening of the same text, such as time, dates, names, places, likes, dislikes, or specific activities
    - predicting what might come next based on the context, glossed words, or questions
    - actively taking notes and selecting relevant details to answer questions.

	- recognise and make meaning of other oral features of German such as intonation, stress patterns, volume change, and use of pauses - apply knowledge of German vocabulary, grammar, and cultural references to understand the context, audience, and purpose of spoken texts, which may involve identifying: - who is speaking in the text, when, and where - who the intended audience is - what the spoken text is for - how speaker(s)' language choices fit with their purposes for speaking.
Clarity, accuracy, and thoroughness of response	Students are able to: - read and understand questions expressed in English about spoken texts - produce relevant and comprehensible answers in English or te reo Māori that communicate understanding of appropriate information, ideas, and opinions from spoken texts - connect detail from texts to support conclusions. For higher levels of achievement, use an increasingly comprehensive selection of details and precise interpretation of language and cultural references to demonstrate thorough understanding.