

Improving the education outcomes  
for all young Australians

**acara** AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY



# Australian Curriculum: Languages

## German (revised draft)

Validation version for public viewing



All material in this brochure is subject to copyright under the Copyright Act 1968 (C'th) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) 2014.

## Licence

Unless otherwise noted, all material in this brochure – except the logo of ACARA, third party icons and any material protected by trademark – is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Australia \(CC BY NC SA\)](https://creativecommons.org/licenses/by-nc-sa/3.0/au/) licence identified by the following logo:



Under a CC BY NC SA Licence, you may download, copy, print and communicate material for personal or non-commercial purposes, including educational or organisational use, provided you attribute ACARA and licence any new work created incorporating material from this website under the same CC BY NC SA Licence.

## Attribution (Credit ACARA)

All ACARA material licensed under the CC BY NC SA licence must be attributed in the following manner:

### Unmodified ACARA material:

You must credit ACARA in the following manner: Source: Australian Curriculum, Assessment and Reporting Authority (ACARA).

### Modified ACARA material:

You must credit ACARA in the following manner: Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

## Copyright inquiries

For all copyright inquiries, please email: [info@acara.edu.au](mailto:info@acara.edu.au) or phone: 1300 895 563 (if within Australia) or 61 2 8098 3100 (if outside Australia).

# AUSTRALIAN CURRICULUM: LANGUAGES – GERMAN

---

## German context statement

### The place of the German language and culture in Australia and in the world

German is an official language of Germany, Austria, Switzerland and Liechtenstein, as well as of Belgium and Luxembourg. It is also used as an official regional or auxiliary language in a number of other countries in Europe and Namibia in Africa. As one of three procedural languages for the European Union and the first language of 120 million Europeans, the German language showcases the cultural diversity and range of these German-speaking communities. In particular, the interplay between culture and language can be seen in the global influence of Germany's past and contemporary achievements in architecture, the arts, engineering, philosophy, recreational pursuits and scientific innovations, particularly related to environmental sustainability. The conceptual understandings that sit behind this influence are reflected in the selection of text types and key concepts through which students will have opportunities to use German actively.

### The place of the German language in Australian education

German has been taught in schools, universities and communities in Australia since the mid-1800s and by the 1930s was a well-established part of the Australian educational landscape. As a core element of the tradition of a broad humanistic education, German can also be seen as a cultural marker of the waves of immigration from Western Europe. Migration from German speaking countries is ongoing, thus continuing the contribution that German speakers have made in shaping Australian culture from the time of the first German settlements.

Strong partnerships have developed with organisations such as the Goethe-Institut, the German Embassy, the German-Australian Chamber of Industry and Commerce, the Bavarian Youth Ring student exchange organisation (BJR) and the German Academic Exchange Service (DAAD), to provide solid support to the teaching and learning of German in Australia.

### The nature of German language learning

German and English are both derived from the Germanic branch of the Indo-European language family and share many similar lexical items (cognates), as well as grammatical features. Consequently a native speaker of English has some immediate access to spoken and written German and from an early stage learners can engage with authentic texts. Modern German also borrows from modern English, for example *der Computer*, as does English from German, for example 'kindergarten'. German has different regional and national varieties, although all users understand 'Hochdeutsch', so called 'Standard German', which is taught in Australian schools and universities.

German is a largely phonetic language with many of the same sounds as English, and the same Roman alphabet. In addition to the standard 26 letters, there is the use of the Umlaut (Ä/ä, Ö/ö, and Ü/ü) and the Eszett (ß). A major difference in orthography from English is the capitalisation of all nouns, a feature that assists the comprehensibility of written texts.

German is well known for its morphological creativity in forming long words through compounding. The German language has two different forms of address, formal and informal, dependent on the relationship between the communicators. German-speakers generally rely more heavily than native speakers of Australian English on the use of the imperative to effect action, thus sometimes appearing to be more direct.

Other distinctive features of German are noun gender (masculine, feminine, neuter) and the case system. Changes in the articles of nouns, and in pronouns and adjective endings mark the four cases, indicating subject and direct and indirect objects, as well as possession. Marking cases in this way leads to flexibility in word order, which is not possible in English. Sentences may appear long to English users, but the case markers and clear and consistent punctuation rules aid comprehension.

## The diversity of learners of German

The cohort of learners of German in Australia schools generally comprises students who are second language learners.

Within this pathway, learners demonstrate a range of exposure to and experience in German. Some learners will have little familiarity with German although they will most likely have experience of English, another Germanic language; others will have German heritage or a family member who has knowledge of German and/or connections with German-speaking countries.

There are a number of different types of schools in Australia that cater for a range of pathways. For example, the Deutsche Schule Melbourne and the German International School Sydney cater particularly for the small group of background learners of German in Australia, especially international students. In addition community-driven early-years playgroups are growing in number. Mainstream school provision for background learners is limited, although there are some notable examples of bilingual programs, which also cater for non-background students. There are also several complementary providers for German, including distance education and community schools.

The Australian Curriculum: Languages, Foundation to Year 10, for German is pitched to second language learners; that is, to the dominant cohort of learners of the language in the current Australian context. Teachers will make appropriate adjustments to the curriculum to cater for learners of different backgrounds and differentiate learning experiences for these students.

DRAFT

# AUSTRALIAN CURRICULUM: LANGUAGES

## GERMAN FOUNDATION TO YEAR 10 SEQUENCE

---

### German (F–10 Sequence) curriculum

#### Foundation to Year 2

##### Band description

##### The nature of the learners

Children enter the early years of schooling with established oracy skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others and participate in structured routines and activities at school. Typically they have little to no experience of German language and culture.

##### German language learning and use

At this stage, games, music, movement, familiar routines, and imaginative activities such as role-play provide essential scaffolding and relevant contexts for language development. Learners engage with the sounds, shapes and patterns of German through activities such as rhymes, songs, clapping and action games. They identify and use simple formulaic expressions, one- or two-word responses to prompts and cues, and non-verbal German communication strategies. They learn to write by tracing and copying, forming letters legibly. They learn to write words and simple sentences independently using modelled language, for example, by matching pictures with single words, labels or captions.

##### Contexts of interaction

The primary context of interaction is the language classroom, as learners interact with the teacher and with each other. Their use of German relates primarily to classroom routines and activities, draws on curiosity about the world around them and engages their interest in play, movement and games.

##### Texts and resources

Learners engage with a variety of spoken, written and digital texts. They listen and respond to teacher talk, share ideas and join in stories, songs, play and simple conversations. Physical, virtual and digital resources provide access to additional German language and cultural interactions, connecting learners' social worlds with those of their peers in other German-speaking contexts.

##### Features of German language use

Learners become familiar with the sounds and rhythms of German, approximating the pronunciation and phrasing of single words and short phrases, including distinctive sounds such as ch, u, r, z and th and diphthongs such as au, ei, eu, ie. They use simple basic sentence structures and familiar vocabulary for everyday functions such as greetings, asking and answering questions, responding to instructions, and participating in games, performances and simple shared tasks. They learn to write single words and simple phrases, noticing the use of the Eszett and how an Umlaut changes the sound of vowels. They notice similarities and differences between German and English. They used modelled language to produce their own short texts and interactions. They begin to notice that language behaves differently in different situations and that German speakers communicate in some ways that are different from their own. As they talk about differences and similarities, they begin to understand that they are part of a connected world. This introduction to the reflective dimension of intercultural language learning begins to develop an understanding of culture.

## Level of support

Support is provided through visual and tactile materials such as pictures, realia, objects and charts, and through the use of gesture and movement. The teacher provides prompts, cues and opportunities for repetition and recycling to help learners identify and remember frequently used words and simple phrases. Learners rely on modelled language, scaffolded tasks, feedback and encouragement to build their language capability.

## The role of English

Learners are encouraged to use German whenever possible, particularly when engaging in classroom interactions and routines. The teacher uses German as much as possible for instruction. English is used for explanation and discussion, allowing learners to talk about differences and similarities they notice between German and their own language(s), to ask questions about language and culture, and to consider their experience of learning German.

## German (F–10 Sequence) Communicating

Foundation to Year 2 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes.</p> <p>[Key concepts: self, family; Key processes: interacting, greeting, thanking]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"><li>exchanging simple greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation, for example, <i>Ich heiÙe...und du? Morgen! Auf Wiedersehen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!</i></li><li>using simple statements to describe themselves and to express likes and dislikes, for example, <i>Ich bin fünf. Ich wohne in ...; Ich mag ... (nicht);</i></li><li>talking about people and belongings, for example, <i>Mein Teddy heiÙt ...; Das ist meine Schwester/mein Ball</i></li></ul>
<p>Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests.</p> <p>[Key concepts: roles, routines; Key processes: following instructions, participating, listening]</p> <p><b>LIT, PSC, CCT, NUM</b></p>	<ul style="list-style-type: none"><li>responding with actions/gestures to questions such as <i>Wo ist... ?</i> and instructions such as <i>Aufstehen, (Klasse 1)! Hande auf den Kopf! Alle zusammen! Achtung!</i></li><li>recognising and responding to simple questions, using supporting intonation and gestures, for example, <i>Wer/Was ist das? Das ist ...? Ist das ...? Nein, das ist ...</i></li><li>using German for everyday routines such as roll call (<i>Hier bin ich.</i>) or naming the day of the week (<i>Es ist Montag.</i>)</li><li>following simple directions supported by gestures to locate items in the classroom or playground, for example, <i>links, rechts, auf dem Boden, hinter Peter, unter dem Tisch</i></li><li>responding to and making polite requests, for example, <i>Ich mochte ..., bitte. Bitte schon!</i></li></ul>

Foundation to Year 2 content descriptions	Elaborations
<p>Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions.</p> <p>[Key concepts: play, performance, action learning; Key processes: participating, taking turns]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>participating in songs, rhymes and chants by singing and using actions, for example, <i>Kopf, Schulter, Knie und Fuß; 1, 2, Polizei</i></li> <li>playing games such as <i>Hatchi Patchi; Hier ist Platz; Lotto; Stille Post</i> and using associated language, for example, related to turn-taking (<i>Wer ist dran? Ich bin dran</i>) and forming groups using numbers or colours (<i>Blau ist hier; Gruppe 2 ist hier</i>)</li> <li>following a model to create a shared digital/online text, such as adding key information on a class invitation (<i>Wann? Was? Wer? Wo?</i>)</li> <li>making choices in routine activities such as the selection of a song from the class songbook, for example, responding to the question <i>Was singen wir heute?</i></li> </ul>
<p><b>Informing</b></p> <p>Identify key words and information in simple shared texts related to personal worlds.</p> <p>[Key concepts: literacy, text; Key processes: locating, matching, ordering]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>recognising symbols, words and phrases of written German, for example, labels, titles and captions</li> <li>listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding</li> <li>demonstrating understanding by labelling, pointing, matching, clicking, dragging, drawing, miming, facial expressions and actions</li> <li>locating specific words and expressions, for example, in spoken texts by clapping or raising hands, and in written texts by pointing to or highlighting the word(s)</li> <li>ordering/matching items of information from listening and reading texts, such as information about students' families (<i>Wer ist das? Er hat drei Brüder und wohnt in ...</i>)</li> </ul>
<p>Convey factual information about self, family and possessions with pictures, labels, captions and short descriptions, using familiar words and modelled language.</p> <p>[Key concepts: identity, belonging; Key processes: naming, labelling, describing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>using key words and simple phrases to annotate a picture, diagram or photo for public display</li> <li>contributing to a digital photo story <i>Meine Klasse</i>, for example, writing and recording captions to own photos (<i>Das bin ich. Ich heiße... und ich bin... . Das ist meine Mami. Sie ist nett.</i>)</li> <li>using simple sentence structures, familiar vocabulary, supporting resources and gestures to talk about self and the immediate environment, for example, <i>Ich bin im Kindergarten. Ich bin in Klasse 1. Das ist mein Kissen</i></li> <li>conveying aspects of shared knowledge about German language and culture, such as by pointing to places on a map, pictures of typical foods or symbols, for example, <i>Das ist Deutschland. Die Flagge ist schwarz, rot, gold</i></li> </ul>

Foundation to Year 2 content descriptions	Elaborations
<p><b>Creating</b></p> <p>Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling of texts.</p> <p>[Key concepts: imagination, performance, setting; Key processes: participating, responding]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>responding to imaginative print and digital texts, such as stories, rhymes or cartoons by performing excerpts of texts or creating their own texts, using repetitive actions, gestures and words/sentences, sequencing pictures from the text to reflect the correct order of events</li> <li>expressing a personal opinion of a text, for example, <i>Das ist lustig/komisch/langweilig</i></li> <li>drawing their favourite character or scene from stories, rhymes, songs or cartoons such as <i>Schnappi</i> and attaching/writing a simple evaluative statement, for example, <i>... ist fantastisch. Ich mag ...</i></li> <li>performing the story of a book, for example, <i>Wir gehen auf die Bärenjagd, Der Baum und das Mädchen, Weißt du wie lieb ich dich hab?</i></li> <li>reading or viewing English and German versions of a familiar print or digital text such as <i>Spot/Flecki</i> or <i>Bob the Builder/Bob der Baumeister</i>, and noticing similarities and differences</li> <li>responding in German or English to questions about the text, for example, <i>Wer ist das?; War das eine gute Idee?; Und dann ... ?</i></li> <li>contributing to a collaborative retelling of a text using prompts such as pictures, cut-outs or puppets</li> </ul>
<p>Express ideas and experiences through imaginative role-play, mime, drawing, oral discussion and scaffolded writing activities using familiar words and modelled language.</p> <p>[Key concepts: role-play, discussion, imagination; Key processes: performing, expressing]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>using story maps to share an imaginative experience such as what they would eat over a week, for example, like the caterpillar in <i>Die kleine Raupe Nimmersatt</i>, using digital technologies</li> <li>creating and presenting own Big Books in German based on a familiar Australian text such as 'Tiddalick' or 'Kookaburra sits in the old gum tree'</li> <li>creating short dialogues, for example, between dolls, puppets and toys, using familiar modelled language</li> </ul>
<p><b>Translating</b></p> <p>Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience.</p> <p>[Key concepts: representation, difference; Key processes: noticing, comparing]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>distinguishing between German and English in spoken and written form (<i>Ist das Deutsch oder Englisch?</i>), considering factors such as pronunciation, capitalisation of nouns, and the use of cursive script in some texts for children</li> <li>comparing greetings, numbers, family members and familiar objects in German, English and other known/common languages, and noting similarities</li> <li>comparing the words on bilingual signs around the school, such as <i>Spielplatz/playground; Schulkantine/tuckshop</i></li> <li>interpreting/translating from German into English greetings and other learnt language items for new students or non-German speakers</li> <li>teaching a family member some German, for example, greetings, how to play a German game or sing a German song</li> </ul>



Foundation to Year 2 content descriptions	Elaborations
<p>Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English.</p> <p>[Key concepts: vocabulary, representation; Key processes: sorting, matching, noticing]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>collecting German and English words that are similar or identical in spelling and have the same meaning but are pronounced differently, for example, <i>Baby, singen, braun, Klasse</i></li> <li>making and displaying labels for common objects in the classroom and home</li> <li>compiling and displaying illustrated class German–English and English–German dictionaries/alphabet posters of classroom language and key vocabulary</li> </ul>
<p><b>Reflecting</b></p> <p>Notice how using German feels, sounds and looks similar or different to using own language, and involves behaviours as well as words.</p> <p>[Key concepts: language, culture, difference; Key processes: noticing, comparing, observing]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>recognising that some German language use is similar to English, such as greetings used according to the time of day and the formality of a situation, for example, <i>Guten Morgen</i>, and <i>Morgen! Tag! Hallo!</i></li> <li>noticing similarities and differences in cultural practices and stating own reactions to the language used, for example, <i>Das ist anders/gleich</i> when noticing such things as how a child beginning school is celebrated in a German-speaking country with a <i>Schultüte</i>, how a German speaker wishes others luck with <i>Daumen drücken</i></li> <li>describing how it feels to use German, such as when singing a song or hearing German spoken by others and noticing differences in behaviour, voice or body language when speaking German</li> <li>comparing aspects of Australian and German children’s lifestyles, for example, ways of playing games, buying or eating food, interacting with family members and participating in school life</li> </ul>
<p>Express aspects of self, such as family, school/class, age and language/s, noticing how these are part of one’s sense of identity.</p> <p>[Key concepts: self, identity; Key processes: expressing, describing, noticing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>identifying self as part of a family, class or peer group and representing these relationships through drawing pictures or by adding captions to photos</li> <li>describing what languages they know and are learning, for example, <i>Ich kann Englisch und Arabisch. Ich lerne Deutsch</i></li> <li>eliciting and giving personal information that signals identity, within home and school contexts, including age and appearance, characteristics, class and school, for example, <i>Ich bin sechseinhalb; Ich habe braune Haare. Ich bin in Klasse 1F</i></li> <li>investigating the question ‘Where do I belong at school?’ by analysing and describing various ways that schools identify different groups within a school, such as by class levels (for example, Foundation to Year 6), different classroom teachers, different play areas, wearing of school uniform, or changing rights and responsibilities</li> </ul>

## German (F–10 Sequence) Understanding

Foundation to Year 2 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds.</p> <p>[Key concepts: pronunciation, intonation; Key processes: listening, imitating, recognising]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on those that are novel and initially difficult such as <i>ch</i> (<i>ich</i> or <i>acht</i>), <i>u</i> (<i>du</i>), <i>r</i> (<i>rot</i>) and <i>z</i> (<i>zehn</i>)</li> <li>developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context</li> <li>developing familiarity with the German alphabet and sound-letter correspondence through singing <i>das Alphabetlied</i>, identifying and naming letters, tracing words, and playing alphabet and spelling games such as <i>Ich sehe etwas, was du nicht siehst</i> using initial sounds or <i>Galgenmensch</i></li> <li>understanding that although German and English use the same alphabet there are additional symbols in German: the <i>Umlaut</i> to alter the pronunciation of particular vowels (<i>ä, ö, ü</i>) and <i>Eszett</i> (<i>ß</i>)</li> <li>noticing that all nouns are capitalised in German</li> </ul>
<p>Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns to identify and describe people and objects in the family and school domains.</p> <p>[Key concepts: word order, connections, gender; Key processes: noticing patterns, making connections, selecting]</p> <p><b>LIT, CCT, NUM</b></p>	<ul style="list-style-type: none"> <li>noticing that German has multiple words for ‘<i>the</i>’ and ‘<i>a/an</i>’</li> <li>identifying people, animals and things using an article and a concrete noun (<i>der Lehrer, eine Freundin</i>) or a pronoun (<i>ich, du, er, sie, es, wir</i>)</li> <li>using the possessive adjectives <i>mein/e, dein/e</i> or a form of <i>haben</i> and an indefinite article to express a relationship to a person or object, for example, <i>Das ist mein Bleistift; Ich habe einen Bruder</i></li> <li>describing people, animals or objects using <i>bin/bist/ist</i> and an adjective, for example, <i>Ich bin klein; Der Bär ist braun; Das Buch ist neu</i></li> <li>understanding and describing actions using verbs such as <i>gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, spielen, wohnen</i></li> <li>negating verbs and adjectives using <i>nicht</i></li> <li>understanding and using some question words and the intended/related answer in limited contexts, including <i>was</i> (an object), <i>wer</i> (a person), <i>wie</i> (manner), <i>wo</i> (a place), <i>wann</i> (a time), <i>wie viele</i> (quantity)</li> <li>understanding the location or origin of a person or object, such as <i>hier, links, rechts</i> and prepositions such as <i>auf, aus, hinter, in, neben, unter</i></li> <li>gaining awareness of vocabulary referring to time such as days, months, time of day (<i>Morgen, Nachmittag, Mittag</i>) and o’clock time, for example, <i>Es ist drei Uhr</i></li> <li>gaining awareness of terms referring to quantities of people and things including cardinal numbers (0–20) and <i>mehr, viel/e, nichts, kein/e</i></li> </ul>

Foundation to Year 2 content descriptions	Elaborations
<p>Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes.</p> <p>[Key concepts: structure, form; Key processes: noticing, recognising, comparing]</p> <p><b>LIT, NUM, ICT, CCT</b></p>	<ul style="list-style-type: none"> <li>• understanding that texts can be spoken, written, digital, visual or multimodal and that they can be very short (<i>Stop!</i> or a hand gesture to signify <i>Komm her!</i>) or much longer</li> <li>• recognising that different types of text have different features (for example, rhythm and repetition in action songs and rhymes)</li> <li>• comparing similar texts in German and English such as counting games or simple maps, identifying elements in the German texts which look or sound different</li> <li>• identifying familiar text-types such as songs, rhymes, picture books, games, family trees, tables, and naming key features, for example, <i>Titel</i>, <i>Seite</i> and <i>Bild</i></li> </ul>
<p><b>Language variation and change</b></p> <p>Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people.</p> <p>[Key concepts: register, language conventions, social practice; Key processes: noticing, comparing]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>• recognising different forms of address and greeting, depending on time of day, gender and social status of participants, for example, first names with peers <i>Tag, Luke!</i> and <i>Guten Morgen, Frau Stein!</i> for the teacher</li> <li>• recognising that there can be different forms of address for the same person, for example, <i>Mama, Mutti, Mami, Mutter</i></li> <li>• understanding that the level of detail required can vary depending on the context, for example, <i>Ich bin 5; Ich bin 6 Jahre und 3 Monate alt; Ich bin fast 7</i></li> </ul>
<p>Recognise that Australia has speakers of many different languages including German, and that German and English borrow words and expressions from each other.</p> <p>[Key concepts: multilingualism, culture, community; Key processes: observing, exploring, recognising]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>• exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages</li> <li>• exploring the different languages used by their family or peers, for example, by creating a language map with greetings in each language represented in the class</li> <li>• recognising that German is an important world language, spoken in many countries in the world apart from Germany, including Australia</li> <li>• recognising that English and other languages have borrowed German words, for example, <i>Hamburger, Kindergarten, Glockenspiel</i>, and that many words are shared across languages, for example, <i>Computer, Bus, Taxi, Auto</i></li> </ul>

Foundation to Year 2 content descriptions	Elaborations
<p><b>Role of language and culture</b></p> <p>Notice that the languages people use relate to who they are, where and how they live.</p> <p>[Key concepts: place, culture; Key processes: noticing, exploring]</p> <p><b>LIT, PSC, CCT, ICU, EU</b></p>	<ul style="list-style-type: none"> <li>exploring the meaning of ‘culture’, how it involves visible elements (such as ways of eating or symbols such as flags) and invisible elements, such as how people live, what they value, and how they think about themselves and others</li> <li>understanding that learning German involves ways of using language that may be unfamiliar (for example, saying Guten Appetit before commencing a meal or using danke when refusing an offer)</li> <li>noticing expressions and terms that are used in Australian contexts, for example, foods, animals, sports and activities (‘sausage roll’, ‘Vegemite’, ‘joey’, ‘possum’, ‘Little Athletics’)</li> <li>understanding that gestures differ across cultures, for example, shaking hands is generally more common in German-speaking countries than in Australia and omission to do so may be considered impolite from a German perspective</li> </ul>

### Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves (*Ich heiÙe...*), exchange greetings and farewells (*Auf Wiedersehen*) and express likes and dislikes. When interacting, they use short formulaic expressions such as *Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!* and make simple statements (*Das ist ... ; Ich wohne in ... ; Ich mag ...*). They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning and reproduce some distinctive sounds and rhythms of spoken German, including, *ch, u, r* and *z*. Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. They convey factual information about self, family and possessions at word and simple sentence level. They respond to and create simple spoken and written texts such as role play and descriptions, using modelled examples and formulaic language. They use short phrases and simple sentences to identify and describe people and objects in the family and school domains (*der Lehrer, eine Freundin, Das ist mein Kuli*), including some pronouns (*ich, du, er, sie, es, wir*) and possessive adjectives (*mein/e, dein/e*). They use *nein* and *nicht* for negation and verb forms *bin, bist, ist* with an adjective. Students explain the meaning and use of different German words and expressions, and create texts in German and English, such as labels, posters, word banks and wall charts. They identify similarities and differences to their own language and culture, noticing that using a language involves words as well as behaviours. They recognise how aspects of self are part of one’s identity.

Students understand that although German sounds different to English it uses the same alphabet when written. They recognise that some words are written the same in both German and English but pronounced differently. They identify features of different types of text such as songs, rhymes, picture books and plays. They recognise that German and English borrow from each other and from other languages, and that there are different ways of greeting and interacting with people. They make connections between the languages people use, who they are and where they live.

## Years 3 and 4

### Band description

#### The nature of the learners

At this level, children are developing awareness of their social world and membership of various groups, including that of the German class. They have developed initial literacy in English, and this assists to some degree in learning German, such as writing in the Roman alphabet. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

#### German language learning and use

The development of oral proficiency at this stage continues to rely on rich language input in different modes and from different sources. Learners build active listening and comprehension skills, using contextual, grammatical, phonic and non-verbal cues. Language is authentic with some modification, involving familiar vocabulary and simple structures. The balance between listening and speaking gradually shifts as learners are supported to use the language themselves in familiar contexts and situations, exchanging simple ideas and information, and participating in predictable activities and interactions, shared tasks, performance and play. They continue to build vocabulary which can be adapted for different purposes, and to use simple grammatical forms with some accuracy to communicate in familiar contexts.

A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with opportunities for purposeful communication.

#### Contexts of interaction

The contexts in which learners interact in learning and using German are primarily local: the classroom, school, home and community, with some access to wider communities of German speakers through audiovisual and digital technologies.

#### Texts and resources

Learners develop literacy skills and textual knowledge through supported engagement with a range of spoken, written, visual and multimodal texts. Imaginative texts (such as picture books, fairy tales, puppet plays, songs and digital games) involve the expressive and cultural dimensions of language. Procedural, informational and descriptive texts (such as recipes, annotated posters, family and class profiles) show how language is used for a variety of purposes.

#### Features of German language use

They notice features of German communication such as the use of gestures, facial expressions and intonation patterns. They become familiar with the idea of grammatical gender and know how to use singular and plural forms. Learning German contributes to the process of making sense of their worlds that characterises this stage of learners' development. As they encounter German language and culture they make comparisons with their own language(s) and culture(s), and consider their own ways of communicating. This leads to exploring concepts of identity, commonality and difference, and to becoming aware of themselves as communicators in particular cultural contexts and communities.

## Level of support

This stage of learning involves extensive support. Form-focused activities build learners' grammatical knowledge and understanding, developing accuracy and control in spoken and written German. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

## The role of English

Learners use German for classroom routines and structured learning tasks, and for listening to and viewing German texts. English is used for class discussions, such as noticing and discussing aspects of German language and culture, for comparing English and German languages and cultures and for reflecting on the process of learning another language.

## German (F–10 Sequence) Communicating

Years 3 and 4 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities.</p> <p>[Key concepts: friendship, identity; Key processes: describing, expressing]</p> <p><b>LIT, PSC, CCT, NUM, ICT, ICU</b></p>	<ul style="list-style-type: none"><li>• exchanging information about their siblings, homes, pets and activities, for example, <i>Ich habe einen Bruder und zwei Schwestern. Wir haben einen Hund und vier Vögel. Kannst du gut schwimmen? Ich wohne in einer Wohnung und ich habe eine Katze</i></li><li>• using common responses to frequently asked questions or comments (for example, <i>sehr gut, das stimmt, ich auch, ich nicht, igitt!</i>), imitating modelled intonation and stress patterns</li><li>• asking and answering questions relating to concepts, such as time, place, number, days of the week, months and seasons, for example, <i>Wann spielst du Basketball? Wer hat im August Geburtstag? Wo spielst du Hockey? Wie viele Hobbies hast du?</i></li><li>• exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form</li></ul>
<p>Participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others' learning.</p> <p>[Key concepts: support, learning strategies; Key processes: requesting, clarifying, responding]</p> <p><b>LIT, PSC, CCT</b></p>	<ul style="list-style-type: none"><li>• asking and responding to questions related to a learning activity or lesson, for example, <i>Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch? Wie spät ist es? Bist du fertig?</i></li><li>• apologising, making polite requests including attracting attention, asking for assistance and permission, for example, <i>Tut mir Leid!; Entschuldigung, Frau Lenz!; Hilfe, bitte!; Darf ich bitte zur Toilette gehen?</i></li><li>• commenting on own and others' learning, for example, <i>Super! Tolle Arbeit! Gut gemacht!</i></li></ul>

Years 3 and 4 content descriptions	Elaborations
<p>Participate collaboratively in shared class experiences and transactions.</p> <p>[Key concepts: participation, creativity; Key processes: exchanging, negotiating, planning]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>• creating a shared digital photo story after a class activity or event such as a visit to a German restaurant</li> <li>• following procedures and instructions with peers, for example, how to create a <i>Hampelmann</i> or <i>Lebkuchenhaus</i></li> <li>• preparing a German item for a school performance, for example, <i>Schnappi</i> or <i>Kleiner Hai</i> song, <i>Hänsel und Gretel</i> play</li> <li>• conducting real or simulated transactions such as a 'picture swap' or choosing a present for a friend (<i>Was kostet das? Lara mag Puppen. Ich kaufe das</i>)</li> </ul>
<p><b>Informing</b></p> <p>Obtain and process information from peers and texts related to personal, social and natural worlds. [Key concepts: community, family, friends; Key processes: reading, listening selecting, organising]</p> <p><b>LIT, PSC, CCT, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>• gathering information about a fellow student or German speaker relating to family, home, interests, abilities and compiling the information in a modelled format, such as <i>Steckbrief</i></li> <li>• obtaining information about lifestyles in German-speaking countries, for example, homes, schools, climate, pets, geography from shared and independent reading of simple digital texts</li> <li>• collecting information about different animal species (for example, <i>Haustiere, Wildtiere, Waldtiere, australische Tiere</i>), and creating a display with names and appropriate adjectives, for example, <i>Der Löwe ist mutig und stark</i></li> <li>• identifying points of information in short spoken texts with some unfamiliar language, for example, the name and number on a recorded phone message, the age of a child interviewed, some items on a recorded shopping list</li> <li>• comparing information about activities and practices across cultures, for example, reading, viewing or listening to texts related to aspects of school life such as timetables, canteen menus, extracurricular activities and sports</li> <li>• working in groups to obtain and use factual information from texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, or recording distances using geography skills</li> </ul>
<p>Present information in modelled spoken and written texts relating to personal, social and natural worlds.</p> <p>[Key concepts: family, friends; Key processes: describing, presenting, collating]</p> <p><b>LIT, PSC, CCT, ICT, ICU, NUM</b></p>	<ul style="list-style-type: none"> <li>• introducing family members and friends, identifying relationships and cultural backgrounds (<i>Das ist mein Opa. Er kommt aus China.</i>), using simple descriptive language and supporting resources to enhance meaning</li> <li>• collecting information about each other's likes, dislikes or interests, using checklists, surveys or question cues to present a class profile, chart or database, for example, <i>Lieblingstiere, Lieblingssport, Lieblingsserie, Lieblingsmusik</i></li> <li>• selecting information gained from print, visual or digital texts to design a class book or digital display model, for example, details of animals and their habitats and/or food from a zoo website or a children's documentary film about wild animals (<i>Der Affe wohnt im Dschungel</i>)</li> </ul>

Years 3 and 4 content descriptions	Elaborations
<p><b>Creating</b></p> <p>Respond to imaginative print and digital texts, by acting out events, identifying favourite elements, and making simple statements about characters.</p> <p>[Key concepts: character, events; Key processes: describing, retelling, describing]</p> <p><b>LIT, PSC, CCT, NUM, ICT</b></p>	<ul style="list-style-type: none"> <li>• using modelled structures and picture prompts to retell the basic plot of a narrative, or making simple summary statements, such as <i>Shrek und Fiona sind im Schloss</i></li> <li>• creating a profile of a favourite character from a text, including features such as <i>Name, Alter, mag/mag ... nicht, Aussehen, Bild</i></li> <li>• creating a timeline of the main events of a story using pictures, words and/or simple sentences</li> <li>• using a thinking tool to respond to an imaginative text in various ways, such as describing what emotions they feel listening to the story (<i>Das macht mich glücklich/traurig/nervös</i>)</li> <li>• acting out a text with repetitive plot and/or dialogue, for example, <i>Das Rübenziehen</i></li> </ul>
<p>Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports.</p> <p>[Key concepts: fantasy, entertainment, amusement; Key processes: performing, creating, presenting]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>• collaborating in creating and performing a new version of a traditional or contemporary text, for example, the script of a play for the German fairy tale <i>Die Bremer Stadtmusikanten</i></li> <li>• creating and performing a puppet play involving a German character and an Australian character, such as <i>die Maus (Die Sendung mit der Maus)</i> meeting Bananas in Pyjamas or an <i>Igel</i> meeting an echidna, using modelled German language</li> <li>• creating and illustrating using digital technologies short imaginative texts designed to amuse or entertain, such as <i>Mein Traumhaus (Ich wohne in einem Schloss. Mein Schloss ist sehr alt, groß und schön.)</i> or fantasy stories featuring imaginary creatures</li> <li>• producing and presenting illustrated or multimodal texts using a modelled structure, for example, an acrostic poem based on their first name or <i>Elfchen</i></li> </ul>
<p><b>Translating</b></p> <p>Compare aspects of German and English language such as vocabulary, sounds and rhymes, and cultural information to share with peers and family.</p> <p>[Key concepts: meaning, interconnection; Key processes: comparing, interpreting, explaining]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• comparing and matching key words in German and English, such as names for German-speaking countries and some cities (<i>Deutschland/Germany, Wien/Vienna</i>) and animals</li> <li>• listening to the way animal sounds are represented in German (for example, in <i>Das kleine Küken</i> animation), and comparing them with English and other languages, for example, <i>Ein Hahn macht ,kikeriki', ein Hund macht ,wau wau'</i></li> <li>• sharing an item of interest about German language and culture through the school newsletter, at an assembly or in a library display, such as an <i>Ostereiwettbewerb</i> and <i>Osterbaum</i>, electronically displaying links to digitally produced student items such as movies/photo text collages</li> <li>• comparing the Australian and German way of writing a postal address, for example, in German the position of the <i>Hausnummer</i> after the street name and <i>Postleitzahl</i> before the suburb/town</li> </ul>



Years 3 and 4 content descriptions	Elaborations
<p>Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community.</p> <p>[Key concepts: vocabulary, translation; Key processes: labelling, matching, translating]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>making and using individual word lists, and print and digital dictionaries, for example, using digital tools</li> <li>producing classroom signs such as <i>Bitte mach die Tür zu!</i>; <i>Hier sind die Scheren/Klebestifte/Stifte!</i></li> <li>creating bilingual texts for the classroom or school community, for example, posters, library displays or online newsletter items</li> </ul>
<p><b>Reflecting</b></p> <p>Notice and describe what looks or feels similar or different to own language and culture when interacting in German.</p> <p>[Key concepts: communication, difference, respect; Key processes: noticing, comparing, describing]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>recognising that there are similarities and differences between German and English ways of showing politeness, for example, the use of family names after <i>Frau</i> and <i>Herr</i>, and responding to <i>danke schön</i> with <i>bitte schön</i>, shaking hands</li> <li>noticing how own language use influences expectations about German language use, for example, wanting to use one word for 'you', and not expecting to capitalise all nouns</li> <li>considering how aspects of own language might be understood from a German perspective, for example, culture-specific expressions such as 'school assembly', 'kick a footy', eating 'brekky'</li> <li>noticing that there are alternative ideas and ways of interacting to those offered by one's own language and culture</li> <li>exploring how language is linked to a place, time and people, and what they do together, for example, by examining the meanings and associations they make with words and expressions such as <i>zu Hause</i>, <i>Pausenbrot</i> and <i>Spielplatz</i></li> </ul>
<p>Explore and describe their own experiences of learning and using German and their sense of identity, including elements such as family, cultural heritage and friends.</p> <p>[Key concepts: self, family, friends; Key processes: exploring, comparing, identifying]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>comparing own experiences of learning German with peers, and imagining what aspects of English a German speaker might find challenging and why</li> <li>participating in an online discussion about learning and using another language, reflecting on the experience of becoming bilingual (or in the case of some learners plurilingual), considering what advantages this brings and whether it impacts on identity</li> <li>comparing learning a language at school with another context for learning a language, such as at home, at community language school, on holiday</li> <li>talking about identity and language use within the family context, such as positioning self within the family, and identifying own and family members' heritage, for example, <i>Ich bin Australier/-in. Mein Opa kommt aus Griechenland</i></li> <li>identifying family traditions and possessions that stem from another culture, such as opening presents on Christmas Day or <i>Heiligabend</i>, learning folk dancing, having a German grandparent's name</li> </ul>

## German (F–10 Sequence) Understanding

Years 3 and 4 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts.</p> <p>[Key concepts: pronunciation, intonation, accents; Key processes: distinguishing sounds, recognising, practising]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>recognising and practising short and long vowel sounds, initial consonants and blends (<i>ja, rot, singen, Sport, Winter, zwei</i>)</li> <li>recognising and using the <i>Umlaut</i> and <i>Eszett</i> to pronounce and write familiar German words</li> <li>understanding that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations (<i>Du bist acht. Du bist acht? Du bist acht!</i>)</li> <li>encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (<i>sch</i>) and vowel combinations (<i>au, ei, eu, ie</i>), applying learnt memory aids such as ‘when E and I go walking the second one does the talking’</li> </ul>
<p>Notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts.</p> <p>[Key concepts: word order, connections, syntax, cases; Key processes: noticing patterns, making connections]</p> <p><b>LIT, CCT, NUM</b></p>	<ul style="list-style-type: none"> <li>recognising the link between a noun’s gender and its definite/indefinite article and nominative pronoun in relation to people, for example, <i>der Bruder, ein Bruder, er</i></li> <li>using the nominative and accusative indefinite articles to denote an unspecified person or object, for example, <i>Rotkäppchen hatte einen Korb</i></li> <li>making connections and comparisons between German and English in pluralisation of nouns, and using <i>die</i> for plural nouns, for example, <i>der Apfel/die Äpfel</i></li> <li>describing a relationship using a possessive adjective, for example, <i>mein/e, dein/e, sein/e, ihr/e</i></li> <li>understanding and using pronouns to refer to people, for example, <i>ich, du, er, sie</i> (singular); <i>wir, ihr, sie</i> (plural); <i>Sie heißt Anna; Sie heißen Ben und Sarah</i></li> <li>using the correct verb form associated with a noun or pronoun, or combination thereof, for example, <i>Die Lehrerin singt ein Lied; Frau Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch</i></li> <li>using present tense forms of irregular verbs such as <i>haben</i> and <i>sein</i> and recognise similarities to the English verbs ‘to have’ and ‘to be’</li> <li>describing capabilities and preferences using limited forms of the modal verbs <i>können</i>, and <i>mögen</i>, for example, <i>Ich kann gut schwimmen; Er mag Cricket; Wir möchten eine Party machen</i></li> <li>understanding and describing current and recurring actions using verbs such as <i>essen, fliegen, fressen, laufen, leben, schwimmen, sprechen, trinken</i></li> <li>understanding and describing past events using the simple past tense of familiar verbs such as <i>war, hatte, ging, sah, spielte, machte</i></li> <li>joining words, phrases and sentences using <i>und, oder, aber</i></li> </ul>

Years 3 and 4 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>understanding the meaning of and using common time phrases and cohesive devices, for example, <i>gestern, heute, dann, zuerst</i></li> <li>understanding and formulating questions using subject-verb inversion, for example, <i>Magst du Sport?</i></li> <li>understanding and using a range of question words and the intended/related answer, for example, <i>woher, welcher, wieviel</i></li> <li>locating events in time with regard to days, months, seasons and 'half past' time, for example, <i>Ich spiele im Winter Fußball; Die Schule beginnt um halb neun</i></li> <li>describing location formulaically using prepositional phrases such as <i>im Wasser, in der Luft, auf dem Land, neben dem Tisch</i> or <i>auf der linken Seite</i></li> <li>using ordinal numbers to give the date, for example, <i>Heute ist der dritte Juli; Er hat am siebten August Geburtstag</i></li> <li>referring to quantities of people and things (including money) using cardinal numbers up to 100</li> </ul>
<p>Identify the purposes of familiar personal, informative and imaginative texts such as maps, calendars and fairy tales and explain how particular features of such texts help to achieve these purposes.</p> <p>[Key concepts: text function, structure, features of texts; Key processes: classifying, comparing, explaining]</p> <p><b>LIT, NUM, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>classifying a range of digital and other texts such as fairy tales, recipes, instructions, advertisements, greeting cards, maps or songs according to their purpose/s (such as to entertain, describe or instruct), discussing and justifying choices in English</li> <li>comparing wall calendars from a German-speaking country and Australia in terms of structure, public holidays, pictorial representation of seasons, and cultural influences</li> <li>identifying and comparing the features of different types of texts, such as a cookery book, a picture storybook, or a comic</li> <li>discussing the structure of shared reading texts, identifying sentences, questions, answers and greetings (<i>Satz, Frage, Antwort</i> and <i>Gruß</i>), and recognising how different textual elements, such as title, layout, script and images, combine to make meaning</li> </ul>
<p><b>Language variation and change</b></p> <p>Recognise some of the common variations in German as it is used in different contexts by different people.</p> <p>[Key concepts: variation, register; Key processes: noticing, comparing, exploring]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>noticing that the teacher uses different words for 'you' when addressing one or more students, for example, <i>Setz dich, Peter!; Setzt euch, Kinder!</i></li> <li>comparing ways in which language changes according to purpose and text-type, for example, differences in amount of language, tone and layout between a dialogue and a list of instructions</li> <li>investigating the different names used to address the one person in various contexts (for example, <i>'James Brown from 3M', 'Jimmy', 'mate', 'kid'</i>), and considering when, by whom and why different names are used, reflecting on the effect a name choice can have on shaping the relationship between the speakers</li> <li>exploring questions such as why we have greetings and what different greetings tell us, for example, time of day, relationship with the speaker, and background of the speaker</li> </ul>

Years 3 and 4 content descriptions	Elaborations
<p>Recognise that German and English are related languages and that German is an important European and global language.</p> <p>[Key concepts: global language; culture, identity; Key processes: identifying, exploring, researching]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>exploring some similarities between Germanic languages, such as Dutch, English and German cognates</li> <li>recognising that German is an official language of the 'DACHL' countries (Germany, Austria, Switzerland, Liechtenstein) as well as in Belgium, Luxembourg and South Tyrol</li> <li>discussing aspects of interest related to Germany, Austria, Switzerland, Liechtenstein</li> <li>finding examples of German used at home or in the community and creating a class collection or display, for example, products, labels or words used in English language advertisements, shop signs, recipe books or menus</li> </ul>
<p><b>Role of language and culture</b></p> <p>Make connections between culture and language use, for example, by identifying vocabulary and expressions which reflect cultural values, traditions or practices.</p> <p>[Key concepts: connections, values, traditions; Key processes: identifying, describing]</p> <p><b>LIT, PSC, CCT, ICU, EU</b></p>	<ul style="list-style-type: none"> <li>comparing terms across cultures, for example, <i>Liebchen/Liebling, mein Schatz, Spitznamen</i></li> <li>recognising that language carries cultural ideas, for example, <i>Sommerbeginn</i> which is officially 1 December in Australia but 21/22 June in Europe, <i>hitzefrei</i> ('heat-free') referring to the practice of dismissing students early from school if a certain temperature is reached or forecast; or <i>Wald</i>, the setting in many German fairy tales</li> <li>recognising character traits and values, such as those of animal characters in German stories, for example, the wolf in <i>Rotkäppchen</i>, and comparing them with familiar Australian stories</li> <li>learning how to talk about culture and language, using terms such as, 'meaning', 'difference' and 'behaviour'</li> <li>discussing parallel expressions such as 'G'day/<i>Tag</i>', 'morning tea/<i>Kaffeepause</i>', '<i>Bless you/Gesundheit</i>'</li> </ul>

### Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with teachers and peers in classroom routines, action related talk and play. They respond to instructions and use formulaic expressions to interact (*bitte schön; Ich bin dran*), ask questions (*Welche Farbe? Wie viele Geschwister hast du?*), seek assistance and make statements related to their personal worlds (*Mein Lieblingsspiel ist Lotto*). They reproduce German short and long single vowel and diphthong sounds, including umlauts and *Eszett* (*Post/los, Bruder/Brüder, mein, die, heißen*), and initial consonants and blends (*ja, rot, singen, Sport, Winter, zwei*). They answer questions related to their personal worlds with factual information, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries. They create short, simple sentences from modelled language and use coordinating conjunctions (*und, aber, oder*) to compose short original texts such as dialogues, stories and class blogs. They use some forms of common regular verbs in the present tense (*heißen, kosten, spielen, wohnen*), some irregular verb forms (*bin, bist, ist, sind, hast, hat*), and limited forms of modal verbs (*kann, mag, möchte, muss*), simple past tense (*hatte, ging, war*) and the accusative case (*Ich habe einen Hund*). They respond to and use interrogatives (*was, wann, wer, wie, wie viele, wo*) and some *ja/nein* questions. They refer to time, manner and place using familiar words and phrases (*morgen, sehr gut, im Wald*). They identify aspects of German language and culture that are reflected in texts such as rhymes, songs or postal addresses, and create texts in German and English such as signs, class word lists and picture dictionaries. They identify ways that culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends.

Students recognise that German is an important European and global language and that it is related to English. Students differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They understand what the *Eszett* represents and that the *Umlaut* alters the pronunciation of particular vowels (*ä, ö, ü*). They recognise single letters, some consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*). They identify the audience and purpose of familiar texts such as photo captions, interviews, surveys, songs, poems, fairy tales and picture storybooks. They understand that language use varies according to the participants, the purpose of the exchange and the context. They understand that language and culture are intrinsically linked and identify cultural values, traditions or practices that are conveyed in words and expressions which they and others use.

DRAFT

## Years 5 and 6

### Band description

#### The nature of the learners

At this level students are expanding their social networks, experiences and communication repertoire in both their first language and German. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and of the world around them. They are noticing additional similarities and differences between German language and culture and their own.

#### German language learning and use

Learners use German with each other and the teacher for an increasing range of purposes: exchanging information, expressing ideas and feelings, and functioning within a German learning environment. They are able to work increasingly independently, but enjoy working collaboratively as well as competing with each other. Learners' ability to communicate within familiar contexts is developing in terms of fluency and accuracy. Their pronunciation, intonation and phrasing are more confident, they control and access wider vocabulary resources, and use an increasing range of strategies to negotiate meaning. Shared tasks develop social, cognitive and language skills, and provide a context for purposeful language experience and experimentation. Focused attention on language structures and systems, literacy skills development, and exploration of cultural elements of communication are conducted at least in part in German. Learners use digital technologies to support their learning in increasingly independent and intentional ways, such as exchanging resources and information with each other and with young people of the same age in German-speaking communities, accessing music and media resources, maintaining blogs and other web pages, creating presentations, and participating in social networks.

Oracy development at this level includes active listening to a range of input from different sources and building more elaborated conversational and interactional skills. This involves turn-taking, 'reading' language for cultural and contextual meaning, building on others' contributions, and making appropriate responses and adjustments. Learners begin to engage in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information, structuring, rehearsing and resourcing the content of presentations, and selecting appropriate language to engage particular audiences.

#### Contexts of interaction

Learners use German with each other and the teacher for an increasing range of purposes. They have some access to German speakers and cultural resources in wider contexts and communities through the use of digital technologies.

#### Texts and resources

Literacy development involves increasingly independent engagement with a wider range of texts. Learners use a range of cues and decoding strategies to assist comprehension. They make connections between ideas, contexts and language within and between texts. Learners are able to provide simple summaries of and responses to texts. They begin to produce clearly structured original texts for different audiences and purposes. With support they are able to edit their own written work for common grammatical and orthographic errors.

### **Features of German language use**

Learners increase their range of German vocabulary, pronunciation, grammar and textual knowledge. They use present tense forms of regular and irregular verbs, including some modal verbs and common separable verbs, plural forms of nouns and possessive adjectives. They add detail and expand simple sentences by using adverbs, phrases and some conjunctions. They move between statement, question and imperative forms and use simple negative constructions. They develop metalanguage to talk about grammar and vocabulary. As they use German to interact in different situations and to engage with different resources, learners develop an understanding of how language and culture influence each other. They learn to recognise how language features and expressions reflect cultural values and experiences (for example, language variation relating to age, gender, and relationship between interlocutors), and how grammatical forms or vocabulary choices can affect the 'meaning' that is made (for example, using informal or formal forms of address, or using adjectives expressing approval or disapproval). This leads to considering their own ways of communicating and using language, and to thinking about the construction of personal identity and the notion of multiple identities.

### **Level of support**

While learners work more independently at this level, ongoing and systematic scaffolding, feedback and review support the interactive process of learning. Modelling and scaffolding are incorporated into task activity. Support materials include models, stimulus materials and resources such as word charts, vocabulary lists, dictionaries and electronic reference resources.

### **The role of English**

While the use of German in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' awareness of the nature and function of language generally as well as of their own emerging intercultural capability. Using both German and English in the classroom develops a sense of what it means to be bilingual.

## German (F–10 Sequence) Communicating

Years 5 and 6 content descriptions	Elaborations
<p><b>ocialising</b></p> <p>Interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings such as concern or sympathy.</p> <p>[Key concepts: school, home, routines, relationships; Key processes: listening, describing]</p> <p><b>LIT, PSC, CCT, NUM, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>exchanging information with peers and adults (online, written for face-to-face) about daily routines and leisure activities using modelled language associated with time, sequence and location, for example, <i>Ich stehe um 7.30 Uhr auf. Dann frühstücke ich.; Ich schwimme und surfe oft</i></li> <li>expressing feelings (<i>Wie geht's? Es geht mir nicht gut. Ich bin krank.</i>) and adjectives (<i>aufgeregt, glücklich, nervös, sauer, traurig</i>)</li> <li>using communication strategies such as active listening skills, turn-taking cues, and requests for clarification or more detail to support interaction, for example, <i>Und du, was meinst du? Stimmt das? Warum?</i></li> <li>describing key friends or family members, using simple descriptive and expressive modelled language, for example, <i>Das ist mein Bruder. Er ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics. Ich liebe meinen Bruder</i></li> <li>recounting social and cultural experiences with family and friends (<i>Wir haben eine Reise nach Neuseeland gemacht. Unser Campingplatz war direkt am See und wir sind jeden Tag geschwommen</i>)</li> <li>apologising and expressing concern or sympathy to friends and family members, for example, <i>Tut mir Leid. Schade! Du Arme(r)!</i></li> </ul>
<p>Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning.</p> <p>[Key concepts: process, progress, outcome; Key processes: discussing, monitoring, reflecting]</p> <p><b>LIT, PSC, CCT</b></p>	<ul style="list-style-type: none"> <li>asking peers politely to do something and responding to requests, for example, giving and receiving things (<i>Gib mir bitte den Stift, bitte schön; danke schön</i>)</li> <li>discussing and creating shared class rules and procedures, for example, <i>Dürfen wir auf dem Boden sitzen?; Wir müssen immer aufpassen</i></li> <li>checking on progress during learning tasks or activities, using comments and questions such as <i>Kein Problem! Das schaffen wir. Was machst du jetzt? Verstehst du das?</i></li> <li>sharing ideas about the experience of learning and using German, comparing what they can and cannot do, for example, <i>Ich kann gut sprechen, aber ich finde Lesen und Schreiben schwierig</i></li> </ul>



Years 5 and 6 content descriptions	Elaborations
<p>Participate in guided tasks such as planning and organising events and completing transactions.</p> <p>[Key concepts: collaboration, organisation, responsibility; Key processes: organising, planning, budgeting]</p> <p><b>LIT, PSC, CCT, NUM, ICT</b></p>	<ul style="list-style-type: none"> <li>organising and conducting collaborative activities, for example, a <i>Deutsch macht fit</i> session for a younger class, designing badges or bilingual posters on healthy eating or recycling (<i>Recycelt eure Dosen!; Trinkt lieber Wasser!</i>)</li> <li>participating in real or simulated situations such as buying food and shopping (<i>Ich nehme ein Käsebrötchen; Was kostet ein Eis?; Das macht 6,50 Euro</i>)</li> <li>participating in sourcing goods and services, such as budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and values, and discussing intended purchases for example, <i>Dieses Kleid ist zu teuer. Das passt dir gut.</i></li> <li>exchanging and comparing currencies, for example, converting <i>Euro</i> or <i>Schweizer Franken</i> into Australian dollars</li> </ul>
<p><b>Informing</b></p> <p>Gather, compare and respond to information from different sources relating to social and natural worlds.</p> <p>[Key concepts: environment, lifestyles, relationships; Key processes: researching, collating, reading, viewing]</p> <p><b>LIT, PSC, CCT, NUM, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>collecting and comparing information from a range of informative print media and digital texts on topics related to social and environmental issues, for example, family life, schooling in different cultural contexts, endangered animals, innovative technology</li> <li>obtaining information from simple texts such as advertisements or features in teen magazines to share impressions of the lifestyles of young German speakers in different contexts</li> <li>viewing subtitled video clips on different German-speaking communities, identifying key facts and features, and recording new vocabulary and expressions for use in shared texts</li> <li>compiling information from a survey of peers and adults about social behaviours and reporting on results, for example, mode of transport to school/work (<i>zu Fuß, mit dem Rad/Bus/Auto</i>) and how environmentally friendly it is or preferred modes of communication (for example, <i>Hast du ein Handy? Wie oft telefonierst/simst du? Wie oft schaust du einen Youtube clip an?</i>)</li> <li>viewing a news item or short documentary about a festival in German-speaking countries, for example, <i>die Basler Fasnacht</i> or <i>Karneval in Köln</i>, describing and giving an opinion on the main aspects (<i>Ich finde die Fasnacht in Basel super. Ich mag die Masken und die Musik. Aber ich möchte nicht um 4 Uhr aufstehen.</i>)</li> </ul>

Years 5 and 6 content descriptions	Elaborations
<p>Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements.</p> <p>[Key concepts: youth issues, audience; Key processes: representing, transposing, comparing]</p> <p><b>LIT, PSC, CCT, NUM, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>analysing and presenting the results of a class survey, for example, by creating a poster or digital presentation using graphs showing what food students buy and/or would like to be able to buy at the school canteen (<i>27 Schüler kaufen Süßigkeiten. 34 Schüler wollen andere Getränke</i>)</li> <li>writing a blog entry for a youth website discussing an aspect of social behaviour, for example, <i>Partys</i></li> <li>creating a website for a contact group of German-speaking students, posting information on own interests and experiences, for example, <i>Ferien, Freunde, Freizeit, Schule, Medien</i> and using resources such as sound, visuals or graphics to highlight elements which may be unfamiliar to the intended audience</li> <li>create a factual self-profile using ‘voki’ or ‘voicethread’ for a group of young German speakers</li> <li>recording, comparing and representing statistics related to German-speaking countries and Australia, for example, population and physical size, daily temperatures, number and type of dwellings, pet ownership, most popular leisure activities</li> </ul>
<p><b>Creating</b></p> <p>Share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings.</p> <p>[Key concepts: plot, mood, character; Key processes: recounting, describing, sequencing]</p> <p><b>LIT, PSC, CCT, NUM, ICT</b></p>	<ul style="list-style-type: none"> <li>producing a timeline of the main events of an imaginative text or creating a sociogram illustrating how the main character links with other characters</li> <li>responding to a text such as a poem by selecting an appropriate image to illustrate an aspect (message, mood) and explaining choice (for example, <i>Das ist die Sonne. Die Sonne ist heiß und gelb. Die Sonne scheint im Sommer. Ich bin glücklich, wenn die Sonne scheint</i>)</li> <li>using modelled structures such as <i>Das Ende war lustig/traurig/blöd</i> or <i>Die Hauptperson war sehr mutig/schön/schlau</i> to express a personal opinion about aspects of text, including beginning, ending, plot and characters</li> <li>creating storyboards to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, using a digital cartoon tool</li> </ul>
<p>Present, re-interpret or create alternative versions of imaginative texts, adapting events or characters or settings.</p> <p>[Key concepts: imagination, adaption, character, setting; Key processes: imagining, creating, interpreting]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>creating and performing a new version of a familiar song or poem, for example, using digital tools and apps for movie making and voice recording</li> <li>creating dialogue/lines for characters from a text, describing in spoken or written form their emotional responses and opinions, for example, as an interview, email or diary entry</li> <li>creating and presenting an adapted text such as a story to a younger audience, for example, by introducing new elements (changing the gender of the main character or the setting, adding a new character or dilemma)</li> </ul>

Years 5 and 6 content descriptions	Elaborations
<p><b>Translating</b></p> <p>Explain aspects of German language and culture for family or peers, noticing that there are not always equivalent expressions in English.</p> <p>[Key concepts: equivalence, meaning; Key processes: interpreting, explaining, predicting]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>identifying when literal translation is or is not possible, for example, in idiomatic expressions such as <i>Bist du satt?</i> (not <i>voll</i>) or <i>Es geht mir gut</i> (not <i>Ich bin</i>)</li> <li>using German–English cognates to predict meaning, for example, <i>Brot</i> — ‘bread’; <i>kalt</i> — ‘cold’; <i>Maske</i> — ‘mask’; <i>trinken</i> — ‘to drink’</li> <li>recognising long, compound words, and collecting and analysing interesting examples, for example, <i>das Schlagzeug</i>, <i>babyleicht</i>, <i>abenteuerlustig</i> and discussing how best to translate them into English</li> <li>explaining in English the use and meaning of German expressions such as <i>Gesundheit</i>, <i>Hals und Beinbruch</i>, <i>Toi, toi, toi!</i></li> </ul>
<p>Create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community.</p> <p>[Key concepts: bilingualism, meaning; Key processes: translating, selecting, connecting]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>creating and using bilingual resources for language learning, such as glossaries or personal German–English and English–German print and digital word lists and dictionaries with examples and explanations of parts of speech and language use, for example, using digital tools</li> <li>creating bilingual texts for the school community, such as a virtual tour for a school website, or a translation of the school canteen menu into German</li> <li>creating bilingual/multilingual texts for specific audiences, for example, a Big Book or game for young learners of German, invitations, posters, programs or menus for a class event, performance or celebration, such as a <i>Deutschabend</i> or <i>Maskenfest</i></li> </ul>
<p><b>Reflecting</b></p> <p>Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and adjustments.</p> <p>[Key concepts: language, culture, reaction; Key processes: observing, evaluating, reflecting]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>observing how language use reflects politeness and closeness of social relationships, such as different levels of formality through the use of <i>du/ihr/Sie</i>, and familiarity with friends, for example, nicknames (<i>Spitznamen</i>) and various uses of diminutives <i>-chen</i>, <i>-lein</i></li> <li>noticing the use of and evaluating whether or not to adopt German expressions such as exclamations (<i>Ach so! Echt!</i>), and gestures such as indicating approval with ‘thumbs up’ (comparing with the use of one thumb to indicate the number ‘one’) and ‘applauding’ by rapping knuckles on the table</li> <li>reflecting on how own cultural etiquette and behaviour such as gestures affect interactions and may be interpreted, for example, noticing similarities in body language when interacting with people from German-speaking countries (shrugging, nodding one’s head)</li> <li>noticing own reaction (level of comfort/discomfort) to different cultural practices such as asking <i>Wie geht’s?</i> and not expecting a detailed response about health and current medical conditions</li> <li>recognising aspects of own language use that reflect own cultural perspective and experiences, for example, references to climate and environment, animals, activities and routines such as chores, and celebrations and events</li> </ul>

Years 5 and 6 content descriptions	Elaborations
<p>Reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult.</p> <p>[Key concepts: reflection, perception; Key processes: reflecting, analysing, comparing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>participating in a discussion in English about the impact of a school uniform on personal identity, and imagining how German students might view wearing a school uniform</li> <li>preparing a digital 'language passport', documenting different stages in learning German, intercultural experiences and reflections on the impact on self and others, considering possible reasons for perceived similarities and differences or degree of difficulty</li> <li>evaluating own preferred learning style, identifying own strengths and contributing to a class list of German <i>Fachleute/Experten</i> for others to consult for advice, in areas such as <i>Aussprache, Technologie, Vokabeln</i></li> <li>exploring the idea of stereotypes associated with languages and identities, discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication and can be inaccurate</li> <li>comparing own ways of using language with those of peers, considering how family and community shape identity and communication, for example, using more than one language, celebrating or expressing feelings in various ways</li> <li>considering whether learning and using German impacts on identity either in or out of the classroom</li> </ul>

### German (F–10 Sequence) Understanding

Years 5 and 6 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Explain and apply basic rules for German pronunciation spelling, punctuation and intonation.</p> <p>[Key concepts: writing systems, pronunciation, punctuation; Key processes: spelling, making connections, applying rules]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>applying basic pronunciation rules, such as the two different pronunciations of <i>ch</i></li> <li>understanding that <i>ß</i> can only be used in lower case, otherwise <i>SS</i>, and that <i>ä, ö, ü</i> can be written as <i>ae, oe</i> and <i>ue</i> respectively, for example, in upper case signs or word puzzles such as crosswords</li> <li>noticing distinctive punctuation features of personal correspondence in German, such as <i>Hallo Annette!/Lieber Klaus</i>, followed respectively by upper or lower case for the beginning of the first sentence</li> <li>applying phonic and grammatical knowledge to spell and write unfamiliar words, for example, containing <i>w, z, ch</i> and <i>j</i>, diphthongs such as <i>au, ei</i> and <i>ie, eu</i>,</li> <li>understanding and applying punctuation rules (full stops, question marks, exclamation marks, commas, quotation marks) in German, and other aspects, such as the meaning and use of full stops and commas in German ordinal numbers and fractions, for example, <i>die 3. Klasse</i> and <i>9,50 Euro</i>, and capitalisation rules when writing</li> <li>applying different intonation for statements, questions exclamations and instructions</li> </ul>

Years 5 and 6 content descriptions	Elaborations
<p>Develop and apply knowledge of German grammatical elements such as verb tenses, modal verbs and case, combining them with an increasing range of nouns, adjectives and adverbs to construct sentences.</p> <p>[Key concepts: verb tenses and forms, variation, metalanguage; Key processes: applying, noticing patterns, understanding]</p> <p><b>LIT, CCT, NUM</b></p>	<ul style="list-style-type: none"> <li>• referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, <i>Das Mädchen hat einen Hockeyschläger; Der Film hat ein Happyend</i></li> <li>• noticing how articles and pronouns change after certain verbs (<i>Ich danke dir</i>) and after particular prepositions associated with location, for example, <i>Wir sind in der Stadt; Die Party ist bei Stefan im Garten</i></li> <li>• understanding and describing current, recurring and future actions, including using common separable verbs such as <i>aufstehen, ausgehen, aussehen, fernsehen, mitkommen, mitnehmen</i></li> <li>• understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English (and some other languages such as French, Italian and Spanish)</li> <li>• understanding and expressing obligation and permission using the modal verbs <i>müssen</i> and <i>dürfen</i>, such as in the description of school rules, for example, <i>Wir dürfen in der Klasse nicht texten; Wir müssen eine Uniform tragen</i></li> <li>• noticing and comparing the meaning of the modal verbs <i>wollen, sollen, mögen</i> and <i>können</i> with their English equivalents</li> <li>• making comparisons using simple structures such as <i>Ich mag Erdbeeren lieber als Kiwis. Radfahren ist besser als Autofahren.</i></li> <li>• giving instructions to one or more peers, for example, <i>Trink(t) mehr Wasser!</i></li> <li>• understanding and speaking about past events by adapting modelled sentences in the present perfect tense and using knowledge of common verbs in the simple past tense, for example, <i>Ich habe heute meine Hausaufgaben nicht gemacht; Wir sind nach Bali geflogen; Früher konnte ich Klavier spielen</i></li> <li>• noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning of the base verb, for example, <i>Er kommt um 17.15 Uhr; Kommst du mit?; Ich bekomme \$50 zum Geburtstag</i></li> <li>• understanding and describing current, recurring and future actions, including using common separable verbs such as <i>aufstehen, ausgehen, aussehen, fernsehen, mitkommen, mitnehmen</i></li> <li>• describing frequency using adverbs and adverbial expressions such as <i>oft, manchmal, jeden Tag, ab und zu, nie</i></li> <li>• understanding the meaning of conjunctions <i>dass</i> and <i>weil</i></li> <li>• understanding questions using <i>warum?</i> and responding with a simple sentence; for example, <i>Warum bist du müde? Ich habe heute Fußball gespielt</i></li> <li>• referring to a date, including the year, for an event such as a birth date, for example, <i>Meine Oma ist am elften April 1956 geboren</i></li> </ul>

Years 5 and 6 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>• understanding and locating events in time, including the use of the 24-hour clock, prepositions such as <i>nach</i> and <i>vor</i>, and formulaic expressions such as <i>früher</i>, <i>später</i>, <i>am Wochenende</i>, <i>in den Ferien</i></li> <li>• referring to quantities of people and things (including <i>Meter</i>, <i>Kilometer</i>; <i>Quadratmeter</i>, <i>Quadratkilometer</i> for length/height/distance and area) using cardinal numbers up to <i>10 000</i> including decimals, common fractions and negative numbers, for example, <i>85,5 Prozent haben ein Handy</i>; <i>Die Tagestemperatur liegt bei minus 8 Grad</i>; <i>Ich habe eine Halbschwester</i></li> <li>• building metalanguage to talk about grammar and vocabulary (for example, <i>Nomen</i>, <i>Verben</i>, <i>Ordinalzahlen</i>, <i>Präpositionen</i>, <i>Fragewörter</i>, <i>groß/klein schreiben</i>), comparing with equivalent English terms</li> </ul>
<p>Recognise that different types of texts, such as narratives, recounts and informative and procedural texts, have certain conventions and can take different forms depending on the context in which they are produced.</p> <p>[Key concepts: context, audience, functionality; Key processes: identifying, classifying, transforming]</p> <p><b>LIT, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>• identifying the purpose, context and intended audience of a range of familiar texts, for example, fairy tales, sports reports, recipes</li> <li>• reading, viewing and/or listening to different digital and other texts with a common topic and discussing structural and linguistic similarities and differences, for example, comparing a print, radio, TV and internet announcement for the same event</li> <li>• describing key features of different types of text, for example, a shopping list serves as a reminder to self and consists of items and quantities (<i>6 Brötchen</i>, <i>500 g Butter</i>, <i>Marmelade</i>), whereas a shopping transaction involves interaction and negotiation and more extended language (<i>Ich möchte eine Bratwurst mit Pommes, bitte. Noch etwas? Das macht 5,80 Euro bitte.</i>)</li> <li>• transforming a text (for example, a poem) into another text-type, such as a conversation, cartoon or SMS</li> </ul>
<p><b>Language variation and change</b></p> <p>Recognise that there are variations in German as it is used in different contexts by different people, such as formal/informal register and regional variations.</p> <p>[Key concepts: variation, place, identity; Key processes: observing, comparing, analysing]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>• using the plural informal <i>ihr</i> when addressing more than one person, for example, <i>Was meint ihr? Hört gut zu!</i></li> <li>• noticing when in German the more polite <i>Sie</i> is used, for example, by children to unknown adults</li> <li>• recognising that there are differences in what people say when answering the family landline or own mobile phone, for example, <i>Schmidt, Guten Tag!</i> or <i>Hallo Lisa!</i></li> <li>• being aware of some regional variations, for example, in greetings such as the Swiss <i>Grüezi</i> and Austrian <i>Servus</i>, or the lack of the <i>Eszett</i> in Switzerland</li> <li>• comparing diversity in accents, dialects and vocabulary in German-speaking communities with similar diversity in the use of English within and beyond Australia</li> </ul>

Years 5 and 6 content descriptions	Elaborations
<p>Understand why language is important and recognise that languages and cultures change over time and influence each other.</p> <p>[Key concepts: change, borrowing, impact; Key processes: discovering, exploring, understanding]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>exploring the function of language in social and educational life, for example, listing and discussing how, where and why they use language in the course of a day</li> <li>discovering some of the English words used by German speakers, for example, <i>das Internet, die App, Stop! Sorry!</i> and considering if they are the same kinds of words as those borrowed from German into English</li> <li>understanding that German, like all languages, is constantly expanding to include new words and expressions in response to changing intercultural experiences, for example, <i>Fastfood, Fairness</i></li> </ul>
<p><b><i>Role of language and culture</i></b></p> <p>Understand that own and others' language use is shaped by and reflects the values, ideas and norms of a community.</p> <p>[Key concepts: norms, values; Key processes: observing, comparing, connecting]</p> <p><b>LIT, PSC, CCT, ICU, EU</b></p>	<ul style="list-style-type: none"> <li>recognising that texts such as stories have a social and cultural purpose, and comparing the kinds of personal characteristics that are depicted in texts as desirable, such as morals from fairy tales, for example, <i>Aschenputtel</i></li> <li>recognising that language use can have connections to cultural practices such as expressions from family or religious celebrations, or from outdoor activities such as sports, for example, <i>Gott sei Dank!</i> 'Howzat!', 'Fair go'</li> <li>discussing situations of culturally inappropriate language use and noticing what makes them inappropriate and how this may be addressed, for example, addressing an adult who is not a family member with <i>du</i> instead of <i>Sie</i></li> <li>noticing the impact of own assumptions about people from German-speaking countries, their language and culture, when listening to, reading and viewing texts, and considering how German speakers too may have assumptions and generalisations about Australians</li> </ul>

## Years 5 and 6 Achievement Standard

By the end of Year 6, students use written and spoken German for classroom interactions, to carry out transactions and to share ideas and opinions, relate experiences and express feelings. They use complete sentences in familiar contexts to ask questions (*Bist du fertig? Was machst du jetzt? Verstehst du das?*), respond to requests and share experiences of learning with peers (*Ich kann gut sprechen, aber ich finde Lesen und Schreiben schwierig*). They use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer, traurig* to express feelings and make statements such as *Ich nehme ein Käsebrötchen*. They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*. They gather and compare information about the social and natural worlds from different sources and convey information and opinions in different formats to suit specific audiences and purposes. They describe characters, events and ideas encountered in texts and recreate imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe current, recurring and future actions (*Wir gehen morgen schwimmen; Kommst du mit?; Es geht mir nicht gut*), and to produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs such as *mitbringen, fernsehen*. They use adjectives (*viel Wasser, neue Schuhe*), adverbs and adverbial phrases (*lieber, oft, jeden Tag*) to qualify meaning. They explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create texts in German and English to inform and entertain, such as notices, announcements, photo stories and dialogues. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.

Students understand that German language and culture are continuously changing and are influenced by other languages and cultures. They understand that German has a systematic sentence structure and word order rules. They recognise that German spelling and pronunciation are very consistent, and that there are rules for punctuation. They recognise conventions of commonly-used text types (for example, narratives, recounts and procedural texts), and identify differences in language features and text structures. They recognise that German is used in a variety of ways by different people in different contexts. They make connections between culture and language use, and understand that language use is shaped by and reflects the values, ideas and norms of a community.



## Years 7 and 8

### Band description

#### The nature of the learners

These years represent a transition to secondary school. Students in this pathway are continuing to study German, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of German-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

#### German language learning and use

German is used for a range of classroom interactions and transactions, and for creating and maintaining a new class dynamic, explaining and practising language forms, reflecting on ways of thinking and learning, and developing cultural understanding. Learners are encouraged to socialise and interact with users of German beyond the classroom. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of digital technologies, including social media and a range of applications. Learners work collaboratively and independently in the target language, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests and needs. They pool information, language knowledge and resources to plan, problem-solve, monitor and reflect. They use and adapt modelled and rehearsed language in familiar and unfamiliar contexts, increasingly generating original language. They make cross-curricular connections and explore intercultural perspectives and experience, such as the notion of a shared understanding.

#### Contexts of interaction

While the primary context for learning is the German language classroom, there may be opportunities for interacting with peers in German-speaking contexts and with other learners of German, for example, through the use of technology or relationships with partner schools. Learners may also have some contact with German speakers and cultural events in the local community.

#### Features of German language use

Learners gain more control of grammatical and textual elements such as the case system, prepositions and tenses, using the present perfect (*Perfekt*) of verbs conjugated with *haben* and *sein* and the simple past (*Imperfekt*) tenses. They use German with increasing accuracy and fluency, drafting and editing texts to improve structure and effect and to clarify meaning. Learners build on their cumulative experience of learning languages to analyse the relationship between language and culture more critically. They identify cultural references in texts and consider how language frames and communicates perspectives and values. They make comparisons between their own language(s) and German, and reflect on the complexities involved in moving between languages and cultural systems. They monitor and reflect on their own intercultural experience and capability as second language learners, and identify their own personal and community practices and identities that reflect cultural influence.

#### Texts and resources

Learners listen to, read, view and interact with a widening range of texts for a variety of purposes (informational, transactional, imaginative, expressive). They apply learnt processing strategies and language knowledge, drawing on their grammatical and vocabulary knowledge and their understanding of text conventions and patterns to obtain meaning from texts. They make connections between texts and cultural frames, and reflect on aspects of the variability of language, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They plan, create and present more complex and varied imaginative, informative and persuasive texts (for example, shared stories, poetry, songs/raps, blogs, advertisements, reports, journal entries), applying appropriate conventions of text types. They design interactive events and collaborative tasks, and participate in discussions, games and competitions.

#### Level of support

Draft Australian Curriculum: Languages - German

Particular support is required at this stage of second language learning to manage the transition to post-primary schooling and to encourage continued engagement. Opportunities to review and consolidate prior learning are balanced with provision of engaging and relevant new experiences and connections. Students are supported to develop increasing autonomy as language learners and users; to self-monitor, reflect on and adjust language in response to their experience in diverse contexts.

### The role of English

While German is used in more extended and elaborated ways at this level, English is used when appropriate to allow for explanation, analysis and reflection in relation to abstract concepts.

### German (F–10 Sequence) Communicating

Years 7 and 8 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Initiate and participate in interactions with peers and adults to discuss and exchange views and experiences.</p> <p>[Key concepts: neighbourhood, school, leisure; Key processes: discussing, commenting, comparing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>discussing and giving opinions on various topics, such as school life, neighbourhood, entertainment, sport and leisure, for example, <i>Hast du ein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe? Ich finde Mathe interessant? Und du? Ich wohne gern auf dem Land. Es gibt in der Nähe einen Fluß und einen Fußballplatz. Leider haben wir kein Kino. Gibt es einen Supermarkt, wo du wohnst?</i></li> <li>recounting events and describing activities and personal experiences, for example, <i>Gestern Abend hat Karly bei The Voice gewonnen. Hast du sie gesehen?; Wir sind in den Ferien zum Strand gefahren</i></li> <li>communicating in face-to-face or online guided discussions with peers and German-speaking contacts to seek or share information and ideas about social, cultural and environmental issues (<i>Was recyceln Sie, Herr Meier? Warum essen Sie kein Fleisch, Frau Schmidt?</i>)</li> </ul>
<p>Interact in classroom activities and discussions through asking and responding to open-ended questions, and giving opinions and suggestions.</p> <p>[Key concepts: interaction, learning strategies, exchange; Key processes: responding, participating, advising]</p> <p><b>LIT, PSC, CCT</b></p>	<ul style="list-style-type: none"> <li>initiating interactions in a class or group activity, such as in assigning roles to others, for example, <i>Patrick, du kannst den Text schreiben. Sarah, du machst die Fotos</i></li> <li>stating a problem and asking for advice, for example, <i>Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man am besten Vokabeln?</i></li> <li>discussing and sharing learning strategies, for example, <i>Lerne jeden Tag zehn neue Wörter! Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe</i></li> <li>participating in classroom activities and discussions to manage shared learning experiences, considering and commenting on the contributions and views of others, for example, <i>Ja, das stimmt; Sie hat Recht; Ich bin anderer Meinung</i></li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Engage in tasks and transactions that involve negotiation and problem-solving.</p> <p>[Key concepts: exploratory talk, exchange of ideas, task management; Key processes: transacting, negotiating]</p> <p><b>LIT, PSC, CCT, ICT, NUM,</b></p>	<ul style="list-style-type: none"> <li>participating in collaborative learning experiences with peers to organise class events, such as an excursion to the market or contribution to a local festival, for example, <i>Wir können mit dem Zug oder mit dem Bus zum Markt fahren; Was wollen wir für das Straßenfest organisieren?</i></li> <li>planning and conducting a group activity such as a live or online <i>Modeschau</i> with a theme, for example, <i>Sommerferien, Wintersport, 'Damals und heute'</i></li> <li>agreeing or disagreeing with a suggestion, for example, <i>Gute Idee!; Wozu?; Das wäre super/blöd!</i>, and accepting or declining an offer or invitation, for example, <i>Danke für die Einladung, aber ich habe freitagabends Judo. Hast du am Montag Zeit?</i></li> <li>transacting and negotiating in real or simulated situations, such as comparing similar offers for goods in online catalogues on German-language internet sites, or shopping, including commenting on price, for example, <i>Ich möchte diese Hose anprobieren. Haben Sie Größe 38?; Das ist sehr preiswert</i></li> <li>asking, giving and following directions to real or virtual locations (for example, <i>Wo ist das Schwimmbad? Es ist in der Schillerstraße. Wie komme ich am besten zum Bahnhof? Können Sie mir helfen? Ich suche...</i>) using electronic information devices, apps, street maps or directories</li> <li>complaining about unsatisfactory goods or services such as making a phone call about a cancelled concert and asking for a refund or substitute tickets for another event, for example, <i>Ich möchte mich beschweren. Ich möchte mein Geld zurück</i></li> </ul>
<p><b>Informing</b></p> <p>Access, summarise and analyse information and opinions from a range of sources relating to topical issues of shared interest.</p> <p>[Key concepts: resources, values, issues; Key processes: summarising, reading, listening, analysing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>accessing and using print and online resources such as dictionaries, grammar references and encyclopaedias, to support understanding of texts</li> <li>analysing and summarising information-and viewpoints on a range of issues, using tools such as guided note-taking, timelines and/or concept maps, for example, from a television news report about social media, a documentary on early German settlement in Australia, an interview with an older German speaker on the topic of her/his <i>Kindheit und Jugend</i></li> <li>accessing, collating and summarising information on youth-related issues (for example, <i>Musik, Schulsport, Fernsehen,</i>) from sources such as the internet, magazines and personal communications</li> <li>collecting information on topics related to lifestyle choices, explaining changes in focus and perspective over different periods, for example, <i>Rauchen oder nicht?</i></li> <li>researching young people's lifestyles across German-speaking cultures and contexts, comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environment, for example, <i>Wintersport, Reiseziele</i></li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Convey information and ideas on different topics, issues and events describing and comparing views, perspectives and experiences using modes of presentation to suit different audiences.</p> <p>[Key concepts: representations, perspectives; Key processes: comparing, classifying, organising]</p> <p><b>LIT, PSC, CCT, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>presenting information and ideas using language appropriate to text-type and topics or themes, such as using reflective language in diary and journal entries, persuasive language in advertisements, emotive images and captions to highlight issues such as <i>Kinderrechte</i>, or rap rhythms and punchlines to engage with controversial ideas or provoke reactions</li> <li>contrasting aspects of everyday life past and present, for example, <i>Heute haben wir Twitter und Facebook. Damals gab es nur die Post</i></li> <li>organising and presenting information to raise awareness or invite action in relation to social or community issues, using multimodal forms of presentation such as sound and visual images or websites with hyperlinks</li> <li>classifying information obtained from different print and electronic resources in a shared database of categories, themes and genres, showing relationships between ideas, topics and key language</li> <li>combining modes of presentation such as displays, videos or music to compare social and cultural themes, for example, <i>Australien und Asien/Deutschland und Europa im 21. Jahrhundert</i></li> </ul>
<p><b>Creating</b></p> <p>Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts.</p> <p>[Key concepts: plot, character, emotions; Key processes: expressing, reviewing, comparing]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>conducting a mock interview with a character from a text such as a short story or episode from a television series, or music or movie star about their experience</li> <li>reviewing a film, computer game, novel or performance for a radio segment or to recommend to a friend</li> <li>comparing Australian and German-language examples of a particular genre for cultural and stylistic differences, for example, iconic television series such as ‘<i>Gute Zeiten, schlechte Zeiten</i>’ and ‘Home and Away’</li> <li>creating a persuasive text promoting a new television show, book, film or song for a targeted audience, for example, a poster, cover or social media post for German-speaking peers</li> <li>listening to or viewing digital and other texts, such as songs, raps or film and video clips, noticing ideas, comparing aspects that may be similar or different across cultures, and making connections with own experiences</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Construct individual and shared texts about imagined people, places and experiences, in order to entertain others.</p> <p>[Key concepts: imagination, audience, entertainment; Key processes: composing, performing, experimenting]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>• creating the next scene, a new character or an alternative ending for imaginative texts, such as a story, drama or film script</li> <li>• dramatising a text, for example, performing a poem or imagining they are the ‘characters’ in a painting and creating a scenario and dialogue</li> <li>• creating texts to entertain younger audiences, such as an ebook, an alphabet or number book, a puppet play or short film depicting an aspect of contemporary teenage life, considering different cultural perspectives and selecting appropriate language, rhythms and images to enrich the visual or listening experience</li> <li>• composing and performing short songs with particular themes or for real or imagined occasions (for example, <i>Liebe, Ferien, Freunde</i>)</li> </ul>
<p><b>Translating</b></p> <p>Interpret and/or translate for friends or visitors terms associated with German or own culture.</p> <p>[Key concepts: relationship, meaning, idioms; Key processes: interpreting, explaining, translating]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>• translating expressions associated with politeness and social protocols in German, for example, responding to requests or thanks, or signing cards (<i>Dein Fritz/Deine Anna</i>) and comparing with typical expressions in similar messages in English</li> <li>• translating and discussing common idiomatic expressions in both German and English, for example, <i>Ich drücke dir die Daumen</i> (‘I’ll keep my fingers crossed for you’)</li> <li>• comparing and finding equivalent phrases and expressions in German and English, discussing differences and cultural influences, for example, <i>so alt wie ein Baum/Stein</i> (‘as old as the hills’), <i>einen Bärenhunger haben</i> (‘to be as hungry as a horse’)</li> <li>• explaining terms associated with practices or features of schools in German-speaking countries such as <i>hitzefrei</i> or aspects of assessment and reporting, for example, <i>das Notensystem, die mündliche Note, der Blaue Brief, sitzenbleiben</i>, and drawing comparisons with similar terms used in Australian schools</li> </ul>
<p>Create bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for language learning and the wider community.</p> <p>[Key concepts: representation, organisation; Key processes: selecting, categorising, evaluating, translating]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• creating English captions, commentaries or subtitles for German multimodal texts or vice versa</li> <li>• discussing problems associated with online translators by comparing different versions of translations and suggesting causes for differences and mistranslations, considering the need to go beyond literal meaning</li> <li>• creating vocabulary lists and annotated cultural explanations for German-speaking visitors to events such as Australian sports days, swimming carnivals or family events, explaining culturally-specific elements</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p><b>Reflecting</b></p> <p>Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, reflecting on adjustments made as a result of reactions and responses.</p> <p>[Key concepts: values, society, reaction; Key processes: adjusting, evaluating, reflecting]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>• participating in cultural experiences, such as eating at a German restaurant/café in Australia or watching a German pop group performance, soccer match or skiing competition, and reflecting on cultural similarities and differences that are manifested through language</li> <li>• reflecting on how some personal or community ideas and actions in the Australian context may be perceived by German-speakers, for example, going camping all year round or taking into account the vastness of Australia when planning a holiday, and discussing possible implications</li> <li>• observing and recording aspects of language and cultural behaviour that need to be modified when communicating in German, for example, register and use of the imperative, depending on audience and social context</li> <li>• reflecting on and explaining which aspects of culture and language can be comfortably adopted and where adjustments should be made, such as the use of <i>Sie</i> and titles (<i>Herr Dr.Meier</i>), wearing of <i>Hauschuhe</i>, placing payment and receiving change on a tray rather than on the hand in a shop</li> <li>• providing advice for others in situations where it is difficult to make oneself understood clearly or to understand the other speaker</li> </ul>
<p>Consider how personal experiences, family origins, traditions and beliefs impact on identity and shape intercultural experiences.</p> <p>[Key concepts: perspective, values, membership; Key processes: reflecting, connecting, discussing]</p> <p><b>LIT, PSC, CCT, ICU, NUM, ICT</b></p>	<ul style="list-style-type: none"> <li>• mapping their own linguistic and cultural profile, for example, by creating a chart, timeline or web profile to highlight formative elements such as family languages, key relationships and intercultural experiences</li> <li>• reflecting on the experience of learning and using German, considering how it might add a further dimension to own sense of identity</li> <li>• discussing how they would represent Australia, for example, what they would wear or take along to an International Students Day function held in Austria</li> <li>• discussing in English the issue of identity and gender-inclusive language in German, for example, <i>Schüler</i>; <i>Schüler und Schülerinnen</i>; <i>SchülerInnen</i></li> </ul>

## German (F–10 Sequence) Understanding

Years 7 and 8 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation.</p> <p>[Key concepts: pronunciation, punctuation, systems; Key processes: comparing, making connections, noticing]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>exploring the German pronunciation of a range of loan words from English and other languages, for example, <i>Job, Restaurant, Pizza</i></li> <li>recognising the role of and relationship between pronunciation, rhythm and pace in creating effects in spoken texts such as stories, poems, songs and conversations</li> <li>comparing punctuation rules in English and German, considering aspects such as the distribution and functions of commas, the style of quotation marks for direct speech and writing numbers less than one million as one word</li> <li>applying German punctuation and spelling rules to own writing and learning to systematically edit own and others' written work</li> </ul>
<p>Extend knowledge of elements of the German grammatical system including prepositions, reflexive verbs, adverbial phrases and subordinating conjunctions to specify and describe people, objects and places, sequence events and qualify opinions.</p> <p>[Key concepts: syntax, systems, verb tenses, grammar patterns; Key processes: noticing, selecting, linking]</p> <p><b>LIT, CCT, NUM</b></p>	<ul style="list-style-type: none"> <li>specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative), and using definite and indefinite articles, <i>kein</i>, personal pronouns (including <i>man</i>), and possessive, demonstrative and interrogative adjectives such as <i>sein, unser, dieser, jeder, welcher</i></li> <li>noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, <i>Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring; Es gibt hier keinen Sportplatz</i></li> <li>selecting and using the appropriate form of 'you' (<i>du, ihr, Sie</i>) and their possessive adjective equivalents (<i>dein, euer, Ihr</i>) according to the audience, for example, <i>Sind Sie Frau Wagner?; Hast du dein Geld mit?</i></li> <li>selecting the correct personal pronoun for 'it' (<i>er/sie/es; ihn</i>) for objects, for example, <i>Woher hast du den Hut? Er ist sehr schön. Ich habe ihn bei ... gekauft</i></li> <li>comparing the meanings and use of the German modal verbs with their English equivalents, for example, <i>Wir müssen eine Schuluniform tragen. Man darf hier nicht essen</i></li> <li>noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning of the base verb, for example, <i>Er kommt um 17.15 Uhr; Kommst du mit?; Ich bekomme manchmal Geld zum Geburtstag</i></li> <li>describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs in the present tense, for example, <i>Wir spielen morgen nicht mit, Er sieht viel fern; Ich muss meine Hausaufgaben machen; Nächstes Jahr bekommen wir neue Laptops</i></li> </ul>

Years 7 and 8 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>• describing past events and experiences in present perfect and/or simple past tense using a limited range of common verbs <i>Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank</i></li> <li>• using reflexive verbs in present tense with their appropriate accusative reflexive pronouns to describe daily routines and express emotions and interests, for example, <i>Ich dusche mich morgens; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien</i></li> <li>• understanding and applying the ‘verb as second element’ and ‘subject-time-object-manner-place’ (STOMP) word order rules for main clauses, for example, <i>Heute Abend spiele ich Basketball</i>, and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, <i>Langsam verstehe ich mehr Deutsch; Zu Hause ist es oft sehr laut</i></li> <li>• linking and sequencing events and ideas using a range of cohesive devices, including adverbs (for example, <i>danach, vorher, dann, früher</i>) and common conjunctions (for example, <i>als, dass, obwohl, wenn, weil</i>), usually with the subordinate clause after the main clause</li> <li>• expressing opinions using for example, <i>meiner Meinung nach; Ich glaube, dass; Wir sind dagegen/dafür</i></li> <li>• understanding and using <i>wozu?</i> to clarify purpose</li> <li>• understanding and using dative and accusative prepositions with their core meanings, for example, <i>Ich komme aus der Stadt. Der Kuchen ist für dich</i></li> <li>• describing destinations using prepositions including some ‘two-way’ prepositions (<i>Wechselpräpositionen</i>), for example, <i>Wir fahren nach Adelaide; Der Junge geht zum Bahnhof; Sie sind in die Stadt gefahren</i></li> <li>• experimenting (using models) with different structures to make comparisons, for example, <i>Der ... ist schneller als der ...; Der ... ist am billigsten; Der ... ist so gut wie ein ...</i></li> <li>• referring to quantities of people and things using cardinal numbers up to a billion, for example, <i>Deutschland hat 81,9 Millionen Einwohner</i></li> <li>• extending metalanguage to talk in German and English, for example, about case, word order and verb tenses (<i>Dativ, Wechselpräpositionen, das Imperfekt, Hilfsverben, trennbare Verben</i>)</li> </ul>
<p>Understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items or advertisements.</p> <p>[Key concepts: structure, conventions, purpose; Key processes: analysing, applying, describing]</p>	<ul style="list-style-type: none"> <li>• applying knowledge of text-types and their purpose to identify the gist and predict the meaning of unfamiliar vocabulary in texts</li> <li>• analysing different samples of a particular text-type such as advertisements to determine the targeted audience(s) and describing the techniques used</li> </ul>



Years 7 and 8 content descriptions	Elaborations
<p><b>LIT, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>identifying the structures and conventions of a range of texts, such as a diary entry, a weather report, a news report</li> <li>describing relationships between language, structure and textual purpose, for example, in a personal text such as a thank-you email to a friend, using informal register (<i>Liebe Grüße; du; Dein(e) X</i>)</li> </ul>
<p><b>Language variation and change</b></p> <p>Identify features of German which vary according to audience, context and purpose, in familiar spoken and written texts.</p> <p>[Key concepts: register, variation; Key processes: identifying, comparing, analysing]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>identifying the differences in register and style when using language in different contexts, for example, youth language in songs and graffiti, teacher feedback on a test or a formal school report</li> <li>comparing German and English language use in similar situations and in texts with similar content, such as advertisements, student blogs about school issues</li> <li>understanding particular functions of speech, such as making a request or expressing pleasure or dislike, and considering how it is realised with different speakers, for example, strangers, acquaintances, friends, family members, and possible consequences, including compliance, giving offence, being accepted into a group</li> <li>recognising that different situations require different levels of politeness depending on the context and speaker, such as thanking a host parent or peer for a gift or apologising to a teacher or a family member for being late</li> <li>understanding that texts have different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms (short speech, blog)</li> <li>recognising textual conventions popular with young German speakers, for example, the use of contractions, abbreviations and acronyms in text messages (<i>4u = für dich = for you, brb = bin gleich wieder da = be right back, 8ung = Achtung! dubido = du bist doof, sz = schreib zurück, sTn = schöner Tag noch</i>)</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Understand that German, like other languages, continues to change over time due to influences such as globalisation, new technologies and knowledge.</p> <p>[Key concepts: change, globalisation, evolution; Key processes: investigating, analysing, understanding]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>investigating and reporting on evidence of current and historical influence of German language and culture in the local and broader Australian community, for example, German/Austrian/Swiss place names (<i>Heidelberg, Hahndorf, Leichhardt, Grindelwald</i> etc), food (restaurants, bakeries, market stalls etc), festivals and celebrations (German Film Festival, Swiss Festival, <i>Weihnachtsmarkt</i> etc) and organisations (<i>Goethe-Institut</i>, SBS German Radio, clubs, churches, companies etc)</li> <li>understanding that German, like all languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, technology, language shifts and exchange and intercultural experiences, for example, <i>googeln, skypen</i></li> <li>understanding that English grammar used to be more similar to German grammar, but that English has changed, for example, the Old English 'What thinkest thou?' and <i>Was denkst du?</i></li> <li>noting that, although German grammar has not changed as much as English over the centuries, it did relatively recently undergo changes in spelling and punctuation in the official <i>Rechtschreibreform</i>, requiring, for example, <i>ß</i> to be used only after long vowel sounds or diphthongs (<i>Fußball, Spaß, weiß</i>), and <i>ss</i> to be used after short vowels (<i>dass, Klasse</i>)</li> </ul>
<p><b>Role of language and culture</b></p> <p>Reflect on different aspects of the cultural dimension of learning and using German.</p> <p>[Key concepts: cultural attitudes and values, assumptions; Key processes: recognising, discussing, analysing]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>recognising that there are different expressions that communicate ideas across cultures, for example, when describing <i>Brot</i> or school excursions (<i>Klassenfahrt, Wandertag</i>)</li> <li>exploring how origin, geography and religion are integrally connected with lifestyle, daily practices and language use, for example, <i>Recycling, Kaffee und Kuchen, Wandern, Stehcafé</i>, religious/public holidays, choice of <i>Fremdsprachen</i> offered in schools</li> <li>discussing the use of appropriate gestures and body language when communicating in German, for example, not putting hands in pockets while talking with someone (as this may be considered rude), and maintaining eye contact</li> <li>identifying changes in own ways of thinking about culture and identity as a result of learning German</li> </ul>

### Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken German to interact with teachers, peers and others, to make decisions, solve problems, negotiate transactions and exchange and justify ideas, opinions and views. When interacting, they use rehearsed and spontaneous language to ask and respond to open-ended questions and express, compare and justify opinions (*Sie glaubt, dass ...; Ich bin dafür, weil ...*). They apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English. They obtain, summarise and evaluate information from a range of sources. They express opinions and feelings in response to imaginative texts and make connections with their own experiences and other texts. They plan, draft and present original imaginative and informative texts, following models to link and sequence events and ideas using both adverbs (*danach, dann, früher, vorher*) and common subordinating conjunctions (*als, wenn, weil, dass*). They use some modal verbs and imperative forms, (*Was soll ich machen? Du kannst ...; Kauf die neue App!*). They refer to a person, object or place with definite and indefinite articles,

personal pronouns, and some demonstrative and interrogative adjectives such as *dieser, jeder, welcher*. They produce original present tense sentences and use familiar examples of the past (*Perfekt* and *Imperfekt*) and future (*werden* + infinitive) tenses. They use a range of everyday and topic-based prepositions, adverbs and adverbial phrases (*nach der Schule, zu Hause, in der Stadt, gegen die Wand, links, hier, oben, im Süden*). They interpret and/or translate terms associated with the culture of German-speaking communities or their own culture, and explain specific values and traditions reflected in the language. They create resources in German and English to assist learning, such as glossaries. They explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience.

Students understand that language changes over time and identify reasons for change. They understand that German has a case system (nominative, accusative and dative) and name some grammatical terms and their functions. They describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, fractions) and quotation marks. They identify differences in a range of text types (for example, informative and persuasive texts) including differences in text structures and conventions. They recognise that language use varies according to audience, context and purpose and give examples of language use in different contexts. They identify different aspects of the cultural dimension of learning and using German, and recognise that language use reflects cultural ideas, assumptions and perspectives.

DRAFT

## Years 9 and 10

### Band description

#### The nature of the learners

At this level, students bring existing knowledge of German language and culture and a range of learning strategies and experiences to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including how German could be part of these.

#### German language learning and use

Learners interact with peers, teachers and other German speakers in immediate and local contexts relating to their social and learning worlds, and with unfamiliar German-speaking communities and cultural resources through a range of physical, virtual and online environments. This is a period of language exploration and vocabulary expansion, and of experimentation with a wider range of modes of communication (for example, digital, collaborative performance and group discussions). Greater control of language structures and systems, and understanding of the variability of language use increase confidence and interest in communicating in a growing range of contexts. Learners use German to initiate, sustain and extend interactions in situations such as negotiating a resolution to a disagreement; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; to develop, analyse, interpret and translate a wider range of texts and experiences; and to reflect on and evaluate learning experiences. They use German more fluently, with a greater degree of self-correction and repair, and reference the accuracy of their target language use against a stronger frame of knowledge of grammar. They demonstrate understanding of language variation and change; of how intercultural experience, technology, media and globalisation influence language use and forms of communication. Task characteristics and conditions are more complex and challenging. They provide opportunities for collaborative language planning and performance, the development of translating and interpreting tools, and strategic use of language and cultural resources.

#### Contexts of interaction

Learners interact with teachers, peers and members of German-speaking communities face-to-face and via online technologies. They may also have opportunities to engage with German speakers and cultural events in the wider community, such as in the media, film festivals, community events, guest speakers, exchange assistants/students or in-country travel.

#### Texts and resources

Learners build on and extend their knowledge of different types of text and language functions through balancing focused attention to language forms and structures with text creation and performance. They work with a wider range of fiction and nonfiction texts, which allows for exploration of themes of personal and societal relevance (for example, global issues, identity and relationships, diversity and inclusivity). They develop more analytical tools, including consideration of literary form and devices, ways in which language choices empower, build identity and are influenced by audience, context and purpose. They identify how texts shape perspectives and meaning.

#### Features of German language use

Learners expand their knowledge and control of grammatical elements such as register, future tense, reflexive verbs and subordinate clauses. In-depth investigation of the links between German, English and other languages they know strengthens learners' intercultural capability. They examine the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving

between different languages and cultural systems impacts on ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways.

### Level of support

Learners are increasingly aware of and responsible for their own learning, working independently and collaboratively to address their learning needs. Resources are required to support this process, such as technological support for vocabulary expansion, graphic organisers, modelled texts, dictionaries and teacher feedback. They require continued explicit instruction of the grammatical system and opportunities to discuss, practise and apply their knowledge. They monitor their own progress and learning, for example, by the use of e-journals or folios, using these to reflect on their language learning and intercultural experience.

### The role of English

While sustained use of German is expected at this level, English continues to be used where necessary for substantive discussion, explanation and analysis. This allows learners to talk in depth and detail about their experience of learning German and to express ideas, views and experiences at a level beyond their current level of proficiency in German. English may be used in conjunction with German to conduct research, to translate or to communicate bilingually.

### German (F–10 Sequence) Communicating

Years 9 and 10 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Initiate and participate in sustained interactions, using formal and informal registers, to seek and give advice, describe past events, future aspirations and social issues, and express and justify opinions.</p> <p>[Key concepts: perspectives, future, past; Key processes: sustaining interactions, discussing, justifying, proposing]</p> <p><b>LIT, PSC, CCT, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>• initiating and sustaining conversation by introducing topics, inviting contributions, asking for clarification or confirmation, expressing agreement or surprise, for example, <i>Was sagt ihr dazu?; Ich bin damit einverstanden; Ist das dein Ernst?; Wie meinen Sie das?</i></li> <li>• sharing personal information and views with peers and adults about family and friends, school and leisure activities, for example, <i>Was machst du gern in deiner Freizeit? Wie finden Sie australischen Fußball? Als Sie jünger waren, haben Sie....?</i></li> <li>• discussing future plans, such as career, family, further education and travel (Ich werde sicher die 12. Klasse zu Ende machen und dann werde ich hoffentlich Zahnmedizin studieren. Es kommt aber auf meine Noten an)</li> <li>• asking for advice on issues related to family, friends or school and suggesting possible solutions to others' problems <i>Du solltest mit deinem Freund sprechen, weil ... ; Was würdest du an meiner Stelle machen?</i></li> <li>• exchanging information and opinions with peers about a range of social and cultural issues, for example, blogging about <i>die Schule der Zukunft</i> or the causes and effects of <i>Jugendarbeitslosigkeit</i>, and giving reasons for opinions</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p>Extend language to describe and reflect on the experience of learning and using German.</p> <p>[Key concepts: reflection, metalanguage; Key processes: reflecting, expressing, evaluating]</p> <p><b>LIT, PSC, CCT</b></p>	<ul style="list-style-type: none"> <li>expressing individual learning goals (<i>Lernziele</i>) in relation to skills and understanding for learning German, for example, <i>Ich möchte unbedingt Deutsch besser sprechen</i>, and monitoring progress towards achieving these goals, for example, <i>Heute habe ich gelernt, dass ...</i></li> <li>interacting with peers to compare experiences and challenges and identify successful learning strategies, for example <i>Am schwierigsten finde ich die deutsche Grammatik. Und du?; Ich sehe deutsche Filme, um meine Aussprache zu verbessern</i></li> <li>reviewing others' work, providing and justifying comments on general and specific points, for example, <i>Ich finde deinen Artikel sehr informativ und überzeugend. Zum Beispiel hast du viele Unterschiede und Ähnlichkeiten erwähnt</i></li> </ul>
<p>Engage in a range of shared activities such as managing events and arguing for a course of action by persuading others to change their opinion and/or behaviour.</p> <p>[Key concepts: information exchange, issues, collaboration; Key processes: planning, negotiating, communicating]</p> <p><b>LIT, PSC, CCT, NUM, EU, ICT</b></p>	<ul style="list-style-type: none"> <li>organising a real or simulated forum to raise awareness of environmental, social or ethical issues, such as to persuade fellow students to act in a more environmentally friendly or socially aware manner, for example, <i>Was können wir für die Umwelt machen? Wie kann man den Obdachlosen/Asylanten helfen?</i></li> <li>creating a collaborative communications project such as via social media or a daily news segment for a community television or radio station, using appropriate terms to introduce, identify and summarise, for example, <i>Wir ihr alle wisst...; Es ist nötig, dass wir...; Wollt ihr auch nicht ...?</i></li> <li>applying for opportunities such as student exchange programs or scholarships, giving details of education, work experience, skills and interests, for example, in a <i>Lebenslauf</i> or writing a formal letter to apply for a position, using appropriate language conventions (<i>Sehr geehrte/r ...; Mit freundlichen Grüßen; Ich bin für diese Position geeignet, da ich...</i>)</li> <li>role-playing formal/informal negotiations, for example, a teacher/parent and teenager resolving a disagreement about <i>Ausgehen, Freunde</i> or <i>Noten in der Schule</i></li> <li>participating in a simulated <i>Vorstellungsgespräch</i>, persuading a prospective employer of their suitability for a part-time job</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Informing</b></p> <p>Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented.</p> <p>[Key concepts: representation, community, world issues; Key processes: researching, synthesising, evaluating, representing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• analysing and explaining how spoken, written and digital texts convey cultural as well as factual information (for example, regional news headlines, local community announcements, advertisements, notices in public spaces)</li> <li>• researching a topic of global significance, for example, <i>Umweltprobleme</i>, <i>Armut</i> or <i>Denglish</i> and identifying and explaining how texts reflect different perspectives and priorities</li> <li>• comparing and analysing advertisements produced in different countries for <i>Stellenangebote</i> or an item such as a mobile phone, soft drink or fast food, considering which images have been selected for the advertisements and why, and identifying both culture-specific and universal features</li> <li>• analysing reports of an event from multiple sources to identify different perspectives and interpretations, for example, statements from the victim and witnesses to a crime</li> </ul>
<p>Convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes.</p> <p>[Key concepts: representation, discovery, interconnection; Key processes: presenting, representing, reporting]</p> <p><b>LIT, PSC, CCT, ICT, ICU, NUM</b></p>	<ul style="list-style-type: none"> <li>• using models of texts such as television news reports and social media to create original texts, explaining how ideas and information are selected, structured and sequenced to achieve different purposes</li> <li>• creating a web page to provide information for young German-speaking job seekers in different regional and cultural contexts (for example, <i>Farmarbeit in Queensland</i>, <i>Kindermädchen im Outback</i>, <i>Küchenhilfe an der Ostküste</i>), using formats such as databases, charts, maps and video clips</li> <li>• designing texts pitched to specific age or interest groups, making and explaining choices in relation to vocabulary, structure, and visual and cultural elements, for example, relationship advice for teens, tips for healthier living, local information for backpackers</li> <li>• summarising and presenting information relating to topics or themes studied in other curriculum areas, using different modes of presentation to cater for different learning styles, for example, charts, diagrams, recorded spoken commentary or demonstration to explain historical events, eco-systems or recycling</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Creating</b></p> <p>Engage with a variety of imaginative texts, analysing the main ideas, values and techniques, discussing issues and themes, using evidence from the texts to support their views.</p> <p>[Key concepts: imagery, metaphor, emotion, themes; Key processes: analysing, comparing, persuading]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>expressing emotional or aesthetic responses to a range of digital and other texts, such as short stories, poems, cartoons, films and songs, and identifying how mood is created and narrative is developed through language and expression</li> <li>identifying and commenting on techniques and linguistic choices which build action, develop character and position the reader, using modelled descriptive and analytic language</li> <li>comparing lyrics, themes and styles of popular German and English language songs, and tracking similarities and differences in genres and modes of expression, for example, by comparing winners of popular television competitions</li> <li>investigating popular films, books or computer games in German and English to identify common themes and issues in contemporary imaginative texts</li> <li>analysing an imaginative text for the descriptive language and literary devices used in reference to a character, place or event to consider how they are portrayed</li> </ul>
<p>Create a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences.</p> <p>[Key concepts: imagination, perspectives, settings, characters; Key processes: entertaining, composing, performing]</p> <p><b>LIT, PSC, CCT, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>using a familiar text-type such as those found in social media or a blog to describe an imaginative experience such as their first day as an exchange student in a German school</li> <li>composing a journal entry from the perspective of a teenager living in a different time and/or place, for example, <i>im Jahr 2050, in der Kriegszeit, Berlin 1989</i></li> <li>composing and performing poems, songs, monologues or dialogues to evoke amusement, sympathy or surprise, selecting appropriate imagery and sound effects</li> <li>creating performances that reflect on significant German or Australian celebrations or historical events for example, <i>Tag der Deutschen Einheit, Maitag, National Sorry Day, Anzac Day</i></li> <li>creating texts with various settings, characters and events, for example, animated stories, games or short films, using a range of devices to entertain</li> </ul>
<p><b>Translating</b></p> <p>Interpret and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions which do not translate easily.</p> <p>[Key concepts: culture, context, idioms; Key processes: interpreting, translating, comparing, analysing]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>viewing excerpts of German/English sub-titled films, evaluating the effectiveness of the translations, and explaining aspects of culture</li> <li>comparing, analysing and explaining German and English idiomatic expressions, finding ways to convey the meaning and cultural significance, for example, by paraphrasing (<i>Kuhdorf</i> — ‘one-horse town’: <i>Ein Kuhdorf ist ein kleiner Ort, der nicht besonders interessant oder wichtig ist</i>)</li> <li>experimenting with the translation of popular German expressions or idioms, for example (<i>Du spinnst! Schwarzfahren</i>), and explaining the potential for misunderstanding</li> <li>examining German versions of equivalent English texts, such as traditional tales and legends, advertisements, songs and jokes, and analysing linguistic and cultural differences, and translation challenges and solutions</li> </ul>



Years 9 and 10 content descriptions	Elaborations
<p>Create bilingual texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences.</p> <p>[Key concepts: interconnection, assumptions, sensitivity; Key processes: explaining, translating, relating interculturality]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• creating bilingual digital texts to give advice, for example, to German-speaking tourists about safe travel in the Australian outback</li> <li>• explaining the origin, significance, traditions and terms associated with national or local celebrations and events such as Australia Day, the Ashes, Anzac Day, Melbourne Cup, State of Origin</li> <li>• creating digital bilingual survival guides on language and etiquette for visitors to Australia or a German-speaking country, providing advice for specific scenarios, for example, at the supermarket, at a party, in the classroom</li> </ul>
<p><b>Reflecting</b></p> <p>Make choices while using German, recognising own assumptions and responsibility for modifying language and behaviours in relation to different cultural perspectives.</p> <p>Key concepts: judgment, reciprocity, cultural behaviour; Key processes: questioning, modifying behaviour, taking responsibility]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>• exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings or behaviours, for example, attitudes to interruptions, personal space and physical contact, and degree of formality or directness</li> <li>• reflecting on learning and using German, such as breakdowns or breakthroughs in communication, and discussing repair and recovery strategies and insights gained</li> <li>• reflecting on and explaining aspects of language and cultural behaviour that need to be modified when communicating in German, evaluating how own language choices may be perceived by German speakers and making adjustments to enhance meaning, for example, the overuse of 'polite' phrases such as <i>Können Sie mir bitte ... ?</i> and <i>Aber meiner Meinung nach ...</i> in German, rather than expressing wishes or responding to a suggestion in a more direct manner</li> <li>• challenging own assumptions and offering different perspectives to new language learning contexts and situations</li> </ul>
<p>Explore and express own identity and ability to act as cultural mediators between German speakers and Australians.</p> <p>[Key concepts: cultural mediation, perspective, diversity; Key processes: evaluating, exploring, explaining]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• evaluating own experiences of using and learning German and other languages across diverse contexts over time, for example, through keeping a reflective journal based on questions such as: <i>Wann und warum benutze ich Englisch/Deutsch? Wie fühlte ich mich früher und jetzt als Englisch-, Deutsch-, X-sprechende(r)? Warum ist es wichtig, dass ich eine neue Sprache lerne?</i></li> <li>• analysing the key influences (people and events) on a person's identity by interviewing an older German speaker or researching the life of a famous person</li> <li>• explaining important intercultural information that a German-speaking visitor would need to behave appropriately on a visit to Australia, such as when participating in a meal with a host family, attending an Australian Rules or rugby game or a barbecue, for example, in a blog or short film clip</li> <li>• developing an annotated digital itinerary of events for a visitor from a German-speaking country to give them a sense of Australian cultural diversity</li> </ul>

## German (F–10 Sequence) Understanding

Years 9 and 10 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Explore the features of spoken and written language, and apply variations in German in relation to features such as stress, pronunciation and contractions.</p> <p>[Key concepts: stress, rhythm, application; Key processes: exploring, reproducing, applying]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>recognising ways in which written language is different to spoken language, such as being more crafted, precise, elaborated and complex, for example, the use of interrelated clauses and support detail</li> <li>recognising the interactive, fluid and less permanent nature of spoken language, identifying features such as interactivity, and the use of repetition, pauses, interruptions and contractions, incomplete sentences and reliance on non-verbal elements and vocal expression</li> <li>recognising and responding to challenges associated with clarity and pace in audio texts, for example, station or airport announcements or recorded phone messages, and variations or differences in pronunciation to ensure clarity, for example <i>zwei/zwo</i>; <i>Juli</i> (pronounced as <i>Julei</i>)</li> <li>recognising and reproducing rhythms in complex sentences, using pausing and intonation to signal clause boundaries and emphasis</li> <li>analysing and comparing the use of contractions in English and in German, for example, <i>Ich hab keine Lust</i> or <i>Mach's gut!</i></li> </ul>
<p>Understand and apply in complex sentences a range of vocabulary and grammatical structures including future tense, imperative mood and some relative pronouns for the purposes of interaction, narration, description, persuasion, argument and exposition.</p> <p>[Key concepts: syntax, mood, modality, grammar patterns; Key processes: classifying, applying, experimenting, manipulating]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>specifying and describing people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives, for example, <i>Jedes deutsche Kind isst gern Kartoffelpuffer</i>; <i>Ich habe mit meinem neuen Computer große Probleme</i></li> <li>recognising instances of the genitive case mainly in written texts, for example, <i>Omas Leben, die Rolle der Frau, der Gebrauch des Genitivs</i>, understanding its function to indicate possession and using the more common 'von + dative case + noun' as an alternative (<i>das Haus von meinen Eltern/das Haus meiner Eltern</i>)</li> <li>noticing that relative pronouns have gender and case and are usually the same as definite articles, and understanding the difference in function, for example, <i>Der Mann, der am Tisch sitzt, ist Koch</i>; <i>Das ist der Beruf, den ich am interessantesten finde</i></li> <li>understanding and using the appropriate tense, for example, present, present perfect, simple past, and future, with a range of regular and irregular verbs including:</li> <li>common reflexive verbs, including some with dative reflexive pronoun and noun direct object, for example, <i>Ich wasche mir die Hände</i></li> <li>transitive and intransitive verbs</li> <li>modal verbs</li> <li>verbs with separable and inseparable prefixes</li> </ul>

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>• describing plans and aspirations using <i>werden</i> and a single infinitive, for example, <i>In der Zukunft werde ich mehr Sport treiben</i></li> <li>• using the different imperative forms of verbs for peers and adults, for example, <i>Spiel/Spielt/Spielen Sie mit! Sei/Seid/Seien Sie willkommen!</i></li> <li>• indicating contradiction using <i>doch</i></li> <li>• connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses such as relative clauses, and noticing the word order, for example, <i>Um Geld zu haben, muss man einen Job finden; Entweder werde ich Klempner oder Elektriker; Der Film, den du sehen willst, läuft jetzt im Kino</i></li> <li>• understanding and noticing the difference between interrogatives which incorporate a preposition and refer to people and those which refer to objects, for example, <i>Mit wem gehst du zur Party?; Worüber schreibst du deinen Englischaufsatz?; Was für Zukunftspläne hast du?</i></li> <li>• noticing and experimenting with compound forms such as common <i>da-</i> and <i>wo(r)-</i> constructions, for example, <i>Was machst du damit?; Woran erinnerst du dich?</i></li> <li>• understanding and using the accusative, dative and ‘two-way’ prepositions accurately with regard to case and meaning, including a limited range of common idiomatic prepositional phrases, for example, <i>Meine Eltern sind mit 21 aus Deutschland ausgewandert; Sie denkt oft an ihre Kindheit?</i></li> <li>• modifying meaning through the use of adverbs and adverbial phrases, for example, <i>Das haben sie schon gemacht; Lauft so schnell wie möglich zum Supermarkt!</i></li> <li>• using a range of expressions for indefinite quantities, for example, <i>einige, manche, mehrere</i></li> <li>• understanding and using formulaically common subjunctive forms (<i>Konjunktiv II</i>) such as <i>hätte</i> and <i>wäre</i> and <i>würde</i> + infinitive, for example, <i>Wenn ich reich wäre, würde ich ein schnelles Auto kaufen; Er tut so, als ob er keine Zeit hätte</i></li> </ul>
<p>Describe the interrelationship between text-types, language choices, audience, context and purpose, and identify the role culture plays in the creation and interpretation of texts.</p> <p>[Key concepts: connections, textual conventions, text types; Key processes: structuring, applying, describing, transforming]</p>	<ul style="list-style-type: none"> <li>• applying knowledge of text structure and organisation and the interrelationship of audience, context and purpose to assist in comprehension of text and in creating own texts</li> <li>• understanding, creating and transforming texts with different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms (an editorial, a blog)</li> <li>• identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader in advertisements by the use of personal pronouns, imperative/interrogative verb forms and emotive language</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>LIT, CCT, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>comparing German and English versions of texts with easily recognisable language features (for example, love songs, recipes or horoscopes), noticing differences or similarities in imagery or focus that might be culturally significant</li> </ul>
<p><b>Language variation and change</b></p> <p>Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register.</p> <p>[Key concepts: register, constraints; Key processes: analysing, comparing, explaining]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>comparing features of German in a range of spoken texts from different countries and regions, such as dialects and variations in vocabulary, for example, <i>Kartoffel = Krombeere (Schwäbisch) = Gummel (Schweizerdeutsch) = Erdapfel (Österreichisch)</i> and reflecting on the use of dialects in formal and informal contexts</li> <li>applying appropriate register and conventions to produce spoken or written texts for real and simulated situations, such as a job interview or a formal letter complaining about faulty goods</li> <li>analysing ways that the level of formality may be decreased such as by using contractions and slang, for example, in an informal conversation or email, or increased by applying key features such as appropriate layout and structure, formal register and subordinate clauses, for example, in a job application letter</li> <li>comparing two versions of the same dialogue, one containing contractions and ellipsis and another containing the full linguistic forms, and analysing the contexts and impact of their use, and reflecting on the different effects</li> </ul>
<p>Understand the influence of language on people's actions, values and beliefs, and appreciate the scale and value of linguistic diversity.</p> <p>[Key concepts: influence, power, diversity; Key processes: reflecting, understanding]</p> <p><b>LIT, CCT, ICU, EU</b></p>	<ul style="list-style-type: none"> <li>reflecting that language can reinforce stereotypes, for example, related to gender and how changes in the language occur over time to combat this (<i>die Krankenschwester → der Krankenpfleger, die Krankenpflegerin; die Stewardess → der Flugbegleiter, die Flugbegleiterin</i>)</li> <li>considering how language indicates respect, values and attitudes, and includes and excludes, for example, the use of titles or first names (<i>Herr Doktor Schmidt, Herr Schmidt, Georg</i>), different words for the same entity (foreigner/immigrant/refugee), the gendered nature of professional titles (<i>der Lehrer, die Lehrerin; das Kindermädchen</i>), and access to community information for second language speakers</li> <li>reflecting on the impact of language in relation to own and others' experience, for example, winning an argument or working out the meaning of unfamiliar German words; being locked out of conversations, or being a newcomer or an outsider in a social group</li> <li>establishing a deeper understanding of diversity and reflecting on what own experience of linguistic and cultural diversity means</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Role of language and culture</b></p> <p>Understand that language and culture are interrelated and that they shape and are shaped by each other.</p> <p>[Key concepts: culture, connections, perceptions; Key processes: reflecting, analysing, discussing]</p> <p><b>LIT, PSC, CCT, ICU, EU, ICT</b></p>	<ul style="list-style-type: none"> <li>reflecting on the experience of moving between cultures in and out of school, in local and virtual environments, and through the experience of learning and using German</li> <li>reflecting on how learning German has impacted on own assumptions about German language, culture or identity and on awareness of own communicative and cultural behaviours and of how these may be interpreted by others, for example, <i>Früher dachte ich, dass die Deutschen...; Jetzt verstehe ich, dass...</i></li> <li>analysing how language use and culture reflect and shape relationships, practices and attitudes, such as expressions and concepts in German related to education, social equality, national identity and commitment to world peace, for example, <i>Ausbildung/Erziehung; Nationalismus/Heimat</i>; those related to <i>Ausländer</i> in German-speaking countries and those within Germany, such as <i>Nord-Süd/Ost-West (Ossi/Wessi)</i> identity</li> </ul>

### Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously in the classroom environment to seek clarification, assist others, initiate conversations and discussions and argue a course of action, for example, by identifying problems, seeking advice (*Ich habe mein Passwort vergessen*), sharing learning strategies (*Lerne jeden Tag zehn neue Wörter! Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe*), and commenting on the contribution of others (*Ja, das stimmt. Sie hat Recht. Ich bin anderer Meinung*). They describe plans and aspirations using future tense (*Wir werden bald in Deutschland sein. Ich werde sicher die 12. Klasse zu Ende machen, und dann werde ich hoffentlich studieren*). They state facts and relate experiences (*Wir haben fast alle unsere Lernziele für das Halbjahr erreicht. Mit 5 Jahren spielte ich mit Puppen und konnte lesen*) using past tense forms (*Perfekt* and *Imperfekt*) of regular and irregular verbs. When speaking, they use appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions. They locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources. They present ideas, information and views in a range of texts selected to suit audience, purpose and context. They analyse the main ideas and themes in imaginative texts and use evidence to support their views. They plan, draft and present imaginative texts using literary devices (imagery, similes, onomatopoeia) to engage a range of audiences. When creating informational, persuasive and imaginative texts, students use a variety of conjunctions, cohesive devices and relative clauses (*Ich skype oft mit den Austauschschülern, die letztes Jahr bei uns waren.*) to build cohesion. They specify and describe people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives (*Ich habe mit meinem neuen Computer große Probleme*). They interpret and/or translate excerpts from German texts, identifying and explaining culture-specific aspects, and create texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences. They recognise and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives.

Students recognise that language influences people's actions, values and beliefs, and appreciate the scale and value of linguistic diversity. They explain the roles of different German cases (nominative, accusative, dative and genitive), tenses and variations in spoken and written German in relation to pronunciation, spelling and punctuation. They recognise the relationship between types of text, audience and purpose. They identify the role culture plays in the creation and interpretation of texts and explain how language and text features (layout, structure and formal/informal register) are used differently in a range of texts. They describe ways in which language and culture are interrelated and influence each other.

## Australian Curriculum: Languages – German – Foundation to Year 10

### Sequence Scope and Sequence

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Socialising</b>	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	Socialising and interacting	Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes	Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities	Interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings such as concern or sympathy	Initiate and participate in interactions with peers and adults to discuss and exchange views and experiences	Initiate and participate in sustained interactions, using formal and informal registers, to seek and give advice, describe past events, future aspirations and social issues, and express and justify opinions
		Building classroom language	Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests	Participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others' learning	Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning	Interact in classroom activities and discussions through asking and responding to open-ended questions, and giving opinions and suggestions	Extend language to describe and reflect on the experience of learning and using German

## Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Taking action and transacting	Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions	Participate collaboratively in shared class experiences and transactions	Participate in guided tasks such as planning and organising events and completing transactions	Engage in tasks and transactions that involve negotiation and problem-solving	Engage in a range of shared activities such as managing events and arguing for a course of action by persuading others to change their opinion and/or behaviour
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	Obtaining and using information	Identify key words and information in simple shared texts related to personal worlds	Obtain and process information from peers and texts related to personal, social and natural worlds	Gather, compare and respond to information from different sources relating to social and natural worlds	Access, summarise and analyse information and opinions from a range of sources relating to topical issues of shared interest	Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented
		Conveying and presenting information	Convey factual information about self, family and possessions with pictures, labels, captions and short descriptions, using familiar words and modelled language	Present information in modelled spoken and written texts relating to personal, social and natural worlds	Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements	Convey information and ideas on different topics, issues and events describing and comparing views, perspectives and experiences using modes of presentation to suit different audiences	Convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes

## Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling of texts	Respond to imaginative texts, by acting out events, identifying favourite elements, and making simple statements about characters	Share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings	Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts	Engage with a variety of imaginative texts, analysing the main ideas, values and techniques, discussing issues and themes, using evidence from the texts to support their views
		Creating and expressing imaginative experience	Express ideas and experiences through imaginative role-play, mime, drawing, oral discussion and scaffolded writing activities using familiar words and modelled language	Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports	Present, re-interpret or create alternative versions of imaginative texts, adapting events or characters or settings	Construct individual and shared texts about imagined people, places and experiences, in order to entertain others	Create a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	Translating and explaining	Share with peers and family what they know in German, Identifying different words and expressions, moving between languages depending on the audience	Compare aspects of German and English language such as vocabulary, sounds and rhymes, and cultural information to share with peers and family	Explain aspects of German language and culture for family or peers, noticing that there are not always equivalent expressions in English	Interpret and/or translate for friends or visitors terms associated with German or own culture	Interpret and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions which do not translate easily



## Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Creating and using bilingual resources	Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English	Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community	Create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community	Create bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for language learning and the wider community	Create bilingual texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	Recognising and analysing intercultural communication	Notice how using German feels, sounds and looks similar or different to using own language, and involves behaviours as well as words	Notice and describe what looks or feels similar or different to own language and culture when interacting in German	Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and adjustments	Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, reflecting on adjustments made as a result of reactions and responses	Make choices while using German, recognising own assumptions and responsibility for modifying language and behaviours in relation to different cultural perspectives
		Reflecting on self as a language learner and user, and how identity is shaped by language and culture	Express aspects of self, such as family, school/class, age and language/s, noticing how these are part of one's sense of identity	Explore and describe their own experiences of learning and using German and their sense of identity, including elements such as family, cultural heritage and friends	Reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult	Consider how personal experiences, family origins, traditions and beliefs impact on identity and shape intercultural experiences	Explore and express own identity and ability to act as cultural mediators between German speakers and Australians

## Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sound and writing systems	Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds	Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts	Explain and apply basic rules for German pronunciation spelling, punctuation and intonation	Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation	Explore the features of spoken and written language, and apply variations in German in relation to features such as stress, pronunciation and contractions
		Grammatical system	Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns to identify and describe people and objects in the family and school domains	Notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts	Develop and apply knowledge of German grammatical elements such as verb tenses, modal verbs and case, combining them with an increasing range of nouns, adjectives and adverbs to construct sentences	Extend knowledge of elements of the German grammatical system including prepositions, reflexive verbs, adverbial phrases and subordinating conjunctions to specify and describe people, objects and places, sequence events and qualify opinions	Understand and apply in complex sentences a range of vocabulary and grammatical structures including future tense, imperative mood and some relative pronouns for the purposes of interaction, narration, description, persuasion, argument and exposition

## Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Text structure and organisation	Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes	Identify the purposes of familiar personal, informative and imaginative texts such as maps, calendars and fairy tales and explain how particular features of such texts help to achieve these purposes	Recognise that different types of texts, such as narratives, recounts and informative and procedural texts, have certain conventions and can take different forms depending on the context in which they are produced	Understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items or advertisements	Describe the interrelationship between text-types, language choices, audience, context and purpose, and identify the role culture plays in the creation and interpretation of texts
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Language variation in practice	Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people	Recognise some of the common variations in German as it is used in different contexts by different people	Recognise that there are variations in German as it is used in different contexts by different people, such as formal/informal register and regional variations	Identify features of German which vary according to audience, context and purpose, in familiar spoken and written texts	Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
		The dynamic and influential nature of language	Recognise that Australia has speakers of many different languages including German, and that German and English borrow words and expressions from each other	Recognise that German and English are related languages and that German is an important European and global language	Understand why language is important and recognise that languages and cultures change over time and influence each other	Understand that German, like other languages continue to change over time due to influences such as globalisation, new technologies and knowledge	Understand the influence of language on people's actions, values and beliefs, and appreciate the scale and value of linguistic diversity

## Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning.	The interrelations hip of language and culture in communication	Notice that the languages people use relate to who they are, where and how they live	Make connections between culture and language use, for example, by identifying vocabulary and expressions which reflect cultural values, traditions or practices	Understand that own and others' language use is shaped by and reflects the values, ideas and norms of a community	Reflect on different aspects of the cultural dimension of learning and using German	Understand that language and culture are interrelated and that they shape and are shaped by each other

# AUSTRALIAN CURRICULUM: LANGUAGES

## GERMAN YEARS 7 TO 10 (YEAR 7 ENTRY) SEQUENCE

---

### German Years 7 to 10 (Year 7 Entry) Sequence Curriculum

#### Years 7 and 8

##### Band description

##### The nature of the learners

Students are beginning their study of German and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning German. Students' textual knowledge developed through English literacy learning supports the development of literacy in German. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider how this impacts on the sense of 'norms' associated with their first language and culture.

##### German language learning and use

Learners are offered the necessary scaffolding to listen to, view, read, speak, perform and write German in a range of simple classroom interactions and transactions with their teacher and peers. German is increasingly used by the teacher to provide rich language input and to maximise exposure to the target language. Learners work collaboratively and independently, pooling information, language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in guided situations with familiar contexts and roles, and begin to use and adapt the language learnt to express their own personal meanings. They reflect on intercultural perspectives and their experience of interaction and make cross-curricular connections. Opportunities are provided for real and simulated interactions with other German speakers within and beyond the school community, including purposeful and integrated use of information and communications technology ICT such as social media and applications.

##### Contexts of interaction

The German classroom is the primary context for learning, with ICT resources and community links providing access to additional resources and learning experiences. Learners may communicate with peers in German-speaking countries using teacher-guided digital technologies such as wikis, emails or online chat. They may also access German-language events or resources in the wider community such as inter-school activities, film festivals or cultural performances.

##### Texts and resources

Learners listen to, read, view and interact with a growing range of simple texts for a variety of purposes (social, informational, transactional, imaginative, expressive). They apply learnt processing strategies, drawing on their vocabulary and grammatical knowledge and understanding of text conventions and patterns to gain meaning and to produce texts. They plan, create and present short, simple informative and imaginative texts (for example, personal profiles, letters, timetables, poetry, songs/raps, blogs, advertisements).

##### Features of German language use

Students become familiar with the sounds of German, including pronunciation, rhythm, intonation and stress. They recognise similarities with many English words, noting differences in pronunciation (*Computer, Buch, Auto*). They approximate the pronunciation and phrasing of single words and short phrases, including distinctive sounds such as *ch, u, r, z* and *th* and diphthongs such as *au, ei, eu, ie* and the impact of the *Umlaut*. They understand and apply elements of German grammar such as subject-verb-object word order, simple verb forms, gender and number agreement of nouns and pronouns. Students understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. They create their own short texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

### **Level of support**

Learners rely on teacher instruction, modelling, feedback and structured opportunities for practising and understanding new language. Support resources and activities include word lists, dictionaries, visual organisers, images and gestures. Learners support each other through structured pair and group tasks that have clear roles and expectations. Opportunities are required for monitoring and evaluating their language and culture learning.

### **The role of English**

The teacher provides rich and supported German language input, using English as a medium for most explanation and discussion. Learners are supported to use German as much as possible for classroom routines and interactions, structured learning tasks, language experimentation and practice. As their first language capabilities far exceed their proficiency in German at this stage, it is likely that they will use mainly English for discussion, clarification, explanation and analysis.

## German (7–10 Sequence) Communicating

Years 7 and 8 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Socialise and interact with teacher and peers to exchange greetings, good wishes and factual information about self, family, home, school and interests, expressing likes, dislikes and preferences.</p> <p>[Key concepts: family, relationships; Key processes: interacting, describing]</p> <p><b>LIT, CCT, PSC, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>exchanging simple greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation, for example, Guten Morgen! Guten Abend! Auf Wiedersehen! Tschüs! Danke! Alles Gute zum Geburtstag! Frohe Ostern! Guten Appetit!</li> <li>introducing and describing self, others and possessions, for example, Ich heiÙe ... und du? Das ist ..., sie ist nett; Ich bin ... Jahre alt und meine Augen sind braun; Ich wohne in ...; Ich komme aus ...; Das ist mein Vater/meine Freundin/mein Handy</li> <li>interacting in class activities and (electronic) games such as Leute-Lotto and Stadt, Land, Fluss, using, for example, Du bist dran; Ich gewinne! Du mogelst</li> <li>expressing likes, dislikes and preferences, for example, Ich mag Rot; Meine Lieblingsband heiÙt ...; Ich lese gern; Ich esse gern Pizza, aber ich esse lieber Nudeln</li> <li>expressing how they are feeling, for example, Es geht mir nicht gut. Ich bin krank; Ich bin glücklich</li> <li>exchanging information about daily routine, for example, Wie kommst du zur Schule? Ich komme/fahre mit dem Bus/Auto; Wann stehst du auf? Um sechs Uhr</li> <li>sharing and comparing information about own and classmates' interests with German-speaking teenagers (for example, in an e-pal project or via social media), considering local sports seasons, co-curricular activities, length of school day and national and regional preferences</li> </ul>
<p>Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests.</p> <p>[Key concepts: roles, routines; Key processes: participating, responding, contributing]</p> <p><b>LIT, CCT, PSC</b></p>	<ul style="list-style-type: none"> <li>responding with actions/gestures to questions such as Wo ist ...? and instructions such as Steht auf! Alle zusammen! Mach die Tür bitte zu!</li> <li>using repair strategies such as asking for repetition or details of tasks and expressing lack of knowledge, for example, Wie bitte?; Welche Seite?; Wie sagt man das auf Deutsch?; Ich verstehe das nicht</li> <li>apologising, for example, Entschuldigung!, Es tut mir Leid</li> <li>making polite requests including for assistance and permission, for example, Ich möchte ..., bitte; Hilfe, bitte!; Darf ich bitte zur Toilette gehen?</li> </ul>

<b>Years 7 and 8 content descriptions</b>	<b>Elaborations</b>
<p>Make plans and arrangements to carry out activities together and obtain goods or services, through transacting with others in simple and guided real or simulated situations.</p> <p>[Key concepts: collaboration, transaction; Key processes: planning, transacting, participating]</p> <p><b>LIT, NUM, CCT, PSC, ICT</b></p>	<ul style="list-style-type: none"> <li>• making arrangements with a friend, for example, Ich gehe am Samstag zum Fußball. Kommst du mit?</li> <li>• planning for a class celebration or performance, for example, following a model to create an invitation or program (Wann? Was? Wer? Wo?), or to write a shopping list, for example for a Grillfest</li> <li>• accepting or declining an invitation, for example, a short message, Liebe/r X, danke für deine Einladung. Ich kann am Freitag nicht mitkommen. Ich habe Basketballtraining</li> <li>• participating in collaborative projects, for example, making and playing a vocabulary game such as Domino, Memory or Quartett or producing and sharing a digital alphabet or number book for a younger audience</li> <li>• following procedures and instructions together, for example, participating in sport/dance/craft activities or using a recipe in German to make Rösti or Kartoffelpuffer</li> <li>• participating in real or simulated situations, such as buying a bus/cinema ticket or food, for example, Ich nehme ein Käsebrötchen; Was kostet ein Eis?; Das macht 6,50 Euro</li> </ul>
<p><b>Informing</b></p> <p>Identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers.</p> <p>[Key concepts: lifestyles, school, home; Key processes: listening, reading, identifying, classifying]</p> <p><b>LIT, ICT, CCT, PSC, ICU, NUM</b></p>	<ul style="list-style-type: none"> <li>• identifying key details, expressions and information in conversations and announcements, and using obtained information in new ways, for example, listening to an interview with a German teenager about family and completing a family tree</li> <li>• reading and viewing a range of simple texts (for example, promotional brochures and signs, websites and cards) to obtain and compile information about places, lifestyles and events, for example, related to homes, schools, leisure activities, climate and geography</li> <li>• locating, classifying and summarising data such as results of class surveys or information from notices, timetables and announcements, and presenting findings to others, for example, in a digital visual presentation, poster or wall chart</li> <li>• gathering information about people, time and activities in German-speaking contexts, and using the information, for example, to create a profile or timetable/timeline to show a sequence of activities/events</li> <li>• compiling a list of questions and interviewing a German speaker (for example, a visiting exchange student) about family, home, interests and abilities and presenting the responses in <i>Steckbrief</i> format</li> </ul>



<b>Years 7 and 8 content descriptions</b>	<b>Elaborations</b>
<p>Present information in modelled spoken and written texts relating to own world and that of other teenagers.</p> <p>[Key concepts: personal world, community, presentation; Key processes: representing, reporting, speaking, writing]</p> <p><b>LIT, ICT, CCT, PSC, ICU, NUM</b></p>	<ul style="list-style-type: none"> <li>presenting information, orally and in writing, on aspects of their immediate environment or personal world, for example, a school/community event, celebration or excursion, or a new student, supported by the use of visuals</li> <li>creating simple persuasive and informative texts for a targeted audience, for example, advertisement for an event, virtual tour of their own and/or partner school, notice for a school excursion, report on a favourite band or type of music</li> <li>describing statistics related to Australia and other countries, including German-speaking countries, for example, population and size, daily temperatures, number and type of dwellings, percentage of students learning one or two foreign languages</li> <li>presenting the results of a class survey, for example, creating graphs and/or writing statements to report findings on such topics as the range of leisure activities in the class, favourite apps/electronic games, TV series, food, music or pets, or amount of time using social media</li> </ul>
<p><b>Creating</b></p> <p>Engage with imaginative and creative texts identifying, describing and discussing key elements including characters, events and ideas.</p> <p>[Key concepts: characters, imagination, representation; Key processes: responding, describing, performing]</p> <p><b>LIT, CCT, PSC, ICU, NUM</b></p>	<ul style="list-style-type: none"> <li>engaging with imaginative texts to respond to questions about characters, events and ideas, for example, producing a profile of a character or a timeline of the main events</li> <li>responding to an imaginative text in various ways, for example, using a thinking tool to give opinions about the characters and express reactions to the text, (<i>Ich finde das Mädchen sehr lustig. Das Ende ist traurig</i>)</li> <li>selecting images to illustrate a piece of text, for example, a picture/colour/symbol/emoticon to reflect the content/mood and explaining choice, for example, <i>Das Lied ist optimistisch/aggressiv</i></li> <li>listening to and viewing performances such as music video clips or extracts from films, sharing reactions with peers, noticing ideas and comparing aspects that may be similar or different across cultures</li> <li>performing a song or poem in response to an imaginative experience, incorporating actions and props to enhance meaning and entertain</li> </ul>
<p>Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts.</p> <p>[Key concepts: interpretation, imagination, creativity; Key processes: interpreting, expressing]</p> <p><b>LIT, CCT, PSC, ICT</b></p>	<ul style="list-style-type: none"> <li>inventing a new aspect of a text, such as a new character, a setting or an alternative ending</li> <li>creating own version of familiar texts to entertain others, using a model and/or a list of keywords, for example, a digital comic strip or Big Book for younger students, a rap or role-play to present to parents, or a poem for an online newsletter</li> <li>creating and performing imagined interactions, for example, between avatars (using apps) or meeting a character from a text for the first time</li> <li>creating a profile of an unknown person, for example, based on a photo, imagining aspects such as <i>Name, Alter, Beruf, Familie, Freunde, Herkunft, Interessen, Wohnort</i></li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p><b>Translating</b></p> <p>Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences.</p> <p>[Key concepts: representation, explanation; Key processes: interpreting, translating, explaining]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>translating short, personal texts, identifying words and phrases which can be translated literally or not, for example <i>Guten Appetit! Guten Tag! Ohrwurm</i></li> <li>using German–English cognates to predict meaning, for example, <i>Brot</i> — ‘bread’; <i>kalt</i> — ‘cold’; <i>trinken</i> — ‘to drink’</li> <li>recognising compound words, and collecting and analysing interesting examples, for example, <i>der Schulsport, die Realschule, babyleicht</i> and noting that compound nouns take the gender of the last noun in the compound</li> <li>translating public signs from German to English and vice versa, comparing similarities and differences</li> <li>interpreting and explaining to peers and family aspects of German language and culture in texts, such as emails and conversations, which are interesting and/or different, for example, that in German when addressing teachers you use family names after the titles <i>Frau</i> and <i>Herr</i>, unlike the English use of just ‘Miss’ or ‘Sir’</li> </ul>
<p>Create and maintain individual and shared bilingual texts and resources such as signs, wordlists, posters, games, photo stories.</p> <p>[Key concepts: resources, context, meaning; Key processes: explaining, comparing]</p> <p><b>LIT, ICT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>creating and using bilingual resources for language learning, such as glossaries or personal German–English and English–German print and digital word lists and dictionaries with examples and explanations of parts of speech and language use</li> <li>creating bilingual texts for specific audiences, for example, a Big Book or game for young learners of German, invitations to a class event or posters for a performance, noticing how meanings need to be tailored to audience and cultural perspectives</li> <li>creating bilingual signs and notices for the school and local community, such as <i>Bücherei</i> – Library, <i>Sporthalle</i> – Gymnasium</li> <li>designing and maintaining a bilingual website with a partner-school or contact group of English learners in a German-speaking community, making choices about when to use German or English depending on the context, topic and nature of the interaction</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p><b>Reflecting</b></p> <p>Engage with German speakers and texts, noticing how interactions involve culture as well as language.</p> <p>[Key concepts: exchange, awareness; Key processes: reflecting, responding, noticing]</p> <p><b>LIT, ICT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>reflecting on choices made when using German to interact with others, considering the relationship between language, culture and behaviour, for example, the use of family names with titles (<i>Guten Tag, Frau Stein</i>) and formal/informal register (<i>du/ihr/Sie</i>) and comparing these with English and other known languages</li> <li>observing interactions between German speakers in different contexts, noticing and recording elements that reflect cultural attitudes or behaviours, such as language associated with politeness or emotion (<i>bitte schön; Entschuldigung; Wie schön!; Du bist gemein</i>), gift giving customs, or ways of showing collective appreciation or approval, for example, applause through rapping on surface</li> <li>participating in cultural experiences, such as eating at a German/Swiss/Austrian restaurant/café in Australia or watching a music performance, soccer match or skiing competition, and reflecting on cultural similarities and differences that are manifested through language</li> <li>reflecting on how some personal or community ideas and actions in the Australian context may be perceived by German-speakers, for example, going camping all year round, or taking into account the vastness of Australia when planning a holiday and discussing possible implications</li> <li>comparing the use and cultural significance of gestures and body language in German and other languages and examining those that can be easily incorporated into own interactions when communicating in German, for example, shaking hands as a common greeting, not putting hands in pockets while talking with someone (as this may be considered rude), and maintaining eye contact</li> </ul>
<p>Reflect on experiences of learning and using another language, and exchange aspects of own identity such as family background, age and interests, reflecting on how these impact on intercultural exchange.</p> <p>[Key concepts: exchange, identity; Key processes: reflecting, comparing, connecting]</p> <p><b>LIT, CCT, PSC, EU, ICU</b></p>	<ul style="list-style-type: none"> <li>sharing ideas about the experience of learning and using German, including any perceived changes in levels of confidence, or in attitudes towards an understanding of culture and intercultural communication (for example, 'How did I feel when I first heard/spoke German? How do I feel now?')</li> <li>preparing a class profile to exchange with German-speaking students, showing cultural backgrounds, languages used in the home, interests and values, and using resources such as photos, captions, quotes and symbols</li> <li>annotating a family tree with information about family members, for example, significant places, languages spoken, identifying own heritage, for example, <i>Ich bin Australier/-in. Mein Opa kommt aus Griechenland</i>, and reflecting on how own background has shaped identity</li> <li>participating in a discussion in English about an aspect of identity, for example, the impact of a school uniform on personal identity, and exploring how German students might view wearing a school uniform</li> <li>comparing aspects of identity that may be important across cultures, such as state, country, ethnic group, language, religion, age, gender, and position in family</li> </ul>

## German (7–10 Sequence) Understanding

Years 7 and 8 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Recognise and use key features of the German sound system, including pronunciation, rhythm, stress and intonation and identify main similarities and differences between the phonological and orthographic systems of English and German.</p> <p>[Key concepts: pronunciation, spelling, intonation; Key processes: listening, imitating, recognising]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>noticing and imitating German sounds, and developing awareness of letter-sound relationships, including distinctive sounds such as those represented by the letters <i>ch</i>, <i>u</i>, <i>r</i>, <i>z</i> and <i>th</i>, consonant blends and clusters such as <i>sch</i>, short and long vowel sounds and diphthongs such as <i>au</i>, <i>ei</i>, <i>eu</i>, <i>ie</i>, the impact of <i>the Umlaut</i> on <i>a</i>, <i>o</i> and <i>u</i>, and <i>ß</i></li> <li>applying German capitalisation rules to nouns and noticing that the capitalisation of the formal ‘you’ form <i>Sie</i> distinguishes it from <i>sie</i> (she/they)</li> <li>understanding that <i>ß</i> can only be used in lower case, otherwise <i>SS</i>, and that <i>ä</i>, <i>ö</i>, <i>ü</i> can be written as <i>ae</i>, <i>oe</i> and <i>ue</i> respectively, for example, in upper case signs or word puzzles such as crosswords</li> <li>understanding the meaning and use of full stops and commas in German ordinal numbers and fractions, for example, <i>die 8. Klasse</i>; <i>9,50 Euro</i>; <i>15.30 Uhr</i></li> <li>learning to pronounce the German alphabet by singing <i>das Alphabetlied</i>, and using the German alphabet for spelling out names and other words</li> <li>practising and focusing on pronunciation of particular sounds and rhythms by saying tongue twisters, rhymes and short poems</li> <li>recognising differences in intonation and rhythm between statements, questions and commands</li> </ul>
<p>Develop knowledge of elements of the German grammatical system including gender and number, nominative and accusative cases, present tense of regular and some irregular verbs, personal pronouns, possessive adjectives and word order, to describe people, objects, actions, events and relationships.</p> <p>[Key concepts: grammar features and structures, tenses, gender, syntax; Key processes: noticing patterns, making connections, applying]</p> <p><b>LIT, CCT, NUM</b></p>	<ul style="list-style-type: none"> <li>understanding that German nouns have multiple words for ‘the’ and ‘a/an’ according to the gender of the noun, and noticing that the articles for masculine nouns sometimes change (nominative to accusative), for example, <i>Die Frau hat einen BMW</i>; <i>Der Film hat ein Happyend</i></li> <li>making connections and comparisons between German and English in the pluralisation of nouns, and using <i>die</i> for plural nouns</li> <li>using post-nominal (predicative) adjectives, for example, <i>Unsere Deutschlehrerin ist intelligent</i>; <i>Die Berge in Österreich sind sehr schön</i>; <i>Meine Augen sind blau</i></li> <li>noticing the relationship between gender, article, adjective and case when using pre-nominal (attributive) adjectives to describe people, objects, places and events, for example, <i>Ich habe einen kleinen Bruder</i></li> <li>noticing that as well as the articles (for masculine nouns) some pronouns change after certain verbs (accusative direct object), for example, <i>Wir sehen heute den Film</i>; <i>Es gibt einen neuen Schüler in Klasse 8A</i>; <i>Ich mag dich</i></li> <li>noticing that articles and pronouns change after particular prepositions (dative) such as those associated with location and destination, for example, <i>Wir sind in der Stadt</i>; <i>Die Party ist im Garten</i>; <i>Wie kommst du zur Schule?</i></li> </ul>

Years 7 and 8 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>• using common prepositional phrases formulaically, for example, <i>nach Hause, zu Hause</i></li> <li>• using personal pronouns to refer to people and things, for example, <i>Was kostet die App? Sie kostet...</i></li> <li>• understanding the three German pronouns for 'you' (<i>du/ihr/Sie</i>) and when to use them</li> <li>• expressing a relationship to a person or object using some possessive adjectives in the nominative and accusative case, for example, <i>Seine Familie kommt aus Afrika; Ich liebe meinen Hund</i></li> <li>• understanding that in German a subject + verb, for example, <i>wir spielen</i> can have multiple English translations: 'we play', 'we are playing', 'we do play', 'we shall/will play' and 'we're going to play' and applying this when formulating their own German sentences</li> <li>• understanding the concept of regular and irregular verbs (for example, <i>spielen</i> and <i>lesen</i>) and noticing that this is a feature of both German and English (and some other languages such as French, Italian and Spanish)</li> <li>• conjugating the present tense of regular verbs and some common irregular verbs including <i>sein</i> and <i>haben</i></li> <li>• understanding structures to express likes, dislikes and preferences, for example, <i>Ich mag Tennis. Ich spiele nicht gern Fußball. Ich spiele lieber Cricket</i></li> <li>• noticing and using common modal verbs, such as <i>können</i> to describe capabilities, for example, <i>Ich kann gut schwimmen</i>, and <i>ich möchte</i> and <i>darf ich...?</i> to make polite requests</li> <li>• gaining awareness of a limited number of routine past tense expressions including some with <i>war</i> and <i>hatte</i> and the present perfect, for example, <i>Sabine war gestern krank. Das hat Spaß gemacht. Habt ihr ein schönes Wochenende gehabt?</i></li> <li>• negating verbs and adjectives using <i>nicht</i> and nouns using <i>kein/e</i>, for example, <i>Nein, Marcus hat keine Geschwister</i></li> <li>• describing frequency using adverbs and adverbial expressions such as <i>oft, manchmal, jeden Tag, ab und zu, nie</i></li> <li>• understanding the subject-verb-object (SVO) word order, for example, <i>Ich spiele Basketball</i>, and the need for subject-verb inversion to keep the verb as the second idea/element in the sentence, for example, <i>Heute Abend spiele ich Basketball</i></li> <li>• joining words, phrases and sentences using the coordinating conjunctions <i>und, oder, aber</i></li> <li>• understanding how to form a question, using subject-verb inversion, for example, <i>Hast du Geschwister?</i> and with interrogatives such as <i>wann, was, wer, wie, wieviel, wie viele, wo, woher, warum, welche(-r/s/n)</i> and <i>wohin</i></li> <li>• locating people, places and objects using adverbs such as <i>rechts, links, oben, unten, hier, dort</i></li> </ul>

Years 7 and 8 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>• using ordinal numbers to give the date or a birthday, for example, <i>Heute ist der erste Mai; Seine Mutter hat am 22. April Geburtstag</i></li> <li>• understanding and locating events in time (days, months, seasons), including the use of the 24-hour clock, prepositions such as <i>nach</i> and <i>vor</i>, and adverbs and formulaic expressions such as <i>heute, vorgestern, früher, später, am Wochenende, in den Ferien</i></li> <li>• referring to quantities of people and things, including money, using cardinal numbers up to a billion, as well as decimals, common fractions and negative numbers, for example, <i>Deutschland hat 81,9 Millionen Einwohner; Die Tagestemperatur liegt bei minus 3 Grad; Ich habe eine Halbschwester</i></li> <li>• building metalanguage to talk about grammar and vocabulary (for example, <i>Nomen, Verben, Zahlen, Fragewörter, groß/klein schreiben</i>), comparing with equivalent English terms</li> </ul>
<p>Recognise and use grammatical structures and features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements, song clips.</p> <p>[Key concepts: text structure, genre; Key processes: analysing, recognising, organising]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• identifying and analysing the purpose, intended audience and key features of familiar texts such as signs, instructions, postcards, advertisements, songs and conversations and comparing these with texts in own language and culture</li> <li>• examining how texts are constructed, including textual features (for example, greetings in correspondence), grammatical structures such as parts of speech, (adjectives and prepositions) and visual cues (for example, images in brochures)</li> <li>• transforming a simple text (for example, a short poem) into another text-type, such as a conversation or a cartoon and applying the key features of the second text-type</li> <li>• understanding how to create textual cohesion, using elements such as coordinating conjunctions (<i>und, aber, oder</i>) to link ideas</li> </ul>
<p><b>Language variation and change</b></p> <p>Recognise some of the common variations in German as it is used in different contexts and locations by different people.</p> <p>[Key concepts: variation, register, place; Key processes: comparing, observing, applying]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>• using appropriate forms of address and greeting/salutation for peers and teacher, depending on gender (<i>Lieber/Liebe... and Dein/Deine/Eure ...</i> in a letter) and social status of participants (<i>Guten Morgen, Herr Schiller; Hallo, Tim!</i>), and recognising the effect of inappropriate choices, for example, greeting peers with <i>Guten Morgen, Frau Mary!</i></li> <li>• observing telephone interactions from film clips and real life and practising telephone etiquette when answering mobile phones in comparison with the family landline (surname only) and ending phone call with <i>Auf Wiederhören</i></li> <li>• noticing in public announcements and/or on the phone, that certain words are pronounced differently or varied slightly to ensure clarity, for example <i>zwei/zwo; Juli</i> (pronounced as <i>Julei</i>)</li> <li>• recognising different registers, for example, the different words for 'you', <i>Was machst du, Peter? Was macht ihr, Kinder (Klasse 7)? Setz dich, Peter! Setzt euch Kinder! Kommen Sie bitte herein, Herr Berger!</i></li> </ul>

Years 7 and 8 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>• being aware of some regional variations, for example, in greetings such as the Swiss <i>Grüezi</i> and Austrian <i>Servus</i>, or the lack of the <i>Eszett</i> in Switzerland</li> <li>• comparing differences and similarities in written and spoken modes of a particular language function such as an invitation, for example, language structures used and level of formality</li> <li>• comparing the concept of diversity in accents, dialects and vocabulary in German-speaking communities with similar diversity in the use of English within and beyond Australia</li> </ul>
<p>Recognise that German and English are related languages and that German is an important European and global language.</p> <p>[Key concepts: relationships, global language; Key processes: recognising, comparing]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>• noticing that German and English share many words, for example, <i>Computer, Bus, Taxi, Auto</i>, and understanding that this is a result of historical events as well as the dynamic nature of languages</li> <li>• recognising that English and other languages have borrowed German words (for example, <i>Hamburger, kaputt, Kindergarten, Glockenspiel, Mischmasch</i>) and comparing how these words are pronounced by German or English speakers</li> <li>• understanding that English grammar used to be more similar to German grammar, but that English has changed, for example, recognising the link between the Middle English 'What thinkest thou?' and <i>Was denkst du?</i></li> <li>• recognising that the German language continuously borrows and adapts words and expressions from other languages, including English, for example, <i>das Internet, die App, häppi, joggen, shoppen, simsens/texten, Stop! Sorry!</i></li> <li>• recognising that German is an official language of the 'DACHL' countries (Germany, Austria, Switzerland, Liechtenstein) as well as in Belgium, Luxembourg and South Tyrol</li> </ul>
<p><b>Role of language and culture</b></p> <p>Understand that language use is shaped by and reflects the values, ideas and norms of a community.</p> <p>[Key concepts: attitudes, social norms, values; Key processes: observing, comparing, connecting]</p> <p><b>LIT, CCT, PSC, EU, ICU</b></p>	<ul style="list-style-type: none"> <li>• investigating connections between language and significant cultural values or practices in German, English and other languages, for example, individual rights, shared social responsibility, respect for the environment, Reconciliation, anti-racism, 'fair go'</li> <li>• developing language to analyse and explain the nature of the language–culture relationship, using terms such as 'meaning', 'perspective', 'values', 'assumptions' and 'difference'</li> <li>• examining examples of cultural representation in language, symbols and behaviour, such as <i>die Märchenstraße</i>, (lack of) speed limits on the <i>Autobahn</i>, national flags, and the 'visibility' of the European Union through placement of its logo (for example, on car numberplates)</li> <li>• recognising that there are different and/or multiple expressions that communicate ideas across cultures, for example, when describing <i>Brot</i> or school excursions (<i>Klassenfahrt, Wandertag</i>)</li> <li>• exploring how origin, geography and religion are directly connected to lifestyle, daily practices and language use, for example, <i>Recycling, Kaffee und Kuchen, Wandern</i>, religious/public holidays, choice of <i>Fremdsprachen</i> offered in schools</li> </ul>

Years 7 and 8 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>participating in guided discussion on the nature and role of 'culture' and its relationship with language, with reference to German, English and other known languages</li> </ul>

## Years 7 and 8 Achievement Standard

By the end of Year 8 students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others to carry out transactions, participate in class routines and socialise. They use modelled language and simple expressions to ask and respond to familiar questions and instructions (*Hört gut zu! Hol' einen Laptop! Wer ist das? Woher kommt dein Vater? Hast du Geschwister?*), request help or permission (*Ich möchte ..., bitte; Hilfe, bitte!; Darf ich bitte zur Toilette gehen?*), ask for information, clarification or assistance (*Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?*) and clarify answers (*Das ist meine Freundin und sie kommt aus China aber ... Ja, ich habe zwei Brüder, sie heißen Nick und Max*). When socialising, they make simple statements such as *Ich mag Fußball, aber Toms Lieblingssport ist Basketball*. They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs in different words, phrases and sentences (*ja, rot, singen, Sport, Winter, zwei, ich auch*). They obtain key points of information and identify main ideas about own world and that of teenagers in German-speaking countries from simple texts, using contextual clues to help make meaning. They use high frequency vocabulary to describe characters, events and ideas encountered in imaginative texts and create short informational and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order. They use a range of grammatical elements to describe people, objects, actions, events and relationships. They use articles (*der/ein*), personal pronouns and some possessive adjectives (*mein, dein, sein, ihr*) in the nominative and accusative. They qualify meaning with reference to time, manner and place using everyday adverbs and phrases (*am Montag; besser; in der Schule*), and link words, phrases and sentences using *und, aber* and *oder*, and other connectives such as *dann, später* and *zuerst*. They work with German and English to translate and create simple bilingual texts such as greetings, signs and emails for peers and family, noticing where equivalence is not possible. They recognise the relationship between language and culture, giving examples of adjustments made as a result of reactions and responses. They explain how aspects of their own identity impact on intercultural exchange.

Students recognise that German is an important European and global language and that it is related to English. They identify some of the common variations in German used in different contexts by different people. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They understand grammatical concepts such as gender and number, nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation and punctuation used in numbers (ordinals, fractions). They recognise features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements and song clips. They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.



## Years 9 and 10

### Band description

#### The nature of the learners

At this level, students bring existing knowledge of German language and culture and a range of learning strategies and experiences to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including how German could be part of these.

#### German language learning and use

Learners interact with peers, teachers and other German speakers in immediate and local contexts relating to their social and learning worlds, and with unfamiliar German-speaking communities and cultural resources through a range of physical, virtual and online environments. This is a period of language exploration, vocabulary expansion and of experimentation with a wider range of modes of communication (for example, digital, collaborative performance and group discussions). Greater control of language structures and systems, and understanding of the variability of language use increase confidence and interest in communicating in a growing range of contexts. Learners use German to initiate, sustain and extend interactions in situations such as negotiating a resolution to a disagreement; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; to develop, analyse, interpret and translate a wider range of texts and experiences; and to reflect on and evaluate learning experiences. They use German more fluently, with a greater degree of self-correction and repair, and reference the accuracy of their target language use against a stronger frame of grammar knowledge. They demonstrate understanding of language variation and change; of how intercultural experience, technology, media and globalisation influence language use and forms of communication. Task characteristics and conditions are more complex and challenging. They provide opportunities for collaborative language planning and performance, the development of translating and interpreting tools, and strategic use of language and cultural resources.

#### Contexts of interaction

Learners interact with teachers, peers and members of German-speaking communities face-to-face and via digital technologies. They may also have opportunities to engage with German speakers and cultural events in the wider community, such as in the media, film festivals, community events, guest speakers, exchange students, language assistants or in-country travel.

#### Texts and resources

Learners build on and extend their knowledge of different types of text and language functions through balancing focused attention to language forms and structures with text creation and performance. They work with a wider range of fiction and nonfiction texts, which allows for exploration of themes of personal and societal relevance (for example, global issues, identity and relationships, diversity and inclusivity). They develop more analytical tools, including consideration of literary form and devices, ways in which language choices empower, build identity and are influenced by audience, context and purpose. They identify how texts shape perspectives and meaning.

#### Features of German language use

Learners expand their knowledge and control of grammatical elements such as register, future tense, reflexive verbs and subordinate clauses. In-depth investigation of the links between German, English and other languages they know strengthens learners' intercultural capability. They examine the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways.

### **Level of support**

Learners are increasingly aware of and responsible for their own learning, working independently and collaboratively to address their learning needs. Resources are required to support this process, such as technological support for vocabulary expansion, graphic organisers, modelled texts, dictionaries and teacher feedback. They require continued explicit instruction of the grammatical system and opportunities to discuss, practise and apply their knowledge. They monitor their own progress and learning, for example, by the use of e-journals or folios, using these to reflect on their language learning and intercultural experience.

### **The role of English**

While sustained use of German is expected at this level, English continues to be used where necessary for substantive discussion, explanation and analysis. This allows learners to talk in depth and detail about their experience of learning German and to express ideas, views and experiences at a level beyond their current level of proficiency in German. English may be used in conjunction with German to conduct research, to translate or to communicate bilingually.

## German (7–10 Sequence) Communicating

Years 9 and 10 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, community and future plans.</p> <p>[Key concepts: routines, relationships, community; Key processes: interacting, participating, describing]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>participating in conversations using strategies to sustain interactions, such as asking for repetition, clarification and confirmation, for example, <i>Wiederholen Sie die Frage, bitte! Was bedeutet das? Meinen Sie...?</i></li> <li>discussing and giving opinions on aspects of school life, such as timetables, subjects, teachers and uniforms, for example, <i>Wann haben wir montags Deutsch?; Ich finde Mathe interessant, aber meine Mathelehrerin ist sehr streng. Und du, findest du Mathe auch interessant?</i></li> <li>exchanging personal information and views in digital communications with peers about their school, family and friends, for example, <i>Ich finde meine Schule sehr gut, obwohl...; Ich komme gut mit meinem Bruder aus, weil ...</i></li> <li>describing own <i>Wohnort</i> and commenting on advantages and disadvantages of living there, such as whether there are sporting and shopping facilities nearby, for example, <i>Ich wohne gern auf dem Land. Es gibt in der Nähe einen Fluß und einen Fußballplatz. Leider haben wir kein Kino. Gibt es einen Supermarkt, wo du wohnst?</i></li> <li>recounting events and describing activities and personal experiences from the past, for example, <i>Gestern Abend hat Bayern-München gegen Mainz gewonnen. Hast du das Spiel gesehen?; Wir sind in den Ferien zum Strand gefahren</i></li> <li>comparing own characteristics, weaknesses and strengths with those of others, and describing the ideal friend, for example, <i>Ich bin fleißig, unabhängig und abenteuerlustig. Leider bin ich aber auch stur und unordentlich; Ein guter Freund muss treu und ehrlich sein</i></li> <li>posing and responding to questions, such as about future plans and aspirations, for example, <i>Was wirst du in den Ferien machen? Wir werden zu Hause bleiben; Was sind deine Zukunftspläne? Nach der 12. Klasse werde ich vielleicht Betriebswirtschaft studieren. Und du, was hast du vor?</i></li> </ul>
<p>Develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement.</p> <p>[Key concepts: task, communication, learning strategies; Key processes: participating, discussing]</p> <p><b>LIT, CCT, PSC</b></p>	<ul style="list-style-type: none"> <li>stating a problem and asking for advice, for example, <i>Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man am besten Vokabeln?</i></li> <li>discussing and sharing learning strategies, for example, <i>Lerne jeden Tag zehn neue Wörter! Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe</i></li> <li>participating in classroom activities and discussions to manage shared learning experiences, considering and commenting on the contributions and views of others, for example, <i>Ja, das stimmt. Sie hat Recht. Ich bin anderer Meinung</i></li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p>Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, and negotiating with peers to take individual and/or collective action.</p> <p>[Key concepts: roles, transactions, tasks; Key processes: collaborating, negotiating, discussing]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• sharing suggestions with peers to organise class displays and events, such as a German <i>Kabarett</i> or <i>Karneval</i>, for example, <i>Wer organisiert die Musik?</i>; <i>Wir können Poster machen</i>, and agreeing or disagreeing with a suggestion, for example, <i>Gute Idee!</i>; <i>Das ist/wäre super/blöd!</i></li> <li>• participate in scenarios related to travelling or living in a German-speaking country, for example, staying with a host family or using transport</li> <li>• completing tasks involving authentic or simulated transactions, such as comparing similar offers for goods in online catalogues on German-language internet sites, for example, <i>Ich möchte diese Hose anprobieren. Haben Sie Größe 38?; 30 Euro? Das ist sehr preiswert</i></li> <li>• completing an application form to apply for services such as online memberships or for opportunities such as student exchange programs or scholarships, explaining reasons for doing so</li> <li>• discussing and negotiating a resolution to a problem, for example, with a parent, sibling or classmate, such as having to share a room or computer (<i>Was soll ich tun? Ich kann es nicht haben, wenn ...</i>), or to make a complaint about unsatisfactory goods or services (<i>Ich habe eine vegetarische Pizza bestellt, aber ....; Die Hose ist die falsche Größe. Ich möchte mein Geld zurück</i>)</li> </ul>
<p><b>Informing</b></p> <p>Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts.</p> <p>[Key concepts: social issues, information, representation; selecting, analysing, researching]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• listening to and viewing short informative texts, such as television news items, for example, <i>Deutsche Welle</i>, promotional videos or documentaries, and using tools such as guided note-taking or a concept map to extract key information to reuse in own texts</li> <li>• gathering information from appropriate sources about a topic of interest, for example, use of technology, healthy lifestyles or aspects of life in German-speaking countries (sporting clubs, travel and holiday destinations)</li> <li>• compiling and comparing information and views/opinions from a range of spoken or written reports, for example, from interviews and evaluation forms related to a <i>Schüleraustausch</i> or <i>Arbeitspraktikum</i></li> <li>• listening to, reading or viewing interviews with ordinary people, sports stars, musicians, environmentalists or politicians, and summarising and recording information and opinions, for example, by writing a journal entry or blog describing a typical day and working conditions in a particular profession</li> <li>• using print and digital resources such as dictionaries, grammar references and encyclopaedias to support comprehension and research</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p>Present information and opinions in different modes and familiar text-types appropriate to audience, context and purpose, applying conventions of text-types.</p> <p>[Key concepts: content, audience, mode; Key processes: presenting, designing, transposing]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>presenting information in a range of persuasive and informative texts, such as advertisements, websites and magazine articles, using visual images and/or sound effects to enhance meaning for different target audiences</li> <li>explaining to others a procedure or practice, using simple language and supporting graphics, materials and gestures, for example, how to play a game or sport, a cooking show segment, fashion tips</li> <li>creating a web page for young German-speaking travellers looking for work in Australia, indicating different regional and employment possibilities and providing key points of information about each region, for example, <i>Farmarbeit in Queensland</i>, <i>Kindermädchen im Outback</i>, <i>Küchenhilfe an der Südküste</i></li> <li>conveying information, opinions and ideas by aligning choice of language and text structure to topics and themes, for example, using emotive images and captions to highlight issues such as <i>Jugendarbeitslosigkeit</i>, or rap rhythms and slogans to provoke reactions or to entertain</li> </ul>
<p><b>Creating</b></p> <p>Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects.</p> <p>[Key concepts: themes, imagination; Key processes: responding, modifying, transposing]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>listening to, reading and viewing digital and other texts such as songs, stories, television programs and films with subtitles, and responding by expressing views or modifying key aspects, for example, creating a new scene, continuing the story, or re-creating a video clip using parody, role playing an interview with a character, retelling or performing the text from the perspective of one of the minor characters</li> <li>comparing contemporary German and Australian music by reading music blogs or online magazines, viewing video clips and listening to music stations, identifying similarities and differences in expression, themes and styles of performance</li> <li>writing a review of a film, television episode or performance for an entertainment guide</li> <li>comparing Australian and German examples of a particular genre for cultural and stylistic similarities and differences, such as the German and Australian versions of 'Top Gear', or 'X Factor'/'<i>Deutschland sucht den Superstar</i>' or 'Home and Away'/'<i>Gute Zeiten, schlechte Zeiten</i>'</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p>Create a variety of imaginative texts to entertain, convey ideas and express emotions.</p> <p>[Key concepts: expression, humour, imagination; Key processes: composing, experimenting, expressing]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>describing an imaginative experience using a familiar text-type such as a diary entry, for example, the first day as an exchange student in a German school, or a 'recipe' for a great birthday party</li> <li>composing and performing short songs with particular themes or for imagined occasions (for example, <i>Liebe, Ferien, Austausch</i>)</li> <li>dramatising a text, for example, performing a poem using a given format, such as <i>Elfchen</i>, a string poem or <i>Konkrete Poesie</i>, or imagining they are 'characters' in a painting and creating a dialogue</li> <li>creating an imaginative text to entertain a younger audience, such as a picture storybook, puppet play or short film</li> <li>creating a digital persona or avatar in a German-speaking fantasy world, incorporating communicative styles and social behaviours observed in German texts</li> </ul>
<p><b>Translating</b></p> <p>Translate and interpret aspects of informational and imaginative texts, identifying and explaining some of the challenges and adjustments required when transferring meaning between languages and cultures.</p> <p>[Key concepts: equivalence, representation, adjustments; Key processes: interpreting, translating, comparing]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>comparing, analysing and explaining some common idiomatic expressions in both German and English, for example, <i>Er hat einen Vogel</i> ('He's crazy'); <i>Kuhdorf</i> ('one-horse town'); <i>Ich drücke dir die Daumen</i> ('I'll keep my fingers crossed for you')</li> <li>translating into English a public notice or advertisement for an event in a German-speaking country, for example, <i>Basler Fasnacht</i> or <i>Salzburger Jugendtag</i>, then comparing own translation with peers', discussing differences between versions and considering reasons for these</li> <li>comparing and finding equivalent similes and metaphors in German and English, suggesting possible reasons for differences, for example, <i>so alt wie ein Baum/Stein</i> ('as old as the hills'); <i>einen Bärenhunger haben</i> ('to be as hungry as a horse')</li> <li>explaining the terms for common features of schooling in German-speaking countries, for example, related to curriculum or assessment and reporting, such as <i>die erste/zweite Fremdsprache</i>, <i>Pflichtfächer</i>, <i>AGs</i>, <i>das Notensystem</i>, <i>die mündliche Note</i>, <i>der Blaue Brief</i>, <i>sitzenbleiben</i>, and comparing them with similar terms used in Australian schools</li> <li>discussing issues associated with using online translators by comparing different versions of a translated text and suggesting reasons for differences and mistranslations, in order to create accurate translations</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p>Create bilingual texts such as captions, glossaries, or footnotes to interpret cultural and linguistic aspects of texts.</p> <p>[Key concepts: representation, meaning, culture; Key processes: translating, interpreting]</p> <p><b>LIT, ICT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>• providing bilingual captions for images of scenes from Australia and German-speaking countries to explain cultural references, for example, bush, forest, mountain, beach or city images</li> <li>• creating websites or printed guides for intending international students to Australian schools, highlighting key terms and expressions associated with traditions, curricula, schedules or routines, including footnotes as necessary</li> <li>• providing vocabulary lists and annotated cultural explanations for German-speaking visitors to events such as Australian sports days, swimming carnivals or family barbecues, explaining elements such as 'BYO (food/chair)'</li> <li>• creating English captions, commentaries or subtitles for German multimodal texts to explain cultural and linguistic aspects</li> </ul>
<p><b>Reflecting</b></p> <p>Interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning making.</p> <p>[Key concepts: impact, reciprocity; evaluating, questioning, taking responsibility]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>• exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings or behaviours such as the degree of formality or directness</li> <li>• reflecting, such as in discussions or journals, on critical incidents in the course of learning and using German, for example, breakdowns or breakthroughs in communication, and discussing repair and recovery strategies and insights gained</li> <li>• reflecting on how language choices might be interpreted by German speakers and making adjustments to help convey intended meaning, for example, more often using the generalised pronoun <i>man</i> or a passive construction rather than <i>du/wir/sie</i> or <i>(alle) Leute</i></li> <li>• considering how own cultural practices, values and body language may be interpreted by German peers, for example, personal space and physical contact, personal and family habits and behaviours</li> <li>• exploring and challenging own assumptions and offering different perspectives to new situations/learning/language, including challenging stereotypes, for example, by making video clips of cultural bloopers an Australian visitor to a German-speaking country might make, and vice versa</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p>Reflect on self as a language user and discuss own and others' cultural identity, considering how it is both shaped by and influences ways of communicating and thinking.</p> <p>[Key concepts: identity, culture, values; Key processes: reflecting, analysing, discussing]</p> <p><b>LIT, CCT, PSC, ICU, ICT, NUM</b></p>	<ul style="list-style-type: none"> <li>reflecting on the experience of learning German and considering how this might add a further dimension to own sense of identity, for example, by creating a persuasive text about the benefits of knowing another language</li> <li>mapping own linguistic and cultural profile, for example, by creating a web profile or a timeline of major milestones, highlighting formative elements such as family languages, key relationships and intercultural experiences (<i>Wann und warum benutze ich Englisch/Deutsch/X? Wie fühlte ich mich früher und wie fühle ich mich jetzt als Englisch-, Deutsch-, Xsprechende(r)? Warum ist es wichtig, dass ich eine neue Sprache lerne?</i>)</li> <li>noticing and exploring how identity is expressed through languages spoken by people in various cultural contexts, including languages spoken by classmates and family or community members</li> <li>exploring how cultural identity is manifested, for example, through family occasions, community events and festivals</li> <li>discussing how they would represent being Australian, for example, what they would wear or take along to an International Students Day function held in Switzerland</li> </ul>

### German (7–10 Sequence) Understanding

Years 9 and 10 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Notice some examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply common German spelling and punctuation rules, such as for commas and quotation marks.</p> <p>[Key concepts: metalanguage, variation, context; Key processes: explaining, comparing, imitating, experimenting]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>recognising and reproducing rhythms in complex sentences, using pausing and intonation to signal clause sequence and emphasis</li> <li>recognising the role of pronunciation, rhythm and pace in enhancing meaning and creating effects (mood, suggesting relationships) in spoken texts such as stories, poems, songs and conversations</li> <li>listening to and/or viewing excerpts of authentic German conversations, noting examples of contractions and impact of their use</li> <li>comparing punctuation rules in English and German, considering aspects such as the distribution and functions of commas, and the style of quotation marks for direct speech</li> <li>applying German punctuation and spelling rules to own writing and learning to edit own and others' written work systematically</li> </ul>



Extend grammatical knowledge including cases, demonstrative and interrogative adjectives, prepositions, common subordinating conjunctions, past and future tenses, to describe, situate and link people, objects and events in time and place.

[Key concepts: grammatical systems, connections, syntax;  
Key processes: applying, analysing, describing]

**LIT, CCT, NUM**

- specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative), and using definite and indefinite articles, personal pronouns (including *man*), and possessive, demonstrative and interrogative adjectives such as *ihr, sein, unser, dieser, jeder, welcher*
- noticing use of the genitive case mainly in written texts, for example, *Deutschlands Schulen, die Rolle der Frau, der Gebrauch des Genitivs*
- understanding the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, *Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring; Es gibt kein großes Einkaufszentrum in dieser Stadt*
- selecting the correct personal pronoun for 'it' (er/sie/es; ihn) for objects, for example, *Woher hast du den Hut? Er ist sehr schön. Ich habe ihn bei ... gekauft*
- comparing the meanings and use of the German modal verbs with their English equivalents, for example, *Wir müssen eine Schuluniform tragen. Man darf hier nicht essen. Du musst das nicht essen*
- describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs, for example, *Er sieht viel fern; Ich muss meine Hausaufgaben machen; Morgen ist unser letzter Schultag. Wir werden nächstes Jahr in der 11. Klasse sein*
- describing past events and experiences in the present perfect and/or simple past tense using a limited range of common verbs, for example, *Ich bin gestern Skateboard gefahren; Als Kind trank ich gern Milch*
- using reflexive verbs in present tense with their appropriate reflexive pronouns to describe daily routines and express emotions and interests, for example, *Ich dusche mich morgens; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien; Erinnerst du dich an ...?*
- noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning, for example, *Er kommt um 17.15 Uhr; Kommst du mit?; Ich bekomme manchmal Geld zum Geburtstag*
- understanding and giving instructions, applying the different forms for single/plural addressees and informal/formal register, for example, *Mach dein Buch zu, Angela! Hilf mir! Machen Sie das Fenster bitte zu, Frau Berger!*
- linking and sequencing events and ideas using a range of cohesive devices, including adverbs (for example, *dann, früher, danach, vorher*) and common subordinating conjunctions, for example, *als, dass, obwohl, wenn, weil*, usually with the subordinate clause after the main clause
- expressing opinions using, for example, *meiner Meinung nach; Ich glaube, dass ...; Wir sind dagegen/dafür, denn ...*

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>• asking and answering questions using a range of interrogatives, including <i>warum</i> to elicit reasons and <i>wozu</i> to clarify purpose</li> <li>• understanding and applying the ‘verb as second element’ and ‘subject-time-object-manner-place’ (STOMP) word order rules for main clauses and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, <i>Langsam verstehe ich mehr Deutsch; In der Schule gibt es viele Umweltaktionen</i></li> <li>• understanding and using dative and accusative prepositions with their core meanings, for example, <i>Ich komme aus Australien; Das Eis ist für mich; Der Junge geht zum Bahnhof</i></li> <li>• understanding the meaning of and using ‘two-way’ prepositions (<i>Wechselpräpositionen</i>), for example, <i>Wir gehen ins Kino; Sie wohnen in der Schweiz</i></li> <li>• making comparisons using a range of structures, for example, <i>Ich esse lieber Salat als Fleisch. Ist der BMW schneller als der Porsche? Der VW ist am billigsten; Der Audi ist so gut wie ein Mercedes</i></li> <li>• using appropriate units of measurement, for example, for height/length, area, time and velocity (Meter, Kilometer; Quadratmeter, Quadratkilometer; Jahrzehnt, Jahrhundert, Jahrtausend; Stundenkilometer)</li> <li>• extending metalanguage to talk in German and English about case, word order, verb tenses and moods (for example, <i>Dativ, Wechselpräpositionen, das Imperfekt, der Imperativ, Hilfsverben, trennbare Verben</i>)</li> </ul>
<p>Identify, comprehend and create a range of different text-types, including simple narratives, informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements.</p> <p>[Key concepts: text construction, textual conventions; Key processes: comparing, analysing, applying]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• applying knowledge of the interrelationship of audience, context and purpose and using knowledge of text-types and their purpose to predict the meaning of unfamiliar vocabulary in texts</li> <li>• identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader by the use of personal pronouns, imperative/interrogative verb forms and emotive language in advertisements</li> <li>• comparing German and English versions of texts with easily recognisable language features (for example, love songs or recipes), noticing differences or similarities in imagery or focus that might be culturally significant</li> <li>• analysing structural and linguistic differences through reading, viewing, listening to and/or performing texts with common content (such as print, radio and television advertisements for the same product)</li> <li>• understanding, creating and transforming texts with different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms including digital (short speech, blog)</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Language variation and change</b></p> <p>Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts.</p> <p>[Key concepts: variation, register, style; Key processes: analysing, comparing, explaining]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• understanding that the level of formality may be decreased by using some contractions and slang, for example, in an informal conversation or email, or increased by applying key features such as appropriate layout and structure, formal register and subordinate clauses, for example, in a job application letter</li> <li>• analysing differences in register and style when using language in different contexts, for example, through a set of video clips showing introductions, greetings and farewells in different situations, or through youth language such as in songs, graffiti and text messages</li> <li>• interpreting, explaining and using textual conventions popular with young German speakers, for example, the use of contractions, abbreviations and acronyms in text messages (<i>4u = für dich = for you, brb = bin gleich wieder da = be right back, 8ung = Achtung! dubido = du bist doof, sz = schreib zurück, sTn = schöner Tag noch</i>)</li> <li>• identifying key differences in regional dialects and accents</li> <li>• analysing linguistic choices in situations of potential conflict involving an apology and acceptance of an apology, such as complaining about poor service or faulty goods, or apologising for forgetting someone's birthday or dealing with a contentious issue and expressing agreement and disagreement in different ways, for example, <i>Ich bin nicht damit einverstanden; Das stimmt nicht ganz; Spinnst du?</i></li> </ul>
<p>Understand that language has power and changes over time as a result of contact with other languages and influences such as globalisation, new technologies and knowledge.</p> <p>[Key concepts: evolution, influence; Key processes: noticing, analysing, investigating]</p> <p><b>LIT, CCT, ICU, ICT, EU</b></p>	<ul style="list-style-type: none"> <li>• considering how language marks values and attitudes such as respect and equality, and includes and excludes, for example, the use of titles or first names (<i>Herr Doktor Schmidt, Herr Schmidt, Georg</i>), different words for the same entity (foreigner/immigrant/refugee), the gendered nature of professional titles (<i>der Lehrer, die Lehrerin; das Kindermädchen</i>), and access to community information for second language speakers</li> <li>• noting that, although German grammar has not changed as much as English over the centuries, it did relatively recently undergo changes in spelling and punctuation in the official <i>Rechtschreibreform</i>, requiring, for example, <i>ß</i> to be used only after long vowel sounds or diphthongs (<i>Fußball, Spaß, weiß</i>), and <i>ss</i> to be used after short vowels (<i>dass, Klasse</i>)</li> <li>• investigating and reporting on evidence of current and historical influences of German language and culture in the local and broader Australian community, for example, German/Austrian/Swiss place names (<i>Heidelberg, Hahndorf, Leichhardt, Grindelwald</i> etc), food (cafés, restaurants, bakeries, market stalls etc), festivals and celebrations (German Film Festival, Swiss Festival, <i>Weihnachtsmarkt</i> etc) and organisations (Goethe-Institut, SBS German Radio, clubs, churches, companies etc)</li> <li>• considering the concept of 'ecology' in relation to German and other languages; that is, the interaction of the language with constantly changing environments due to globalisation, technology, language shifts and exchange</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Role of language and culture</b></p> <p>Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs.</p> <p>[Key concepts: diversity, culture; Key processes: questioning, analysing, reflecting]</p> <p><b>LIT, CCT, PSC, EU, ICU</b></p>	<ul style="list-style-type: none"> <li>establishing a deeper understanding of diversity and reflecting on what own experience of linguistic and cultural diversity means for them</li> <li>sharing ideas about how culture ‘works’ as a combination of beliefs, values and practices, and examining own personal and community cultural frames of reference and how and why these change over time</li> <li>reflecting on how learning German has impacted on own assumptions about German language, culture or identity, through personal journals and group discussions</li> <li>considering how the experience of learning a new language has impacted on awareness of own communicative and cultural behaviours and of how these may be interpreted by others</li> <li>analysing how language use and culture reflect and construct relationships, practices and attitudes, including expressions and concepts in German related to education, social equality, national identity and commitment to world peace, for example, <i>Fremdsprache, Ausbildung/Erziehung; Nationalismus/Heimat</i>; those related to <i>Ausländer</i> in German-speaking countries and those within Germany, such as Nord–Süd/Ost–West (<i>Ossi/Wessi</i>) identity</li> </ul>

## Years 9 and 10 Achievement Standard

By the end of Year 10 students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems and negotiate and plan action in response to issues. When interacting, they use rehearsed and spontaneous language. They ask and respond to familiar questions (*Wir sind in den Ferien oft zum Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?*) and make comparisons (*Meine Freundin ist fleißiger als ich*). They give opinions (*Ich wohne gern auf dem Land, weil ...*), explain problems and ask for advice or clarification (*Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?*). They apply rules of pronunciation, intonation and stress, including variations such as contractions. They locate, analyse and record information, feelings and opinions from a range of texts. They respond to and recreate imaginative texts and use descriptive and expressive vocabulary to talk about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases (*Wir haben das schon am Montag mit Frau Rolf gemacht*). They create personal, descriptive, informational and imaginative texts for different purposes, audiences and contexts. They use a range of grammatical elements to describe, situate and link people, objects and events in time and place. They use articles (*der/ein*), personal pronouns, some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*, and possessive adjectives in the nominative, accusative and dative case and a range of prepositions in everyday and topic-based phrases. They use present and future tense (*werden* + infinitive) of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. They use some common reflexive verbs in the present tense (*Ich dusche mich morgens; Interessierst du dich für Geschichte?*). They use a variety of conjunctions and cohesive devices (*als, dass, wenn, weil; dann, früher, danach, vorher*) to create cohesion and interest. They translate and interpret excerpts from informational and imaginative texts, identifying and explaining challenges and adjustments required when transferring

meaning between languages and cultures. They recognise the importance of audience and context in intercultural exchanges. They explain how cultural identity is both shaped by and influences ways of communicating and thinking.

Students understand that language changes over time and identify reasons for change. They understand that German has a case system (nominative, accusative, dative, genitive) and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They recognise variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They recognise how features of German in familiar spoken and written texts vary according to audience, context and purpose. They reflect on their own cultural identity in light of their experience of learning German, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups.

DRAFT

## Australian Curriculum: Languages – German – Years 7 to 10 (Year 7 Entry) Sequence

### Scope and Sequence

<b>Communicating</b>				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Socialising</b>	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	Socialising and interacting	Socialise and interact with teacher and peers to exchange greetings, good wishes and factual information about self, family, home, school and interests, expressing likes, dislikes and preferences	Initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, community and future plans
		Building classroom language	Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests	Develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement
		Taking action and transacting	Make plans and arrangements to carry out activities together and obtain goods or services, through transacting with others in simple and guided real or simulated situations	Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, and negotiating with peers to take individual and/or collective action
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and using information	Identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers	Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts
		Conveying and presenting information	Present information in modelled spoken and written texts relating to own world and that of other teenagers	Present information and opinions in different modes and familiar text-types appropriate to audience, context and purpose, applying conventions of text-types.

## Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Creating</b>	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Engage with imaginative and creative texts identifying, describing and discussing key elements including characters, events and ideas	Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects
		Creating and expressing imaginative experience	Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts	Create a variety of imaginative texts to entertain, convey ideas and express emotions
<b>Translating</b>	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating, interpreting and explaining	Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences	Translate and interpret aspects of informational and imaginative texts, identifying and explaining some of the challenges and adjustments required when transferring meaning between languages and cultures
		Creating and using bilingual resources	Create and maintain individual and shared bilingual texts and resources such as signs, wordlists, posters, games, photo stories	Create bilingual texts such as captions, glossaries, or footnotes to interpret cultural and linguistic aspects of texts
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Recognising and analysing intercultural communication	Engage with German speakers and texts, noticing how interactions involve culture as well as language	Interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning making
		Reflecting on self as language user and how identity is shaped by language and culture	Reflect on experiences of learning and using another language, and exchange aspects of own identity such as family background, age and interests, reflecting on how these impact on intercultural exchange	Reflect on self as a language user and discuss own and others' cultural identity, considering how it is both shaped by and influences ways of communicating and thinking

## Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Sound and writing systems	Recognise and use key features of the German sound system, including pronunciation, rhythm, stress and intonation and identify main similarities and differences between the phonological and orthographic systems of English and German	Notice some examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply common German spelling and punctuation rules, such as for commas and quotation marks
		Grammatical and vocabulary knowledge	Develop knowledge of elements of the German grammatical system including gender and number, nominative and accusative cases, present tense of regular and some irregular verbs, personal pronouns, possessive adjectives and word order, to describe people, objects, actions, events and relationships	Extend grammatical knowledge including cases, demonstrative and interrogative adjectives, prepositions, common subordinating conjunctions, past and future tenses, to describe, situate and link people, objects and events in time and place.
		Text structure and organisation	Recognise and use grammatical structures and features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements, song clips	Identify, comprehend and create a range of different text-types, including simple narratives, informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements
Language variation and change	Understanding how languages vary in use (register, style, standard and non-	Language variation	Recognise some of the common variations in German as it is used in different contexts and locations by different people	Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts.



## Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
	standard varieties) and change over time and place	The dynamic and influential nature of language	Recognise that German and English are related languages and that German is an important European and global language	Understand that language has power and changes over time as a result of contact with other languages and influences such as globalisation, new technologies and knowledge
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning.	The interrelationship of language and culture in communication	Understand that language use is shaped by and reflects the values, ideas and norms of a community	Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs

**acara** AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY

[www.acara.edu.au](http://www.acara.edu.au)