German

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	GRM315114
COURSE SPAN	2019 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2023. Use A-Z Courses to find the current version (if available).

Through studying German, learners gain access to German-speaking communities in Germany, Austria and Switzerland as well as in other European countries and across the world, including Australia

The ability to communicate in German will (in conjunction with other skills acquired in the study of this course) provide learners with enhanced vocational opportunities and the possibility to apply German culture and language skills to work, further study, training or personal interests. This course builds on German - Foundation and provides a pathway to the study of German at university level.

Course Description

Learners will use German to communicate with others by:

- listening and responding to spoken German
- communicating in spoken German
- reading and responding to written German
- expressing ideas and information in written German.

This is done within a contextual framework of three prescribed themes:

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

These themes, and their topics and sub-topics, have been selected to enable learners to develop their understanding of how language and culture are inter-related.

The themes have a number of topics and sub-topics. The placement of the topics under themes is intended to provide a particular perspective for each of the topics. The sub-topics expand on the topics and guide the learner and teacher as to how the topics may be treated.

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 linguistic needs and interests of the learner.

The learner will negotiate **at least one** topic drawn from the themes and their topics/sub-topics for more detailed study.

Rationale

The study of German contributes to the overall education of learners, particularly in the areas of communication, cross-cultural understanding, 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 language to be studied and assessed is the modern standard or official version of German.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. use German to communicate with others by listening and responding to spoken German
2. use German to communicate with others by communicating in spoken German
3. use German to communicate with others by reading and responding to written German
4. use German to communicate with others by expressing ideas and information in written German
5. interpret contemporary German customs and daily life, and the cultural context in which German is used
6. critically reflect on their own culture through the study of German culture
7. use German as a language system
8. make connections between English and another language
9. apply negotiation, planning and organisational skills.

Access

This Level 3 course is designed for learners who have successfully completed German – Foundation Level 2 or its equivalent.

Pathways

German – Foundation Level 2 provides a pathway to this course.

This course provides a pathway to the study of German at tertiary level, and to various vocational education and training (VET) packages that include language components/ units of competency.

Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Content

THEMES

1. The Individual

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

TOPICS		
Personal World	**Education**	**Daily Life**
Sub-topics studied may include, but are not limited to: • personal identity (name, age, address, telephone number, date and place of birth, age, sex, marital status, nationality, origin, family character) • relationships (family, friends, occupations of parents) • house and home (type of accommodation, rooms, furniture, own room, services, amenities, region, common plants and animals) • personal health and welfare • personal opinions.	Sub-topics studied may include, but are not limited to: • school • personal aspirations/future career • courses/subjects • examinations.	Sub-topics studied may include, but are not limited to: • life at home • daily routine • hobbies and interests/sport • shopping and money facilities, foodstuffs, clothes and fashion, household articles, medicine, prices, weights and measures • food and drink • travel to and from places • holidays • invitations and appointments • services (postal, telephone, bank, police, hospital, garage, repairs, petrol station) • weather • emails, SMS.

2. German-Speaking Communities

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

TOPICS		
Past and Present	**People and Places**	**Arts and Entertainment**
Sub-topics studied may include, but are not limited to: • social customs/traditions and their historical origin • important historical events and their commemoration (e.g. by national holidays or festivals, monuments, naming of features such as buildings or roads) • historical links with Australia • some important personalities in German contemporary society and/or history • changes in social structures and attitudes (e.g. the family, women's issues, religion).	Sub-topics studied may include, but are not limited to: • city and country life • German influences on Australian culture and society (e.g. food and drink, fashions) • shopping • getting around (transport and directions) • significant geographical and climatic features of Germany.	Sub-topics studied may include, but are not limited to: • media • cinema • music and songs • literature • sport • theatre and performing arts • computer games • art • architecture.

3. The Changing World

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

TOPICS		
Social Issues	**Travel and Tourism**	**The World of Work**
Sub-topics studied may include, but are not limited to: • immigration/migration • relationships with neighbouring/regional nations • health • the young and the elderly • the environment.	Sub-topics studied may include, but are not limited to: • tourist attractions in Germany • visiting Germany • entering and leaving Germany, travel document (passport, visa, tickets) • hotels, hostels, camping grounds • hosting German visitors • home stay.	Sub-topics studied may include, but are not limited to: • the effect of technological developments • types of jobs, professions, trades • men and women in the workforce • Australia and Germany as trading partners • attitudes to work.

USE OF ENGLISH

While it is expected that learners 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 learner to respond to a text in English on some occasions.

Note: at its meeting on 3 April 2013, TASC decided that from 2014 the examination specifications for all Level 3 language courses would include use of the target language in responses in the reading section of the written examination.

TEXT TYPES

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

advertisement	invitation	presentation
announcement	letter*	profile*
article	list	poem
brochure	map	recipe
chart	menu	report
conversation/interview*	narrative*	review
diary/journal entry*	news item	song
discussion	note/message	speech/talk
editorial	novel/short story	survey
email*	on-line texts	table
film	play	timetable
form (fill in)	postcard	

VOCABULARY

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

DICTIONARIES

Teachers will assist learners to develop the necessary skills and confidence to use dictionaries effectively. For details regarding the use of dictionaries in the external assessment of this course, see *'What can I take to my exam?'*.

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 this Level 3 course it is assumed that the learner will already have acquired a significant understanding of the function of grammar in German through prior knowledge or study of German.

Developing the learner'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 learner is expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Adjectives	Common Adjectives	klein, alt
		Die Welt ist schön.
	Common Adjectives	Ein schönes Kleid.
	Agreement and attributive position	
	Ordinal numbers	Die erste Stunde.
		Am zweiten Oktober.
		In der dritten Stunde.
	Comparative and superlative forms	Dieser Sommer ist wärmer als der letzte.
		Sie ist die erfolgreichste Schwimmerin in diesem Jahr.
	Demonstrative Adjectives derived from place names	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	der, die, das
	Indefinite Articles	ein, kein
	Interrogative	Was für ein.....? Welcher.....?
	Demonstrative	jener*, solcher*, dieser
Nouns	Indefinite	jeder, kein, alle
	Possessive (all forms)	unser, Ihr, euer*, etc...
	Gender, Number	
	Adjectival Nouns*	Alles Gute zum Geburtstag.
	Cases	
	Nominative	
	Accusative	
Numbers	Dative	
	Genitive	
	Infinitives as nouns	Das Rauchen ist ungesund.

	Cardinal	eins, zwei, drei, etc...
	Ordinal	erste, zweite, dritte, etc...
		am ersten, am zehnten, etc...

Grammatical item	**Sub-elements**	**Example(s)**
Prepositions	Prepositions of place (dative)	an, auf, hinter, neben, in, über, unter, vor, zwischen
	Dative	aus, bei, mit, nach, seit, von, zu, entgegen, gegenüber
	Accusative	durch, für, gegen, ohne, um, entlang, bis
	Genitive	während, wegen, trotz, anstatt
	The cases with prepositions	in, auf, an, mit, aus, von, zu, für, bei
	wo und da(r) compounds†	womit, wozu, damit, dazu, dabei, darauf
	With dative case	Das Buch liegt auf dem Tisch.
		Das Bild hängt an der Wand.
	Contracted forms with articles*	Ich gehe in die Stadt. Beim, zum, im,...
	Cases with prepositions which either take accusative or dative	Ich bin in der Stadt.
		Ich gehe jetzt in die Schule. Ich lerne Deutsch in der Schule.
Pronouns	Personal Pronouns	
	nominative	ich, du, er, sie, es, wir, ihr, Sie, sie
	accusative	mich, dich, ihn, sie, uns, euch, sie, Sie
	dative cases*	Es geht mir gut. Wie geht es dir? ihm, ihr
	Reflexive	mich/mir, dich/dir, sich, uns, euch
	Indefinite	man, etwas, jemand, niemand, einer, nichts
	Interrogative	wer, wen, wem, wessen, was, wo, wie, etc...
	Relative	
	nominative	Die Frau, die in diesem Haus wohnt, ist meine Tante.
	accusative	Der Mantel, den ich gekauft habe, hat ein Loch.
	dative	Kennst du den Mann, mit dem Karl gerade spricht?
	genitive	Das ist die Frau, deren Mann in derselben Firma arbeitet.

Grammatical item	**Sub-elements**	**Example(s)**
Sentence Structures	Statements, questions, commands	Ich heiße... Ich bin... Wie alt bist du? Morgen gehe ich ins Kino. Wohnst du in Hobart? Wo wohnst du?
	Imperative†	Setz dich! Steh auf! Öffnet eure Hefte!
	Word order in main clause (Inversion of verb)	Am Montag spiele ich Tennis.
	Position of adverbs and adverbial phrases – time, manner, place	Er fährt jeden Tag fröhlich zur Arbeit.
	Position of Past Participles	Er hat seine Hausaufgaben schon gemacht.
	Expressing wishes and abilities	Ich möchte gerne.... Ich kann Fußball spielen.

	Conjunction	weil
	Word order in subordinate clauses	Er bekommt immer gute Noten, weil er so fleißig ist.
	Indirect questions	Ich möchte gern wissen, wie er heißt.
	Position of "nicht" in a clause	Er hat seine Hausaufgaben nicht gemacht.
	Infinitives with "zu" and "um...zu"	Some common forms:
		Es ist schön, dich zu sehen.
		Ich gehe in die Bäckerei, um Brot zu kaufen.
	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

Grammatical item	**Sub-elements**	**Example(s)**
Verbs	Present	Ich lerne Deutsch.
	Perfect	Gestern sind wir ins Kino gegangen.
	Future	Wir werden die Wahl gewinnen.
	Imperfect	Hänsel und Gretel verliefen 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.

* incidental use in context, no detailed explanation

** receptive use only

Work Requirements

From their study of these themes and related topics/sub-topics learners will undertake at least one substantial assessment task (approximately 1000 words or equivalent). The mode of presentation is not prescribed. It may be a written report, an oral report or presentation, or a multimodal* presentation. The task will be assessed internally, and will be a significant source of evidence for the assessment of the Learning Outcomes, 'gain a detailed understanding and appreciation of German customs and traditions, and the cultural context in which German is used' and 'critically reflect on their own culture through the study of German culture' (criterion 5) and criterion 6.

While the report/presentation of the assessment task may be in English, German should be used as appropriate (for example, when discussing German concepts, using direct quotations from sources in German, or referring to German terms).

Learners will negotiate the task with their teacher. While not prescribed, the nature of the task will be one that engages the learner in critical reflection and that provides opportunities to present reasoned arguments/points of view and analysis. An issue-based approach is more appropriate than one that is purely descriptive in nature. For example, an activity or topic might be framed as a question such as:

- 'In what ways, and to what extent, has German culture influenced Australian culture?'
    - 'Compare and contrast
      - the lyrics and music of a popular German song with the lyrics and music of a popular Australian song.
      or
      - the front page of a German newspaper with the front page of an Australian newspaper.
      or
      - a popular German television show with a popular Australian television show.
      What do these similarities and differences tell us about the two cultures?'

- 'In what ways, and to what extent, have German-speaking communities in Australia contributed to our multicultural society?'
- 'Compare and contrast the role of sport/art/performing arts in German and Australian society. How might the similarities and differences be explained?'
- 'Compare and contrast contemporary daily life in German and Australian society. How might the similarities and differences be explained?'

**Multimodal: a combination of two or more communication modes (for example print, image, and spoken text, as in a film or computer presentation).*

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner 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 learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

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

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

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

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

Process – TASC 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.

Additionally, the Office of TASC may select to undertake scheduled audits of this course and its work requirements (Provider standards 1, 2, 3 and 4).

External Assessment Requirements

The external assessment requirements for the course German Level 3, consists of:

- an oral examination; and
- a written examination.

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

See *'What can I take to my exam?'* for details regarding the use of dictionaries in the external assessment process.

Note: at its meeting of 3 April 2013 TASC decided that from 2014 the examination specifications for all Level 3 language courses would include use of the target language in responses in the reading section of the written examination.

For further information see the TASC's External Assessment Guidelines for this course which can be found in the Supporting Documents below.

Criteria

The assessment for German Level 3 will be based on the degree to which the learner can:

1. listen and respond to spoken German*
2. communicate in spoken German*
3. read and respond to written German texts*
4. express ideas and information in written German*
5. demonstrate understanding of German culture
6. apply negotiation, planning and organisational skills

* = denotes criteria that are both internally and externally assessed

Standards

Criterion 1: listen and respond to spoken German

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner listens to spoken German and responds.*

Rating A	Rating B	Rating C
In spoken conversations the learner listens to speech paced in a normal, conversational manner. Occasionally repetition and/or rephrasing may be requested from the speaker for clarification.	In spoken conversations the learner generally listens to speech paced in an authentic, conversational manner but requires slower pace when complex language structures are used and/or unfamiliar concepts/ideas are discussed. Repetition and/or rephrasing may be requested from the speaker for clarification.	In spoken conversations the learner requires moderated delivery and repetition and/or rephrasing.
The learner's response reflects understanding of all main points / general aspects and points of detail, additional information and/or specifics given in the spoken text.	The learner's response reflects understanding of all main points / general aspects and some points of detail, additional information and/or specifics given in the spoken text.	The learner's response reflects understanding of most main points / general aspects of the spoken text. Points of detail, additional information and/or specifics may not be addressed.**

* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

** Illustrative example:

> Given oral text: "Sue loves to go into the city to shop. She seeks out the latest fashions, and is especially interested in accessory trends. In the city there is a much larger range than in her hometown. Being in the city also gives Sue a change to meet up with some of her old school friends."
>
> Question: 'Explain why Sue goes to the city.'
>
> Response: "Because she likes to shop there and meets her friends." (= C rating: details/additional information about what she buys, why she buys them in the city and the inference that her old school friends do not live in her hometown are not included in the response).

Criterion 2: communicate in spoken German

This criterion is both internally and externally assessed.

Rating 'A':
Based on the grammar and structures in this Level 3 course content, the learner engages in conversation ***in familiar and unfamiliar contexts***. The learner's oral communication in German is characterised by:

Rating 'B':
Based on the grammar and structures in this Level 3 course content, the learner engages in conversation ***in familiar and unfamiliar contexts***. The learner's oral communication in German is characterised by:

Rating 'C':
Based on the grammar and structures in this Level 3 course content, the learner engages in conversation ***in familiar contexts***. The learner's oral communication in German is characterised by:

Rating A	Rating B	Rating C
speech with a pace/tempo used in authentic	speech with a pace/ tempo generally like that used in authentic conversation. There may be hesitation and/or uneven pace	fragmentary speech with frequent hesitation

conversation. There may be occasional hesitation	when complex language structures are used and/or unfamiliar concepts/ideas are discussed	
the ability to respond appropriately and spontaneously to changes in the flow/subject of a conversation		
appropriate self-correction	some self-correction	a lack of self-correction
very few errors in pronunciation, stress and/or intonation	some errors in pronunciation, stress and/or intonation	frequent errors in pronunciation, stress and/or intonation
appropriate use of both simple and complex sentences	use of both simple and complex sentences	use of simple sentences
command of a wide range of structures* and vocabulary	command of a range of structures* and vocabulary	command of a narrow range of structures* and vocabulary
controlled, nuanced language usage		
a high degree of fluency and accuracy. Listeners clearly understand what is said.	a degree of fluency and accuracy. While there are some errors and/or imperfect control of some patterns, listeners understand what is said.	a limited degree of fluency and accuracy. While there are errors, listeners generally understand what is said.

* As defined by this course's content.

Criterion 3: read and respond to written German texts

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner reads German texts and responds.*

Rating A	Rating B	Rating C
The learner makes some use of external references** during aspects of the reading process.	The learner makes frequent use of external references** during the reading process.	The learner is dependent on use of external references** during the reading process.
The learner's response reflects understanding of all main points / general aspects and points of detail, additional information and/or specifics given in the written text.	The learner's response reflects understanding of all main points / general aspects and some points of detail, additional information and/or specifics given in the written text.	The learner's response reflects understanding of most main points / general aspects of the written text. Points of detail, additional information and/or specifics may not be addressed.***

* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

** 'External references' may include, but are not limited to: the use of dictionaries; and the prompts of others.

*** Illustrative example:

> Given written text: "Sue loves to go into the city to shop. She seeks out the latest fashions, and is especially interested in accessory trends. In the city there is a much larger range than in her hometown. Being in the city also gives Sue a change to meet up with some of her old school friends."

Question: ‘Explain why Sue goes to the city.’

Response: “Because she likes to shop there and meets her friends.” (= C rating: details/additional information about what she buys, why she buys them in the city and the inference that her old school friends do not live in her hometown are not included in the response).

Criterion 4: express ideas and information in written German

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner writes German text. The learner’s written text is characterised by:

Rating A	Rating B	Rating C
correct spelling and punctuation	generally correct spelling, and correct use of punctuation. There may be occasional errors in the spelling of complex words	correct spelling of common words, and correct use of basic punctuation
appropriate use of both simple and complex sentences	use of both simple and complex sentences	use of short, simple sentences
command of a wide range of structures* and vocabulary	command of a range of structures* and vocabulary	command of a narrow range of structures* and vocabulary
controlled, nuanced language usage		
a high degree of fluency and accuracy. Readers clearly understand what is written.	a degree of fluency and accuracy. While there are some errors and/or imperfect control of some patterns, readers understand what is written.	some degree of fluency and accuracy. While there are errors, readers generally understand what is written.

* As defined by this course’s content.

Criterion 5: demonstrate understanding of German culture

The learner:

Rating A	Rating B	Rating C
analyses** a wide range of German contemporary and traditional social customs, and aspects of contemporary daily life	identifies and accurately describes a wide range of German contemporary and traditional social customs, and aspects of contemporary daily life	identifies and describes a range of German contemporary and traditional social customs, and aspects of contemporary daily life
analyses** distinctive characteristics* of German culture	identifies and accurately describes distinctive characteristics* of German culture	identifies and describes some distinctive characteristics* of German culture
critically analyses** differences and similarities between the culture of German-speaking communities and Australian culture, and accurately accounts for these.	identifies, describes and offers logical suggestions to account for differences and similarities between the culture of German-speaking communities and Australian culture.	identifies, describes and offers suggestions to account for differences and similarities between the culture of German-speaking communities and Australian culture.

* ‘Distinctive characteristics’ are those that might be considered unique or characteristic of German culture, as opposed to those shared with - or common to - other cultures in a region.

** Analyse: to examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

** Critically analyse: to closely examine, analyse in detail, focus on essence, examine component parts of an issue or information (for example identifying the premise of an argument and its plausibility, illogical reasoning or faulty conclusions).

Criterion 6: apply negotiation, planning and organisational skills

The learner uses negotiation, planning, task and time management strategies, and applied the principles of academic integrity. The learner:

Rating A	Rating B	Rating C
proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates goals which are measurable, achievable and realistic
evaluates, selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	uses planning tools to achieve objectives within proposed times
reflects on progress towards meeting goals and timelines, critically evaluates progress and plans effective future actions	reflects on progress towards meeting goals and timelines, analyses progress and plans future actions	reflects on progress towards meeting goals and timelines, and articulates some ways in which goals can be met in the future
meets specified/negotiated timelines and addresses all required task characteristics* with a high degree of accuracy	meets specified/ negotiated timelines and addresses all required task characteristics*	meets specified/negotiated timelines and addresses most aspects of required task characteristics*
clearly identifies the information, images, ideas and words of others used in the learner's work	clearly identifies the information, images, ideas and words of others used in the learner's work	differentiates the information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly
creates appropriate, well structured reference lists/ bibliographies.	creates appropriate, structured reference lists/ bibliographies.	creates appropriate reference lists/bibliographies.

** 'required task characteristics' may include: word limits; mode of response; and presentation requirements.*

Qualifications Available

German Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the 10 ratings (6 from the internal assessment, 4 from the external assessment).

The minimum requirements for an award in German Level 3, are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
9 'A' ratings, 1 'B' rating (3 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)
4 'A' ratings, 4 'B' ratings, 2 'C' ratings (1 'A' rating, 2 'B' ratings and 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
5 'B' ratings, 4 'C' ratings (2 'B' ratings, 2 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
8 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
6 'C' ratings

A learner 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.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Expectations Defined By National Standards

This course document includes materials consistent with the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

Accreditation

The accreditation period for this course has been renewed from 1 January 2021 until 31 December 2025.
During the accreditation period required amendments can be considered via established processes. Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 21 October 2013 for use from 1 January 2014 to 31 December 2018. This course replaces German (GRM315109) that expired on 31 December 2013.
Version 1.a Minor amendments to 'Grammar and Structures'. Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2020.
Version 1.b - Accreditation renewed on 13 July 2020 for the period 1 January 2021 to 31 December 2021 (no amendments made).
Version 1. c - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

Supporting documents including external assessment material

- GRM315114 German TASC Exam Paper 2018.pdf (2018-12-09 09:42am AEDT)
- GRM315114 - Assessment Report 2018.pdf (2019-01-31 03:38pm AEDT)
- GRM315114 German Exam Audio 2018 .zip (2020-02-17 12:46pm AEDT)
- GRM315114 German TASC Exam Paper 2019.pdf (2020-02-17 12:46pm AEDT)
- GRM315114 German Audio File Exam 2019-Abridged.mp3 (2020-02-17 12:46pm AEDT)
- GRM315114 Assessment Report 2019.pdf (2020-02-17 12:46pm AEDT)
- GRM315114 German TASC Exam Paper 2020.pdf (2020-12-09 11:45am AEDT)
- GRM315144 Exam 2020 audio file.mp3 (2020-11-19 09:11pm AEDT)
- GRM315114 Assessment Report 2020.pdf (2021-01-13 10:34am AEDT)
- GRM315114 German 2021 audio file.mp3 (2021-11-19 10:24am AEDT)
- GRM315114 German TASC Exam Paper 2021.pdf (2021-11-19 10:27am AEDT)
- GRM315114 Assessment Report 2021.pdf (2022-01-24 01:49pm AEDT)
- GRM315114 German External Assessment Specifications.pdf (2023-03-27 11:14am AEDT)
- GRM315114 German TASC Exam Paper 2022.pdf (2022-11-12 10:17am AEDT)
- German 22.mp3 (2022-11-12 10:18am AEDT)
- GRM315114 Assessment Report 2022.pdf (2023-03-09 02:24pm AEDT)
- GRM315114 German TASC Exam Paper 2023.pdf (2023-11-07 04:06pm AEDT)
- German Audio Files 2023.mp3 (2023-11-08 08:12am AEDT)

Tasmanian Government

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